

**ORGANIZATIONAL JUSTICE AS A PREDICTOR
OF PROFESSIONAL WELL-BEING OF HEAD
TEACHERS AT SECONDARY EDUCATION
LEVEL**

By

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **“Organizational Justice as a Professional well-being of Head Teachers at Secondary Education Level”** submitted by me in partial fulfilment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution. I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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ABSTRACT

Title: Organizational Justice as a Predictor of Professional Well-Being of Head Teachers at Secondary Education Level

The relationship of organizational justice and Professional well-being is a developing research topic. Present research was conducted to find out the effect of organizational justice on professional well-being of head teachers at secondary education level. Population of the study was all the head teachers of Public high and higher secondary schools of Punjab. Cluster sampling was used for quantitative data analysis and convenience sampling was used for qualitative data. 260 Head teachers of high and higher secondary schools of district Rawalpindi were sample of the study. Explanatory Sequential mix method design was used in which quantitative analysis followed by qualitative analysis was done. For this purpose organizational justice scales by (Niehoff & Moorman ,1993) were adapted to measure procedural justice, distributive justice and interactional justice and professional well-being scale by Yıldırım (2014) was adapted. Simple regression, Independent sample t test and one way ANOVA were used for data analysis. For Qualitative data analysis semi structured interviews were conducted. The result of the study showed that organizational justice has significant effect on professional well-being of head teachers at secondary education level. Effect of distributive Justice was more significant on professional well-being than other two dimensions of organizational justice. No significant mean difference was found between organizational justice of male and female head teachers. It was also concluded that no mean difference was found between professional well-being of head teachers of male and female. Significant difference on the basis of age group and experience of head teachers was also found.

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LIST OF ABBREVIATIONS

Abbreviation	Terms
OJ	Organizational Justice
PJ	Procedural Justice
SPSS	Statistical package for Social Sciences
NUML	National University of Modern Language
DJ	Distributive Justice
IJ	Interactional Justice
PWB	Professional well being
GOVT	Government
SSI	Semi Structured Interviews
ANOVA	Analysis of variability
SE	Self-efficacy
JS	Job satisfaction
RC	Recognition

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Dedicated
To
MY MOST LOVING
PARENTS,
FAIZ MUHAMMAD & NAZEERAN
BEGUM
MY CUTEST
PRINCESS,
ESHAL HAMID
AND MY MOST
CARING HUSBAND
MUHAMMAD HAMID ZAHEER

CHAPTER 1

INTRODUCTION

Background of the Study

Social fairness is one of the most critical issues in the sphere of justice. In general, social fairness centers on the idea that society should grant equal treatment to individuals and groups and there should be a fair distribution of the rewards of community without prejudices of rank, sex, identity or civilization (Fua, 2012). Organization is a social structure that relies on the existence of close relations between its components for its life and stability. Organizational justice works as a binding force that binds the people to work collectively in a productive way (Sahai & Singh, 2016). Individuals consume a major part of their life in working. Employees have always seen equality at work as an essential part of the perfect workplace (Duyar, Ornekli & Gunduz ,2020). Discern inequality has a negative impact on the collective essence of work, as it obliterates personage resource commitment and employee motivation. Oppression and unequal disbursement of the successes and production of the company in their efforts and activities contribute to low morale of employees; therefore, fairness is the principal factor in sustaining and preserving the companies and workers' advancement and progress. The key management tasks are therefore to preserve and improve equal behaviour among managers and establish a sense of fairness among employees (Seyed, Taheri & Farahi, 2008). Fairness and its implementation is one of the essential requirements of an inherent human being who has traditionally been given the ideal opportunity to build and develop human societies. From theological and philosophical ideas to scientific research, justice theories were drawn from in parallel with the development of evolved human society.

Fairness is an important attribute in organizations. In taking decisions of promotion, assigning tasks, allocating rewards, issues of fairness are faced by organizations (Ferreira, Coetzee & Masenge, 2013). Conformity with rules, objectivity and impartiality are being taken alternatively in published writings. An individual's believe about a decision judges it to be fair or unfair (Bies, 2015). Therefore the organizations have to set such settings where employees can interact socially since they are human beings (Coetzee, 2005). Different types of transactions between people at work are explored in different researches (Suliman & Kathairi, 2013).

Today, most of our lives are led in or in association with organizations. Any corporation that conducts different or specialized activities achieves general and unique objectives for its group and individuals. Such goals and activities are much difficult and very complicated than a person or a small group might accomplish, so the life cycle depends on the business community' organization, progression, sustainability and their successful work. Via organizations, individuals do their job more efficiently and effectively as a result the efficiency of organizations' operations and their societal matters will be impacted.

Justice is an important element of our daily dealings. Wendell French in 1964 used the term organizational justice for fair and ethical treatment with the employees within organizations (Cropanzano, Fortin & Kirk, 2015). The rules and regulation policies which determine the rewards and punishments referred to as justice which is an important element of organization (Bies & Tripp, 2005). Justice in organizations is connected to "the ways in which employees determine if they have been treated fairly in their jobs and the ways in which those determinations influence other work-related variables" (Niehoff & Moorman, 1993). Different organizational aspects such as organizational commitment, citizenship behaviour and well-being are positively associated with organizational justice.

Organizational behaviour, performance and success are deeply affected by the level of organizational justice (Coetzee, 2005).

In previous years work on organizational behaviour, human resource management, industrial psychology and organizational justice have been examined (Colquitt, 2001). In previous era organizational justice was taken as a reward or punishment concept, after that rules and regulations were included, then relations and interactions were included. According to Polat (2009) organizational justice means organizations rewards, punishment procedures, rules, communications and interactions are equally applied to people. In order to achieve educational goal and to increase quality of education employees need to experience justice. Organizational justice is a very crucial and complicated issue that is faced by every organization. According to Piester (2018) in order to overcome employee's problems organizational justice is very important.

Justice in organizations can be characterized as the degree of fairness how workers are treated within organizations (Greenberg, 2011). When employees are not treated fairly by their employers they become dissatisfied and they do not participate actively to achieve the prescribed goals and ultimately quit that organization. Employees become motivated and work for the betterment of the organization when they are treated with justice. Through job satisfaction of employees overall assessment or positive feelings about job can be measured (Piester, 2018).

Employees, who believe that justice is offered to them, become loyal to the organization and establish a communal relationship with the organization. Organizational justice is divided in to three main types, justice in distributions of outcomes, justice in procedures and justice during interactions (Cropanzano, Byrne, Bobocel, & Rupp, 2001). Justice in distributions is associated with temporary outcomes of worker's own actions, on the other hand justice in procedures is related with rights, rules and regulation given by

law or contract to the employees' justice while treating is related to honor, respect and prestige of the employees while treated (Fujishiro & Heaney, 2009).

Interactional Justice is the equal interpretation of human relations during the implementation of organizational procedures (Ulner & Guler, 2015).

Experts preferred justice theory to equality theory, since it insists on the equal distribution of people's income to get a higher degree of inspiration (Yaghubi et al., 2009). School administration must focus on leadership behaviour to enhance equality and fairness between students and other school employees (Cunningham & Corderio, 2003).

Aristotle was the first who examined the role of justice in distribution and resources between workers (Ross, 1925). Later on (Locke, 1994) restate the concept of justice by writing about human rights (A hand book of organizational justice by Jerald Greenberg and Jasor A Colquitt (2013)). Teaching is a stressful occupation. A study on more than 26 occupational groups of 25000 people concluded that teaching is a second most taxing profession (Johnson et al., 2005). Teachers due to high level of work strain may perform low intellectually (Feuerhahn et al., 2012). It is inferred from researches that level of justice in organizations is a big determinant of employee workplace behaviour (Irving, 2004).

Conclusion of different studies is that when employees perceive there is high level of fairness at their workplace they become more satisfied with their jobs and their well-being increases (Masterson, Lewis, Goldman & Taylor, 2000). Another concept that has many formal and informal meanings is happiness. In most cultures, it is seen as one of people's most important priorities. Happiness is commonly characterized by two fundamental approaches.

The first (hedonism-pleasure) approach is about optimistic emotions and amusement. Ethical, spiritual, positive actions and personal growth are stressed in the

second approach (eudemonism-virtue). Subjective well-being is treated as hedonic pleasure (SWB). In comparison, satisfaction is treated as Psychological Well-being in studies of eudemonic approach (Page & Vella-Brodrick, 2009). Instead of instant happiness, scholars focusing on the definition of happiness tried to find a more stable mood, so they began to use the term 'well-being' instead of 'happiness. The second factor explored in this research is employee well-being (EWB) or Professional well-being. According to the hedonic approach, well-being implies having a lot of pleasant emotions and happiness, while the eudemonic approach suggests that well-being is not just immediate good feelings; it is about recognition, self-actualization, and constant development (Duyar, Ornekli & Gunduz, 2018).

When employees feel justice in their organizations they become satisfied with their jobs. Employees can perceive injustice within organizations in different ways like unequal pay structure, unfair dismissals and favoritism on the basis of gender, cast, country and race (Sahai & Singh, 2016). Teachers should be motivated to get their job done. Teachers are expected to perform highly when they have work pleasure. Job satisfaction can be measured in terms of pay, benefits, relationship with colleagues and opportunities of promotion (Judge & Colquitt, 2004).

Job satisfaction is highly associated with the level of justice in organizations (Lambert, 2003). Organizational justice is also a predictor of employee professional well-being. Researches has concluded that injustice leads to adverse health, increased stress level, reduced job satisfaction and low level of well-being (Ylipaavalniemi et al., 2005). Before 2000 only two articles were published on justice in organizations and health of workers, which found out that justice in organizations and health of workers are linked with each other (Schmitt & Dorfel, 1999; Zohar, 1995).

Justice is an essential ingredient of the relationship of employees and employers (Sahai & Singh, 2016). While injustice is like vitriolic substance that destroys the relationship between group members (Sahai & Singh, 2016).

According to Allisey, Rodwell & Noblet (2012) Stress is an uncomfortable mental and physiological condition induced by poor work practicum that are not under the control of employees. Employee well-being is associated with organization's general environment, workloads, decision making, input and social support. Employees well-being also depends upon psychosocial conditions of organization (Noblet, 2003). Organizational justice is an important issue for every organization.

Every worker has a key concern to issues of justice or fairness at workplace. But perception of fairness or justice is particularly important for educational employees. Education system is highly affected by the changes occurring in social environment. Human is the main input and output of the education system so education system is very important because it affects all the social environment (Argon, 2010). Schools and organizations are social places where people seek justice.

By increasing organizational justice, output can be increased and in turn job satisfaction and trust on management will raise the performance of the employees. Being a developing country Pakistan is also facing problem of organizational justice especially education sector is confronting with this problem. Due to organizational injustice teachers and head teachers become dissatisfied with their jobs and try to switch their jobs. Students and Schools are being affected by teacher's turnover (Ingersoll & May, 2011). Teachers should be inspired by their jobs. Teachers are supposed to achieve high performance because they are happy with their work. That positively affects the feedback of the education system indirectly.

Organizational justice is directly linked to employee's well-being and distributive justice has the greatest effect on the procedural and interpersonal justice of workers (Huong ,Zheng & Fujimoto, 2016).

The concept of justice in organizations is not unknown in administrative literature (Greenberg & Lind, 2000). The primary objective of the analysis is to find out that whether justice in distributions, justice in procedures for the attainment of outcomes and justice in interactions are associated with employee's professional well-being. This study will find the impact of all these kinds of justice on professional well-being of head teachers at secondary education level with regard to job satisfaction, Self efficacy and recognition.

1.1 Rationale of the Study

The literature has given understanding that organizational justice has been an important and attractive area for research. In Pakistan there is a little research on organizational justice and its impact on professional well-being of employees especially in education sector. Existing literature shows that mostly work done on organizational justice is in European and American context. Generalizing findings from European and American context may not be useful for other parts of the world (Cheung, 2013). Compared to their unique performance norms, the performance level of workers employed in the public organization in Pakistan lags behind, so the public sector is under pressure due to low performance levels due to the various strategies such as organizational justice, climate, organizational actions, incentives and compensation used in private sector of Pakistan (Zia -ur-Rehman et al., 2015). In Pakistan there is a little research on organizational justice in health industry and education sector. Education works as a change factor in the lives of people that is why the researcher being a head teacher, wanted to explore that to what extent procedural, distributive and interactional

justice are related to Head teacher's professional well-being. The researcher also wanted to find out that if there was any relationship between these types of justice then to what extent organizational justice affects Head teacher's professional well-being at secondary education level in public sector.

1.2 Statement of the Problem

Performance in public sector organizations is low as compared with their targets this is due to low level of organizational justice, organizational behaviour and different reward and punishment policies (Aslam et al., 2015). These public sector organizations are indulged in different crucial tasks like providing economic policies, Education, science and technological developments (Aslam et al., 2015). Any bias in the components of organizational justice, whether distributive justice, procedural justice, or interactional justice, would cause employees to perform poorly owing to a lack of motivation and a sense of injustice. As a result, any prejudice in organizational justice has a negative impact on worker performance. It demonstrates the significance of organizational justice in the workplace as a motivator for employee's achievement. The majority of studies showed that in Pakistan, organizational unfairness leads to prominent decrease in performance (Shan, Ishaq & Shaheen, 2015). Due to injustice employees well-being is affected. Now a days different studies are linking well-being of employees with organizational justice.

In Pakistan, School education department is also doing an important and crucial job. School Heads of Punjab are also facing many challenges regarding different policies and targets assigned by the department. According to Iqbal (2013) public sector organizations employee remains unsatisfied due to low level of organizational justice, for the matter with school education, head teachers play an important role in fulfilling the targets by enhancing quality of education.

Organizational justice not only plays a key role in motivating the employees but also helps in maintaining the well-being of employees. So head teacher's well-being is very important. Organizational justice plays a pivotal role in promoting well-being of employees. This study aimed at exploring organizational justice as a predictor of professional well-being of head teachers at secondary education level. It is very important to find out how organizational justice affects head teachers professional well-being that in turn increases their performance and quality of education. For the betterment of the school education department it is necessary to find out the professional well-being of head teachers under justice with all the codal formalities. As organizational injustice leads to low level of motivation that further leads to low efficiency which ultimately results failure in quantity as well as quality of education.

1.3 Research Objectives

The following research objectives have been developed in order to tackle the above research issue.

1. To explore the effect of organizational justice on professional well-being of Head teachers at secondary education level.
 - 1a. To investigate the effect of procedural justice on professional well-being of Head teachers at secondary education level.
 - 1b. To explore the effect of distributive justice on professional well-being of Head teachers at secondary education level.
 - 1c. To investigate the effect of interactional justice on professional well-being of Head teachers at secondary education level.
2. To compare the organizational justice with reference to gender of head teachers at secondary education level.

3. To compare the professional well-being with reference to gender of head teachers at secondary education level.

1.4 Research Questions

(1) How does organizational justice affect Professional well-being of head teachers at secondary education level?

(2) Which dimension of organizational justice contributes most to the professional well-being of head teachers at secondary education level?

1.5 Null Hypotheses

Four hypotheses were developed to expose the effect of organizational justice professional being and three major categories of justice and professional well-being of head teachers and two hypotheses was developed to assess the link between organizational justice and professional well-being of head teachers at secondary education level regarding gender.

H⁰¹: There is statistically no significant effect of organizational justice on professional well-being of head teachers at secondary education level.

H⁰¹ (a): There is statistically no significant effect of procedural justice on professional well-being of head teachers at secondary education level.

H⁰¹ (b): There is statistically no significant effect of distributive justice on professional well-being of head teachers at secondary education level.

H⁰¹ (c): There is statistically no significant effect of Interactional justice on professional well-being of head teachers at secondary education level

H⁰²: There is statistically no significant difference of organizational justice with reference to gender of head teachers at secondary education level.

H⁰³: There is statistically no significant difference of professional well-being with respect to gender of head teachers at secondary education level.

1.6 Conceptual Base

Conceptual base consists of introductory material about organizational justice and professional well-being including its definitions and theoretical background of conceptual frame work.

1.6.1 Theoretical Background

The idea of justice in organization has its roots from equity theory given by (Adams, 1963). Theory of justice within organizations acknowledges the equity ability which incorporates justice in distribution of outputs, justice in procedures and justice during mutual interactions. Various definitions have been suggested by the researchers for organizational justice where all have emphasized the equitability or fairness in the organizations.

The first speculation of distributive justice (Adams, 1963) is that individual tries to analyze the specific contribution and compares these contributions with the other alternatives and then tries to judge conclusion based upon honesty, consistency and then compares the specific work and result with the other fellow.

Secondly procedural justice proposes that according to employee's politeness in the organizational official procedures and policies helps by bringing choices to organizational employees. Procedural fairness acts as a regulator for the procedure and helps in achieving fairness during their long-term procedures and results (Thibaut & walker, 1975). Thirdly organizational justice is fairness while interactions. (Bies & Moag, 1986) helped in understanding of interactional justice. Nature of official system and its relation with how these systems are supported by the workers is presented by interactional justice. According to equity theory employees compare their job inputs with their coworkers then react to eliminate any inequity.

According to equity theory what a person contributes in the form of knowledge and effort and what he gains in the form of pay and recognition as compared to one's fellow. Organizational justice theory is based upon equity theory. Because justice is perception of employees in organizations that, how fairly they are treated in organizations.

1.7 Conceptual Frame Work

Model of organizational justice used in this study is purely based on equity theory. Adam's equity theory explains that there is positive link between well-being of employees and level of fairness in organizations. Cohen & Spector in 2001 explained distributive fairness, procedural fairness and interactional fairness as major determinants of organizational justice. Well-being is a vital idea that consists of subjective, social and mental aspects as well as fitness related behaviors.

Professional well-being can be defined as Offering services for economic reimbursement while feeling a revel in professional achievement coupled with an experience of price for contributing something of well worth to the business enterprise or society or organization. Ryff and Keyes (1995) presented a model of well-being consists of six dimensions. The primary six subscales evaluate all of the functions of well-being. Its miles globally used version by using researches who desire to behavior research within the discipline of well-being (Ansari, 2010).

Warr (1990) focused on work characteristics that affect employee's well-being. He described five dimensions. Yildirm (2014) used a hypothetical model of professional well-being taking factors of professional well-being based on Ryff, Warr and other models used for well-being. He used following factors as determinants of professional well-being of teachers.

- Job satisfaction

- Self-efficacy
- Aspiration
- Recognition
- Authority

Yildirm (2014) concluded that Job Satisfaction, Self-efficacy and Recognition are major determinants of professional well-being. Based upon the theoretical understanding the following conceptual frame work has been drawn.

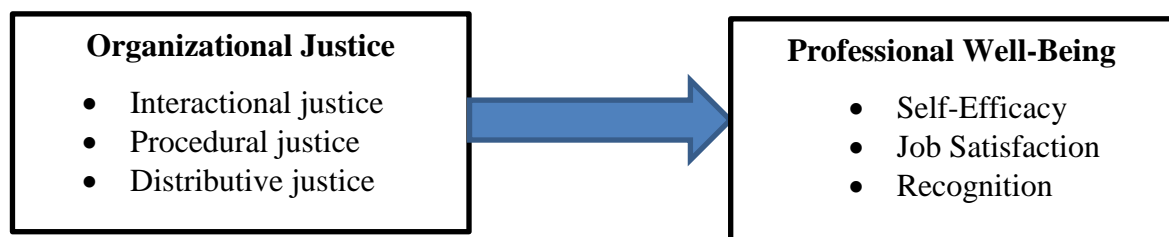


Figure: 1.1 Conceptual diagrams

1.8 Significance of the Study

Significance of this study is that practices like organizational justice influence employee's professional wellbeing that consequently will affect their capacity to achieve goals. Organizations are strolling in the competing surroundings and they pick out unique human source practices which have the capability to alternate the individual regular standard performance because practices affect the individual's psychological well-being which allows them to perform high (Kaufman, 2014). Any prejudice in the corporate justice facets, whether distributive fairness, procedural fairness and fairness while interactions, would consequence in a loss of employee productivity due to reduced interest and feelings of injustice (Palaiologos, Papazekos & Panayotopoulou, 2011). This study will be helpful for the head teachers and management of the school education department of Punjab. This study will be helpful in order to promote organizational justice in educational institutions that will increase the professional well-being of Head

teachers and in turn will boost the standard of education in. It will provide information to the policy makers regarding organizational justice and professional well-being of head teachers; it will help them while making future decisions. It will also help the authorities to overcome these barriers for enhancing quality of education.

1.9 Methodology

Methodology includes Population, Sample, Sampling technique, research design, research approach, research method, Instrument, data analysis and delimitations of the research.

1.9.1 Research Design

Research design is the full data collecting method and various analytical techniques.

Explanatory Sequential Mix method design was used to conduct this study. In this mix method design data was gathered by adapting a questionnaire followed by the semi structured interviews. Mixed method design was selected to get in-depth information about phenomenon under study.

1.9.2 Research Approach

Based upon objectives and hypotheses of the research pragmatic research approach was used that deals with quantitative as well as qualitative type of data. Researcher used this approach for in-depth study.

1.9.3 Research Method

Mixed method was used to conduct this study. Quantitative and qualitative both methods were used. Quantitative data was obtained by using a questionnaire and Semi structured interviews were carried out for qualitative data collection.

1.9.4 Population

Population of the study is group of people having one or more common characteristics about which research is being conducted. The goal of this research was to explore the connection between organizational justice and professional well-being of head teachers at secondary education level. Head teachers of all Public Secondary Schools of Govt. of Punjab were population of this research and their total number of head teachers in Punjab is 7381.

1.9.5 Sample

There are 36 districts of Punjab and so 36 clusters. Rawalpindi district was sample of the study i.e. 432 Head teachers of Rawalpindi district. Sample was selected by using cluster sampling technique. And convenience sampling was used for interview schedule. Rate of return of sample was 60%.

Table No. 1.2 Sample distribution

Male Head Teachers	Female Head Teachers	Total Sample
105	155	260

1.9.6 Instrument

Researcher used three scales for measuring organizational justice i.e. distributive fairness scale, procedural fairness scale and interactional fairness scale. For measuring professional well-being of head teachers' professional well-being scale was used. Semi-structured interviews were performed for the qualitative component of the study. To measure three categories of organizational justice i.e. fairness in distribution, fairness of procedures and fairness in interactions scales developed by (Niehoff & Moorman ,1993) were adapted and for professional well being scale developed by Yıldırım (2014) was adapted.

1.9.7 Validity of the Instrument

For verifying the authenticity of the instrument, questionnaire along with interview schedule it was presented to five experts to assess that instrument measures what it was supposed to be measure. And out of five four exporters returned the instrument by considering it valid instrument.

1.9.8 Reliability of the Instrument

The reliability of the questionnaire was checked through pilot testing.

1.9.9 Data Collection

Information was gathered through a questionnaire. Due to corona pandemic some data was collected on line and some was collected by personally visiting the Head teachers and semi structured interviews were conducted on line through what's app due to Covid 19 pandemic.

1.9.10 Data Analysis

Quantitative data received from the participants was interpreted by using SPSS (Special package for social sciences). Different types of tests were applied through SPSS. And qualitative data was transcribed, interpreted by generating themes from the semi structured interviews and thematic analysis was done.

1.10 Delimitations

(1) Research was delimited to only Rawalpindi district.

Due to time limit and economic issues it was not possible to collect data from all schools of Punjab.

(2) Research was also delimited to the head teachers of public schools of Rawalpindi district; it was not possible to collect data from teachers of public schools due to time limit and economic cost

1.11 Operational Definitions

1.11.1 Organizational Justice

Justice in organizations is a degree of fair treatment by which employees are treated within their organizations while implementing policies, during distribution of outcomes and interactions.

1.11.2 Procedural Justice

Fairness of procedures is employees conception of justice about job decisions keeping in view accurate information, involvement of employees in job decision process by giving them additional information and a right of appeal against any decision without biasness.

1.11.3 Distributive Justice

A category of fairness in organizations' that addresses fair distribution of work schedule, pay, reward, work load and job responsibilities of employees.

1.11.4 Interactional Justice

Interactional fairness is employee's discernment of fairness during interactions and implementing policies i.e. dealing with kindness, respect, honesty and keeping in view employee's concerns about job decisions and implications by providing adequate justification of decisions.

1.11.5 Professional Well-Being

Professional well-being is a well-being of professionals that deals with their career alignment with aspiration and satisfaction. It deals with reflecting, developing and refining new skills. It deals with ability to face challenges with motivation.

1.11.6 Job Satisfaction

Job satisfaction means satisfaction with job as a whole in terms of career growth and development of knowledge with the help of colleagues, students and management in a pleasant learning environment.

1.11.7 Self-Efficacy

Self-efficacy means belief on employee's skill, capacity to bring change and motivation for fulfillment of professional requirements with the help of technical knowledge, technical development.

1.11.8 Recognition

Recognition means acknowledgement of employee's abilities in the form of appreciation certificates, rewards, career development and provision of support for solution of job related issues.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In today's tough business world, employees are viewed as an organization's most precious asset. At organizational management, there is a growing interest in understanding employee attitudes and actions. For decades, scholars have focused on organizational justice as a research issue. Nonetheless, the relationship between organizational justice and well-being is still a work in progress. The purpose of the study was to evaluate the effect of organizational justice on professional well-being of head teachers at secondary education level. Thus the literature, theories related to organizational justice and professional well-being are discussed in this chapter. Educationists, philosophers, and psychologists who have written about the same topic are also discussed. The researcher has done her absolute best to keep the theories and concepts offered in the literature review in a logical order. How organizational justice is linked with professional well-being has been discussed. Effect of Organizational justice and its three aspects, as well as the idea of well-being and professional well-being and three dimensions of professional well-being, are included in the literature review. With the help of reviewed literature the researcher has come to the conclusion that organizational justice has a strong effect on professional well-being of employees in any organization as well as in educational organizations.

2.2 Organizational Justice

Fairness and its execution is one of the fundamental human inherent needs that have traditionally been provided with the ideal forum for the growth of human communities. Fairness theories have been derived from theological and philosophical

principles to scientific experiments parallel with the emergence of human society that has evolved. Some experts favour the theory of justice rather than the theory of equality, since in order to achieve a high degree of motivation; it emphasizes on the fair disbursement of income between people (Yaghubi et al., 2012).

Organizational justice is defined as the views of people regarding their job and how much loyal and true they are to their source of earning. Earlier, the relationship of employ with his/her employment has not been seen important from research point of view but in last twenty years it has emerged as a new variable for researchers to exploit in field of organizational behaviour (Colquitt & Zipay, 2015).

Organization is a social structure that relies on the existence of strong ties between the components of his life and stability. Perceived inequality, since it affects the spirit of collaborative work, has negative effects on it and obliterates the loyalty of human resources and the willingness of workers. Various factors like motivational level of employ, how it effects their performance and well-being all depend on how the organization in treating their employees, individually and as a group (Folger, Cropanzano & Goldman, 2005). Injustice and unfair distribution of business accomplishments and outputs of the company in their activities and operations contributes to low employee morale; therefore, justice is the core factor in the survival of and maintaining the organizations and its workers' growth. Therefore the key duties of management are to preserve and improve the equal conduct of managers and to create a sense of fairness for employees (Seyyed Javadin et al., 2008). Inside workplace, institutional justice means that workers are valuable to the corporation. The workers become loyal to the company in such circumstances and as a result difference in work satisfaction and productivity occurs, and two strains of a pact between workers and the institutions are formed that also leads employees to acceptable institutional behaviour. Organizational justice is concerned with

the perceptions of fairness of people in organizations and has been a prominent social science area of research for at least 25 years. Organizational justice is concerned with people's perceptions of fairness in their perceptions of equality in relation to jobs (Fortin, 2008). Behaviour is a social trait and organization is formed by the people of society so, social sciences defines organizational justice as the legitimate actions that are appropriate and approved by the people and it differs from philosophical justice where an action is approved impractically despite being practical in nature. A philosophical theory is mostly the reason behind anticipation of a just act, whose practicality can be doubted due to their unworkable foundation in a swarm of people carrying variety of views, values and very art of skills (Colquitt et al; 2012).

Since a surge of justice assessments and meta-analyses in 2001 (Cohen-Charash & Spector 2001., Colquitt et al., 2012; Cropanzano et al., 2015) Once again Organizational justice has changed its face (Fortin, 2008) there is still a labyrinth of plans inside organizational justice, as pointed out in previous articles, and it can be hard to recognize the main problems and paths inside this convolution. Organizational justice is more about the mentality and mind-sets which they carry themselves while approaching their work-desk on daily basis. The psychology of justice in suburbs of a workplace is what that matters when we talk about organizational justice. Earlier, justice in organization was measured by the evaluation of one's performance whereas now many additional elements are taken in accord like the ways in which employs performance is assessed with communication, interpersonal behaviour and component of respect (Folger, Cropanzano & Goldman, 2005). In today's time the word 'justice to job' is relaxed with 'fairness to job' (Cohen-Charash & Spector 2001; French, 1964).

A settlement agreement between workers and organizations' is formed as described in mutual contractual Relationship theory of Van dyne & Graham (Imani, 2009).

Justice in organizations is very important for successful society. Because if people think that there is fairness in that society no conflicts of benefits and disagreements develop to provide justice on the basis of organizations is responsibility of state (Titrek, 2009). In a justice focused society well behaved and ethical individuals develop in organizations (Titrek, 2009). A significant attribute of justice is organizational justice. Justice in organizations can be defined as the helping principal while assigning duties and rights in an organization and clear principal about distribution of rewards and punishments while working in organization (Greenberg, 2004; Ferreira & Assmar, 2008). First research on justice was based on Adams equity theory (Titrek, 2009). According to Adams (1965) if employees are satisfied with their job conditions and job environment they consider that there is justice on their workplace.

Employees face at least two resources in the organization's execution or violation of justice, the employee's supervisor or direct manager is the most obvious resource. The supervisor has the authority to deal with such performance, such as increasing salary or encouraging subordinate opportunities. The company itself is the second resource that employees might have attributed to fairness or injustice, but this is a more elusive resource, it is also necessary to note (Naami, & Shokrkon, 2011).

Due to organizational justice managers and employees behave honestly and trust worthy way (Elovainio et al., 2012). According to Barclay (2002) absence of justice in organizations works as a catalyst for the achievement of justice by their own fair behaviour. According to most of the studies organizational justice has been separated in to distributive justice, procedural justice and interactional justice on the basis of specific

characteristics. Recent books published on organizational justice have prompt different entities like distributive justice, interactional justice, interactional justice (Colquitt et al., 2012). Social interaction is the key in organization justice and deviate its path from old confirming to effective performance as professional justice.

Procedural justice describes that rules and policies are fair or not. Distributive justice describes whether the results or outcomes are considered to be fair or not. Interactional justice describes whether interactions were based on justice or not (Ferreira & Assmar, 2008). Parker and Kohlmeyer (2005) investigated that organizational injustice negatively affects the commitment level in organizations and satisfaction level of jobs.

Public sector employees consider that reward and performance are interconnected so when they feel they are treated unfairly they consider it injustice (Aslam, Arfeen, Mohti, & Rehman, 2015). Employees who are treated unfairly they become demotivated and indulge in creating agitation or protest against injustice. Due to injustice their performance may effect negatively. Employees who are not treated with justice their job satisfaction level becomes low, show lower level of performance and ultimately they discontinue the job (Aslam et al., 2015; Muqadas, Rehman & Aslam, 2017). The public sector organizations may have limited resources that are necessary for effective job performance. Employees in most of the public sector organizations are not being acknowledged, they have to perform extra duties without any monetary reward this may lead to dissatisfaction, low commitment level and ultimately low performance (Aslam et al., 2015; Muqadas, Rehman, & Aslam, 2017). In which environment and how people want to do their jobs, this concept emerged in early 1990,s (Bies, 1993).Organizational justice research development started from distributive justice concept in 1950's and procedural justice concept in 1970's followed by interactional justice concept in 1980's (Colquitt, Greenberg, & Zapata ,2005). Distributive justice is related with the just and

equal distribution of outcomes to all employees (Colquitt, 2001). Justice in procedures is associated to fair and aligned processes for the achievement of outcomes (Moorman, 1991; Thibaut & Walker, 1975).

Justice during interactions refers to fairness during interactions i.e. while making decisions related to job (Moorman, 1991). Construct of Justice in organizations has emerged from employee's concern towards these three types of justice. (Greenberg, 1990; Cropanzano, Ambrose & Greenberg, 2001). According to (Charash & Spector, 2001; Colquitt et al., 2001) different behaviors in organizations like performance, commitment level and satisfaction with job are strongly influenced by organizational justice and its attributes.

Fairness is like a magic stick that binds the workers to work effectively for the betterment of organizations. Organizational justice is an essential element of employees and employer relationship. In contrast injustice acts like a caustic agent that destroys the relationship between employee and organization. The predecessor of organizational justice was laid down by Adams (1963) and in equity theory Adams (1965) described that only pay and work conditions alone cannot determine the motivation level of employees. Equity depends upon comparison ratio of input to output of coworkers. So Adams (1965) worked for distributive justice in terms of philosophy of equality. After that Thibaut and Walker (1975) introduced procedural justice. Leventhal in (1980) presented six rules for procedural justice he described that procedural justice would exist when employees feel that the procedures used to determine outcomes have consistency, correct ability ethicality, representativeness, accuracy and bias suppression. In 1987, Greenberg used the phrase OJ. Recently OJ has been studied in broader context. Concept of organizational justice is in its juvenile stage. An organization's workers would display positivity, commitment dedication and goal orientation if they feel that they are treated with fairness

that in organization procedures policies and distribution of outcomes is fair and they are treated with dignity and respect (Elanain, 2009). There is a great debate in literature about dimensions of fairness in organizations (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). Typically, two types of organizational justice have been frequently studied justice in distribution of outcomes and justice in procedures adopted for the distribution of outcomes (Colquitt et al; 2001).

After that organizational justice of the third kind, i.e. Interactional Justice has been studied by different researchers in organizations. First of all concept of interactional justice was given by (Bies & Moag, 1986). Whereas IJ some studies have been considered as a part of PJ. Disparity between PJ and IJ has remained a conflict (Bobocel & Holmvall, 2001; Bies, 2015). Supported from different studies it is inferred that both DJ and PJ have a connection with work behaviour. (Cohen-Charash & Spector, 2001; Colquitt et al., 2012). Mostly well-defined elements of organizational justice are fairness in distribution, fairness in Procedures and fairness while Interactions (Tastan & Yilmaz, 2008).

A lot of work on organizational justice has been done, but there is lack of research on organizational justice in educational institutions (Hoy & Tarter, 2011). Injustice happens when individuals realize that they are being handled in ways they do not deserve or are not being handled in ways they deserve. The application of employee laws, policies and procedures can generate a sense of injustice and it may create work-related issues (Sert, Elci , Uslu & Sener 2014). Workers due to unfair and unjust interaction with managers become dissatisfied and show low performance (Sert et al., 2014).

For understanding organizational behaviour organizational justice is an important element (Van,2001). Organizational justice is a viewpoint of employees about fair treatment within companies (Wang, Lu & Siu,2015). According to Moorman (1991)

fairness is the backbone of all activities that are involved for the execution of justice within organizations for the attainment of better performance by self-motivating the employees. Justice at work place is a measure of three dimensions of fairness i.e. DJ, PJ and IJ (Cropanzano, Byrne, Bobocel, & Rupp, 2001). Adams (1965) defined fairness as individual's perception about good choices and organizational processes involved in policy making and their impact on behaviour. When managers are seem to meet the needs of employees. This is in exchange for organizational fairness, in which workers respond to the organization favorably by positive actions (Frenkel et al., 2012). From an economic point of view, when the employees are aware of the interchange is fair, they become more satisfied and more dedicated to the organization (Ambrose & Schminke, 2003). Organizational justice as an idea that focuses on how people socially behave about justice (Folger, Cropanzano & Goldman 2005).

Justice in organizations acts as a motivator to employees and managers to behave fairly and trust worthy manner (Kivimaki et al., 2004). Injustice leads to negative health related issues, low level of wellbeing by increasing depression and reducing job satisfaction (Kivimaki et al., 2004; Ylipaavalniemi et al., 2005). Concept of fairness is of key concept in teaching profession. The principles of equality in a society play a key role to define individuals' rights and responsibilities in relation to one another and the community institutions where they serve.

Teacher's notion of organizational justice is related to their dedication and attitude towards their job (Greenberg & Colquitt, 2013). Head teachers dedication and commitment level also depends upon organizational justice. So by increasing job satisfaction level wellbeing can be increased. Researches have concluded that three kinds of fairness i.e. fairness in procedures, fairness in distribution and fairness during interactions have to be fulfilled for the wellbeing of teachers (Ismail et al., 2013).

Distributive justice focuses on head teachers fairness perception in decision outcomes and their distribution, e.g. pay, promotion etc. Procedural justice is related with the procedures adopted for the achievement of outcomes and is enhanced when they feel that procedures adopted for the attainment of outcomes are fair, transparent and unbiased (Usmani & Siraj, 2013). The way the teachers are treated as a consequence of these decisions is called interactional justice. For the execution of interactional justice teachers must be treated with respect and explanations of decisions must be provided to them (Deconinck, 2010). Head teacher's perception of unfairness will result in job dissatisfaction which will affect their well-being. As according to equity theory teachers compare their job and reward outcomes with others (Loi et al., 2006). In order to cope up with unfairness head teachers would react behaviorally and their mental health will suffer (Loi et al., 2006). So we can say as indicated by research their wellbeing will decrease.

Both social exchange theory and equity theory focuses on perceived fairness by the employees because employees consider they are giving their time, skill and effort to the organization so as a result they should be treated in with fairness in terms of pay, appreciation and promotion (Adams, 1965). Organizational justice refers to the workers anticipated level of fairness along with their behavioral, emotional and cognitive reactions (Greenberg & Colquitt, 2013).

Injustice is more dangerous for the organizations as workers feel that they are treated unfairly they not only become depress and negative but also they attempt to harm their employers (Folger, 2012). Organizational justice theory's focus is workers notion of justice in work-related problems (Greenberg, 1990). In this context employees main focus is on decisions and practices of management they remain concerned about justice in job related issues and attitudes. Fairness in Organizations is connected with the procedures made for the distribution of output and about decisions for assigning workload, output,

pay, reward punishment, opportunities for employees to enhance and develop their abilities (Folger, Cropanzano & Goldman, 2005). Injustice has three malicious effects first one is that it is a hurdle in the way of achievement of economic goals, Second it is a menace for workplace relationships and third injustice destroys the social norms and values (Cropanzano et al., 2015). Injustice harms well-being by damaging three motives that are economic, relational and moral.

The entire discussion demonstrates that lack of organizational fairness effects organizational citizenship behaviour. Presence of justice in organizations is not only responsible for physical health as well as for professional well-being of employees. Organizational fairness is responsible for various organizational factors (Greenberg, 1990). If workers feel they are being treated unfairly; they involve less in OCBs (Moorman, 1991; Rupp & Cropanzano, 2002). Cohen–Charsh and Spector (2001) investigated that all three elements of justice were responsible for organizational citizenship behaviour.

2.3 Distributive Justice

Distribution of equal pay, other benefits, allowances and performance-based bonuses are termed as distribution justice in an organization. The fairness of treatment in distributive grants with respect to the nature of their job is termed as distributive justice (Adams 1965; Leventhal; 1976). One can perceive the equality in distributive justice by calculating their performance to their fellow colleagues and if they think that their performances have been equal to their fellow colleague or more than their fellow colleague and the employer have been robbed of its distributive grants.

It may also mean that if their grant is low then it triggers the employs cognition to think of ways to enhance performance by increasing input ratio. Hence, distributive

grants can help realize employers their performance outcome and also to identify if there is inequality in organization (Adams, 1965).

The understanding of distributive justice led to improvisation and formation of new rules (Cheng & Loi, 2014) that stated the characteristics of fair attitude towards employs in an organization. Moreover, need-based provision of grants which can include empathy, sympathy on basis of goals, motives and number of rules based on organizational benefits, aims, goals and vision (Golens et al., 2014). It has been pointed that organization behaviour of justice will depend on individuals social and personal products and conduct in a workplace (Golens et al., 2014).

According to Greenberg (2011) distributive justice is a kind of organizational justice and it is concerned with just distribution of outcomes and results to workers. Justice in distribution means outcomes or resources should be distributed as just as equity. Justice in distribution of pay, salaries, promotion, benefits and budgetary funds (Poole, 2007). When workers have a feeling that they are not treated with justice in their institutions they become demotivated and their emotional condition disturbs.

According to (Cropanzano et al., 2017) when workers realize that they are not handled with justice, their emotions regarding well-being, experience, anger, happiness, satisfaction with achievement, self-respect or guilt become disturb. Distributive justice is a comparison of input and output ratios with co-workers (Cheng & Loi, 2014). Distributive justice occurs in contrasting the proportion of acquisitions gained on the basis of the balance of each group's inputs and production (Cheng & Loi, 2014).

Distributive justice presumes that there is a fair distribution of organisational resources. It describes the viewpoint of the employees regarding payment, promotion and similar results. Distributive justice is related to resource allocation and resource allocation

results. Distributive justice is about how resources are allocated and distributed. Organ described that distributive justice is based on fair treatment, equality and need.

These are the three notions of distributive justice (Koopman, 2002). Distributive justice approaches are predominantly related to systemic determinants. In decision-making processes, laws and environmental contexts are systemic determinants (Greenberg, 2011).

A significant body of current literature on distributive justice is oriented towards distribution on equity and/or equity Outcome allocation(Nabatchi, et al., 2007; Greenberg, 2011) .

This element of justice has its origins in Adams' (1965) much celebrated principle of equality, which is predicated on the premise that social action is influenced by the way output is distributed. The expectations of human resource management activities, such as recruiting decisions, evaluating effectiveness, increasing demands, reducing decisions, evaluating efficiency, increasing demands, reducing decisions, layoffs, etc. are general examples. According to Niehoff and Moorman (1993) the extent to which the remuneration is equitably allocated is distributive justice. It refers to the expected equity of management decisions in relation to sharing results, like wages (Colquitt et al., 2012).

The researcher concludes with the help of literature review that distributive justice is very crucial for any organization especially for an educational organization to keep employees motivated and positive. Distributive justice plays an important role in enhancing well-being of employees. When workers receive reward in exchange for their work (often financial), they make distributive justice judgments, and that in turn influences their behaviors towards organization (Ambrose & Arnaud, 2005).

2.4 Procedural Justice

Justice in procedures is second categorization of fairness that means the process should be fair which leads to results. Walker and Thibaut (1975) introduced this

dimension. Both of them did research in context of courtroom. They differentiated the fair process that leads us to results from fair verdict. Functions of decision control and process control were investigated. The purpose of demonstrating procedure control was to improve acceptance and the sense of verdict fairness, even though the result was not affected. The discussion is called voice phenomenon.

As a result, procedural justice shifted into a non-legal setting in 1980 by Leventhal. For perceived procedural fairness, six criteria were identified by him. Usually it is thought that procedures are fair when held consistently among people and with time without bias, are accurate, have mechanisms to correct wrong decisions, stick to values of morality, and they are representatives which means opinions of all people who are affected are taken into consideration using decision control and process control. Numbers of settings have been used to confirm voice phenomenon for instance police's encounter with citizens and teacher-student encounter (Lind & Taylor, 1988) also performance appraisals (Greenberg, 2011).

Justice in procedures is related to fair processes for the attainment of outcomes in organizations (Greenberg, 2006). Procedural justice research lays stress on the fact that individuals should take interest in decision-making procedures. Workplace procedures and rules should be just and fair in nature because they are determinant of outcomes (Thibaut & Walker, 1975; Kressel & Pruitt, 1989; Suliman & Kathairi, 2013). Procedural justice determines "fairness issues concerning the methods, mechanisms, and processes used to determine outcome" (Folger, Cropanzano, & Goldman, 2005).

Processes should be accurate, flawless, reliable, and non-controversial for the achievement of different organizational outcomes (Colquitt et al., 2006). Fairness in procedures is directly related to satisfaction level irrespective of outcome. Due to justice in organizations employees feel that they are important and asset for their organization

and they perform their duties with full effort (Colquitt & Chertkoff, 2002). Research on procedural justice has a great concern that individuals pay extraordinary attention to decision-making procedures and give importance to them. The judgment within the decision-making process is procedural justice. Why decisions on allocation are taken relates to procedural justice (Konovsky, 2000).

This form of justice is based on the presumption that the motives for the actions of management are justified. Fairness in procedures is generally characterized as the intended fairness of the techniques used for deciding results (Cropanzano, Goldman, & Benson, 2005). This form of justice relates to the views of people on the fairness of the rules and methods used to decide the results at work (Thibaut & Walker, 1975; Suliman & Kathairi, 2013). Employees used to behave positively although they consider that outcome was unjust unless and until they believe that procedures adopted for the distribution of outcomes were fair and just (Tyler & Lind, 1992). In 1980, six rules were described for the true application of procedural justice which are consistency, bias suppression, accurate information, credibility, commissary and morality (Leventhal, 1980; Leventhal, Karuza, & Fry, 1980). According to these rules procedural justice should include all these rules. First of all it should be consistent means procedures should be consistent. Bias suppression means that there should be no biasness while developing and implementing the rules.

Accurate information and credibility is related to room for correction. Rule of representativeness describes that procedures should be for all who are affected. Rule of ethicality describes that procedures should be based upon moral and ethical standards. When employees feel notion of fairness in organizational processes they behave positively and work for the benefit of organization beyond call of their duty (Colquitt,

2008). Employees have some positive effects of procedural justice regarding undesirable outcomes as compared to those who consider that procedures are unfair.

Procedural justice describes the decision mechanism for the distribution (Konovsky, 2000) Procedural justice is connected with equity for fair procedure in decision-making. According to Folger and Konovsky (1989) distribution of reward among employees followed by fair procedures is procedural justice. According to Demers and Wang (2010) distributive justice is the desired equality regarding distribution of reward and opportunities on fair assessment of employee's efforts. In a meta-analysis, proceedings justice was found to be crucial in many variables relating to work (Fischer & Smith, 2006). This implies a transparent decision-making process involving the voice of employees through employee suggestions and opinions (Wu & Chaturvedi, 2009). In proceedings, the group-value model suggests justice.

From the analysis of literature review the researcher found that procedures for the implementation or distribution of outcomes are very important to enhance productivity of employees. Procedural fairness is the principle of equality in the legislation and regulations enacted during the reward or penalty process. Research has indicated another benefit of procedural justice that if employees consider that procedures are accurate and just they remediate their negative feelings if they receive undesirable outcomes (Brockner, et al., 2010). These processes are connected to reward, punishment, advancement and opportunities to improve their abilities (Roch, & Shanock, 2006).

Important factors influencing the working behaviors of employees as procedural justice imply that they are positive and respected within the group (Blader & Tyler, 2003).

2.5 Interactional Justice

Fairness during interactions was developed by Bies and his colleagues as the third category of justice (Bies & Moag 1986; Bies & Shapiro 1987) they said interpersonal

treatment's fairness is also judged by people during organizational procedures. In older procedures interactional aspect was neglected altogether. In recent researches, four main concerns for, interactional fairness as justifications, propriety, truthfulness, and respect, in different settings, these elements are used and confirmed for instance courtroom interactions, police or recruitment.

Interactional justice was divided into two basic elements by Greenberg, sensitivity and respect that is treatment quality and information and explanation related to decision-making (Greenberg, 1993). Some authors used them as different dimensions for justice and termed as interpersonal justice and informational justice. Respect and sensitivity are served in interpersonal justice (Greenberg, 1990). Politeness; honesty and respect usually enhance notions of interpersonal justice (Colquitt et al. 2001). Interpersonal treatment also includes day to day encounters not only court-hearings. Therefore, a wide variety of therapies may include interpersonal justice, such as deceit, violation of privacy, unfair decisions and lack of respect (Roch & Shanock, 2006).

Informative fairness concentrates on the consistency and quantity of knowledge associated with processes and performance (Colquitt 2001; 1990). Adequacy, sincerity in communication and clarity are important parts in informational justice. According to the findings of meta-analytic review explanations had good effect on people (Shaw et al; 2003).

The question of whether four three or two directions of fairness should be distinguished has been discussed in the judicial literature at astonishing length in the construction discrimination debate. Some writers have argued that the basics of interactional justice are part of fairness in procedures (Sweeney & McFarlin, 1993; Tyler & Bies, 1990). According to this perspective, procedural justice decisions include views

on the structure and standard of actions, and a separate interactional construct is not required (Lind & Tyler, 1988).

The idea of Interactional justice as a type of organizational justice was given by (Bies & Moag, 1986). Interactional justice is related with interactions. Interactional justice emerged as a unique and meaningfully different construct from the previous concepts (Folger & Cropanzano, 1998). Interactional justice describes the level of fairness while communicating workers, with morality, honor and self-esteem (Folger & Cropanzano, 1998).

Regardless of rewards, outcomes employees expect that they should be treated with respect, and honor by their employers as well as their colleagues (Crow et al., 2012). Interactional justice emphasizes that morality has its own place in organizations means that employees are conscious about their self-respect while dealing in organizations (Tyler & Bies, 1990). Interactional justice deals with how workers during “allocating resources and rewards in the workplace behave towards the recipients” (Crow et al., 2012). Interactional justice is feeling of justice while employees are treated during implementation of procedures, it includes justification, respect, priority and honesty (Bies & Moag, 1986). Interactional fairness has been split into two categories (Greenberg, 2003) Interpersonal and Information Justice. Interpersonal justice relates to the treatment of workers with integrity and confidence, and information justice relates to information about procedures and performance (Colquitt & Rodell, 2015). Although Bies and Moag (1986) have implemented interactional justice, it is seen as part of procedural justice or both distributive justice and procedural justice (Greenberg, 2006). Justice during interactions has recently been recognised as an autonomous method of fairness (Bies, 2015). Interactional justice is humanitarian side of procedural justice that is about how organization deals with employees (Cohen-charash & Spector, 2000).

Research has revealed that high level of interactional justice alleviates employees negative response to distributive and procedural justice (Greenberg,2006). Employees react to immoral behaviour of employer when they consider that explanations of procedures have not been conveyed in a dignified and respectful way (Aquino, Tripp,& Bies, 2006).

Interactional justice describes that how officials in organizations treat employees under their supervisor and jurisdiction (Silva & Caetano, 2014). Interactional justice is not related with processes and distributions it is about justice while interacting (Bies & Moag, 1986).

From the above discussion it is obvious that while employees are sensitive to the communications they receive regarding procedures implementation and decision explications. They expect regard and esteem, honesty, respect, dignity and courtesy by the employer. Workers have great concern about how they are treated while communicating by the authorities (Ambrose, 2002; Bies 2001). Interactional justice is related to fairness in communication process i.e fair communication between source and recipients (Silva & Caetano, 2014).

2.6 Well- Being

Given the evolving perspective of positive psychology, the study of optimal human functioning has expanded the research interest (Csikzentmihalyi & Seligman 2000). The study of well-being at work draws on this positive understanding of psychology. This appears to include not just the negative factors (e.g. the elimination of problems) but also the positive ones (e.g. healthy lifestyle promotion). Stress is characterized as “an interaction between the person and their (work) environment and is the awareness that when this realization is of concern to the person, it cannot cope with the demands of one's environment” (Scott-Howman & Walls, 2003).

Well-being of workers refers to positive emotions and mind satisfaction of employees and feelings of opportunities for enhancing and developing their abilities and self-esteem (Dodge et al., 2012; Ryff, 2014). Organizations demand from employees to perform best but there is a cost of poor well-being of employees in the form of lower or bad performance and if employees well-being is increased by the organization then workers will perform at their best (Miller, 2016).

So it is very important for the organization to provide them good opportunities for increasing their well-being. Employee's well-being has connection with different workplace issues like workplace accidents, absenteeism, poor performance, turnover and profitability (Erdogan et al., 2012). Previous studies have concluded that low level of employees well-being effects not only employees but also the organizations such as poor performance, absenteeism, low level of motivation and less loyalty (Holland et al, 2013). Organizational justice and employees well-being emerged as a prominent concept in organizations from last three centuries (Colquitt & Rodell, 2011). Injustice whether perceived or actual is a big source of job stress (Greenberg, 2004).

Due to lack of involvement in decision making, job rules and procedures employees become a victim of dissatisfaction and then ultimately employees' well-being affects (Elvainio et al., 2001). According to Paschoal, Torres and Poroto (2010) that professional wellbeing is presence of positive feelings about work and their perception that their organizations provide them opportunities to achieve their targets. Dessen and Paz (2010a, 2010b) employees' well-being can be defined as a satisfaction level of employees and achievement of their goals while serving for their organizations.

Existing studies on organization has depicted that how an organization is efficient and effective is determined by level of wellbeing of employees. Low level of wellbeing of employees is harmful for the efficiency and effectiveness of an organization (Miller,

2016). Moreover equilibrium between employees challenges and resources can be explained by employees well-being e.g. if resources of employees are less to fulfill the challenge then it will affect employee's wellbeing (Dodge, Daly, Huyton & Sanders, 2012).

Different studies have investigated the impact of work conditions in terms of job stress job insecurity on professional well-being (Bakker, Demerouti, Boer, & Schaufeli, 2003; Bosman, Rothmann & Buitendach, 2005). According to Dessen and Paz (2010a, 2010b) well-being is a give and take phenomenon between organization and employees so defines well-being as satisfaction level of employees in terms of their needs and fulfillment of desires to enhance abilities while they are performing their level best to the organization. Teacher wellbeing was a topic of research interest for many years.

However, research focused mainly on employee issues and ill-being, rather than on staff strengths and well-being (Calabrese, Hester, Friesen, & Burkhalter, 2010; Hoy & Tarter, 2011). But one problem with the idea of 'quality of life' is that it is used in a variety of fields interchangeably with 'well-being. Many believe that this has made their job to explain 'conceptually muddy' well-being (Morrow & Mayall, 2009).

According to the World Health Organization, Well-being is important to the quality of life, encouraging individuals to see life as purposeful and to be innovative and efficient people (WHO, 2005).

Above discussion indicates that well-being is basically the state of happiness or satisfaction of the employees i.e. when employees are emotionally and physically calm they perform well. Wellness is more than mere joy. Wellbeing implies being fulfilled and contributing to the society as an individual, as well as feeling content and satisfied (Shah & Marks, 2004).

2.7 Professional Well-Being

Professional well-being is described as a state of wholeness resulting from the balance of four fundamental elements: life, job, people and money, while the relative importance of each element is unique to the individual, by Rick Solomon, 2010.

Well-being mainly consists of three element i.e. satisfaction with life, satisfaction with health, family life ,work and community, Well-being, in other words, is the presence of good feelings such as happiness, contentment, fulfillment and honour and absence of adverse feelings such as frustration, grief, fear, anxiety and depression (Diener, Suh, Lucas, & Smith, 1999) Even though less significantly researched than pressure, there's a growing body of statistics approximately how life occasions and mental factors have interaction to provide well-being.

Much less is known about positive strain or 'eustress', a "belief of the person-environment transaction as imparting the capacity for happiness, positive outcome, growth or difficult task." Another concept of well-being is morale ‘the energy, spirit, enthusiasm and praise that employees receive as a reward of their work". (Hart, Cotton & Scollay, 2015; Pavot & Diener, 2013) made a name for the development of research on well-being in different dimensions of well-being dimension of work related wellbeing is one of them.

This type of well-being is concerned with individual's wonderful reviews of and healthful functioning of work environment. Employee's well-being is a construct that is related to employee's well-being at work .It may be psychological and physical well-being or both. Work-related stress is commonly a significant reason behind problems in worker's health and well-being (Noblet & LaMontagne, 2006) Research indicated three types of work-related stressors that include: stress from the work load (Noblet & LaMontagne, 2006); Interactional stress from the work place (Botero & Van, 2009;

Rodwell et al., 2011) and organizational climate related stress (Todorova et al., 2014). Over burden, lack of appreciation, no involvement in decision is making and policy making process, extraordinary involvement of management, employee's lesser role and injustice will inversely affect the well-being.

2.7.1 Organizational Justice and Employees Professional Well-Being.

The notion of justice or fairness has become a prime construct in social science from last three decades (Colquitt, 2001). Association between organizational justice and workplace well-being has solely got importance since early 2000s (Fujishiro & Heaney, 2009). Organizational justice has a prominent influence on employee's health and workplace well-being. Injustice would negatively affect workers health and their workplace well-being (Tepper & Duffy, 2001). Previous research showed that injustice is a significant source of job stress. Employees experiencing injustice whether perceived or actual become victim of job stress (Greenberg, 2004). Low level of organizational justice effects employee's health negatively (Virtanen et al., 2005).

The entire discussion indicates that well-being is a construct that is related with health, satisfaction level and problems in organizations. Presence of positive feelings at work and feelings of employees to enhance their abilities for the achievement of their goals is professional well-being by Paschoal, Torres, and Poroto, 2010. It is predicted from previous studies that low level of workplace well-being will lead to low productivity, low performance, absenteeism and unfaithfulness. Organizational justice plays an important role in enhancing professional well-being of employees.

2.8 Job Satisfaction

Working groups are social structures wherein human property is the maximum essential factors for effectiveness and everyday regular universal regular performance. Working groups need effective managers and personnel to gather their desires. Groups can't benefit success without their toil work and electricity of thoughts (Mosadeghrad & Yarmohammadian, 2006). Job satisfaction is employment satisfaction as the attitude of people about their job and typically with regard to distinct spheres (Na'ami & Shokrkon, 2011). Now days, hundreds of jobs and careers exist in every country many individuals are committed to them and usually maintain their lives through them. For their mental wellbeing, satisfaction with work and the effect on their spirits and productivity of this satisfaction are very significant. Job satisfaction can be reached, depending on the nature of work and personal skills, whether the amount of payment is reasonable. Obviously, at any expense, no one wants to receive capital. Many people deliberately choose to earn less cash, but they work there where they feel compatible with their interest and feel less prejudice. The secret to linking salaries with work satisfaction is not the overall sum an employee receives, but this depends on the organization's sense of fairness and justice. Employees like that the same way, equity in the operation and execution of legislation applicable to their work is practiced by organizations. Apparently, those who feel pleased with the equity policies of the company will then possibly have more work satisfaction. But a university's dynamism depends on several variables, like getting some happy and satisfied workers, so that they can take action and use their power in a complex and safe environment for more performance and better organization of community. Organizations on the other hand' need some productive and successful staff to achieve their goals comprehensively.

People usually want to be unambiguous and fair in the payment system and the advancement of the job system (Robins, 1991). To retain and attract well-qualified employees, work satisfaction is important. Job satisfaction is a behaviour that individuals have towards their employment and the organization in which they work. Job satisfaction as the affective response of an employee to a job based on a contrast between real job satisfaction the results and desire results (Mosadeghrad, 2003). Job satisfaction is also related positively to client satisfaction (Rad & Yarmohammadian, 2006). Satisfaction plays an important role in employee satisfaction and eventually plays a crucial role in success of an organization. As the world is now like a global village, not only can employees travel within the country, but they can also move to other nations. Because of high competition organizations, skilled workers are still in quest and human resources are such an asset that is most difficult to maintain so that organizations can focus on those variables that can impact employees level of satisfaction. Justice is one of the most critical factors affecting an organization's personal satisfactions, so that perceiving injustice contributes to personal frustration that has a negative effect on their results. (Iqbal, 2013). Healthy and loving relationships with peers often have a positive impact on the happiness of workers at work.

Persons having strong relations with their coworkers are considered undoubtedly happy with their work (Yang, Brown, & Byongook Moon, 2011).

Employment satisfaction as a relaxed mental state emerging from the evaluation of one's work or work about occurrence (Locke, 1976). Usually, employment satisfaction is the product of the understanding of what is expected and what is obtained from various people facets of the condition at work (Francies & Milbourn, 1980).

Job satisfaction derives from different facets of employment, such as compensation, prospects for advancement, managers and co-workers (Ivencevich &

Matteson, 2005). The disbursement of organizational compensations such as salary, ennobling, rank, performance assessments and work duration can have a major effect on employee satisfaction, job performance and organizational efficiency (Lawler, 1977).

An emotional reaction to a work situation is job satisfaction. It can only be concluded as such, so it cannot be seen. Work satisfaction is also measured by how well the result matches or exceeds suppositions. For example, if workers believe that they are working more than those in the company, but receive less benefit, then they show negative behaviour towards their task, the manager and or colleagues. If they believe like they're being handled very well their behaviour towards job will be positive and it will increase their work capacity (Luthan, 1988)

Job satisfaction determines how pleased a person is with his or her jobs. It is a relatively recent concept since the employment available to a single individual was always influenced by the parents of that person in previous centuries. There are various factors that can impact level of job satisfaction of workers.

The level of pay and benefits, the perceived fairness of the promotion process within an organization, the nature of working conditions, management and social relationships, the job itself, the many tasks involved, the incentives and challenges presented by the job, and the consistency of the job requirements are all of these factors (Parvin & Kabir, 2011).

Satisfaction with work is the degree to which employees enjoy the job they do (Ellickson & Logsdon, 2002). Several studies have approached job satisfaction from the point of view of need fulfillment, focusing on the principle of Maslow (Kuhlen, 1963; Worf, 1970)

Job satisfaction and misfortune depend not only on the quality of the task, but also on the belief that what is the work supply of that employee (Hussami, 2008)

Employment satisfaction of several facets is a dynamic occurrence (Xie & Johns, 2000) is affected by variables such as incomes, the working environment, independence, connectivity and organizational engagement (Lane, Esser, Holte & Anne, 2010; Vidal, Valle & Aragón, 2007).(Herzberg et al., 1959) described the two-factor theory of job satisfaction that satisfaction and dissatisfaction were totally distinct and unrelated prodigies.

Intrinsic variables called 'motivators' were found to be satisfying' jobs (i.e. variables intrinsic to the nature and experience of doing work.

Accomplishment, appreciation, job itself and obligation were included. Extrinsic factors they referred to as 'hygiene' factors were discovered to be 'unsatisfactory' jobs which included corporate policy, administration, supervision, Wages, interpersonal relations and conditions of employment (Sowmya, & Panchanatham, 2011). Job satisfaction is an employee's optimistic orientation regarding his or her job.

It may be seen as a worldwide sense of the work or as a comparable configuration of behaviours regarding different characteristics of the job. If the overall attitude is of interest, the global approach is then used, while the facet technique is used to determine which portions of the job yield satisfaction or dissatisfaction (Sowmya, & Panchanatham, 2011)

The most famous instruments of satisfaction job were reviewed by (Spector, 1997) and they summed up the following Job satisfaction facets: respect, contact, employees, fringe benefits, terms of employment, essence of the Job itself the essence of the company itself, the policies and procedures of the company, salary, personal development, opportunities to encourage promotion, acknowledgement, health and oversight, work satisfaction and its implications about causes. He also thought that with growing focus on cognitive processes rather than on secret needs, the above approach has become less

prevalent, so that the viewpoint of attitude has become prevalent in the study of job satisfaction (Sowmya, & Panchanatham, 2011)

Satisfaction with employment is actually how people feel about their work. It may also be a reflection of good treatment and a measure of emotional well-being to the extent that individuals like their job (satisfaction) or dislike it (dissatisfaction). Employees rate corporate justice according to the degree of justice expressed by the organization (Cropanzano et al., 2001.) High level of job satisfaction is related to degree of organizational justice (Cohen-Charash & Spector, 2001).

Job satisfaction refers to the attitudes or views of workers towards the work itself or the environment in question and their environment total emotional reaction to their job at work (Diener, 2000).

It is likely that happier employees would be more faithful to their company. Generally speaking, they seem to have a positive attitude about their work when people are satisfied with their jobs. Their minds are certain that it would not be easier for other occupations than the present one. Managers should try to boost their workers level of job satisfaction in order to increase the level of employee engagement (Côté & Heslin, 2003).

It can have many negative effects on the worker and the organization if employees experience low job satisfaction, such as absenteeism, performance loss, low engagement, and turnover (Robbins & Judge, 2007)

Organizational fairness applies to job satisfaction in that it impacts the worker's satisfaction (Cropanzano et al., 2007). When workers experience unequal treatment in the workplace, corporate fairness has an effect on organizations and the result would be negative emotions and actions (Latham & Pinder, 2005). Not only does unequal treatment or discrimination reduce work performance,

But it also reduces the quality of work and the degree of collaboration between workers. It means environment of the organization will be effected. In terms of work satisfaction, organizational fairness has a big impact. Procedural or distributive justices have positive correlation with job satisfaction (Tremblay & Roussel, 2001).

Inputs refer to what an individual perceives as information and efforts to contribute. Outcomes, such as pay and appreciation, are what individuals view as getting out of an exchange deal. Comparison points at which these inputs and results are calculated may be internal importance compared to an earlier period or extreme value relative to peers or other citizens (Adams, 1963).

In comparison, where the individual and their referent's perceived inputs and outputs vary, feelings of inequity emerge (Ryan, 2016).

Worker activity overall achievement and job satisfaction are taken into consideration as important factor that effect overall efficiency of organizations and quite determined worldwide organizations should try and discover elements which have an influence on the achievement and job satisfaction level of individuals. Justice in organizations is one of such components that explain the workers notion of equity remedy obtained from a company and their conduct responses to such interpretations (Fernandes & Awamleh, 2006).

Workers become extraordinary satisfied when they consider that they are achieving reward of their genuine efforts according to their actual contribution in the organization and in accordance to the praise processes. Rewards also need to encompass a selection of benefits and perquisites apart from economic earnings. Employees who are highly satisfied with their jobs consider that organization would be strong and flourish in future so they try their best to give their best for organization and productivity of

organization increases. (Fatt, Khin & Heng, 2010) Job satisfaction is a relationship between employee's perception that one desires from job and what one gets from job.

Job satisfaction is a process of attracting skilled and competent employees. Job satisfaction is a mindset towards job and organization in which they serve .job satisfaction is actually employee's reaction between input and out of the employees (Mosadeghrad & Yarmohammadian, 2006).

Job satisfaction is a multidimensional assemble which is related to employees emotions about different job elements e.g., pay promotion, working environment, interactions with others and supervision (Misener et al., 1996). Job satisfaction is necessary for all organizations because it leads to higher productivity and good performance. Job satisfaction is taken significantly primarily based on hypothesis that greater job satisfaction accounts for high quality work (Yang, Brown & Moon, 2011).Job satisfaction is basically feelings of workers towards their job on basis of that feelings they want to work in specific organization. Job satisfaction is basically a feedback of personnel about their jobs. Job satisfaction helps to retain competent employees in organizations (Iqbal, 2013). Job satisfaction has great influence on behaviour, efficiency and output of employees (Iqbal, 2013). Employees who have good association and correspondence with their colleagues have higher satisfaction level (Yang, Brown, & Moon, 2011).

According to different studies satisfaction level of employees is affected by different organizational factors, especially personality traits of individuals, job qualities and disposition have prominent effect. Different researches concluded that job satisfaction level and their productivity are correlated.

2.8.1 Organizational Justice and Job Satisfaction

Justice in organizations and level of job satisfaction has a strong relationship. When workers realize that they are treated fairly they become loyal to their job and

organization. Preceding studies has explored that employee, employer relationship depends upon organizational justice, job satisfaction of employees, employees behaviour, commitment level and employees willingness to stay in organization (Suliman & Kathairi, 2013., Alsam, et al., 2016).Distributive justice is a big determinant of earnings and job satisfaction (Muqadas et al., 2017). Procedural fairness and distributive fairness have great influence on job satisfaction. Employees who have high level of job satisfaction are relatively more productive and committed with their organization; they are physically and mentally strong and satisfied with their lives and indulge in learning new practical understanding and expertise quickly (Fernandes & Awamleh, 2006). When employees feel that their organization takes interest to solve their problems and treats them with fairness they become satisfied and work with zeal and zest for the betterment of organization. The factor that psychologists and scholars have constantly taken into consideration is job satisfaction and its effect on workers energy level and productiveness. Psychological pressures and emotional strain in society because of working conditions and social circle have a great influence on individual's lifestyles. According to Imani (2009) justice in organizations and level of job satisfaction are correlated. If individuals are not satisfied with their working environment and they perceive that they are treated with injustice they will become physically and psychologically weak and depress, they cannot perform their duties well. According to Imani (2009) when employees become satisfied with their work they will perform well and their talent will enhance and will give their best .They can suffer from depression if they are not happy with their work and may damage the society. As a consequence of the assumption that the job permits substantive and psychological needs, we see job satisfaction (Aziri, 2008). According to Oshagbemi (2000) employment satisfaction is a "positive sentimental response to the individual's special work. Workers' High

satisfaction level is necessary for managers to believe that "an organization has an obligation to provide challenging and intrinsically rewarding jobs for employees." (Robbins, 2001). Work satisfaction indirectly affects turnover through its direct effect on the production of intent to quit (Price & Mueller, 1981). According to Spector (1997) Work satisfaction is typically defined as an attitude variable that represents the degree to which individuals like their employment and is positively linked to employee health and job results. Increased employee satisfaction favors organizational commitment, which in turn motivates employees to act as mannered citizens (Gonzalez & Garazo, 2006). When employees enjoy success in mentally challenging jobs they experience higher levels of job satisfaction, which enables them to exercise their skills and abilities (Bull, 2005). According to Oosthuizen (2001) managers are responsible for inspiring and shaping the actions of workers to achieve greater organizational effectiveness. Managers' role is crucial for providing opportunities to employees for their growth and development so that they become satisfied with their jobs and as a result they will exercise their full skills and abilities for the betterment of the organization. Satisfaction from job and its impact on minds and potency of workers has always been given priority mind therapists and social sciences researchers. In individuals' lives, emotional pressures and social conflicts created by the work environment and the family play a key role. If employees of an organization feel unhappy and unsatisfied in their work environment their performance will be low. Emotional stability when a person is fully satisfied with job in all aspects can be measured as a job satisfaction (Malik et al., 2019). Employee's efficiency and dedication level increases when they are satisfied (Shah & Jumani, 2015). Employee's reaction to level of job satisfaction cannot be determined without degree of perception of fairness (Barsky et al., 2011). Another theory that explains how organizational justice and job satisfaction are connected is Self –Discrepancy. It explains that an employee has a limen

comparison level that relates to equate actual and perceived outcomes from job and organization (Thompson, 2008).when employees feel inequality they will bear incongruousness to a certain limit between perceived expectations and what they are actually receiving. After certain limit employees will react negatively either psychologically or behaviorally. If teachers find inequality or in justice in their organization, they will react behaviorally i.e. low level of commitment and job dissatisfaction (Adusei et al., 2016). In companies, job satisfaction plays a crucial role because it has been related to increased employee customer inclination, and betterment in anticipated standard of service and an increase in customer satisfaction level. So we may conclude that work satisfaction is a significant factor for improved results by employees. It is crucial condition for enhancing service quality (Arnett, Laverie, & McLane, 2002)... Physical and mental health would be ensured because of job satisfaction, the spirit of individuals would change, both of which would make people happy about their lives and learn new career abilities quickly (Moghimi, 2006).

It is concluded by different studies that job satisfaction, dedication level and efficiency are correlated. Job satisfaction causes people to increase their productivity and people then commit themselves to organizations. If an organization's employees consider that they are not satisfied with their jobs and are being treated unfairly in their running conditions could have a feel of dissatisfaction and injustice then they can't act nicely with their obligations.

2.9 Self-Efficacy

According to Bandura (1977) self-efficacy comprises of employees' confidence that they can fulfill every challenge regarding their jobs. Researches have predicted that workers with high level of self-efficacy accept challenges and become personally developed as compared to employees 'with low level of efficacy (Bandura &

Schunk, 1981; Bandura, 1977). Workers with high level of self-efficacy believe in accepting challenges and developmental activity. Self-efficacy has a greater influence on developmental activity (Noe & Wilk, 1993). The theory of self-efficacy offers clear instructions on how to improve and enhance human functioning, such as human motivation and achievement (Bandura, 1995). Since self-efficacy relates to specific activities, individuals can at the same time have maximum self-awareness and minimum self-awareness for others and for certain duties.

For instance, for the technical aspects of his or her job, a manager may have high self-efficacy, such as management accounting, but minimum self-awareness for other characteristics, such as coping with employee efficiency, difficulties, (Heslin & Klehe, 2006). Extraversion is more precise and restricted than self-confidence, because (i.e. a typical feature of human trait that refers to confidence level of individuals).

Self-worth is also a much better measure of how people can successfully execute a specific assignment than either their self-assurance or dignity. A high degree of self-efficacy, as seen by many great innovators and leaders who were undeterred by constant challenges, criticism, and minimal motivation, leads individuals to work hard and endure in the face of setbacks. If people see themselves as unable to handle adverse circumstances or obtain what they value, they appear to be highly nervous or depressed. Low self-efficacy, in particular, can easily lead to a sense of helplessness and hopelessness about one's ability to learn more effectively how to confront with one's job's pressures and demands. Low self-efficacy can be distressing and depressing when this happens; stopping even highly skilled people from performing effectively. Thus the perception of stress and workplace burnout is often correlated with self-efficacy (Heslin & Klehe, 2006). Instead of offering lame excuses like not being involved in the job, high self-efficacy encourages individuals, when learning complex tasks, to aspire to affirm

their assumptions and strategies. High self-efficacy improves the capacity of employees to gather relevant information, make informed assessments, and then take effective action on decisions, especially in difficult circumstances.

Highly assured individuals view daunting tasks not as obstacles to be avoided, but as problems to be solved. Such an efficient outlook promotes intrinsic involvement and deep engagement in events. They set themselves tough priorities and have a deep dedication to them. Despite defeat; they are stepping up and sustaining their efforts. After failures or setbacks, they quickly regain their sense of effectiveness (Bandura, 2010).

Training and experience are meant to increase self-reliance (Demerouti et al., 2011). Task-mastery, role modeling, mentoring and feedback are skills that can be used to enhance self-efficacy (Luthans, Vogelgesang & Lester, 2006). By inducing a belief in personal capacity, optimism while outsourcing negative events and minimizing their impact by relating those to the particular situation can increase motivation. The optimism of an individual is significantly related to his / her confidence in his / her abilities, because confidence also increases his / her optimism about future eve (Nonis & Wright, 2003)

2.9.1 Organizational Justice and Self-Efficacy

Some of the most significant outcomes studied by management experts are those linked to justice. Perceptions of unfair or unjust treatment, for example have been linked to a variety of undesirable outcomes, including bad health outcomes, purposeful deviant actions, and withdrawal behaviors (Pinder, 2008). How employees perceive that they are treated with fairness or not is through distributive justice, procedural justice and interactional justice.

Another component to consider is self-efficacy, which has been linked to organizational commitment, organizational fairness, and job satisfaction (Chegini, Janati, Asghari-Jafarabadi & Khosravizadeh, 2019).

A significant cognitive motivational mechanism offers the ability to exert self-influences through target challenges and evaluative reaction to one's own achievements. Self-efficacy beliefs lead in many ways to motivation: they determine the targets that people have set for them; how much effort they spend; how long they endure in the face of difficulties; and their resistance to failures (Bandura, 2010). Performance increases efficacy and failure reduces it, but a failure cannot have a major impact until a good sense of effectiveness is established. (Bandura, 1986). Originally, the principle of self-efficacy applied to the supposed ability of a person to regulate his or her performance in conditions emotionally imposed or otherwise challenging (Bandura, 1977).

Educational studies have substantiated the belief that training students to use techniques increases self-efficacy and achievement (Schunk & Gunn, 1985). The behaviors, efforts and persistence of teachers can be influenced by effectiveness. Teachers with low self-efficacy will avoid preparing operations that they think surpass their capacity, are unlikely to continue with difficult students, expend little time finding resources, and do not retrieve content in ways that students can better understand (Schunk, 1991). For intervention, beliefs about self-efficacy are quite important. If people feel that they have the potential to deliver results, action will be taken towards that end. They don't put forward the effort if they believe they can't produce results. Self-efficacy also determines how long individuals will survive when faced with challenges and disappointment (Bandura, 1977).

Self-efficacy confidence arises from four primary sources: active experiences of superiority, vicarious occurrences, verbal inducement, and physiological and affective

states. (Bandura, 1977).Self-awareness has been shown to be positively linked to a broad range of results, including work success, satisfaction and involvement (Maddux, 2002; Schmidt & DeShon, 2010).Self-effectiveness has proven to be a good measure for predicting compared to any other motivational structure, particularly in the field of psychology and education (Graham &Weiner, 1996).

Individuals with a high degree of self-efficacy are considered to set difficult goals that are more often accomplished (Bandura & Locke, 2003).So it is very important for the employer to provide incentives and opportunities with the help of fairness in organizations for enhancing employees' self-efficacy for achieving organizational goals and targets. Higher self-efficacy in a profession is related to positive outcomes, greater work satisfaction and improved efficiency (Judge & Bono, 2001).

Literature review indicates that a deep sense of self-efficacy increases human satisfaction and personal well-being in several respects. In terms of variables such as promotions or job success or income, the 'high' self-efficacy of a person is likely to outweigh less productive individuals. Workers who have higher self-efficacy are seen to thrive on tough challenges, persist in efforts and believe firmly that their ability will help them to go through the challenges successfully.

2.10 Recognition

Recognition is a very important factor of professional well-being because employees always want appreciation and reward of their abilities. Recognition is an important determine of professional well-being of teachers. Teachers need Principals positive comments (Yıldırım, 2014). Recognition is always ignored by the administrative bodies (Yıldırım, 2014). Rewards play key role in the outstanding performance of employees and have a positive relationship with motivation (Danish & Usman, 2010). All employee engagement is based on rewards and recognition (Andrew & Kent, 2007).

Tangible incentives are effective in enhancing the performance of tasks not performed before, encouraging "thinking smarter," and promoting both quality and quantity in achieving objectives. Prime factors affecting employee motivation are incentives, rewards and recognitions. All employees' commitments are based on rewards and recognition (Andrew & Knet, 2007).

2.10.1 Organizational Justice and Recognition

The sense of social injustice is always judged in terms of the denial of some deemed valid acknowledgment. Georg Hegel (1770–1831), a German philosopher, is often regarded as the creator of continental European recognised ethics. Hegel saw the fight against injustice indeed, the entire history of humanity's quest for freedom as a fundamental need to be acknowledged and appreciated by others (Martin et al., 2016). Various morally substantive battles or conflicts in contemporary civilizations, with variances depending on whether the debate is about the 'fair' application of the recognition principle of love, equality of rights, or giving credit where credit is due (Honneth, 2004).

Most organizations made tremendous progress with full respect for with its business strategy through well-balanced employee recompense and recognition programs. According to Deepro (1994), employees' motivation and productivity can be increased by providing them with effective recognition that ultimately leads to better organization's performance. This is only possible by providing employees a just environment.

An organization's success is based on how an organization maintains its employees motivated. For keeping employees motivated organizations use strategy of recognition by giving their employees incentives and reward through organizational justice. Rewards and recognition systems keep workers highly motivated, improve their

morale, and build a connection between employee success and motivation (Danish & Usman, 2010).

The purpose of recognition is to realize the employees that it is connected with their performance so that they become satisfied with their jobs. Employee motivation increases when employees are given unexpectedly higher recognition, praise and pay (La Motta, 1995).

In addition to being an employee of the company appreciation, which is essential for employee motivation, appreciates an employee and awards a rank at the individual level (Robbins, 2001). Motivation includes “those psychological processes that cause the excitement, direction and persistence of purpose-oriented voluntary actions motivation depends on certain intrinsic and extrinsic variables that contribute to fully engaged workers in collaboration (Kreitner & Kinicki, 2004).

Daily expressions of gratitude by executives and leaders are important in encouraging employee behavior to achieve strategic goals (Allen & Helms, 2002). Recognition can motivate the employees to extend their efforts for achieving specific goals for the organization (Robbins & Judge, 2008).

True and timely recognition in the form of nonmonetary reward that is gratitude or appreciation from a concerned person at appropriate time matters much than an increase in pay (Rathi & Rastogi, 2008). It depicts that recognition of one’s abilities is associated with organizational fairness. When teachers exhibit actions of organizational citizenship such as accountability to peers and students and have been accepted or appreciated.

They would feel fulfilled with their employment if credit were given for it. The optimistic mood encountered by teachers will lead to additional role activities and contribute willingly to the organization's well-being and effectiveness (Muchinsky, 2006).

The theory of worker motivation by Herzberg (1966) established two levels of motivation. The two levels are 'hygiene' and 'motivation' and each provides a worker with different aims. The 'hygiene' variables include wages, working conditions, co-worker relationships, supervisor competence and company policies. Herzberg pointed out that these variables cannot guarantee that a high degree of motivation provided to a worker. Here is where his 'motivational variables come to play and must be fulfilled. These variables include (1) achievement; (2) transparency or independence; (3) recognition; and (4) development opportunities.

In many cases, the workers are remembered and respected, Postcards ('Thanks! You Made A Difference' award), remembrance pieces (plaque or mug) that last longer than cash, non-monetary trophy awards, managers/supervisors lunch, photo seen at a famous position, i.e. organizations, website, notice board, etc. (Darling et al., 1997; Nelson, 2005).

Role of pay has been recognized as a motivator for attaining organizational goals and in present era of economic competition it is also very important to motivate the employees (Schuler, Jackson & Tarique, 2011). If employee's appreciation is to achieve favorable results; it must be implemented in the sense of goal setting, open communication, trust and transparency (Gostick & Elton, 2007).

As depicted from different studies it is concluded that fairness in promotion procedures according to the skills and abilities of the worker make the worker more committed to his or her work and a reason of apposite workability for the worker. Recognition plays an important role in organization's development. When employees have success in mentally challenging professions they experience higher levels of job satisfaction, which allows them to use their abilities and skills. Promotions provide

personal development opportunities, improved transparency, and an improvement in social standing.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

Explanatory Sequential Mixed method design was used in this study, which is a process to collect, analyze and mix quantitative and qualitative data. In mixed method design both qualitative and quantitative methods are used. Sequential mixed method is used in this study. Mixed method research design addresses how and why questions simultaneously.

Pragmatic research approach was used to conduct this study. This approach involved quantitative and qualitative methods. Quantitative analysis was applied to the respondents for qualitative data. Semi structured interviews were performed. This Approach was selected due to mix method to deal with numeric data as well as qualitative data. This approach was selected due to the requirement of the study. A questionnaire was adapted based on research objectives to get numeric data that is quantitative data and after getting result semi structured interviews were conducted to certify the result gained from quantitative data. The rationale for using a mix method is that use of quantitative or qualitative methods was not sufficient for describing a complex issue like this. For quantitative data analysis primary data collection techniques such as questionnaire and descriptive statistics was used to analyze and describe the sample that helped for the interpretation of data. In semi-structured interviews, qualitative data was gathered and themes were generated from the semi structured interviews then thematic analysis was used to analyse the data. The research procedure was started by setting three main objectives.

1. To explore the effect of organizational justice on professional well-being of Head teachers at secondary education level.

1(a). To investigate the effect of procedural justice on professional well-being of Head teachers at secondary education level.

1(b). To explore the effect of distributive justice on professional well-being of Head teachers at secondary education level.

1(c). To investigate the effect of interactional justice and professional well-being of Head teachers at secondary education level.

2. To compare the organizational justice with respect to gender of head teachers at secondary education level.

3. To compare the professional well-being with respect to gender of head teachers at secondary education level

Six major hypotheses were developed, four main hypotheses were to determine the effect of DJ, PJ, and IJ on professional well-being of head teachers'. One hypothesis was to determine the significant difference of organizational justice with respect to gender of head teachers. And one hypothesis was to determine the significant difference of professional well-being with respect to gender of head teachers. Two research questions were addressed. SSI was conducted for qualitative data. With the help of literature review concept of organizational justice and its three dimensions based on equity theory was identified.

Concept of well-being and then professional well-being was made clear by literature review. The researcher used mix method approach i.e. a combination of quantitative and qualitative analysis for this study. To measure distributive justice Researcher adopted five item scale developed by (Niehoff & Moorman, 1993) for the measurement of distributive justice. This scale determines to what extent employees perceive justice in distribution of

role, reward and responsibilities. All responses were assessed on 5-point Likert scale with (5 = strongly agree; 1 = strongly disagree). Six items scale developed by (Niehoff & Moorman ,1993) was adapted for the measurement of procedural justice. Procedural justice is associate degree of employee's consideration of justice within the organizational that describes that procedures adopted for the attainment of results are true measure of outcomes (Leventhal, 1980; Thihaut & Walker, 1975). Participation of employees in job related decisions and job control is best determinant of procedural justice. On the 5-point Likert scale, all responses were registered. Interactional justice was measured by adapting (Niehoff & Moorman ,1993) nine item scale. It measure that how workers are treated by their top management. And it measured whether their supervisors behave with benefaction; give them importance, by provision of help according to requirement of their work. The 5-point Likert scale measured each of the answers. Organizational justice scale developed by Niehoff and Moorman (1993) was adapted for this study .Furthermore this scale of organizational justice has been widely used in studies by the researchers(Bayar &Findiki,2016;Khosravizadeh, Esfandiar , Kamankesh , Moghadasi & Zohrevandian ,2019) and its validity was conformed recently by (Siswanti, Tjahjono, Hartono & Prajogo,2020) .To measure professional well-being of Head teachers scale of professional well being developed by Yıldırım (2014) was adapted it measured job satisfaction, self-efficacy and recognition. Each of the response was measured on 5-point Likert scale.

Data collected was interpreted through Statistical package of social sciences (SPSS) 21th Edition. Then semi structured interviews were conducted and after theme generation thematic analysis was done .On the basis of findings observations were drawn. According to Lyons, Bike, Ojeda, Johnson, Rosales & Flores, (2013) Qualitative analysis, in particular, allows scientists to gain a perspective that reveals within a cultural context the meanings of individual experiences.

3.2 Population

Head teachers of Public Secondary Schools of Punjab were the population of this research and their total number in Punjab was 7381.

Table No. 3.1 Population distribution

Head Teachers	No
Male	3851
Female	3530
Total	7381

3.3 Sampling Technique

Sample was selected through cluster sampling technique. There are 36 districts of Punjab and so 36 clusters. Study was delimited to Rawalpindi district. So Rawalpindi district cluster was the sample of the study i.e. 432 head teachers.

For semi structured interviews convenience sampling was used. Rate of return of sample was 60%.Rawalpindi district was selected as a sample because Rwp is a big city. Rwp has diversity of head teachers because people from all over the Punjab are working here. Detail of Sample is as under. (Appendix M)

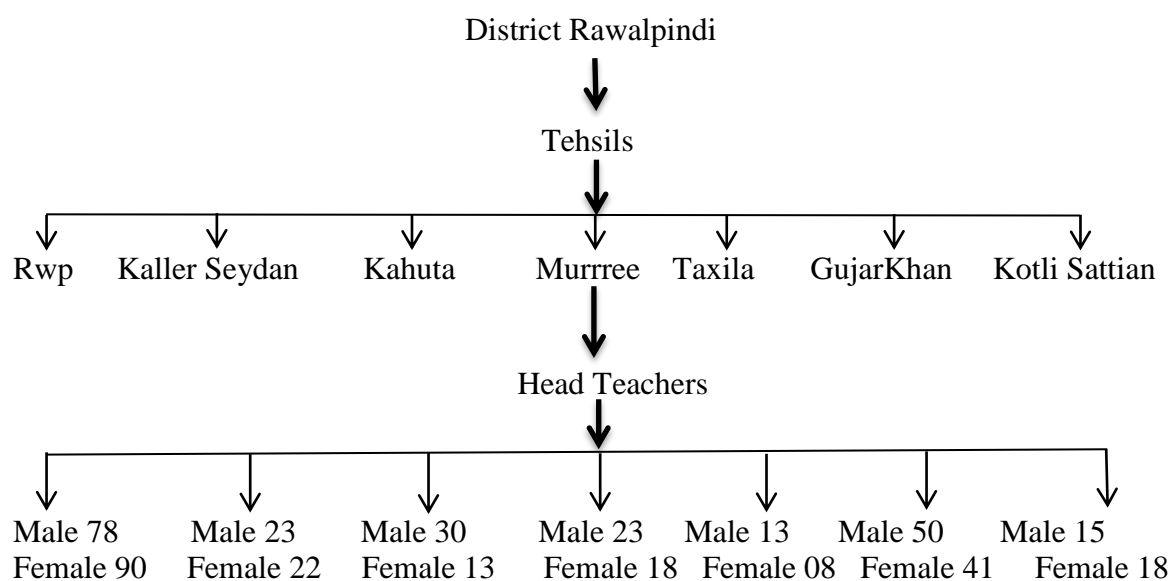


Figure: 3.1 Detail of sample

Above figure shows the distribution of sample. There are seven tehsils in Rawalpindi district. Tehsil Rwp has 78 male and 90 female head teachers. Tehsil Kaller Seydan has 23 male and 22 female head teachers and in tehsil Kahuta distribution of male and female head teachers is 30 and 13 respectively. Where as in tehsil Murrree 18 female and 23 male head teachers. In tehsil Taxila there are 13 male and 08 female head teachers. Distribution of sample head teachers in tehsil Gojar khan is 50 and 41. There are 15 male and 18 female head teachers in tehsil Kotli Sattian.

3.3.1 Sample Size

Total Number of Heads = 432

Rate of return =60%

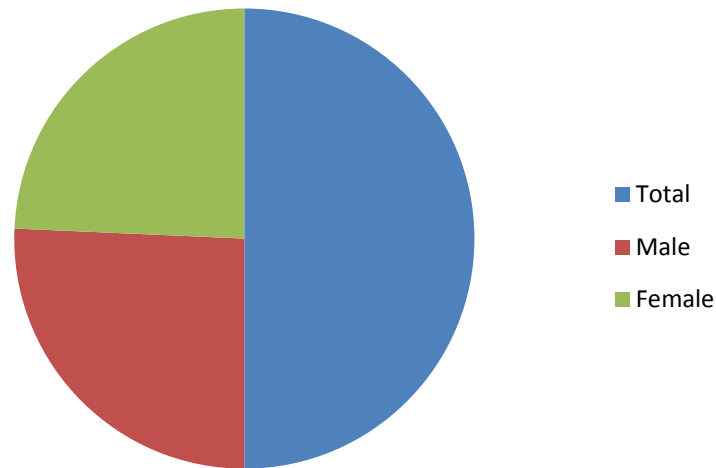


Figure: 3.2 Distributions of Sample Gender Wise

3.4 Data Collection Tool

It is important that the data is obtained in a reliable and systematic manner. The collection of data is helpful when collecting the information required in a research study. In this mix method study questionnaire was used as a quantitative research tool and Semi structured interviews were carried out for qualitative analysis.

The questionnaire was composed of three main sections

- Section 1 included the demographic of the employees. Employee's information included gender, age group, hometown, experience, tehsil and qualification.
- Section 2 questions related to the variable were included in this section. It consisted of three subscales of organizational justice. Questions related to three types of organizational justice were included.
- Section 3 included questions related to professional well-being of head teachers
- Semi structured interviews were conducted. The investigator developed semi-structured interview questions. (Appendix N)

- Permission was taken for adaptation of organizational justice and professional well-being scale.(Appendix K,L)

3.4.1 Distributive Justice Scale

Researcher adapted five item scale developed by (Niehoff & Moorman ,1993) for the measurement of distributive justice. This scale determines to what extent employees perceive justice in distribution of role, reward and responsibilities. On the 5-point Likert scale, all responses are evaluated with (1 = Strongly Disagree; 5 = Strongly Agree).

3.4.2 Procedural Justice Scale

Six items scale developed by (Niehoff & Moorman ,1993) was adapted for the measurement of procedural justice. Procedural justice is associate degree of employee's consideration of justice within the organizational that describes that procedures adopted for the attainment of results are true measure of outcomes (Leventhal, 1980; Thihaut & Walker, 1975). Participation of employees in job related decisions and job control is best determinant of procedural justice. All of the responses were recorded on 5-point Likert scale.

3.4.3 Interactional Justice Scale

Interactional justice was measured by adapting (Niehoff & Moorman ,1993) nine item scale. It was measured that how workers were treated by their top management. And it was also measured whether their supervisors behave with benefaction; give them importance, by provision of help according to requirement of their work. Each answer was graded on a five-point Likert scale.

3.4.4 Professional Well Being Scale

To measure professional well-being of Head teachers scale of professional well being developed by Yıldırım (2014) was adapted. It consisted of three dimensions i.e. job satisfaction; self-efficacy and recognition. Items related to these dimensions were included. On a five-point Likert scale, each answer was evaluated. Appendix (L)

Table No.3.2

Organizational Justice and Professional Well-Being Scale

Sr	Scale	Sub Variables	Items
1	Organizational justice	Distributive justice	10
		Procedural Justice	10
		Interactional Justice	10
2	Profession well being	Job Satisfaction	10
		Self-Efficacy	10
		Recognition	10
Total Items			60

3.4.5 Five Point Likert Scale and Its Coding

Detail of five point likert scale used was as under

5. Strongly Agree (SA)
4. Agree (A)
3. Neutral (N)
2. Disagree (D)
1. Strongly disagree (SD)

3.5 Tool's Validity

As the tool was adapted so for checking construct validity of the instrument it was given to five experts along with SSI schedule for this purpose. Researcher visited each member with request to validate it along with a covering letter and validity certificate.

The worthy specialists after examining the instrument with reference to objectives of the study suggested minor changes about language and sentence structures. Researcher

incorporated the changes and they signed the validity certificate. Minor changes were about splitting of some questions. The Instrument's content was validated by the experts.

3.6 Pilot Testing

The main aim of the pilot test is to finalise the possible issues before actually beginning the study and spending time, effort and money on it. Pilot testing was necessary to verify the accuracy of the instrument as the organizational justice scale and professional well-being scales were adapted. Questionnaire was delivered to 120 respondents that were head teachers of sample schools. But response rate was low only 40 participants filled on line questionnaire. This problem was due to covid 19 pandemic. But it was adequate no as compared to sample size. Through statistical package for social science (SPSS) 21th edition data was analysed. Codes were given to collected data for reliability analysis. Organizational justice and professional well-being scales. The Cronbach, s Alpha reliability index was.912. Scale had two major Sections one about organizational justice and its dimensions and other about professional well-being and its dimensions. The Cronbech, s Alpha reliability index for organizational justice was .877 and for professional well-being and its dimensions was .821

3.7 Research Questionnaire's Reliability

Via pilot testing, the reliability of the instrument was tested. For this purpose questionnaire was on line delivered to at least 120 respondents but only 40 respondents filled the questionnaire. All the respondents were assured that this data collection was only for the research purpose and every respondent was given by brief description of the questionnaire. It was very important to find out the reliability of the questionnaire to use it for fair level of confidence for data collection. The data obtained from the respondents was used on SPSS 21th edition for finding the correlation between individual items and other sections of the instrument i.e. dimensions of organizational justice and professional

well-being. Cronbach's Alpha was found to be at .877 and found to be reliable in terms of total items relationship. There were 14 weak items that were eliminated.

Table No 3.3

Cronbach Alpha For (OJPW) N=40

Scale	Major Dimension	Items	Cronbach Alpha
OJ		30	.877
DJ	Distributive Justice	10	.721
PJ	Procedural Justice	10	.441
IJ	Interactional Justice	10	.892
PW		30	.821
JS	Job Satisfaction	10	.528
SE	Self-Efficacy	10	.773
RC	Recognition	10	.720

This table shows Collective Cronbach Alpha Reliability of the two scales and then separate Cronbach Alpha s reliability of sub scales. Cronbach Alpha for OJ is .877 and for PW is .821.

Table No.3.4

Item/Code	r	Item/Code	r	Item/Code	r	Item/Code	R
Q1/PJ1	-.159*	Q16/DJ16	.618**	Q31/JS1	.303*	Q46/SE16	.588**
Q2/PJ2	.699**	Q17/DJ17	.280*	Q32/JS2	.665**	Q47/SE17	.579**
Q3/PJ3	.764**	Q18/DJ18	.652**	Q33/JS3	.535**	Q48/SE18	.412**
Q4/PJ4	.783**	Q19/DJ19	.579**	Q34/JS4	.600**	Q49/SE19	.377*
Q5/PJ5	.340*	Q20/DJ20	-.552**	Q35/JS5	.540**	Q50/SE20	.526**
Q6/PJ6	.255*	Q21/IJ21	.684**	Q36/JS6	.510**	Q51/RC21	.375*
Q7/PJ7	-.343*	Q22/IJ22	.793**	Q37/JS7	.346**	Q52/RC22	.485**
Q8/PJ8	.497*	Q23/IJ23	.621**	Q38/JS8	-.182*	Q53/RC23	.161*
Q9/PJ9	-.400*	Q24/IJ24	.778**	Q39/JS9	.376*	Q54/RC24	.380*
Q10/PJ10	.638**	Q25/IJ25	.742**	Q40/JS10	-.184*	Q55/RC25	.703**
Q11/DJ11	.613**	Q26/IJ26	.632**	Q41/SE11	.433**	Q56/RC26	.473**
Q12/DJ12	.573**	Q27/IJ27	.705**	Q42/SE12	.509**	Q57/RC27	.535**
Q13/DJ13	.603**	Q28/IJ28	.562**	Q43/SE13	.479**	Q58/PW28	.606**
Q14/DJ14	.549**	Q29/IJ29	.587**	Q44/SE14	.363*	Q59/RC29	.393*
Q15/DJ15	.653**	Q30/IJ30	.301*	Q45/SE15	.459*	Q60/RC30	.266*

Items total correlation of Organizational justice and professional well-being (OJPW) N=40

Item total correlation of (OJPW) =40

**Significance level of correlation=0.01 level (2- tailed)

*Correlation significant = 0.05 level (2- tailed)

The total Item Correlations is shown by the table no.1.3. The Highest correlation is of item no PJ4 .783** and lowest correlations is of item No DJ20 -.552**.

Total item correlation was used for improving the questionnaire. Items having correlation less than .303(Q1,Q6,Q7,Q9.Q17,Q20,Q30,Q31,Q38,Q40,Q48,Q60) were excluded from the questionnaire.

Table No.3.5

Intersection correlation (OJ Scale) Pilot testing (N=40)

Sections	Procedural Justice	Distributive Justice	Interactional Justice	Organizational justice
Procedural Justice	1			
Distributive Justice	.554**	1		
Interactional Justice	.617**	.657**	1	
Organizational Justice	.812**	.870**	.892**	1

**Correlation significance level=0.01 (2-tailed).

*Significant correlation at 0.05 levels (2- tailed)

As shown by the above table highest correlation is .657** between interactional justice and distributive justice and lowest correlation is .554** between distributive and procedural justice. Intersection correlation shows that all sections of scale are significantly correlated.

Table No.3.6

Intersection correlation (PW scale) Pilot testing (N=40)

Sections	Job satisfaction	Self-Efficacy	Recognition	Professional well being
Job Satisfaction	1			
Self-efficacy	.437**	1		
Recognition	.345*	.466**	1	
Professional well being	.713**	.818	.807**	1

** Significant correlation = 0.01 level (2- tailed)

*Correlation significant =0.05 level (2- tailed)

Highest correlation is .466** between self-efficacy and recognition as revealed by the table no.1.5 and lowest correlation is .345*between job satisfaction and recognition.

3.8 Revision of Questionnaire for Final Test

Reliability correlation analysis showed that OJ reliability score was high than professional well-being .The total item correlation table showed that items having negative correlation and less than .303 were excluded from the questionnaire.

Items (Q1,Q6,Q7,Q9.Q17,Q20,Q30,Q31,Q38,Q40,Q48,Q60) were excluded from the questionnaire.

Table No. 3.7

List of final Items organizational justice scale

Variables	Procedural Justice	Distributive Justice	Interactional Justice	Total	
Items	PJ1	DJ7	IJ15		
	PJ2	DJ8	IJ16		
	PJ3	DJ9	IJ17		
	PJ4	DJ10	IJ18		
	PJ5	DJ11	IJ19		
	PJ6	DJ12	IJ20		
			DJ13	IJ21	
			DJ14	IJ22	
				IJ23	
Total Items	6	8	9	23	

Above table consisted of final item after revision of organizational justice scale. Procedural justice scale has six items, distributive justice scale has eight items and there are nine elements on the interactional justice scale. Finally organizational justice scale has total twenty three items.

Table No. 3.8

List of final Items Professional well-being scale

Variables	Job satisfaction	Self-Efficacy	Recognition	Total	
Items	JS1	SE8	RC18		
	JS2	SE9	RC19		
	JS3	SE10	RC20		
	JS4	SE11	RC21		
	JS5	SE12	RC22		
	JS6	SE13	RC23		
	JS7	SE14	RC24		
			SE15	RC25	
			SE16		
			SE17		
Total	7	10	8	25	

Table no. 3.7 consisted of final items for professional well-being scale after revision of tool. Job satisfaction scale has seven items and self-efficacy scale has ten items and recognition scale has eight items. Finally professional well-being scale has twenty five items.

3.9 Collection of Data

The most critical and tough task in my research was collection of data. Because due to covid 19 situation schools were closed for about 6 month .It was very difficult to contact head teachers .So the researcher developed on line questionnaire on Google form after that the researcher collected list of contact no of all heads from my own department. The researcher started circulating the questionnaire in different what's app groups of educationists but response rate was too much low. After that the researcher circulated the questionnaire at personal what's app no of all head teachers of district Rawalpindi but this was also not appreciating situation .After that the researcher started to call all heads one by one after sharing my questionnaire. With continuous efforts after the entire researcher was succeeded to collect 60% response from all heads of high and higher her secondary schools. Furthermore the researcher remained on line to answer the queries of the respondents. For qualitative part of data semi structured interviews were conducted. This was also done through what's app and phone calls.

3.10 Data Analysis

The data was coded and analysed after data collection with the help of SPSS 21st Edition. Different statistical techniques like Conbach, s Alpha, Item Correlation, Mean, Standard deviation, Correlation and independent sample t test were used to analyse the data.

Table No. 3.9

Tests used in Data Analysis

Objectives	Hypothesis	Statistical test
To Examine the effect of OJ on professional WB of head	Statistically no notable effect of OJ on professional WB of	Simple Regression

teachers at secondary education level	head teachers at secondary education level	
Determine the effect of PJ on professional WB of head teachers at secondary education level	Statistically no effect of procedural justice on professional well-being of head teachers at secondary education level	Simple Regression
To Explore the effect of DJ on professional WB of head teachers at secondary education level	Statistically no effect of DJ on PWB of head teachers at secondary education level	Simple Regression
To Investigate the effect of IJ on professional WB of head teachers at secondary education level	Statistically no effect of IJ on PWB of head teachers at secondary education level	Simple Regression
To compare the Organizational justice with reference to gender of head teachers at secondary education level.	Statistically no notable difference of OJ with reference to gender of head teachers at secondary education level.	Independent sample t test
To compare the Professional well-being with reference to gender of head teachers at secondary education level.	Statistically no notable difference of PWB with reference to gender of head teachers at secondary education level	Independent sample t test

A questionnaire for semi structured interviews was developed for the answers of research questions and to certify results of quantitative data. After collecting data through semi structured interviews codes and themes were generated and data was analyzed qualitatively. Data analysis by semi structured interviews has been discussed in chapter 1v.

3.11 Ethical Considerations

Research ethics were kept in mind while collecting data .All the respondents were treated with respect. They were told about the importance of study and were requested to fill the questionnaire.

Sufficient time was given to them for filling the questionnaire with ease and for semi structured interviews time was taken from the respondents and according to their time line interviews were conducted.

They were assured that data collection is only for research purpose not for the authorities.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The information gathered by analysis tools has been examined and discussed in this chapter. The research was based on organizational justice and professional well-being of head teachers at secondary education level. It was to find out that how organizational justice predicts professional well-being of head teachers at secondary education level. For this purpose data was collected from Head teaches of high and higher secondary schools of Rawalpindi district including all seven tehsils of Rawalpindi district. Data was collected through two adapted questionnaires one about three categories of OJ i.e. PJ, DJ and IJ and other questionnaire was about professional well-being .Questionnaire was consists of three sections one section about demographic information and section two about three dimensions of or generational justice and section three about three dimensions of professional well-being i.e. Job satisfaction, self-efficacy and recognition as described by Yeldrim, 2014. Each dimension of organizational justice and professional well-being consisted of 10 questions each. Demographic section was included to know the essence and fundamental knowledge about the respondents i.e. about their age, gender, qualification, experience and tehsil name. Questioner of organizational justice was basically created by Niehoff & Moorman ,1993.And it was adapted according to requirement of my study .questionnaire of Profesiional well being was basically developed by Yeldrim ,2014.And it was also adapted according to need of my study. After adapting questionnaire was presented for validation to five experts and four out of five validated it with their valuable suggestions and provided validation certificate for this questionnaire. To check the reliability of the research method, pilot testing was also carried out. For this purpose questionnaire was distributed among 60 heads out of sixty 40 heads returned the questionnaire after filling. Then the collected data was analyzed for

reliability analysis and correlation between the items and subsection with the help of SPSS 21th Edition. Final questionnaire of organizational justice consists of 23 questions, Procedural justice scale 6 questions, Distributive justice scale 8 questions and interactional justice scale 9 questions. Professional well-being questionnaire after pilot testing consists of 25 questions i.e. Job satisfaction consists of seven questions self-efficacy ten questions and recognition consists of 8 questions. The questionnaire was again strengthened after pilot testing. The final questionnaire was then distributed among the participants for data collection. Then the collected data was examined by using SPSS 21th Edition and multiple statistical tests were used. Open ended questionnaire was also created for semi structured interviews from the heads teachers after analyzing quantitative data to certify its results. For this purpose open ended questionnaire was distributed to 60 head teachers of high and higher secondary schools that were highly experienced. Out of 60 head teachers 20 returned me completely filled semi structured interviews questions .Codes and themes were generated and data was interpreted qualitatively.

4.1 Summary of the Analysis

Data collected through adapted questionnaire was examined by using “SPSS 21th Edition”

The interpretation of the responses gathered by the instrument was provided in the following main sections.

Section 1 Demography of the sample

The study's demographic data showed the pertinent details concerning the history of the respondents. That is why, in data analysis, the researcher finds it necessary to address these.

Section 2 Examining the Effect of Organizational Justice On Professional Well-Being

In this section simple Regression was used to assess the effect and intensity of relationship among three dimensions of OJ and professional well-being of head teachers. And detailed analysis has also been given in this section. In this section analysis of all the sub variables has been also presented. Effect between all three dimensions of professional well-being and all three dimension of organizational justice has been done.

Section 3 Comparison of Organizational Justice and Professional Well- Being With Reference To Gender of Head Teachers

In this section independent t test was used to compare organizational justice with reference to gender of head teachers. And independent t test was used to compare professional well-being with respect to gender of head teachers. Detailed comparison of organizational justice and professional well-being with reference to age, experience and qualification of respondents was also done

Section 4 Interpretation of the Data Collected Through Semi Structured interviews.

This section is related to the interpretation and analysis of data collected through SSI about organizational justice and professional well-being of head teachers. This is about qualitative data analysis by thematic analysis.

Section 1

4.2 Sample Demographics

Table No. 4.1

Distribution of Sample Gender Wise (N=260)

S.No	Gender	Frequency	Percent
1	Male	105	40.4
2	Female	155	59.6
	Total	260	100.0

Head teachers of Public schools of Punjab at secondary education level were the population of the research. Total no of head teachers at secondary education level was 7381 according to official website of school education department Punjab. Thus the sample was collected from public high and higher secondary schools of district Rawalpindi. For this purpose list of schools was obtained from the district education officer office Rawalpindi district. Sample was selected through cluster sampling .Total no of head teachers at secondary schools of Rawalpindi were 432 and out of this 260 respondents responded to the data. Total no of respondents were 260.Out of 260 male were 105 and female were 155.percentage of male was 40.4 and female were 59.6 percent.

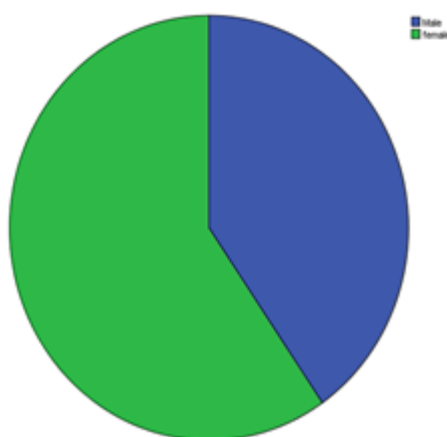


Figure: 4.1 Sample Distribution gender wise

Table No. 4.2

Sample distribution Age Wise (N=260)

Sr.No	Age(Y)	Frequency	Percent
1	25-30	30	11.5
2	31-40	96	36.9
3	41-50	56	21.5
4	>50	78	30.0
Total		260	100

Above table revealed that participation level of 31 to 40 year age group was 36.9% and participation level of above fifty year age group was 30%. Almost level of participation of all age group was equal except 25 to 30 year age group their participation was 11.5%.

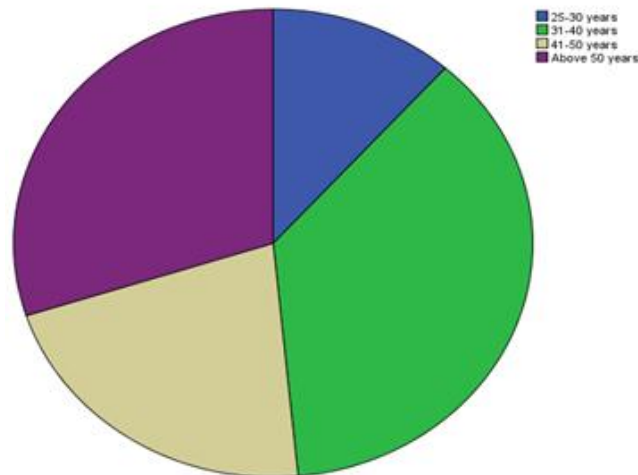


Figure: 4.2 Age wise distribution of sample

Table No. 4.3

Distribution of sample Tehsil Wise (N=260)

Sr.No	Tehsils	Frequency	Percent
1	Rwp	117	45.0
2	Kaller Syedan	30	11.5
3	Gojer Khan	37	14.2
4	Kahuta	15	5.8
5	Taxila	15	5.8
6	Murrree	24	9.2
7	Kotli Sateaan	22	8.5
	Total	260	100.0

Response was taken from all the 7 tehsils of Rawalpindi. Because Rawalpindi tehsil is big one so its response rate is also maximum i.e. 45% and response rate of tehsil kaller Syedan is 11.5%, Gojer Khan response rate is 14.2%, Kahuta response rate is 5.8%, Taxila response rate is 5.8%, Murrree response rate is 9.2% and response rate of tehsil Kotli Satean is 8.5%. Demographic data revealed that sample was quite good for data collection.

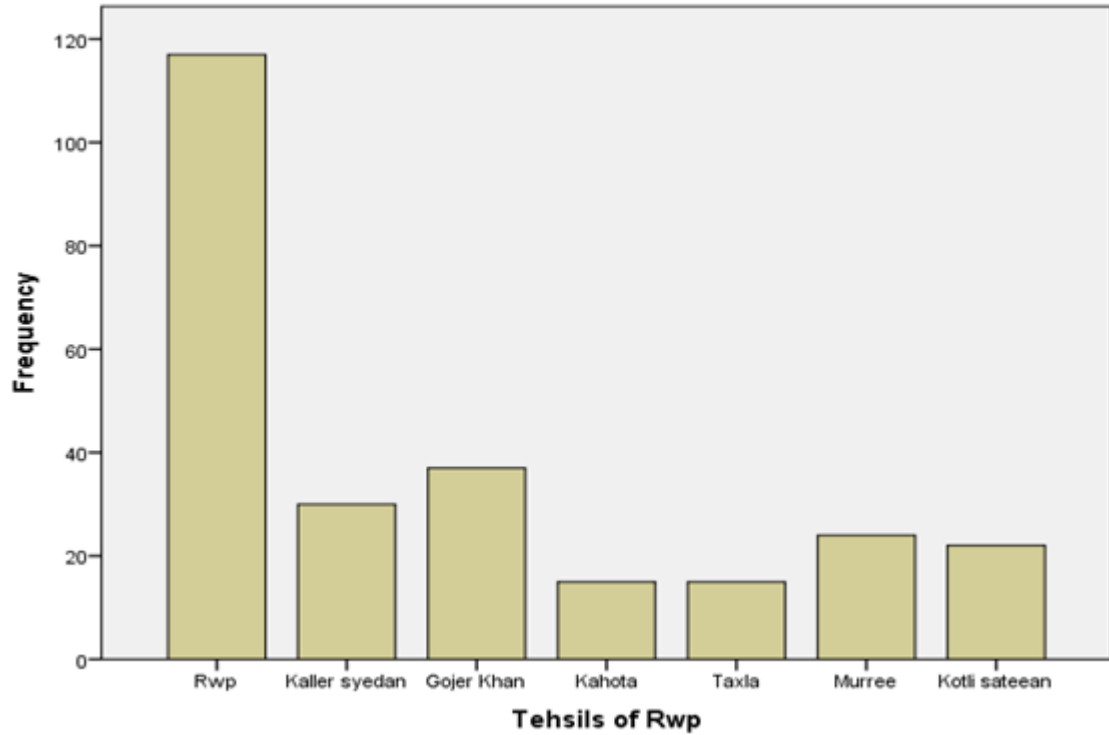


Figure: 4.3 Tehsil wise distribution of sample

Table No. 4.4

Distribution of sample Qualification wise (N=260)

Sr.No	Qualification	Frequency	Percent
1	M,A//M,sc	184	70.8
2	M.Phil.	61	23.5
3	Ph.D.	15	5.8
Total		260	100.0

Qualification of the respondents was divided in to three categories i.e. M.A/M.sc, MPHIL and PHD. Demographic data showed that 70.8% respondents are M.A /MSC 23.5%areM.PHIL and 5.8% are PHD.

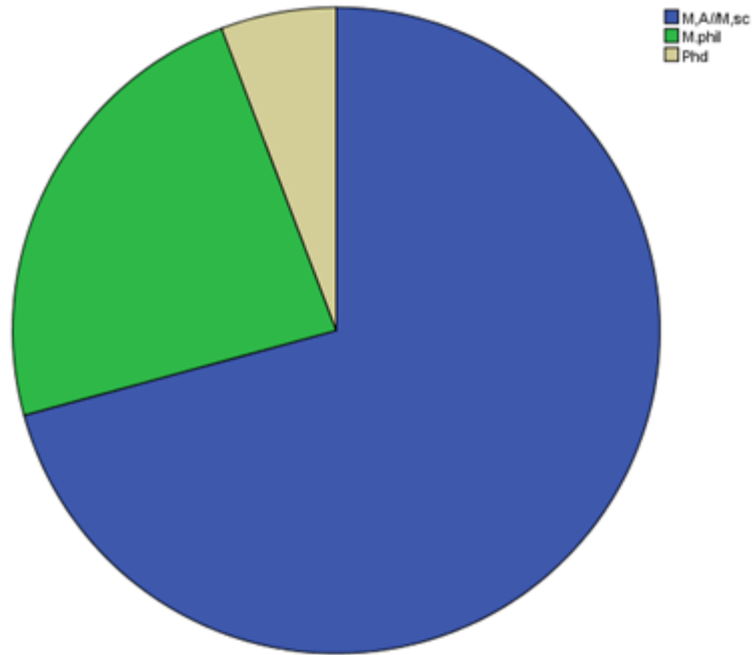


Figure: 4.4 Qualification wise distribution of sample

Table No. 4.5

Distribution of sample Experience wise (N=260)

Sr.No	Experience(Y)	Frequency	Percent
1	Less than 1	5	1.9
2	1-4	26	10.0
3	5-9	68	26.2
4	More than 10	161	61.9
Total		260	100.0

Demographic data also revealed that respondents with more than 10 year of experience were 61.9% of sample and less than one year of experience were only 1.9%.so it is obvious that respondents of the study are highly experienced.

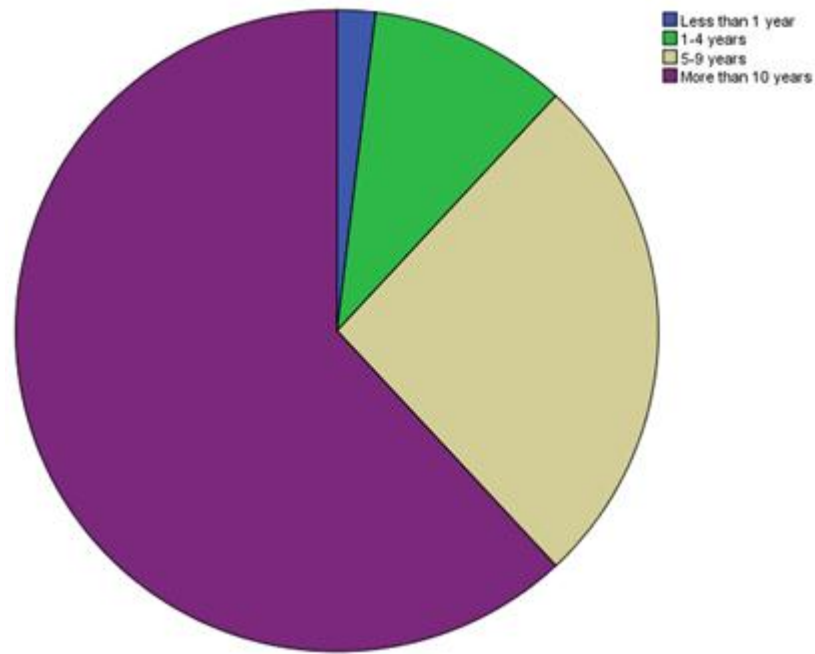


Figure: 4.5 Experience wise distribution of sample

Section 2

4.3 Examining the Effect of Organizational Justice on Professional Well-Being.

The study's first objective was to explore the effect of OJ on professional well-being of Head teacher's at secondary education level.

To meet this objective following hypothesis was made

H₀¹: There is statistically no significant effect of organizational justice on professional well-being of head teachers at secondary education level.

Simple regression was used for testing this hypothesis with the help of SPSS 21st Edition.

Table No. 4.6

Regression Analysis Between organizational justice and professional well being

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Organizational Justice	Professional Well being	.357	10.276	.539	.000	.290

a. Dependent Variable: Professional wellbeing

b. Independent variable: Organizational justice

As indicated from the table no 4.7 that the R^2 value is (.290) which depicts that the 29% variation in professional well-being of head teachers at secondary education level is due to organizational justice and the remainder is attributed to a variety of other variables. At the 0.01 level of significance, the B coefficient indicates that this relationship is positive and statistically important. Thus the hypothesis No.Ho1 is failed to accept.

4.4 Investigate the Effect of Procedural Justice on Professional Well-Being.

First objective was subdivided into 3 sub objectives to find out the relationship between 3 main categories of organizational justice and professional well-being. First sub objective was to determine the effect of procedural justice on professional well-being of Head teachers at secondary education level.

To meet this objective following hypothesis was made:

Ho¹a: There is statistically no significant effect of procedural justice on professional well-being of head teachers at secondary education level.

To analyse this hypothesis simple regression was run by using SPSS 21st edition.

And following table was generated.

Table No. 4.7

Regression Analysis Between procedural justice and professional well being

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	RSquare
Procedural Justice	Professional Well being	.291	8.466	.466	.000	.217

a. Dependent Variable: Professional wellbeing

b. Independent variable: Procedural justice

From the above table it is depicted that R^2 value is .217 which indicates that 21.7% variation in professional well-being of head teachers at secondary education level is due to procedural justice and remaining is due to other factors. B coefficient depicts positive relationship between procedural justice and professional well-being of head teachers at 0.01 level of significance. Thus the Null hypothesis H01 (a) that there is statistically no significant effect of procedural justice on professional well-being of head teachers at secondary education level is fail to accept.

4.5 Exploring the Effect of Distributive Justice on Professional Well-Being.

To assess the second sub objective of the first objective;

To explore the effect of distributive justice on professional well-being of Head teachers at secondary education level

The following hypothesis was made:

Ho¹b: There is statistically no significant effect of distributive justice on professional well-being of head teachers at secondary education level.

For analyzing this hypothesis again simple regression was executed by using SPSS 21th Edition. The following table was obtained.

Table No. 4.8

Regression Analysis Between procedural justice and professional well being

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	RSquare
Distributive Justice	Professional Well being	.265	8.554	.470	.000	.221

a. Dependent variable: Professional wellbeing

b. Independent variable: Distributive justice

As indicated from the above table no 4.11 that R^2 value is (.221). Which indicates that 22.1% of variation in professional well-being of head teachers is due to distributive justice at secondary education level and remaining variation is due to other factors .B value is .265 that indicates a positive relationship at 0.01 level of significance between distributive justice and professional wellbeing of head teachers. So the Null hypothesis H_0^1 (b) that there is statistically significant effect of distributive justice on professional well-being of head teachers at secondary education level is fail to accept

4.6 Investigating the Effect of Interactional Justice on Professional Well-Being

To investigate the effect of interactional justice on professional well-being of Head teachers at secondary education level.

Following hypothesis was made:

H_0^1 (c): There is statistically no significant effect of Interactional justice on professional well-being of head teachers at secondary education level

Table No. 4.9

Regression Analysis Between interactional justice and professional well being

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	RSquare
Interactional Justice	Professional Well being	.255	8.379	.463	.000	.214

a. Dependent variable: Professional wellbeing

b. Independent variable: Interactional justice

The above mentioned table reveals that R² value is (.214) which indicates that 21.4% variation in professional well-being of head teachers at secondary education level is due to interactional justice and rest is due to other factors. B value as indicated by the above table is .225 which shows a positive relationship between Interactional justice and professional well-being of head teachers and significant at 0.01 level of significance. So the null hypothesis H_{01(c)} is fail to accept.

4.7 Effect of Dimensions of Organizational Justice and Professional Well-Being

4.7.1 Effect of PJ on JS

Table No. 4.10

Regression Analysis between procedural justice and job satisfaction

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Procedural Justice	Job satisfaction	.260	5.636	.331	.000	.110

a. Dependent variable: job satisfaction

b. Independent variable: Procedural justice

As indicated from the above table that R² value is (.110) .So it is concluded that 11% variation in job satisfaction is due to procedural justice and rest is due to other factors and B value is .260 that indicates a positive relationship between procedural justice and job satisfaction at 0.01significance level.

4.7.2 Effect of PJ on SE

Table No. 4.11

Regression Analysis between procedural justice and self-efficacy

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Procedural Justice	Self-efficacy	.175	4.104	.248	.000	.061

a. Dependent variable: Self efficacy

b. Independent variable: Procedural justice

As indicated from the table no 4.17 revealed that R² value is (.061) which represents that 6.1% variation in self-efficacy of head teachers at secondary education level is due to procedural justice and rest is due to other factors. B coefficient value that is .175 depicts a positive relationship between procedural justice and self-efficacy and is significant at 0.01 levels.

4.7.3 Effect of PJ on RC

Table No. 4.12

Regression Analysis between procedural justice and Recognition

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Procedural Justice	recognition	.462	9.964	.527	.000	.278

a. Dependent Variable: Recognition

b. Independent variable: Procedural justice

As shown from the above table that R² value is (.278) which indicates that 27.8% variation in recognition is due to procedural justice. Remaining variation is due to other factors. Coefficient B value is .462 which shows a positive relationship between PJ and professional well-being of head teachers significant at 0.01 significance level.

4.7.4 Effect of DJ on JS

Table No. 4.13

Regression Analysis between distributive justice and job satisfaction

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Distributive justice	Job Satisfaction	.269	6.581	.379	.000	.144

a. Dependent Variable: Job satisfaction

b. Independent variable: Distributive justice

As shown from the above table that R^2 value is (.144).It reveals that 14.4% of variation in job satisfaction is due to distributive justice. The rest variation is due to other factors. It is depicted from the B value that is (.269) that there is a positive relationship between distributive fairness and JS and is significant at 0.01level of significance.

4.7.5 Effect of DJ on Self-efficacy

Table No. 4.14

Regression Analysis between distributive justice and self-efficacy

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Distributive Justice	Self-efficacy	.154	3.998	.242	.000	.058

a. Dependent Variable: self-efficacy

b. Independent variable: Distributive justice

R^2 value as depicted in the table no 4.23 is (.058).Which indicates that 5.8% variation in self-efficacy is due to distributive justice rest of variation is due to other factors. Coefficient B value is .154 which indicates a positive relationship between distributive justice and self-efficacy and significant at 0.01 level of significance.

4.7.6 Effect of DJ on RC

Table No. 4.15

Regression Analysis between distributive justice and Recognition

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Distributive Justice	recognition	.400	9.375	.504	.000	.254

a. Dependent Variable: Recognition

b. Independent variable: Distributive justice

R^2 value is (.254) which represents that 25.45 variations is due to distributive justice in recognition and rest of variation is due to other factors. B coefficient value is .400 that indicates a positive relationship between distributive justice and recognition and significant at 0.01 level of significance.

4.7.7 Effect of IJ on JS

Table No. 4.16

Regression Analysis between IJ and JS

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Interactional justice	Job Satisfaction	.239	5.894	.344	.000	.119

a. Dependent Variable: Jobs satisfaction

b. Independent variable: Interactional justice

As indicated from the above table that R^2 value is (.119) which means that 11.9% variation in job satisfaction is due to interactional justice and rest of variation is due to other factors. Coefficient B value is .239 that indicates a positive relationship between job satisfaction and interactional justice and significant at 0.01 level of significance.

4.7.8 Effect of IJ on Self - efficacy

Table No. 4.17

Regression Analysis between interactional justice and Self – efficacy

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Interactional Justice	Self-efficacy	.088	2.297	.142	.022	.016

a. Dependent Variable: Self-efficacy

b. Independent variable: Interactional justice

As shown by the above table that R^2 value is (.016) which interprets that 1.6% variation in self-efficacy is due to interactional justice and remaining variation is due to other factors. Coefficient B value .088 indicates a positive relationship between self-efficacy and interactional justice significant at 0.01 level of significance.

4.7.9 Effect of IJ on Recognition

Table No. 4.18

Regression Analysis between interactional justice and Recognition

Independent variable	Dependent variable	B (Coefficients)	t	R	Sig.	R Square
Interactional Justice	recognition	.476	12.533	.615	.000	.378

a. Dependent Variable: Recognition

b. Independent variable: Interactional justice

As shown from the table no 4.31 that R^2 value is (.378) which indicates that 3.78 %variation in recognition is due to interactional justice and rest is due to other factors .Coefficient B value (.476) indicates a positive relationship between IJ and recognition was prominent at 0.01 level of significance.

The data related to dimensions of organizational justice and professional well-being revealed that all dimension of two variables are significantly correlated with each other. It

is concluded that all the dimensions of OJ that are PJ, DJ, and IJ have significant effect on all the dimensions of PWB that are JS, SE and RC. OJ has already proved significant effect on PWB.

4.8 Comparison of Organizational Justice With Reference to Gender

1. To compare the organizational justice with respect to gender of head teachers at secondary education level.

For this 2nd objective of the study following hypothesis was made:

Ho⁵: There is statistically no significant difference of organizational justice with reference to gender of head teachers at secondary education level.

For analysing this hypothesis independent t test was executed by using SPSS 21st Edition.

Table No.4.19

Comparison of organizational justice with reference to gender

Variable	N	Mean	DF	t-value	P
Organizational justice Male	105	2.9271	258	1.635	.103
Female	155	3.0589			

An independent sample t test was executed to find out the significant difference of organizational justice with reference to gender of head teachers at secondary education level. Result indicated that SPSS significant value p is (.103) greater than set alpha 0.05 so fail to reject the null hypothesis that there is statistically no significant difference of organizational justice with reference to gender of head teachers at secondary education level. For Male (M=2.9271, SD=.650) and for female (M=3.0, SD=.62).Result revealed that both male are female have slightly different mean and standard deviation.

P=.103

4.9 Comparison of Organizational Justice With Reference to Age, Experience and Qualification

4.9.1 Comparison of Organizational Justice With Reference To Age Group

Table No. 4.20

Comparison of OJ with respect to with reference to age group

Variable	Group(y)	N	Mean	df	F	Sig.
Organizational justice	25-30	30	2.8826	259	2.580	.054
	31-40	96	2.9882			
	41-50	56	2.8874			
	>50	78	3.1594			
	Total	260	3.0057			

Shown from the above mentioned ANOVA table it is indicated that sig value is (.054)which is greater than set alpha 0.05 .So it is inferred that there is no prominent difference on the basis of age of participants on organizational justice.

$p > 0.05$

4.9.2 Comparison of Organizational Justice With Reference To Experience

Table No. 4.21

Comparison of OJ with respect to with reference to experience

Variable	Group(y)	N	Mean	df	F	Sig.
Organizational justice	Less than 1	5	2.4522	259	2.053	.107
	1-4	26	2.8395			
	5-9	68	3.0512			
	More than 10	161	3.0305			
	Total	260	3.0057			

From the ANOVA Analysis presented in above table it is indicated that sig value is (.107) that is greater than set alpha 0.05. So it is inferred that there is statistically no prominent difference of experience of head teachers on organizational justice.

4.9.3 Comparison of Organizational Justice With Reference To Qualification

Table No. 4.22

Comparison of OJ with respect to with reference to Qualification

Variable	Group(y)	N	Mean	df	F	Sig.
Organizational justice	M.A/MSc	184	2.986	259	2.396	.093
	M.phil	61	3.1205			
	PHD	15	2.7362			
	Total	260	3.0057			

From the table no 4.27 it is indicated that significant value is (.093) which is greater than set alpha so there is statistically no significance difference of qualification of participants on organizational justice.

4.10 Comparison of Professional Well-Being With Reference To Gender

Ho⁶: There is statistically no significant difference of professional well-being with respect to gender of head teachers at secondary education level.

Table No. 4.23

Comparison of Professional wellbeing with reference to gender

Variable		N	Mean	DF	t-value	P
Professional well being	Male	105	3.7250	258	.587	.558
	Female	155	3.7564			

Independent sample t test was used to find the significant difference of professional well-being with reference to gender of head teachers at secondary education level. Result indicated that SPSS significant value p is (.558) is greater than set alpha 0.05 so fail to reject the null hypothesis that:

There is statistically no significant difference of professional well-being with reference to gender of head teachers at secondary education level.

P=.558 for male (M=3.7,SD=.40) for female(M=3.7,SD,.43).Result indicated that both male and female have equal mean so there is no significant difference of professional well-being with reference to male and female.

P=.558

4.11 Comparison of Professional Well-Being With Reference To Age, Experience and Qualification

4.11.1 Comparison of Professional well-being With Reference to Age

Table No. 4.24

Comparison of PWB with reference to age group

Variable	Group(y)	N	Mean	df	F	Sig.
Professional well being	25-30	30	3.5947	259	3.015	.031
	31-40	96	3.7633			
	41-50	56	3.6700			
	>50	78	3.8297			
	Total	260	3.7437			

Table no 4.29 shows that sig value (.031) is less than set alpha 0.05 .So it is concluded that there is statistically significant difference on the basis of age group on professional well-being of head teachers. The head teachers that are senior have more concern for Professional well-being.

4.11.2 Comparison of Professional Well-Being With Reference To Experience

Table No. 4.25

Comparison of PWB with reference to Experience

Variable	Group(y)	N	Mean	df	F	Sig.
Professional well being	Less than 1	5	2.8160	259	9.4	.000
	1-4	26	3.6831			
	5-9	68	3.7435			
	More than 10	161	3.7824			
	Total	260	3.7437			

Table no 4.30 shows that significant value is (0.00) that is less than set alpha 0.05. So On the basis of the experience of head teachers, it is inferred that there is a

substantial difference on professional well-being. Experienced head teachers have more concern for professional well-being.

4.11.3 Comparison of Professional Well-Being With Reference To Qualification

Table No. 4.26

Comparison of PWB with reference to Qualification

Variable	Group(y)	N	Mean	df	F	Sig.
Professional well being	M.A/MSc	184	3.7185	259	1.44	.237
	MPhil	61	3.8243			
	PHD	15	3.7253			
Total		260	3.7437			

Above ANOVA table shows that sig value is .237 which is greater than set alpha 0.05. So it is concluded that there is no significance difference on the basis of qualification on professional well-being of head teachers.

4.11.4 Overall Result of Hypotheses

Table No. 4.27

Hypotheses Result

Hypotheses	Result
H01: There is statistically no significant effect of organizational justice on professional well-being of head teachers at secondary education level.	Rejected
H01 (a): There is statistically no significant effect of procedural justice on professional well-being of head teachers at secondary education level	Rejected
H01 (b): There is statistically no significant effect of distributive justice on professional well-being of head teachers at secondary education level.	Rejected
H01 (c): There is statistically no significant effect of Interactional	Fail to Accept

justice on professional well-being of head teachers at secondary education level

H02: There is statistically no significant difference of organizational justice with reference to gender of head teachers at secondary education level Fail to Reject

H03: There is statistically no significant difference of professional well-being with respect to gender of head teachers at secondary education level Fail to reject

4.12 Qualitative Data Analysis

Table No. 4.28

Themes generated from semi structured Interviews

Construct	Main Themes	Sub Themes
Organizational Justice	Fairness while treating	<ul style="list-style-type: none"> • Decision making, • Distribution of benefits • Work load • Respect • Equality • Justified treatment • Promotion • Salary • Fair procedures • Career development
Importance of organizational justice	Yes	<ul style="list-style-type: none"> • Efficiency • Motivation • Performance
Effects of Organizational justice	Increased efficiency	<ul style="list-style-type: none"> • Motivation • Appreciation • Confidence/moral • Quality of work • Emotional Stability • Capacity /Competency • Professional development • Efficacy • Performance

		<ul style="list-style-type: none"> • Conduct
Professional well being	Professional Satisfaction	<ul style="list-style-type: none"> • Career development • New Skills • Mental health • Happiness • Confidence • Efficiency • Innovative • Strength • Goal achievement • Emotional stability
Dimensions Of Professional well-being.	<ul style="list-style-type: none"> • Self-efficacy • Job Satisfaction • Recognition 	<ul style="list-style-type: none"> • Self esteem • Mental satisfaction
Importance of OJ for PWB	Yes	<ul style="list-style-type: none"> • Motivation • Emotionally strong • Efficiency • Proficiency • Satisfaction • Performance • Socialization • Citizenship
Incidence of Injustice	Low moral	<ul style="list-style-type: none"> • Miserable • Discomfort
Effects of professional well-being on professional life	Increased efficiency	<ul style="list-style-type: none"> • Decision making • Management skills • Quality work • Mental health • Job Satisfaction • Performance • Target achievement • Competency • Innovative • Increased output
Dimensions of Organizational Justice	<ul style="list-style-type: none"> • Procedural justice • Distributive justice • Interactional Justice 	

SSI was used to collect qualitative data in order to fulfil the study's goals, address research questions, and check the quantitative data's results. Questions of SSI were developed on the basis of literature review and by consulting with experts. Ten questions of semi structured interviews were developed after recommendation. Due to Covid 19 it

was not possible to take semi structured interviews by sitting face to face. So semi structured interview, s questionnaire was sent to participants through internet and clarification was given to participants about their queries. After sending questionnaire to 60 participants only 20 questionnaires were received and only 10 were fully completed and 10 were not able to include in the study due to incomplete or irrelevant answers. So N=10

Table No. 4.29

Demographic Of the Participants

Participants	Age(Y)	Experience(Y)
P1	31-40	10
P2	Above 50	More than 10
P3	31-40	More than 10
P4	Above 50	More than 10
P5	Above 50	More than 10
P6	41-50	More than 10
P7	41-50	More than 10
P8	Above50	More than 10
P9	Above 50	More than 10
P10	Above 50	More than 10

Above table revealed the demographic information of participants of SSI. Most of the participants were above 50 year having more than 10 year experience.

4.12.1 Data Analysis of Semi Structured Interviews.

First of all data obtained though SIS was transcript as received by the participants. After that all the important words were highlighted and codes were generated .Now after reading data carefully major themes were generated and then after generation of major themes sub themes were generated. After that thematic analysis was done.

4.12.1.1 Thematic Analysis

Various questions were posed in order to satisfy the study's goals and research questions in semi structured interview. All the questions were open-ended questions to find out the clear point of view of the participants.

4.12.1.2 Organizational Justice

Question No. 1 was about concept of organizational justice .Most of the participants considered organizational justice as a fairness while treating them. Sub themes generated from this question were;

- Decision making,
- Distribution of benefits
- Work load
- Respect
- Equality
- Justified treatment
- Promotion
- Salary
- Fair procedures
- Career development

According to subthemes generated from the answers of participants' organizational justice is a process of fair dealing while assigning tasks and workload. Some other participants considered that organizational justice is a fair process or justified treatment while distribution of benefits, pay, promotion and rewards. According to some participants' organizational justice is name of fair procedures and provision of career development opportunities .Some participants considered that OJ is related to respectful treatment while dealing and implementation of policies. From the analysis of Q No.1 it is clear that all the participants have enough knowledge about concept of organizational justice. Means they are well aware of the dimensions of OJ and that is PJ, DJ and IJ.

4.12.1.3 Importance of Organizational Justice

Q. No. 2 was about the importance of organizational justice that it was important for the participants or not .All the participants' answered that organizational justice is important for them. Themes generated from this question were as under:

- Efficiency
- Motivation
- Performance

Participants described that organizational justice was important to increase their efficiency. Some other said that it was important to increase their motivation that they become motivated and work hard when they realize that they are treated with justice. And as a result their level of performance increases.

4.12.1.4 Effects of Organizational Justice

Q. No.3 was that to what extent and in which sense OJ affects Head teachers. Most of the participants answered that organizational justice is a cause of their increased efficiency. And sub themes derived from their answers are as under:

- Motivation
- Appreciation
- Confidence/moral
- Quality of work
- Emotional Stability
- Capacity /Competency
- Professional development
- Efficacy
- Performance
- Conduct

Participants described that organizational justice works as a key factor to motivate them and they feel mentally stable so when they become calm their capacity and competence increases and they try their best to perform well so due to organizational justice output of the organization increases which can make an organization prosperous. Some other participants said that organizational justice provides us opportunities to develop our professional skills and equal chances of promotion because all are treated equally. Participants said that OJ is very crucial factor for the good conduct of employees due to OJ when they are appreciated their moral and self-efficacy increases and as a result their performance increases.

4.12.1.5 Professional Well Being

Q. No.4 was about concept of professional well-being .It was constructed to check that to what extent head teachers are aware of the concept of professional well-being. Most of the participants described PWB as Professional satisfaction. Sub themes generated from their answers are as under:

- Career development
- New Skills
- Mental health
- Happiness
- Confidence
- Efficiency
- Innovative
- Strength
- Goal achievement
- Emotional stability

Participants said that PWB is related to career development, learning new skills and feeling mentally satisfied with their job. One of the participants said;

“Professional wellbeing is a strength tool of head teachers without which goals and achievement of destination is not possible”

Participants described that professional well-being is about being mentally satisfied more innovative, confident about aspects of job and feeling happy and becoming more efficient.

From the above thematic analysis it is obvious that participants are well aware of the concept of professional well-being and they consider it as a total satisfaction from job means they consider it as a tool for career development with equal chances of learning and growing professionally. Participants consider PWB as a source of emotional stability.

4.12.1.6 Dimensions of Professional Well-Being.

Q.No.5 was about importance of dimensions of professional well-being that which dimension of professional well-being is important for the participants. Mostly participants talked about that all dimensions of PWB are important for them but some emphasis on that job satisfaction and self-efficacy are important for them. Sub themes generated from their answers are:

- Self esteem
- Mental satisfaction

It means that self-esteem and mental or emotional health matters a lot. All three major dimensions of PWB i.e. self-efficacy, Job satisfaction and recognitions are equally important for the participants.

4.12.1.7 Importance of OJ for PWB

Q.No.6 was about importance of OJ for PWB. All the participants said that yes organizational justice is important for professional well-being of head teachers. No

themes were generated from main them because answer of all the participants is Yes. Participants only told that OJ is important for developing PWB.

4.12.1.8 Effects of Organizational Justice on Professional Well Being

Q.No.7 was about effect of organizational justice on professional well-being of head teachers. This question addresses Fist research question too. Participants stated that organizational justice is very important for increasing or maintaining professional well-being of head teachers .They also stated that OJ is compulsory for increasing output of an organization because due to OJ motivation level of employees increases. They described that due to OJ in organization efficiency of employee’s increases that leads to increase output of the organization. One of the participants said that:

“Organizational justice works as a catalyst and it increases the professional well-being of employees their satisfaction level and mental health improves and they show good result”

Another participant said that:

“It can impact one’s job performance, commitments and trust. It can also affect employees’ socialization and citizenship”

4.12.1.9 Incidence of Injustice

Q.No.8 was about narration of any incidence of injustice during professional life. Only two participants answered this question .Only one participant said that no such incidence in her life but others were reluctant to talk about any such incidence. Major theme generated from the answers was low morale and sub themes were as under:

- Miserable
- Discomfort

Participants said that due to injustice in organizations they become miserable and feel discomfort and then their moral to do work decreases. By discussion with the

Participants that why they are reluctant to answer this question it was revealed that they did not want to recall bad moments of their professional life so they did not answer this question.

4.12.1.10 Effects Of Professional Well-Being on Professional Life

Q.No.9 was about that how professional well-being affects professional life of head teachers. Main theme generated from the answers was increased efficiency. Sub themes generated from the statements of participants are as under:

- Decision making
- Management skills
- Quality work
- Mental health
- Job Satisfaction
- Performance
- Target achievement
- Competency
- Innovative
- Increased output

Mostly participants stated that due to presence of professional well-being leads to increased efficiency.

One of the participants said:

“It makes me more decisive and strengthens my command on issue resolution and management increases “

Participants also talked about PW in the way that it increases mental health and job satisfaction that leads to increased output and efficiency. One participant said that:

“Yes it has developed confidence to face issues and problems and groomed me professionally by lessening stress and increasing job satisfaction”

Two participants talked about enhancement of competency and said that they become more innovative and their efficiency increases due to increased professional well-being.

4.12.1.11 Dimensions of Organizational Justice

Q.No.10 was about dimensions of organizational justice that which dimension of organizational justice is important for the participants .Most of the participants stated that all dimensions of organizational justice i.e. PJ, DJ and IJ were important for them .Two participants talked about the importance of procedural justice and 2 about the importance of DJ. Overall analysis of answers revealed that all the dimensions of OJ are important for the participants. But DJ was most important for them. Responses from this question not only revealed the importance of all three dimensions of OJ but responses also address the second research question i.e.

Which dimension of organizational justice contributes most to the professional well-being of head teachers at secondary education level?

It was revealed from the above data that all three dimensions of OJ are important for professional well-being of Head teachers at secondary education level but distributive justice was most important.

To examine the effect of organizational justice on professional well-being of Head teachers at secondary education level from the thematic analysis of the responses it is clear that this objective of the study is achieved .And all the sub objectives of the study were also achieved from the thematic analysis. First seven questions of semi structured interviews were related to first research question of the study i.e.

(1) How does organizational justice affect Professional well-being of head teachers at secondary education level?

It was clear from the thematic analysis that how much important is organizational justice for professional well-being of head teachers and it effects PWB by increasing output, efficiency and mental satisfaction it effects the PWB and vice versa.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Research Summary

Fundamental human inclination is justice and well-being. It is therefore vital for their social existence in any area of life where human beings are involved. It is, therefore, one of the main fields of administration and governance. Everyone wants fair treatment in every field of life so organizational justice is an area of interest for everyone. So justice in organizations is always an interesting area of research. There is a lot of work on organizational justice and well being but there is a little research on link of organizational justice and professional well-being in the world. But in Pakistan there is some work on organizational justice and well-being but in educational institutions there is a little research in this field. So the researcher found it challenging to address this issue in education sector particularly in school education department. In the lives of people, education plays a critical role. So it was interesting for the researcher to explore this theme in educational institutions. Through education we can change the lives of individuals so it is necessary to consume our resources in this sector for developing an organized and competent nation. The research was planned to find an effect of organizational justice on professional well-being of head teachers at secondary education level of Punjab education department in public schools. Further the study was also designed to compare the organizational justice and professional well-being of head teachers with respect to gender of head teachers at secondary education level. The analysis was also extended to figure out the effect of 3 dimensions of organizational justice on 3 dimensions of professional wellbeing. Furthermore the analysis was also

extended to the comparison of organizational justice and professional well-being on the basis of age, Experience and qualification of the head teachers at secondary education level. The researcher adopted the mix method approach i.e. quantitative approach followed by qualitative approach. All three objectives of the study were pursued by quantitative analysis and after that objective No.1 and its sub objectives and two research questions of the study were persuaded by qualitative analysis. For this purpose semi structured interviews were conducted. Tool of the study was consisted of organizational justice scale and professional well-being scale. Both scales were adapted .Scales were selected and adapted by analyzing literature review, conceptual work and according to the objectives of the study. Permission was taken from the developers of the scales for adapting them according to the requirement of the study. Organizational justice scale consisted of 3 main categories of organizational justice. Each category of organizational justice consisted of 10 question and on the whole organizational justice scale consisted of 30 questions. As for as the professional well-being scale it was also consisted of 3 categories of professional well-being i.e. job satisfaction, self-efficacy and recognition. Each dimension of professional well-being also consisted of 10 questions each and questionnaire of professional well-being consisted of 30 questions on the whole. Semi structured interview questionnaire that was qualitative part of the questionnaire was also developed by reviewing literature and to address the objectives of the research as well as to address the research questions. It was developed with the help of experts .This part of questionnaire was also consisted of 10 open ended questions to take the detail opinion of the participants. The questionnaire was referred to experts for impartment, approval and validation. Pilot testing was performed after completion to verify the tool's reliability. After pilot testing tool was refined .After that the questionnaire was distributed for final data collection. Mixed method research design along with sequential research method was

used for in depth study. Data collected through the tool was analyzed quantitatively after that semi structured interviews were conducted and analysis of data acquired through semi structured interviews was done qualitatively by coding of data followed by generating themes and subthemes and then by conducting thematic analysis.

Head teachers the of all the Govt. high and higher secondary schools of Punjab were the target population. For this purpose list of all concerned schools of Punjab was obtained from the official web site of school education department Punjab. Total head teachers of concerned schools of Punjab were 7381. Sample selection was a difficult task. Punjab has 36 districts and every district was considered as cluster and study was delimited to district Rawalpindi cluster. Cluster sampling technique was used. Rawalpindi district is one of the big districts and it has diversity of head teachers from overall Punjab so total population of heads of high and higher secondary schools of Rawalpindi was the sample of this research .For sample list of schools was obtained from the district education office Rawalpindi. Rawalpindi consisted of 432 high and higher secondary schools of district Rawalpindi from its seven tehsils. 432 questionnaires were delivered and finally 260 respondents were sample of the study who returned the questionnaire. With the aid of SPSS 21th Edition, the collected data was analyzed. Reliability, Mean, Correlation, Simple Regression, Independent Sample t test and ANOVA were executed for data analysis. For Semi structured interviews convenience sampling was used and final data was gathered from 10 participants .And data was analyzed through thematic analysis.

5.2 Findings

Findings drawn from the data are given below;

1. Table no 3.3, 3.4, 3.5, 3.6.3.7 and 3.8 are related to tool's reliability and total item and intersection correlation. Both the OJ and PW scale had 48 items and total reliability of OJPW Scale was .938. Reliability of OJ scale was .92 and PW

scale was .887. All the 48 items were correlated with each other. All 3 categories of OJ i.e. PJ, DJ and IJ are correlated with each other and all the 3 dimensions of Professional well-being i.e. Job satisfaction, Self efficacy and Recognition are also correlated. It means all dimensions of Organizational justice have effect on all three dimensions of PWB.

2. Organizational justice effects PWB in the way that 29% variation in PWB was due to organizational justice. Effect of organizational justice on professional well-being of head teachers at secondary education level was statistically significant (Table 4.6).
3. Effect of Procedural justice on Professional well-being of head teachers at secondary education level was statistically significant and it was also revealed that 21.7% variation in PWB was due to procedural justice. (Table 4.7).
4. Effect of Distributive justice on professional well-being of head teachers at secondary education level was found statistically significant and it was also inferred that 22.1% variation in PWB was due to distributive justice (Table 4.8).
5. Effect of Interactional justice on professional well-being of head teachers at secondary education level was statistically notable and it was analysed that 21.45 variation in PWB was due to interactional justice. (Table 4.9)
6. Extracted from the qualitative analysis it was obvious that organizational justice was compulsory for the professional well-being of head teachers at secondary education level.
7. It was also revealed from the qualitative data that all three categories of OJ i.e. PJ, DJ and IJ were compulsory for Professional well-being of head teachers at secondary education level but DJ was most important.

8. It was also revealed from the qualitative data analysis that all three dimensions of professional well-being were important for the participants but most of the participants stressed on overall job satisfaction of the head teachers at secondary education level.
9. It was also revealed from the qualitative data analysis that injustice will reduce the output of the organization and presence of justice will increase the efficiency of the head teachers that will increase the output of the organization by motivating the employees.
10. It was also revealed from the qualitative data that professional well-being will increase professional satisfaction of the head teachers and they will become more innovative and efficient and their professional development will increase.
11. It was also revealed from the qualitative data that due to personal incidence of injustice during job head teacher's moral become low and they feel discomfort.
12. It was also revealed from the qualitative data that due to effects of organizational justice on professional well-being efficiency of head teachers will increase and their decision making management skills will also increase and they will become more competent and innovative that will increase their performance.
13. There is statistically no significance difference of organizational justice with reference to gender of head teachers. (Table 4.19).
14. There is statistically no major disparity of professional well-being with reference to gender of head teachers at secondary education level. (Table 4.23).
15. Analysis was also done to check the effect of dimensions of organizational justice on professional well-being revealed a statistically significant effect of PJ on JS of head teachers at secondary education level and it was analysed that 11% variation in job satisfaction was due to procedural justice (Table 4.10).

16. From the review it was shown that there was statistically prominent effect of PJ on self-efficacy of head teachers at secondary education level and it was also inferred that 6.1% variation in self-efficacy was due to PJ. (Table 4.11).
17. A statistically significant effect of PJ on recognition of head teachers at secondary education level was revealed and was concluded that 27.8% variation in Recognition was due to procedural justice. (Table 4.12).
18. A statistically significant effect of DJ on JS of head teachers at secondary education level was found it was also found that distributive justice was responsible for 14.45 variation in Job satisfaction w (Table 4.13).
19. A statistically significant association was found between DJ and self-efficacy of head teachers at secondary education level and DJ was the cause of 5.85 of variation in self-efficacy (Table 4.14).
20. The statistical analysis depicted a significant effect of DJ on recognition of head teachers at secondary education level and 25.45% variation was found in recognition due to DJ (Table 4.15).
21. IJ on JS of head teachers at secondary education level showed a statistically significant effect after analysis and it was also inferred that 11.9% variations reason was IJ in JS. (Table 4.16).
22. Interactional justice on self-efficacy of head teachers at secondary education level revealed a significant effect after statistical analysis and it was also revealed that 1.6% variations, reason was interactional justice in self-efficacy. (Table 4.17).
23. Interactional justice on recognition of head teachers at secondary education level showed a significant effect when tested statistically and it was inferred that 3.78% variations in recognition was due to effect of interactional justice (Table 4.18).

24. There is statistically no prominent difference on the basis of age of head teachers on organizational justice at secondary education level. (Table4.20).
25. There is statistically no significant difference of experience of head teachers on organizational justice at secondary education level. (Table 4.21).
26. No significant difference of qualification of head teachers on organizational justice at secondary education level was proved statistically. (Table 4.22).
27. Significant difference on the basis of age group on professional well-being of head teachers at secondary education level was found after analysis. (Table.4.24).
28. Statistically prominent difference due to experience of head teachers on professional well-being at secondary education level was revealed after analysis. (Table 4.25).
29. Statistically no prominent difference of qualification of head teachers on professional well-being of head teachers at secondary education level was found after analysis. (Table 4.26).

5.3 Discussion

Focus of the present research was to figure out the effect of OJ on professional well-being of head teachers at secondary education level of public schools of Punjab. Research was conducted to find out how organizational justice predicts professional well-being of head teachers at secondary education level .For this purpose simple regression between 3 categories of OJ and 3 dimensions of professional well-being was conducted. Furthermore comparison of organizational justice and professional well-being with reference to gender was also done. Three main research objectives were formulated. First objective was divided into 3 sub objectives. Research hypotheses were formulated according to research objectives. It was mix method research design study. And

sequential research method was used. Quantitative and qualitative methods were used to pursue research objectives.

Objective No.1

“To explore the effect of organizational justice on professional well-being of Head teachers at secondary education level.”

To explore this objective quantitative approach followed by qualitative approach was employed. Comprehensive review of literature revealed that there were sufficient work on organizational justice and professional well-being of employees in different context of organizations in foreign countries. But there was lack of research in education sector and in Pakistani context there was a little research on organizational justice but no specific study was present on organizational justice and professional well-being simultaneously. Study on organizational behaviour, human resource management, industrial psychology and organizational justice were discussed in previous years (Colquitt, 2001). Organizations are social structures that are considered an aid to human beings. To achieve their vision and mission, organizations need productive and successful managers and personnel. In addition to an employee's integrity and skill, the justice system greatly contributes to achieving the target. Organizational fairness positively affects the inspiration, self-esteem, dedication and level of job satisfaction of workers. These are profound variables that influence an organization's success and professional well-being of employees. To pursue first objective 4 null hypotheses were formulated. First objective was formulated to measure the effect of OJ on professional well-being of head teachers at secondary education level .Sub objectives of the first objectives were formulated to measure the effect between three categories of organizational justice and professional well-being. First hypothesis was formulated to measure overall effect of OJ on professional well-being of head teachers at secondary education level.

First hypothesis was rejected after applying simple regression analysis (p value =0.00, R^2 value =.290). The result revealed a prominent effect of OJ on professional well-being. This result of the study correlated with the findings of study conducted Sahai and Sing (2016) “Organizational Justice enhances Subjective Well-being”. In that study they tried to find out how organizational justice affects subjective well-being of employees. They also tried to find out a relationship between 3 categories of OJ and subjective well-being of employees. This result of the study also correlated with the result of the study conducted by (Duyar, Ornekli & Gunduz ,2020) “The effect of organizational justice on employee well-being”. They were trying to figure out the impact of corporate justice on the well-being of workers. They found a positive influence of corporate justice on the well-being of workers.

The first sub hypothesis of first objective was also rejected after applying Simple regression. A prominent impact of procedural justice on professional well-being of head teachers at secondary education level was assessed. This result of the study also correlates with the outcomes of study conducted by Sahai and Sing (2016) “Organizational Justice enhances Subjective well-being “that study revealed that there is a prominent relationship between OJ and subjective well-being of employees. Many studies revealed that procedural fairness has a positive effect on workers well-being (Huong, Zheng & Fujimoto, 2016; Judge & Colquitt, 2004). This result of the study contradicts with the result of study conducted by (Duyar, Ornekli & Gunduz, 2020). Another study “Perhaps the greatest strength of justice research is in its potential for improving the effectiveness of work organizations while simultaneously improving the lives of employees” conducted by (Cropanzano & Ambrose, 2015) also contradicts with result by saying that procedural justice has no effect on employee well-being. According to result of that study procedural justice has no direct effect with well-being of employees. Second sub null hypothesis of

first objective was also rejected after applying simple regression (p value=0.00, R^2 value =.221).It was indicated from the analysis that there was a significant effect of DJ on professional well-being of head teachers at secondary education level. This outrun of the study also correlates with the result of study conducted by Sahai and Sing in 2016 “Organizational Justice enhances Subjective Well-being “.The study indicated that a prominent relationship exists between fairness in distribution and subjective well-being of workers. This result of the study also correlates with the conclusions of the research “Perhaps the greatest strength of justice research is in its potential for improving the effectiveness of work organizations while simultaneously improving the lives of employees” conducted by (Cropanzano & Ambrose, 2015) by revealing the importance of distributive justice for well-being of employees.

The third sub null hypothesis of first objective was that there is no meaningful effect of interactional justice on professional well-being of head teachers at secondary education level. This Null hypothesis was also rejected after applying simple regression (p value=0.000, R^2 value =.214).So It was revealed from the result that a prominent effect of interactional justice on professional well-being of head teachers at secondary education level was found. The result of the study also correlates with the findings of study conducted by Sahai and Sing (2016) “Organizational Justice enhances Subjective Well-being’ ’the result of study revealed a prominent relationship between interactional justice and justice and subjective well-being of employees. Another study “Promoting employee wellbeing: the relevance of work characteristics and organizational justice” by KJ Lawson, AJ Noblet and JJ Rodwell in 2009 exposed a strong relationship between two categories of OJ used in this study i.e.DJ, IJ and well-being. According to that study there was not prominent connection between PJ and well-being of workers. The result of present study also correlates with result of previous studies according to those studies

organizational justice plays an essential part in health and well-being of workers (Elovainio, Helkama & Kivimäki 2001; Elovainio et al., 2002).

The First objective of the study was also analyzed by using qualitative approach. For this purpose semi structured interviews were conducted. Codes followed by themes and subthemes were generated and after thematic analysis it was assessed that organizational justice and professional wellbeing are compulsory for each other. Organizational justice effects professional well-being by motivating the employees and ultimately efficiency of employees increases that generates increase in output of the organization.

Objective No.2

“To compare the organizational justice with reference to gender of head teachers at secondary education level”

To achieve this objective null hypothesis was generated that

“There is statistically no significant difference of organizational justice with reference to gender of head teachers at secondary education level”

For this null hypothesis independent t test was used. After applying independent t test this hypothesis was fail to reject because p value was greater than set alpha (p value > .103)

It has been concluded that there is no major disparity of organizational justice with regard to gender of head teachers at secondary education level.

Objective No.3

“To compare the professional well-being with reference to gender of head teachers at secondary education level.”

To achieve this objective null hypothesis was generated that

“There is statistically no significant difference of professional well-being with reference to gender of head teachers at secondary education level”

After applying independent t test null hypothesis was fail to reject because p value was greater than set alpha ($p \text{ value} > .558$). So it was inferred that there was no significant difference of professional well-being with reference to gender of head teachers at secondary education level.

5.4 Conclusion

Based upon overall findings of the study the first hypothesis and its three sub null hypotheses were failed to accept. And two hypotheses were fail to reject that were about comparison of organizational justice and professional well-being with reference to gender of head teachers. It was revealed from the findings that there existed a notable relationship between organizational justice and professional well-being of head teachers at secondary education level. It was also analyzed that all three categories of organizational justice have significant effect on professional well-being of head teachers at secondary education level. It was assessed that to promote professional well-being of head teachers organizational justice and it's all three dimensions are very important. It was also assessed from the results that Justice in procedures, distribution and interaction increases employees, efficiency and productivity of the institution

It was also concluded that distributive justice had the strong effect on professional well-being as compared to other two dimensions of justice. From the qualitative analysis it was also concluded that head teachers' professional well-being is influenced by all three aspects of organizational justice but distributive justice was most important for the head teachers for maintaining professional well-being. Based upon qualitative data it was inferred that Justice in distribution may enhance efficiency, productivity of organization and motivation level of employees.

It also became clear from the data that there was no prominent difference of organizational justice with reference to gender of head teachers at secondary education level. Organizational justice influences head teachers equally regardless of their gender.

It was assessed from the findings that there was no significant difference of professional well-being with reference to gender of the head teachers at secondary education level. Professional well-being is not a matter of gender it equally affects male and female.

It was concluded that all 3 categories of OJ were correlated with all 3 categories of professional well-being. It was noticed that a good relationship existed between Interactional justice and Recognition.

No prominent difference of organizational justice on the basis of age of the head teachers at secondary education level was found, it was revealed from ANOVA analysis.

No prominent difference of organizational justice with reference to experience of head teachers at secondary education level was found after statistical analysis.

It was also found clear from the data analysis that there was statistically no significance difference of qualification of participants on organizational justice.

Statistically prominent difference on the basis of age group on professional well-being of head teachers at secondary education level was revealed after statistical analysis

Prominent difference on the basis of experience of head teachers on professional well-being at secondary education level was found after statistical analysis. Experienced head teachers have more concern for professional well-being.

It was also inferred that there was no significance difference due to qualification on professional well-being of head teachers.

5.5 RECOMMENDATIONS

Based on the findings of the study below mentioned are recommendations.

5.5.1 For the Educational Managers:

1. Management should have to take immediate actions to promote organizational justice especially distributive justice by reviewing rules about distribution of benefits and burdens to promote professional well-being of head teachers at secondary education level. This may help in producing better performing head teachers.
2. Professional well-being of the head teachers may be accorded the foremost priority by the management authorities by focusing on three important categories of organizational justice i.e. justice in procedures, Distributive Justice and justice while interactions.
3. Change relies on the more balanced distribution of resources and the elimination of inequalities in status. The educational authorities of school education may plan a comprehensive programme for implementation of organizational justice in the school education department so that professional well-being of head teachers may be enhanced.
4. Distributive justice is more significant than two other dimensions of justice so it is dire need of the time to implement policies for the fair distribution of pay, promotion and reward for the managers of schools so that their motivation level may enhance and they utilize their energies for increasing standard of education.
5. While making Policies for the secondary schools there may be due representation of secondary school heads so that their concerns may be address regarding organizational injustice for increasing professional well-being.
6. As revealed from the qualitative analysis that head teachers were reluctant to describe any incidence of injustice as happened with them so to address this issue

committees of head teachers may be formulated to share, interact, help and address professional concerns and matters freely need to be established.

5.5.2 For The Future Research:

Keeping in view the current study there is made some recommendations for the future research:

1. The present study was delimited for high and higher secondary public schools of Govt. of Punjab in Rawalpindi district only, research may be extended to big cities of Punjab
2. Research may be extended for primary and middle schools of Govt. of Punjab.
3. In present study only Govt. schools of Punjab were included further research may be extended to federal Govt. schools of Pakistan. And a comparison of organizational justice and professional well-being may be done.
4. Future research may be conducted both in public and private institutes of Punjab.
5. In future research new dimensions of professional well-being and organizational justice may be included.
6. Study may be conducted at national level with in all provinces of Pakistan.
7. Study may be extended with teachers as population along with head teachers.

5.6 Limitations of the Research

- (1) Response rate of Headaches was limited to 60% due to covid 19 pandemic.
- (2) Most of the data was obtained through Google forms and semi structured interviews were conducted on line which hindered the benefits of conducting face to face interviews.
- (3) Response rate from all tehsils of district Rawalpindi was not equal due to on line data collection.
- (4) Female participation level was greater than male participation.

The above mentioned limitations might have affected the results of this study in the sense that in the absence of covid 19 response rates could have been increased and may have given better results. Face to face data collection and semi structured interviews would have given different results. By increasing participation level of male head teachers study may have given more precise results.

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: **Rashida Faiz,**
1499-MPhil/Edu/S18

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. **Supervisor's Name & Designation**

Dr. Wajeeha Aurangzeb,
Assistant Professor, Department of Education
NUML, Islamabad.

b. **Topic of Thesis**


Organizational Justice as a Predictor of Professional Well-Being of Head Teachers At Secondary Education Level

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Wajeeha Aurangzeb



ML.1-3/2021-Edu

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

Dated: 06-10-2020

WHOM SO EVER IT MAY CONCERN

Ms. Rashida Faiz D/O Faiz Muhammad, student's of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

They may please be allowed to visit your Institution / Library to obtain the required information for their Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



Mariam Din

Dr Mariam Din
A/Head,
Department of Education.

Questionnaire for Head Teachers

Dear Sir/ Madam,

I am conducting a Research study on organizational justice and professional well-being of head teachers at secondary education level. Kindly read the given statements carefully and tick the relevant option. The data hereby received will be kept confidential and used for research purpose only. Thank you so much for your cooperation.

Section I. Demographic Information

1. Gender:

- Male
- Female

2. Age Group

- 25 - 30 years
- 31 - 40 years
- 41 - 50 years
- Over 50 years

3. Home town

- _____

4. Total Years of Experience

- Less than 1 year
- 1 - 4 years
- 5 - 9 years
- More than 10 years

5. Tehsil

- Rwp
- Kallar Syedan
- Gojer Khan
- Kahota
- Taxla
- Murree
- Kotli Sattian

6. Qualification

- _____
-

ORGANIZATIONAL JUSTICE SCALE

Section II (please tick the option that best describes your answer).

S.No	Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1.	My top management makes sure that all employee concerns are heard before Job decisions are made.	5	4	3	2	1
2.	To make job decisions, my top management collects accurate and complete information	5	4	3	2	1
3.	My top management clarifies decisions and provides additional information when requested by employees.	5	4	3	2	1
4.	All jobs decisions are applied consistently to all affected employees	5	4	3	2	1
5.	I can count on the department to have fair policies.	5	4	3	2	1
6.	Procedures are based on upheld ethical and moral standards.	5	4	3	2	1
7.	My work schedule is fair.	5	4	3	2	1
8.	I think that my level of pay is fair.	5	4	3	2	1
9.	I consider my work load to be quite fair.	5	4	3	2	1
10.	I feel that my job responsibilities are fair.	5	4	3	2	1
11.	Overall the rewards I receive are quite fair.	5	4	3	2	1
12.	My reward reflects the efforts, I put into my work.	5	4	3	2	1
13.	My reward justifies my given preferences.	5	4	3	2	1
14.	My organization provides equal opportunities for career development.	5	4	3	2	1

15.	When decisions are made about my job, top management treats me with kindness and consideration.	5	4	3	2	1
16.	When decisions are made about my job, top management treats me with respect and dignity	5	4	3	2	1
17.	When decisions are made about my job, top management is sensitive to my personal needs.	5	4	3	2	1
18.	When decisions are made about my job, top management deals with me in a truthful manner.	5	4	3	2	1
19.	When decisions are made about my job, top management shows concern for my right as employee.	5	4	3	2	1
20.	Concerning decisions made about my job, top management discusses with me the implications of the decisions	5	4	3	2	1
21.	Top management offers adequate justification for decisions made about my job	5	4	3	2	1
22.	When making decisions about my job, management offers explanations that make sense to me.	5	4	3	2	1
23.	My management explains very clearly any decisions made about my job.	5	4	3	2	1

Section III **PROFESSIONAL WELL BEING SCALE**

24.	I exchange teaching materials with colleagues	5	4	3	2	1
25.	All in all I am satisfied with my job	5	4	3	2	1
26.	In this school, teachers and students usually get on well with each other	5	4	3	2	1
27.	The principal gives teachers suggestions as to how they can improve their teaching	5	4	3	2	1

28.	The principal ensures that teachers are informed about possibilities for updating their knowledge and skills	5	4	3	2	1
29.	Teachers in this school take care to create a pleasant learning atmosphere	5	4	3	2	1
30.	My staff is ready to help me, If I demand related with teaching and management.	5	4	3	2	1
31.	I feel that I am making a significant difference in the lives of my students and teachers.	5	4	3	2	1
32.	If I try really hard, I can make progress with even the most difficult and unmotivated students.	5	4	3	2	1
33.	I am successful with my students and teachers in the school.	5	4	3	2	1
34.	I really know how to get through the students and teachers.	5	4	3	2	1
35.	If I try really hard, I can make progress with even the most difficult and unmotivated teachers.	5	4	3	2	1
36.	I can perform my profession successfully in different places.	5	4	3	2	1
37.	I follow recent developments about my profession	5	4	3	2	1
38.	I have technical knowledge and skills, which are necessary for my profession.	5	4	3	2	1
39.	If I want to do, I can carry out my professional requirements effectively even in most difficult condition.	5	4	3	2	1
40.	I effectively and productively utilize technological devices in my professional area.	5	4	3	2	1

41.	If I improve the quality of my work at this school, I will receive increased monetary rewards.	5	4	3	2	1
42.	If I improve the quality of my work at this school, I will receive increased non-monetary rewards.	5	4	3	2	1
43.	Teachers in this local community are well respected	5	4	3	2	1
44.	In this school, the principal and teachers work on school development plan.	5	4	3	2	1
45.	I receive appreciations because of my professional success.	5	4	3	2	1
46.	Top management always supports me in developing my capabilities.	5	4	3	2	1
47.	I am sure that I would get support whenever I demand from top management.	5	4	3	2	1
48.	When I have a job related problem top management and I together solve the problems	5	4	3	2	1

Organizational Justice as a Predictor of Professional Well-Being of Head Teachers at Secondary Education Level



Subject: - Request for Validity Certificate

Respected Sir/ Madam,

I have attached my questionnaire adapted for the purpose of research title as “Organizational justice as a predictor of professional well-being of head teachers at secondary education level” I have adapted Organizational justice scale developed by Brian Nichoff (1993) for three dimensions of organizational justice, Procedural justice, Distributive justice and Interactional justice. For Professional well-being I have adapted professional well-being scale developed by Kamil Yildirim (2014).

Kindly check my questionnaire, its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Rashida Faiz
M.Phil Scholar, Deptt of Education,
National University of Modern Languages,
Islamabad, Pakistan

CERTIFICATE OF VALIDITY

(Organizational justice and professional well-being Questionnaire)



Organizational Justice as a Predictor of Professional Well-Being of Head Teachers at Secondary Education Level.

By

Rashida Faiz

M.Phil Scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certified that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore “Organizational justice as a predictor of professional well-being of head teachers at secondary education level”. It is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name *Dr. RAFIA ZAREEN*

Designation

Institution

Signatures

Date

[Signature]
DR. RAFIA ZAREEN
Principal GGSS No. 2
Murree Road, Rawalpindi

CERTIFICATE OF VALIDITY

(Organizational justice and professional well-being Questionnaire)



**Organizational Justice as a Predictor of Professional Well-Being of Head Teachers at
Secondary Education Level.**

By

Rashida Faiz

M.Phil Scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certified that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore “Organizational justice as a predictor of professional well-being of head teachers at secondary education level”. It is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr Aneel Salman
Designation Asstt Professor
Institution Comsats university ISB
Signatures Aneel Salman
Date 07. Sep, 2020

CERTIFICATE OF VALIDITY

(Organizational justice and professional well-being Questionnaire)



**Organizational Justice as a Predictor of Professional Well-Being of Head Teachers at
Secondary Education Level.**

By

Rashida Faiz

M.Phil Scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certified that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore “Organizational justice as a predictor of professional well-being of head teachers at secondary education level”. It is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Farhana Khurshid
Designation Assistant Professor
Institution Fatima Jinnah Women University
Signatures [Signature]
Date 27/2/2020

CERTIFICATE OF VALIDITY

(Organizational justice and professional well-being Questionnaire)



Organizational Justice as a Predictor of Professional Well-Being of Head Teachers at Secondary Education Level.

By

Rashida Faiz

M.Phil Scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certified that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore “Organizational justice as a predictor of professional well-being of head teachers at secondary education level”. It is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Muhammad Idrees Malik

Designation SSS (Statistics)

Institution Govt. Muslim HSS Rwp

Signatures [Signature]

Date 10-02-2020

Dr. Muhammad Idrees Malik
SSS (Statistics), Phd (Edu)
Govt. M.H.S.S. Saidpur Road
Rawalpindi

Appendix – J

The screenshot shows a Gmail interface. The browser address bar displays the URL: mail.google.com/mail/u/0/?ogbl#inbox/QgrclHsTkxQHnkTRxFHlTjpbbsxNwTQInrg. The Gmail logo and search bar are at the top. The left sidebar shows folders: Compose, Inbox (82), Starred, Snoozed, Important, and Sent. A contact named 'rashida' is listed at the bottom of the sidebar. The main email content shows a message from 'rashida faiz' received on Aug 7, 2019, at 9:52 PM. Below it is a reply from 'Brian Niehoff' received on Aug 7, 2019, at 10:38 PM. The reply text reads: 'Rachida Yes you may use the survey. I am attaching the 1993 article which shows the scale items in it. Good luck Brian Niehoff Kansas State University Associate Provost for Institutional Effectiveness Office of the Provost 108 Anderson Hall Manhattan, KS 66506 niehoff@ksu.edu (785) 532-4797'.

mail.google.com/mail/u/0/?ogbl#inbox/QgrclHsTkxQHnkTRxFHlTjpbbsxNwTQInrg

Gmail Search mail

Compose

Inbox 82

Starred

Snoozed

Important

Sent

rashida +

rashida faiz Aug 7, 2019, 9:52 PM

Respected Niehoff, I am M Phil scholar from Pakistan and want to use scale of Procedural justice, Distributive justice and Interactional justice deve...

Brian Niehoff Aug 7, 2019, 10:38 PM

to me

Rachida

Yes you may use the survey. I am attaching the 1993 article which shows the scale items in it.

Good luck

Brian Niehoff

Kansas State University
Associate Provost for Institutional Effectiveness
Office of the Provost
108 Anderson Hall
Manhattan, KS 66506
niehoff@ksu.edu
(785) 532-4797

Request for permission using instrument Inbox x

rashida faiz Wed, Aug 7, 4:48 PM ☆

A.o.A Respected Kamil Yıldırım, I am M Phil scholar from Pakistan and want to use scale of teachers professional well-being that you have used in your Dissertati

Kamil Yıldırım Wed, Aug 7, 6:51 PM ☆ ↶ ⋮

to me ▾

Dear Scholar,

I am very glad that you want to use my scale. You can please find it as attached to this mail. Detailed information about the items in the scale is at the end of the article.

Kind regards,

rashida faiz <rashidafaiz20@gmail.com>, 7 Ağu 2019 Çar, 14:48 tarihinde şunu yazdı:

...

Teacher Development
The development of teacher professional development

Testing the main determinants of teachers' professional well-being using a smart method

25.5. Testing the m...

**LIST OF (BOYS) HIGH/ HIGHER SECONDARY SCHOOLS IN DISTRICT
RAWALPINDI**

Sr.No.	EMIS Code	Name of School	PP No.	NA No.	Tehsil
1.	37320002	GBHS Murree	06	57	Murree
2.	37320019	GBHS Bann	06	57	Murree
3.	37320032	GBHS Kashmiri Bazar	06	57	Murree
4.	37320001	GBHSS Ausia	06	57	Murree
5.	37320011	GBHS Phaphril	06	57	Murree
6.	37320003	GBHS Chakka Bagwal	06	57	Murree
7.	37320008	GBHS Manga	06	57	Murree
8.	37320010	GBHS Phagwari	06	57	Murree
9.	37320004	GBHS Darya Gali	06	57	Murree
10.	37320005	GBHS Ghora Gali	06	57	Murree
11.	37320009	GBHS Mohra Syedan	06	57	Murree
12.	37320013	GBHS Rawat	06	57	Murree
13.	37320006	GBHS Gulehra Gali	06	57	Murree
14.	37320016	GBHS Saneoh	06	57	Murree
15.	37320014	GBHS Sehr Bagla	06	57	Murree
16.	37320007	GBHS Kakrahi	06	57	Murree
17.	37320018	GBHS Angoori	06	57	Murree
18.	37320015	GBHS Samli Tajjal	06	57	Murree
19.	37320012	GBHS Potha	06	57	Murree
20.	37320017	Govt. Allah Ditta HSS Barian	06	57	Murree

21.	37320031	GBHS Gehl	06	57	Murree
22.	37320162	GBHS Aliot	06	57	Murree
23.	37320027	GBHS Bhanati	06	57	Murree
24.	37350011	GBHS Surba	06	57	Kotli Sattian
25.	37350006	GBHS Dheer Kot Sattian	06	57	Kotli Sattian
26.	37350013	GBHS Waghla	06	57	Kotli Sattian
27.	37350007	GBHS Biaga	06	57	Kotli Sattian
28.	37350005	GBHS Chalawara	06	57	Kotli Sattian
29.	37350008	GBHS Karore	06	57	Kotli Sattian
30.	37350012	GBHS Thoon	06	57	Kotli Sattian
31.	37350010	GBHSS Malote Sattian	06	57	Kotli Sattian
32.	37350004	GBHS Bagga	06	57	Kotli Sattian
33.	37350003	GBHS Anwali	06	57	Kotli Sattian
34.	37350009	GBHSS Lehtrar	06	57	Kotli Sattian
35.	37350002	GBHSS Dhanda	06	57	Kotli Sattian
36.	37350001	GBHS Kotli Sattian	06	57	Kotli Sattian
37.	37350022	GBHS Darnoiian	06	57	Kotli Sattian
38.	37350024	GBHS Kahuti	06	57	Kotli Sattian
39.	37310011	GBHS Salamber	07	57	Kahuta
40.	37310014	GBHS Thoha Khalsa	07	57	Kahuta
41.	37310006	GBHS Hothla	07	57	Kahuta
42.	37310017	GBHS Beor	07	57	Kahuta
43.	37310003	GBHS Hanesar	07	57	Kahuta
44.	37310012	GBHS Sehr	07	57	Kahuta
45.	37310004	GBHS Kahuta	07	57	Kahuta
46.	37310016	GBHS Barohi	07	57	Kahuta

47.	37310009	GBHS Narar	07	57	Kahuta
48.	37310013	GBHS Sore	07	57	Kahuta
49.	37310010	GBHS Punjar	07	57	Kahuta
50.	37310008	GBHS Matore	07	57	Kahuta
51.	37310005	GBHS Doberan Khurd	07	57	Kahuta
52.	37310059	GBHS Salgran	07	57	Kahuta
53.	37310055	GBHS Lehri	07	57	Kahuta
54.	37310051	GBHS Dakhali	07	57	Kahuta
55.	37310046	GBHS Batala	07	57	Kahuta
56.	37310001	GBHSS Nara	07	57	Kahuta
57.	37310060	GBHS Samblah	07	57	Kahuta
58.	37310057	GBHS Mowara	07	57	Kahuta
59.	37370031	GBHS Sir Suba Shah	07	58	Kallar Syedan
60.	37370007	GBHS Kanoha	07	58	Kallar Syedan
61.	37370023	GBHS Dhamali	07	58	Kallar Syedan
62.	37370019	GBHS Banahal	07	58	Kallar Syedan
63.	37370029	GBHSS Sakote	07	58	Kallar Syedan
64.	37370015	GBHS Bagh Jameri	07	58	Kallar Syedan
65.	37370024	GBHS Doberan Kalan	07	58	Kallar Syedan
66.	37370025	GBHS Kahlian Sihalian	07	58	Kallar Syedan
67.	37370027	GBHS Nalla Musalmana	07	58	Kallar Syedan
68.	37370030	GBHSS Samote	07	58	Kallar Syedan
69.	37370021	GBHSS Choha Khalsa	07	58	Kallar Syedan
70.	37370068	GBHS Pind Benso	07	58	Kallar Syedan
71.	37370069	GBHS Takal	07	58	Kallar Syedan
72.	37370028	GBHS Phalina	07	57	Kallar Syedan

73.	37370026	GBHS Kallar Syedan	07	57	Kallar Syedan
74.	37370020	GBHS Bhakral	10	57	Kallar Syedan
75.	37370061	GBHS Bhalakher	10	57	Kallar Syedan
76.	37370022	GBHS Dera Khalsa	10	57	Kallar Syedan
77.	37370018	GBHS Arazi	07	57	Kallar Syedan
78.	37370066	GBHS Mangloora	07	57	Kallar Syedan
79.	37370052	GBHS Gakhar Admal	10	57	Kallar Syedan
80.	37370196	GBHS Chanam	10	57	Kallar Syedan
81.	37370063	GBHS Darkali Sher Shahi	07	57	Kallar Syedan
82.	37360002	GBHS Jero Rattial	08	58	Gujar Khan
83.	37360033	GBHS Mohra Noori	08	58	Gujar Khan
84.	37360028	GBHS Kaniat Khalil	08	58	Gujar Khan
85.	37360008	GBHS Daryala Segon	08	58	Gujar Khan
86.	37360001	Govt. Islamia H/S Gujar Khan	08	58	Gujar Khan
87.	37360005	Govt. Qadria H/S Gujar Khan	08	58	Gujar Khan
88.	37360035	GBHS Sasral	08	58	Gujar Khan
89.	37360014	GBHS Missa Kaswal	08	58	Gujar Khan
90.	37360007	GBHS Dara Kial	08	58	Gujar Khan
91.	37360009	GBHS Dora Budhal	08	58	Gujar Khan
92.	37360011	GBHS Jand Najjar	08	58	Gujar Khan
93.	37360022	GBHS Bhadana	08	58	Gujar Khan
94.	37360019	GBHS Thathi	08	58	Gujar Khan
95.	37360004	Govt. MC Boys HSS Gujar Khan	08	58	Gujar Khan
96.	37360016	GBHS Qazian	08	58	Gujar Khan
97.	37360010	GBHS Gulyana	08	58	Gujar Khan
98.	37360003	GBHS Kanger	08	58	Gujar Khan

99.	37360015	GBHSS Pindori Jabber	08	58	Gujar Khan
100.	37360006	GBHS Changa Maira	08	58	Gujar Khan
101.	37360067	GBHS Changa Bangial	08	58	Gujar Khan
102.	37360029	GBHSS Kauntrila	08	58	Gujar Khan
103.	37360013	GBHS Mirza Kambali	08	58	Gujar Khan
104.	37360021	GBHSS Bewal	08	58	Gujar Khan
105.	37360036	GBHS Darkala	09	58	Gujar Khan
106.	37360018	GBHS Sahang	09	58	Gujar Khan
107.	37360040	GBHS Mandra	09	58	Gujar Khan
108.	37360026	GBHS Dhoong	09	58	Gujar Khan
109.	37360083	GBHS Thekrian	09	58	Gujar Khan
110.	37360094	GBHS Sarwar Shaheed Sanghori	09	58	Gujar Khan
111.	37360031	GBHS Karunb Baloch	09	58	Gujar Khan
112.	37360034	GBHS Narali	09	58	Gujar Khan
113.	37360017	GBHS Raman	09	58	Gujar Khan
114.	37360020	GBHS Thirjial Kalan	09	58	Gujar Khan
115.	37360037	GBHS Darkali Khurd	09	58	Gujar Khan
116.	37360042	GBHS Bhatta	09	58	Gujar Khan
117.	37360032	GBHS Machia	09	58	Gujar Khan
118.	37360012	GBHS Mahander	09	58	Gujar Khan
119.	37360025	GBHS Dhoke Pinnah	09	58	Gujar Khan
120.	37360024	GBHSS Devi	09	58	Gujar Khan
121.	37360039	GBHS Kaliam Awan	09	58	Gujar Khan
122.	37360038	GBHS Harnal	09	58	Gujar Khan
123.	37360041	Govt. Shaheed Nadeem-ur-Rehman Anjum H/S Sukho	09	58	Gujar Khan

124.	37360027	GBHS Jatli	09	58	Gujar Khan
125.	37360023	GBHS Daultala	09	58	Gujar Khan
126.	37360030	Govt. Kazmia H/S Syed	09	58	Gujar Khan
127.	37360088	GBHS Hamid Jhangi	09	58	Gujar Khan
128.	37360237	GBHS Naban Janjua	08	58	Gujar Khan
129.	37360216	GBHS Bhair Kalyal	09	58	Gujar Khan
130.	37360078	GBHS Dera Muslim	09	58	Gujar Khan
131.	37360311	GBHS Pind Bala	09	58	Gujar Khan
132.	37330046	GBHS Maira Mohra	10	59	Rawalpindi
133.	37330045	GBHS Mahuta Mohra	10	59	Rawalpindi
134.	37330010	GBHS Tatal	10	59	Rawalpindi
135.	37330041	GBHS Ghora Bartha	10	57	Rawalpindi
136.	37330040	GBHS Dhanda	10	59	Rawalpindi
137.	37330062	GBHS Bhall	10	59	Rawalpindi
138.	37330044	GBHS Kharaken	13	59	Rawalpindi
139.	37330042	GBHS Jabber Darvesh	10	59	Rawalpindi
140.	37330043	GBHS Jhatta Hathial	10	59	Rawalpindi
141.	37330037	GBHS Banda	10	59	Rawalpindi
142.	37330049	GBHS Pind Jhatla	10	59	Rawalpindi
143.	37330133	GBHS Takhat Pari	10	57	Rawalpindi
144.	37330038	GBHSS Adhwal	10	59	Rawalpindi
145.	37330039	GBHS Chak Beli Khan	10	59	Rawalpindi
146.	37330047	GBHS Mohra Darogha	10	57	Rawalpindi
147.	37330048	GBHS Nakrali	10	59	Rawalpindi
148.	37330148	GBHS Rupper Kalan	10	59	Rawalpindi
149.	37330143	GBHS Chak Amral	10	59	Rawalpindi

150.	37330050	GBHSS Sagri	10	57	Rawalpindi
151.	37330005	GBHSS Bassali	10	59	Rawalpindi
152.	37330134	GBHS Trahia	10	59	Rawalpindi
153.	37330052	Govt. Faiz-ul-Islam H/S No.2 Shakrial Rwp	17	60	Rawalpindi
154.	37330014	GBHS Gharibabad	13	59	Rawalpindi
155.	37330051	GBHS AOC Morgah	13	59	Rawalpindi
156.	37330055	GBHS Dhamial	12	59	Rawalpindi
157.	37330056	Govt. Elliot High School Morgah	13	59	Rawalpindi
158.	37330697	GBHS Dhama Syedan	12	59	Rawalpindi
159.	37330696	GBHS Gangal (Gulzar-e-Quaid) Rwp	11	60	Rawalpindi
160.	37330136	GBHS Dhoke Girja	12	59	Rawalpindi
161.	37330057	GBHS Gangawala	10	59	Rawalpindi
162.	37330036	GBHS Chahan	19	63	Rawalpindi
163.	37330058	GBHS Sihai	10	59	Rawalpindi
164.	37330054	GBHS Dhalla	19	63	Rawalpindi
165.	37330061	GBHSS Parial	10	59	Rawalpindi
166.	37330060	GBHS Dhadumber	10	59	Rawalpindi
167.	37330059	GBHS Chakri	10	59	Rawalpindi
168.	37330146	GBHS Karahi	10	59	Rawalpindi
169.	37330139	GBHS Pind Nasrala	19	63	Rawalpindi
170.	37330360	GBHS Mial	10	59	Rawalpindi
171.	37330135	GBHS Adiala	19	63	Rawalpindi
172.	37330137	GBHS Maira Kalan	19	63	Rawalpindi
173.	37330141	GBHS Ranical	19	63	Rawalpindi
174.	37330053	Govt. Aziz National H/S Rwp	14	61	Rawalpindi

175.	37330025	Govt. Public Academy H/S Rwp	14	61	Rawalpindi
176.	37330114	GBHS Chungi No.22 Rawalpindi	14	61	Rawalpindi
177.	37330020	GBHS Kohinoor Rwp	15	61	Rawalpindi
178.	37330027	GBHS Tench Bhatta	14	61	Rawalpindi
179.	37330699	Govt. Modern H/S 2 nd Shift Kohinoor	15	61	Rawalpindi
180.	37330119	Govt. New Islamia Model H/S Carriage Factory	15	61	Rawalpindi
181.	37330215	GBHS Naseerabad	15	61	Rawalpindi
182.	37330022	Govt. Madrissa Millia Islamia H/S Rwp	16	62	Rawalpindi
183.	37330015	Govt. Islamia H/S No.2 Circular Road Rwp	16	62	Rawalpindi
184.	37330019	GBHS Khayaban-e-Sir Syed Rwp	18	62	Rawalpindi
185.	37330021	GBHSS Loco Shed Rwp	15	61	Rawalpindi
186.	37330035	Govt. Taleem-ul-Quran H/S Quaidabad Rwp	18	62	Rawalpindi
187.	37330117	GBHS Khayaban-e-Sir Syed Sector-4/B	18	62	Rawalpindi
188.	37330116	GBHS Khayaban-e-Sir Syed Sector-III Rwp	18	62	Rawalpindi
189.	37330028	Govt. Zia-ul-Aloom H/S Raja Bazaar Rwp	16	62	Rawalpindi
190.	37330026	Govt. Simla Islamia H/S Nimak Mandi	18	62	Rawalpindi
191.	37330013	Govt. Faiz-ul-Islam No.1 H/S Trunk Bazar	16	60	Rawalpindi
192.	37330016	Govt. Islamia H/S No.3 Ratta Amral	18	62	Rawalpindi
193.	37330023	Govt. Muslim H/S No.2 Saidpuri Gate	16	62	Rawalpindi
194.	37330012	GBHS D.A.V College Road Rwp	16	60	Rawalpindi
195.	37330017	Govt. Islamia H/S No.4 Rwp	16	60	Rawalpindi
196.	37330002	Govt. Christian HSS Raja Bazar Rwp	16	62	Rawalpindi
197.	37330003	Govt. Denneys HSS Rwp	14	61	Rawalpindi
198.	37330004	Govt. Islamia HSS No.1 Murree Road Rwp	11	60	Rawalpindi

199.	37330115	GBHS Dhoke Chiragh Din	11	60	Rawalpindi
200.	37330123	Govt. MC Boys H/S Amar Pura Rwp	16	60	Rawalpindi
201.	37330024	Govt. Pehlvi H/S Faizabad Rwp	17	60	Rawalpindi
202.	37330030	Govt. Abbasi H/S Afandi Colony Rwp	17	62	Rawalpindi
203.	37330001	Govt. Muslim HSS No.1 Said Pur Road Rwp	16	62	Rawalpindi
204.	37330011	Govt. Comp. H/S Dhoke Kashmirian Rwp	17	60	Rawalpindi
205.	37330122	GBHS Zari Farm Rawalpindi	17	60	Rawalpindi
206.	37340007	GBHS Usman Khatter	19	63	Taxila
207.	37340009	GBHS Wannu	19	63	Taxila
208.	37340004	GBHS Taxila	19	63	Taxila
209.	37340003	Govt. Taleem-ul-Quran H/S Taxila	19	63	Taxila
210.	37340002	GBHS HIT Taxila	19	63	Taxila
211.	37340006	GBHS Khurram Paracha	19	63	Taxila
212.	37340016	GBHS Bhallar Top	19	63	Taxila
213.	37340021	GBHS Thatha Khalil	19	63	Taxila
214.	37340001	Govt. Gillani Boys H/S Wah Cantt.	20	63	Taxila
215.	37340008	GBHS Wah Village	19	63	Taxila
216.	37340005	GBHS Garhi Afghana	19	63	Taxila
217.	37340013	GBHS Anjuman-e-Islamia Wah Cantt.	20	63	Taxila
218.	37340020	GBHS Lab Thathu	19	63	Taxila
219.	37330031	GBHS MC Central Model Millat Colony	11	60	Rawalpindi
220.	37330032	GBHS MC Ratta Amral Rwp	18	62	Rawalpindi
221.	37330033	GBHS MC Satellite Town	16	62	Rawalpindi
222.	37330034	GBHS MC Moti Bazaar	16	62	Rawalpindi

**LIST OF (GIRLS) HIGH/ HIGHER SECONDARY SCHOOLS IN DISTRICT
RAWALPINDI**

Sr.No.	EMIS Code	Name of School	PP No.	NA No.	Tehsil
1.	37320026	GGHS Bann	06	57	Murree
2.	37320020	GGHS Murree City	06	57	Murree
3.	37320021	GGHS Ausia	06	57	Murree
4.	37320024	GGHS Hokra Keri	06	57	Murree
5.	37320025	GGHS Monasi	06	57	Murree
6.	37320023	GGHS Chitra Donga	06	57	Murree
7.	37320022	GGHS Charhan	06	57	Murree
8.	37320039	GGHS Angoori	06	57	Murree
9.	37320046	GGHS Samli Tajjal	06	57	Murree
10.	37320040	GGHS Bhamrot Syedan	06	57	Murree
11.	37320038	GGHS Aliot	06	57	Murree
12.	37320228	GGHS Rawat	06	57	Murree
13.	37320236	GGHS Dewal Bandi	06	57	Murree
14.	37320047	GGHS Sangseri	06	57	Murree
15.	37320219	GGHSS Ghora Gali	06	57	Murree
16.	37320044	GGHS Potha	06	57	Murree
17.	37320043	GGHS Musyari	06	57	Murree
18.	37320238	GGHS Bhanati	06	57	Murree
19.	37350015	GGHS Kallan Basand	06	57	Kotli Sattian
20.	37350018	GGHS Lehtrar	06	57	Kotli Sattian
21.	37350016	GGHS Karore	06	57	Kotli Sattian
22.	37350019	GGHS Mirza Pur	06	57	Kotli Sattian

23.	37350014	GGHS Dheer Kot Sattian	06	57	Kotli Sattian
24.	37350017	GGHS Kotli Sattian	06	57	Kotli Sattian
25.	37350032	GGHS Bhattian	06	57	Kotli Sattian
26.	37350035	GGHS Darnoiian	06	57	Kotli Sattian
27.	37350289	GGHS Waghal	06	57	Kotli Sattian
28.	37350037	GGHS Mohri	06	57	Kotli Sattian
29.	37350036	GGHS Kuthian	06	57	Kotli Sattian
30.	37350132	GGHS Phophandi	06	57	Kotli Sattian
31.	37350031	GGHS Bhan Seri	06	57	Kotli Sattian
32.	37350034	GGHS Chajjana	06	57	Kotli Sattian
33.	37350291	GGHS Chowki Barhad	06	57	Kotli Sattian
34.	37350162	GGHS Biaga	06	57	Kotli Sattian
35.	37350038	GGHS Thoon	06	57	Kotli Sattian
36.	37350029	GGHS Bagga	06	57	Kotli Sattian
37.	37310032	GGHS Balria	07	57	Kahuta
38.	37310033	GGHS Beor	07	57	Kahuta
39.	37310037	GGHS Narar Moreen	07	57	Kahuta
40.	37310036	GGHS Nara	07	57	Kahuta
41.	37310038	GGHS Punjar	07	57	Kahuta
42.	37310034	GGHS Kahuta	07	57	Kahuta
43.	37310035	GGHSS Matore	07	57	Kahuta
44.	37310078	GGHS Thoha Khalsa	07	57	Kahuta
45.	37310083	GGHS Doberan Khurd	07	57	Kahuta
46.	37310084	GGHS Hothla	07	57	Kahuta
47.	37310087	GGHS Mowara	07	57	Kahuta
48.	37310368	GGHS Loona	07	57	Kahuta

49.	37310285	GGHS Sehr	07	57	Kahuta
50.	37370043	GGHS Nalla Musalmana (Janoobi)	07	58	Kallar Syedan
51.	37370045	GGHS Sathwani	07	58	Kallar Syedan
52.	37370071	GGHS Takal	07	58	Kallar Syedan
53.	37370094	GGHS Sir Suba Shah	07	58	Kallar Syedan
54.	37370040	GGHS Doberan Kalan	07	58	Kallar Syedan
55.	37370085	GGHS Kahlian	07	58	Kallar Syedan
56.	37370044	GGHSS Samote	07	58	Kallar Syedan
57.	37370002	GGHSS Choha Khalsa	07	58	Kallar Syedan
58.	37370073	GGHSS Nalla Musalmana (Shumali)	07	58	Kallar Syedan
59.	37370072	GGHS Mamyam	07	58	Kallar Syedan
60.	37370093	GGHS Saintha	07	58	Kallar Syedan
61.	37370090	GGHS Kanoha No.1 Kallar Syedan	07	58	Kallar Syedan
62.	37370042	GGHS Kallarlian	10	57	Kallar Syedan
63.	37370039	GGHS Arazi	07	57	Kallar Syedan
64.	37370041	GGHS Kallar Syedan	07	57	Kallar Syedan
65.	37370088	GGHS Chanam	10	57	Kallar Syedan
66.	37370092	GGHS Nothia	10	57	Kallar Syedan
67.	37370081	GGHS Chamba Karpal	10	57	Kallar Syedan
68.	37370091	GGHS Mohra Banni	07	57	Kallar Syedan
69.	37370076	GGHS Saroha	07	57	Kallar Syedan
70.	37370080	GGHS Bhalakhar	10	57	Kallar Syedan
71.	37370095	GGHS Tareel	10	57	Kallar Syedan
72.	37360054	GGHS Gulyana	08	58	Gujar Khan
73.	37360049	GGHS Jand Najjar	08	58	Gujar Khan
74.	37360047	GGHS Bhagana	08	58	Gujar Khan

75.	37360043	GGHS No.1 Gujar Khan	08	58	Gujar Khan
76.	37360056	GGHS Kauntrila	08	58	Gujar Khan
77.	37360046	GGHSS Bewal	08	58	Gujar Khan
78.	37360044	GGHS Jhanda	08	58	Gujar Khan
79.	37360051	GGHS Mohra Burj	08	58	Gujar Khan
80.	37360058	GGHS Qazian	08	58	Gujar Khan
81.	37360053	Govt. MC GHS Gujar Khan	08	58	Gujar Khan
82.	37360099	GGHS Chullo Chakral	08	58	Gujar Khan
83.	37360098	GGHS Changa Bangial	08	58	Gujar Khan
84.	37360412	GGHSS Jabber Pindori	08	58	Gujar Khan
85.	37360112	GGHS Thathi	08	58	Gujar Khan
86.	37360128	GGHS Mohra Noori	08	58	Gujar Khan
87.	37360114	GGHS Sasral	08	58	Gujar Khan
88.	37360345	GGHS Malote Pakhral	08	58	Gujar Khan
89.	37360061	GGHS Sukho	09	58	Gujar Khan
90.	37360050	GGHS Manghote	09	58	Gujar Khan
91.	37360048	GGHS Bijnial	09	58	Gujar Khan
92.	37360045	GGHS Mandra	09	58	Gujar Khan
93.	37360055	GGHS Jatli	09	58	Gujar Khan
94.	37360060	GGHS Usman Zada Adra	09	58	Gujar Khan
95.	37360059	GGHS Raman	09	58	Gujar Khan
96.	37360057	GGHS Miana Mohra	09	58	Gujar Khan
97.	37360052	GGHS Daultala	09	58	Gujar Khan
98.	37360124	GGHS Dhoong	09	58	Gujar Khan
99.	37360115	GGHS Syed	09	58	Gujar Khan
100.	37360132	GGHSS Chehari Kalyal	09	58	Gujar Khan

101.	37360123	GGHS Devi	09	58	Gujar Khan
102.	37360131	GGHS Bhatta	09	58	Gujar Khan
103.	37360138	GGHS Kaliam Awan	09	58	Gujar Khan
104.	37360137	GGHS Jhungal	09	58	Gujar Khan
105.	37360142	GGHS Sarwar Shaheed Sanghori	09	58	Gujar Khan
106.	37360135	GGHS Dhoke Awan	09	58	Gujar Khan
107.	37360136	GGHS Hamid Jhangi	09	58	Gujar Khan
108.	37360106	GGHS Mahander No.1 Gujar Khan	09	58	Gujar Khan
109.	37360141	GGHS Sahang	09	58	Gujar Khan
110.	37360122	GGHS Data Bhat	09	58	Gujar Khan
111.	37360129	GGHS Arazi Hasnal	09	58	Gujar Khan
112.	37360495	GGHS Machia	09	58	Gujar Khan
113.	37330099	GGHS Mohra Darogha	10	57	Rawalpindi
114.	37330095	GGHSS Bassali	10	59	Rawalpindi
115.	37330110	GGHSS Chountra	10	59	Rawalpindi
116.	37330112	GGHS Rupper Kalan	10	59	Rawalpindi
117.	37330098	GGHS Mari Danishmandan	10	59	Rawalpindi
118.	37330191	GGHS Adhwal	10	59	Rawalpindi
119.	37330174	GGHS Ghogra	10	59	Rawalpindi
120.	37330096	GGHSS Chak Beli Khan	10	59	Rawalpindi
121.	37330097	GGHSS Jhatta Hathial	10	59	Rawalpindi
122.	37330009	GGHSS Sagri	10	57	Rawalpindi
123.	37330194	GGHS Dhanda	10	59	Rawalpindi
124.	37330192	GGHS Bhall	10	59	Rawalpindi
125.	37330193	GGHS Chak Amral	10	59	Rawalpindi
126.	37330178	GGHS Kuri Khuda Bux	10	59	Rawalpindi

127.	37330171	GGHS Takhat Pari	10	57	Rawalpindi
128.	37330190	GGHS Ranotra	10	59	Rawalpindi
129.	37330177	GGHS Kotla	10	59	Rawalpindi
130.	37330501	GGHS Pind Jhatla	10	59	Rawalpindi
131.	37330102	GGHS Dhamial	12	59	Rawalpindi
132.	37330100	GGHS Gharibabad	13	59	Rawalpindi
133.	37330103	GGHS Girja	12	59	Rawalpindi
134.	37330101	GGHSS AOC Morgah	13	59	Rawalpindi
135.	37330702	GGHS Gangal (Gulzar-e-Quaid) Rwp	11	60	Rawalpindi
136.	37330701	GGHS Dhama Syedan	12	59	Rawalpindi
137.	37330186	GGHS Morgah (ARL) Rawalpindi	13	59	Rawalpindi
138.	37330111	GGHSS Parial	10	59	Rawalpindi
139.	37330104	GGHS Sangral	10	59	Rawalpindi
140.	37330109	GGHS Chakri	10	59	Rawalpindi
141.	37330189	GGHS Saroba	10	59	Rawalpindi
142.	37330196	GGHS Mial	10	59	Rawalpindi
143.	37330105	GGHS Sihal	10	59	Rawalpindi
144.	37330183	GGHS Dhulial	10	59	Rawalpindi
145.	37330187	GGHS Rajar	10	59	Rawalpindi
146.	37330582	GGHS Maira Kalan	19	63	Rawalpindi
147.	37330184	GGHS Gorakh Pur	13	59	Rawalpindi
148.	37330182	GGHS Dhalla	19	63	Rawalpindi
149.	37330185	GGHS Kolian Hameed	10	59	Rawalpindi
150.	37330188	GGHS Ranial	19	63	Rawalpindi
151.	37330180	GGHS Bijnial Rwp	19	63	Rawalpindi
152.	37330108	GGHS Tench Bhatta	14	61	Rawalpindi

153.	37330081	Govt. Liaqat GHS Mughalabad Rwp	14	61	Rawalpindi
154.	37330070	GGHS Dheri Hassanabad	14	61	Rawalpindi
155.	37330692	GGHS Sher Zaman Colony Talsa Road	14	61	Rawalpindi
156.	37330691	GGHS No.2 Anwar-ul-Islam Burf Khana Chowk	15	61	Rawalpindi
157.	37330558	GGHS Dhoke Jumma Gulistan Colony	11	60	Rawalpindi
158.	37330079	Govt. Kohinoor GHS Rwp	15	61	Rawalpindi
159.	37330439	GGHS Misrial Road Rawalpindi	15	61	Rawalpindi
160.	37330077	GGHS Khayaban-e-Sir Syed Sector-III Rwp	18	62	Rawalpindi
161.	37330071	GGHS Dhoke Hassu	18	62	Rawalpindi
162.	37330068	Govt. Modern GHS Asghar Mall Rwp	16	62	Rawalpindi
163.	37330086	Govt. Pak Islamia GHS No.3 Rawalpindi	16	62	Rawalpindi
164.	37330076	Govt. Khadija GHS Rawalpindi	16	62	Rawalpindi
165.	37330072	GGHS F. Block Satellite Town Rwp	16	62	Rawalpindi
166.	37330078	GGHS Khayaban-e-Sir Syed Sector-I Rwp	18	62	Rawalpindi
167.	37330080	Govt. Liaqat GHS Bangish Colony	18	62	Rawalpindi
168.	37330695	GGHS Zia-ul-Haq Colony	18	62	Rawalpindi
169.	37330158	GGHS Khayaban-e-Sir Syed Sector-II Rwp	18	62	Rawalpindi
170.	37330090	GGHS Safdarabad	18	62	Rawalpindi
171.	37330087	Govt. Pakistan GHS Sarafa Bazar	16	62	Rawalpindi
172.	37330093	GGHS Westridge No.3 Rwp	15	61	Rawalpindi
173.	37330106	Govt. Muslim GHS Murree Road Rwp	16	60	Rawalpindi
174.	37330069	Govt. Alpha Christian GHS Rwp	16	60	Rawalpindi
175.	37330082	Govt. MC GHS Nia Mohalla Rwp	16	60	Rawalpindi
176.	37330107	GGHS No.4 Mohan Pura	18	62	Rawalpindi
177.	37330088	Govt. Pakistan GHS Milad Nagar	18	62	Rawalpindi

178.	37330073	GGHS Ratta Amral	18	62	Rawalpindi
179.	37330085	Govt. Pak Islamia GHS No.1 Jhangi Mohalla	16	62	Rawalpindi
180.	37330703	GGHS Hazara Colony	18	62	Rawalpindi
181.	37330008	GGHSS No.2 Murree Road Rawalpindi	16	60	Rawalpindi
182.	37330007	GGHSS No.1 Bagh Sardaran Rwp	18	62	Rawalpindi
183.	37330094	Govt. Zeenat Sikanderia GHS Rwp	11	60	Rawalpindi
184.	37330075	Govt. Joher Memorial GHS Rwp	11	60	Rawalpindi
185.	37330092	Govt. Usmania GHS Rawalpindi	17	60	Rawalpindi
186.	37330700	GGHS PAF Base Chaklala	11	60	Rawalpindi
187.	37330694	GGHS Arya Mohalla	11	60	Rawalpindi
188.	37330149	GGHS Jhanda Chichi	11	60	Rawalpindi
189.	37330168	Govt. MC Girls H/S Amar Pura	16	60	Rawalpindi
190.	37330083	GGHS Muslim Town	17	62	Rawalpindi
191.	37330091	Govt. Simla Islamia GHS B. Block S/Town	16	62	Rawalpindi
192.	37330089	GGHS Pindora	16	62	Rawalpindi
193.	37330084	Govt. Noor Islamia GHS Rawalpindi	16	62	Rawalpindi
194.	37330074	GGHS Magistrate Colony Rawalpindi	17	62	Rawalpindi
195.	37330006	Govt. Comp. GHSS Dhoke Kashmirian	17	60	Rawalpindi
196.	37330495	GGHS No.2 Band Khana Road Rawalpindi	17	62	Rawalpindi
197.	37330159	GGHS Madrissa-tul-Binnat Afandi Colony	17	62	Rawalpindi
198.	37330155	GGHSS H/9, Islamabad	16	62	Rawalpindi
199.	37340011	GGHS Taxila	19	63	Taxila
200.	37340024	GGHSS Usman Khatter	19	63	Taxila
201.	37340022	GGHS Wahdat Colony Taxila	19	63	Taxila
202.	37340124	Govt. MC Girls H/S Taxila	19	63	Taxila

203.	37340010	Govt. Gillani Model GHS Wah Cantt.	20	63	Taxila
204.	37340012	GGHS Garhi Afghanan	19	63	Taxila
205.	37340025	GGHS Wah Village	19	63	Taxila
206.	37340023	GGHS Thatha Khalil	19	63	Taxila
207.	37330064	GGHS MC Ratta Amral Rwp	18	62	Rawalpindi
208.	37330065	GGHS MC Talab Pukhta	16	62	Rawalpindi
209.	37330066	GGHS MC Teli Mohalla	16	62	Rawalpindi
210.	37330067	GGHS MC Model Satellite Town	16	62	Rawalpindi

Name of Interviewer: - _____

Name of Interviewee:- _____

Place of Interview: - _____

Date of Interview:- _____

Topic of Interviews:- _____

ORGANIZATIONAL JUSTICE AS A PREDICTOR OF PROFESSIONAL WELL BEING OF HEADTEACHERS

QUESTIONS

- 1). What do you mean by organizational justice?
- 2). Do you think that organizational justice is important for you?
- 3). If yes then to what extent organizational justice affects you and in which sense?
- 4). What do you understand by professional well-being of head teachers?
- 5). Which dimension of professional well-being is important for you?
- 6).Do you think that organizational justice is necessary for professional well-being of head teachers?
- 7).If yes, then how organizational justice affects professional well-being of head teachers?
- 8).Can you narrate any incident in your life related to organizational in justice?
- 9).Does professional well-being affects your professional life? If yes how?
- 10).Which dimension of organizational justice is import for professional well-being of Head teachers?