

ORGANIZATIONAL JUSTICE AND THE PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS IN BENUE STATE-NIGERIA

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Abstract

This study examines organizational Justice and the performance of Public Primary School Teachers in Benue State-Nigeria. Descriptive survey design was adopted for the study. A sample size of 419 was drawn from the population of 8,118 Public Primary School Teachers and State Universal Basic Education Board (SUBEB) staff from six local government areas in Benue State. The hypotheses were tested using Covariance-based structural equation modeling (CB-SEM). The results from the study revealed that all three justice dimensions – procedural, interpersonal, and distributive justice – are significantly related to performance of Public Primary School Teachers in Benue State. Procedural justice is found to be having a stronger predictor of teachers' performance. Based on the findings of the study, it was recommended amongst others that, public school management should be focused at strengthening and enhancing adequate interpersonal relationship with their subordinate and coworkers.

Key words: *Organizational justice, distributive justice, procedural justice, interactional justice, employee performance.*

Introduction

Organizational Justice has been seen as an imperatively tool for improving the performance of employees in organizations. Different studies have shown that if employees are not treated fairly it result in reducing output from the employees as a likely response to the unfair treatment (Sev, 2011). Organizational justice has been viewed to enhance overall obligation of employees (Cropanzano, Bowen, & Gilliland, 2014). The concept of justice is rooted from the concept of equity theory by Adam Smith which this research work has been anchored because; it is guided in resolving conflicts amicably within a social setting. From the literature review, organizational justice is divided into three main dimensions namely distributive justice, procedural justice and interactional justice. Distributive justice means the perceived fairness that result from outcomes along with how the decisions are undertaken. Procedural justice means fairness of measures with respect to the processes and methods adopted to reach the point of how these outcomes have been shared as well as what ways and procedures adopted to reach the final decision. Whereas interactional justice relates to how people interact and communicate with their subordinate at social environment (Muhammad, Muhammad, Anum, & Samina, 2017).

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The popular chant “No Teacher, No School” by the protesting primary school pupils on the street of Makurdi on Thursday, 24th October, 2013 in support of their teachers attested to the ill-treatment meted out to the primary school teachers in the state (Iwambe, 2014 with Akpakwu, Olaitan, & Sanusi, 2014). Education is said to be life and the instrument by which life is birthed through teachers. Today, the world is talking about movement from education to knowledge when teachers are neglected in Nigeria (Akpakwu, Olaitan, & Sanusi, 2014). When society fails to place premium value on knowledge it becomes doomed.

The quest for researchers in understanding the process and procedure for fair treatment of teachers in Public Primary Schools in Nigeria with emphases in Benue State is the cardinal motivation for this study. It seems most Public Primary Schools teachers in Nigeria, particularly in the remote areas are in the perpetual habit of work absenteeism. One may hurry to ask why teachers’ play truancy; and the poor performance among teachers which have become worrisome; and poor students’ performance in external examinations. The answer to the above questions may not be farfetched from dissatisfaction that may arouse as a result of non-payment of the teachers’ salaries and unethical treatment and poor working conditions. These issues according to Ananga (2011) include non-payment of upwardly review salaries and allowances: the procedure for promotion, poor information about annual leave, bad working environment and unfavorable school climate.

Form the above notion, Shafritz (2005) affirms that salary and promotion are the main entitlements which teachers make of their employment. The government on the other hand has to simply assign tasks that workers are supposed to do and the amount of money they are to earn by the end of the day for efficient symbiotic relationship. Robbins and Judge (2008) assert that teachers derive job satisfaction from: the way job itself is distributed, the process for payment of salary, process of selecting teachers for seminars, possibilities to advance themselves, interpersonal relationship with their supervision, and relationship with their coworkers. The absent of this may led to the incessant strikes, absenteeism and poor teaching performance among the teachers. This tendency of teachers’ dissatisfaction may lead to reduction in the quality of teachers’ performance.

The limited research that exists in Public Primary Schools, particularly, in a developing country like Nigeria, where a large number of citizenry highly depend on Public Primary Schools has a pivotal role as bedrock of our educational sector. Organizational justice being the corner-stone of any organization’s success needs further insights. This will help us to reach to viable conclusions for future guidance. Hence, this study investigate the effect of organizational justice as an influential factor in determining teachers’ performance and behavior displayed at work in Benue State-Nigeria.

Research objective

The aftermaths of the study were aimed at achieving three specific objectives:

1. To investigate the effect of distributive justice on absenteeism of public Primary School Teachers in Benue State.
2. To investigate the effect of distributive justice on productivity of public Primary School Teachers in Benue State.
3. To assess the effect of procedural justice on absenteeism of Public primary School Teachers in Benue State.

4. To assess the effect of procedural justice on productivity of Public primary School Teachers in Benue State.
5. To examine the effect of interactional justice on absenteeism of public School teachers in Benue State.
6. To examine the effect of interactional justice on productivity of public School teachers in Benue State.

Literature Review

Organizational Justice

Philosophers and social reviewers recognize for a long time and were writing about justice before management scientists. Among the early Greeks, were Herodotus' History and Plutarch's Lives that describe the achievements of the lawgiver Solon, who reformed Athenian government (Cropanzano, Bowen, & Gilliland, 2014). These were the prescriptive approaches, since they seek to logically determine what sorts of actions truly are just. As such, they reside comfortably within the domain of business ethics.

The concept of organizational justice is borrowed from these older traditions; it has its own distinctions. Contrasting the work of philosophers and attorneys, management scientists are less concerned with what is just and more concerned with what people believe to be just (Ambrose & Schminke, 2007). In other words, these researchers are constantly digging a descriptive agenda. They seek to understand why people view certain actions as just, as well as the consequences that follow from these evaluations. In this regard, justice is a subjective and descriptive concept in that it captures what individuals believe to be right, rather than an objective reality or a prescriptive moral code (Ambrose & Arnaud, 2005).

Therefore, arisen from management perspective, organizational justice is the degree to which workers perceive that they are fairly treated relating to work place entitlements. Similarly, Muhammad, Muhammad, Anum and Samina (2017) state that organizational justice is the manner in which employees determine if they have been fairly treated in their jobs and the ways in which these determinants influence other job related issues.

Distributive Justice

Distributive justice is conceptualized as the fairness associated with decision outcomes and distribution of resources. The outcomes or resources distributed may be tangible (pay) or intangible (praise). Perceptions of distributive justice can be fostered when results are perceived to be equally applied (Adams, 1965; Ogwuche, Musa, & Nyam, 2018). Distributive justice concern people's perceptions of the fairness of the distribution of resources between coworkers (Greenberg & Baron 2003). Therefore, distributive justice perspective focuses on the fairness of the evaluations received relative to the work. Cropanzano, Ambrose and Greenberg (2007) distinguish three allocation rules that can lead to distributive justice if they are applied appropriately: equality (should apply the same to each party involved), equity (should apply to each party in accordance with contributions), and need (should apply to each in accordance with the most urgency). Karsh, Bookse and Sainfort (2005) also found that employee may rationalize their desire to quit by finding 'evidence' which illustrates how unfairly rewards are distributed. Furthermore, distributive justice seems to play a salient role for employee in evaluating their employing organization. Employee would be more attached to their organization if they cannot obtain the same benefits in another firm

(Lee, Griffin, Neal, Neale, 2007; Ogwuche, Musa, & Nyam, 2018). Karsh, Bookse and Sainfort (2005) also found that employee may rationalize their desire to quit by finding 'evidence' which illustrates how unfairly rewards are distributed. Therefore, we hypothesized that:

H_{0.1a} Distributive justice has no significant effect on absenteeism of Public Primary School Teachers in Benue State.

H_{0.1b} Distributive justice has no significant effect on productivity of Public Primary School Teachers in Benue State.

Procedural Justice

Procedural justice can be seen as the willingness and processes management put in place for decision making concerning the allocation of derivatives during business operationalization. Cropanzano, Ambrose and Greenberg (2007) concisely refer to procedural justice as the fairness in the processes that lead to outcomes. When individuals feel they have a voice in the process or the process involves characteristics such as consistency, accuracy, ethicality, and lack of biasness, then procedural justice is enhanced (Leventhal, 1980). Leventhal (1980) argue that individuals use various criteria to assess decision-making procedures to judge whether the procedures are fair or unfair. Leventhal postulates specific procedural rules for fair procedures, including consistency (that is consistent procedures across time and persons), bias suppression (the exclusion of self-interest), accuracy (the provision of accurate information), Correct ability (that is allowing for appeals and grievances), representativeness (the basic concern of all individuals being represented), and ethicality (moral and ethical standards). Allocation procedures that satisfy these criteria persuade individuals to believe that they are treated by the organization fairly.

Previous research works demonstrate that procedural justice has repeatedly predicted variety of work attitudes, including organizational performance (Warner, Dunnette & Hough, 2005). The equality of the decision making process itself seems to be more important than the actual amount of reparation that is received by individual (Teprstra & Honoree 2003). Cropanzano, Prehar, and Chen (2005) argue that although procedural justice and interactional justice are distinct constructs, they are closely correlated with the other. As pointed out by Tyler and Bies (2004), procedural justice is important in shaping interpersonal relationship, and thus it affects perception of interaction justice. If the process of procedure is perceived as just, employees show greater loyalty and more willingness to behave in the best interest of the organization; we thus hypothesized that:

H_{0.2a} Procedural justice has no significant effect on absenteeism of Public Primary School Teachers in Benue State.

H_{0.2b} Procedural justice has no significant effect on productivity of Public Primary School Teachers in Benue State.

Interactional Justice

Interactional justice refers to perceived fair treatment that an individual receives as decisions are made and can be promoted by providing explanations while decisions and decimation of information are made in such manner (Adeyemi, 2008). A construct justification study by Colquitt, Conlon, Wesson, Porter and Ng (2001) propose that interactional justice should be broken into two components: interpersonal and informational justice. Interpersonal justice reflects the degree to which people are

treated with politeness, dignity, and respect by authorities and third parties involved in executing procedures or determining outcomes. It is also refer to the perceptions of respect and propriety in one's treatment while informational justice relates to the adequacy of the explanations given in terms of their timeliness, specificity, and truthfulness (Mehmood, Norulkamar & Ahmad, 2016). Informational justice focuses on explanations provided to employees why some procedures were used in a certain way or why outcomes were distributed in a certain fashion. More specifically, informational justice is defined as providing accurate information in timely communications, being transparent in communication, and providing reasonable explanations for events at work, whereas interpersonal justice is shaped by interpersonal experience of being treated with respect and politeness by the authorities (Colquitt, Greenberg & Zapata, 2005). Previous research states that there are six sub-dimensions for Interactional justice. These sub-dimensions are: courtesy, honesty, offering explanations, empathy, endeavor, and offering apologies (Nikbin, Ismail & Marimuthu, 2010). Consequently, we hypothesized that:

H_{0.3a} Interactional justice has no significant effect on absenteeism of Public School Teachers in Benue State.

H_{0.3b} Interactional justice has no significant effect on productivity of Public Schools Teacher in Benue State.

Employee Performance

Employee performance is a multi-component concept that is on the fundamental level one can distinguish the process aspect of employee performance. That is, behavioral engagements from an expected outcome (Borman & Motowidlo, 2013). The behavior over here denotes the action people exhibit to accomplish a work, whereas the outcome aspect states about the consequence of individual's job behavior (Campbell, 1990). Apparently, in a workplace, the behavioral engagement and expected outcome are related to each other (Borman & Motowidlo, 2013), but the comprehensive overlap between both the constructs are not evident yet, as the expected outcome is influenced by factors such as motivation and cognitive abilities than the behavioral aspect. Employee performance therefore refers to how workers behave in the workplace and how well they perform the job duties obligated to them. Focusing on employee performance, this work adopted dimensions of employee performance according to Campbell (1990), who defines it in terms of employee absenteeism and employee productivity. Absenteeism refers to teachers' interruption of the school plans, execution, and achievement of sectors' goals and objectives and other stakeholders; while employee productivity is the value of work delivered by an individual, team or organization. This can include the quality of task completion, interaction and deliverables.

Theoretical Framework

This study primarily was anchored on the Equity theory by Adam Smith which provides evidence that workers perception of fairness in the organizational process is key drivers of organizational performance (Borman & Motowidlo, 2013). The reason for considering this theory is that, the idea of distributive justice, procedural justice and interactional justice as a perceive fairness is rooted in Smith equity theory (Gilliland, 1993).

Equity Theory

One of the starting points for the pursuit of facts about the perception of justice and equity by individuals and groups is attributed to the Theory of inequity, proposed by Adams (1963, 1965). According to the author, in any trade-off relationship equity exists when the ratio between the investment and the return of an individual is perceived as being identical in terms of ratio to that of other people or groups, such that the recognition and relevance of inputs and investments are shared both by who is investing and who is the recipient of the investment (Balassiano & Salles, 2012). When this fails to occur, the relationship is considered inequitable; leading to tension between individuals who try to remedy the situation in a quest for the restoration of equity by means of cognitive adjustments. Furthermore, the perception of inequity affecting both the interpersonal and the organizational outcomes is not a logical argument, but instead, an emotional and psychological nature.

Rawls (1971) narrows Adams' theoretical postulates seeking to identify what antecedents would lead individuals to perceive justice in the distribution of rewards. As a result, two conceptual criteria of justice were defined: distributive justice which is referred to the distribution of scarce goods; and the justice of criteria relating to the choice of procedures to be used in the distribution (Cropanzano & Folger, 1991).

Adams (1965) also pointed out that the perception of equity in comparative judgment could lead to two types of emotions: anger – when people feel under-benefited, i.e., they do not receive enough when compared to others; and guilty – when they feel over-benefited, i.e., they receive too much when compared to others. Burrus and Mattern (2010) state that distributive justice judgments are formed by the concepts of equity, egoism, and egocentrism. They show that there is a tendency to judge, from a self-centered perspective, the relationship between their own contributions and those of others (based more heavily on assumptions); thus enabling new interpretations on the perception of equity.

Theoretical contributions that occurred after Adams, as reported by Paz (1999) and Mendonça (2013) sought to establish empirical evidence of Adams' proposals and they investigated the behavior of individuals in situations where they experienced feelings of injustice. However, this model of justice, as claimed by prevailing studies, proved to be limited, making it difficult to understand the psychological processes involved in this phenomenon (Santos & Odellius, 2015). In conclusion, individuals' perceptions about equity, on the part of organizations, can be associated with positive outcomes of the relationship; such as organizational performance and identification, and consequently commitment (Balassiano & Salles, 2012). On the other hand, perceptions of inequity, particularly those related to losses, can be associated with stress and dissatisfaction. This fact becomes more relevant when one considers equity as a phenomenon laden with subjectivity.

Methodology

The study analyzed the effect of organizational Justice on the performance of Public Primary School Teachers in Benue State. Cross-sectional research design was adopted and questionnaire for collection of information from respondents at a single period of time. The study was conducted using stratified sampling technique and simple random sampling technique because of the nature of the population of study and the behavioral pattern of government owned institution. Two local governments were selected from each senatorial zone in Benue State to allow fairness for the entire three

senatorial zones. Vandeikya and Kwande were selected from zone A, Makurdi and Gboko, Otukpo and Oju were also selected from zone B and zone C senatorial zones respectively. The selection was done through the means of a raffle draw separately for each zone. The population of the study consisted of 7, 257 public primary school teachers and 861 SUBEB officials, given a total of 8,118 from the six local government areas in Benue state. A sample of 381 was drawn with the aid of Taro Yamane (1967) formula and 10% error confidence level was added, making the sample size up to 419 for the study. The study design is appropriate because it allows the researcher to compare many variables at the same time and no active manipulation would be performed on any of the variables. The questionnaire was validated by experts in the faculty of management sciences Federal University of Agriculture Makurdi-Nigeria. A pilot test was design for 42 respondents; teachers and SUBEB officials in Katsina-Ala Local Government of Benue State who were not part of the sampled population.

To ensure that the constructs actually differed, the discriminant validity was tested using two methods recommended by Hair, Hult, Ringle and Sarstedt (2014): (1) analysis of indicator cross-loadings and (2) the Fornell and Larcker criterion. Concerning the cross-loadings analysis with the range of 0.700 and above, the loadings of the indicators in their respective constructs were higher than those of the other constructs. Hence, discriminant validity was generated using the first method (Hair, Hult, Ringle, & Sarstedt 2014) as shown in the table 3.1.

Table 3.1: Discriminate Validity

	Distributive Jus...	Employee Perf...	Interactional J...	Procedural Jus...
Distributive Jus...	0.661			
Employee Perf...	0.727	0.693		
Interactional Ju...	0.638	0.852	0.658	
Procedural Just...	0.510	0.684	0.708	0.659

Source: Output from SmartPLS.

The Table 3.2 shows the Cronbach Alpha values of the factors loadings range from 0.726 to 0.820 suggesting satisfactory levels of just two construct reliability. Cronbach Alpha values equal to or higher than 0.70, indicate the reliability of the instrument (Hair, Anderson, Tahtam & Black, 1998), therefore, researcher uses all the instrument for the study, since its met the recommended scale. The Composite Reliability index provides an assessment recommend Composite Reliability value ≥ 0.70 (Olsson, Foss, Troye & Howell, 2000). All the constructs have Composite Reliability value above this minimum level (see Table 3.2). The coefficient indicated high internal consistency.

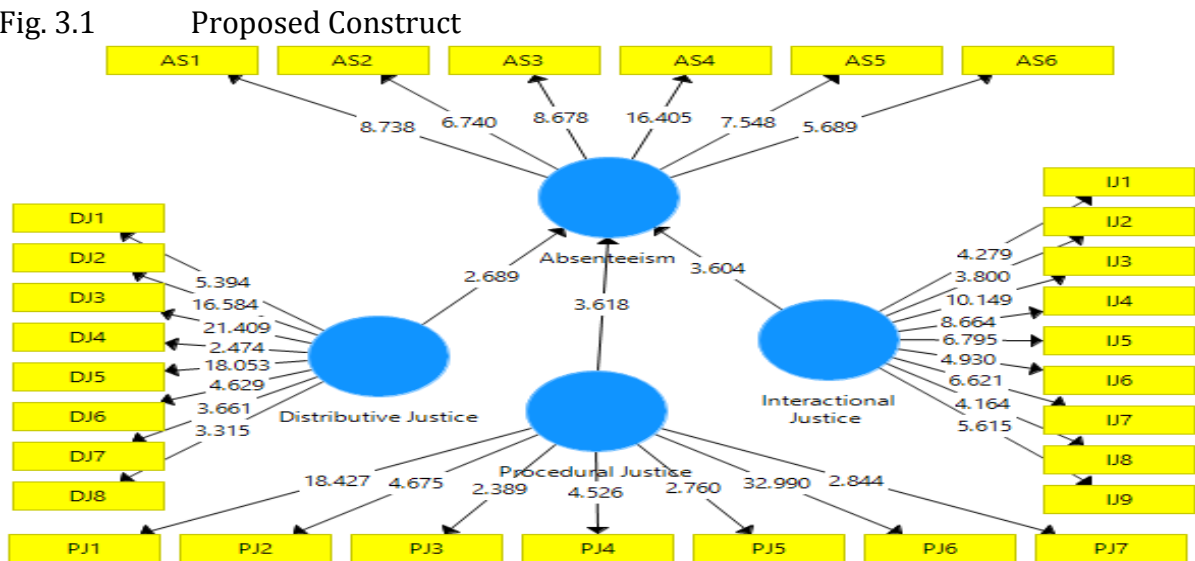
Table 3.2: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Absenteeism	0.808	0.827	0.862	0.514
Distributive Justice	0.792	0.844	0.851	0.440
Interactional Justice	0.820	0.828	0.863	0.416
Procedural Justice	0.726	0.823	0.807	0.398

Source: Output from SmartPLS.

The data collected was analyzed using the Covariance-based structural equation modeling (CB-SEM).CB-SEM is recommended for ordinal scales (Hox & Roberts, 2011), non-normal distributed data (Hox & Roberts, 2011; Olsson, Foss, Troye & Howell, 2000), and if the sample size is large (e.g., more than 250 observations), CB-SEM has higher parameter accuracy and consistency than PLS-SEM. When the sample size is small, in comparison with CB-SEM, PLS-SEM has always larger or equal statistical power (Reinartz, Haenlein, & Henseler, 2009; Newsom, 2015). Both methods were calculated using R software version 3.3.0 with the packages Lavaan version 0.5-20 for CB-SEM and using SmartPLS version 3.0for PLS-SEM.

Fig. 3.1



Source: Output from SmartPLS.

The measurement of this tool is regarded as significant if the ($p < 0.05$) path estimates; while $t\text{-tests} \geq 1.97$ value of the factor loading construct is be considered significant. The data presented in Table 3.3, Fig 3.1 and Fig 3.2 were used to evaluate the significance of the construct relationships. First, the relationships between the three organizational justice dimensions (distributive justice, procedural justice and interactional justice) were measured against employee’s performance dimension of employee absenteeism (see Fig 3.1 and Table 3.3) and all the constructs were found to be positive and significant. Procedural justice had the highest coefficient ($t = 3.618$, $p = .000$), while distributive justice had the lowest coefficient ($t = 2.689$, $p < .008$) (see Table 3.3 and Fig. 3.1). The analysis of the relationships between interactional justice and employee absenteeism shows significant relationship at ($t = 3.604$, $p = .000$) (see Fig 3.1 and Table 3.3).

Table 3.3: Test of Hypotheses.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Distributive Justice -> Absenteeism	0.216	0.218	0.080	2.689	0.008
Interactional Justice -> Absenteeism	0.389	0.378	0.108	3.604	0.000
Procedural Justice -> Absenteeism	0.394	0.409	0.109	3.618	0.000

Source: Output from SmartPLS.

The second test of hypotheses was to establish the relationships between the three organizational justice dimensions (distributive justice, procedural justice and interactional justice) against employees performance dimension of employee productivity(see Fig 3.2 and Table 3.4) and all the constructs were also found to be positive and significant. Procedural justice had the highest coefficient (t = 4.599, p <.000), the interactional justice had the least coefficient of (t = 2.433, p <.016) (see Table 3.4 and Fig. 3.2. The analysis of the relationships between distributive justice and employee productivity demonstrations significant relationship of (t = 3.611, p <.000) (see Fig 3.2 and Table 3.4). The results of the six hypotheses are discussed in detail in the following section.

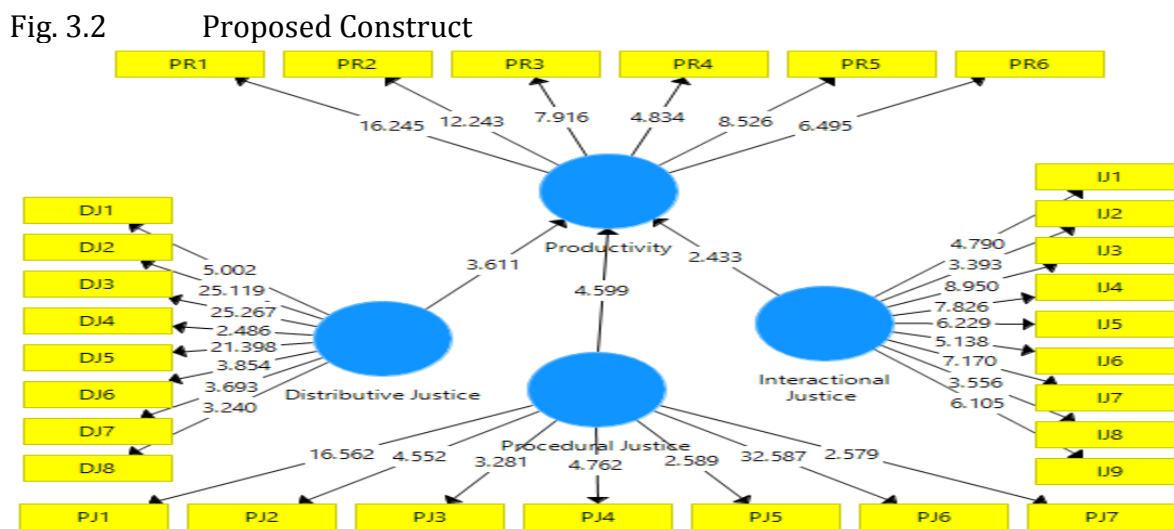


Table 3.4: Test of Hypotheses.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Valu...
Distributive Justice -> Productivity	0.313	0.313	0.087	3.611	0.000
Interactional Justice -> Productivity	0.245	0.250	0.101	2.433	0.016
Procedural Justice -> Productivity	0.450	0.448	0.098	4.599	0.000

Source: Output from SmartPLS.

Discussion of Findings

Considering individual contribution of the constructs, it is revealed that, procedural justice made the highest contribution to the influence in absenteeism and productivity among public primary school teachers. This means that teachers are mindful of the interpersonal and informational relationship with their subordinates in a work environment. This finding corresponds with Cohen-Charash and Spector (2001) who found a significant impact of procedural justice on employees’ cognitive, affective, and behavioral reactions toward the organization. Similarly, Hasan and Al-Zu’bi, (2010) found a positive association between procedural justice and job productivity. The findings of the study supported the notion that procedural justice is positively related to teachers’ performance and such affect is produced by fairness of process and procedures when determining outcomes of employees.

Distributive justice has positive and significant effect on public primary school teachers' performance in Benue State-Nigeria. The hypothesis though had the least coefficient when distributive justice was tested against absenteeism but it came second when tested against teachers productivity. Previous research's also supported the results that distributive justice having significant and positive impact on employee performance (Mehmood, Norulkamar & Ahmad, 2016; Borman, & Motowidlo, 201) 3. However, distributive justice as compared to interactional justice in the first model (see Table 3.1), shows a moderate predictor of performance though higher than in the second model when measured against employees' productivity justice. This has reflected that, outcomes of public primary school teachers' performance in Benue State are more affected by distributive fairness and quality of interaction relationship rather than process of reward allocations. For example, Adams and Freedman (1976), and Greenberg (1982) explain that underpaid employees will reduce their input which will result in decreased output. This may create a situation where employees develop immediate reactions and perceptions. Equity theory (Adams, 1965) also explains the comparative nature of individuals judging their rewards against others which makes it difficult to satisfy everyone.

Interactional justice also reflects positive and significant effect on public primary school teachers' performance. The findings are consistent with that of Moosa, (2014) who found a positive relationship between interactional justice and employees' job performance. The study revealed that persistency in fair treatment by school managers and supervisors for managing interactivity will determine the teachers' productivity, quality of teaching, and future direction of interpersonal relationship that will eventually be reflected in employees' outcomes of teachers.

Conclusion

This study investigated effect of justice-performance and found that justice dimensions such as procedural, interpersonal, and distributive, are significantly related to public primary school teachers' performance in Benue State of Nigeria. However, interactional justice is found to be a stronger predictor of employees' absenteeism and employees' productivity. The findings of this study provide several insights to the SUBEB officials, Heads of schools and government of Benue State that the manner of interpersonal relationship with teachers, dissemination of information and fair treatment of teachers will determine the outcome of public primary school teachers' performance in Benue State of Nigeria. It can be fairly assumed based on these statistics that public primary school teachers' performance in Benue Sate are more concerned with the manner government and public primary school managers interact with them. Then followed by the manner to which outcomes are distributed among public primary school teachers. Managers and supervisors in public primary school teachers should acknowledge this when taking decision regarding interaction and distribution of outcomes to avoid abusive supervision and give fair distribution of outcome priority.

Recommendations

1. The findings reported here have some practical implications. Fundamentally, public primary school headmasters and head mistresses need to realize that teachers' evaluation of interaction is capable of causing teachers' absenteeism poor and work productivity. It is important to note that abusive or poor interaction and interpersonal relationship is a high motivator of job absenteeism and productivity at

the workplace. To promote task productivity and reduce absenteeism in public primary schools, headmasters and head mistresses should ensure that they enhance and provide adequate interpersonal relationship with their subordinate. In a similar vein, heads of schools who wish to improve the contextual performance of their subordinates must treat and interact with them fairly and make use of fair procedures when making outcome allocation decisions in terms of selection of teachers for workshops and seminars.

2. The central aspects to consider as compared to interaction with teachers at work is the reward system (distributive justice) of workers has to be given paramount attention based on objective criteria, periodically as when due and merit. This simply means not just payment of salaries of workers as of when due but include promotion at a regular basis, assigning of seminars and conferences should not be politically motivated.
3. The study also recommended that government's attention should be directed on what is right and just to teachers in order to lift the standard of the public primary school and build confidence in her teachers. SUBEB should as well organize seminars to enlighten school head masters on the important roles played by procedural justice and job performance among teachers.
4. It was also recommended that public school management should focus on strengthening and enhancing adequate interpersonal relationship with their subordinate and coworkers.

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