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**An investigation of Organizational Justice in Pakistan's higher
educational institutes**

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An investigation of Organizational Justice in Pakistan's higher educational institutes

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Abstract of Study

Fairness is not an idea or a concept an individual should be struggling for, it is a basic right in the workplace. Fairness is at the heart of Organisational Justice. Unfortunately, the ideal is rarely achieved and it is an important area for research and analysis. Essentially, this work examines perceptions of organisational justice within the higher educational system of Pakistan. Faculty members are the subject of the study. In order to carry out this examination, the literature on justice has been explored from different philosophical perspectives. After reviewing existing models, theoretical concepts and initial research on educational sector of Pakistan, research hypotheses have been developed regarding the factors influencing perceptions of organizational justice. Organizational Communication, Power Distance, Organizational Structure, Reward Allocation are drawn out key influencing factors contributing to the Organizational Justice. However, Organizational Trust has been explored as a moderator to see how it affects the relationship of existing factors and organizational justice. This study is distinctive in its utilization of two research methods combined into a holistic and integrated research design. The study adopts a convergent/concurrent parallel design which allows the researcher to execute both methods (quantitative and qualitative). The thrust of using these methods is to establish if the relationships exist in the specific cultural context (through quantitative method) and to highlight how they contribute to the ideas of organisational justice in the daily work lives of faculty staff (through qualitative method).

The findings of this study highlight some of the grey areas where changes are required as well as some positive sides of institutes have been emerged. Faculty members do have a view that an improvement is required in the formal vertical communications in institutes. Also, the hierarchal structures in most of the institutes are seen as the cause of distances between employers and subordinates (power distance). Most of the institutes fall through to provide the rewards that faculty members expect (monetary). Organizational trust has been found to play an important role in strengthening and weakening perceptions of organizational justice in Pakistani higher educational context.

Perceptions of organisational justice are influenced by many factors in the daily lives of faculty staff. Experience of, discriminations, working conditions, ageism, genderism, favouritism, transparency, and the use of power all play a part. This research project suggests that many of these experiences are mediated and can be improved through good communication flows, more friendly organizational structures, reduced power distance among supervisors and subordinates, and more transparent reward allocation. Finally, this study presents an exclusive

framework to highlight the factors and also the issues which are triggering these factors to further contribute to organizational justice.

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Definitions

Factors explored	Definitions	Authors
Organizational Justice	Organizational justice theory, developed from applied research in organizational settings, focuses on how individuals socially construct incidents of justice and injustice	(Poole, 2007)
Power Distance	Hofstede et al. (2010) described PD as “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (p. 61).	(Chudnovskaya and Hara, 2016)
Organizational Communication	Communication satisfaction is defined as the overall degree of satisfaction an employee experiences in his/her total communication environment.	(Redding, 1978)
Organizational Structure	Structure is the architecture of business competence, leadership, talent, functional relationships and arrangement.	(Tran and Tian, 2013)
Reward Allocation	Reward allocation is an important organizational issue, as it affects employees’ working attitudes and organizational efficiency.	(Cheng et al, 2004)
Organizational Trust	An expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon.	(Afsar and Saeed, 2012)

Abbreviations

HEI's	Higher Educational Institutes
QUAL	Qualitative
QUAN	Quantitative
OJ	Organizational Justice
OC	Organizational Communication
RA	Reward Allocation
PD	Power Distance
OS	Organizational Structure
OT	Organizational Trust
HEC	Higher Education Commission
HRM	Human Resource Management
AD	Anno Domini
BC	Before Christ
MM	Mixed Methods
SPSS	Statistical Package for the Social Sciences

Keywords: organizational justice, organizational communication, organizational structure, reward allocation, power distance, organizational trust, Pakistan, high education, mixed method, concurrent research design

Dedication

“To my loving husband Muhammad Usman Butt who has been there for me through every thick and thin. And to my lovely daughter Alaya Butt, who has been a blessing for us. I also dedicate this thesis to my late mother Farida Rashid who always wanted me to reach at this stage of life”

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Declaration

I declare that all the material contained in this thesis is my own work.

CHAPTER 1

INTRODUCTION TO RESEARCH

1.1 Research Aim

To explore how the investigated factors are contributing to and influencing Organizational Justice in higher educational institutions of Pakistan.

1.1.2 Purpose of the study

The purpose of this study was to conduct an enquiry into the idea of Organizational Justice in the higher education sector of Pakistan. An initial conceptual framework has been presented by extracting different factors influencing the perception of organizational justice through literature which includes; organizational communication, reward allocation, power distance and organizational structure. The study examines how these factors affect the perceptions of faculty members of fairness in higher educational institutions of Pakistan and tests for how organizational trust strengthens or weakens the relationship between these variables.

1.1.3 Problem Statement

The question evolving over the past several years is about justice consideration in higher educational institutions of Pakistan where faculty members feel nearly inadequate regarding systems of their institutions. Issues have been reported by national and international studies that justice must be improved so that employees feel motivated with better job performance (*Khan et al., 2015; Carmon et al., 2010; Chou et al., 2013; Iqbal, 2013*).

It is a bitter truth that lack of fairness in the higher educational institutions of Pakistan has created negative sentiments among personnel and that the turnover rate of staff is proliferating (*Fiaz and Latif, 2016*). Management's unjust treatment is the reason why hamstrung behaviours are shown by workers (*Fatima et al., 2012*). Another issue emerging is that irresolute feelings of workers regarding roles are leading them towards politics. Nevertheless, solemnised rules and regulations along with justice provision can keep them on track (*Tubre and Collins, 2000*)

and can make them stick to their work rather than concerning themselves about justice not provided. Moreover, promoting friends at the workplace or doing their work in their absence without having any knowledge about that department also creates issues of injustice for other employees (*Sadozai et al., 2012*).

It has been recognized that troublesome behaviours of a workforce can also be the result of low or zero justice provided on the job, as it is simple that no organization can survive without diligent and impelled personnel (*Khan et al. 2016*), it is obligatory to provide improved fairness. Sometimes, employees (dealing with low or no justice) are left with no option other than leaving the organization and, even if they do not bow out, there is a great chance of them to becoming isolated because of discriminatory treatment (*Ceylan and Sulu, 2011*). Additionally, if the problem persists in the higher educational institutions of Pakistan, it is a clear indication of lowering organizational performance and commitment of employees.

The conditions are not optimal as unfair distribution of pay, reward allocations, rigid working situations and highly red-taped policies are common in higher education of Pakistan (*Laghari and Gul, 2015*). Intensifying conditions of injustice in the education sector requires action and just allocation so that this sector will not be damaged (*Ansari, 2013*).

This difficulty has already been identified by many organizations, but they have shunned it to a certain extent (*Khan et al., 2016*). It has even been suggested that an entire reform of the structure of higher education commission could make things better (*Naveed, 2013*) as this will allow the institutions to improve their overall performance.

This PhD thesis is an attempt to conduct an investigation into the issue of justice in the higher education institutions of Pakistan. This is done by considering few antecedents from imperative models (*İnce and Gul 2011; Taherian and Maroofi 2012; Creswell 2003*) and adding new ones according to the Pakistani culture and with the support of previous literature. This study is also

interested to see how these factors can be helpful for the top management (of institutions) to look for new opportunities to stabilise and maintain the condition of justice in their institutions.

1.2 Findings of the study

- a. This study identifies a crucial concept of organizational communication existing in the higher educational institutions of Pakistan. The study locates the prevailing situation of communication as it has unmediated effect on organizational justice. It has been evidenced that the more organization's management communicates with its subordinates, the more there are chances of developing fairness perceptions among employees (*Ince and Gul, 2011*).
- b. Looking over the position of power distance and how it affects the top ranked higher educational institutions of Pakistan is the next objective of this study. Concepts of high and low power distance have been identified and explored in a Pakistani context to ascertain a clearer idea about current situation and its effect on organizational justice.
- c. Organizational structure is pivotal to an organization's life. The type of organizational structure an organization selects can have a direct impact on its employees' justice perception. Current research seeks to explore what structures are adopted and how these structures are influencing the organizational justice of the top ranked higher educational institutions in a Pakistani context.
- d. Investigating the role of reward allocation and its impression on organizational justice in HEI's of Pakistan is the next aspiration of this study. Seemingly fair procedures of reward allocation have a very positive impact on overall performances of employees (*Mehmood et al., 2012*).
- e. Trust has been seen as a moderator in few studies (*Ozyilmaz, Erdogan and Karaeminogullari, 2018*) and mostly is examined as a main effect or an outcome to different variables (*Saunders and Thornhill 2003; Al-Hawari, 2012*). Analysing trust

in this research as a moderator will bring exclusivity and make it more reliable to see if trust's interaction with the factors (Organizational Communication, Power Distance, Organizational Structure, Reward Allocation) has an impact on fairness.

- f. One of the major findings of this study are to contribute to the improvement of the country's social and cultural aspects. An improved education system of a country undoubtedly produces better professionals, and for this to be achieved, the system must produce teachers with satisfied minds.
- g. The study orients toward filling the breathing space about perceptions of organizational justice among faculty members in higher institutions of Pakistan and in identifying the areas where policy refinements can be made. As, fairness perceptions actually setup the ground area for leading an individual towards motivations, innovations, creativeness and loyalty.

1.3 Contribution to Knowledge

This study endeavours to fill a research gap and problem currently evaded by scholars on Organisational Justice within a Pakistani context. The majority of eastern and western research has focused on the outcomes of organizational justice and not on factors which can affect it (*Arshad et al., 2012; Jawad et al., 2012; Iqbal, 2013; Khan et al., 2015; Tastan, 2013; Khan et al., 2016; Manzoor et al., 2012; Imran et al., 2015*). Very few traces of inquiring antecedents of organizational justice have been found in the literature (*Wong et al., 2006; Ince and Gul, 2011*) furthermore, an added analysis on this issue will provide more clarity for the focused subject.

Probing the aspects of justice within an organization is important because of its impact on commitment (*Carmon et al., 2010*), turnover intentions (*Poon, 2012*), citizenship behaviours (*Wong et al., 2006*), employee performance (*Aryee et al., 2015*) and overall organizational performance are dependent on the degree to which employees believe they are treated justly.

The research is done primarily to unlock the existing matter of lack of organizational justice in higher education institutions of Pakistan. The study revolves around the factors which are able to directly affect justice perceptions in top ranked higher educational institutions. Other than giving clarification for this issue, the study is also interested in promoting and opening up a new way for researchers to further explore the antecedents of organizational justice in various cultures.

This study focuses on organizational justice and looks at the concerned matter deeply (which is under-rated in prior research). Yet, working conditions of the higher education sector will be improved with the findings of this work as with the expected rise in justice, trust and loyalty of employees will be raised and retention levels will persist. Current research further contributes in improving the performance of higher education sector faculty members through enhancing justice with the purpose that teachers will be able to further develop their skills and contribute to the development of exemplary students.

Current work focuses upon the critical role of organizational communication in educational institutions. The pivotal role of communication in organizations has been witnessed by many research studies (*Konovsky and Pugh, 1994; Shafi et al., 2013; Husain, 2013; Fischer, 2013*). It is important to understand that with a lack of communication flow, no organization can flourish and retain its talented employees. This study exclusively proposes higher educational institutions bring about changes to their structures. With cooperation, suppleness and freedom in existing structures of higher educational institutions, things can turn around for communication as well. Although the study agrees with Max Weber's theory of bureaucracy where he demonstrates hierarchies as systematic approaches to lead human resources, the research admits that the proper division of labour, sets of rules and formal authorities can create a good hierarchal structure (*Jain, 2004*). There should be no power abuse so that subordinate

do not suffer due to strict set of rules. In result, negative and unethical thoughts will arise instead of promoting positive fairness perceptions.

Similarly, this piece of work does not forget to give prominence to a very critical factor: power distance, which directly puts an impact on the fairness thoughts of faculty members. Power distance has gained much interest as a research area and has been explored by many studies (*Chudnovskaya and O'hara, 2016; Brandywine, 2014; Khatri, 2009; Qian and Li, 2016*) to explain its role socially, culturally and organizationally. However, this research uniquely explores not only how power distance (and other factors) affects justice perceptions, but also how it is influenced (through different issues) in Pakistani culture, which further contributes to developing strong thoughts of fairness or unfairness in the minds of faculty members.

Reward allocation is another key factor that influences justice in many ways. There are types of justice (procedural, distributive, interpersonal and interactional) which are directly involved in deciding if reward allocation is fair or not. The study probes organizational trust as a moderator which can influence justice while interacting with its antecedents, whereas organizational trust itself is one of the main factors which can change fairness perceptions of employees (*Jafari and Bidarian, 2012*).

New avenues for bringing about effective change can be uncovered through this novel investigation for the country of Pakistan that is struggling to develop, fighting poverty, battling terrorism and putting efforts to stabilise the economy. If things are taken seriously, the findings and results of this study can bring about a lot of positive changes in the educational sector. And what a beautiful saying it is by Nelson Mandela “Education is the most powerful weapon which you can use to change the world.”

After all the research that has been conducted, I came across various findings which are presented in findings and discussion chapter (7) but the major contribution this study makes is to highlight the factors which directly affect organizational justice in Pakistan’s educational

settings. There is a great need to look at what actually changes the justice perceptions of faculty members. Not only the factors but the triggers and issues behind them have also been discovered through this study which then contribute to the main factors. For example, the flow of communication does play its role for faculty members to communicate with their employers. If there is an open communication flowing through the organization, it will play a positive role but if there is a close communication and restrictions of management layers block the flow of communication for faculty members, it will have an adverse effect. Likewise, the study exclusively contributes to tell that in Pakistan's educational settings, opinions of faculty members should matter. If this would be the case, acceptance of unequal distribution will be lower as faculty members will be able to raise their voices and vice versa.

However, it has been discovered that organizational structures of educational institutes are based on values and cultures and are affected by internal and external environments. This study makes its part to exclusively present that upcoming change in organizational structures must be known by every faculty member, as it contributes further to the organizational performance, fairness perceptions etc. The study further goes into depth to look at the reward allocation conditions in educational settings where the situation was quite alarming as cases of discrimination, favouritism and unethical behaviours were reported. It was necessary to go deep into this matter as there were many more triggers which were affecting the allocation of rewards which further affects the justice perceptions of faculty members. Lastly, this study probes the role of organizational trust which is also a very unique attempt in the world of research. As discussed in later chapters, trust has mostly been seen as a direct effect on justice perceptions or other outcomes and also as an outcome of justice. It was decided to look at its affect on the probed factors and justice perceptions to see if it strengthens or weakens the relationships. The study confirmed that it does play its role and social exchanges among faculty members and employers are they key to build up the foundation.

1.4 Research Questions

Once the problem statement has been defined, the study moves toward developing the research questions. As, this is the most crucial stage upon which whole dissertation is based, the study took great care of questions to be concise and straightforward. The study is attempting to present research question to show the exact goal it wants to achieve.

1. What is the general understanding of faculty members concerning justice and how are they practicing it in their daily work operations at higher educational institutes?
2. How does organizational communication impact the justice perceptions of faculty members in Higher Educational Institutes of Pakistan?
3. How does power distance influence the tolerance of faculty members for organizational justice in Higher Educational Institutes of Pakistan?
4. what role does organizational structure have on the justice perceptions of faculty members's daily work routines in Higher Educational institutes of Pakistan?
5. How does reward allocation play a role to control the perceptiveness of employees for organizational justice in Higher Educational Institutes of Pakistan? How satisfied are the faculty members with current situation?
6. How is trust in higher educational institutes playing a role to develop the justice perceptions among daily work routines of faculty members? Does organizational trust strengthen or weaken the relationship of organizational justice and its antecedents in Higher educational institutions of Pakistan?

1.5 Structure of the Dissertation

Introduction: This opening chapter is where the research aim, objectives and research questions are defined. It explains the perceived condition of justice in higher educational institutions of Pakistan. The chapter also contains an analysis of existing academic contributions to knowledge on the subject area and defines where the research gap of this study is located.

Literature Review: This chapter goes back to the roots of justice existence in three different cultures (South Asian (Pakistan), Chinese (Asia Pacific) and Western Asia). Additionally, factors affecting organizational justice were found through reviewing literature, which are; organizational communication, power distance, organizational structure, reward allocation and organizational trust. This part of the dissertation also includes a detailed view of these factors along with their definitions, dimensions and their association with the higher educational sector of Pakistan.

Building up Hypotheses and Conceptual Framework: This chapter includes building up and discussing hypotheses which at the end concludes as an initial theoretical model.

Research Methodology: This chapter of the dissertation explains the selected methodology, which is a mixed methods approach. It examines several concepts applied in current study including ontology, epistemology, positivism, constructivism, sampling techniques, sampling design, type of study, population, sample size etc.

Quantitative Data Presentation: Once the data was collected and inputted into SPSS, this chapter attempts to conduct analysis. First of all, data screening was conducted which included five steps; independence of observations, missing values, outliers, normality and linearity. These steps concluded that data was non-normal and non-parametric tests were to be applied. To test Hypotheses 1, 2a, 2b, 3 and 4, a Spearman Correlation was conducted. Additionally, moderation hypotheses were divided into two categories (strong and weak) to obtain a deeper

understanding for testing hypotheses 5a, 5b, 6a, 6b, 7a,7b, 8a, 8b through Fisher's Exact test (including cross tabulations and Cramer's V).

Qualitative Data Presentation: This chapter includes data presentation analysed through NVivo which includes codebook, word cloud, and tree map.

Conceptual Development: This chapter is the core of the current study and discusses the findings and results of the study while considering theoretical underpinnings. An effort has been made to develop the proposed framework of study through connecting various factors that emerged from the underpinnings influencing perceptions of organizational justice.

Strengths, limitations and ethical considerations: Every original piece of research comes with its own strengths and weaknesses. This part of thesis explains those strengths which became the power of study and limitations which were obstacles while conducting research. Moreover, ethical consideration is not only explained in this chapter, but are also acted upon.

Implications of research: This stage of the dissertation suggests changes higher educational institutions need to make to their policies. This chapter is divided into four sections and those are implications of research contribution, managerial implications, future implications for researchers and policy implications. These implications can bring about positive change for institutions and will contribute to the betterment of society and culture in Pakistan.

Conclusion: This chapter concludes the whole dissertation in the form of a summary. This will give a better understanding of thesis to the reader.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction to Chapter

The current chapter of this dissertation attempts to explore the immense phenomenon of justice which was instigated and established many years ago. A complete literature map is presented below which starts from a broader perspective and is tapered down to the current issue. The first section of this chapter spells out how justice was stemmed within Chinese culture, the Western world and in Islam. The main bedrock of this study was Islamic culture and by contracting it down to Pakistan, which is an Islamic republic state, the main areas were elaborated. The constitution of the Islamic republic of Pakistan was then analysed to get a glimpse of the rules and regulations regarding justice existing in this country. The basic concept of organizational justice was then reviewed through the literature together with the help of its supporting theories. Next, the role of organizational justice, specifically in Pakistan's higher education sector, was explored through various studies and factors which are possibly inhibiting justice. Lastly, the role of organizational trust was probed through past research and it is yet to be established whether it strengthens or weakens the relationship of organizational justice and its antecedents in the higher education sector of Pakistan.

2.1.1 Synopsis of literature search

Figure 1 presents an overview of the literature search undertaken across different databases for a number of articles to extract constructive literature. These are the highlighted journals however, knowledge has been gained through many other places like books, websites, general reports etc.

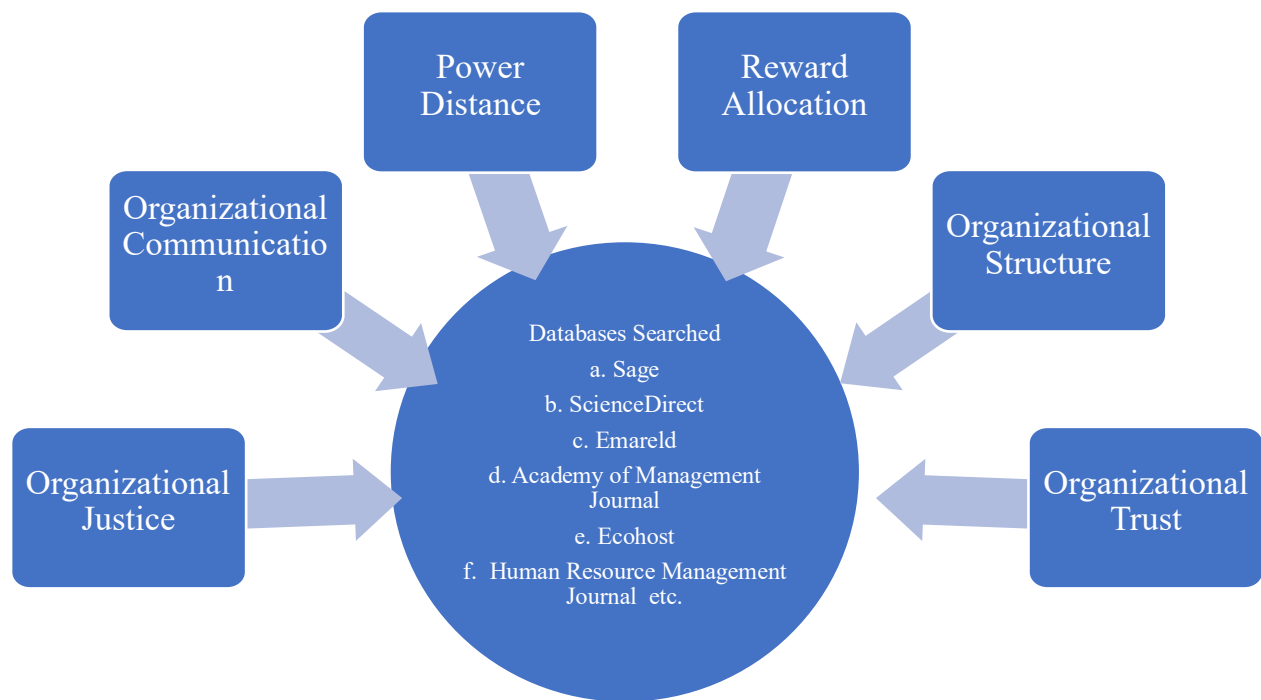


Figure 1: Searched Databases

2.2 Deficiencies in Literature

The current study had an essential need of finding out the deficiencies that exist in the literature in order to focus on the prevailing problem. This chapter section allows the researcher to identify some of the existing gaps to work on.

Studies on relative works, and specifically in the Pakistani context, have confirmed the gaps left behind in the higher education sector of Pakistan. The major groundwork is still to be done on the precursors of organizational justice as well as its subsequent outcomes within eastern and western cultures (*Malik and Naem, 2011; Akram et al., 2015; Manzoor et al., 2012*), while collecting data from only one province and measuring it only with the quantitative method also raises the question of the authenticity of any research (*Iqbal et al., 2012*).

Taking only public or private sector universities into account for research (*Shahzad et al., 2014*) or limiting it to a specific department only (*Rashid et al., 2015; Tahseen and Akhtar, 2016*) can be a cause of biased study as the results will not be representative and detailed, although cultural issues like non-funded research issues in Pakistan must be faced by scholars. Yet, small scale studies usually have a problem of compact sample size and are restricted to only one sector (*Karim and Rehman, 2012; Imran et al., 2015*). This has happened in the current study as it was self-funded and it was not easy to travel to each city of Pakistan.

2.2.1 Literature Review Map

Everything in this chapter has been mapped in a suitable manner to guide the reader as to how the researcher has tapered down their broader research concepts. The literature map shown below in figure 2 presents an accurate guidance to how this chapter will unfold:

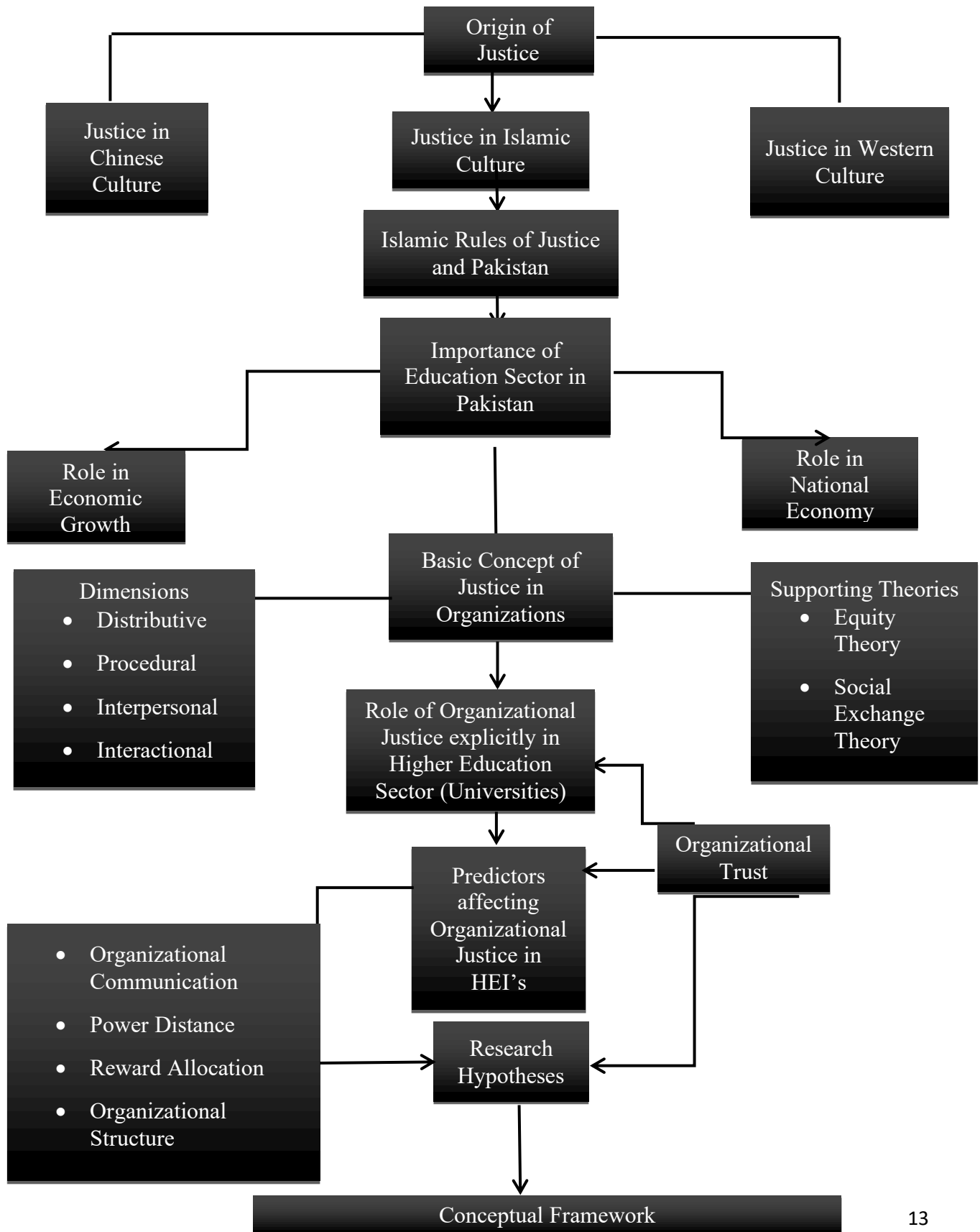


Figure 2: A literature map

2.3 A Glimpse of Justice Origin in Surroundings of Pakistan

To examine organizational justice in previous literature, the researcher had to look back to earlier centuries in order to establish where the actual roots of justice lie. This needed much exploration and investigation to see how justice came into being for different civilizations. There is a need to explain why it was so important to do. Before probing a specific culture, one should look around what actually exists in its surroundings. It is possible that the culture of your interest might have been influenced by other cultures. As culture of a nation describes its nature of existence along with customs and values, it was necessary to have a look at fellow cultures and how the justice came into existence for these nations. Although being a national of Pakistan I knew most of the cultural norms of people of Pakistan, but history does play its role in developing any country.

It took many months to probe the actual essence of justice for which many books and journals were read. It was then decided to take three of the major cultures (Asia Pacific (Chinese), Western Asia and South Asian) into consideration to establish how justice emerged and developed within these civilizations. As China itself shares the border with Pakistan and is in very good terms, it was important to see how these people have started applying their law and justice rules in country. It is explained in coming parts that Chinese laws were strict in start but now have developed so much towards legalism. Whereas, West Asia (which includes countries Qatar, Saudi Arabia, Syria, Turkey and United Arab Emirates) does have an Islamic background due to which they were interest of study. It was seen that very strict laws were made in start but now this part of world is so much developed and divided into many countries with their own laws. Finally, justice origin was seen in South Asian culture from where the actual beginning of Islam came into existence. It was so important for the researcher to see how this part of world has developed as Pakistan exists in South Asia and its people have struggled for freedom to live their lives according to Islamic rules.

This section of the literature review attempts to explain in detail these three cultures and their justice perceptions in the early stages of their formation, along with their law codes.

2.3.1 Initial Upsurge in China

The explicit word for law in the Chinese language is “fa” which correspondingly means “chastisement”. Although China has deep historical roots, much of its dynastic-formed laws remain essentially intact in the 21st century iteration of the state. The very first law named Yu Xing was introduced in China during this formative time (*Liu, 2013*). It was a conventional law and was neither written nor published. In 536 BC China introduced its first statutory law which was known as “Xing Ding” (*Chen, 2015*). This was the first thoroughgoing law that was both published and written on bronze pitchers. Relatively speaking, the first statutory law in Rome was enacted or approved in the 4th Century, by which time numerous years of Chinese law had elapsed. In the Republic of China, regulatory authorities were ceaselessly moulding civil and criminal laws. There were three strong beliefs through which the laws were came into being and these are;

1. Confucianism

Confucianism calls for a regulatory system with demarcated patterns of compliance and are inseparably entangled within Chinese culture. This was a dogma of the Chinese people where an individual must be directed with modesty more willing than a law. Confucianism was a proper law with codes of conduct developed by Confucius’ followers; leading with decent manners, dress, gestures and social elegance (*Yao, 2000*). In Confucius’s frame of reference, the only right-minded person is one who acts piously, courageously, is cool tempered and non-violent. Anyone who does not bow to these rules or becomes engaged in erroneous types of activities would be confirmed as a dishonourable person.

2. Daoism

Daoism is a school of thought where a human being follows a lifestyle deprived of the intrusion of any wants. The belief of people related to this doctrine was to live without interfering in political activities, naturally and without any kind of human prying. They were against the establishment of governments, proper laws and institutions to direct human beings. Daoism especially needs spontaneity, tranquillity, effortlessness and no pre-planning from a person (*Roberts, 2016*). The credence of Daoism is heavily banked on as a respected thing and chases eternity. From a Daoist viewpoint, life can be extended through deliberation and workouts. If

a person upholds advanced levels of moral sense and a balanced lifestyle, energy can be preserved throughout their life. All that is required to live this way is the need of nonviolent actions and a tuneful atmosphere.

3. Legalism

This ideology is now being applied to China's current legal system. It takes its roots back to the very first emperor of China, Shi Huang Di, who created formal rules and regulations to keep individuals within set limits and establish order (*Reusohlein, 1967*). Confucians lament legalists and say that they have destroyed natural law, while legalists believe that human beings are selfish in nature and require a severe set of laws in order to support humanity and ensure its survival without commotion.

Currently, China has a wide and varied culture because of its earnest roots of values and beliefs including Confucianism, Daoism and Legalism. The country's legal procedures are also shaped by some external forces, such as an exchange of legal systems between China and western countries. A mix of these three can definitely help China to lead towards prosperity. Although it holds a major part of the region (Asia), the country should set an example for other by keeping justice alive.

2.3.2 Dawning in Western Asia

Within the bounds of western culture, the history of justice extends far back to 2500 B.C. when a potentate named Urukagina worked on reforming his society by evolving many rules and laws in the city of Lagash (Mesopotamia). Before this happened, in 2100 B.C. the king of Ur named Urnammu had many laws engraved to preserve seamliness and actuality principles (*Abu-Tayeh, 2007*). Most renowned and antique laws were made in the era of the Babylonian king named Hammurabi who ruled the southern Mesopotamian valley. The king established laws according to the language of his people and endorsed the well-being of the public.

Hammurabi's law code brought about a finer way of living for his ancient inhabitants. Everything from family living to the pay of surgeons was covered in the code. Hammurabi had shown much concern for his people but was stringent about penalties if someone refused to follow the rules.

Everything is moral when it is restricted, and to some extent Hammurabi had crossed those parameters by enacting penalties such as "an eye for an eye" for those who transgressed the rules. Hammurabi even divided social status across three different levels and set different punishments for the orders of elites, freemen and slaves (*Allen and Christopher, 1997*). Yet from Hammurabi's perspective he tried to allow his subjects to live peacefully. Despite elites being above all other classes, and freemen receiving second class privileges, laws still existed

for slaves which provided them with many rights so that the higher classes could not dominate them. There were 282 code of laws in total which were placed by Hammurabi for society's benefit, a few of them are displayed below in table 1:

Table 1: Hammurabi Code of Laws (King 2016)

S. No.	Code of Laws
1.	If a physician make a large incision with the operating knife, and kill him, or open a tumour with the operating knife, and cut out the eye, his hands shall be cut off.
2.	If a man put out the eye of another man, his eye shall be put out. [An eye for an eye]
3.	If anyone steal the minor son of another, he shall be put to death.
4.	If anyone steal the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.
5.	If anyone owe a debt for a loan, and a storm prostrates the grain, or the harvest fail, or the grain does not grow for lack of water; in that year he need not give his creditor any grain, he washes his debt-tablet in water and pays no rent for this year.
6.	If a man wish to separate from a woman who has borne him children, or from his wife who has borne him children: then he shall give that wife her dowry, and a part of the usufruct of field, garden, and property, so that she can rear her children. When she has brought up her children, a portion of all that is given to the children, equal as that of one son, shall be given to her. She may then marry the man of her heart.
7.	If a man do not give a dowry to his daughter by a concubine, and no husband; if then her father die, her brother shall give her a dowry according to her father's wealth and secure a husband for her.

The era of Hammurabi tried to protect children and women and avoid discriminatory activities against them. The laws tried to promote the rights of women, including their right to trade publicly in markets, and that their husbands could not simply accuse them of misdeeds without sufficient evidence. Hammurabi wanted his laws to outlive him by announcing that “For all

future time, may the king who is in the land observe the words of justice which I have written upon my monument!”.

Very strict yet protective, the arousal of justice in western asia was interesting. To some extent, setting punishments for human beings can be justified as it is a human nature to make mistakes (in rage or by mistake). There was a need to set a limit so that things do not go out of control. However, many of the laws are changed because of the globalisation and the awareness of human rights.

2.3.4 Earliest Justice in Islam (Eastern Culture)

While in its initial stages, justice in Islam started in the cities of Makkah and Yathrib (now known as Madina) when a man named “Muhammad” declared a new religion along with a radical order. The Prophet Muhammad died in 11/632 AD and left behind him a small state with vibrant philosophies of fairness (*Hamidullah, 2006*). Those notions were, however, not wholly developed and established at the time of his departure. Nevertheless, shortly after, the religion of Islam spread across the lands of east and west from China to the Iberian headland. In consort with this development, the new religion of Islam was greatly nourished, and the legal system commenced in nearly three and half eras.

After the death of the Prophet Muhammad many questions arose to be answered. It was a difficult decision for all as to who should hold command. It was decided that Abu Bakr, (who was the cohort of Prophet Muhammad and recognized Islam when it was still in its finalising process) would be the caliph (*Hamidullah, 2006*). As he was a senior aged man, Abu Bakr had experience and handled the disturbing rebellions which were trying to destroy the developed image of Islam after the Prophet’s death.

In the Prophet Muhammad’s era all of the rules and regulations were explained by him. The following are some of his sayings (also related to education and knowledge) ensuring every Muslim can find a better way of living:

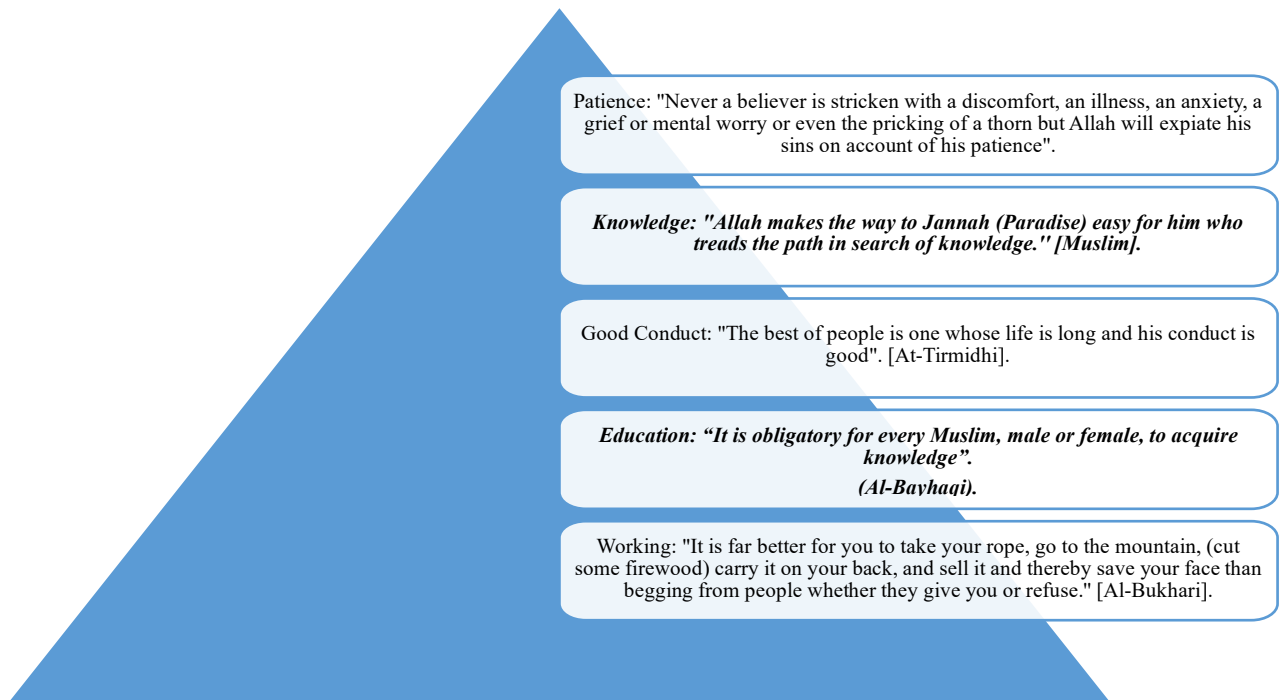


Figure 3: Hadiths (Gainpeace.com, 2016)

It has been seen in the Holy Quran right from its starting verses that it is important for every individual to gain knowledge and education (Islamicmisconceptions.wordpress.com, 2016) i.e.

“Read in the name of your Lord who created”

“Created man, out of a (mere) clot of congealed blood”

“Read, and your Lord is the most Generous”

“Who taught by the pen”

“Taught man that which he knew not.”

(Holy Qur’an 96:1-5)

In Islam, the era of 740-800 AD (the religion’s second century) was the time when its courts and legal principles matured. With the passage of time these judiciary systems converted into legal institutions and policies of governments were started (Verhoeven, 1962).

All religions reviewed in this work have their own culture with differing aspects, however it was found that Islam is completely based on impartiality and concord right from its inception and explained its laws clearly. It has always taught human beings to do good and evade evil things. A person who is involved in evil activities would never be a good person in the eye of Islam and would be discouraged from doing so.

2.4 Pakistan and Eastern Culture

Pakistan, an Islamic republic, started its history of independence in August, 1947 when the British decided to end their 200 year rule in the subcontinent. It was not easy to divide the whole part of a continent into two nations; however, a Redcliffe line (in the name of Sir Cyril Redcliffe) was drawn as a border to keep a Muslim majority on one side and Hindu and Sikh majority on the other side. Jawaharlal Nehru was the representative of Hindus and Muhammad Ali Jinnah, who was later called Quaid e Azam, represented the Muslim side. Two nations came into being after the separation with the purpose of living peacefully according to their religious beliefs.

Once the heritages of eastern culture were identified, it became easier for the current study to describe the rules and regulations of Pakistan (the targeted country for this research). As the country is built upon Islamic rules, it is expected to see these rules apparent everywhere in all organizations. The next section determines the general rules and regulations to be applied in Pakistan with respect to its constitution.

2.4.1 Islamic Rules and Pakistan

The following are the first lines of Pakistan's Constitution which was created based on the principles of Islam to follow all rules of this religion (*Ali Bhutto, 1973*). It was established during the government of Zulfikar Ali Bhutto and showed evidently that all the rules applied were per Islamic principles:

“Whereas sovereignty over the entire Universe belongs to Almighty Allah alone, and the authority to be exercised by the people of Pakistan within the limits prescribed by Him is a sacred trust;

And whereas it is the will of the people of Pakistan to establish an order;

Wherein the State shall exercise its powers and authority through the chosen representatives of the people;

Wherein the principles of democracy, freedom, equality, tolerance and social justice, as enunciated by Islam, shall be fully observed;

Wherein the Muslims shall be enabled to order their lives in the individual and collective spheres in accordance with the teachings and requirements of Islam as set out in the Holy Quran and Sunnah”

Right from the start, fair rules and regulations have been the focus of Islam. While Pakistan is also made in the name of Islam, it is obvious that every person living in this country should follow the rules of justice. Things have been developed over time with diverse cultures and

attitudes of people, but the crux remained same. Whether it is industrial, educational, agricultural or any other sector, it is expected that every person should be treated fairly. However, the government of Pakistan is liable to take care of human rights and fair treatments (which needs a lot of working as deep down, the situation is not that ideal). This study attempts to explore how it can make a valuable contribution for a sector of education which is a backbone of every society. Going into the depth of education sector allows this study to pinpoint the crucial gaps which exist.

2.4.2 Education and Economy of Pakistan

To assess any nation, it is necessary to review the country’s education and literacy status. As a saying by the founder of Pakistan, Quaid e Azam Muhammad Ali Jinnah states "without education it is complete darkness and with education it is light. Education is a matter of life and death to our nation”. This section describes the role of education and its part played in the Pakistani economy which has shaped the country’s development. The purpose of amplifying these concepts in current work is to narrow down the very broad concept (from the origins of justice to the existing concept of organizational justice) to the specific subject.

2.4.3 Role of Education in Pakistan

The basic structure of the education system in Pakistan is divided into three major levels which include; primary, secondary and higher education. The figure below taken from the literature depicts a complete structure of education in Pakistan (*Razzaq, 2012*). Primary level education is for very small children aged from 4 to 11 years old obtaining study from grades 1 to 5. Secondary level education is further classified into three more grades of middle, secondary and higher secondary schools. This includes pupils aged between 11 to 18. Finally, higher education prepares students to move into professional life and show their specialist abilities through obtaining graduation and Masters, MPhil or Doctorate degrees.

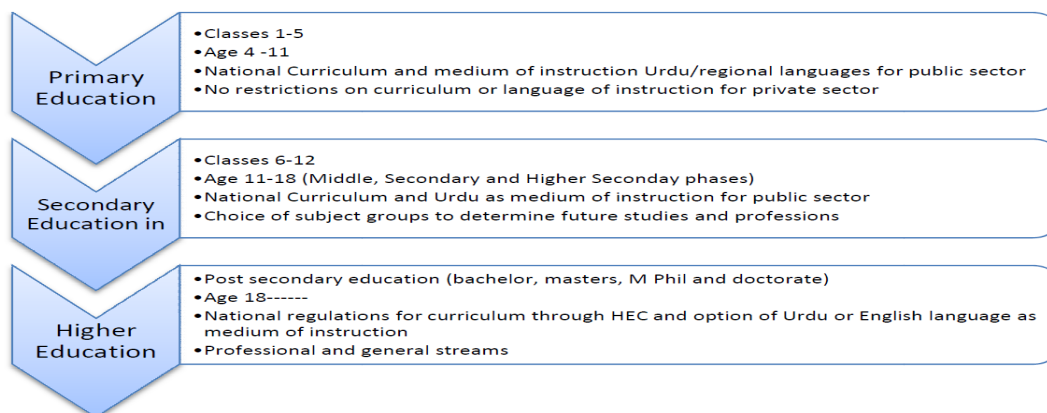


Figure 4: Basic structure of education in Pakistan (*Razzaq, 2012*) and policy context

It is appreciated globally that in the present and forthcoming era, the value of dexterous and conversant human capital is far greater than the physical capital of any country. This pushes a nation to obtain higher education to contribute in developing its professional personnel. Not only on the ground and at middle levels, higher education is extremely important in helping create policies and structures at a national level also. As such, the Task Force Report in 2009 explained that higher education nowadays is not a luxury but a necessity for societies to develop economically, nationally and socially (*Hassan, 2016*). The special task of a teacher in developing future personnel is essential as they are expected to improve the skills of students, reinstate technology and science, and further assist in meeting the international standards of education required so that professionals in future could be ready to compete in and between other economies.

In Pakistan, the Higher Education Commission was formed in 2002 by the government in order to control and govern the higher education system. Its major activities are to attest degrees, develop the infrastructure of higher education, revise curriculums, promote new technological paths, and maintain international standards etc. It is an authorised and approved commission which ranks universities according to their performance and has made rules to safeguard higher education in a dynamic environment. Pakistan's higher education is in the control of HEC, whereby all higher educational institutes follow given guidelines and cannot cross the boundaries that are set up to develop the education system (*Rind et al., 2016*). It has been demonstrated that in Pakistan, higher education still has to work hard to develop. It is an under-researched country as compared to China, India, Iran and Bangladesh (*Razzaq, 2012*). Indeed, there exists a shortage of scholarly articles online to back up studies, which depicts a deprived governance of leadership of Pakistan in this area. It has also been mentioned in the same report that the higher education sector in Pakistan is not receiving enough funds to promote education and facilitate teachers. Still, there are some promotions to focus on with regard to higher education which have been conducted in the recent past (*Khan, 2010*).

2.4.4 Education's Importance in Economic Growth & National Economy

For any nation, education is closely linked to economic development. It is impracticable to raise a developed country without education (*Ozturk, 2001*). An ideal education system should also ratify an individual's income, productivity and economic development as well. Undeniably, education for a country is central to its social and economic growth and plays a noteworthy role in unfolding the capabilities of human beings. Countries with a sanguine view always favour their individuals becoming educated so that they can be conducive to economic development. These proficiencies of human capital help lower the risks of poverty, eliminate

discrimination, are linked to good health outcomes and lead to governance policies with open minds for the prosperity of society (*Siddique, Ullah and Mahmood, 2018*).

While making policies for a country, the multi-layered role of education can be seen as an indispensable one. Developing countries like Pakistan, with millions of people living within it, require a restructuring of entire strategies. Policies should facilitate exceedingly skilled individuals to work in differing sectors to help industries grow quicker. Few governments in the history of Pakistan have sanctioned education and progressed the quality of its delivery by upending inconveniences in the smallest possible time (*Kiani, 2013*).

Over the past few years the economic growth of Pakistan has not been sustainable, and the country finds itself in a troublesome situation. Several aspects such as inattentiveness in the education sector, an economic environment hostile to development, and the poor condition of law and order are answerable for many of the troubles the country finds itself in. Even many foreign investors fail to capitalize on investment into the country due to its corruption issues. A study published in 2015 by Hussain compiled data concerning the education sector of Pakistan. The following is a table showing information about the country's institutes and teachers:

Table 2: Educational Data (Hussain, 2015)

Description	Data
Total Institutes	260,903
Total Students	41,018,384
Total Teachers	1,535,461
Total Public institutes	180,846 (69%)
Total Private institutes	80,057 (31%)

2.5 Organizational Justice in the Higher Education Sector of Pakistan

As studies have confirmed the circumstances of organizational justice in Pakistan are little upsetting and need more attention when it comes to the issue of placing fairness into institutions (*Saher et al., 2014*). As such, organizational justice remains a live issue within Pakistani Higher Education Institutions (HEIs). Faculty members and other employees in HEIs of Pakistan are found to be trying hard but remain non-productive. The situation is reportedly worst in public sector institutes as government does not act strictly (*Khan et al., 2016*). Here management and employees are not working efficiently and wasting the resources they have. The actual cause

of this downfall is still to be explored, but factors such as work burdens, low levels of justice, lack of adequate salaries and few advancement opportunities could be possible reasons. General law and order settings are also not decent and numerous cases of corruption have been reported even on the government level.

Moreover, literature witnesses a negligible attitude towards organizational justice by management. This issue must gain influence in academia to manage the behaviours and attitudes of employees to obtain improved productivity (*Arif et al., 2014*).

Universities in a developing country such as Pakistan are of great importance as they contribute to lowering overall levels of unemployment and poverty. As such, organizational justice must be accommodated to promote work satisfaction and enthusiasm in a complex and competitive environment (*Murtaza et al., 2011*). Advances are required to uplift organizational justice in order to ensure greater development and success. The need for organizational justice in public and private higher education sector is pivotal to allocate workloads. Proper Human Resource Management with justice design is required for extracting improved performance through training.

Nevertheless, a question then arises, what factors are influencing organizational justice and what improvements can be made in those factors to bring justice up to the expectations of faculty members in the higher education sector of Pakistan. While, Pakistan is a country which came into being in the name of Islam, the above paragraphs are showing another story. There is no concept of corruption or injustice in Islam. This is the need of hour that higher educational institutions now make improvements in required areas. This study makes an attempt to contribute for the wellbeing of educational sector as well as to keep up the dignity of Islam.

2.6 Basic Concept of Organizational Justice

Organizational justice always has a great impact on many attitudes of personnel such as performance at work, trust, job satisfaction, commitment, leadership etc. (*Danish et al., 2014; Demirel and Yucel, 2013; Frazier et al., 2010; Yean and Yusof, 2015*). The major worry of almost all employees in an organization is whether they are being treated equally or not. If there is a lack of justice provided to employees, there will be a dismissive effect on their performance (*Ullah and Rabsana, 2015*).

Studies have been conducted in the education sector of Pakistan to check the impact of Organizational Justice on its various outcomes. Yet there is still a need to conduct in-depth investigation of predictors that can affect organizational justice within higher education institutions.

Organizational justice has been demarcated by many researchers. Below are some definitions stated by theorists in order to promote justice at work:

Table 3: Definitions of Organizational Justice

Definition	Authors
To the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature	(Baldwin, 2006)
The term ‘organisational justice’ refers to the extent to which employees are treated with justice in their workplace	(Heponiemi et al., 2011)
Organizational justice refers to people’s subjective sense of fairness.	(Ouyang et al., 2015)
Organizational justice is a concept defined as the quality of social interaction in the workplace	(Lind and Tyle, 1998)
Organizational justice can be defined as a combination of the fairness of the procedures used by leaders to determine outcome distributions or allocations, and the fairness of outcome distributions or allocations.	(Paolillo et al., 2015)
Organisational justice theory (Greenberg, 1987) focuses on perceptions of fairness in organisations, by categorising employees’ views and feelings about their treatment and that of others within an organisation.	(Greenberg, 1987)
Organisational justice refers to one’s perceptions of the fairness of decisions and decision-making processes within an organisation and how the fairness perceptions influence one’s behaviour.	(Lavelle et al., 2007)
Organisational justice "is about the conditions of employment that lead individuals to believe they are being treated fairly or unfairly".	(Folger and Cropanzano, 1998)

The perceived fairness of the exchanges taking place in an organisation, be they social or economic, and involving the individual in his or her relations with superiors, subordinates, peers, and the organisation as a social system.	(Beugre, 1998)
Individuals' and groups' perceptions of the fairness of treatment (including, but not limited to, allocations) received from organizations and their behavioural reactions to such perceptions".	(James, 1993)
The employees' perception concerning the nature of treatment given to them in the organizations.	(Akanbi and Ayobami, 2013)
A concept that is the vindication of employees by the authorities in the workplace.	(İnce and Gul, 2011)
The fairness of exchanges, an individual's perception of the fairness of treatment received, and his or her behavioural reaction to such perceptions are a premise of organizational justice.	(Chou et al., 2013)
With the result of that research, organizational justice can be defined as rewards and punishments, rules, process, communication and interaction was applied equally or not.	(Dundar and Tabancali, 2012)
Employees' perceptions of the fairness with which they have been treated by an organization.	(Jafari et al., 2011)
Perceptions of organizational justice will contribute to how connected individuals feel with the family businesses for which they work.	(Carmon et al., 2010)
The perception of fairness of group members or groups in business organizations.	(Kim and Andrew, 2013)
Organizational justice may be defined as the study of fairness at work.	(Zainalipour et al., 2010)
Organizational justice theory, developed from applied research in organizational settings, focuses on how	(Poole, 2007)

individuals socially construct incidents of justice and injustice	
Organizational justice has been defined as the study of the concerns about fairness in the workplace such as distribution of resources, fairness of decision-making procedures, and interpersonal treatment	(Banerjee and Banerjee, 2013)
Organizational justice is a term used to describe the role of fairness as it directly relates to the workplace. Specifically, organizational justice is concerned with the ways in which employees are treated.	(Yaghoubi et al., 2012)

2.6.1 Dimensions of Organizational Justice

The following are the dimensions of organizational justice extracted from different studies:



Figure 5: Dimensions of Organizational Justice (Cropanzano et al., 2007)

a) Wave of Distributive Justice

This type of justice is historic as it was based on Adam's equity theory (1965). Distributive justice is mainly referred to as theoretical equality, and assessment of results come from decisions such as pay, performance appraisal, appreciations and rewards (Cropanzano and Greenberg, 1997; Cropanzano et al., 2001). It is sanctioned when results are linked with understood standards for allocation such as fairness. If this understanding turns negative, such

as the appearance of biased distributions, things change, and a strong chance of harm and suffering arises (Lazarus and Launier, 1978). Thus, due to tribulations or sufferings of employees, organizations give distributive injustice another name, which is known as work stressors that can be the cause of psychosomatic distress for employees.

This dimension of justice deals with the prototype of distribution of resources among employees (Frohlich et al., 1987) and its psychology is correlated with findings related to fairness of allocation of resources among varied employees. Equal portions normally consider the existing rewards to be distributed and the distributing process. Many studies in Pakistan have witnessed the positive impact of distributive justice upon various outcomes such as commitment and turnover intentions. Work on this notion has been done in Pakistan's higher education sector and the findings are addressing the need to investigate the reasons of lowering levels of justice (Murtaza et al., 2011).

Employees by nature normally decide if things happening to them are non-discriminatory or not by gauging the efforts they put into an organization. This same logic also applies to how employees analyze the allocation of rewards and resources given to them (Colella, 2001). To sidestep the likelihood of biasedness, organizations in Pakistan must endow employees with equal and clear distribution of resources on the basis of their performance (Akram et al., 2015) which show constructive and discretionary behaviors from the organization to help others.

b) Wave of Procedural Justice

Emphasis on procedural justice had not been in vogue since Adams in 1961 worked on this issue. Yet in 1975 Thibaut and Walker introduced the notion of procedural justice. Their work paid attention chiefly to disputant reactions to lawful procedures. Its focal point was on the procedures used to engender results (Conlon, 1999). The theory is related to employees' reactions to verdicts in which they are personally involved but cannot directly or copiously control (Sapienza and Korsgaard, 1996). It is mainly the proposal of impartiality in the processes that resolve quarrels and allots resources. However, insights of procedural equality in Pakistan could be seen as a piece of an employee's assessment of the optional actions taken by employers or its managers (Iqbal, 2013).

However, a dependable description for procedural justice was presented by Greenberg who stated that "procedural justice refers to perceived fairness of policies and procedures used to make decisions in the workplace" (Greenberg, 1990). Typically, this is nurtured whenever processes of making decisions are linked to exact rules (Gerald, 1980). For instance, procedures

must be impartial, employ exact information, signify the apprehensions of key personnel and must follow the usual standards of ethics being set by an organization.

Six basic headings explained by Leventhal (1980) are indispensable for the procedure to be fair with everyone:



Figure 6: Six fundamentals of fair procedures

Just like distributive justice is linked with the fairness of outcomes, procedural justice is coupled with the procedures used to make verdicts and is hinged on giving rights to increase the voice in decision making (Cohen-Charash and Spector, 2002). Evidently, procedural justice in Pakistan has been positively linked to many work outcomes including job satisfaction and organizational commitment (Ali and Saifullah, 2014). Though in Pakistani organizations, it also has a very positive and substantial influence on the behaviours and attitudes of employees (Ali et al., 2012).

c) Wave of Interpersonal Justice

Interpersonal justice in general comes out when establishments hold on to unbiased interpersonal communication. Researchers such as Bies and Moag (1986) brought a new light to the justice concept by bringing full attention to social behaviour's value while applying functions and showing worth and admiration to managers. Here, management must treat personnel with respect and esteem and must not be involved in passing indecorous statements (Bies and Moag, 1986). If anyone senses uncomfortableness with the set rules and thinks that an organization is not following the set norms, then things may take a turn for the worse. Likewise, the complete obligation of any mishap that occurs must go to the higher authorities

as it comes directly under their responsibility, so they must take care of it and act in a positive way (Zapata-phelan et al., 2008).

Employees under this approach customarily feel comfortable and satisfied with treatment when upper management clearly express how procedures are working, who is treated on what basis and why the current decision is made. It affects the interaction of those people who are related to decisions of distribution or its sources (Aykut, 2007).

The situation of interpersonal justice in Pakistan varies in different sectors, however, overall it requires an upswing. Suggestions have been made in the Pakistani context to improve the situation of interactional justice inclusively in every organization (Sabeen, 2012). This is because individuals at work ought to expect similar behaviour from their supervisors in the way they carry things out without any partiality. Managers who dash their subordinates' hopes will not be viewed as acting fairly. Therefore, two essential requirements for interpersonal justice have been identified to be acted on (Ozdevecioglu, 2003):

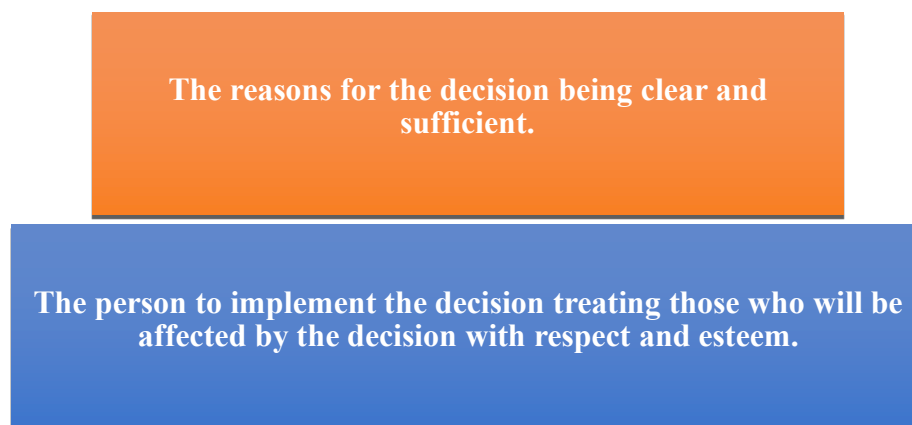


Figure 7: Two fundamentals of interpersonal justice

d) Wave of Interactional Justice

In early 1990's interactional justice was split into two elements; the excellence of treating your employees; and how much an organization interacts with employees while making a decision (Fortin, 2008). Interactional justice highlighted individuals' discernments of the worth of interpersonal treatment acknowledged during the ratification of organizational verdicts and processes (Luo, 2007). The concept revolves around the degree to which employees are being treated with respect and dignity in their job and the elucidation provided to employees about why the distribution of resources operates in a specific way.

Research in the Pakistani context explains that every employee in a working environment expects their organization to treat them justly with dignity and respect (Naeem et al., 2014). It

was further described that the way employees are treated can affect their behaviours while making decision in their work life.

Moreover, commitment levels of satisfied and contented employees are always at superior levels with increased job satisfaction. It is believed in the Asian context that the more employees feel contented and satisfied; the higher are the chances of their improved pledge to an organization (Srivastava, 2015).

Woefully, interactional justice has procured only miniscule consideration out of all four types of justice. Yet Greenberg (1993) was the one who managed to push through a new notion of introducing a four-factor structure of organizational justice to the world. He put forward the idea that sensitivity and respect can be seen as social sides of distributive justice as they can change the feedback related to decisions.

2.7 Theories of Organizational Justice

In this study, organizational justice is a psychological state and a perception in a human being's mind. Presented below are the theories in which the roots of justice at work are found. As has been shown in earlier sections, although intangible, the concept of organizational justice has a long history and is embedded in many philosophies. However, for this study, equity theory and social exchange theory appear to be the most useful starting points for looking at modern HEIs in Pakistan.

a) Equity Theory

Prior to the 1960's, numerous ideas of Homans regarding distributive justice were debated. Yet when John Stacey Adams (1965) imparted a view of people differentiating among just and unjust principles (Folger, 2016), it substantially earmarked the management departments as the data for research was collected in that context.

The basic concept of equity theory was based on people comparing their input and outputs to other's inputs and outputs. This could lead the relationships towards positivity with more social connections, or even towards negativity. In case of inequity perceptions, if individuals remain unable to communicate their views, the blockages develop into negative attitudes toward the organisation and ultimately feelings of discrimination and hostility (Folger, 2016).

The theory has been discussed in many contexts but here, let us take an example of two employees; employee A and B. Suppose employee A puts great effort into completing a task (input) and receives a satisfying reward from his employer (output). Now he compares himself to his colleague (employee B) who is putting the same efforts (input) into completing the same task. If B receives the same rewards from his employer, employee (A) will take this as equity

prevailing, but if he thinks that employee B has been rewarded more than him then the thought of inequity will come into his mind and his relationship with employee B and his employer will suffer.

Fairness in reward, in terms of contribution and recognition, is also vitally important (Arnold *and* Spell, 2006). Impartiality in decisions and fairness in allocating rewards are at the core of equity theory. The current study opts to link equity theory with organizational justice and see what perceptions faculty members have in their minds regarding their relationships with employers and colleagues.

b) Social Exchange Theory

There are several key concepts in social exchange theory (SET). One of them is that interrelations unfold over time. Time is the factor that enables the building of loyalty, trust and shared commitment (Cropanzano *and* Mitchell, 2005). However, whilst this process is taking place, it also relies on all parties obeying explicit and tacit rules of exchange.

SET has a number of assumptions built into it (Page, 2004). Firstly, it is assumed that people are usually rational in calculating the cost and benefit of trust. This assumption posits that people have strong concerns regarding their believe on others. Secondly, it rationality assumes individuals' wish to make and increase benefits to themselves through social exchanges. Therefore, individuals promote those exchange processes which meet their needs, thus improving their own motivation. Benefits related to exchanges can be solid or representational of prestige, value or social standing. Similarly, costs can be material or representational. In the research, three types of costs have been defined (Page, 2004). The first is *investment* cost which includes the energy or emotional investment put in by parties, second is the *direct* cost which includes financial resources being invested in interacting socially, and finally *opportunity* cost that estimates the value of the opportunities sacrificed in order to participate in the social exchange.

Social exchange theory is one of dominant theoretical models currently employed in workplace research (Mauss, 1925). The roots of this theory were-established in the 1920s when the new discipline of social psychology began to make itself felt in organisational studies (Malinowski, 1922). Homans (1958) hailed social exchange theory as the major lens through which to understand social behaviour. Homans highlighted how people evaluate relationships as an account of give and take (Thibaut *and* Kelley 1959). He concluded that exchange is an intrinsic part of human nature and every actor's performance is related to an expected balance of reward to cost. For this reason, he believed that most people are inclined toward behaviours that

generate positive results and decrease negative ones. Research in the Pakistani context has supported Homan's conclusions. People get involved in an exchange process when they believe that there is a positive or a just balance of costs and benefits (Bari et al., 2016). Relationships which are beneficial to both parties are more likely to flourish than when the balance is uneven or one-sided. This negotiation has been examined by Natchez, Molm et al., (2006). They explained that there is a need for both parties to respect the offering and requirements of the other, generating a positive gain for both and providing a context for a self-motivated process.

2.8 Social Construction of Justice Perceptions

Before we explain the social construction of justice perceptions, there is a need to understand what perceptions are;

2.8.1 What is a perception?

Before analysing organizational justice as a cerebral activity, first we have to look what are perceptions and how are they understood psychologically. Within the social sciences there are different views about this (Gibson, 1966). At one level, perceptions are linked to the interpretation of sensory impressions, for instance, touch, sight, smell and hearing. The sensory organs provide the brain with information that is interpreted and used to form a view of whether a situation is good or bad, fair or unfair etc. This sensory information is fed into existing views and expectations of fairness etc. The individual makes continual adjustments to their understanding of a situation as the sensory information is received and processed. The behaviour of managers in a work situation is an important element in individuals' evolving perception of fairness or justice.

2.8.2 What makes people judge? What is the motive?

A number of studies have demonstrated the importance of why and how people make judgements about fairness or justice. Much of it backs up by "Equity Theory" ([See Section 2.7.1](#)): For example, Folger and Greenberg's (2001)-"Reference Cognitions Theory" (RCT) has some links to equity theory. According to Folger, Equity Theory claims that perceptions of injustice arise where a person is aware that a more beneficial result would have been extracted if another approach or method was used. Although in later work Folger recognised that RCT remained incomplete, as it was unable to fully identify the procedures by which fairness judgements are made (Folger and Carpanzano, 2001).

As a result of this, several modifications were made. Folger then presented “fairness theory”, which revolves around the idea of understanding how people perceive what ‘could’, ‘would’ and ‘should’ be the case (Folger, 2001). The significance of ‘the blame game’, of holding another person responsible for one’s loss, was also explored. Three essential elements of accountability were introduced by Folger for deciding if an individual is facing justice or injustice. Corpanzano et al., (2001) attempted to integrate three major motives of justice which work to achieve the psychological needs of individuals, while Gillespie and Greenberg (2005) related the final goal of justice as the sense of belonging.

Some powerful claims were made by Nadisic (2006) by focus on the motives of justice. A question was answered in his paper asking why do people care about justice? Large number of concepts were discussed in this with the help of existing theories so that the motive of perceiving justice could be understood. The material side of justice which is linked with materialistic rewards (connected with the earning of employee) was discussed with the help of equity theory and heuristic fairness theory (the sense of comparing what one gets with what others are taking). This side of justice was named as materialistic deserving program. However, relational side of justice (linked with self-esteem and sense of belonging) was explained through social identity theory and resource theory (comparing his relational benefits to others on the same level or within a group). This was named as relational entitlement program. The basic purpose was to introduce the meta motives of organizational justice to answer about what make people perceive justice. (Nadisic, 2006).

Over the last 34 years, the concept of organizational justice has evolved so much that its shape has changed considerably (Fortin, 2008). The general concept of organizational justice is still based on the perception of individuals. Fairness itself works around the individual’s ethical model, including assumptions, norms and values. Although some major gaps have been filled, there is still much to explore about organizational justice in different cultural contexts. The meaning of organisational justice is not universal, but will differ from context to context, country to country, and organisation to organisation (Kartaz-Oskan and Murphy, 2010). This study aims to make a contribution to understanding this in the specific context of higher education in Pakistan.

2.8.3 The Confusion between Constructivism and Social Constructionism

There is a very fine line between constructivism and social constructionism, and although attempts have been made to clear up the difference, uncertainty still exists. Constructivism, as

a lens for looking at the world has grown since the 1950s (Kelly (1955), Burner (1990), Vygotsky (1978) and Piaget (1969) mentioned in the study of (Amineh and Asl, 2015). The concept of constructivism is generally based on the idea that knowledge is created by individual human beings rather than existing independently of them (Charmaz, 2006). However, social constructionism claims that knowledge is created socially, between individuals and does not reside in a single individual (Charmaz, 2006). Social constructionists believe that the joined activities of individuals contribute to the understanding of reality in their world. A social constructionist maintains that reality is not something that can be created alone until it socially emerges. Cultural perspectives have a huge part to play in Social Constructivism, as knowledge is created when human beings interact with each other in the-context within which they are located (Prawa and Floden, 1994).

The table below shows Burr’s comparison of the principles of constructivism and social constructivism (Burr, 2018) presented by Twomey Fosnot (1989) and Kim (2001).

Table 4: Principals of constructivism and constructionism

Twomey Fosnot’s (1989) four principles of constructivism	Kim (2001) points for social constructionism
<ol style="list-style-type: none"> 1. Learning depends on what individuals already know, 2. New ideas occur as individuals adapt and change their old ideas, 3. Learning involves inventing ideas rather than mechanically accumulating a series of facts, 4. Meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. 	<ol style="list-style-type: none"> 5. Reality: The first assumption of social constructivism is that reality does not exist in advance; instead it is constructed through human activity. 6. Knowledge: Social constructivism represents knowledge as a human product that is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994, cited in kim,2001). Individuals can create meaning when they interact with each other and with the environment they live in. 7. Learning: This assumption of Social constructivism stresses that learning is a social process. Learning does not take place only within an individual, nor is it

	a passively developed by external forces (McMahon, 1997).
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2.9 Social construction of Organizational Justice

According to social constructivists, the perceptions of justice among workers are built through interactions in which fundamental ideas of equity and exchange play a major part. An interesting development of this social process is that of ‘contagion’. Degoey (2004) claims that perceptions of justice transfer between people either by **cognitive contagion** or **emotional contagion**. Cognitive contagion is related to the judgements of members being influenced by information about an event. Emotional contagion occurs when the emotional reactions to events by organizational members create further reactions by others in the group.

Perceptions of Organisational Justice are, therefore, created and changed by the cognitive and emotional responses of the members. Thus, fairness perceptions are socially constructed. This suggests that the greater the cognitive and emotional exchanges among the members of an organisation, the deeper and clearer will be the perceptions of organisational justice. Thus, diminishing the distances between supervisors and subordinates at work can improve fairness perceptions (Yaen and Yosuf, 2015). If it is assumed that employees in every organization wish to be treated with dignity, fairness and value, and that these factors underpin their loyalty, committed effort to justice becomes an organisational imperative. Ensuring a sense of fairness over reward, the organisation of tasks and recognition become an important element in the work of employers and managers.

2.10 What affects Organizational Justice

If it is accepted that Organizational Justice is a concept socially constructed by the members of an organisation, then it is important to understand the variables which influence the understanding of those members. A great deal of work has been done on establishing what factors make an impression on organizational justice. Such factors can be external or internal and can have a direct or indirect effect on variables. Below-are some factors explored in the existing literature. Along with their basic concepts and introductions, their role in Pakistan’s higher education system is presented in this section.

2.11 Power Distance

Organisational Culture lies at the heart of most studies. Shared values, customs and behaviours provide the context for expressions of organisational justice (Din et al., 2014). These values

are not stationary and change over time. Within a culture, the development of a similar mindset tends to stimulate homogenous beliefs and expectations (Oloko, 2008).

Geert Hofstede is a pioneer of this type of study. His work on cultural dimensions (uncertainty avoidance, masculinity or femininity, power distance and individualism or collectivism) spread around the world in the 1980's. Subsequent studies have largely validated these cultural dimensions when applied to different cultural contexts (Brandywine, 2014; Raiei and Rourreza, 2013). The Power-Distance dimension is one of the most interesting in the context of this study. Hofstede's definition of power distance is "the extent to which a society accepts an unequal distribution of power in institutions or organizations within a hierarchy" (Mahmood, 2015). Hofstede noted the two extremes of power distance as large power distance (LPD) and small power distance (SPD). LPD is linked more closely to formally structured or centralized cultures where acceptance of decisions made by higher authorities is high, whereas SPD is associated with less formal and less structured decision making. From this it has been suggested that LPD organisations have leadership that is far more closed to the opinions and needs of the workforce (Khatri, 2009).

Hofstede's definition is, however, not the only one. Several definitions of power distance have emerged from the literature. Some are presented in the table below:

Table 5: Definitions of Power Distance

Authors	Definitions
(Chudnovskaya and Hara, 2016)	Hofstede et al. (2010) described PD as "the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (p. 61).
(Lian et al., 2012)	Power distance, or the degree to which individuals accept and believe that organizational, institutional, or societal power should be distributed unequally (Carl, Gupta, & Javidan, 2004; Hofstede, 1980)
(Robertson et al., 2016)	Power distance is the degree to which societies accept the governance of authority as unquestionable (Taras, Kirkman, & Steel, 2010).
(Hofstede, 1980).	Power distance refers to the degree to which individuals, groups, or societies accept inequalities (e.g., inequalities in power, status, wealth) as unavoidable, legitimate, or functional

(Daniels <i>and</i> Greguras, 2014)	Hofstede (2001) discussed power distance as the perceived difference (inequality) in the amount of power (influence) that a supervisor has compared to that of a subordinate.
(Qian <i>and</i> Li, 2016)	Power distance, defined by Hofstede (1991, p. 28), is the extent to which a less powerful individual expects and accepts unequally distributed power in a social context.

2.11.1 Power Distance and its implications for Organisational Justice in Higher Education Institutions of Pakistan

The situation in Pakistan in relation to power distance with HEIs suggests that there is, overall, a high power distance (Ali et al., 2011). Moreover, a similar HPD has also been reported in other sectors such as medicine, and farming.

However, there is some evidence that the cultural values of the organizations in Pakistan have been evolving over the last thirty years towards an SPD, as it is loosened from high to reasonably moderate, if the situation stays like this it is possible it could move lower still (Bashir et al., 2012). It is possible there are two reasons for this change; firstly, societies are now collaborating with each other as a result of globalization. Secondly, Pakistan is now moving towards an increased percentage of the population educated to the level of higher education.

Nevertheless, at present, in the public and private sector universities of Pakistan, there is a very high-power distance in both sectors (Mahmood, 2015) which creates feelings of injustice among faculty members. There is very little recourse for individuals seeking to improve this as there are very few opportunities for other jobs. Contractually, few are permitted to divulge the understandings of their management and companies. Furthermore, the weakness of Pakistan's economy, particularly-the crisis of inflation, amplifies the failure to meet the higher reward expectations of their employees.

Evidence has been found to suggest that high power distance culture in Pakistan is ravaging its organizations (Shamim *and* Abbasi, 2012). The current study is very much interested in investigating the impact of power distance on organizational justice and probing the extent to which faculty members of higher institutes of Pakistan are comfortable with their respective structures.

2.12 Organizational Communication

Rapid changes within the business environment, particularly driven by technology, have drastically transformed businesses in the global era. Expeditious creativity and innovation are needed from employees to meet the needs of demanding customers. Communication itself refers to “a process of conveying a message from one person to the other, however it is very important that the recipient of the information understands the content and the meaning of the message” (Turkalj *and* Fosic, 2009). The major purpose of communication is to link together personnel within an organization, creating a common understanding of that account. The significance of communication is of great importance because it helps organisations set goals, plan for their future development and the management of human resources.

Though the idea of organizational communication is not new, it has only gained significant attention in recent years (Baker, 1999). The literature in the field of organizational communication is vast, fragmented and diverse (Krackhardt and Hanson, 1993). This relative newness to the research world means that our understanding of organizational communication is still in a fledgling state. Be that as it may, communication in an organization is vital to promulgate information to individuals at work so that all have pertinent, significant and timely information. Employees play a vital part in gathering and sharing pertinent information about their organization and the changes occurring within it (Husain, 2013). Formal Organisational Communications is a deliberate tool, a strategic process which helps management to generate a narrative supportive of its objectives (García-Carbonell et al., 2016). A number of definitions regarding organisational communication are presented below:

Table 6: Definitions of organizational communication

Authors	Definitions
(Mumby, 2010)	Communication is conceived as foundational to, and constitutive of, organizations, while organizations are viewed as relatively enduring structures that are both medium and outcome of communication processes (p. 3290).
(Redding, 1978)	Communication satisfaction is defined as the overall degree of satisfaction an employee experiences in his/her total communication environment.

(Ayoko, 2007)	Communication openness is defined as the ease of individuals talking to each other within the organization, and the degree of understanding gained during communication with other team members (Ayoko, 2007).
	‘Effective communication systems, both formal and informal, are required to share the strategic vision and inform people of priorities and strategies and to ensure strategies and tasks are carried out expeditiously’ (p. 72).
(Gracia-Carbonell et al., 2016)	The literature defines organizational communication as a process by which information concerning policies, procedures, finances and customers is transmitted.
(Turkalj and Folic, 2009)	Communication in the organisation represents a complex system of the flow of information, orders, wishes and references made from two partially complementary systems: formal communication network and informal communication network.

2.12.1 Classifications of Organizational Communication

Different classifications of Organisational Communication can be found in the existing literature (Baker, 1999). For example:

1. Levels of Communication
 - i. Interpersonal communication
 - ii. Group level communication
 - iii. Organizational level communication
 - iv. Inter-organizational communication
 - v. Mass communication
2. Formal Vs Informal Communication
3. Directions of Communication

There are different levels in which communication is divided where, **interpersonal communication** involves communication occurring face to face and individuals at work exchanging their views, feelings, and expressions with each other (Comfort *and* Haase, 2006). It can also be in the form of verbal or non-verbal communication.

Communication at **group level** is slightly more complex where it is required to listen to all group members and maintain their respect and dignity. Hard work is required to keep everyone together in one group. For instance; when a task is given by employer and it requires a group to complete it as a team, it becomes a little difficult for the leader to agree to everyone's opinion. Also, it takes a lot of hard work to keep whole group's focus in one direction. Good and positive communication is always required in a group through which everybody can do their work with satisfaction.

When discussing **organizational level communication**, this is much wider and multifaceted as it focuses on the broader and macro level communication with employees even in groups and interpersonal communications (Lutfur, 1992). Inter-organizational communication deals with a process of exchanging information among two or more organizations to remain connected.

Lastly, **mass communication** applies to organizations who choose to connect with others through media support, this could be other organizations and their target audience as well. This medium is being used by large organizations which cover interpersonal, group level and organizational communication levels.

Formal communication procedures transmit information through proper channels. This includes the flow of information in downward, upward and sometimes horizontal directions. Many organizations today believe that formal communication with a strict chain of command is a thing of the past. The modern age promotes informal types of communication whereby information can freely move upward, downward or horizontally. Organizations must now be flexible enough to give their employees the right of empowerment to communicate with each other. Yet **informal communication** can lack a proactive approach and there is a risk of random distribution of information across the entire organization.

Directions of communication can be classified as vertical, horizontal and diagonal. **Vertical communication** emerges in hierarchical structures and its communication flows **downward** (where information flow starts from management and goes down to subordinates) and **upward** (where information flow initiates at ground level and goes up to the management) (Lutfur, 1992). Downward communication can be more reliable than upward, although the literature is divided on this point as the research has been questioned (Semegine, 2001). On the other hand,

critics reported low levels of satisfaction in organizations where upward communication predominated (Gibson, 1985).

Lateral communication in an organization includes exchange of information among same level colleagues. Lateral or horizontal communication allows an organizational structure to overcome the weaknesses in strict rules of formal communication. The idea of flat organizations is popular nowadays, where lateral communication predominates. Older studies have also found advanced levels of employee satisfaction with lateral communication among personnel in organizations (Frank, 1984).

Finally, **diagonal communication** takes place among managers and employees of dissimilar departments working within an organization (Wilson, 1992). This was the emerging form of communication introduced into more complex structures. As long as organizations remain, these communication styles and forms will continue to develop. These forms depend on organizational structure and size. Some may fit and others may not, but the process of development continues.

Research suggests employees feel more contented and satisfied in their environment when they can communicate their views openly to management (Kumar *and* Giri, 2009). Frequently, a deprivation of communication affects employees negatively, leading to stress and burnout. Employees can become negative and experience a sense of unfairness when information is not fully conveyed to them. One of the basic elements that affect the communication process is human resource management-strategies that are not supported by written documents (García-Carbonell et al., 2016). This can cause trouble as messages circulated by management can be confusing, vague and inconsistent.

At a strategic level every organization seeking a sustainable competitive advantage must be aware of organizational matters including current developments, ongoing activities, the mission of the organization, its objectives and goals. This awareness can only come when communication processes are integrated and everyone in an organization is adequately informed. Yet the greatest stumbling block in this context is an imbalance between what management desires to communicate, what actually is conveyed, and, most importantly, what is understood by subordinates.

A poor level of communication among leadership and its subordinates can be linked to higher levels of absenteeism, turnover rate, poor quality production and also low expectations of fairness-

2.12.2 Organizational Communication in Higher Education of Pakistan

Research conducted in the Pakistani context suggests that organizations need to improve their levels of communication to improve perceptions of organisational justice (Ali and Haider, 2012). In Pakistan's higher educational institutes, there is a need to understand the complex nature of organizational communication in order to eliminate the obstacles or barriers related to communication. Before eliminating hurdles, it is important to know the factors that are creating difficulties in the first place.

2.13 Organizational Structure

Organizational structure in general is defined by Mintzberg (1972) as "the framework of the relations on jobs, systems, operating process, people and groups making efforts to achieve goals" (Ahmady et al., 2011). Previous work conducted on structures in organization has differing perspectives. One school of thought argues that these may have-links with the attitude and behaviour of an individual (Mao et al., 2017), others state that there is no effect on a person's performance (Naoum and Dasiou-Plakida, 2001).

While planning its organizational structure, any enterprise must consider three fundamentals (Ahmady et al., 2011) which are:

1. Organizational structure determines formal relations and reporting in an organization shows the number of levels in the hierarchy and defines the span of the control of managers.
2. Organizational structure determines the position of people as working in group in a unit and it divides the units in the entire organization.
3. Organizational structure includes the design of systems by which all units are coordinated and effective relation in organization is guaranteed.

Out of numerous definitions presented by scholars, a number are presented below:

Table 7: Definitions of Organizational Structure

Authors	Definitions
(Elsaid et al., 2013)	Organizational structure refers to the way that an organization arranges people and jobs so that its work can be performed, and its goals can be met.
(Bellini et al., 2016)	An arrangement of roles used in organizations to focus power, responsibility and accountability

(Dalton et al., 1970)	How job tasks are formally divided, grouped, and coordinated within an organization.
(Tran and Tian, 2013)	Structure is the architecture of business competence, leadership, talent, functional relationships and arrangement.
(Walton, 1986)	The basis for organizing, to include hierarchical levels and spans of responsibility, roles and positions, and mechanisms for integration and problem solving.
(Child, 1972)	The relatively enduring allocation of work roles and administrative mechanisms that creates a pattern of interrelated work activities and allows the organization to conduct, coordinate, and control its activities.

Research has observed that perceptions of justice are influenced by organizational structure (Greenberg and Brand, 1993). Certainly, a few dimensions of structure influence ideas of fairness in matters such as: the extent to which an individual can voice their concerns, the levels of power existent, the presence of formal rules, and the aptitude of effecting others at work.

2.13.1 Dimensions of Organizational Structure

Two dimensions of organizational structure are identified in the literature; social structure and physical structure. Social structure is concerned with associations between social elements such as; stakeholders of organization, positions and departments. Physical structure refers to the tangible elements relating to organization such as buildings.

Within social structure, seven types are defined (Ahmady et al., 2011):

Simple Structure: This set of relations is quite simple without-complexities. For this type, organizational charts can be designed while concentrating on leadership without any formalities. However, formal mutual agreement is done while assigning duties and positional orders.

Functional Structure: When an organization wants to expand, specialized roles are required and a functional structure is better.

Multidivisional Structure: Once the functional structure works for an organization, it can then move to a multidivisional structure. Different functional structures come under the supervision of divisional managers who are the central reporting centres for functional managers.

Hybrid/Matrix Structure: This structure comes into being when functional and multidivisional structures are pooled together. The aim of combining these two is to blend the expertise of functional structure and the understanding of multidivisional structure. In hybrid/matrix structures, functional workers focus on specific projects in the form of teams and multidivisional workers report to the superior centre.

Network Structure: this type of structure works best when two or more organizations work together. Most of the time this structure works for companies who deal with goods and services where suppliers have a major role to play. Managers in a network structure usually deal with external and internal affairs of organization.

Bureaucracy: Centralization of decision making, and power is the major aim of this organizational structure. Standardization is common and bureaucracy calls for a thorough managerial structure with defined duties and a defined distance between management and subordinates.

2.13.2 Organizational Structure in Higher Education of Pakistan

Out of the seven categories of organizational structure (Ahmady et al., 2011) most HEIs in Pakistan display a bureaucratic structure with centralised top-down power. The Pakistani context is marred by incompetence and corruption which is leading to poor results, and the limited empowerment provided to staff is noticeable (Ahmed, 2007). Pakistan is a developing country in general but is also developing its higher education structures. Governance, quality assurance and training are still evolving (Usman, 2019; Akhtar *and* Kalsoom, 2014).

2.14 Reward Allocation

Perception of rewards vary from employee to employee as some see rewards as a form of recognition from their supervisors, while others want extra financial awards for material satisfaction (Eisenberger et al., 1998). Conventionally, the basic reward for doing work is pay or remuneration, yet a lot of other packages including pension schemes, allocated cars, loans, share options, profit sharing etc. are also offered at many workplaces (Agwu, 2013). Systems of paying rewards are a crucial tool to boost employee performance, bonding them to an organization through offering different advantages and proliferating their trust in an organization.

There are two types of rewards that work as basic motivators: a) Intrinsic Rewards, and b) Extrinsic Rewards (Ryan and Deci, 2000). Both have different roles for refining organizational culture and fairness perception such as: financial rewards that boost the quality of performance, and non-financial rewards (intrinsic rewards) that help employees to feel comfortable and

happy in a caring and supporting organization (Khan et al., 2013). Research suggests giving as much reward as an organization can so that employees are able to perform more effectively. Most employees cannot survive in an organization without receiving extrinsic rewards which include promotions, organizational climate, wages, fringe benefits, pay, bonus, overtime payment etc. It is practicable to motivate a worker to perform effectively by providing extrinsic rewards. These rewards are commonly used to show up on the balance sheets of organizations to confirm that they are valuing their employees by providing high quality wages.

In the literature, intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan *and* Deci, 2000). Intrinsic gain means leaving behind the concept of materialistic rewards and achieving inner satisfaction through fun or challenges. For personnel, intrinsic rewards are not just a type of motivation but are imperative for their job satisfaction and performance enhancement. A sense of achievement, challenges, autonomy, empowerment, professional and personal growth, and a sense of responsibility are all things included in intrinsic rewards (Benabou *and* Tirole, 2003). It also contains other factors including recognition, satisfaction on personal basis, admiration from seniors and juniors at work and most importantly, magnified self-esteem. This kind of reward promotes the concepts of creativity, innovation, opportunity and self-direction to fully utilize all of the abilities one has. More than extrinsic rewards, intrinsic rewards motivate individuals to work hard and gain moments of pride in their self-worth.

Extrinsic rewards, such as salary-based pay, promotions, awards and incentives pay, if taken positively can help employees to become motivated to improve performance (Chen *and* Fu, 2011). However, employees only focusing on their jobs to take extrinsic rewards are not performance oriented and often doing their jobs for the sake of money, whereas intrinsic rewards (which include many aspects like sentiment of enthusiasm, feeling of achievement, satisfaction at work, personal growth and experience of flow) are chiefly the derivatives which usually emerge from individuals and not organizations.

The effectiveness of reward allocation in an organization is a factor in the perception of organisational justice by employees. Reward allocation behaviours of individuals can be affected through the type of pay policy adopted by an organization. If managers are inclined towards confidential pay policies, the chances of fairness are less because they do not have to provide rewards openly (Hu et al., 2004). However, in public allocation, a manager needs to take care of every norm of society and hence the level of fairness increases. However, it should be noted that not all researchers are convinced about the effectiveness of extrinsic reward systems (Wruck *and* Jensen, 1998).

2.14.1 Reward allocation and Higher Education in Pakistan

Different studies in Pakistan's education sector have found differing results regarding reward allocation. Some studies have found that the reward system of institutes in Pakistan are being implemented successfully (Rafiq et al., 2016; Malik *and* Naeem, 2011), while others have suggested the need for improvements (Saqib et al., 2015). While education institutes of Pakistan must take necessary measures to balance extrinsic and intrinsic rewards, the economic situation in Pakistan makes extrinsic rewards more significant than they might be in other countries (Malik et al., 2010).

2.15 Organizational Trust

Trust is the bedrock of social connections and therefore crucial in the effective functioning of organizations (Dietz and Fortin, 2014). It has three main impacts on organizations which are; deducting the cost of transactions, increasing the social exchange process, and providing respect to upper management authorities. It has two further perspectives; of being a psychological state and as a choice/selected behaviour. The psychological state action is defined as the "undertaking of a risky course of action on the confident expectation that all persons involved in the action will act competently and dutifully" (Lewis *and* Weigert, 1985), while the rational choice considers equating risk choices with trust whereby people are promoted to choose capably.

Trust itself is a very prominent construct for cooperation which contributes to long-term relationships. It is important for both innovation and creativity. Trust has been defined as an "actor's expectation of the other party's competence, goodwill and behaviour" (Blomqvist *and* Stahle, 2000). Not only organizational but personal trust effects an enterprise in terms of attitudes and behaviours. Personal trust is built between individuals through dialogue.

There is a large body of literature on the idea of trust, which has been additionally systemized into interpersonal and system (organizational) trust. Studies state that interpersonal trust usually covers face to face trust of individuals, while system trust can be built without individuals meeting in person (Hubbell *and* Chory Assad, 2005).

Iqbal and Ahmad define trust as the "readiness of a party to be open for actions of another party, keeping in mind that other party will take the actions, is important to one without analysing monitoring ability to other party" (Iqbal *and* Ahmad, 2016).

The role of trust in an organization is mostly to facilitate higher opportunism, lower interdependence and stronger institutional and interpersonal connections among horizontal colleagues compared to their vertical complements (Rindfleisch, 2000). Higher levels of trust

stimulate more positive employee behaviours-(Harvey *and* Haines III, 2005), which is built upon positive perceptions of organisational justice (Rao et al., 2005; Bell et al., 2002).

From an organizational perspective, trust is acknowledged as a prerequisite for building strong relationships among organizations and employees. Trust of employees in an organization and its management increases performance on four different levels (Van der Berg *and* Martins, 2013):

Table 8: Four levels of organizational trust (Van der Berg and Martins, 2013)

Levels	Descriptions
<i>Organisational success</i>	Trust is required to empower employees and groups to act on various objectives.
<i>Group effectiveness</i>	In order to realise a common goal, groups depend on the interdependency of people to work together. High levels of trust are needed for advanced performance.
<i>One-on-one collaboration</i>	People who work together need to trust one another. This enables information-sharing, taking necessary risks and dealing effectively with adversity.
<i>Individual credibility</i>	Trust in employees is required for people to perform their jobs and will influence the degree to which people are given autonomy, resources and support. Support is usually given to people believed to be trustworthy.

Although the literature displays a lot evidence on organizational trust, the table below presents a few of them:

Table 9: Definitions of organizational trust

Authors	Definitions
(Row et al., 2013)	Belief in management, assurance about the thoughts of colleagues, honesty and positive expectations.

(Afsar <i>and</i> Saeed, 2012)	An expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon.
(Afsar <i>and</i> Saeed, 2012)	The willingness of a party to be vulnerable to the actions of another party based on the expectations that the other will perform a action important to the trustor, irrespective of the ability to monitor or control that other party.
(Starnes et al., 1981)	<p>“The belief in the integrity, character, and ability of a leader.”</p> <ul style="list-style-type: none"> • “Reciprocal faith in one’s intentions and behaviors.” • “A confidant reliance on the integrity, honesty, or justice of another.”
(Iqbal <i>and</i> Ahmad, 2016)	Vulnerability of one party to the deed of other party dependent on the anticipation that other party will accomplish a significant action important to the trust or without seeing checking ability to the first person.

Many studies have probed the relationship between organizational trust and other variables like organizational justice, organizational commitment, job satisfaction, etc. (Hubbell *and* Chory Assad 2005; Paine 2007). The studies have shown that organizational trust and justice related to procedures have a positive correlation ($r=.43, < .01$) (Bal et al., 2011; Farndale et al., 2011).

2.15.1 Types of Organizational Trust

Trust has been explained as a multidimensional concept. From cognitive and behavioural dimensions to lateral and vertical trust, it has gained much attention from scholars and theorists alike. Lateral and vertical trust is important in organisational terms–Lateral trust is built among peers and colleagues working on same levels, whereas vertical trust prevails between management and subordinates. At times trust within organisation can take different turns and it is possible that an employee can trust his peers yet does not feel the same for management and vice versa. The literature further argues that the referent of trust is necessary to be determined in order to know what provokes the outcomes such as performance, productivity, and motivation of employees. Dirks (1999) agrees with this view and proposed to include colleagues, supervisors and peers among workplace referents. Whilst the relationship of trust among subordinates and management is dependent of many organizational factors such as; organizational culture, fairness, motivation level, structure etc, if these factors satisfy an

employee or look trustworthy, the individual then begins building up a relationship of trust with management and if not, the negative elements of distrust arise.

2.15.2 Organizational Trust and Higher Education in Pakistan

Organizational trust has been studied as an important factor in performance in the 21st century (Sherwyn and Pamela, 2014). Trust has been considered as a significant part of management’s personal relationships with colleagues (Frowe, 2005) but in a developing country like Pakistan where a low level of organisation justice exists, excellence of communication can be greatly compromised. The development of distrust can in turn pull down a successful organization. Growing cynicism in an organization can result in culminating feelings of injustice, burn out, lower employee performance and many more issues.

2.15.3 Incorporating the Model of Organisational Trust

Present research on organisational trust in the Pakistani context has varied stances, but the majority suggest there is a need for improvement (Yasir et al., 2016; Tahseen and Akhtar, 2016; Qaisar et al., 2016) as it helps to improve employee performance, generate high levels of justice perceptions and reduces staff–turnover. The issues related to trust in current organizations need to be identified through gathering two sorts of data.

This study further takes inspiration from the “Integrative Model of Trust” (Figure 8) presented by Mayer, Davis and Schoorman (1995) where they described trust as “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party”. In this case an employee is then ready to be vulnerable to the leaders’ supervision (Jay Dee Jamison, 2004) and expects justice from the overall organisational surroundings.

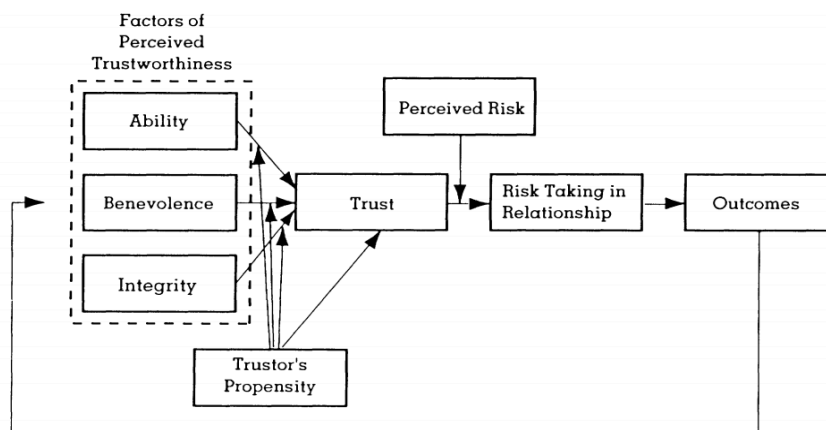


Figure 8: Integrative Model of Trust (Mayer, Davis and Schoorman, 1995)

2.15.4 Trust as a Moderator

A study presented by Trussell (2015) proposed a condition where trust was seen as both a main effect and moderator. The research was originally based upon individuals and organizational outcomes. It is a known fact that trust in research has been seen mostly as a main effect, Dirks and Ferrin (2001) have authenticated that more than 90 percent of the observed research on trust has hypothesized the main effects.

In previous literature trust has been perceived as an independent or dependent variable with positive or negative outcomes (Berg and Martins, 2013; Kalkan, 2016; Tekingündüz et al ., 2017; Binikos, 2008). However, this study takes trust as a facilitator to drive possible negative or positive outcomes with other independent and dependent factors. Moreover, organisational trust in previous research has been examined as an outcome of organizational justice (Saunders and Thornhill, 2003), while this piece of work attempts to take an external view of trust, strengthening or weakening the relationship of probed factors and organizational justice.

2.16 Why only these factors and not others?

Researchers who are meant to explore different issues, matters and problems in depth understand that the ocean of literature is gigantic. It is not possible to include each and every research in one study but only the important ones (according to country's culture and other circumstances). It is evident in above sections that the explored factors do play their role in affecting organizational justice.

There is a very important and exclusive study done in Pakistani context which tells us that amongst of all cultural dimensions of Hofstede, power distance is one dimension which is based on the behavior of society accepting the unequal distribution of power. Since this study lays its foundation on justice and equality, this dimension seemed appropriate which declares the fact that how much faculty members are tolerant towards unequal distribution of power. Also, the fact that most of the organizations in Pakistan are based on bureaucratic structures (mentioned in chapter 7), this led me take the decision that choosing power distance will be the most appropriate one. Let's see why not other dimensions? when we talk about masculinity and femininity, it refers to tough or tender cultures which has been covered while discussing organizational structure (it is to be discussed if structures are organic or bureaucratic). When it comes to uncertainty avoidance (the other Hofstede's cultural dimension) it tells us how societies react towards uncertainty of future. Since this study is mainly focusing on the existing justice situations of faculty members, it was vital to concentrate on present. However,

participants have been asked in their interviews regarding their organization's mission and vision and how they see their organizations for being proactive or reactive.

Also, for Individualism and Collectivism it needs to see that if the culture represents I or We stance. It seems like, Organizational Communication and Reward Allocation (taken as factors which directly affects Organizational Justice) do elaborate the conditions of faculty members working altogether with each other (commitment with groups in longer terms) or only focusing on their careers individually. According to Hofstede (1980) Pakistan was declared as a collectivist society with a very low score of 14. However, conditions might differ as the inflation rates are higher and political instability is there.

Lastly, Long Term Orientation (another cultural dimension from Hofstede) states that if a society lives with its past and see societal change with a suspicion it is said to score low on this dimension, however in 1980's Pakistan had an intermediate score, most of the organizations are now accepting change and working with strong missions to get competitive edge in markets. A pioneer study conducted by Shah and Amjad in 2011 declares that differences in long-short term orientation have been seen in provinces of Pakistan, some provinces. So, we can say that this is purely a dimension which represents a whole population. This describes my reason to include power distance specifically in this study as it was seen directly affecting the justice perceptions of faculty members working in higher educational system of Pakistan. whereas, how other factors were taken into the account for this study and how did they inspire me to choose them according to Pakistani culture have been mentioned in section 3.9.

2.17 Conclusion

Based on above literature, it has been shown that organizational justice is a social and intangible concept that has a strong impact on organizations. The current chapter of the literature review has allowed the study to explore the concept of organizational justice and the factors which are affecting it in the Pakistani context. Many important matters were raised regarding justice and its perceptions through reading other works. Several factors contribute to the reason why organizational justice has become a matter of concern for higher educational institutions in Pakistan. Despite being high in rankings (according to the Higher Education Commission) within Pakistan's Higher Education institutions there is a need for improvement. Similarly, the distance between employers and subordinates has become questionable and could result in employees losing their direction. Moreover, there is a need to look at the degree to which employers are connected to their subordinates (faculty members). It is possible that several determinants may emerge which are affecting communication within this context. The

study also attempts to enquire into how fair reward allocation is among institutions and what role such allocation plays in organizational justice in a Pakistani context.

Bridging the gap in existing literature, this study attempts to focus on factors which are influencing justice perceptions of employees. Two of the very important studies; Creswell, 2003) have played their roles in this research. The direct effect of communication on organizational justice (Ince and Gull, 2011) and justice perceptions formation based on organizational structure has been taken out for a review specifically in Pakistani context. However, rest of the factors emerged naturally while reviewing literature of organizational justice. By taking social exchange theory into account, this research further intends to explore the essence of organizational trust in the higher educational institutions. Trust has been discussed and observed in many sectors of Pakistan. As discussed above ([section 2.15.4](#)) trust has been seen mostly as a direct affect, however, the current piece of work attempts to explore it as a moderator. Investigating the role of trust (among the relationships of probed factors and organizational justice) will allow this study to contribute uniquely to the literature. Therefore, the topic requires a valuable exploration through building hypotheses which is the next important part of this dissertation.

CHAPTER 3

Research Hypotheses and Conceptual Framework

3.0 Establishing Hypotheses for Research

A hypothesis in research is usually formed to prove the purpose of study (Prasad et al., 2001). It is a predictive statement made about the relationship of two variables. If we link the hypotheses back to the research questions (see [section 1.4](#)) they are identical but in question form. Hypotheses of the research can be proved or disproved depending on the data being analysed once it is collected. However, the current study has made an attempt to investigate the contribution of factors affecting Organizational Justice and to study the relationships among them, hypotheses were built.

3.1 Organizational Communication and Organizational Justice

Communication in an organization has been expounded as the procedure in which personages incite verbal or nonverbal messages in other individuals' thoughts in particular organizational settings (Ruud, 1930). It is a way of expressing what you feel about others and conveys the sense of positivity or pessimism in their minds. In a specific environment of an organization, the way a supervisor communicates with their subordinates can actually affect their perception of equity. In order to achieve employees' positive expectations of organizational justice, it is necessary to provide a healthy level of communication satisfaction within an organization. One of the pioneer studies confirms the relationship of satisfied organizational communication and organizational justice with strong correlation results ($r = .79 < .001$) (Gok et al., 2013). It states that the more members are satisfied with communication systems (through management) in an organization, the more they feel justified. H1 of the current research expresses that increased Organizational Communication will help improving the Justice perceptions of faculty members, particularly in the higher education sector of Pakistan.

H₁: Increased Organizational Communication will help improving the Justice perceptions of faculty members.

3.2 Power Distance and Organizational Justice

Power distance has been defined as the degree to which people in a society accept inequality from higher authorities (Yuan and Zhuo, 2015). However, it has been divided into two classes of low and high-power distance. Members in an organization or team with low power distance do not endure inequality or status quo (Jain and Jain, 2018). Here, everything is based upon fairness and there are equal opportunities for all. Power and authorities are neutrally apportioned when low power distance is there and, because of the atmosphere of shared values and opinions, employees are solicitous about justice issues.

Justice expectations certainly rise when there is a strong bond from top to bottom (Amin and Naqvi, 2014). For example, it is obvious when subordinates who know their rights and can share their sentiments with supervisors can see what good is coming to them. However, this environment of bonding raises expectations, namely the expectations of trust and justice where employees develop a good image of upper management in their minds. This study proposes H2a to investigate if enhancement in Low Power Distance will increase Organizational Justice perception among faculty members.

Contrary to that, individuals experiencing high power distance with their managers do not bother about fairness and accept unequal behaviours and rules effortlessly (Hofstede, 1986). They are actually able to tolerate the hierarchal status quo at workplace and never trouble themselves to get involved in present challenges (Oyserman, 2008). They simply tow the line and perform their tasks just as they are told. People experiencing high power distance have developed this attitude because their expectations regarding justice are nearly none (Wei et al., 2017). This attitude can be developed due to different factors, for example, employees sometimes accept inequality because they do not want to lose their jobs. The current study hypothesizes the thought with H2b as when Power Distance is High, it will lower the perception of fairness among faculty members.

H2a: Enhancement in Low Power Distance will increase Organizational Justice perceptions among faculty members.

H2b: When Power Distance is High, it will not have a significant relationship with Organizational justice perceptions of faculty members.

3.3 Organizational Structure and Organizational Justice

Organizational structure has been stated as “the way responsibilities and authorities are allocated to, and work procedures are carried out by, the members of organizations” (Marjani

and Ardahaey, 2012). Structure is the cornerstone of any organization, so much so that sometimes employees are more concerned about organizational systems rather than their own job satisfaction (Rahimi and Nia, 2017). This happens because every position (from top to bottom) matters, plus how it is allocated is also a concern for individuals at work. The way structure is implemented and operationalized by management affects every subordinate. If structure is opinion-oriented and allows people to contribute more while keeping them informed about decisions and procedures, the expectations of justice arise. Conversely, if there are a strict set of rules with a lack of communication and information system with lower line workers, the sense of inequality begins to develop. Studies have confirmed in different contexts that organizational structure does have a relationship with organizational justice (Schminke et al., 2002; Holtz and Harlod, 2013). The current research is investigating this connection by proposing H3 which posits that an enhanced Organizational structure of HEIs will improve the perceptions of fairness among faculty members.

H3: Enhanced Organizational structure of HEIs will improve the perceptions of fairness among faculty members.

3.4 Reward Allocation and Organizational Justice

Allocation of rewards in an organization depicts the division of remunerations (in terms of extrinsic or intrinsic) among employees. It is good to know the definition of reward allocation, but questions arise when a sense of equality or inequality emanate in the minds of personnel. Processes of allocating rewards are the foremost tool to promote motivation for work in employees. This loyalty to work can only come when employees trust and are satisfied with the procedures of allocation. The concept of reward allocations is thoroughly assessed in connection with justice (Fischer, 2012). The clearer the procedures are, the higher the chances of fairness will be. But if individuals find any loophole, the level of justice will definitely go down. Though studies confirm the relationship of reward allocation and organizational justice, H4 of the present study believes that a better Reward Allocation will boost the perceptions of justice among faculty members.

H4: Better Reward Allocation will boost the perceptions of justice among faculty members.

3.5 Moderating Role of Trust among OC and OJ

Adams (1963) built the base of justice in organizations with the concept of equality and fairness. This promoted the perceptions of impartiality in the minds of individuals. Considering

this theory, a person at a workplace has a strong belief that the management of an organization is unprejudiced and treats their employees with even-handedness. This belief is trust which develops when individuals are satisfied with the structures and procedures allocated by an organization. Yet, communication has been identified as a precursor of trust to share appropriate information among two parties (Fernández-Monroy et al., 2018). H5 proposes that trust moderates the relationship of organizational communication and organizational justice because trust can strengthen or weaken the relationship of these two. Communication with high levels of trust will increase the perception of fairness, and if trust is not there even good communication would find it very hard to make members believe that management is just and fair in all of its procedures.

H5: Organizational Trust plays a moderating role between Organizational Communication and Organizational Justice.

3.6 Moderating Role of Trust among PD and OJ

Heuristic fairness theory seems to be bridging the link between power distance and organizational justice. Using this theory, individuals with low power distance tend to find out the actual reasons if any injustice is happening around them and they do not believe in everything. This is because the people with low power distance do not tolerate any unequal distribution in the workplace and raise their voices when they feel this is being breached. However, individuals with high power distance are meant to tolerate injustice and do not hold anyone accountable which further lowers the levels of justice in an organization.

While trust and organizational justice have been identified as positively correlated (Jarvenpaa and Leidner, 1999), trust can influence individuals with low power distance in a way that they can assume their supervisors' decision is just, as everything within the structure is transparent and nothing is concealed. Still, there is room to explore the reason of any injustice happening because of the open atmosphere. However, in a high-power distance environment, trust is the main factor among subordinates and supervisors. Workers in lower positions have to believe higher authorities and there is no way to directly approach them because of said hierarchies. This allows the researcher to explore H6, stating that organizational trust moderates the relationship of power distance and organizational justice.

H6: Organizational trust plays a moderating role among Power Distance and Organizational Justice.

3.7 Moderating Role of Trust among OS and OJ

An open and accessible structure of an organization allows individuals to trust their organization and build up positive perceptions about justice (Kolaric and Radojicic, 2011), whereas trust has been rendered as the confidence an individual has towards the actions and behaviours of another person (Pirson and Malhotra, 2011). Organizational trust can strengthen the relationship of organizational structure and justice if the structure of an organization is flexible enough to provide confidence of everything being clear and that there is an equal distribution of powers and positions. In this case, personnel develop trust and their perception of justice raises which ultimately results in better outcomes such as job involvement, work motivation and loyalty. However, where there is a hierarchal structure, and strict rules do not allow subordinates to interact with supervisors, this can decrease the confidence of subordinates that fairness within their organization exists. Thus, H7 proposes to test the moderating role of organizational trust among organizational structure and justice within the specific context of Pakistan's higher education sector.

H7: Organizational Trust plays a moderating role between Organizational Structure and Organizational Justice.

3.8 Moderating Role of Trust among RA and OJ

Trust in an organization has been seen as a strong predictor of an individual's optimistic views and attitudes (Santoso, 2017). Every employee promotes the idea of trust, but it is complicated and challenging to develop loyal relationships in the workplace. Once the connection is made and employees trust that justice is served across the organization, it will motivate individuals to think about future actions in a more positive way. Particularly in Pakistan's higher education context, perceptions of organizational justice will rise if a faculty member trusts that reward allocation (whether monetary or non-monetary) is just and fair to them. Conversely, non-existence of trust can weaken this relationship as justice perception will be lower if a faculty member does not believe that his/her rewards are equal to others. To test this, H8 is presented as organizational trust is moderating the relationship of reward allocation and organizational justice.

H8: Organizational Trust plays a moderating role among Reward Allocation and Organizational Justice.

3.9 Initial Research Model

Figure 9 and 10 present two of the crucial conceptual models that have been undertaken to extract the factors influencing organizational justice from the literature review and had been put into the initial framework. First, is the study done by Ince and Gul (2011) in Turkey which concluded that organizational communication is an essential factor which can affect the fairness perceptions of employees. The study chose the Agricultural sector to conduct a survey through questionnaires and came up with the results that organizational communication in the agricultural sector is at a positive and moderate level. However, demographics in that study did not have any effect with regard to organizational communication but only education had a significant difference on organizational communication.

The study further suggested that the results were significant with interactional justice and not with procedural and distributive justice. Current study surely accepts to take the idea of Ince and Gul further and explore the relationship of organizational communication and organizational justice in the Pakistani context.

Next, this study takes an inspiration from a literature map used by Creswell (2003) which was originally used by Janovec (2001) in her study that is an unpublished work. Her major area of interest was computer sciences where she found literature related to justice and divided it into three parts as; justice perceptions foundation, justice effects and justice in organizational change. As it is an unpublished work, only an idea could be extracted (about connected factors) through this literature map in Figure 9. The study further opts organizational structure from this study to see how it affects organizational justice in the Pakistani context. Although Janovec put trust as a justice effect, present study observed interesting findings from various studies (Pakistani or other countries) in literature and decided to investigate trust acting as a moderator (strengthening or weakening the relationships) among existing factors and organizational justice.

Organizational trust reviewed through prior studies has been proposed to play an important role as it has the power to fortify or weaken the relationship of organizational justice and its related factors. The study chooses to probe the moderating effect of organizational trust because of the gap exists in literature.

Power distance has been seen as a moderator in many studies while investigating the relationship of organizational justice with its outcomes for example (Tastan, 2013; Singh, 2005; Rafiei and Pourreza, 2013; Din et al., 2014). However, current study attempted to explore

the literature on the direct relationship of power distance along with other factors and found that it can be well explored in Pakistani context.

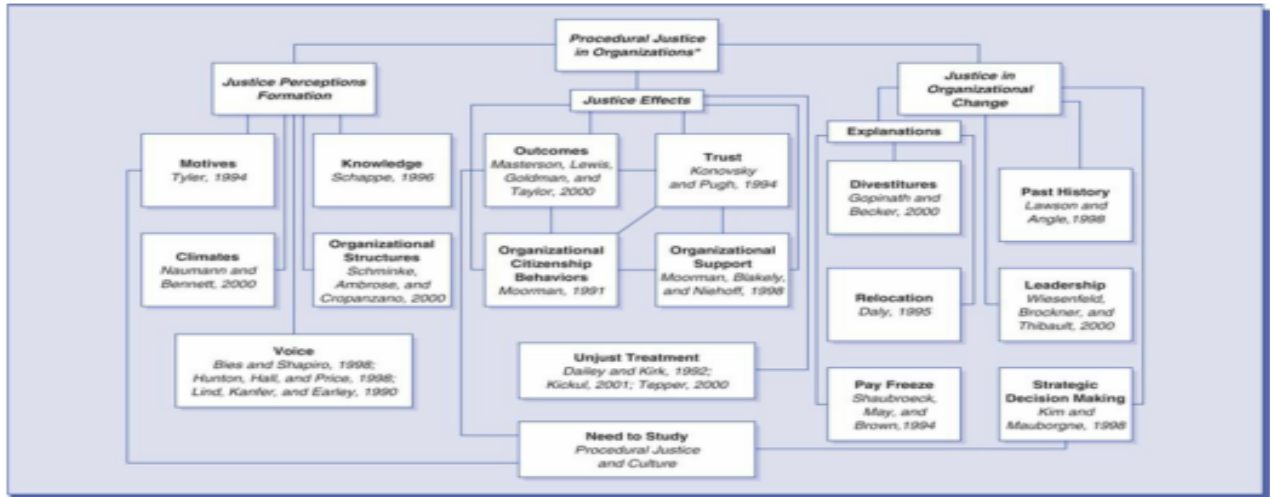
Reward allocation has been seen mostly with the dimensions of organizational justice for example a study done by Watanabe (1990) explored the relationship of distributive justice with reward allocation and found that distributive along with performance was one of the determinants of reward allocation. Another study by Brata and Juliana (2014) very efficiently linked reward systems of the organization with distributive justice and interactional justice. The study elucidates that when employees can track their performances through good communication system, they know their expected rewards which leads them to experience distributive justice and interactional justice. However, current study takes reward allocation as a factor to see its impact on organizational justice (as a whole component and not only one or two dimensions) in Pakistan’s higher educational institutes. Few investigations (Foster, 2010;) have already been made by taking organizational justice as a whole component (Alvi et al., 2019). Also, (Day et al., 2014) have explored the relationship of reward allocation and fairness perceptions of employees in a positive way.

However, each factor in this framework has a strong theoretical background. Initial research model in Figure 11 displays a clear picture of factors extracted through literature and their direct effect on organizational justice whereas, organizational trust is supposed to play a moderating role. The study is new in itself and takes a bold step to probe the factors and triggers which directly and indirectly affect organizational justice in Pakistan’s educational settings.

Figure 1: Research Model



Figure 9: Communication effecting organizational justice Ince and Gul (2011)



"Employees' concerns about the fairness of and the making of managerial decisions
SOURCE: Janovec (2001). Reprinted by permission.

Figure 10: Employees concerns about the fairness, Creswell (2003) Originally by Janovec (2001)

Initial Conceptual Framework

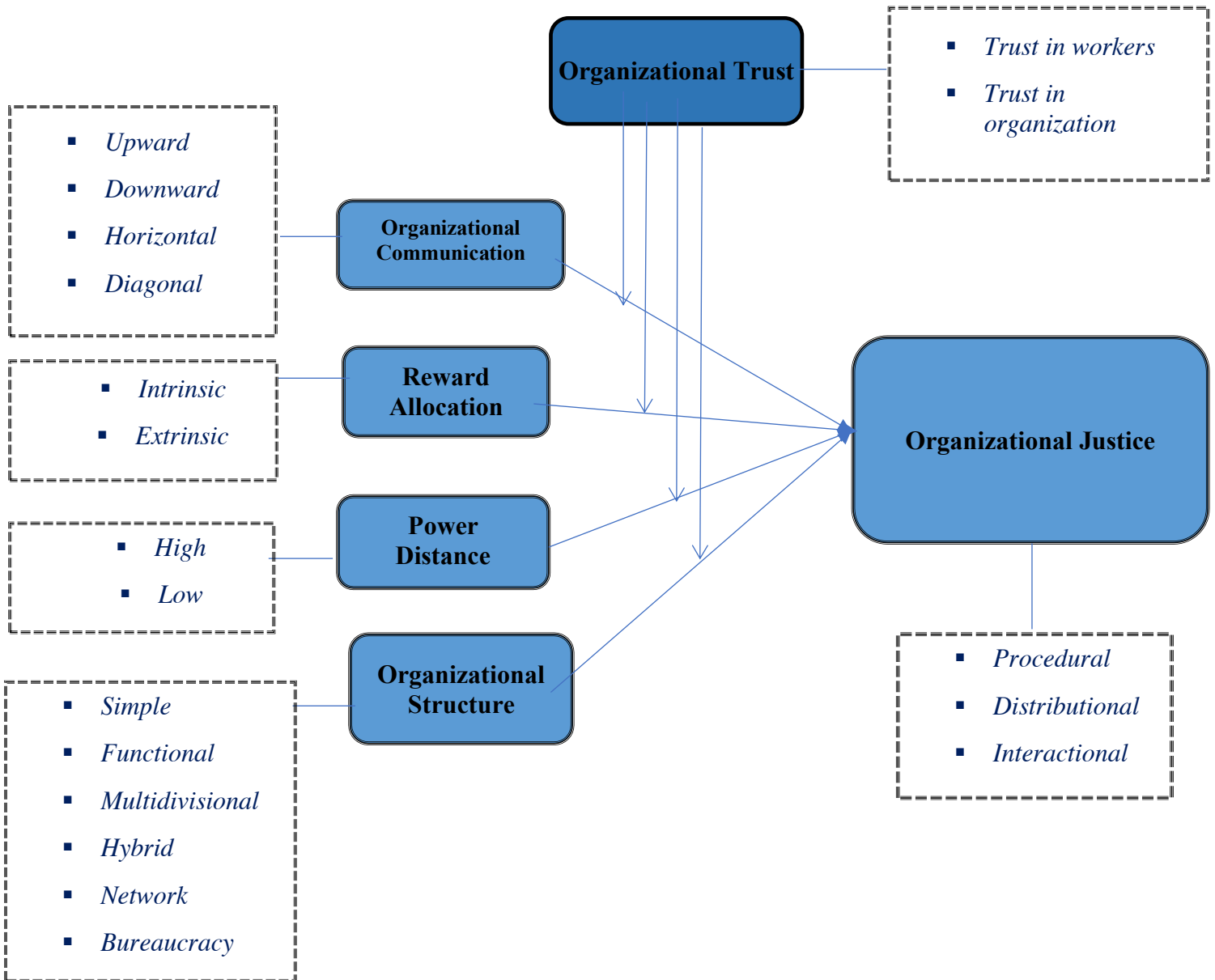


Figure 11: Initial model development

CHAPTER 4 RESEARCH METHODOLOGY

4.1 Introduction to Chapter

Research is not just about gaining information but writing it up and reaching to a conclusion is also required. It is a process where researcher collects, analyses and interprets data to comprehend a notion. Also, every piece of research stems out of one question which helps to clarify the problem. Once the research question is constructed, the next stage is to select the kind of data required to answer that query. This chapter demonstrates the whole research process and the chosen methods for current study.

This chapter starts by explaining the fact of the research pragmatism and then moves to the concepts of ontology and epistemology. It then elucidates the approaches which have been used (qualitative, quantitative collectively known as mixed methods) to respond to the research questions and built up hypothesis. This section of dissertation intended to produce a suitable strategy or action plan along with the selection of specific methodologies. It is therefore concerned with the questions of where, why, when, what and how the researcher is going to collect data, as well as means for analysing and interpreting the data.

Additionally, methods are the techniques to understand how the researcher will find what they believe to be true and so forth. It is nearly unfeasible to trace back research methods without attempting to become engaged in ontological and epistemological assumptions (*Scotland, 2012; Dieronitou, 2014*). The rudimentary concept of methods includes quantitative and qualitative methods. However, an addition of joining these concepts (as in Figure 11) to get deep understanding of problem has emerged and is now practiced as “mixed methods”. This perception intermingles both paradigms in such a way that the researcher effectively gets to the bottom of a specific problem, or if it is intended to fill a knowledge gap. The chapter also explains the type of study, population, sampling techniques, mixed method research design, pilot study and data sources etc which were considered while deciding the research design. It also sketches a picture of the questionnaire and interview drafts agreed by supervisors.

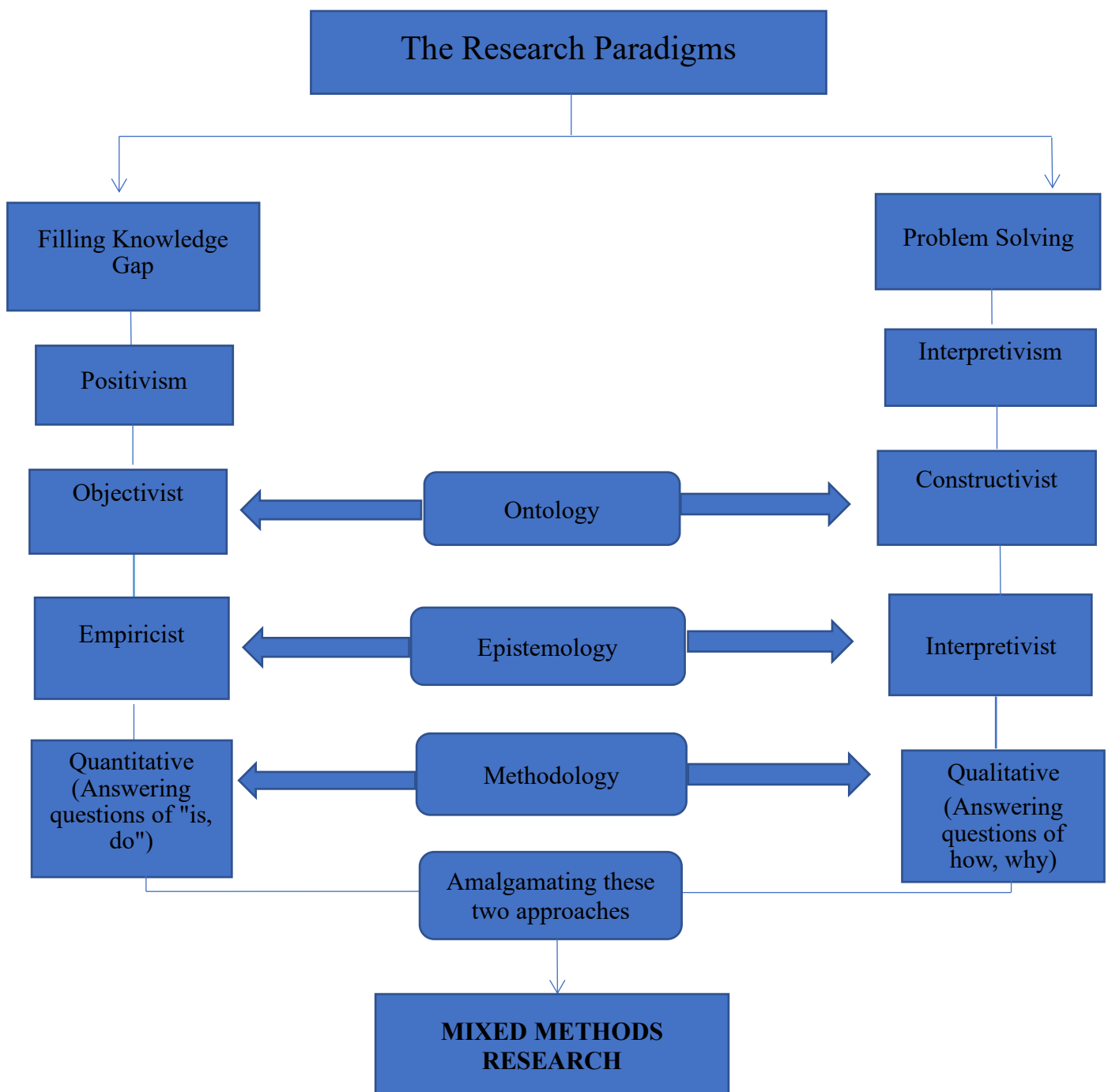


Figure 12: The Research Paradigm

4.2 Pragmatism and mixed methods

Thomas Kuhn (1962) is believed to be the founder of the term “paradigm”. A paradigm is a Greek word that refers to “viewing the world through underlying methodologies and theories of a specific subject”. Paradigms have also been discussed as “a system of beliefs and practices that influence how researchers select both the questions they study and methods that they use to study them” (*Morgan, 2007*). It is therefore a set of principles and plays a pre-eminent role in social sciences. At the same time, many researchers have dispensed diverse meanings to this concept. Furthermore, this term includes traditions, theories, models, approaches, structures of research and methodologies whereas pragmatism promotes the combination of both quantitative and qualitative research methods.

Here a research paradigm has been defined as “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed” (*Kuhn, 1970*). It is a set of diverse perceptions and beliefs that are described by *Foucault (1972)* in Theory of Power/Knowledge. This theory describes the mindsets of people which appear through the actions of individuals and are controlled in a particular time and context.

Current study has taken inspiration from the work of Parvaiz, Mufti and Wahab (2016) who worked hard to help scholars to justify the use of pragmatic approach in their mixed methods studies. This study also second the thoughts of Morgan (2007) who said, “a pragmatic approach not only supports the kinds of research methods that we advocate but also provides a basis for reorienting the field of social science research methodology in the directions that we favour.” The study also second the work of Johnson, Onwuegbuzie and Turner (2007); Johnson and Onwuegbuzie (2004) where they agreed that scholar can “use the combination of methods and ideas that helps one best frame, address, and provide tentative answers to one’s research question” by adopting pragmatic approach.

This study has chosen pragmatic approach due to its acclamation as a base for mixed methods and for generating the best possible outcomes as the nature of the current research demands utilisation of both surveys and interviews (*Hoshmand and Lisa, 2003*). The reason for selecting pragmatism for this study is to look deep down into the existing issue of organizational justice within the Pakistani context. Also, if surveys were the only method chosen, there is a possibility based on the researcher’s past experiences that faculty members would not fully grasp the objectives of this study and instead tick whatever responses they see as beneficial to them. Most of the time cultural and social aspects themselves speak for the researcher to choose a suitable method for study.

Another influential purpose in the decision to employ mixed methods is that most of the recent studies of organizational justice in Pakistan have only used quantitative approaches for their research (*Hussain and Khan, 2018; Hassan, Azim and Abbas, 2017; Akram et al., 2018; Umar, Salem and Majoka, 2017; Iqbal et al., 2017; Mehmood and Ahmad, 2012; Iqbal, 2013; Tufail, Mahesar and Pathan, 2017*). However, the present study argues that organizational justice is a social construct which is based on the mindful perceptions of faculty members and deems it important to choose a detailed view of the study through a qualitative tool. The present work plans to adopt a pragmatic approach to gain a better understanding of the problem. It explains all three perspectives of theory of knowledge which are ontology, epistemology and methodology.

4.3 Concept of Ontology in Study

Numerous and varied definitions of ontology came to the fore when making the same enquiries as *Ormston et al. (2013)* did in querying “whether or not there is a social reality that exists independently from human conceptions and interpretations and, closely related to this, whether there is a shared social reality or only multiple, context-specific ones (based on experiences)”. The ontological position of this research splits itself into both constructivism and objectivism as pragmatism is chosen as a paradigm. In a nutshell, ontology pertains to social reality and its nature in a socially existing world (*Al-Saadi, 2014*). This philosophical idea is a theory or science which is concerned with two queries concerning how the world came in to being and if it is autonomous of one’s knowledge.

Perceptibly two distinctions are made here, firstly; a factual world exists independent to our knowledge and secondly; there is no existence of a factual world as everything is constructed socially and specifically to culture or time (*Poetschke, 2003; Collis and Hussey, 2009*). However, this research is interested to understand the problem in depth by conducting both research methods in detail. The study wants to explore the actual reality of the world by following the quantitative method of research (objectivism). And it also intends to probe the social constructionism and deep thoughts of faculty members through subjectivity and constructivism.

For the quantitative method, a questionnaire survey was adopted in order to gain a realistic, ground-level perspective from a large number of faculty members teaching in higher institutes of Pakistan. Gauging these questionnaires through a statistical tool did help the study to realize the external reality of the world. However, a major chunk of this study contributes to constructivist theory as organizational justice is not a tangible thing to measure but instead a perception that can be evolved continuously in the mind. Not only justice but the factors which

are influencing justice are also built up on the foundation of social exchanges. Also, it was robust enough to probe the experiences, thoughts and learnings of faculty members in detail to understand the issue with more attention. It is believed that interviews are the way to progress to a meaningful discussion where knowledge is shaped by the participant. Answers to the what's, why's, how's were found through gaining knowledge about real experiences of faculty members.

4.4 Epistemological view of the study

Epistemology is a way to explain and understand how we realize what we know. The very nature of epistemology in research is symbolised as "the nature of human knowledge and understanding that can possibly be acquired through distinct types of inquiry and alternative methods of investigation" (*Hirschheim et al., 1995*). However *Scotland (2012)* believes that every paradigm defined in the literature has its own assumptions of ontology and epistemology, but all of them are estimations and guesswork, so nothing can be confirmed or controverted. Yet, epistemology attempts to understand the context for determining what sort of knowledge is adequate and authentic (*Ahmed, 2008*). Questions emerging from the roots of epistemology ask for; the relationship of the person who knows and the thing which is known, what does this knowledge count on, and finally how does the person know what he/she knows? When deciding to use two of the approaches together in the current study, taking an epistemological view (the nature of knowledge) for both of them is necessary. It further needs to know how it is viable to build up knowledge, and how to assimilate and communicate it.

4.4.1 Positivism and QUAN approach

It was in the 19th century when Comte rejected metaphysics and the emergence of positivism came into being with a view that "only scientific knowledge can reveal the truth about reality" (*Kaboub, 2008*). A positivist views reality in a simpler way than it actually is (*Major, 2017*). It deliberately involves overlooking the in-depth study of variables considered for research and leads to a deductive approach for research while concentrating on facts.

The epistemological nature of the quantitative part for this research leads us to the argument that *positivism* is self-evident and does not need to explain the feelings, experiences or opinions of faculty members, As quantitative research methods are based on facts, it only relies on reality itself and does not promote the idea to go beyond this. Theories have been developed concerning the causal relationships (of dependent and independent variables) and hypothesized relations (*Holtz and Odag, 2018*). The approach that leads positivism accentuates the importance of experimentation which is concerned with abolishing any complexity related to the external world. The idea here in this research is to use quantifiable research methods in the

form of surveys through disseminated questionnaires as it uses the ontology of being independently real, which excludes the views based on the subjective approach.

However, there are some strong assumptions of positivism presented by *Gray (2004)* which also became a base of adopting this approach, namely:

- Reality consists of what is available to the senses – that is, what can be seen, smelled, touched, etc.
- Inquiry should be based upon scientific observation (as opposed to philosophical speculation), and therefore on empirical inquiry.
- The natural and human sciences share common logical and methodological principles, dealing with facts and not with values.

Leedy and Ormrod (2001) clarify this stance by explaining “Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory”. The quantitative approach became predominant in around 1250 A.D in order to quantify the large amounts of data that were being collected at this time in western culture, and spread new knowledge across the world (*Sevilla, 2007*). That is why positivism is further linked with the original concept of quantitative approaches as it considers a problem statement, develops hypotheses which then leads to a literature review and finally an analysis of the findings.

Creswell (2003) states that the quantitative approach “employs strategies of inquiry such as experimentation and surveys, and collecting data on predetermined instruments that yield statistical data” (p. 18). Quantitative methods of study cover a large area of representatives from a given population which is the reason why going into deep discussions, interviews and case studies is not possible (*Ostrom and Wilhelmsen, 2012*).

The present study selects this method to discover the responses of a large population by taking out a sample from a large population which allowed it to statistically measure the opinions of faculty members. This approach was further chosen to analyse responses through an authentic statistical tool to avoid biases. The most important element of this method is to hypothesize the relationships among variables (*Popkewitz, 1984; Allwood, 2012*) for instance; the relationship between organizational justice and the factors affecting it, is based on the facts and figures gathered from authentic sources is what makes this study more scientifically valuable. Correlation and reliability among different variables conclude the idea that a philosophical paradigm is only completed when facts and figures are involved. Verified results through different statistical tests let the researcher elucidate existing issues in a suitable manner. It is to

be understood that facts are facts and the researcher did not interfere in participant's views but instead scrutinized them and described the findings of their opinions.

4.4.2 Constructivism and QUAL approach

The seed of constructivism is bred out of the phenomenology presented by several German philosophers' studies (*Mertens, 2010*). These studies called for assumptions, including that knowledge is socially constructed by individuals who are active in research development. This paradigm concentrates on the matter that scholars must put efforts to understand the other's point of view according to their experiences. This term has fundamentally been coined for the psychological area of study. As a standpoint of philosophical and educational thoughts, constructivism has played a long part. Traditionally it was used to discover the meaning of what is around (in an environment) (*Taber, 2011*), and now in its latest guise it is perceived as a tool for ascertaining how individuals make sense of their relative practices.

Constructivism fundamentally rejects the positivists point of view, asserting that reality has to be constructed through social exchanges and does not exist in an external world (*Tan, 2017*). Another perspective associated with constructivism is interpretivism, both of which are grounded in ontology. However, this concept is not standardised and several types of insights have been commanded to build up constructivism (*Riegler, 2012*).

The perceived reality in this concept is limited to specific contexts, time and space and cannot be generalized to only one aspect. It gives an open challenge to people with positivist thinking about the tangible existence of external reality. The idea of constructivism is based on the assumptions of context, roots and interpretation of data -- not just on the imagination. Data is perceptible back to the participants and can be clearly narrated. The concept of constructivism is designated as an uncoiling model that emerges within the natural environment while investigating genuine experiences. This piece of work uses the approach of qualitative research to scrutinize a social issue which has been conducted from the faculty members' stance.

Unlike positivists, a constructivist views reality from the perspective of experience and interactions in a social world. The thrust of using this type of method in current research is based on understanding the phenomenon painstakingly and not to hypothesize only. This study believes that the approach of constructivism stems out of a theoretical perspective called "social construction" (explained in [section 2.8](#)). It promotes the idea of social exchanges and is based on the perceptions, opinions and experiences of individuals. Organizational justice itself is an intangible concept that lies within the thoughts of people and to gauge it, the necessary thing is to explore the thinking, opinions, experiences and daily work-life routines of respondents in order to go deeper in understanding. The study also agrees with the belief of

Chilisa and Kawulich (2012) that reality is intangible, and individuals create it based on their experiences. The study further adheres to the view that while conducting qualitative methods, the researcher's attitude must be sincere when reporting the collected data (*Cobern, 1993*). As written interviews are the proof of respondents' words, honest interpretations and discussion is mandatory.

By using semi-structured interviews, the study comes up with interesting findings by asking on-point questions. Moreover, this research gave a free hand to faculty members for participating voluntarily, freely and clearly to talk about the concerns they have regarding chosen concepts. Considering this approach, issues of fidelity and consistency, trustworthiness in qualitative methods is the most important thing where a researcher is concerned. As such, it is expected that they report their findings scrupulously. As the general respondents in this study are anonymous, the study attempts to take great care in collecting and interpreting data with honesty and forthrightness.

Despite of its benefits, as it is so essential for any firm to play its role for understanding the behaviours and needs of its users (*Blandford, 2013*). The researcher is fully aware of some of the concerns when choosing qualitative research methods. These are: qualitative research methods cannot be taken in a broader context because the sample sizes are very small. Additionally, the reliability of results sometimes become question marked because of the enclosed conclusions. Results of the same study on different days or with different people can change the conclusions or outcomes (however, the study employs a cross sectional approach).

4.5 QUAN and QUAL not QUAN versus QUAL

The thought of choosing a quantitative and qualitative approach as opposed to a quantitative versus qualitative is extracted from a seminal study conducted by *Maudsley (2011)* in which the importance of choosing mixed methods have been explained. The intense debate on this issue has been going on for decades (*Jick, 1979*). The use of both approaches together in this study, and not as a face-off, also helps straddle the rupture between qualitative and quantitative methods. The works of *Creswell (2007; 2013)* and *Aramo-Immonen (2013)* are considered as innovators in the world of research as they highlighted the importance of mixed methods. A mixture of qualitative and quantitative research approaches, techniques, idea, concepts, languages or techniques within a sole piece of research (*Denzin et al., 1994*) offers a third way which disentangles the paradigmatic war through practical and logical arguments. This study embraces the collection of approaches that are deduction and induction and is a very genuine attempt to use several lines of attack whilst responding back to the linked research questions.

Although selecting both approaches together is now a practice of many researchers (*Ramlo, 2019; Siraj et al., 2006; Retinen, 2013; Steinmetz-Wood and Ross 2019*), the war is still continuing, whereby supporters of qualitative and quantitative methods have a perception that their supportive method is ideal to conduct research and covertly express that both methods must not be mingled (*Johnson and Onwuegbuzie, 2016*). However, the reality is different in real life practices. When entering the academic world, numerous scholars believe they will receive a higher position as a professional teacher as they were an expert in a selected approach while working on their own dissertations. This is often not the case and they experience difficulties having only been exposed to one side of a research area. Thus, most them choose a specific area of interest and prefer to dedicate themselves to only one school of thought. The current study pushes these boundaries and opens up a spacious and imaginative room for future research by selecting both methods.

Whereas, advocates of a pragmatic approach have already denied the traditionalists' view that quantitative and qualitative data cannot be used together (*Onwuegbuzie and Leech, 2007*). Although innovative contrasts and fusions have been developing in ongoing research, this study attempts exclusively to support qualitative and quantitative approaches in the higher education sector of Pakistan. It is done also for the cultural reason of the fact very little work has been conducted when looking for "*mixed methods research in Pakistan*" (*Younas et al., 2019; Baig et al., 2018*).

While considering both approaches for the current work, there is a possibility to overcome some of the shortcomings for each of the methods. For instance; whilst using quantitative approach the study attempts to test hypotheses and previous theoretical concepts, it is not possible to get bias while writing results; offering the facts only (*Clarke and Visser, 2018*). Furthermore, quantitative method in this study (and others) obtain only factual knowledge and measurements and is limited to collecting measurable data and conducting limited analysis and interpretation of findings. Similarly, employing the qualitative method benefits the current study in that it attains personal experiences, opinions and suggestions about organizational justice in detail. Moreover, quantitative results are in numerical form and can raise doubts about if the respondent has answered honestly (as teachers are busy in scheduling their classes and curriculums and may select answers randomly), whereas in qualitative data collection, respondents speak truth based on their experiences. A quantitative approach can make a researcher minimally interact with respondents while conducting research (*Wilson, 2010*). Hence, this research stimulates and considers the essence of multiple positions, opinions and approaches.

4.6 Potential methodological issues for the study

The current research selects methods which undertake deductive and inductive approaches. Encapsulating both of these approaches together is not an easy task, especially when there are cultural issues involved. As it is known, Pakistan has dealt with terrorism for many years and evil powers do deliberately attack educational institutes as they are often the easiest target for them to spread their terror. Plus, the political instability leads many institutions to go on strike (whether it is labour, faculty or students) which is a possible limitation to conduct these two methods together. Despite these obstacles (and many others), this study aims to contribute to the social and cultural development of Pakistan's educational institutes.

4.7 Suitable MM Design for the study

The methodological slant being adapted for this study provides a clearer and greater knowledge for an existing problem. The history of mixed methods research is linked back to the 1950s where it was originated and goes up to the 1980s when further developments were made (Maxwell, 2016). Numerous examples of supporting evidence are presented by researchers avowing the benefits of using mixed methods (Rossman and Wilson, 1985; Ostlund et al., 2011; Abdul-Razzak, 2013; Muijs, 2015; Sharp et al., 2016). The rudimentary purpose of using this approach in the current research is to *strengthen the base* of the study and to *eliminate the weaknesses* linked to quantitative and qualitative studies (explained in above sections) when used singly.

This piece of work attempts to utilise both methods of research in order to understand the existing issue in depth. By fine-tuning the instruments, the study makes sure that both of the methods can be used in a Pakistani context (by concerning ethical, social and political issues). The current research chooses a “*convergent parallel method*” to gather data in one go with two opposite natures of data sets. Selecting this approach for the current study helps focus on the robustness and aptitude of both methods while acknowledging the existence of the natural world and also the significance of people's experiences and daily work routines.

The design is chosen because of its famous *non-overlapping quality*, as QUAN would not overlay QUAL and vice versa. Additionally, it has been used in this study to arrive at an effective and well authenticated conclusion about the current issue. However, interpreting two different methods separately was an incredible experience as the study craves to explain the results incurred from a *large sample* of the target population as well as the *mindful thoughts* of faculty members.

The chief advantage this research expects to gain from the concurrent design is to elevate the chances of procuring heterogenous information from both methods. For example, a quantitative

statement only gives an option to agree or disagree, on the other side an open-ended question in-interview allows the faculty members to explain their statement in some detail.

As the figure below shows, the study proposes to be conducted in three major steps. In step one both QUAN and QUAL data collection has been proposed. Step two follows the analysis stage of these methods, and in step three the results are to be interpreted and discussed side by side in a conceptual development chapter (Chapter 7). This is to be done by using both methods together but not against each other. It is possible that the results of one method would not match the other one, but the purpose is to investigate how these approaches interact (for this study's purpose) instead of trying to dominate only one. Yet, discussions, managerial implications, ethical considerations etc of the research are included in the third step.

Furthermore, the diagram below expresses the sample size for the QUAN method which is carefully chosen and is 400 to represent the overall study population. However, the analysis such as correlations, reliability, normality and Fisher's Exact Test are conducted through SPSS v.25 software.

The sample size for the QUAL data is considerably less and limited to 25-30 respondents. In this instance, there is a difference between sample size selections because the QUAN data is obtained with the perspective to generalize the population, whereas the QUAL data is gathered to secure meticulous understanding of the answer. To analyse the QUAL data, Nvivo software has been used where coding (a process through which different connections among data are found([see section 6.4](#))) , nodes (once the coding is done, nodes can be browsed, these have the attributes option where the characteristics of respondents can be seen easily([see section 6.4](#))) , hierarchal tree maps (these are the nested rectangles which are of different sizes and give you the visual presentation of your data ([see section 6.4.1](#))) and word cloud have been developed to sort out the reactions and to see which words were used more often ([see section 6.4.2](#)).

The following visual model of research design has been taken from the book "Research Design: Qualitative, Quantitative and Mixed Methods Approaches" written by John Creswell (2014).



Figure 13: Concurrent Parallel Design

4.8 Cross Sectional Method for Current Study

Fundamentally, there are two types of study: longitudinal and cross sectional. Longitudinal study “denotes repeated measurements of the same individuals over a time span long enough to encompass a detectable change in their developmental status” (*Rajulton, 2001*), whereas cross sectional research is a contrivance that is used to muster data of specific knowledge for one time (the current research singled out to conduct this approach). Choosing this type of study means, concomitantly gauging the outcome on a selected target audience within a specified geographical region and at an undoubted time (*Abu-tayeh, 2007*). In general, most of the studies related to the health sciences sector have selected this approach (*Hemed and Tanzania, 2015; Olsen and George, 2012; Mann, 2003*) and still have some room for other areas of research.

The **reasons** why this study chose a cross sectional approach are; it is possible to capture *various variables at a time* and provides precise information needed by the researcher, also the *behaviours and attitudes* of respondents towards participation (ignorant behaviours because of busy schedules) are to be considered as a cultural factor which promotes the researcher to go cross sectional. Furthermore, as a student abroad (with self-funded research), it is very hard to manage the expenses of travelling back to Pakistan to collect data for more than one time. This type of research approach is thus relatively economical and easy to handle in much less time. Since the fine tuning of instruments showed that teachers were least interested to take out time from their busy schedules for an unpaid survey which is not conducted by one of their university’s students, the study decided to not go for phases (which is also a limitation of study).

By opting for this approach, the study carries number of respondents to participate voluntarily and anonymously. These respondents (faculty members) carried a variety of characteristics, backgrounds, age, income, gender, education etc which are known as demographic variables. The nature of this research asked to add few of these features to the demographic section as all are not needed. As, teachers are the ones who build nations and contribute so much to the economy, they were selected as a targeted audience from higher educational institutions of Pakistan.

4.9 Fine tuning the instruments

Once a complete understanding of the research questions, topic of study, objectives and aims, techniques, and instruments are developed, the study then conducted some *pretesting* of instruments to fine tune them. This approach takes a smaller version of a complete piece of research or can be explained as a try-out (*Arain et al., 2010*). A pre-testing of questionnaires

and interviews, which are the research instruments in the study, has been carried out to examine if all of the variables in a project are able to work together or not. Before moving ahead, fine tuning of instruments gave this study a better chance to make verifications and correction of instruments, as well as to discover whether they are reliable and valid or not (*Abu Hassan et al., 2006*).

4.9.1 Why it is done?

The basic purpose of conducting a pre-test of instruments in this research was to verify their acceptability by taking on and testing it on a very small percentage of respondents. However, the instrument is often modified and revised as per suggestions and feedback received. The essential reasons to perform it for the current research were similar to the ones presented by *Calitz (2009)*:

- 1- Spotting the failures in instruments while applying them practically is necessary. Once the structure of questionnaires and interviews is accomplished, the researcher continued to focus on the testing to check trustworthiness and revise flaws.
- 2- Defining important questions and eliminating extraneous ones. Feedback and suggestions definitely led this study to a reassessment of questions and revision of instruments.
- 3- In addition, observation of behaviours and attitudes regarding questions is also one of the strong factors which helps this study to prepare for facing positive or negative standpoints while conducting the data collection phase.
- 4- While initially testing the interviews, it has been helpful to measure the duration each participant takes for completion of interview, or even for filling out a questionnaire. This idea helps to manage costs and time effectively.
- 5- To find out if other variables are present in Pakistan's cultural environment which are affecting the perception of organizational justice for faculty members.

The major focus of this initial testing was to achieve the aims of the research. Furthermore, it helped the study to achieve all major objectives and reduce the number of errors which were unpredicted when the instruments were built.

4.9.2 Carrying out the initial testing

The process of fine tuning was started right after receiving permission from the relevant institutes. The procedure included a clear agenda of testing both instruments (interviews and questionnaires) and finding out if these are reliable sources to carry out the current research. The study undoubtedly had a strong idea of how important this task was. The whole procedure took approximately two to three weeks in which both instruments were evaluated. A short

sample of 15 questionnaires and 5 interviews were selected to understand the authenticity and viability of this work. It was decided to take two of the government universities (Quaid e Azam University, Islamabad and Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi) into account due to convenience. The study encountered difficulties in approaching teachers in these institutes as the culture of state universities does not promote a proper scheduling of appointments for interviews. However, questionnaires remained in the offices of available teachers with different positions and were collected after a week. A few examples of interviews and questionnaires were scanned and are attached in the *appendix IV*.

a) Testing the Questionnaires

Questionnaires had been reviewed before dissemination. They were critically reviewed and some of the overlapping statements were eliminated. Also, the structure of the questionnaires was revised to end up with a simple and understandable language register throughout. The study understands that the targeted audience is from Pakistan and English is their second language. Even if they are well educated teachers and had a very good sense of the English language, to be safe the questionnaire was translated into the Urdu language additionally. It was decided to dispense the instrument as per each teachers' preferred language. All of the questionnaires were handed over personally and teachers were given almost a week's time to complete and were then collected from their offices.

The questionnaire was divided into seven sections in which all aspects related to the study were covered. Out of 15, 9 of the respondents were males and 6 were females. Most of the respondents selected the option of Master's degree when they were asked about their education level, with very few holding doctorate degrees. It has been seen that the workforce in these top-class institutes is young and majority of respondents indicated that they fell between the age brackets of 21-30, or 31-40 years old. From the options for job tenure, most respondents selected more than 5-10 years. This clearly shows that a larger number of respondents were still supporting their institutes by working there. However, every section of the questionnaire included statements written in humble language. The results collected from the 15 questionnaires indicated that the factors extracted through the literature review (organizational communication, power distance, reward allocation and organizational structure, organizational trust) are likely to affect organizational justice in the Pakistani educational system and are affecting people's perception about justice.

The lion's share of respondents' answers indicated that they were slightly disappointed, however, they appreciate good things happening in their institutions and reported a need for fairness in interactions among employees and employers. A linkage between organizational

communication and justice was also found while conducting pre-testing. The situation seemed to be neutral in terms of the power distance section because many of the respondents remained unclear as to whether they tolerated the unequal distribution of power or not in their workplace and if it affects their justice perceptions. A mixed review for the organizational structure section was discovered as many of the teachers were unsure about the structures of their institutes. A similar finding was uncovered in the reward allocation section. The results were mixed as almost everyone seemed to be selecting different options, but on one statement the majority of the faculty members disagreed, namely that “they get the chance to attain standing among their colleagues in respected institute”. Lastly, the majority of the respondents were seen agreeing with the organizational trust statements that it plays a pivotal role in strengthening or weakening their justice perceptions.

The pre-testing exercise findings gave credence to continue exploring the factors affecting justice and how these play a role in faculty members’ daily work lives.

i. Changes made in questionnaires for fine tuning

The following were the changes made to the questionnaires once initial testing was conducted:

- Initially it was decided to create a questionnaire in both languages on the same page (English and Urdu) to make it easier for all respondents to reply either in their first language or English. This resulted in the questionnaire becoming too long. Thus, questionnaire was arranged by keeping English language on one side of the page and Urdu language on the other side. This made the questionnaire look précised and organised.
- A few spelling and punctuation mistakes were identified in the questionnaires and corrected.
- Some overlapping statements were presented in the initial draft which were eliminated to avoid any confusion.

b) Testing of Interviews Scripts

Testing the interview instruments was not easy because of the cultural and political environment of Pakistan. The ongoing strikes at schools and universities regarding number of issues also became a hurdle in approaching teachers to participate. As described above, two of the universities were selected to conduct 5-10 interviews, however, the study managed to secure 5. The first concern was to assure the confidentiality of faculty members who took part in this research. An agreement was handed over to protect all respondents’ privacy rights. The section clearly explained that every respondent would be anonymised and referred to by codes for analysis. The study also made sure to hand over a consent form to respondents after securing

their permission. The form contained the acceptance respondents were giving their interview voluntarily and that they could withdraw from the interview process at any time should they feel uncomfortable. Moreover, it was agreed that interviews would be recorded prior to starting, or only in a way that respondents felt content with.

The estimated duration of each interview was around 40-50 minutes, although some of the faculty members took up to 80 minutes to complete their interview. This occurred because the interview script contained a large number of questions and also because some of the faculty members had to receive important calls in between. Pre-testing interviews were conducted in a safe and natural environment in which the interviewee stated they were comfortable. Starting with the preliminary phase, the researcher introduced herself and made sure to be clear about the purpose of conducting this research, and specifically the interview. Language preference for the interview was the next thing that was established. Only two of the participants preferred to be interviewed in the Urdu language, while the others were comfortable with English. Demographics were asked from interviewees just to get a glimpse of their job tenure, experience of working and gender. These characteristics further helped the study to analyse the data. The sequence of interview sections was kept same as questionnaire.

Although interviews were set as semi-structured, considering the very busy schedules of faculty members, there were several questions in each interview session which led to a deeper questioning and answering session. Participants expressed little disappointment when asked about fairness status within the top higher educational institutes of Pakistan. While discussing perceptions of justice from responder's point of view, they were confident and expressed awareness about the topic. Concerns were different in each interview as every employee had his/her own personal circumstances to contend with in their job. When responders were asked to describe what makes them satisfied enough to work in their institute, there were mixed reactions. Some stated they were in fact are not satisfied but due to the lack of opportunities in the market, they must stay. However, some of the satisfied faculty members replied that their sustaining wages were the main reason to remain with their institute.

For organizational communication, most of the answers suggested improvements in interactions among employees. A few of the unhappy participants commented that they cannot communicate their honest opinions because their employers do not take on board any kind of healthy criticism and instead take it personally. Yet, some stated that their views are welcomed, but only if they are required by the management. When it was asked how power influences the responders' perception, nearly every respondent's reaction explained that power, if used justly

and effectively, can help an organization to flourish. However, there was an uncertainty to the questions of equality and empowerment, as some participants agreed while others disagreed. The next section related to organizational structure whereby responders were asked to give a general idea about their views on the current structure of their institutions. Responses were, on the whole, satisfactory but when it came to personal questions like flexibility at work, adaptation of new policies, and empowerment at work, more mixed reactions were received. Conversely, the situation concerning reward allocation was less favourable as most of the respondents had not received any extra incentives and hoped to receive monetary incentives mostly because of the deprived financial economy of Pakistan. Respondents believed that fair distribution of rewards builds trust and elevates accountability. However, some of the respondents were not even satisfied with their current salaries and have suggested improvements in the reward policies of their institutes.

Finally, the responses to the trust section of interview signalled that faculty members of both institutes do have trust in their employers to be honest and treat them fairly, and issues of equality rules and reward allocations were not followed by employers in many cases. Overall, it was sensed that these factors are affecting faculty members' perceptions about justice in their institutes and need further investigation to see how they are dealing with the issues.

The political instability issue of Pakistan was also seen as a contributing factor affecting faculty members as their jobs are often not secure, nor pay enough to remain in line with inflation in the economy. Raising concerns in one's organization was also seen as a problem in the chosen institutes as faculty members were not encouraged to express their opinions freely. The researcher is currently working on this variable to add to literature section and conceptual framework.

i. Changes made in the interview session

The following are the changes made for the interview session:

- A few questions from the interview sessions were merged or eliminated as repeated answers were received in some instances.
- Many questions asked that the interviewee provide examples to support their statements. Where respondent's attitudes showed that they were not interested in giving a new example every time repeating the same ones, some examples were excluded.

- A few questions (for example, how do respondents think these factors affect justice perceptions) were required to be added in the interview session to gain more knowledge about the concept.
- Although the contribution of all questions was quite healthy, reducing some made it easy for participants to manage the session time as within initial testing it was taking longer than the projected time.
- In the initial stages of setting out the methodology, it was decided to conduct 50 interviews, equal to 5 interviews from each university. However, as explained, the situation of approaching teachers was not as optimal as had been hoped. The reason behind this could be teacher work burdens, exhaustion or increased inflation in the economy (explained later in Chapter 7). Thus, after visiting the institutes personally it was decided to conduct 25-30 interviews in total.

4.10 Selecting Population for the study

Taking a sample out of a statistical population is an attempt to show what the population is like. It is apparent that the current study would not be able to conduct a direct study of all the persons within the target population, thus it selects to gather information from a subset of people (a sample) and utilises those findings to make conjectures about the whole body. A targeted population for any study is defined as “the total number of units from which data can be collected” (*Parahoo, 1997*), and “a factor which has proven up to the mark for including in any research study” (Langen, 2009; Rajasekar et al., 2006).

The targeted population of an investigation must have a common set of characteristics relating to a problem statement and its research questions (El-Gohary *and* Salem, 2010). The aptness of a research population is grounded in its appropriateness to achieve objectives and answer the research questions set out in the study (Degu & *and* Yigzaw, 2006). However, the touchstone for an inclusive population in this current study is dependent upon:

1. Top ranked universities in Pakistan recognized by the Higher Education Commission.
2. Teachers who are teaching in these recognized institutions/ universities.

4.10.1 Introducing the population of study

The top ranked universities of Pakistan are the targeted audiences and selected population for this study because of their overwhelming recognition in Pakistan. Below, table 10 depicts the actual number of faculty members serving in the chosen institutes. The institute with the first position is *Quaid-e-Azam University, Islamabad*. This is a government institute and came into being in 1967 under the act of national assembly. The university then started to teach and conduct research programmes of MPhil and doctorate degrees. Later, it was decided to initiate

the Master's degree program along with graduate and undergraduate sessions. As described officially, this university, because of its international standing, attracts many foreign students. The total number of faculty teachers from different departments and fields is 500. Next is *University of Punjab, Lahore* established in 1882. Situated in culturally rich county of Lahore, this university was the first in the whole sub-continent Muslim majority area. With a very vast history, the university is comprised of several campuses, faculties, constituent colleges, departments, centres, institutes and affiliated colleges. It has over 818 permanent faculty members involved in teaching/research.

Next in ranking is *National University of Science & Technology (NUST)* which was established in March 1991 whose major purpose was to stimulate higher scientific education in the country. With the passage of time it has expanded its services and scope and has placed itself in the top rankings of the Higher Education Commission as a public sector institute. Almost 200 faculty members are involved in developing skilful students to contribute further to Pakistan's national economy. The *University of Agriculture, Rawalpindi* is the fourth in HEC ranking and was established on the basis of agriculture as Pakistan, from its independence onwards, has focused on irrigated agriculture. Over time it made constant efforts at staff development with the result that nearly 46% of the faculty possesses Ph.D. degrees, while the others have M.Sc. (Hons) and M.Phil. degrees. This institute has 739 faculty members.

Next is *Aga Khan University, Karachi* whose mission is "to develop human abilities through the discovery of knowledge, and application through service". The university has 1300 faculty members and has six large campuses around the world, including Pakistan. With the ranking of number six, *CIIT (COMSATS), Lahore* came into being in 1998 and was chartered in 2000. It has international recognition with its mission of discovery and research, teaching and learning and giving away public service. The overall faculty members in Lahore amount to 1650. At number seven is *Pakistan Institutes of Engineering and Applied Sciences (PIEAS), Islamabad* which was established in 2000 with its speciality in engineering. However, it later offered and continued to develop in Bachelors of Sciences, MPhil, Masters of Sciences and PhD degree programs with 135 faculty members. Next is *University of Karachi*, officially described as the biggest university in Pakistan which contains 8 faculties or departments of studies including around 800 faculty members. The *University of Health Sciences, Lahore* is number nine and inaugurated by the President of Pakistan in 2002. It has a core competency in the area of health and sciences. It promotes medical education at its best to serve society however, faculty members in this institute are approximately 89. Finally, the *University of Veterinary & Animal Sciences, Lahore* which is 133 years old and focuses on development in

areas of life sciences, promoting degree programs including BS, MS, MPhil and Phd. *This university promotes higher education to maintain the civic and social roles in society by keeping its standard high.*

4.10.2 Approvals and permissions

Initially, the study had confidence in sending emails and making phone calls to secure permissions from the chosen institutes, but in practice this approach did not work. The researcher was not responded to through phone calls or emails. It was thus necessary to take further steps and visit these institutes personally for the researcher. Campuses of chosen universities were personally visited, and the study managed to secure permissions from 9 out of 10 universities (displayed in table 10). However, few sample application approvals from different universities are attached in the *appendix VIII*.

As the majority of the targeted institutes are public/government ran, their atmosphere restrains to facilitate any outsider. The reason is possibly the security as the terrorism threats are still on. Only one university outright rejected the application as their committee prohibits their faculty members from sharing any kind of data with outsiders. The reason for this was never given, but it might be possible that it is due to the high security alerts in universities as Pakistan is still facing terrorism issues and is in a state of war against radicalism. However, the nature of data to be collected was clearly mentioned in the submitted application.

Table 10: Current approval status from universities

	Quaid-e-Azam University, Islamabad	Approved
	University of the Punjab, Lahore	Approved
	National University of Science & Technology (NUST)	Not Approved
	University of Agriculture, Faisalabad	Approved
	Aga Khan University	Approved
	COMSATS Institute of Information Technology	Approved (Kept the application due to university policy)
	Pakistan Institutes of Engineering and Applied Sciences (PIEAS)	Approved (Kept the application due to university policy)
	University of Karachi	Approved

	University of Health Sciences, Lahore	Approved
	University of Veterinary & Animal Sciences, Lahore	Approved

4.10.3 Sample selection Criteria

Selecting sample from a large population is a tough call for researchers as it clearly needs to be a representative. This study focuses on higher educational institutes of Pakistan as it is very much undermined sector. My personal interest in teaching and experience of watching many university teachers going on strikes in Pakistan led me choose this specific sector. Although an increment has been seen in allocation of budget through the years (in 2010-11 304 billion rupees were allocated whereas, in 2018-2019 session 980 billion rupees were earmarked [I-SAPS, briefing note]) but how this money has been spent is another story.

It is clear that whole. Population cannot be taken for a single research and there are 214 universities which are registered and recognised by Higher Education Commission of Pakistan. So, top ten higher educational institutes (according to HEC in 2015) were taken into account for current research. This made the study focused and reliable as these universities already exist in leading leagues table. However, it was not a piece of cake to select data because they were situated in four different cities at quite a distance. There was an option to choose convenient sampling and select universities from the city where i was born and bred but basic aim of my study was to avoid bias in any case.

4.11 Sampling and Sample Sizes

In sampling, a number of participants from the whole population were selected as representatives for the current research. This is a group of individuals with similar attributes (all are teachers in their institutes). Taking samples from the whole population is essential as every member of the population cannot be included in the study because of the limited time frame (Latham, 2007), money constraints and many other factors the researcher faces.

The concept of a sample refers to a “representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population”. This definition of sampling remains the same for all disciplines that exist in the research world. However, only the innovative description can be altered according to the purpose or objectives of the study (Lohr, 2010). For the current study, this step included selecting different sampling methods which allowed it to deduct the cost and increase efficiency, along with greater flexibility and exactness.

Out of whole population, this study along with using both methods (QUAN and QUAL) has selected samples through different sampling techniques to promote the idea of innovation.

When calculating an accurate sample size, it is necessary to know the exact number of whole populations. **Table 11** represents the total number of teachers that exist in each institute via information taken through official websites. *Sample size* is then calculated with a confidence level of 95% and an error margin of 5% precision level which resulted in the sample size of 363 (400 questionnaires were distributed to be on the safe side, and 364 came back). Sampling was done through surveymonkey.com and the formula which has been used is presented below. Where z indicates z-score (1.96), p indicates sample proportion, e indicate margin of error and N indicates population;

Table 11 Sample size calculation (surveymonkey.com)

Sample size formula for Faculty Members
Sample size= $\frac{z^2 \cdot p(1-p)}{e^2} \cdot \frac{1}{1 + (\frac{z^2 \cdot p(1-p)}{e^2} \cdot N)}$

However, for qualitative sample sizes there are no standard or fixed measures defined by researchers, but these tend to be relatively (Malterud et al., 2016). The total sample size for this approach was set as 25-30, which equated to 3 interviews being taken from each institute.

Table 12: Total Population of Current Study

Quaid-e-Azam University, Islamabad	500
University of the Punjab, Lahore	818
National University of Science & Technology (NUST)	200
University of Agriculture, Faisalabad	739
Aga Khan University	1300
COMSATS Institute of Information Technology	1650
Pakistan Institutes of Engineering and Applied Sciences (PIEAS)	135
University of Karachi	800
University of Health Sciences, Lahore	89

University of Veterinary & Animal Sciences, Lahore	229
Total Teachers	6460

4.11.1 Choosing Sampling Techniques

Whatever method is chosen for sampling depends upon the basic aim of the research (Lammers, 2005). Probability sampling is selected when the researcher is in full confidence to collect data. Shannon-baker (2016) describes, these techniques are primarily used in quantitatively oriented studies and involve “selecting a relatively large number of units from a population, or from specific subgroups (strata) of a population in a random manner where the probability of inclusion for every member of the population is determinable” (*Tashakkori and Teddlie, 2003*). However, non-probability sampling also helps to achieve some specific goals and objectives of a study (Alvi, 2016).

A comparison between probability and non-probability sampling explained in table 12 clearly states that probability sampling supports quantitative studies and non-probability sampling shares its thoughts with qualitative research (*Teddlie and Yu, 2007*). The overall resolution of both sampling types is the same, but the sample size of non-probability sampling is always smaller than the other type. Major divergence can be seen among the sample size that must be taken because non-probability sampling goes more in depth in its study. Lastly, descriptive data is to be generated while conducting non-probability sampling, whereas numeric and quantifiable data is built into probability sampling.

Table 13: Comparison among Purposive and Probability Sampling Techniques (Teddlie & Yu 2007)

Comparisons Between Purposive and Probability Sampling Techniques		
Dimension of Contrast	Purposive Sampling	Probability Sampling
Other names	Purposeful sampling Nonprobability sampling Qualitative sampling	Scientific sampling Random sampling Quantitative sampling
Overall purpose of sampling	Designed to generate a sample that will address research questions	Designed to generate a sample that will address research questions

Issue of generalizability	Sometimes seeks a form of generalizability (transferability)	Seeks a form of generalizability (external validity)
Rationale for selecting cases/units	To address specific purposes related to research questions The researcher selects cases she or he can learn the most from	The researcher selects cases that are collectively representative of the population
Sample size	Typically small (usually 30 cases or less)	Large enough to establish representativeness (usually at least 50 units)
Depth/breadth of information per case/unit	Focus on depth of information generated by the cases	Focus on breadth of information generated by the sampling units
When the sample is selected	Before the study begins, during the study, or both	Before the study begins
How selection is made	Utilizes expert judgment	Often based on application of mathematical formulas
Sampling frame	Informal sampling frame somewhat larger than sample	Formal sampling frame typically much larger than sample
Form of data generated	Focus on narrative data Numeric data can also be generated	Focus on numeric data Narrative data can also be generated

Table 14: Types of Sampling Techniques (Xu, 2008; Trochim, N.A)

Probability Sampling	Non-Probability Sampling
Random Sampling	Convenience Sampling
Stratified Sampling	Quota Sampling (Rada and Martin, 2014)
Systematic Sampling	Dimensional Sampling
Cluster Sampling	Purposive Sampling

	Snowball Sampling (Handcock and Gile, 2011)
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4.11.3 Sampling Techniques for Current Research

Although the old mindset of putting each approach in one pot and closing the jar (so that those who follow QUAN should go for probability sampling and those who follow QUAL should be selecting non-probability) was debunked in a study by *Onwuegbuzie and Collins (2007)*, they broke the glass ceiling by explaining that *the QUAN studies can adopt non-probability methods and QUAL research can use probability approaches*.

Since the current study adopted a mixed methods approach, data had to be collected through two different approaches. Out of the many types of probability and non-probability sampling multiple sampling (working with two sampling techniques) worked for this study. Simple Random *Sampling* had been chosen first as the population had to be divided into different universities. This was done due to the cultural factor and the hectic schedules of faculty members. In the qualitative section, *purposive sampling* appeared to be the most appropriate approach for data collection. Here specific teachers were selected to provide necessary information through interviews. In this way, people who could communicate well or were available and also willing to participate in the research were magnified.

4.12 Types of Data Sources Used

Data sources are the backbone of any research as they build up a foundation for a study to collect or generate data to understand a problem in depth. The current section of study has made an effort to use both types of data sources: primary data and secondary data (*Hox & Boeije, 2005*).

4.12.1 Primary Data Sources for Current Study

Firstly, the targeted audience for primary data collection were the teachers in higher educational universities of Pakistan. This type of data is usually linked with the *behaviours and reactions of respondents*, the information gathered from primary data is for a specific purpose to solve a particular problem (*Stack, 2000*). Put simply, the knowledge obtained by the researcher is that which is currently not publicly accessible on forums such as websites. The nature of the primary data is original and not imitated from anywhere else. Many types of primary data can be used while gathering data through primary sources such as surveys, interviews, focus groups, observations, desk research, telephone interviews etc.

Principally, surveys include questionnaires from which the researcher can extract specific information. Although chances of unequal distribution exist, this can be eliminated by selecting

an accurate sampling technique (Langen, 2009). The current study has also selected this approach to conduct a *questionnaire survey* and distribute the questionnaires by hand so that no chance of biasness is left. The idea of distributing a postal survey was not adopted because of the cultural attitudes (as described above, institutions did not even show interest the phone calls or emails) exist in Pakistan. However, interview-based surveys were also there with open ended questions.

a) Questionnaire and Interview Structure

A draft of the questionnaire has been adopted and amended in the Pakistani context. The questionnaire for this study was based upon a 5 point Likert scale which ranged from the options *strongly agree, agree, neutral, disagree* and *strongly disagree*. Although complete information about every concept could not be delivered in questionnaire form, still an idea was there in one or two introductory lines. Privacy and confidentiality declaration had also been assured so that there would be no ethical issues.

The very first section of instrument had displayed demographics in which respondents were asked to tick or encircle the correct option about their gender (male or female), qualification (Masters, Masters of Science, Doctor of Philosophy, Post Doctorate), age (21-30, 31-40, 41-50, 51-60, 61 or more), tenure (Less than 5 years, 5-10 years, 11-15 years, 16-20years, More than 20 years) and position (Lecturer, Assistant Professor, Associate Professor, Professor).

The second section consisted of questions asking about the *justice perceptions* of teachers for their relative institutes. This part of the questionnaire was originally adapted from Noor & Hassan (2008) which is based on 6 items. The third segment of *organizational communication* was originally adopted from Seyitoglu and Yuzbasioglu (2015) and further modified according to the requirements of the current study. The fourth section was related to *power distance* where respondents were asked to give opinions about their perceptions of power distance that exist in their institute. This section was originally adopted from Bialas (2009) which is based on two situations but had been changed for the ease of targeted audience.

The fifth segment of the questionnaire was based on the *structure of organization* and originally adopted from Jiang Feng (2011). In this part of the instrument, respondents were asked to freely answer the questions according to their opinion about existing structures in their institute. The next part of the questionnaire was formerly adopted and modified from Khan et al. (2013) where respondents had to provide their honest judgement about *reward allocation* within their institutes. Lastly, the seventh section of the questionnaire consisted the statements regarding *organizational trust*, this part had been adopted from Sulligoi (1981) and asked respondents to give their opinions.

After pretesting, a few statements were modified or eliminated due to overlapping. This was done to avoid any kind of repetition and biasness. The questionnaire was then developed in final form and disseminated among institutes.

The present study follows **semi-structured interviews** in which the researcher prepared a completely scripted interview session with the estimated delivery time of 45-50 minutes. The pattern of semi-structured interviews had been selected by taking care of the tiring schedule and cultural mindset of faculty members. Interview questions were tested during fine tuning of instruments and it was realised that the session could take more than 50 minutes for a few participants to complete. Moreover, some of the questions were repetitive as similar answers came in initial testing. Thus, the study decided to merge some questions and reduce the length of the interview session to complete it in the estimated time. It was intended to conduct unstructured interviews but due the security reasons and very busy schedule of faculty members, it had to be converted into semi structured.

4.12.2 Secondary Data Sources for Current Research

Secondary data is the data which can be obtained without going out and conducting fieldwork. It is a systematic approach and is indispensable for research, but still there is a lack of literature on it (*Johnston, 2014; Koziol and Arthur, 2012*). Most of the time it is taken from published works such as *online journal articles, databases, magazines, books, website information, published works in libraries etc.* (Brwer, 2007; Tripathy, 2013). In this study, almost all of these ways to collect secondary data have been used and the major benefit is that it *economises the cost* of data retrieval because someone else has already done the work. Further, another source of collecting data sources for this study are the official websites of chosen universities as it was necessary to count faculty members of each institution.

The utmost advantage of this type of data retrieval for current research was that it prepared the researcher to *identify gaps* in the existing literature. Deficiencies in previous work could be rectified by identifying such information through secondary sources. Moreover, secondary data helped to probe the factors and allowed the research to get back into the history and origin of related factors.

4.13 Ethical Considerations

Ethics strategy in research is not a one size which fits every approach. All studies are different and should be considering ethical issues according to their surroundings. The current study is designed to lend a hand for the improvement of the of higher education system of Pakistan. The situation of organizational justice (as described in literature review section) has been witnessed as slightly low, and this research ihas attempted to review the factors which are able

to impact it and can bring organizational justice to betterment. Even the issues which are triggering these factors were taken into the consideration to get a clear view of what is happening in the sector.

The following are some ethics principles which were strictly followed while conducting this study:

- ❖ The current study clearly recognises the fact that there should be no impairment to any participant, neither physical nor mental. Also, this research was never intended to harm any participant's financial status (loss of job, demotion or burnout situations) because of the data they provided. As keeping the privacy of respondents was the top most purpose of data collection process.
- ❖ It was declared that the nature of data to be obtained did not include any sensitivity (like blood samples or any chemical reactions) and was only for social benefit.
- ❖ The dignity of each participant was respected in this study while collecting data.
- ❖ Data was not collected by force and the consent of every participant was obtained.
- ❖ A major concern in this section of study was to secure the privacy of each respondent. A brief letter for confidentiality was issued to each university while taking permission to make sure that data collected from them will be anonymous. Reassurance letter was attached with the intention that any data obtained for this study will be strictly personal.
- ❖ As an ethical consideration I declared that this study was a non-discriminatory research and was not at all biased to any race, ethnicity, gender, religion or culture. Used sampling techniques (can be seen in section 4.9.2) were selected to give every participant an equal chance to respond to the questionnaires and interviews.
- ❖ As this study is conducted to promote improvements in higher education institutes, faculty members and their leadership are those who will be getting benefits from this research. However, concerns of relevant stakeholders have been addressed in this research.
- ❖ The researcher was aware of the busy schedule of faculty members and never forced them to participate in research. An expected duration was told, and proper appointments were booked for interviews. However, questionnaires were left in their offices for a few days so that they could fill them easily whenever they get time.
- ❖ Being ethical, this research provided free consent to all participants that they were allowed to withdraw from research anytime they don't feel comfortable. Whilst, natural environment was used to conduct any survey or interviews still if any participant feels uneasy, they could have left the survey.

- ❖ It was reassured that I had avoided all the deceptive practices deliberately which means participants were not cheated while obtaining data. All statements or questions asked during data collection were original and approved from supervisors. There was no change while handing them over to respondents.
- ❖ Regarding honesty, it is to be stated that all the results, procedures, interpretations, discussions and findings will be presented fairly to the participants.
- ❖ There is always room for improvement, no matter if you get a positive feedback or a negative criticism, it is always for betterment. This study will be opened to receive any feedback, criticism or any advanced ideas that can lead to perfection.
- ❖ Government and institutional policies were obeyed while entering in universities for data collection in order to avoid any kind of mishap or indecency. Sometimes institutes have strict policies for letting the visitor in their university, so I took care of getting a visitor pass along with all documents.
- ❖ The last and most important ethical concern of this research is it is obliged to avoid plagiarism and completely create an original text. All work that is rephrased, or any quotations, definitions, tables or figures taken have been properly cited.

4.14 Conclusion of Chapter

This chapter of the research methodologies has been written to highlight the importance and selection of research methods which are necessary for every piece of research. All the sections include how and why this study is going to utilise a mixed methods approach. The underpinning concepts of positivism and constructivism were well explained and incorporated in this research. The selection of research methods, development of instruments, type and nature of study, selecting population, choosing sampling techniques and the type of data are illuminated accordingly. Initial testing of instruments cleared many doubts and led the researcher to believe that the study is viable and feasible to conduct. Also, the selected design of mixed methods research seemed practicable. Each section of this chapter has explained the detailed rationale of the chosen methods. All in all, this chapter of the dissertation prepares the reader for the next chapters (Chapters 5 and 6) where practical application of these methods can be seen.

CHAPTER 5

QUANTITATIVE DATA PRESENTATION

5.1 Introduction

So far, the chapter of quantitative analysis determined to firstly explain the process of transferring questionnaire responses to the SPSS (Statistical Package for Social Sciences). Next is the section where attempt to clean or screen entered data has been made in five basic steps which are independence of observations, missing values, outliers, normality, linearity *and* homoscedasticity of variances. Further comes the principal component analysis to analyse if there are any pointless factors which can be eliminated through its implementation. Once, screening and data reduction was done demographics of the questionnaires were described along with pie charts. Cronbach alpha is the next unit of this chapter which opts to check the reliability of existing variables. Spearman correlation analysis was then conducted to confirm the acceptance or rejection of hypothesis 1,2a, 2b, 3,4. Further *are the cross tabulations, fisher exact test and phi* which has been done to check the strong and weak effects *of organizational trust* on the related variables (hypotheses 5,6,7,8) . *Finally, at the end this chapter concludes the summary of results.*

5.2 Data Screening

Once the data is collected and put straight to the statistical software in original form, the analysis stages begins. The standard of a data analysis is based on initial data screening in order to obtain unbiased conclusions; though it's crucial and time consuming but in order to put forward better insights of a study data screening stands as valuable tool (Abdulwahab, Md Dahalin and MB, 2011). Data screening is mainly done to clean the raw data where possible missing values, outliers, errors etc can be found.

Thus, before moving ahead the various techniques of data screening were checked including independence of observations, missing values, outliers, normality, linearity *and* homoscedasticity of variances. It will allow this research to check if any error is present in data and how it is going to be treated. Major task of data screening in this study is to identify and check the adequacy of assumptions prior to conduct further analysis.

5.3 Purpose behind data screening

Most importantly, it is obvious to decide that from where we are going to take a start for hypotheses testing. As two types of statistical tests exist in numerical world and these are;

parametric tests and non-parametric tests. Firstly, we can talk about the most famous and widely picked parametric tests, the *major assumption to perform these tests is the data normality*. By data normality we mean the linearity among variables and the symmetrically bell-shaped graph is visible in output. However, *when these basic assumptions do not meet, one is directed to (second) non-parametric tests*. A very recent paper by Grech and Calleja (2018) has made a good side by side comparison among these two. Their stance of explaining why these two tests matter individually, is acceptable and strong. A non-parametric test can be adapted when the data presentation or the shape of graph skews so much that its median become dominant on median Taeger and Field (2014).

Let's have a look at 6 major data screening steps;

1. Independence of observations

Independence of observations is one of the assumptions which are often kept in mind while collecting data. Significance of each observation holds great importance though it is scarcely mentioned. The violation of this assumption results in effecting on significance (p-value) of statistical tests (Gel, Miao and Gastwirth 2009).

For current research, each participant included was allowed to respond the questionnaire only once. No participants were permitted to discuss their responses with each other. Each questionnaire was independently filled by all individuals. Faculty members of selected universities were taken in confidence and informed about maintaining the decorum of this study.

2. Missing Values

Missing values are a common problem faced by researchers which can lead to biased results and affect the statistical power of the test if not removed or treated (Kang 2013). Missing values should be taken in account to put forward unbiased results. There are various methods to treat missing values which include complete case analysis, available case *and* imputation analysis (Kwak and Kim 2017). *Bunch of traditional and new approaches are there to deal with missing values, this study chose Expectation Maximization (EM) approach* which is also known as Missing Values Analysis. It is already built in SPSS and computes a new dataset without missing values. Along with the imputation of values, the method was used because MVA also gives information about the patterns and difference between missing data patterns and cases (Acock, 2005). Another reason to select this method is that there are very few missing values which can be easily replaced by SPSS and do not cause a biasness. Table 15 represents number of missing values found in data set of study with respect to case number. Here case number

represents the respondent number which means total 5 values were missing in complete dataset gathered from the higher educational institutes.

Table 15: Missing values of data set

Cases number with missing values	Number of missing values
1	1
15	1
18	1
20	1
66	1

3. Outliers

Jhon W. Tukey was the pioneer of discovering outliers and many ground-breaking concepts like exploratory data analysis (Kendrick et al., 1989). This happened in 1977, the proper definitions for his concepts are very hard to find as worked through rough conceptions all the time. In survey analysis, a large number of responses are gathered and recorded, it becomes necessary to identify even the smallest outlying numbers to avoid biasness. Not only because they are only considered as errors, but they can tell so much more about the dataset. It is possible that a study has a misleading model and the outlying values (if very large in number) say something about it. However, Outliers are generally considered as noise factors in data analysis, the presence of outlier's results in heavy tails of sampling distribution and affect the mean value of sampling distribution by deviating it. Outliers can be very tricky and able to mess up the data analysis if not treated properly. The existence of outliers reduces statistical tests accuracy as it leads to inflated errors (Osborne and Overbay, 2004). In order to determine the presence of outliers in current data, box plots were made for each variable *and* detected outliers were then removed.

Table 16: Number of Outliers in each variable

Variables	Outliers	Case Number
Organizational Justice	4	125,211,222,333
Organizational Communication	0	-
Power Distance	0	-
Organizational Structure	0	-
Reward Allocation	2	360,362

Organizational Trust	0	-
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The table (16) represents the cases consisting of outliers in each variable. 358 responses were left out of 364 responses after removing outliers

a) Boxplots

This is also an invention of Tukey who had presented a proper method of making boxplots. This study has followed a five-number summary which is a graphical *and* robust representation of data and summarizes sample data and is insensitive to outliers. It recaps the sample data with respect to five measures Quartile 1, Quartile 2, Quartile 3, Quartile 4 and Inter quartile range. Boxplots conserve the meaningful information of centre and spread of sample (Krzywinski *and* Altman, 2014) and further help to identify the outliers visually (Williamson, Parker *and* Kendrick, 1989). *So, the general idea is to identify extreme value lying somewhere in dataset. Presented below are the boxplots and any number which is displaying out of box is called an outlier.*

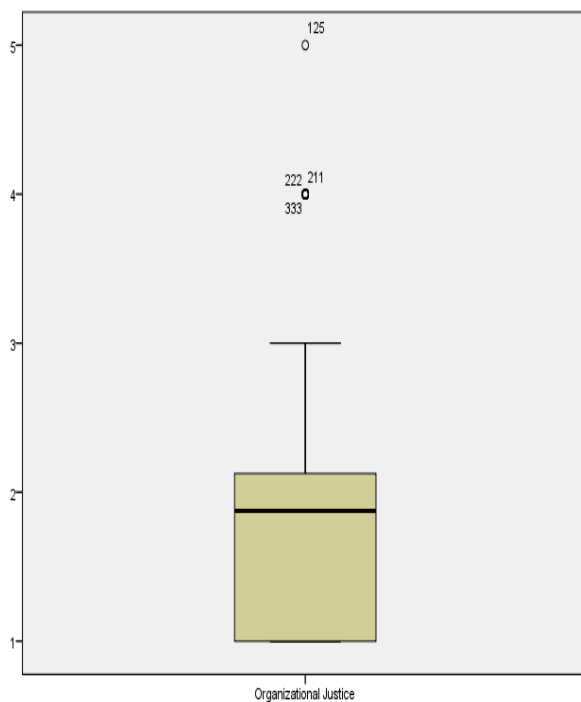


Figure 16: Boxplot of Organizational Justice

Figure 16 represents that the data of Organizational Justice consists of four outliers.

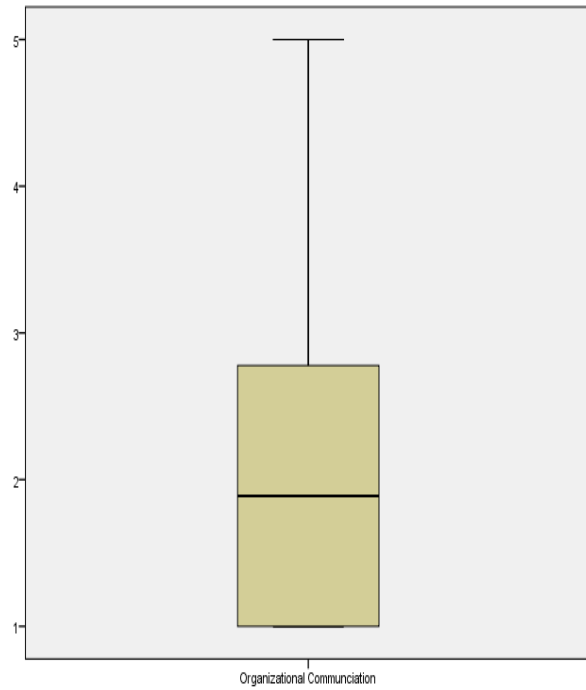


Figure 17: Boxplot of Organizational Communication

Figure 17 shows that the data of Organizational Communication shows that the data set consists of no outliers.



Figure 18: Boxplot of Organizational Structure

Figure 18 depicts that the data of Organizational Structure contains no outliers.

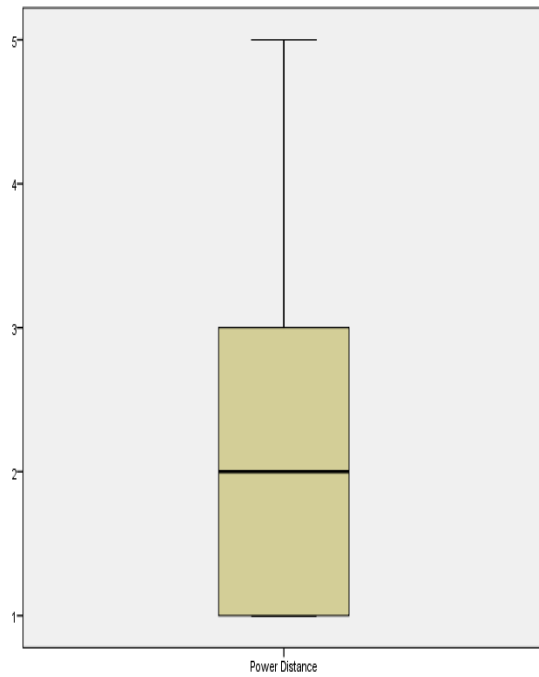


Figure 19: Boxplot of Power Distance

Figure 19 demonstrates that the data set of Power Distance entails no outliers.

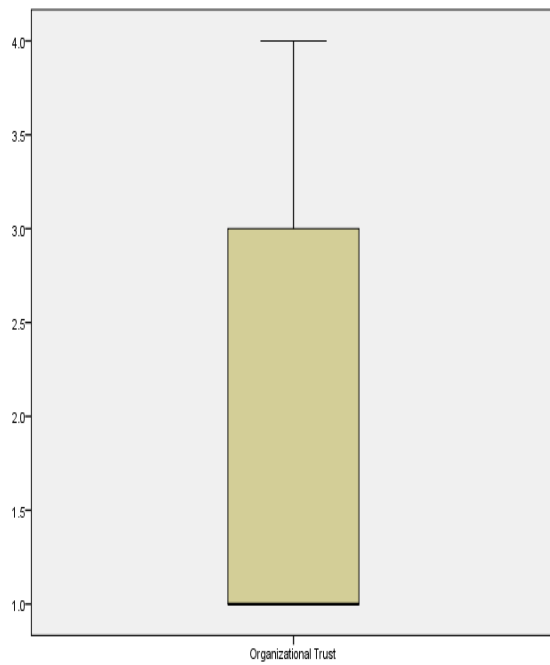


Figure 20: Boxplot of Organizational Trust

Figure 20 shows that the data of Organizational Trust consists of no outliers.

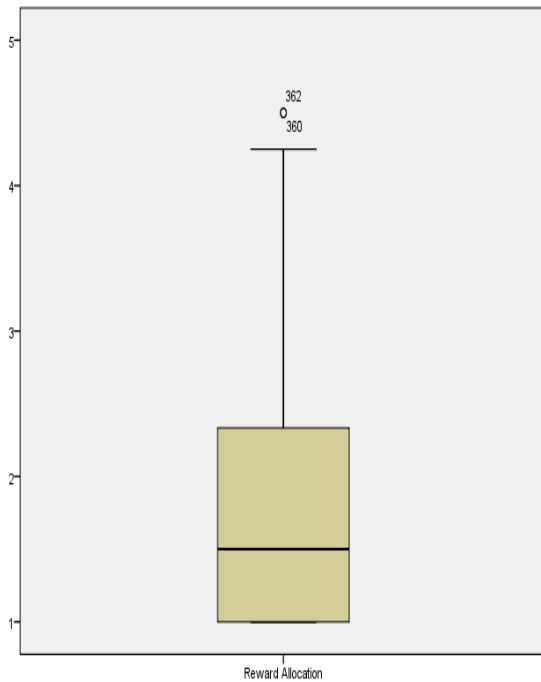


Figure 21 Boxplot of Reward Allocation

Figure 21 explicated that the data of Reward Allocation *entails* two outliers.

4. Normality

Next step towards data screening is checking the normality of dataset, by this we mean if the data presentation is symmetrical or asymmetrical. Data can be worked further whether it shows bell shaped graph or no as the great theorists have opened all the doors for researchers to accomplish research. Since the dataset was gathered from anonymous respondents, it was necessary to check the distribution to avoid biasness and also because it acts as *a* measure assumption. Most of the inferential statistics rely on this assumption; though it is often violated (Ghasemi and Zahediasl, 2012).

It assumes the distribution of means of sampling distribution is normal. In order to determine the normality of variables; two methods are used where first is *empirical* and the second one is *graphical representation*. For empirical representation of data Skewness was determined for each variable and for graphical representation histograms were used.

a) Empirical Representation-Skewness

Skewness is used to determine the shape of distribution, it enables an individual to determine whether the shape of distribution is symmetrical or not. When the tails of distribution bell are equally distributed they are said to be symmetrical and normally distributed with skewness zero; but when the tail tends toward right or left side of the distribution it is known as positively *and* negatively skewed respectively. Table 17 below shows the values of Skewness and

Kurtosis of 6 variables used in this study. Here, Organizational Justice, Organizational Communication, Power Distance, Organizational Structure, Reward Allocation and Organizational Trust are positively skewed; which proves that the responses obtained in this study are non-normal in light of statistical findings.

Table 17 Skewness Statistic of variables

Variables	Skewness
	Statistic
Organizational Justice	.825
Organizational Communication	.866
Power Distance	.896
Organizational Structure	.910
Reward Allocation	.934
Organizational Trust	.983
Valid N (listwise)	

b) Graphical Representation-Histogram

A histogram enables the researcher to determine the shape of distribution visually. An important definition of histogram has been presented recently to get an inside view i.e. “A graph designed to quantify the frequency of occurrence of data values within specific class intervals, which is used to visualise the probability distribution of large data sets (e.g. to determine if they follow the gaussian model). Every single variable was taken into consideration to build up histograms. As each variable has several components (statements), all of the statements in a variable were added and then divided by 2 to extract the mean. That is the reason why histograms below are coming up with big and small bars.

Figures presented below shows the histogram of all the variables of interest used in this study.

Figure 22 Histogram of Organizational Justice

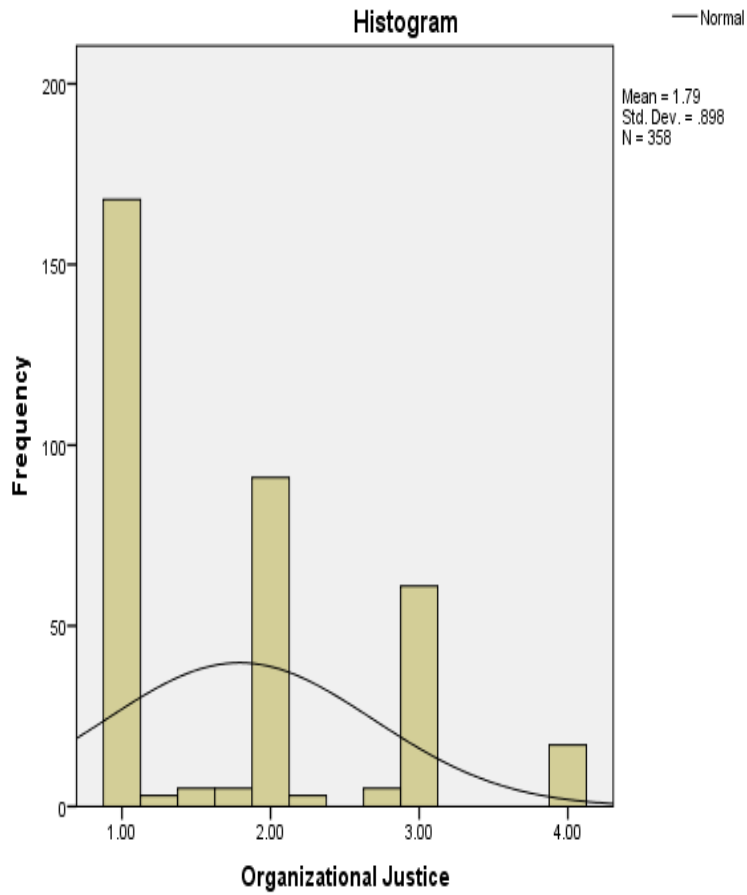


Figure 22 shows that the data distribution of Organizational Justice appears to be non normally distributed. The distribution is rightly skewed which shows data comes from a non-normal distribution.

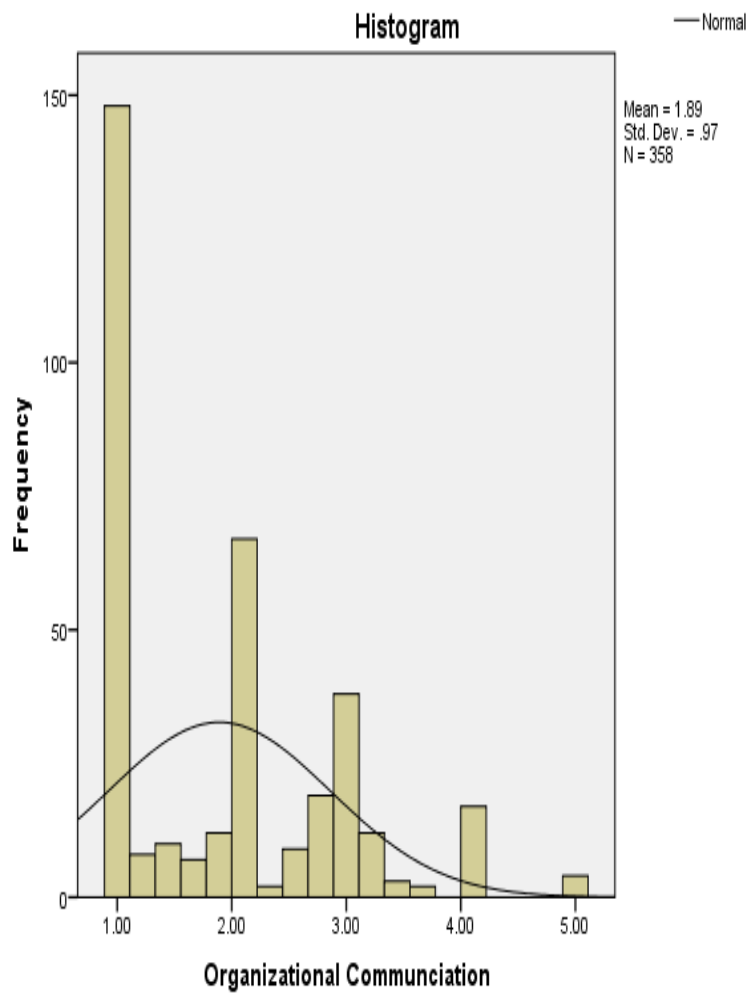


Figure 23 Histogram of Organizational Communication

Figure 23 *confirms* that the data distribution of Organizational Communication was also not normally distributed. The distribution is again rightly skewed which shows data comes from a non-normal distribution.

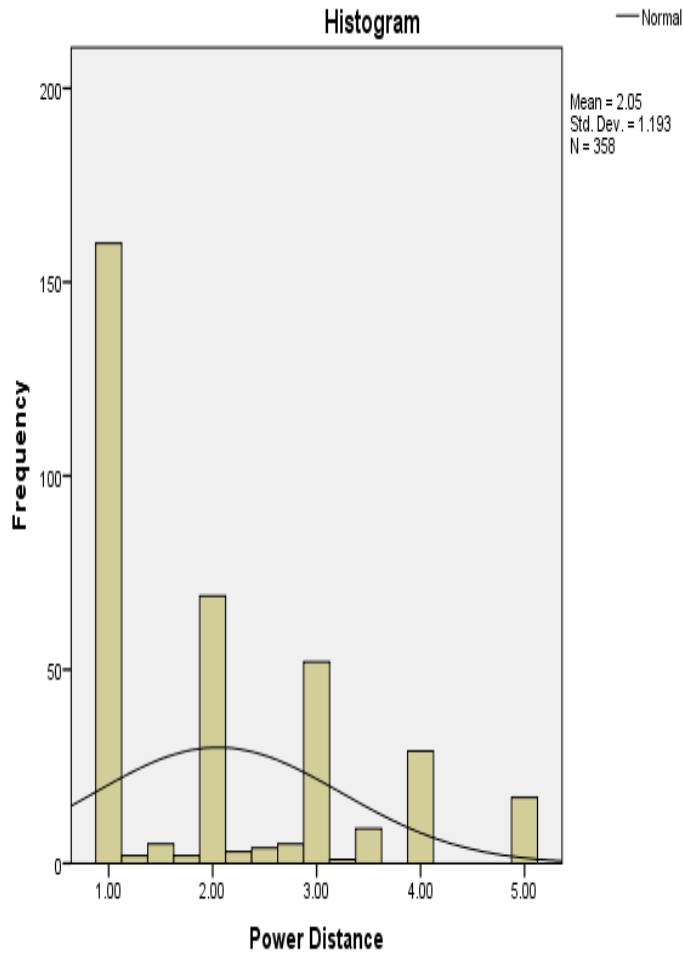


Figure 24 Histogram of Power Distance

Figure 24 of histogram exhibits that the distribution of Power Distance was again non normal and rightly skewed which shows data comes from a non-normal distribution.

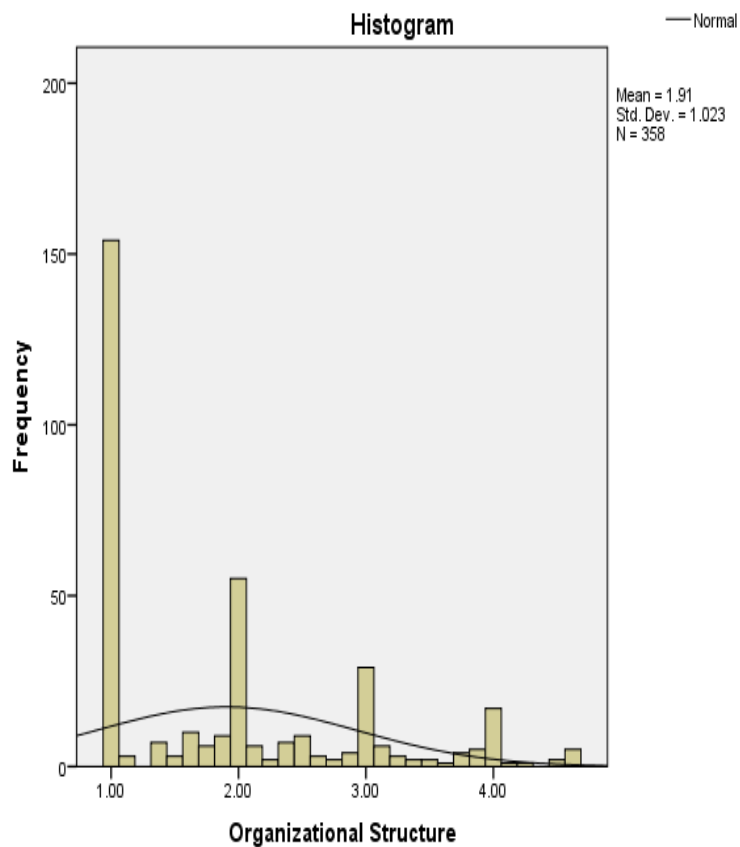


Figure 25: Histogram of Organizational Structure

Figure 25 presented above shows that the distribution of Organizational Structure was not normally distributed. The distribution is rightly skewed which shows data comes from a non-normal distribution.

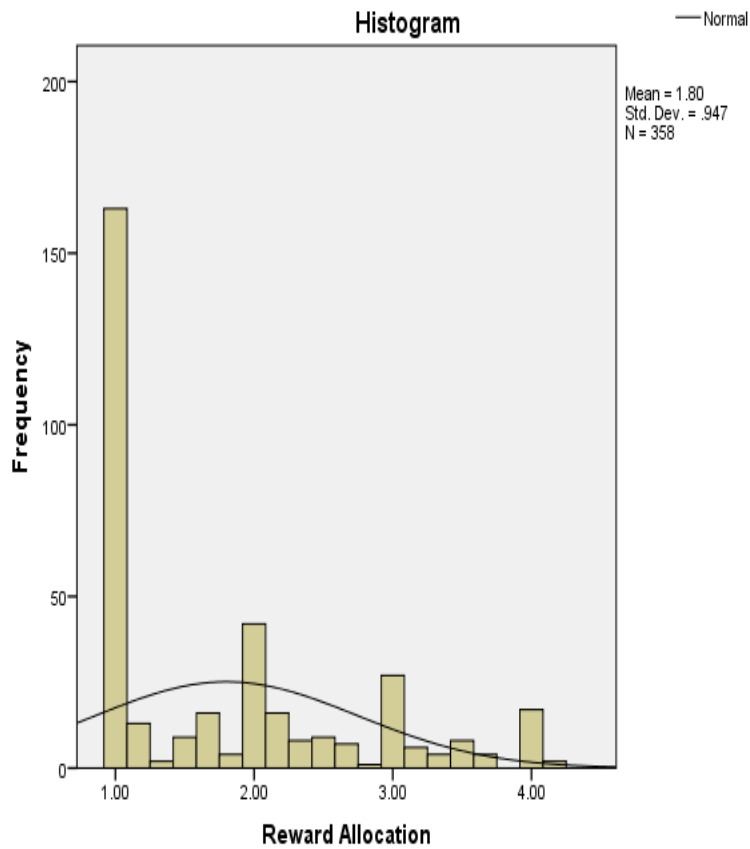


Figure 26 Histogram of Reward Allocation

Following figure 26 shows that the distribution of Reward Allocation was once again not normally distributed. It is rightly skewed which shows the data comes from a non-normal distribution.

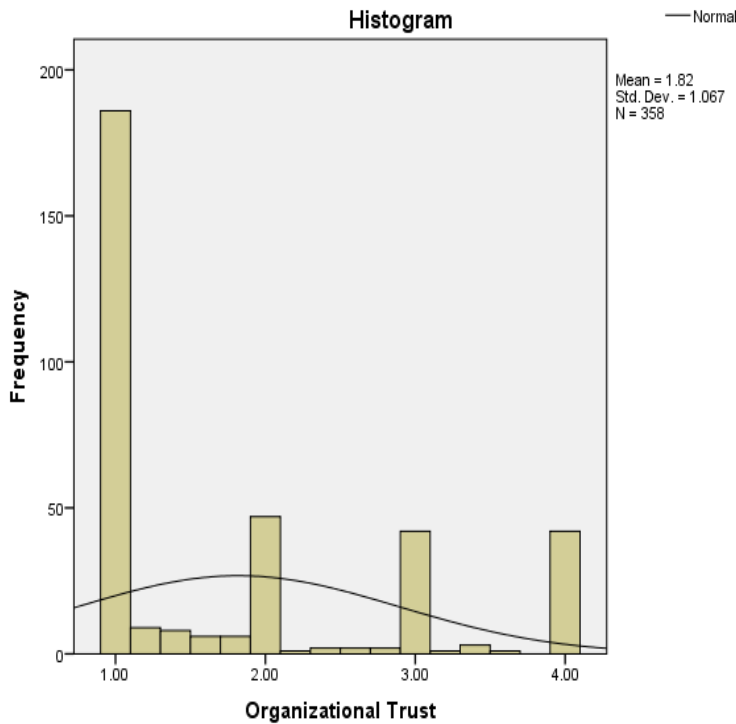


Figure 27: Histogram of Organizational Trust

Figure 27 shows that the distribution of Organizational Trust was also not normally distributed. Rightly skewed distribution of data was found which depicts that the data came from a non-normal distribution.

5. Linearity

Linearity means two variables follow a relationship in such a way that they follow a linear trend. The testing of linearity for two variables enables the researcher to determine the type of relationship variables hold that is among dependent and independent variables. Following are the scatter plots made to have a look at what type of relations does IV's and DV's build up in this research.

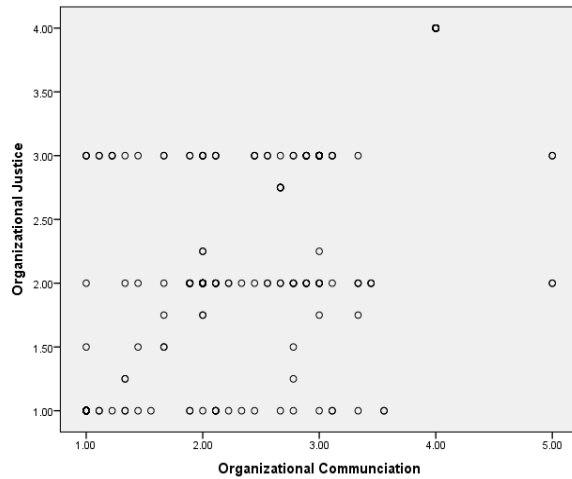


Figure 28: Scatter plot of Organizational Justice & Organizational Communication

The scatter plot in figure 28 shows that the relationship between Organizational Justice and Organizational Communication is monotonic and doesn't follow a linear trend.

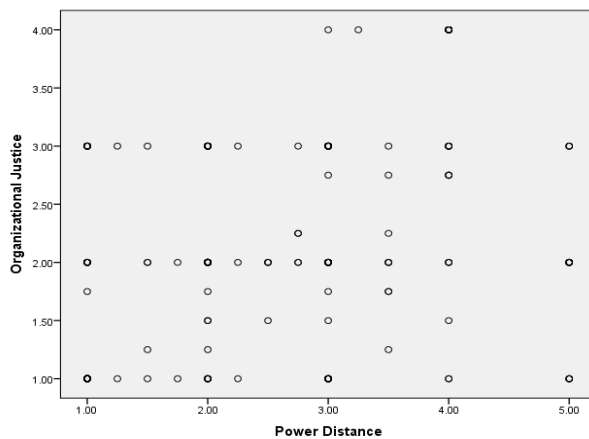


Figure 29: Scatter plot of Organizational Justice & Power Distance

The scatter plot in figure 29 shows that relationship between Organizational Justice and Power Distance is monotonic.

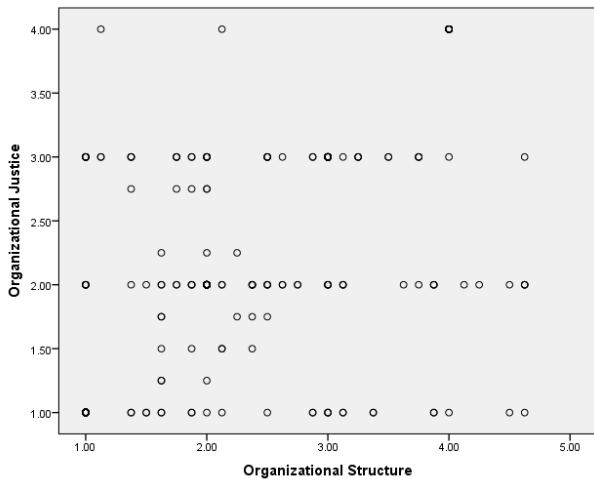


Figure 30: Scatter plot of Organizational Justice & Organizational Structure

The scatter plot shown in figure 30 represents that relationship between Organizational Justice and Organizational Structure is not following a straight-line trend.

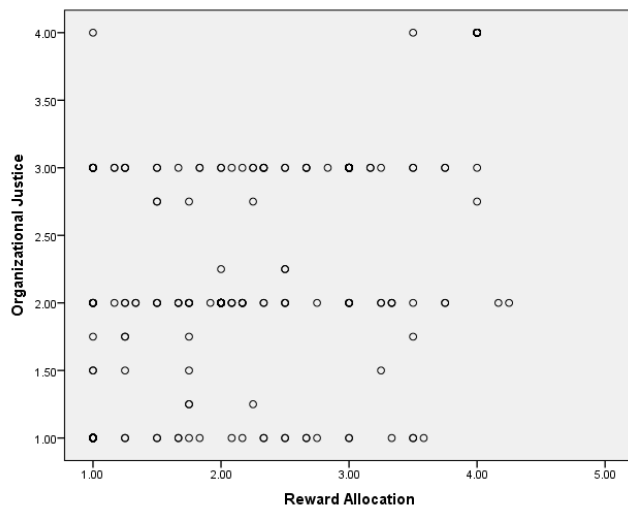


Figure 31: Scatter plot of Organizational Justice & Reward Allocation

Figure 31 represents scatter plot of relationship between Organizational Justice Reward Allocation which is monotonic.

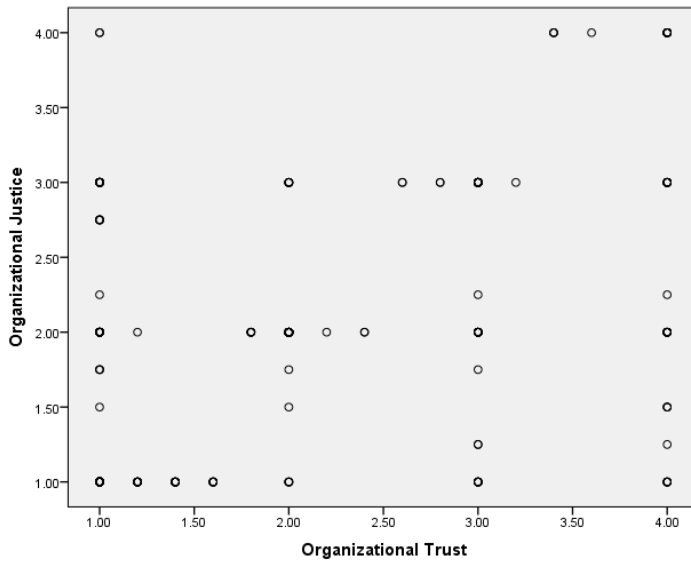


Figure 32: Scatter plot of Organizational Justice & Organizational Trust.

The figure above of scatter plot (figure 32) represents that relationship between Organizational Justice and Organizational Trust is monotonic and doesn't follow a linear trend.

6. Homoscedasticity of variance

Homoscedasticity is one of the considerable assumptions required for parametric tests. The main aim of this assumption is that the error terms of the variables are following a linear trend which means each value is sharing equal variance.

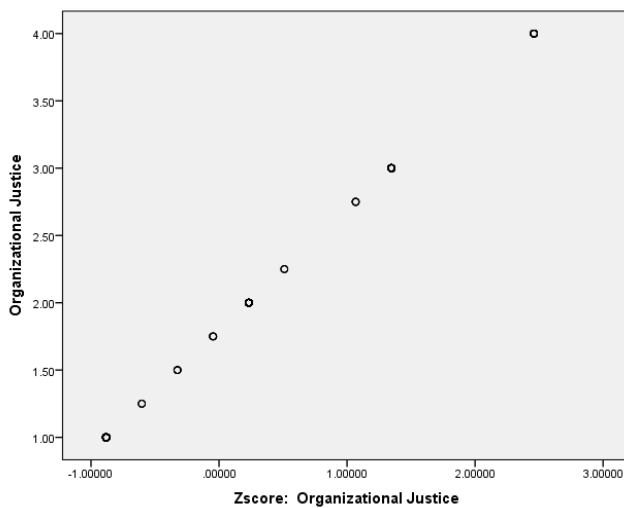


Figure 33: Scatter plot of Organizational Justice and its residuals.

The scatter plot above in figure 33 shows that the error terms of Organizational Justice are following a linear trend.

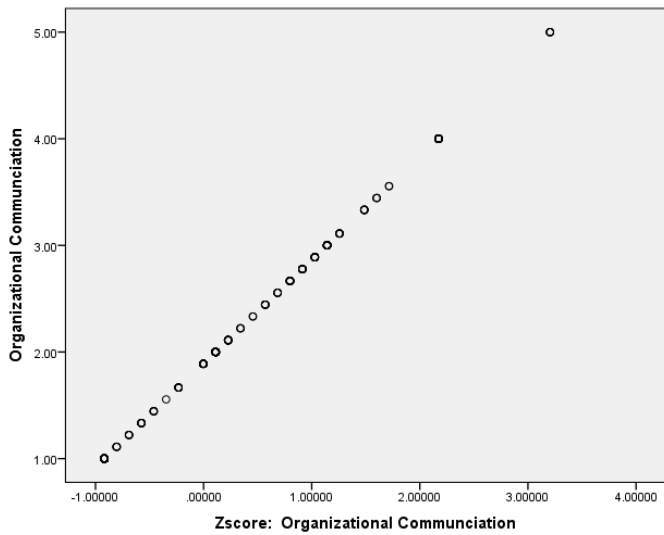


Figure 34: Scatter plot of Organizational Communication and its residuals.

Figure 34 displays a scatter plot which represents that the error terms of Organizational Justice are lying-in straight-line trend.

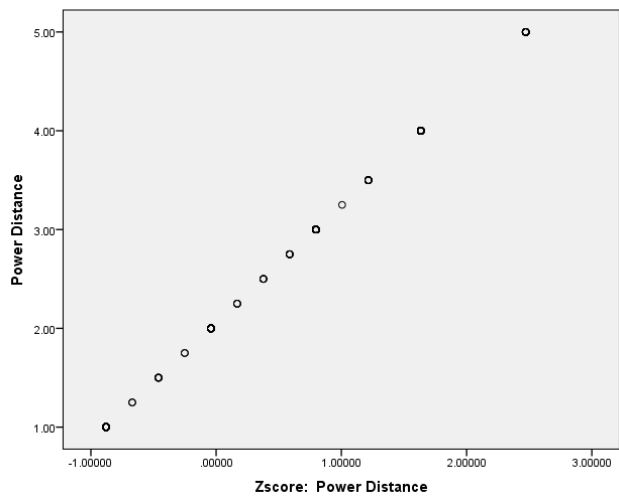


Figure 35: Scatter plot of Power Distance and its residuals.

Figure 35 portrays that the error terms of Organizational Justice are following a linear trend.

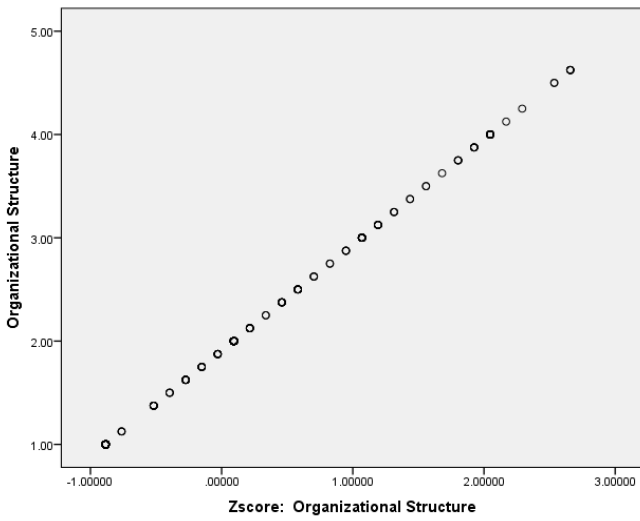


Figure 36: Scatter plot of Organizational Structure and its residuals.

The scatter plot (figure 36) represents that the error terms of Organizational Justice are following a linear trend.

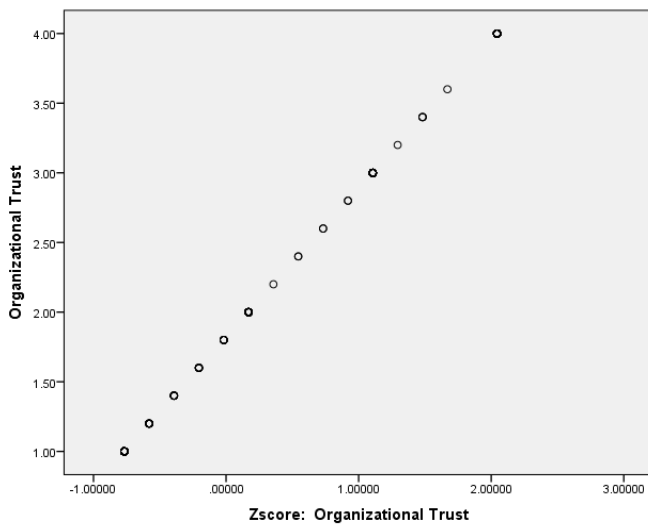


Figure 37: Scatter plot of Organizational Trust and its residuals

The scatter plot in figure 37 explicit that error terms of Organizational Justice are following a linear trend.



Figure 38: Scatter plot of Reward Allocation and its residuals

Figure 38 shows a scatter plot embodies that the error terms of Organizational Justice are following a linear trend.

5.3.1 Transformation of data

Due to the non-normality of data various possible transformations were applied to the variables such as log10, sqrt and etc. But despite of transformation the nature of data was not transformed towards normality. This finally defines that the data being analysed for this study is non normal and we shall now *move towards nonparametric tests* for further analysis.

5.4 Principal Component Analysis

Before testing hypotheses current study has used Principal Component Analysis which enables the researcher to reduce dimensions of data if it consists of factors that are unnecessary; at the same time PCA minimizes the data loss (Jolliffe and Cadima, 2016; Decoster and Hall, 1998). This research is based on six defined factors therefore, the *core reason* to run Principal component analysis is to explore and include only those variables which were having a sturdy connection and discard those which are not playing a major role *to define* a particular factor. Since, the numbers of factors are defined in the study and the numbers of variables used to measure each factor are well known; as seen in the tables below from 18 to 23.

PCA was run 6 times for each factor with known variables to explore if the data consists of any variable which are better to exclude from study.

5.4.1 Communalities

Communalities enable the researcher to attain the amount of correlation present between the variables' items and it helps to reduce dimensions of data set. *It is evident that communality scores greater than 0.8 are considered to be strong (Osborne, Costello and Kello, 2005).*

Table 18: Communalities of Organizational Justice

Communalities		
	Initial	Extraction
My employer does not pass improper remarks or comments.	1.000	.858
My employer has been direct in communications with me.	1.000	.986
My employer correctly and reasonably advises me about the procedures leading to a decision.	1.000	.986
I can express my views and feelings for ongoing procedures and decisions.	1.000	.986
Extraction Method: Principal Component Analysis.		

Table 19: Communalities of Organizational Communication

Communalities		
	Initial	Extraction
My opinions are considered when decisions related to me or my tasks are taken	1.000	.645

I am informed about the decisions taken related to the department I work for	1.000	.939
Instructions and information related to my tasks are conveyed to me by my superiors in a timely manner.	1.000	.939
The power and responsibility distribution among departments have been done in a clear and precise way.	1.000	.939
I try to participate in all kinds of occasions arranged for employees (meetings, seminars, etc.)	1.000	.939
My management encourages me to convey information, opinions and problems to them.	1.000	.902
I need to be in communication with departments which are different from the ones I deal with	1.000	.850
All in all, communications with other departments in my institute are satisfactory.	1.000	.708
Face to face communications within my institute are also good.	1.000	.708

Extraction Method: Principal Component Analysis.
--

Table 20: Communalities of Power Distance

Communalities		
	Initial	Extraction
In my institute, all employees regardless of position, have equal rights.	1.000	.891
All employees in my institute have right of being empowered (authority given to do task in their own way).	1.000	.937
In this institute, relations among senior and junior teachers are open and friendly.	1.000	.941
My institute believes that authority comes with the skills and abilities.	1.000	.922
Extraction Method: Principal Component Analysis.		

Communalities		
	Initial	Extraction
My institute promotes open communication with important financial information flowing quite freely throughout the organization.	1.000	.976
My institute allows me to work freely both in formal and relaxed environment.	1.000	.915
Structure of my institute appreciates everyone's opinion regardless of position.	1.000	.976
Management of my institute is flexible to develop new policies (along with changing environment) rather than practising old ones.	1.000	.870
The emphasis in my institute is always to get things done (perfectly) even if this means disregarding formal procedures.	1.000	.897
Cooperative systems and informal controls are common in my institute.	1.000	.916

There is a strong tendency to deal with the issues (according to situation).	1.000	.935
My institute teaches me to deal with the requirements in my way (according to changing conditions).	1.000	.733
Extraction Method: Principal Component Analysis.		

Table 21: Communalities of Organizational Structure

Table 22: Communalities of Reward Allocation

Communalities		
	Initial	Extraction
My job provides me the chance to utilize my abilities.	1.000	.979
I am not asked to do things which go against my ethical values.	1.000	.979
I get a feeling of accomplishment and improvement from the work I do.	1.000	.979
I am free to use my own judgment and methods.	1.000	.983
My job provides me the opportunity to help others at work.	1.000	.966
My institute promotes me to attain "fame among	1.000	.966

colleagues” through my abilities.		
The atmosphere myof getting along with each other at work is good.	1.000	.829
I get chance to arrange different things on job (like seminars, workshops).	1.000	.811
The reward (in terms of salary) I get for my job done is quite pleasing.	1.000	.784
My employer is competent in making decisions.	1.000	.850
I am satisfied with my institute’s policy making for reward allocation.	1.000	.746
I am satisfied with my institute’s policy making for reward allocation.	1.000	.746
Extraction Method: Principal Component Analysis.		

Table 23: Communalities of Organizational Trust

Communalities		
	Initial	Extraction
I believe my employer is fundamentally honest.	1.000	.986
I can expect my employer to treat me in a polite manner, with dignity and respect.	1.000	.989
In general, I believe my employer's motives and intentions are good.	1.000	.989
I have a faith that I am being treated fairly in my institute.	1.000	.989
Leaders from my institute are open and honest with me.	1.000	.768
Extraction Method: Principal Component Analysis.		

Therefore, no variable was excluded from the study as all the variables had a communality score greater than 0.4 and high communality score was attained for each variable.

5.5 Cronbach Alpha

Cronbach alpha is a statistic used to test the reliability and internal consistency of scores obtained by means of a questionnaire. It is a statistical tool designed for research projects which enables a researcher to test the reliability of responses received through designed or adopted questionnaire. For any research, the value of alpha obtained greater or equal to 0.70 is considered sufficient measure of reliability (Taber, 2017).

Whereas, to seek the reliability of questionnaire for current research, the test of reliability was run 7 times; once for the measure of overall reliability of questionnaire and 6 times to test the reliability of scores in terms of each factor.

The results are presented in Table 24:

Table 24: Cronbach alpha-Reliability test of questionnaire

	Cronbach's Alpha	N of Items
Overall	.983	42
Organizational Justice	.981	4
Organizational Communication	.970	9
Power Distance	.973	4
Organizational Structure	.947	8
Reward Allocation	.968	12
Organizational Trust	.985	5

5.6 Demographic Characteristics of Respondents

Once the data screening is done and data has been refined, now is the time to define the specifications of respondents in order to understand the sample. It is *clear* that all the members included in research were faculty members of top 9 universities. Characteristics of respondents are described below in detail in age, gender, position, job tenure and qualification are included.

Table 25: Frequencies of gender

Gender				
		Frequency	Percent	Cumulative Percent
Valid	male	237	66.2	66.2
	female	121	33.8	100.0
	Total	358	100.0	

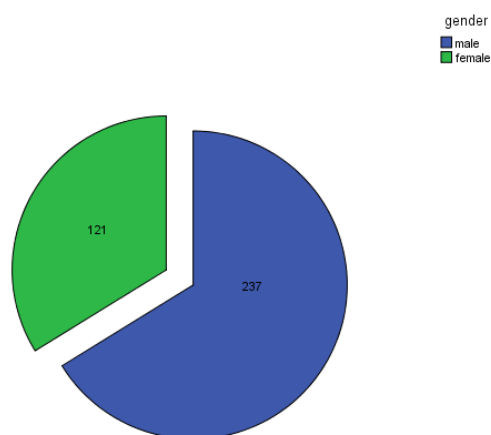


Figure 39: Pie chart of gender

The situation in above table 25 and pie chart in figure 39 show most male respondents with 66.2 percent whereas female is way less with 33.8 percent. The higher education sector of Pakistan on a whole has a superior percentage of male teachers in contrast to females. The table is also indicating a male leading culture in Pakistan where *in many families*, men are the only ones who are working for whole family and want females to stick to homes. Females somehow get less opportunity and therefore are working in less numbers as compared to men. Not only this, women are disadvantaged in many aspects of life for being a female in Paksitan (Malik and Courtney, 2011).

Table 26: Frequencies of position

Position					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lecturer	169	47.2	47.2	47.2
	assistant professor	137	38.3	38.3	85.5
	assistant professor	47	13.1	13.1	98.6
	professor	5	1.4	1.4	100.0
	Total	358	100.0	100.0	

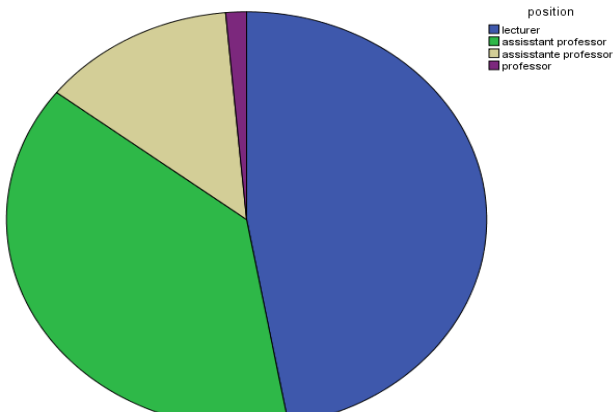


Figure 40: Pie chart of position

Above table 26 and pie chart (Figure 40) show that majority of the respondents in higher education sector of Pakistan are lecturers with 47.2 percent, whereas 38.3 percent of population is assistant professors. Associate professors came up with 13.1 percent and professors with PHDs and Post doctorate degrees were only 1.4 percent. The situation depicts a true picture that most of the faculty members in universities are highly qualified and hold good positions.

Table 27: Frequencies of qualification

Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	masters	213	59.5	59.5	59.5
	Master of Science	65	18.2	18.2	77.7
	Doctor of Philosophy	50	14.0	14.0	91.6
	post doctorate	30	8.4	8.4	100.0
	Total	358	100.0	100.0	

qualification
 ■ masters
 ■ masters of science
 ■ doctor of philosophy
 ■ post doctorate

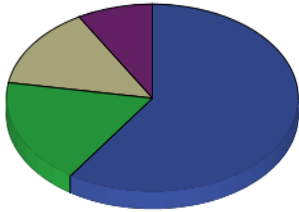


Figure 41: Pie chart of qualification

Situation of qualification in targeted universities is very good, most of the faculty members at least hold master’s degree. Respondents with master’s degree were with a very good percentage of 59.5% though, 18.2 % contributors were holding Master of Science degree which is also commendable. Percentage of PhDs in top ranked universities is slightly less but understandable as it is not an easy task, it came up with 14%. And the least percent (8.4%) was gained by post doctorate which is still very new and rare in a developing country like Pakistan. Still the ratio of high qualification among faculty members is quite decent and justifies their role to contribute in the furtherance of society.

Table 28: Frequencies of age brackets

		Age			
		Frequen cy	Percen t	Valid Percent	Cumulativ e Percent
Valid	21-30	187	52.2	52.2	52.2
	31-40	114	31.8	31.8	84.1
	41-50	52	14.5	14.5	98.6
	51-60	5	1.4	1.4	100.0
	Total	358	100.0	100.0	

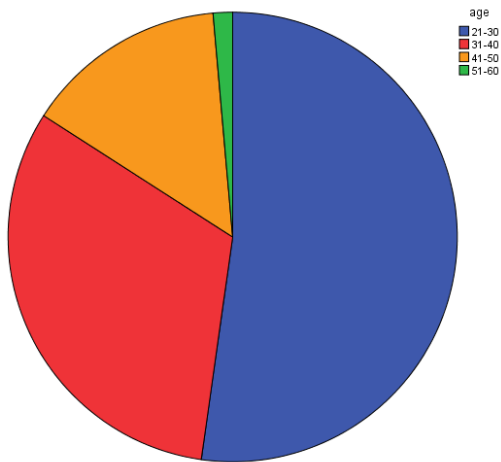


Figure 42: Pie chart of age brackets

Larger part of targeted population (faculty members) is found to be young in higher education sector of Pakistan which is quite a good sign. Because of the young and fresh talent, universities will be able to meet the present challenges in related fields. More than half of the faculty members with 52.2 percent were between the age of 21-30. Whereas; faculty members of age 31-40 are also in good numbers with 31.6 percent. People of middle age were less in numbers with 14.5 percent, this also happened because most of senior teachers were very busy with their meetings and schedules and did not bother to fill in the questionnaire. Very senior faculty is very less in ratio with only 1.4 percent.

Table 29: Frequencies of tenure

Tenure					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	159	44.4	44.4	44.4
	5-10years	148	41.3	41.3	85.8
	11-15 years	46	12.8	12.8	98.6
	16-20 years	5	1.4	1.4	100.0
	Total	358	100.0	100.0	

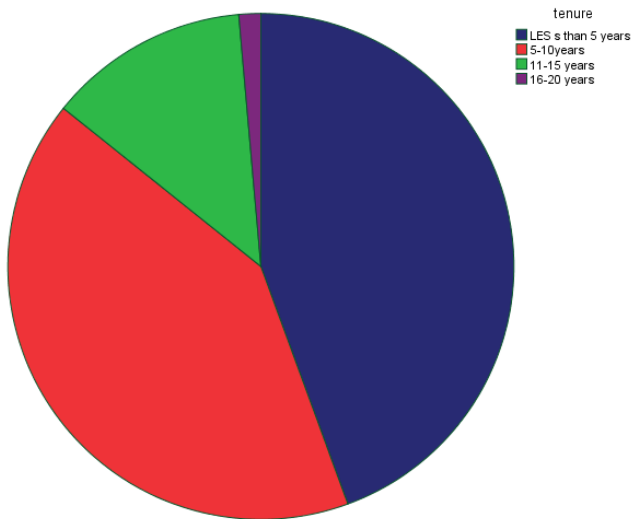


Figure 43: Pie chart of tenure

As mentioned above, young faculty members are now entering in teaching sector to serve their country and to build up future professionals. This is the reason why respondents with less than 5 years of experience were in large number with 44.4 percent in total. It is true that they do not have past experience, but they can mold their selves with changing conditions and challenges. However, faculty members with 5-10 years of experience are 41.3 percent which is again a good percentage. Chances of retaining in any organization remain low because of inflation and downsizings as well. But people who are dedicated to their work do stick to one job for years and gain practical experience with time. Faculty members with 11-15 years of experience were less with 12.6 percent, this can happen because of many factors. Lastly, 16-20 years of experience was with only 1.4 percent of respondents who are most senior teachers in these institutes.

5.7 Statistical tests

Current research uses *Spearman* Correlation analysis to test the hypotheses 1, 2a, 2a, 3, 4 and *fishers exact test* to examine hypotheses 5, 6, 7, 8.

5.7.1 Correlation Analysis

Correlation analysis is a vital tool which enables researchers to observe the strength and relation between two variables. It is widely used in researches as its one of the relevant and significant statistical tests in different areas of study. It is a mandatory test for studies which stand in need to measure degree and certainty of two variables (Samuel and Okey, 2015).

There are two types of correlation analysis; Pearson correlation and Spearman correlation. Before running the correlation, analysis data was examined thoroughly in order to run

appropriate type which matches the standards of our data and give us unbiased results. The normality of each variable was already tested which showed that the data for each variable was non-normal. (see section 5.4). Moreover, the relationship between independent and dependent variables was also checked using scatter plots (see section). Therefore the study uses non parametric type of correlation as assumptions for a parametric correlation were not met.

5.7.2 Spearman Correlation

The history of Spearman correlation sets back itself to 1904 when Spearman embraced the correlation (originally introduced by Pearson) to measure the bond between two variables when they cannot be gauged quantitatively. The main reason of presenting it was a believe that there should not be vague results just to satisfy one's self. Spearman himself introduced the Correlation coefficient and explained that it will be used as a non-parametric statistic to gauge the relationship/bond of two variables (Hauke *and* Kossowski, 2011). This type of correlation is used when distribution of data comes abnormal or non-normal. When the results from Pearson's correlation come unwanted, we choose this type of monotonic association. As declared by few statisticians, it is not at all a data where linear relationship exists among two variables (the reason why we choose to perform this test). Spearman correlation does not require variables to be measured on interval scales it can work on ordinal ones as well. Although Spearman had to face criticism for his work in 1904 but his work used in research showed that he was correct, and the method is used widely these days.

Ellis and Victoria (2011) also described spearman correlation very well and explained that the it shows the strength of monotonic relationship among variables. There is a general thumb of rule that the closer r_s is to 1 the stronger the relationship is. The study firstly present general correlation coefficient in table 30 which shows that Organizational Communication, Power Distance, Organizational Structure and Reward allocation are strongly correlated and Organizational trust is moderately significant with organizational justice and other factors.

Table 30: Correlations

		Correlations					
Correlation Coefficient		Organizational Justice	Organizational Communication	Power Distance	Organizational Structure	Reward Allocation	Organizational Trust
Spearman's rho	Organizational Justice	1.000	.781**	.673**	.712**	.727**	.531**
	Organizational Communication	.781**	1.000	.834**	.806**	.773**	.562**
	Power Distance	.673**	.834**	1.000	.833**	.747**	.531**
	Organizational Structure	.712**	.806**	.833**	1.000	.801**	.618**
	Reward Allocation	.727**	.773**	.747**	.801**	1.000	.572**
	Organizational Trust	.531**	.562**	.531**	.618**	.572**	1.000

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

However, current study also uses Spearman Correlation to test the bonds separately among explored factors and organizational justice. Each of the relationship is tested upon the built hypothesis to accept or reject the predicted relationships.

Analysis presented below are for hypotheses 1,2a, 2b ,3 & 4 which were tested by using spearman’s correlation.

A) Hypothesis 1:

Table 31: Correlation between Organizational Justice and Organizational Communication

			Organizational Communication
Spearman's rho	Organizational Justice	Correlation Coefficient	.781**
		Sig. (2-tailed)	.000
		N	358

Statistically significant, strong, positive correlation was obtained between Organizational Justice and Organizational Communication as $p < 0.05$ level of significance ($\rho = 0.784$, $n = 358$, $P = 0.000$). *The current result was in step with a positive and strong correlation of 0.79 which*

was obtained in a study conducted in Turkey (Gok, Karatuna and Ozkilicci 2006). This shows, *the strong* the communication is in institutes, *the more it* elevates the perceptions of organizational justice for faculty members.

B) Hypothesis 2a:

Before testing this hypothesis mean scores of power distance were divided into two categories. That was done to observe low power distance and high distance individually. The responses ranged between 1-2.5 were taken as low power distance; filter was applied accordingly, and correlation analysis was run. Out of 358 cases 245 cases of participants of the study were found to be a part of Low Power Distance.

Table 32: Correlation between Organizational Justice and Low Power Distance

			Low Power Distance
Spearman's rho	Organizational Justice	Correlation Coefficient	.708**
		Sig. (2-tailed)	.000
		N	245

Statistically significant, moderate, positive correlation was obtained between Organizational Justice and Low Power Distance as $p < 0.05$ level of significance ($\rho = 0.708$, $n = 245$, $P = 0.000$). The result was in line with a study where strong relationship was observed between organizational justice and low power distance (Lam et al., 2002).

This confirms that low power distance in the institutes tend to increase fairness perception of faculty members. 245 out of 364 were agreed with the thought that low power distance positively effects organizational justice in real.

C) Hypothesis 2b:

Before testing this hypothesis mean scores of power distance 2.5-5 were taken as high power distance; filter was applied accordingly and correlation analysis was run. Out of 358 cases 113 cases of participants of the study were found to be a part of High Power Distance.

Table 33: Correlation between Organizational Justice and High Power Distance

			High Power Distance
Spearman's rho	Organizational Justice	Correlation Coefficient	.066
		Sig. (2-tailed)	.490
		N	113

Insignificant correlation was obtained between Organizational Justice and High Power Distance as $p > 0.05$ level of significance ($\rho = 0.066$, $n = 113$, $P = 0.490$). This shows that High Power Distance doesn't have a significant relationship with faculty members' thoughts towards Organizational Justice which shows it can lower down the fairness perception. *However, a study done on organizational cultural values examined power distance in public sector universities of Pakistan which came up with the mean value of (3.00) and showed relatively less power distance then last thirty years (Bashir et al., 2012).*

D) Hypothesis 3:

Table 34: Correlation between Organizational Justice and Organizational Structure

			Organizational Structure
Spearman's rho	Organizational Justice	Correlation Coefficient	.712**
		Sig. (2-tailed)	.000
		N	358

Statistically significant, moderate, positive correlation was obtained between Organizational Justice and Organizational Structure as $p < 0.05$ level of significance ($\rho = 0.712$, $n = 358$, $P = 0.000$). The results *are in consonance with* previous study where positive effect was attained of Organizational Structure on Organizational Justice (Marjani and Ardahaey, 2012). Whereas negative moderate correlation ($r = -0.50$) was obtained between Organizational Justice and Organizational Structure in a study being conducted in Iran (Rahimi and Nia, 2017). This

shows an enhanced Organizational structure in higher educational institute, definitely boosts the perception of justice in the minds of teachers.

E) Hypothesis 4:

Table 35: Correlation between Organizational Justice and Reward Allocation

			Reward Allocation
Spearman's rho	Organizational Justice	Correlation Coefficient	.727**
		Sig. (2-tailed)	.000
		N	358

Statistically significant, moderate, positive correlation was obtained between Organizational Justice and Reward Allocation as $p < 0.05$ level of significance ($\rho = 0.727$, $n = 358$, $P = 0.000$). In a comparative study positive relation was observed between Reward Allocation and Organizational Justice (Fischer, 2003). This depicts the better reward allocation upsurges faculty members' thoughts of fairness in organization.

5.8 Fisher's Exact Test (Testing Moderation)

Fisher's exact test is a non-parametric test, it is usually used for 2x2 tables to measure association between two groups of variables. At point when expected cell frequency is < 5 , using Chi-square test becomes insufficient, in order to deal with such cases Fisher's exact test acts as a reliable tool (Kim, 2017). *The same case emerges in this study and Fisher's exact test was the most appropriate one to choose.* Also, Cabral and Barros (2018) stated that an efficient application of Fisher's exact test makes a valuable contribution. They also elucidated that Fisher's exact test is suitable for any type of sample size.

5.8.1 Dividing Hypotheses

The section attempts to go deeper and along with moderation this study gives a fly to check the strong and weak effect of moderation to the related variables. This has done to see how all respondents are reacting towards Justice and the factors that are affecting it. For this, there is a need to categorize each variable into two parts (strong and weak). The test requires hypotheses to be broken into categories to detect moderation, so the remaining hypotheses were apportioned as H5a, H5b, H6a, H6b, H7a, H7b, H8a, H8b. Mean scores for organizational trust, organizational communication, reward allocation, and organizational structure, less than 2.5

were categorized as strong scores whereas mean scores which were greater than 2.5 considered as weak scores.

Mean scores for organizational justice were categorized as “yes” and “no” where mean scores less than 2.5 were categorized as “yes” which meant employees believed in increased fairness and employees scoring greater than 2.5 were categorized “no” which meant employees believe if justice does not exist. On the other *hand*, power distance scores were categorized in a similar way as mentioned in hypothesis 2a and 2b (section b & c) .

The test further elaborates itself into Crosstabulation and Phi which are explained below.

5.8.2 Cross Tabulation

Cross tabulation enables the researcher to evaluate the association between variables simultaneously with respect to frequencies. Each cell represents the frequency of respondents against each pair of variables. The higher the frequency against a combination of categories of variables the more insight it gives.

5.8.3 Phi

Phi is the measure of association which defines the strength of relation between two nominal variables. The measure lies between the range of 0 to 1; the closer the measure lies to 1 *the more it shows the* perfect predictability whereas value closer to 0 indicates there is no association (Fleiss, 1981).

A) Hypothesis 5a and 5b:

Table 36: Cross tabulation of Organizational Trust, Organizational Justice & Organizational Communication

Organizational Trust			Organizational Communication		Total
			Strong Organizational Communication	Weak Organizational Communication	
Strong Organizational Trust	Organizational Justice	Yes	214	18	232
		No	14	19	33
	Total		228	37	265
	Organizational Justice	Yes	21	22	43
		No	10	40	50

Weak Organizational Trust	Total		31	62	93
Total	Organizational Justice	Yes	235	40	275
		No	24	59	83
	Total		259	99	358

The table (36) represents the cross tabulation of three variables simultaneously where organizational trust acts as a controlling variable between organizational justice and organizational communication.

The greater proportion (f=214) of *faculty members came up* having robust recommendation of strong organizational trust strengthening up the relationship of organizational communication and fairness.

However, *in weaker section, frequency* (f=40) few of the *faculty members* believe that weak organizational trust believed would lead them towards weaker organizational communication and develop the perceptions of unfairness for their employers.

Table 37: Fisher's Statistic of Organizational Trust, Organizational Justice & Organizational Communication

Organizational Trust		Value	Exact Sig. (2-sided)
Strong Organizational Trust	Fisher's Exact Test		.000
	N of Valid Cases	265	
Weak Organizational Trust	Fisher's Exact Test		.004
	N of Valid Cases	93	
Total	Fisher's Exact Test		.000
	N of Valid Cases	358	

The table 37 shows that the p-value obtained from Fisher's exact statistic (p=0.000, n=265 p=0.004, n=93) is < 0.05. *the value is significant which portrays* that organizational trust *does* play a moderating role between the relationship of Organizational Communication and Organizational Trust.

In a *European research*, communication level was *confirmed* to play moderating role for trust level of the organization (Fischer, 2013). Thus; efficacious communication *within organization*

definitely leads to increment trust levels for employees *by building up the thought that fairness exists.*

Table 38: Phi for Organizational Justice & Organizational Communication with Organizational Trust acting as moderator

Organizational Trust			Value	Approximate Significance
Strong Organizational Trust	Nominal by Nominal	Phi	.475	.000
	N of Valid Cases		265	
Weak Organizational Trust	Nominal by Nominal	Phi	.305	.003
	N of Valid Cases		93	
Total	Nominal by Nominal	Phi	.533	.000
	N of Valid Cases		358	

The strength of association between Organizational Justice and Communication with Organizational Trust moderating their relation is found to be higher for Strong Organizational Trust ($\phi=0.475$) as compared to Weak Organizational Trust ($\phi=0.305$). Which means the higher the organizational trust will exist in institute, the stronger the relationship of communication and justice will be and the justice will prevail.

B) Hypothesis 6a and 6b:

Table 39: Cross tabulation of Organizational Trust, Organizational Justice & Power Distance.

Organizational Trust			Power Distance		Total
			Low power distance	High power distance	
Strong Organizational Trust	Organizational Justice	Yes	201	31	232
		No	17	16	33
	Total			218	47	265
Weak Organizational Trust	Organizational Justice	Yes	17	26	43
		No	10	40	50
	Total			27	66	93

Total	Organizational Justice	Yes	218	57	275
		No	27	56	83
	Total		245	113	358

The table (39) depicts that greater frequency (f=201) of faculty members believe that when strong trust builds up in the institute, it strengthens the relationship of low power distance and fairness perception. On *contrary, an opposite* situation is observed through frequencies (f=40) when there is a situation of weak organizational trust, it promotes high power distance and low fairness perceptions.

Table 40: Fisher's Statistic of Organizational Trust, Organizational Justice & Power Distance.

Organizational Trust		Value	Exact Sig. (2-sided)
Strong Organizational Trust	Fisher's Exact Test		.000
	N of Valid Cases	265	
Weak Organizational Trust	Fisher's Exact Test		.043
	N of Valid Cases	93	
Total	Fisher's Exact Test		.000
	N of Valid Cases	358	

The p-value attained *in above table* from Fisher's statistic (p=0.000, n=365; p=0.043, n=93) delineates *that* Organizational Justice and Power distance has a relation with Organizational Trust (acting as a moderator). The picture of Organizational Trust working as moderator can be studied more closely by comparing the results of hypothesis *6a and 6b with a study conducted in Hong Kong confirms that power distance does moderate the relationship of trust and justice of an organization* (Lee, Pillutla and Law, 2000). However, while connecting both tables (38 and 39) we see that with strong organizational trust, low power distance impacts positively on organizational justice and promotes the fairness perceptions of faculty members.

Table 41: Cramer's V for Organizational Justice & Power Distance with Organizational Trust acting as moderator

Symmetric Measures					
Organizational Trust				Value	Approximate Significance
Strong Organizational Trust	Nominal by Nominal		Phi	.304	.000
	N of Valid Cases			265	
Weak Organizational Trust	Nominal by Nominal		Phi	.215	.039
	N of Valid Cases			93	
Total	Nominal by Nominal		Phi	.424	.000
	N of Valid Cases			358	

The measure of association between Organizational Justice and Power Distance with Organizational Trust moderating their relation is found to be *soberly solid* for Strong Organizational Trust ($\phi=0.304$) whereas strength of association for Weak Organizational Trust is found to be moderate ($\phi=0.215$).

C) Hypothesis 7a and 7b:

Table 42: Cross tabulation of Organizational Trust, Organizational Justice & Organizational Structure

Organizational Trust			Organizational Structure		Total
			Strong Organizational Structure	Weak Organizational Structure	
Strong Organizational Trust	Organizational Justice	Yes	211	21	232
		No	24	9	33
Total			235	30	265
		Yes	28	15	43

Weak Organizational Trust	Organizational Justice	No	8	42	50
	Total		36	57	93
Total	Organizational Justice	Yes	239	36	275
		No	32	51	83
	Total		271	87	358

The table 42 represents 211 employees included in this study have confidence that strong organizational trust builds up the relationship of organizational structure and perceptions of fairness. On the other side of a proportion of employees (42) promoted the idea that weak organizational trust assures an inadequate organizational structure and could hold inequity for the faculty members.

Table 43: Fisher's Statistic of Organizational Trust, Organizational Justice & Organizational Structure

Organizational Trust		Value	Exact Sig. (2-sided)
Strong Organizational Trust	Fisher's Exact Test		.005
	N of Valid Cases	265	
Weak Organizational Trust	Fisher's Exact Test		.000
	N of Valid Cases	93	
Total	Fisher's Exact Test		.000
	N of Valid Cases	358	

The table 43 embodies the Fisher's exact statistic ($p=0.000$, $n=265$; $p=0.000$, $n=93$) for Organizational Justice and Organizational Structure with Organizational trust working as a controlling variable. Statistically significant results are obtained.

Table 44: Cramer's V for Organizational Justice & Organizational Structure with Organizational Trust acting as moderator

Symmetric Measures				
Organizational Trust			Value	Approximate Significance
Strong Organizational Trust	Nominal by Nominal	Phi	.190	.002
	N of Valid Cases		265	
Weak Organizational Trust	Nominal by Nominal	Phi	.503	.000
	N of Valid Cases		93	
Total	Nominal by Nominal	Phi	.476	.000
	N of Valid Cases		358	

The strength of association between Organizational Structure and Organizational Justice *while* Organizational Trust moderating their relation is found to be *less significant* for Strong Organizational Trust ($\phi=0.190$) *on* the other side *sound* association is found for Weak Organizational Trust ($\phi=0.503$).

D) Hypothesis 8a and 8b:

Table 45: Cross tabulation of Organizational Trust, Organizational Justice & Reward Allocation

Organizational Trust			Reward Allocation		Total
			Organization Rewards Employees	Organization doesn't Reward Employees	
Strong Organizational Trust	Organizational Justice	Yes	216	16	232
		No	23	10	33
	Total			239	26	265
	Organizational Justice	Yes	32	11	43
		No	11	39	50

Weak Organizational Trust	Total		43	50	93
Total	Organizational Justice	Yes	248	27	275
		No	34	49	83
	Total		282	76	358

The above table 45 outlines the cross tabulation between Organizational Trust, Reward Allocation and Organizational Justice. It illustrates that a greater frequency (216) of faculty members included in this study promotes strong trust in their institutes and think that if they are rewarded appropriately, the level of fairness elevates. On the other hand, frequency (f=39) had not promoted the idea of trust very much (which is considered as weak trust) and also think that weak trust vains the proper allocation of rewards which ultimately lets them think pessimistically about existing justice at work.

Table 46: Fisher's Statistic of Organizational Trust, Organizational Justice & Reward Allocation

Organizational Trust		Value	Exact Sig. (2-sided)
Strong Organizational Trust	Fisher's Exact Test		.000
	N of Valid Cases	265	
Weak Organizational Trust	Fisher's Exact Test		.000
	N of Valid Cases	93	
Total	Fisher's Exact Test		.000
	N of Valid Cases	358	

The table (46) exhibits Fisher's exact statistic ($p=0.000$, $n=265$; $p=0.000$, $n=93$) which shows that Reward Allocation and Organizational Justice have an association with Organizational trust acting as a moderator among them. Strong Organizational Trust as well as Weak Organizational trust has significant effect on relationship of Organizational Justice and Reward

allocation. *The findings are in line with a study where trust was found to be acting as a moderator between justice and reward allocation (Fischer, 2003).*

Table 47: Cramer's V for Organizational Justice & Reward Allocation with Organizational Trust acting as moderator

Symmetric Measures				
Organizational Trust			Value	Approximate Significance
Strong Organizational Trust	Nominal by Nominal	Phi	.260	.000
	N of Valid Cases		265	
Weak Organizational Trust	Nominal by Nominal	Phi	.524	.000
	N of Valid Cases		93	
Total	Nominal by Nominal	Phi	.508	.000
	N of Valid Cases		358	

The strength of association between Organizational Justice and Reward Allocation with Organizational Trust moderating their relation is found to be moderately *significant* for Strong Organizational Trust($\phi=0.260$) whereas the strength of relation for Weak Organizational Trust was found to be *more significant* ($\phi=0.524$).

5.9 Summary Tables of Hypotheses

Table 48: Summary table of Correlation Analysis

Hypothesis Statement	Result
H ₁ : Increased Organizational Communication will help improving the Justice perceptions of faculty members.	True
H _{2a} : Enhancement in Low Power Distance will increase Organizational Justice perception among faculty members.	True
H _{2b} : When Power Distance is High, it will not have a significant relationship with Organizational justice perceptions of faculty members.	True
H ₃ : Enhanced Organizational structure of HEIs will improve the perceptions of fairness among faculty members.	True
H ₄ : Better Reward Allocation will boost the perceptions of justice among faculty members.	True

Table 49: Summary table of Fisher's Statistic

Hypothesis Statement	Result
H _{5a} : Strong Organizational Trust plays a moderating role between Organizational Communication and Organizational Justice.	True
H _{5b} : Weak Organizational Trust plays a moderating role between Organizational Communication and Organizational Justice.	True
H _{6a} : Strong Organizational trust plays a moderating role among Power Distance and Organizational Justice.	True
H _{6b} : Weak Organizational trust plays a moderating role among Power Distance and Organizational Justice.	True
H _{7a} : Strong Organizational Trust plays a moderating role between Organizational Structure and Organizational Justice.	True
H _{7b} : Weak Organizational Trust plays a moderating role between Organizational Structure and Organizational Justice.	True
H _{8a} : Strong Organizational Trust plays a moderating role among Reward Allocation and Organizational Justice.	True
H _{8b} : Weak Organizational Trust plays a moderating role among Reward Allocation and Organizational Justice.	True

5.10 Summary of Results

- Increased Organizational Communication will help improving the Justice perceptions of faculty members with p-value ($p=0.00$, $n=358$) less than 0.05; therefore, null hypothesis is rejected.
- Enhancement in Low Power Distance will increase Organizational Justice perception among faculty members with p-value ($p=0.00$, $n=245$) less than 0.05; therefore, null hypothesis is rejected.
- When Power Distance is High, it will lower the perception of fairness among faculty members with p-value ($p=0.490$, $n=113$) less than 0.05; therefore, null hypothesis is rejected
- Enhanced Organizational structure of HEIs will improve the perceptions of fairness among faculty members with p-value ($p=0.712$, $n=358$) less than 0.05; therefore, null hypothesis is rejected.
- Better Reward Allocation will boost the perceptions of justice among faculty members with p-value ($p=0.00$, $n=358$) less than 0.05; therefore, null hypothesis is rejected.
- Strong Organizational Trust plays a moderating role between Organizational Communication and Organizational Justice; with p-value ($p=0.000$, $n=265$) less than 0.05; therefore, null hypothesis is rejected
- Weak Organizational Trust plays a moderating role between Organizational Communication and Organizational Justice; with p-value ($p=0.004$, $n=93$) less than 0.05; therefore, null hypothesis is rejected
- Strong Organizational Trust plays a moderating role among Reward Allocation and Organizational Justice with p-value ($p=0.000$, $n=265$) less than 0.05; therefore, null hypothesis is rejected.
- Weak Organizational Trust plays a moderating role among Reward Allocation and Organizational Justice with p-value ($p=0.000$, $n=93$) less than 0.05; therefore, null hypothesis is rejected.
- Strong Organizational trust plays a moderating role among Power Distance and Organizational Justice with p-value ($p=0.000$, $n=365$) less than 0.05; therefore, null hypothesis is rejected.
- Weak Organizational trust plays a moderating role among Power Distance and Organizational Justice with p-value ($p=0.043$, $n=93$) less than 0.05; therefore, null hypothesis is rejected.
- Strong Organizational Trust plays a moderating role between Organizational Structure and Organizational Justice with p-value ($p=0.000$, $n=265$) therefore null hypothesis is rejected.
- Weak Organizational Trust plays a moderating role between Organizational Structure and Organizational Justice with p-value ($p=0.000$, $n=93$) therefore null hypothesis is rejected.

5.11 Conclusion of the chapter

This segment of dissertation clinches that factors which were endowed from literature are examined through quantitative survey and analysed in SPSS to probe answers for developed hypotheses. Findings of quantitative method explain what affects the fairness perception of faculty members from higher educational institutes of Pakistan. Organizational communication, low power distance, organizational structure and reward allocation are found to have a positive relation with organizational justice which means the improved existence of these factors is jacking up the perception of impartiality among faculty members. High power distance certainly does not promote the culture of inequality in HEIs of Pakistan. Whilst analysis to investigate if moderation of organizational trust exist between these factors was checked through fisher's exact test. It was done so because of the non-normality of data, non-parametric tests were to be applied. And fisher's exact test was the only one which precisely extracted the accurate results. For going deep into the analysis moderation hypotheses were divided into two categories (strong and weak) and were then analysed. All the hypotheses were accepted as organizational trust does play a role to strengthen and weaken the relation of predictors and organizational justice. However, some hypotheses were found to have increased scores for strong affect, and some had high scores for weak affect.

CHAPTER 6

QUALITATIVE DATA PRESENTATION

6.1 Introduction to the Chapter

This chapter explains to answer “how” and “why” the situations related to organisational justice are developing in HEIs of Pakistan. Interviews were inserted in NVivo where nodes and codes played the pivotal roles to explain the condition. By identifying different themes allowed this study to dig into the details from each respondent and extract generalised assumptions which are linked to wider research findings. This comprehensively answered the qualitative research questions presented in introductory chapter. The basic purpose lets the reader to get glimpse of data and prepares them for the next chapter where issues have been explained in detail. The key findings in this chapter lead to the idea that higher educational institutions need to look closely at current situation of organizational justice. There is a need to make improvements in many areas through which organizational performance can be enhanced. Organizational justice is an intangible but solid concept which evolves within the minds of faculty members. The chapter explains the ongoing condition of fairness in the institutions also how it is getting affected by other factors.

6.2 How were interviews conducted?

Although Chapter 3 presents a detailed explanation of choosing this method, it is still necessary to put a quick recap of some of the important details. In summary, 25 interviews were conducted and based on the purposive sampling (also known as subjective sampling where people with specific characteristics are selected to participate in a research). The reason of choosing this type of sampling was clear as the study focused on faculty members who had the required knowledge and information. The interviews deliberately followed a semi-structured approach, also taking a pragmatic route and considering the busy schedule of teacher who were not available for unstructured interviews. This is possible because of the work burdens and planned classes they have in their work routine.

To analyse the data, a summary of respondents’ details was extracted from NVivo as classification assignments in the form of **table (in appendix IX)** which demonstrates their actual demographic characteristics. These attributes included age, gender, position, job tenure, estimated time of interview, education and language preference.

Pen names were used for participants to ensure confidentiality-as it was a sensitive topic for them. Many participants were even not willing to disclose their university name as it could affect their occupations. However, genders were easily revealed by as it did not hurt their sentiments regarding work. Majority of the respondents were males (16) whereas only 9 females cooperated to give interview. Age of the respondents was asked deliberately to determine the relativeness among experience, age etc. However, identifying positions were required to see whether power differentiates the way of thinking. Asking about education of faculty members was correspondingly important to see if any favouritism (hiring without merit) exists in the institutes. Actual time of interviews was recorded, even though they were semi-structured and to the point some of the respondents took little long to answer. Job tenure specifies the experience of faculty members and their understanding for the organizational environment, so it was essential to ask.

The faculty members were taken as per their convenience because most of them were engaged in other activities. The study believed to provide the freedom of speech to each individual and made sure that their privacy is the topmost priority. Although the interviews were semi-structured and there was no chance for cross questioning, still a range of questions were added to get into the depth of current issue.

6.3 The atmosphere of semi-structured interviews

The interviews were conducted face to face and were transcribed verbatim in NVivo 11 for the data analysis. Each and every interview was conducted in a natural work environment and no artificial atmosphere or conditions were created; this choice was made for the convenience of faculty members. All of the participants have agreed to participate and were happy to contribute voluntarily. Recording interviews through a tape or phone recorder was the option which I kept in mind, but the personal concerns of interviewees did not allow a voice or video recorder.

Although the participants were already informed about the privacy and confidentiality matter still every teacher included in this research wanted to make sure that interviews must be written by hand. This was also the main reason to avoid focus group discussions because most of the faculty members were not ready to share their personal views with others.

6.4 Analysing the interviews

This study opted NVivo 11 to analyse interviews in depth and to extract the crux of current matter. This was firstly done through coding the participants, as confidentiality of faculty members was the major concern. Coding the data was also pivotal to organize and manage the

interview transcripts in a proper way. For this, participants had to be denoted by codes. So, for identification of each respondent, codes and number notations were used, for instance;

- *Respondent 1 = R, 1*
- *Respondent 25 = R, 25*

This way of coding makes it easy for the reader to identify participants and is also in the favour of participants that their identities and personal details are not revealed.

In this study, the general idea for coding the data was to write an inquiry just in a word or two that will become a short form of some lengthy lines. Which means, every single statement from respondents was keenly observed and the important parts were highlighted (by coding them), by doing this, it became easier to analyse the data. Saldana (2009) asserts that coding is just not a label but a link which further leads a research to explore the new contributions, study is able to make. This link backed up the study to answer the qualitative research questions and to analyse the data in depth.

For precoding purposes, data had to be planned in a way that every generated code must be linked to the main question. Also, it required proper time and attention as it is a lengthy process and every answer had to be read properly so the determination was required. For building codes and nodes, it was required to be a bit brainy because most of the times, qualitative data require deep concentration. The auto coding process was run through NVivo 11 to analyse what each respondent says about the open-ended questions. The type of coding used to get a meaningful finding for this study is “descriptive” coding. This type of coding helps the researchers to give answers a code as a topic/title. Basic idea of using descriptive coding was to take the crust of answer statements (by participants) as a code. A codebook (presented in Appendix IX) was generated when coding was completely done.

6.4.1 Visual Overview of Data

Once the coding was done, study attempted to envisage the interview data. This was done by generating **tree map** in NVivo 11 which appears in a hierarchal form. Developing a tree map helped this study to have a dynamic visualisation by looking at what data is lying under each layer of hierarchy. It basically classifies the coded data and then allows the researcher to have a quick look. It has been witnessed that a tree map visualisation is a much better version than a simple manual list presentation as it has been invented after computerization (Jadeja and Shah, 2015).

As a visualisation tool, tree map has helped this study to analyse every minute feature that is included in this study. Figure 44 presents a clear nested hierarchal chart where each factor contains relevant questions.

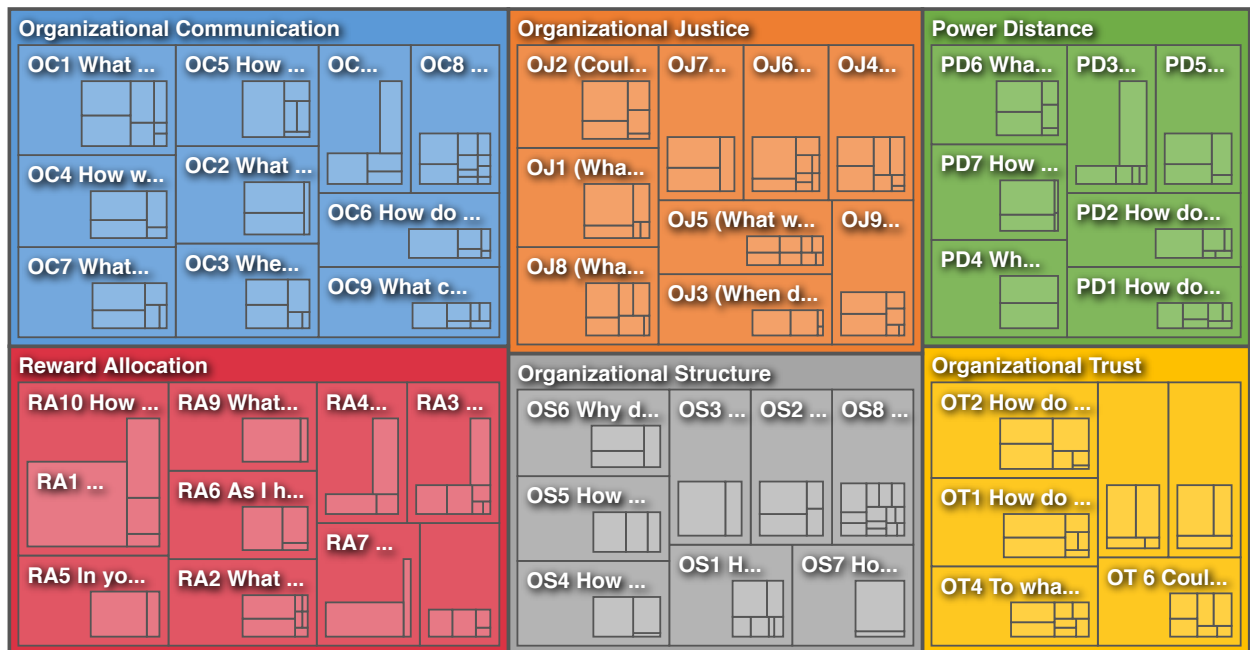


Figure 44: Treemap (NVivo)

For further explanation, Figure 45 is shown below where first factor named “Organizational Communication” is displayed with all of its questions. This makes an easy solution for the reviewer to click and have a glimpse about what questions have been asked.

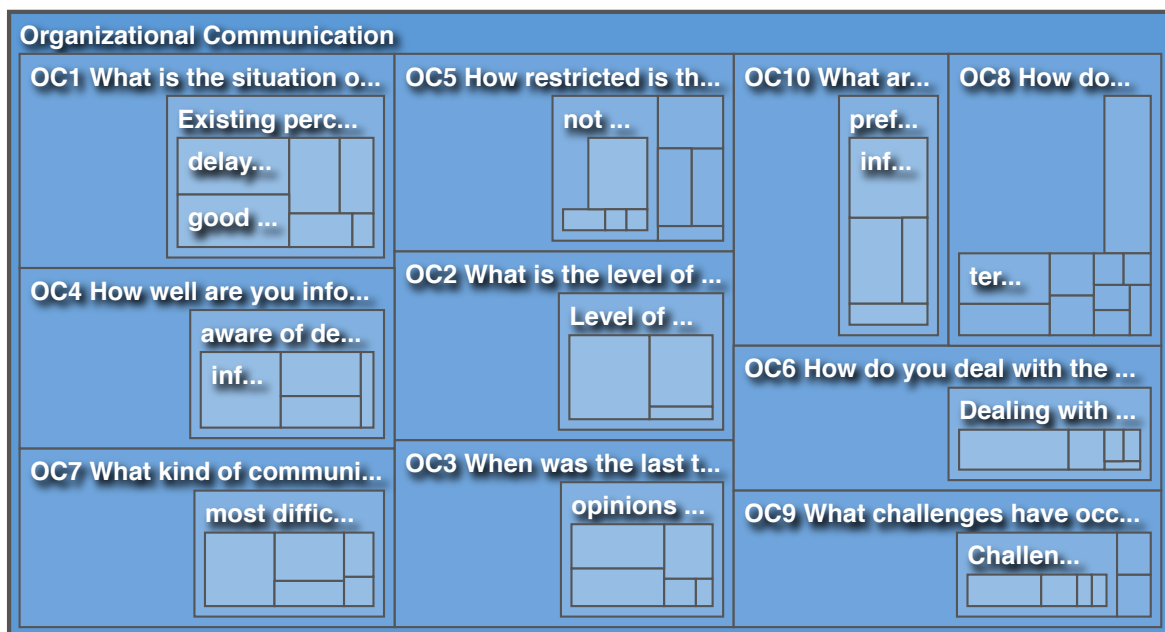


Figure 45: A tree map for Organizational Communication

Let us move further and see how things are going within the nested cells and how is the data coded under each question of Organizational Communication. Figure 46 is the presentation of coded data for the first question which includes the codes. such as, delay in communication with superior (because of the unavailability of employers), good condition (some agreed that the situation of communication if alright), neutral (few participants stayed neutral as they could not say yes or no), good with colleagues (several participants agreed that the interaction with colleagues is very good), poor communication (Some agreed that the situation of communication is poor in overall institution) and technical issues (one of the employee had visual impairment and she was unable to use the electronic medium of communication).

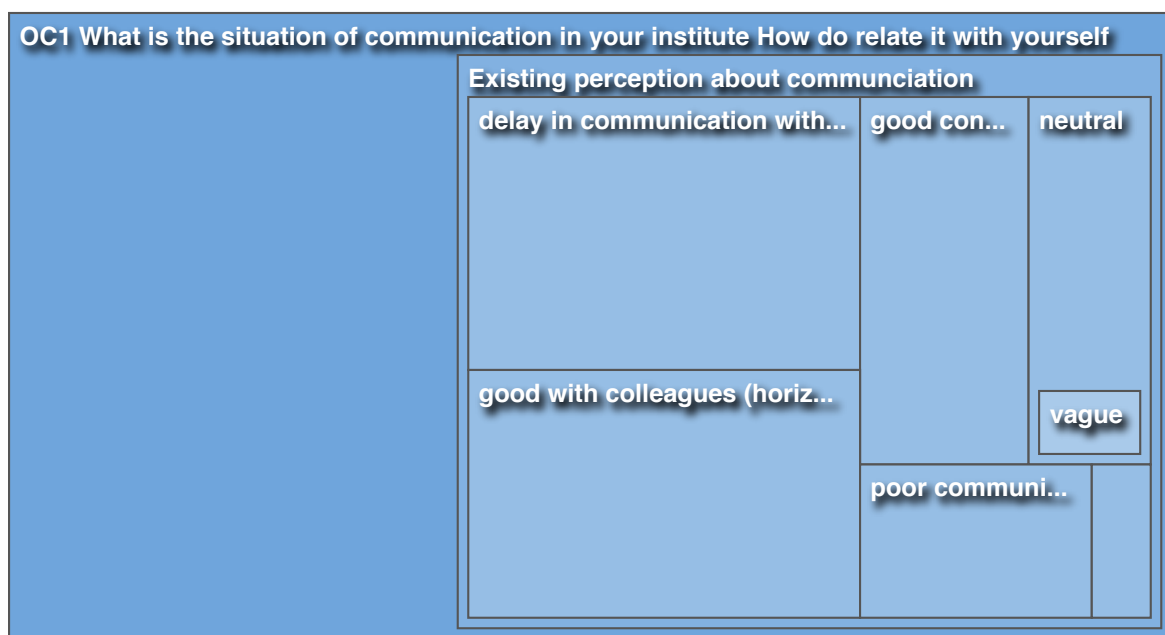


Figure 46: Coding for Organizational Communication

And if there is a need to go to the referenced files of these codes, we can see Figure 47 in which the coding query displays actual views of faculty members for this question of Organizational Communication. A screenshot was taken and added to this document as NVivo did not allow to save this as a picture.

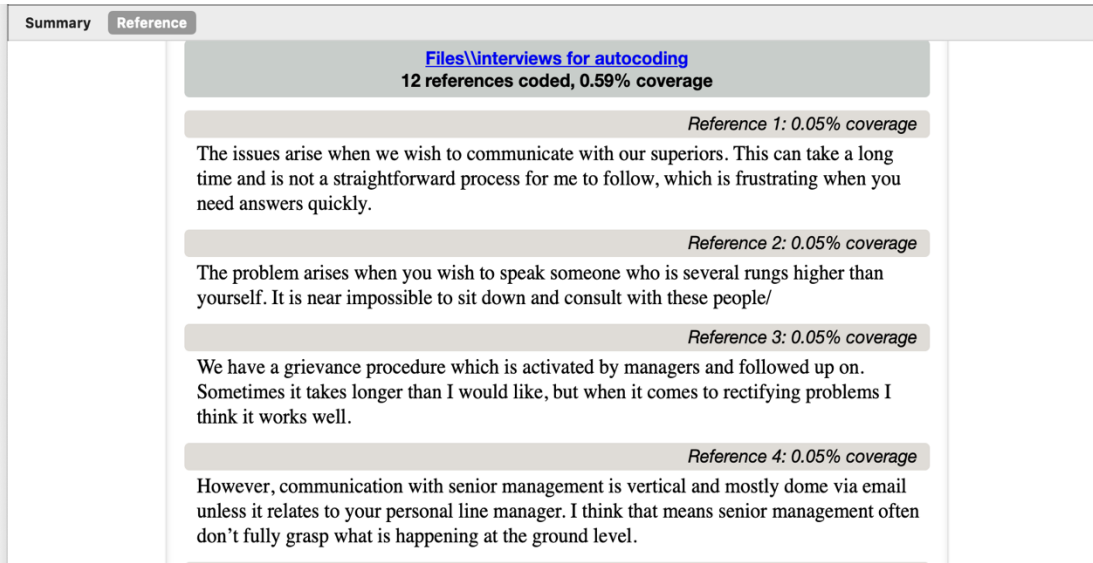


Figure 47: Actual view of responses

All in all, a tree map visualisation gave this study a clear view of all the data. This also helped to make sure that no data is left without coding. The basic reason to choose this and not bar charts was that bar charts can cover low density data. However, this study had 25 interviews with numerous questions for each section.

6.4.2 Word Frequency

Word frequency was also checked to get a know how about which word has been frequently used. This gave an idea about what faculty members are perceiving about the related topic. Here many participants have used the word “works”, it is obvious that study is conducted for faculty members in educational institutes and most of the questions were related to their work. So, in the summary view of NVivo “works” was used 657 times, also the word “thinks” was frequently used as the study is also related to the perceptions of faculty members of higher educational institutes of Pakistan. All in all word cloud provided a glimpse of what is going on in the transcripts.

interviews helped this study to capture the sentiments of participants regarding factors affecting their justice perceptions. For example, an employee seemed slightly disappointed when asked about how are they treated in their institutes and the reply was;

“I feel I am overlooked and overworked at this place. It seems every term there is more work to be done with less time. My boss makes this work by pushing for quantifiable targets from all staff.” (R, 25)

It is to be learned that by ignoring employees an organization cannot become a benchmark for others. It is believed that traditionally organizations were used to focus on work roles and job descriptions of their employees but now the attention has been switched towards attitudes and social exchanges (Staw, Sutton and Pelled, 1994). This shift allows employers to work on the sentiments of employees.

Employers do so, as they want to retain the potential talent and to promote a healthy environment at workplace. Also, most of the employers are aware of the consequences an organization will have to face if employees get discouraged. These outcomes can include a lack of trust which is obvious if the organization does not care about its employee’s sentiments. Moreover, if a perception of injustice arises in employee’s mind, he would not be able to perform well and his contribution to organisation will definitely reduce.

However, the theme has further sub-themes which are related to the dominant factors affecting Organizational Justice. They emerged naturally and were a great source to understand how higher educational institutions of Pakistan can work on diminishing the discouragement and stress which may contribute to the faculty members’ overall performances.

i. Encouragement to communicate interdepartmentally

It was seen that faculty members sense that they are not encouraged to communicate with the colleagues in other departments. A lack of communication was reported across the interviews and this condition has been demotivating them. Exchanging teaching expertise with other department’s teachers can be very helpful and be a very good source of learning improved methods and in this respect the communication barriers increased a feeling of mistrust and thus leading to perceptions of injustice. For instance, it was mentioned that,

“The hierarchical system here, which has no tangible basis from what I can see, stops effective communication between departments, which makes coordinating meetings difficult” (R, 25)

We see a rigid structure in above statement which is eventually becoming a barrier among colleagues. It is understood that every organization works with formal and informal communication, one of the most important factors is the accessibility within any organizational

structure. Whereas, due to hierarchies most of the time. Upper level management keeps their doors closed for the communication and maintain a certain distance with subordinates (Kapur, 2018). Not only this, sometimes it reaches to another level where the management fails to let colleagues communicate interdepartmentally. Hierarchies may not be tangible, but they have severe effects on the perceptions of working individuals. Lack in promoting the communication can become a reason why faculty members can think there is no equality. This can happen because of no connections with others and having a zero knowledge of what are others doing, what rewards are they getting and for what reason employers are not promoting to communicate.

ii. Transparency

While asking about structures (of higher educational institutions of Pakistan) affecting justice perceptions, a large fraction of the interviewed faculty members explained that transparency in Organizational Structure is very important to give everyone a clear direction and also to stay in competition. It was explicitly argued that better transparency within an institution can make employees feel more satisfied, valued and motivated. For example it was stated that;

“To be more transparent about things like decision making, if we all fell involved it’ll make us feel more valued” (R, 21)

Being studied in many areas like, management, anthropology, public relations etc. transparency is considered as the most crucial factor for any organization (Albu and Flyverborn, 2016). Transparency in an organizational structure opens up the doors of social exchange with positive vibes and attempts to eliminate the dark secrets. Sincere efforts for transparency build up the trust of employees on their employers by witnessing clarity and effectiveness.

Many studies have witnessed that there is a strong relation between transparency and trust (Schnackenberg N.A; Berrgren and Bernshteyn, 2007). It also gives up a boost to the communication taking place in an organization. This is possible as, by taking a clear approach and by disclosing all the relevant information to subordinates, they can directly communicate to their bosses and can question if they see something fishy. On contrary, when things are discussed behind the closed doors, there is very less chance of transparency which creates problem in long run.

iii. Autonomy at work

The feeling that comes with autonomy given by employer in order to use authorities which employees have is motivational to improve performance. It stimulates the morale and self-confidence along with opportunities to show their expertise. Empowering subordinates can also

bring down the burden from supervisor's shoulders as subordinates will be responsible to meet the deadlines. Here, in current interview sessions, participants expressed their sentiments that they are unable to use their authorities flexibly as top-down structures of institutions have strict rules and they have to follow the protocol at any cost. For instance,

"The standards for completing a task are very strict and the only thing that matters in the end, deadlines, subjects everything has to be followed, you can use your own methods but the checkpoints are there" (R, 19).

Sometimes, when employer gives strict orders to complete the task with restricted guidelines and when the orders are given without taking any opinions from subordinates, they take it as a burden and do not do it with a good heart. However, if employer attempts to empower them and provide autonomy to complete the task while setting their own benchmarks, it will be easier for both and creativity will emerge naturally. The condition in these institutions is becoming alarming as the pressure to meet deadlines can even result in a situation of burnout. Which means if any faculty member could not face this pressure, he would leave the job and the institution will lose a talented teacher just because they want to be strict about rules.

iv. Feeling of accomplishment

For a teacher, feeling of accomplishment stays there on daily basis, not because of pay or awards but because of the love they have for their profession. Being a teacher is never a necessity but a choice to disperse the knowledge one has. The faculty members explained it in different ways but were in a general consensus that the feeling of accomplishment contributes to their view of the organisation as a fair place and fundamentally would affect their justice perceptions. For example;

"Oh, every day. This is why I teach – to feel the accomplishment of helping better a mind. One of my students recently gained a scholarship to study abroad in Europe and I took immense pleasure in helping him achieve that goal" (R, 13)

"I think as a teacher accomplishment is my driving motive. Changing students' lives every day through quality education is the best example I can give" (R, 8)

The above quotes reveal a connection of faculty members with intrinsic values of appreciation. For them, money comes right after their feeling of accomplishment which they receive approximately daily. The relationship of a teacher and student is somewhat similar as a parent and child. A teacher nurtures the student's mind in a positive way and helps him develop a strong mind by learning the meaningful facts of life. It is to be understood that a teacher remains involved all the time for constructing a professional attitude and shaping up the built-in talents.

When a student gets stuck anywhere, teacher is the one who remains there to be responsive and to give solutions (Dokument and Nutzung, 2011). This quality within a teacher comes along with a kind heart and a wish to see their students flourish. They get a sense of achievement when they see any of their student get good grades, winning any competition, disseminating their knowledge to fellow students.

6.5.2 Managerial Decision Making and Accountability

While making decisions at management level, leaders should know how to treat everyone with equality. Faculty members perceive that decisions in their institutions are made on upper levels and subordinates are informed only when operational decisions are made. They think that their opinions do not matter, and they only have to obey the orders once the decisions are made and transferred to them in a top down manner. For example;

“Important decisions are made predominantly by senior staff at my organisation. General employees receive little to no input into these processes, which is a shame” (R, 2)

“The boss decides, declares and we obey, there is not a lot to think about or a way to be involved to be honest” (R, 16)

While thinking about making decisions on managerial levels special care should be taken for subordinate. Not only because they work in the organization but also because they are the ones who are going to follow the instructions. Before sending any decision as an order, managerial committee must take the opinions from some of the representatives at lower level. This can be done by setting up few minute meetings which can overview the points from subordinates about upcoming orders. This will definitely allow subordinates to feel trusted and valued and will help institutions to retain the potential talent with them.

Accountability at upper level is also required as it helps the organization to prosper. If managers are responsible for their actions and the produced results, it will definitely not let them do injustice to anyone. Faculty members are with a view that along with transparency, managers are required to be answerable for what they are doing. For example;

More managerial accountability and tutor forums would open the discourse here, which in turn would help change resentments that are festering among the teaching staff right now (R, 24).

Here we see that there is a need to promote accountability at managerial levels in the higher institutions. In social sciences this concept is called as managerial accountability where managers are accountable to or answerable to their firms about the results they are producing (Hill, 2018). It is necessary to treat everyone equally and to negate the thoughts of unfairness.

Connecting this to the main theme of this dissertation, we can assume that fair managerial accountability can elevate the positive perceptions of faculty members. Because, when they will be able to see transparent structures with everyone responsible for their actions, optimistic thought will emerge automatically.

The theme further follows few sub themes in order to get into more depth and these are now presented below;

i. Faculty members are not involved

Participants have clearly stated that they are not involved while making decisions. Most of them agreed that they have not witnessed situations where they are considered while deciding something for the future. Sometimes meetings are called off where things are discussed before putting orders on to the table but faculty members are only asked to give suggestions and there is nothing they can do to alter the decisions. For instance;

“I’ve told you, important decisions are taken behind closed doors and we are usually informed so we can implement them not have an opinion about them” (R, 22)

“We are given importance in so far as our views are welcomed in team meetings – but they’re viewed more as suggestions than actions. I would say 90% of the time decisions are made by management before the staff even know of the options that existed” (R,11)

ii. Feedback on decisions made

Taking big steps for any organization while considering the environmental dynamics is pivotal and needs few think tanks to sense the future. However, once the decisions are made, it is necessary to evaluate if they are in favour of organization. Here, respondents are with the view that a feedback system is required to assess the decisions. If authoritative approach is to be adopted and only final orders are sent to the subordinates, distance among ground workers and management will become wide. For instance;

“There needs to be a better feedback loop system to staff can inform management when a decision isn’t working well in practise without it being about challenging those in senior roles. Voices need to be heard” (R, 15).

6.5.3 Unheard Voices

The reason to extract this as a theme was, several respondents made complaints that their voices are not heard in institutions. A number of sub themes have been identified to explain the conditions of ‘silencing’ for the faculty members who are feeling ignored by their supervisors. For instance, a faculty member explained his concern as;

“A couple of months ago a group of colleagues and I informed about a better way to inform and distribute cover hours, we have not received an answer to this day (R, 17)

i. Opinions during staff meetings

Majority of the respondents agree with the fact that meetings are held when the employer is about to take an important decision. Being a part of meeting, faculty members try to give their suggestions for the improvement, this is done before finalising the decision. But their opinions are not taken into consideration. Most of the time this happens because of the rigid structures in institutions as they only allow leaders to take initiative and send the order in a top down manner. For example;

“You cannot achieve something better and new by doing the same thing, you have to innovate to get better. The contributions are made through opinions and suggestions, but mostly are left unanswered” (R, 17)

This opens a new window into my analysis as there seems to be an inseparable link between the value of voices and participation with the connection of organisational members and their feelings against the system.

ii. Unorganised Debates

While working in dynamic environments, employees believe to have a freedom of speech. It means, they expect that their employer would listen to their problems carefully and work on suggestions and opinions they give while making decisions. This would put confidence in faculty members to raise their voices freely without being afraid of the assumed consequences. For instance, a faculty member said;

“First and foremost, we need open, safe forums where it is possible to challenge power without fear of punishment. Open debate makes for stronger professional relationships” (R, 25)

Leading from the top is never easy but the authority and power sometimes let managers to make some strict decisions. It is not necessary that every employee obey or agree to what employer is instructing. Most of the time subordinates do not discuss or raise their voices just because they do not want to lose their jobs.

This fear of thrown out is what that needs a change. It is possible if institutions allow teachers to conduct seminars and debates in a friendly environment where some managerial representatives are present. The forums should be safe enough to assure the faculty members that their voice would not become the cause of losing their job. Subordinates could then raise their points in a respective way and allow managerial representatives to explain why the decision was made. Sadly, this is not happening in the higher educational institutions of

Pakistan which suppresses the faculty members' thought of fairness. There is a need to break this glass ceiling to attain more productive outcomes from faculty members.

iii. Work related issues

Ignorance from employers can directly affect a subordinate's performance. This can take an unconstructive turn as when employees' issues are not addressed and solved, the feeling of discouragement arises. Here, participants reported many situations where they felt ignored and unheard about work related matters. Few examples are;

"I have tried to discuss my most recent issue in terms of language used against me with my employer, but he has yet to act on it" (R, 8)

"I wanted to and tried to discuss my issue with regard to the job opportunity but felt palmed-off. I don't feel I can do it again (R, 23)

"I tried to discuss an issue with my employer, but he dodged my request – so I do not feel free to discuss such issues at all (R, 25)

All these statements have a strong connection with ignorance from employer's side. This can be disturbing when voices remain unheard. Not only in opinions but faculty members are ignored for their issues as well. Leaders in any organization are the sort of guarantors that every worker will be valued, and no one should be ignored. But if mistakenly or intentionally they ignore the voices their subordinates raise; the feeling of unfairness gets alive. There is a need of building up a separate team of personnel who can listen to the issues of workers and then report them to the managers. This step can elevate the degree of trust faculty members have on their employers.

6.5.4 Impartiality among teachers

Although there must be no room for personal preferences at work both on ground and management levels. Still, some cases have been reported by respondents where they feel discrimination exists. The major drawback of these type of discriminations is that the victim has to suffer which can demoralise them and can directly affect the performance. Many signs of discrimination have been seen in this theme for instance;

"I think my employer connects to some subordinates well but not all. For example, if you do not have a personable relationship with him, he tends to be more standoffish and less likely to engage or share decisions with you. I think it causes rifts among the staff" (R, 8)

Now let's see how these naturally emerging sub themes are affecting the perceptions of faculty members. It is important to know as the study intends to go into the depth via interview sessions.

i. Gender Discrimination

Discrimination usually grows when one person is treated unfavourably in comparison to the others. There are many expressions of discrimination due to which people can fall into inferiority complex. One of them is gender-based discrimination where a person is being judged on the basis of his/her gender. Many of the respondents explained that there were situations when they were targeted just because of their gender for example;

“I do not feel values as a worker here and feel that I am repeatedly overlooked in favour of other, predominantly male counterparts. I feel my employer values the opinions of men more than that of women workers” (R, 15)

“I once heard my employer say (and this was in a private discussion) that married women are a financial burden on his organisation once they start having babies as they require a lot of time off. I thought that was insensitive” (R, 11)

ii. Ageism

Facing prejudice or discrimination just because of one's age is a shame and should never be allowed. Despite of being damaging, this problem exists at workplaces where sometimes senior workers are targeted and asked to leave just because of age they are not capable of doing work anymore. Also, young workers are ditched for giving senior positions as they do not have relevant experience in the field. There is no sense of ignoring one's capabilities and judging them on the basis of ages. Some of the faculty members in higher educational institutions of Pakistan have confirmed the same situations for instance;

“I enjoy where I work but I feel that opportunities for advancement are being held back from me because of my relatively young age. I am an ambitious person with a strong, if short track record of success. I feel my employer is not willing to allow me to step into more senior positions I am ready for because of my young age and relative newness within my department” (R, 7)

“It was related to the standardization materials I just mentioned. I noticed that it was only the young, female employees who were asked to give up their time on the weekends. It felt ageist and sexist” (R, 9)

iii. Favouritism and nepotism

It can never be justified to prefer one person on the cost of others as everyone should be treated according to the set merit. Leaders do try to control prejudice and favouritism at workplaces but then bad comes along with good. Few respondents in their interviews reported that their

employers do nepotism by preferring those who have close relationships with them for example;

“I feel that dependent upon who your Line Manager is and their relationship with you, some people receive preferential treatment to others in terms of flexibility, overtime and advancement” (R, 2)

6.5.5 Ethical HR issues

Unethical behaviours from anyone’s side are mostly responsible for releasing negative vibes. These vibes can demotivate workers while giving their best at workplaces. To prevent this unwanted demotivation, employers should know what is bothering their workers and to cope with it. New policies and support can lead them towards positive behaviours. Several ethical issues were reported by respondents which can become harmful for the institutions in long run for example;

“The discovery that a colleague of mine who started roughly the same time as me, has similar qualifications and teaches a similar workload earns more than 25% more than I do has raised some questions of ethics in my mind” (R, 2)

The theme further follows sub themes where few ethical issues are individually described;

i. Unethical Gender Bias

Respondents from different institutes had their view that sometimes employers do gender wise discriminations which are not correct. Especially female workers believe that the gender bias should not be overlooked, and everyone should take care of it. Few statements regarding gender discrimination are;

“Young female workers are being given an unfair amount of additional tasks with no justification for it” (R, 9)

“I think he applies it (equality rule) at his discretion rather than universally. For example, he is understanding of some women’s needs in terms of their children and childcare – but he is also dismissive of introducing initiatives that could really promote fairness such as flexitime for returning mothers” (R, 24)

“How younger women, especially those starting families, and how they are treated is an ethical issue for me” (R, 12)

ii. Immoral sexist remarks

Bigot remarks from one’s employer can actually demoralise the enthusiasm of subordinates. They do not only feel belittle but also do not see any standing among other colleagues. Every institution must focus on providing ethical trainings to the employees of every level so that

others do not feel disparaged. Respondents did report some of the issues they faced directly with their employers for instance;

“During a team meeting I interjected when my boss was relaying incorrect information to staff regarding a work policy. He made a joke and told me to “calm down, woman” which some of the other staff laughed at. I did not appreciate it, nor the sexist language used. I felt belittled when I was only trying to help” (R, 15)

“The manager made some remarks about the clothes some of my colleagues and I were wearing calling them inappropriate even though they were all within the dress code, it was basically him taking his personal opinion to a professional environment (R, 19)

iii. Wage Differences

Discrepancies among wages can promote unfair treatment and misogyny among colleagues. It is true that everyone has their own capabilities to work efficiently, still major factors count. This unethical behaviour from employers can also develop stress which ultimately leads to burnout situations. The institutions are already in top ranking of Higher Education Commission which means they should take care of improvements. Respondents have stated the issue as;

“The massive discrepancies in pay is an ongoing ethical issue here I feel” (R, 3|)

iv. Promotion opportunities

Many of the respondents showed their concerns about promotion chances. Various factors can affect but most prominent are favouritism, ageism and sometimes gender bias. Faculty members do have issues that there are very less opportunities for promotion, few of them blame the institution’s structure whereas few think it is the mistake of their employer. For instance;

“I have an ongoing suspicion that there is not a level playing field here when it comes to promotion opportunities. I believe my employer and the structure he has created here perpetuates that. It’s a daily issue I wrestle with” (R, 24)

“Recently concerning my application for promotion” (R, 7)

6.5.6 Gap among Employers and Subordinates

Most of the faculty members reported the fact that there is a clear distance among them and their employers. This matter is very important to discuss as there are chances that many things will remain unclear if they are not conversed properly. Faculty members in higher educational institutions have a thought that their employer does not have any role to play in their daily tasks. With hierarchal systems in most of the institutions, intermediaries (line managers) are the ones who instruct and guide them in daily work routine for instance;

“I think that due to delegation to the managers, my employer would not know exactly what my daily tasks are, he will know however what the final goal is.” (R, 17)

Two sub themes emerged organically which display the situation of clear gap among employers and faculty members;

i. Attaining power in political environment

When asked, most of the respondents were concerned about the gap they have with the senior management. A doubt of favouritism, politics and cronyism remains there as the distance between them provokes these thoughts. As, in most of the hierarchal systems a top down approach is used, employers are not really aware of the potential talent they have in their institutions. For example;

“I think ability is not enough here. There is a political element to everything, and it seeps into the advancement process too – careers become about who you know rather than what you know”

ii. Circulating orders in a Top-Down manner

Most of the institutes fed the orders in a top down manner where a chain of command exists, and faculty members are not involved in decision making. This ranges the gap among faculty members and their employers as they are not directly connected to each other. Every time they get an order, they have to obey it at any cost because there is no option to discuss or amend the decision. As an example, we can see few statements from the interviewees;

“Power is a top-down process where I work, so orders are fed down the chain of command via managers or direct emails. I as a staff member do not feel involved in the decision-making process” (R, 2)

“It’s all top-down here I’d say. The boss makes the decision, the managers formulate that into action, and the workers must adapt to these decrees. I don’t feel involved very much in that aspect of working here” (R, 11)

6.5.7 Integration among colleagues

Bonding between peers takes an organization towards betterment. Especially for teachers, getting integrated for specific purposes like curricular activities, syllabus making, and budgeting solve many problems. A very positive finding came out of the interviews that faculty members in higher educational institutions of Pakistan are closely associated to each other. However, very few of them think that they are not encouraged to integrate. For instance;

“I think we are given the impression that we are integrated, and our opinions valued, but it’s a bit of a façade. The decisions are always made by the employer” (R, 11)

“I feel we are well integrated, but encouragement must come from within. Some people are happy to stay quiet and take a back seat, while others take the initiative and bring about change” (R, 4)

i. Cross-departmental communication

The situation of communication among colleagues from other departments is slightly overlooked. Findings of interviews showed a picture that faculty members hardly know the teachers from other departments. They meet occasionally and do not have proper connection with them. This may be very much possible in public institutions as they have numerous departments (for details see section 4.10.1) and it is not possible to know or communicate with everyone. Few original statements by interviewees can be possibly quoted as;

“There isn’t currently a lot of cross-departmental communication at my place of work. We are not discouraged from doing it, but we are not actively encouraged to do it either” (R, 1)

“Communication is scarce, we do it when we have to and that’s it, as long as the job is done you could be completely isolated and no one would care” (R, 19)

6.6 Concluding the chapter

This chapter of dissertation depicted the ongoing work routines of faculty members in higher educational institutions of Pakistan. Although previous chapter with graphical representation of quantitative data pictured the existing relations of probed factors, this stage presents the actual situation within institutions. From 25 interviews (which were conducted in semi-structured manner) the study attempted to explore about related factors as much as it could. From initial data putting into NVivo to coding, describing the environment in which interviews were conducted to how they were conducted, from exploring word cloud to sunburst and tree maps and lastly from analysing interviews data by extracting themes and sub themes, this chapter plays an influential role for building a strong foundation for the next section.

CHAPTER 7

FINDINGS AND DISCUSSION

7.1 Introduction

As Chapter 5 and 6 show a graphical representation of data where hypotheses have been tested through statistical tests and interviews have been analysed through codes and nodes building, by developing tree maps and by looking at word cloud. This chapter discusses the QUAN and QAUL results altogether which means the explanation of research questions will generally answer “Does the causal relationship of probed factors and organizational justice exist in Pakistani educational settings?” and the qualitative explanation will answer “How are the existing factors actually playing role to affect the perceptions of fairness in Pakistan’s educational setting?” The study is not comparing or merging two methods but by answering above questions it will open new ways of exploration with constructive findings. This is the most crucial section of study in a way that along with probing antecedents of organizational justice, the study gets a chance to examine the reasons behind these factors affecting organizational justice in Pakistani context. At the end of this chapter it is intended to build up an exclusive conceptual framework by gathering all the initial frameworks together.

7.2 Organizational justice in HEIs

Research Question 1. What is the general understanding of faculty members concerning justice in their institute and how does justice affect their operational performance and motivation to work?

It is strongly believed that justice is an evaluation process done by employees in different frames (Kalay and Van, 2016). Some faculty members were with the point of view that justice is a set of rules which everyone must follow under legal expectations. However, basic concept of justice in faculty members of HEIs is to treat everyone fairly with equal opportunities. It is seen that the very precise meaning of justice term is to evaluate specific conclusions regarding different occasions (Corpanzano and Molina, 2015).

It is believed by some of the faculty members in HEIs that justice in an organization must have strong rewards and punishments which everyone should follow. Few respondents even described justice as there should be **accountability** for each employee with defined rules which everyone must follow. Faculty members in HEIs of Pakistan have established the thought that justice in their eyes is based on **mutual respect** and equality. Whereas, most of the participants

in interviews had their perception about justice as a fair treatment without any **discriminations (like position, gender, race, sexual orientation)**. It seems like everyone has a knowledge about what justice is, however implementing it somewhere is another matter. Thus, it all depends on the mindsets of people as how they perceive fairness in a particular environment, studies do conflict and different things emerge.

Faculty members deem that their justice perceptions rely on **how their interests are protected** in their institute. They believe that laws are made to be obeyed and exist for the benefit of employees, it is their duty to obey the rules and organization's duty to fulfil the interests of employees. Yet, it is necessary to be aware of the **rights** they own at work otherwise the voices sometimes can go ignored (Baldwin, 2006) and inequality could arise.

When the employees in an organization feel that their job is secured and if any mistake happens it is fixable, it develops a sense of fairness and security. **Job security** even has a positive relationship with organizational justice in Pakistani context which eventually leads to the productivity of organization (Imran, 2015). However, few faculty members in interviews had some job insecurities especially women in pregnancy had a fear to lose their job once they are replaced during maternity leave. Restructuring within institute is another type of insecurity which exists in Pakistani HEIs where coordinated initiatives are taken by management to improve the institute's performance.

While restructuring, it is not necessary that every institute will go for downsizing (when things are going rough) but anxieties to lose jobs remain in the minds of faculty members. Because of the current **economic situation** many public sector organizations in Pakistan are facing numerous challenges like **technological changes, deregulations, privatizations** etc (Bilal et al, 2017). Although most of the Pakistani organizations do not follow a particular rule about which employee will retain and who is going to be laid-off (Rehman and Naeem, 2012). Yet, expecting only from employers will also never help an individual to flourish at work, it is a two-way traffic and always a shared relationship (Subramaniam, 2017). That is the reason why organizational justice is interconnected with the social exchange theory ([see section 2.7](#)). Employees' contribution in any organization matters a lot and in teaching career it is even necessary because a teacher is responsible to produce the robust professionals for different industries.

The reason to ask about faculty members' contribution was to make them realise that they should give something to institute rather than only expecting. Several constructive contributions were recorded like resolving the admin issues, making development in exams, curriculums and modules, suggestions to improve the importance of women at work and the

need of training sessions. But there are faculty members with the moan that their **voice** is never heard even if they want to play a valuable role for the institute's welfare.

Neutrality in some cases was reported but many of the faculty members feel they are being treated impartially in their institutes. Long working practise in an organization has got a very positive relationship with the satisfaction of job (Soni, Chawla et al 2012) as faculty members who are near to retirement feel that their overall **work experience** in their institute was good (although some pension issues still exist).

Whereas, the youth professionals look for new opportunities now a days and do not work just on one place. Young and new faculty members do feel that their potential talent is bottled-up, and chances of progress are held back in their institutes. The very common reason behind this is their young age which become a problem to grab senior position or being underpaid with lots of work burden. This is where **ageism** arises and drags down the level of justice perception as Iweins et al (2006) said "age discrimination occurs when individuals are refused employment, dismissed from jobs, paid less, or denied promotions, training, or other benefits because of their age". There is some ratio of faculty members who are facing **gender discriminations** especially women who are married or about to become mothers. However, commonly working women in Pakistan still have been seen with an optimistic view to accept whatever the organization offers (Ansari et al., 2016).

Because the infrastructures, old buildings in Pakistan are not friendly for disabled persons, their mobility around campus is very difficult (Ali et. al, 2012) issue. People with **disabilities** in Pakistan are hardly appreciated at work, there was an indication on this as well.

Personal attacks by employers with direct or devious improper remarks are never appreciated by the personnel. The specific term used for these attacks is incivility that is linked to the rude behaviour, disrespectful and improper remarks (Rubino et al., 2018). **Workplace harassment** is another term, but it covers a very broad area that gravely affects an individual's personality and his/her motivation to work (Malik and Farooqi, 2017). However, some of the faculty members explained their situation when they had to deal with the issues of **incivility** by their managers at work that clearly affect their perceptions toward justice. The **sexist, ageist, racist remarks** and the comments against teachers' unions from the side of employer also put faculty members' morale down.

Asking for the way **employees connect to their employers** is good to take an idea of how the policies/procedures are communicated and distributed all across the organization. Very few responses were received regarding better or direct communication. Whereas, most of the faculty members in HEIs of Pakistan took very less time to answer that their employers are

never around because the structures of institutes are hierarchal. They hardly get an opportunity to meet them in group meetings and always need to pass their opinions through intermediaries (line managers). It is to consider that personal connections or favouritism however is already an issue at work in various organizations of Pakistan (Gull and Zaidi, 2012).

Also, in developing countries like Pakistan, inflation is a termite that is slowly but surely eating up the poor people. Due to the high cost of living in Pakistan (Akbar et al., 2011) individuals prefer the job which pays them to at least satisfy their basic needs. A plus point that emerged while conducting interviews in HEIs is that most of the faculty members are **satisfied with their pays**. According to them the salary is competitive within the education sector and survivable for them as there are very less opportunities. And that is the reason why faculty members agree that the salary they receive justify the efforts they put in (however, few of them disagree and think they are underpaid).

The current findings are in line within Pakistani and Western context (Akram et al., 2015; Khan et al., 2016; Williams et al., 2002) considering that justice in any organization is so important as it enhances the **trust, interest and loyalty** of employees and also the **overall performance** of organization. Findings seem to be harmonized with a study done on higher educator of Pakistan (Iqbal et al., 2012) in which **behaviour** was detected to be dependent on how organization provides justice. The above understanding of faculty members in HEIs of Pakistan are mixed but definitely they want an improvement in the current position of equality.

All in all, the above statements depict mixed reviews of faculty members understanding the justice perception in their work environment. But, the room of improvement is there as a lot of concerns as explained (personal and managerial) were raised by faculty members. In terms of a Pakistani culture many issues arise due to a particular mindset of people such as; gender discrimination for women. Teaching is used to link to the maternal qualities of a female and is usually considered as an extension to her responsibilities. Although Pakistan has a masculine culture (Hofstede, 1986) when it comes to work but the era is now changing and even man are facing gender discriminations. In an article Khan (2013), a respondent explained how teaching is not considered as a valuable career for man;

“Teaching is considered similar to women’s work at home. They are perceived as caring and have ability to communicate with children. Therefore, they are considered more suitable in this job than men. As a male school teacher, I have some personal experience, where just because I am a teacher, people assume either I am not very serious about my career or I am unable to find a better job. They can never think that I like teaching and doing it by choice.”

Current findings are also in line with the studies like (Iqbal, 2013; Al-A'wasa, 2018; Tahseen and Akhtar, 2016) where researchers are agreed upon a fact that organizational justice is a concept of equality in the minds of employees. They relate their selves with colleagues when different situations occur. And if they sense inequity in the **work environment**, the morale and performance of employees go down along with motivation.

Current study is making a unique contribution in the world of research as along with analysing the numerical values, the deeper thoughts of faculty members have been taken without restricting them to tick by using a scale. The above thoughts would definitely lend a hand to HEIs in Pakistan for improving and discovering the factors which can serious affect their business. Presented below is the extracted initial model from above discussion to understand how faculty members are perceiving justice in Pakistani context.



Figure 49: Extracted factors affecting OJ in Pakistani context

7.3 Communication links in HEIs

Research Question 2. How does organizational communication impact the justice perceptions of faculty members in Higher Educational Institutes of Pakistan?

The quantitative results extracted from spearman correlation (see section) depicts a positive impact of increased organizational communication on the fairness perceptions of faculty members. There is no doubt that a good communication around any organization can help employees build up trust on superiors with regard to every matter. Additionally, satisfaction from organizational communication can lead the employees to attain fairness perceptions (Nakra, 2013).

Not only the fairness but better communication leads an individual towards job satisfaction. As per “equity theory” (explained in [section 2.7.1](#)) people compare themselves to other employees (according to performances, pays, wages, rewards, favours etc) when they work together. When all these things (that they compare) satisfy them, the individuals’ motivation and loyalty lift up for their organization. Likewise, the social exchange among peers or between employers and subordinates is required for an organization to keep going. While discussing educational institutes of Pakistan, the need of improving organizational communication is seen in recent studies (Khalid, 2019; Hassan et. al, 2011; Hameed et. al, 2018).

Organizations remain continuously in process of change where any circumstance can change in seconds. It is believed that faculty members should be aware of any **change** about to happen in institute so that they do not resist when it is implemented, and this is possible only when there will be a flexibility while having communication. When the communication gap among employers and subordinates reduce, understanding would develop in an optimistic way.

a) Supportive and Opinion Oriented

Giving value to the opinions of faculty members is only possible when open communication spreads all around the organization (Muller and Turner, 2004). By open communication we mean information that travels upward, downward, horizontally, vertically and diagonally as well. Outcomes of **flexible** and **open** communication involve trust, loyalty, and fairness perceptions. It also depends how much attention the superiors give to their faculty members regarding their needs. It’s not about favouritism (where only few persons are taken in attention) but a direct **contact** to the individuals who work for them does matter. The needs can be

personal or professional but being one on one with the boss gives more confidence to believe that their issue is being heard.

Support of employers does wonders and develops positive expectations and a sense of equity in the minds of employees. If higher authorities in Pakistani higher educational institutes build up a flexible communication, opinion oriented and encouraging atmosphere there is a clear indication that justice perceptions will elevate. It is a general understanding that a faculty member who experiences open communication regarding the procedures of pay allocation in institution, will perceive it as clear and just. Same is the case of distribution, when there is nothing hidden under the desk of **favouritism, nepotism** etc., the thoughts towards justice will be positive. Whereas informational justice is integrally related to communication and the positivity depends on how clear the situation is.

b) Meeting Science

Despite of the fact that verbal communication is very important (Ben-nun, 2015), it has been seen that staff meetings are equally imperative in order to make everyone **aware** of what is going to happen next. Meetings in any organization occur for many reasons including, finding about existing issues, discussing about them, searching for solutions while interacting, agreeing to the solution and then making a decision. Workplace meetings either held among colleagues or between management-subordinates, the consequences of these are mostly related to ongoing circumstances. The research on workplace meetings have been done on a greater scale where Helen-Schwartzman (1986) introduced a meeting science framework. This framework had divided meetings into 3 major factors; pre-meeting factors (inputs), within meeting factors (process), post meeting factors (outcome) (Lehmann-Willenbrock, 2017). In the outcome section, employee engagement shows that, if conducted properly and open communication is incorporated “within meeting” stage, employees will feel **valued**. This recognition and dignity ultimately lead them to develop the sense of fair perceptions. The faculty members in higher educational institutes of Pakistan have agreed that communication does exist but there is a need to elevate informational justice which will further develop the positive citizenship behaviours.

c) Connecting the Dots

While discussing a very innovative article Vagra (2012) termed communication in organization as “connecting the dots”. The term specifically indicates toward management to **connect** their employees with them. In an educational institute it is sometimes not easy to grip on, but a leader is the one who helps subordinates to follow him with full awareness. Problem comes in when the dissemination of information is not done fully, where some have knowledge about it

while others don't. Educating faculty members about institute is really important and this is done through communication. By educating we mean, providing information regarding financial situations, distribution procedures of wage/pays (while presenting the true picture of compensation package which they deserve), lending a hand to the fresh teachers to be aware of organization's **environment**. A successful relationship of management and faculty members can definitely lead the instituted towards sustainable advantage. An educational institute is however not an organization to make profit but with a purpose to serve nation and generate highly qualified professionals. Still, like an organization when employees are treated better their expectations of fairness raise which helps it to grow better.

d) Open or Close Communication Climate

Communication flows through formal and informal channels in any organization and is generally considered as a lifeblood for existence. An open communication leads organization to have healthy work environment where free sharing of opinions, **voice raising** for suggestions is allowed and listening to existing complaints by individuals is also taken under consideration. However, close communication occurs when information flow is blocked somewhere in the hierarchy of organization. Faculty members of high educational institutes are experiencing communication and believe that better communication can lift up the fairness perceptions (according to quantitative results where $p=0.00$ that is less than 0.05). But how are faculty members actually experiencing communication is another story (described in next section).

It has been witnessed that when communication is open and supportive employees feel confident to share the opinions without any hesitation (Buchholz, 2001). Let's say a teacher in an educational institute with open communication will not hesitate to inform supervisor in meeting that he/she thinks that the curricular provided to teach the students is not good enough and need some improvements. Whereas, the opposite will happen, and teachers will be afraid to open their mouths in institute where the atmosphere is not supportive.

e) Communication Drives Organizational performance

Communication in any organization definitely affects overall organizational performance. Even though if it exists among employees, a clear and transparent flow of information can bring many positive changes in human resources. When individuals at work are aware about ongoing issues and their opinion or suggestions to improve the situation matter, they feel motivated and committed to their work. Communication is not only related to disseminating information through different channels but to ensure that everybody is in contact with the management (directly or indirectly). There are number of recent evidences explored while

discussing communication as a driving force to organizational performance (Anekwe, 2015; Shonubi and Akintaro, 2016; Lunenberg, 2010; Kibe, 2014). Not only overall organization's performance but transparent communication flow with a perception of fairness also allows individuals to improve their acts at work. Communication in each organization usually flows differently and it depends which approach an organization tends to adopt. A container approach where communication flows strictly in a direction or a constructionist approach in which communication plays a crucial role to contour an organization (Bank, 2001). To communicate successfully doesn't only mean to present your point of views in an understandable way but in a certain sense which can grab the attention of recipient. To scroll the tasks effectively, an employer should be the first one to bridge the gap (Buchata and Rizecsu, 2017). Although as explained above (section 6.2.1), surviving successfully in an organization is possible when give and take relationship is promoted, same is the case with communication. Involving employees while executing plans is a very important parameter and needs executives to **work altogether in teams**. Existence of healthy communication in any organization brings magnificent opportunities for both employers and employees.

Faculty members in HEIs of Pakistan have responded with a fact that vertical communication in their institutes give them a very tough time, whether it is downward or upward. There is no doubt that downward communication is the most prevailing area of research in organizational communication (Anderson and Level, 1980). Downward communication in higher educational institutes of Pakistan represents a very slow procedure as, most of the institutes are with hierarchal structures where communication **flow very strictly** with proper channels. That is the reason why faculty members are also not involved while making decisions, they are told or informed through different channels and once everything is done, they have to follow. The authoritarian nature of downward communication (if not handled properly) can be very tricky and a possible cause of miscommunication. That is where the trust lacks and a gap between faculty members and senior management appears. The lack of contact can be a reason why a faculty member could possibly think that management could be partial with some of their colleagues. As the traces of favouritism are found in above section (6.2.1), together with lack of communication it can create discouragement of injustice in their minds.

While talking about upward communication, most of the faculty members looked slightly disappointed as, not being a straightforward procedure, it depresses the faculty members where they cannot freely or directly contact their employer. Too many **management layers** between faculty members and their senior managers also make it difficult for them to present their thought unswervingly. It is possible for a ground level teacher to write an email to the senior

manager, but it takes so long for them to read and then reply. Plus, a chance of **distortion of message** always exist if someone modifies the information they want to send.

However, horizontal communication among faculty members is found to be very good. Faculty members expressed their views that their colleagues are nice enough to work with as they have informal relations (lunch break meetings, friendly emails, instant messaging services, seminars etc). **Strong support from peers/colleagues** is even considered as a precedent of organizational commitment (Bartels et. al, 2010). Sharing of information is also commendable as everyone is helpful and cares about others. It is believed by the faculty members that the closer the team is, the more effective is the performance. They understand that they see their peers daily and need to develop good relations as it is not possible to get isolated.

That is the reason most of the teachers confirmed their interest in informal meetings where they can discuss, plan and predict the upcoming matters. Reviews were mixed when asked about their preference to communicate as few of them were really not interested in building informal relationships at work. Whereas, in research this type of communication (informal relations among peers) is evidenced to develop the perception of interactional justice (Lamertz, 2002). Faculty members in HEIs of Pakistan are mindful about their personal lives and want to keep it detached from work.

It is not only about the communication you do with your immediate colleagues but also with those who do not work with you on the same level but still a part of organization. They are related to other departments and working same as a stakeholder in institute. Diagonal communication comes into existence when organizations spread their structures and create complex networks (Markovic N.A). faculty members think that they are **hardly encouraged to talk to other department's faculty members**. Thoughts on this issue were somehow vague as most of the occasions for interdepartmental gathering come after office timings or on weekends and faculty members have got their own priorities and commitments so they mostly miss those events. Not only the time management but being unknown to others make it difficult for individuals to get frank in an hour or so. This sort of communication is beneficial when organized once in a month so that people can exchange good vibes and discuss things beyond their subjects. Though, some faculty members do have good informal relations with other departments' teachers.

Faculty members find non-verbal communication as the most difficult form of having conversations because it does not allow communicators to see each other. The tone and meaning of message sent can be misinterpreted while sending emails or documented messages. Non-verbal communication does contain facial expressions, eye contact and body gestures as

well (Mujezinovic, 2011) and faculty members do not feel comfortable with it and prefer verbal and face to face communication. Although the national culture is same, but it differs from person to person. According to the faculty members it is very difficult to judge what other person's body language say. But on the other side many faculty members had their view that they do not have any problem and open to every sort of communication depending upon the situation. Whereas, faculty members believe that they would repeat their selves and clarify the point if the message they wanted to convey has not been communicated well. This is a constructive sign as they do not want anyone to misunderstand their point. It establishes the sense of positivity and better productivity at work.

Further, faculty members seemed to be little upset with the management as their opinions remain unheard unless they have some personal relation. Sometimes it is taken as a personal attack and the employee feels humiliated. Everyone at work has a right to raise their voice and if the opportunity is not provided, it affects their self-respect (Wilkinson et al., 2018). That is definitely a demotivating factor where teachers are not encouraged to present their thoughts. Sometimes voices/opinions are heard but ignored and are not acted upon. But then some of the respondents were happy that they are appreciated for the suggestions they give for the improvement of institute.

Similarly, a lack of information exist in HEIs of Pakistan where faculty members think that they are informed after the decision is made, and the immediate supervisor tells them to perform the upcoming task. Faculty members would be satisfied if they all get weekly emails by senior manager/employer but that doesn't happen. Informing teachers on the very last minute can be really frustrating and stressful in terms of planning as they do not have enough time to plan approaching tasks. Some institutes have small departments where information spreads quickly, but many public sector institutes have more than 15 departments and very big campuses where flow of communication is very hard to manage.

The positive feature of teachers' jobs in these institutes is that **guidance regarding their role is not too restricted**. As far as they are not violating institute's policy or not going beyond job description, they are allowed to make amendments in curriculums. Major guidelines with the dates of targets to achieve are provided and rest is upon them. Faculty members are **permitted to shape up the skeleton framework as they think is good for students**.

This type of freedom improves the work environment as in Pakistan, the atmosphere to do business is getting vibrant and challenging day by day so organizations are required to make sure that their employees are working in a favourable environment (Raziq and Maulabakhsh, 2015). This liberty elevates the motivations of faculty members and the sense of fairness that

they are not forced to follow a strict guidance and are treated equally like everyone else at institute. Delivering equally at work also verifies the importance of employees (Lotfi and Pour, 2013). But sometimes very less guidance also creates issues for example; if there is a very vague or no guideline provided it will confuse newly appointed faculty members about where to start from.

Above findings are in line with (Simons and Roberson, 2003; Skarlicki and Folger, 1997; Aggarwal-Gupta and Kumar, 2010; Ambrose and Cropanzano, 2003) that organizational communication (whether directly or indirectly) plays a vibrant role in modelling up the perceptions of justice. For a greater sense of equality among employees, communication needs to flow very smoothly around the organization. Faculty members could go positive or negative based on how management treats them. For constructive, committed and loyal employees the justice perception of employees should be positive. Further, in relation to the findings, a study conducted in universities of Pakistan recommended that an operative communication must be progressed in and outside the organization to share information (Haroon and Malik, 2014) which in result promotes the sense of equity and satisfaction among faculty members.

Extracted from the quantitative and qualitative findings and discussion, below are the factors obtained which are affecting organizational communication in Pakistani context. These factors will be further combined to develop a proposed conceptual framework:

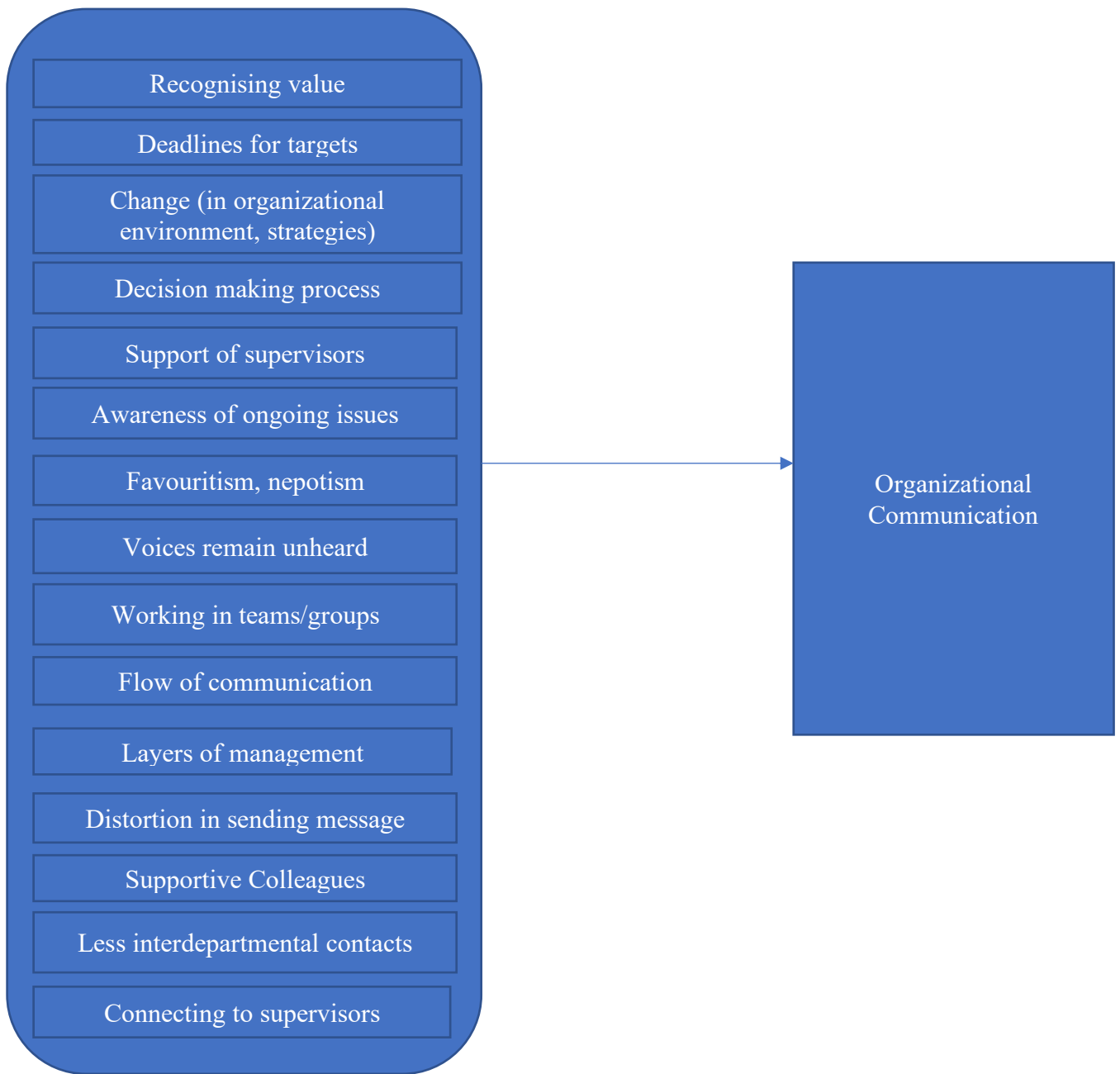


Figure 50: Extracted factors affecting OC in Pakistani context

7.4 Tolerance of Power Distance in HEIs

Research Question 3. How does power distance play to sway the tolerance of faculty members for organizational justice in Higher Educational Institutes of Pakistan?

Statistical test run to test the hypotheses built up for power distance considering if it has any effects on organizational justice came significant. As explained in chapter 2 (section 2.8.1), two types of power distance have been discovered by theorists which are high power distance and low power distance. The idea while analysing quantitative data for power distance was to split the whole variable into two categories. This was done to get an accurate idea about what do faculty members think about power distance individually, whether they think institutes can get flourished by lowering the power distance or they think that autocratic styles of institutes can increase the power distance among supervisors and subordinates.

For this purpose, mean scores of low power distance were ranged between 1-2.5 and for high power distance they were 2.5-5. The results depict a situation showing that the faculty members have agreed that in Pakistani educational settings low power distance can play a role towards fairness.

However, discussing Pakistan's power distance culture as a nation, Hofstede between 1963 and 1973 mentioned it in the column of high-power distance. It was because of the autocratic styles which exist as hierarchy in organizations however, the data extracted is old and a shift from high to moderate PD has been reported (Bashir et al., 2012) but it still has got some serious authenticity.

a) PD and Burnout

PD can actually lead an individual to the **burnout situations** (Auh et al., 2016). However, in higher PD employees do not bother about unequal behaviours or power distribution by supervisors. This attitude would not lead them towards burnout, a possible reason in a developing country like Pakistan could be that faculty members do not grab attractive opportunities so easily. Also due to instability of economy and politics the higher prices of basic necessities make employees stick to the only job they have. Whereas, in low PD the expectations of fairness are higher and disturbing situations (like; not engaging employees in decision making, no direct contact with supervisor etc) can actually mess up the minds.

b) Empowerment

Educational sector is the one where teachers are blood bone and students are the expected output with competence. Faculty members in higher educational institutes of Pakistan consider low power distance as a solution to many problems. From their perspective every employee must have equal rights and opportunities according to their designations. There is also acceptance of the **empowerment** to perform tasks on their own. By this we mean to preparing curriculums, extracurricular activities, syllabus, teaching patterns etc. When teachers are given authority to handle things by their way, positivity comes in. They then take responsibility to cope with difficulties and learn from their mistakes. But in all of this, support and confidence of the supervisor do wonders.

c) Leadership and power distance

Not only in organizations but PD also plays a pivotal role in social relationships culturally. In a society where PD is higher, individuals tend to **follow leaders** blindly and do not complain about anything being distributed unequally. However, a society where leaders are approachable and value the sentiments of their followers considered as low power distance society (Anand et al., 2018).

A leader in low PD environment is certainly able to build his subordinates' productiveness as he knows them very well, and the bond between them is also strong. Efficacy of a subordinate is usually based on the treatment they get in their organization. An organization with strict hierarchy where supervisor and a junior employee is at visible distance, can produce very little in terms of effectiveness. A hierarchy where orders are disseminated through proper channels can sometimes be mismanaged and consequently misunderstandings can be developed. This can widen the space that already exists between supervisor and a subordinate.

Surely with low PD, commitment of individuals gets elevated. This happens in opinion-oriented organizations as they let their employees speak about all the matters. Even if there is any complain leaders do not hesitate to get criticized and **take the feedback** optimistically. However, from another perspective employee commitment can be at stake when practicing low PD, as employees expect fairness and a bond from supervisor. And if by chance this does not happen, the loyalty can be faded. Whereas in high PD organizations where unequal distribution of power is just a part of job, employees perform their tasks and do not bother about commitment.

d) Team work

Team works also get affected by power distance, in high PD the culture of group working is not much promoted as everybody lives in their own space. However, low PD encourages the

social interaction of employees and working together for the benefit of organization. Faculty members in Pakistani educational institutes are aware of the fact that low PD helps to empower employees. This empowerment is related to do the work independently and in groups where opinions are appreciated, and suggestion are taken positively as a feedback.

Organizational justice and power distance are closely linked with each other. A perception of fairness arises when the distance among employers and employees gets shrunk. By distance we mean the connection and communication among them where employees are able to voice their opinions. When everyone thinks the procedures and distribution of roles is equal and the survival in organization is very much possible, the loyalty comes in. Though, people living in high power distance do not think about these circumstances and just go with the flow without complaining.

In higher educational institutes of Pakistan, relationship of both subordinate and employer is expected to be based upon truth and clearness. Modern era organizations prefer **transparency** throughout the firm. However, the art of involving individuals in decision making is not so easy. As an organization does not just carry a department or two but a number of functional divisions are present. Handling all of them at a time is difficult but not impossible. A flat organization does give value to the employees in daily routine, formal and informal meetings etc which shows a low PD. In educational institutes of Pakistan, faculty members do think that low power distance has significant relationship with their fairness perceptions. This means faculty members promote the idea to minimise the distance among them and their supervisors. A study shows power distance plays a moderating role when it comes to the relationship of justice and its outcome. Generally high power distance has least affect as a moderator because of the negligence of unequal power distribution (Daniels and Greguras, 2014). Whereas, low PD does affect justice and its outcomes as the expectations of fairness are greater. The research is so right for Pakistani faculty members in universities as they believe power distance existing in their institutes is affecting their fairness perceptions. How it is touching the level of fairness is explained in the next section. Faculty members also explain the ongoing situations and issues regarding power distance in qualitative section. Here, in quantitative section the positivity of relationship among power distance and fairness was significant with $p < 0.05$ level of significance ($\rho = 0.708$, $n = 245$, $P = 0.000$) and high power distance resulted with $p > 0.05$ level of significance ($\rho = 0.066$, $n = 113$, $P = 0.490$).

An organization cannot stand without a leader, a firm definition of leadership is presented by Sharma and Jain (2013) as “Leadership is a process whereby an individual influence a group

of individuals to achieve a common goal.” The power and authority a leader holds influences the whole organization in so many ways. However, it depends how these are used to manage internal and external affairs of organization. The responsibility of leadership is more when it comes to education sector as managers are directing teachers who are preparing national assets to become professionals in their fields. Though, faculty members in HEIs of Pakistan are appeared to understand what payback power and authority can offer to institutes. They recognise that if power is used effectively it can encourage leaders to instil **trust** in employees. And power should not be handed over to only few seniors as it could create domination and corruption. It must be distributed evenly across all the team members so that everybody gets involved. If power is missing in the institute, faculty members believe that everyone will lose their way and there will be no respect. Teachers in HEIs have a confidence that power is decent but **sometimes forcible** however if a leader has authority, he could motivate employees to perform, and it is better than obliging or pushing. Mele and Rosanas (2003) also promoted the concept “from the giving of order to the science of cooperation”, their study attempted to bridge the gap and to remove the confusion among power, freedom and authority.

As most of the institutes are still working in hierarchies, orders are fed down to the teachers through staff meeting or emails. Some faculty members are satisfied that they are asked for **opinions** and feedback in meetings when decisions are explained but sometimes their thoughts are just taken as suggestions and not as valuable as they should. Nearly no one from any university agreed that their employer has ever shared an important decision personally with them. There are proper channels through which directions flow and get to the teachers. Even those who are experiencing better situation and get a chance to suggest changes in upcoming decision, did not practice anything like that. This is where power distance surfaces itself as finely described by Hofstede (1980) “the extent to which a society accepts the fact that power in institutions and organizations is distributed unequally” (Hofstede, 2011).

The classification of power distance into high and low categories made it more important for organizations to screen and correct themselves. However, power distance is habitually found to be high when **autocratic management styles** exist in organizations (Bialas, 2009) where employees give so much admiration to those who are in power as entitlement, rank and positions have preferences. Whilst mining it deeper in qualitative interviews, faculty members in HEIs of Pakistan revealed that their employers are at distance with hierarchies and they have a fear that they cannot freely share their opinions in institute. Faculty members feel insecure and afraid if they share the issues they would lose their jobs. However, some say their

employers are supportive if you have good relations with them and help if they can but keeping themselves within rules and structure of institute.

When it comes to use the authority faculty members have, faculty member believe that except teaching style, most of the time it is less flexible that they can take decisions. It is their line manager/coordinator to whom they report the request and it is then forwarded to upper management. Hierarchies are not evil but rigid where everyone must follow what higher authority says. Most positive thing is, goals in hierarchical structure remain well defined and a clear direction is given to achieve them.

Whereas theory demonstrates diverse looms to hierarchies. Two are perfectly aligned with current findings of the study. First approach probes the “**distribution of authority**” within organization which shows how employees are divided and managed under one’s supervision (Rajan and Zingales, 2001). Answers to the interview questions are depicting a true picture that faculty members are less satisfied with the distribution and want more improvements in the structure. And the other approach is centring the “**shape**” of the firm where it is determined by the control of span which ranges from better communication flows and processed information to lost control in hierarchy and flawed communication process (Yanes and Tang, 2008). The **loss of control** is detected in findings where employers are unable to control the thoughts of teachers which are gradually becoming pessimistic.

The situation also portrays that faculty members are tolerant to power distance and are feared **to raise their voices**. Employers or senior management in any organization should work as a support system for the subordinates to move away insecurities. However, when investigated in HEIs of Pakistan opinions came up differently, faculty members express that the management does not play any role in their daily tasks but only check for the final outcome. The thought by some means is justified as in rigid structures everyone’s positions are defined and immediate supervisors are the ones who deal with the daily issues (Widhiastuti, 2012). Employers in HEIs give oversight about whole institute but definitely cannot be in touch with every employee’s daily responsibilities. Most importantly in educational institutes there are several departments and each is related to different field with other administration and account sections, it is not conceivable for management to be expert in all areas. However, the coin of justice flips to the other side when teachers start to develop pessimistic thoughts if their interest is not met.

Promotions so far are the most vital feature of employee’s career and have a noteworthy effect on the job characteristics and tasks (Kosteas N.A). Faculty members in HEIs of Pakistan presented mixed reviews about attaining power in organization. Some of the teachers were with a view that if an individual is capable and has got **ability to work hard**, then there is no way

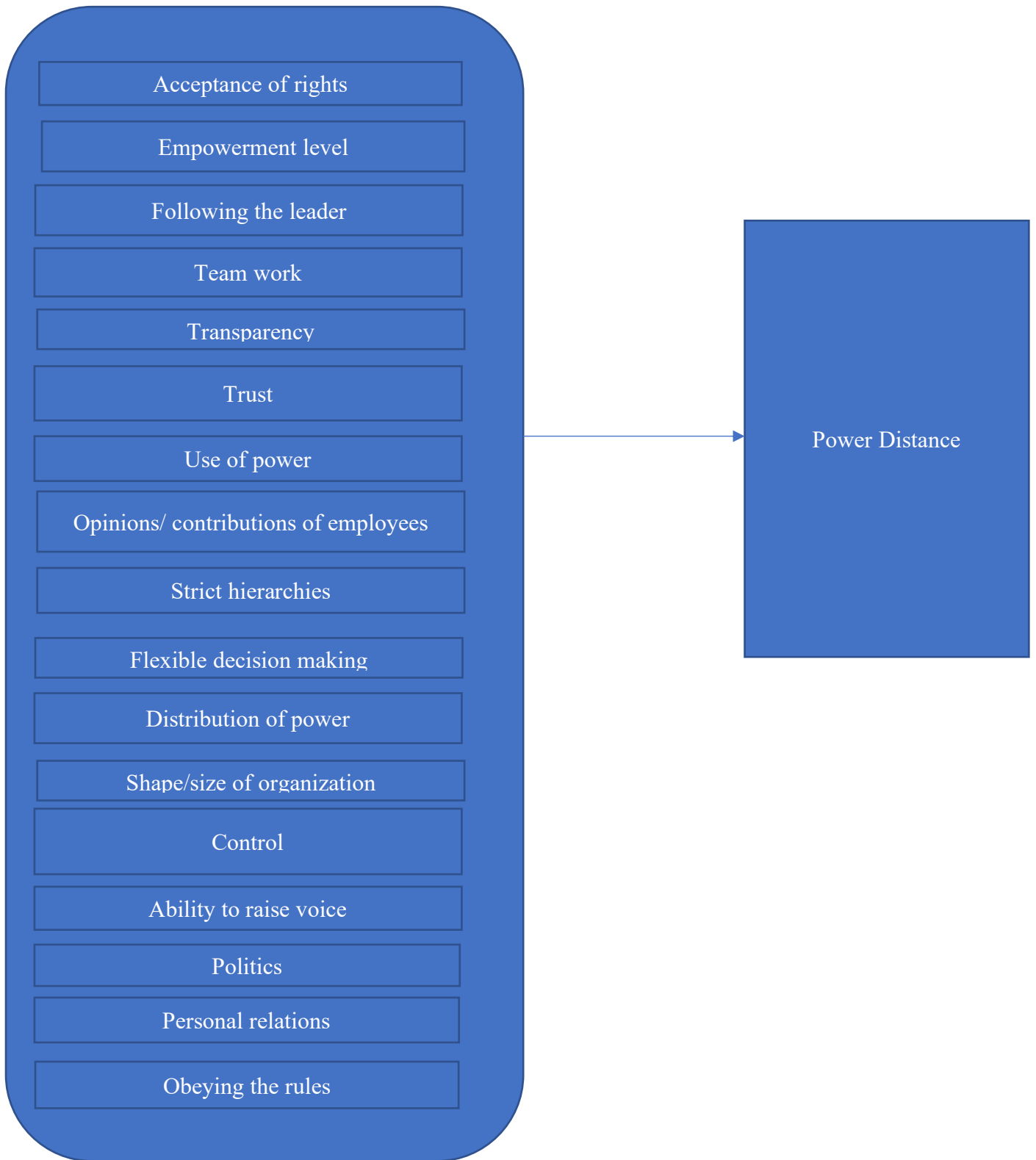
anyone can stop them. However, others believe that although abilities are necessary, yet **personal relations, physical appearance, politics and cronyism** also play important roles in their institutes. So, disparity exists but people are accepting and working there, might be because of very less opportunities and bad economic conditions. Majority from the population expresses the truth that employers have never discussed any decision personally with them. In few institutes where culture is slightly flexible, staff meetings are called, and upcoming issues are discussed but it has never happened to anyone that employer would have shared anything personally with the teachers.

Another matter of concern is about equal rights and its distribution across institutes. Faculty members have shared their experiences and majority thinks that laws and rules are made in written form but **obeying** them is another matter. Many incidents regarding discriminations, sexist remarks, disability, genderism, ageism, work burden etc reported in above sections hit the concern for equal rights.

The findings are in step with studies like (Humborstad et al., 2008; Gary and Greguras, 2014; Anicich et al., 2014; Pasa, 2000) who are agreed with the fact that high power distance does relate to hierarchal structures. These findings are also consistent with (Flood and Verdad, 2018) and agreed that within an organization, the main target of power distance is the relationship between boss and subordinates. Which means how many expectations of subordinates came true by the role that an employer plays. However, it is evident that in high power distance boss turns a blind eye towards subordinates and **overlooks their contributions** (Varela and Premeaux, 2008).

Answers for power distance are also in tune with the study of (Zbirenko and Andersson, 2014) and proves that hierarchies can become the cause of “loss of control” for the bosses. Though in Pakistan’s education context a study done by (Bashir et al., 2012) concluded that in comparison to Hofstede’s research of 1980, a major shift has been seen from high to moderate power distance. They envisaged two potential reasons for this shift i.e; increased globalization and data collection from a highly educated people.

Extracted from the quantitative and qualitative findings and discussion, below are the factors obtained which are affecting power distance in Pakistan’s higher educational context. These factors will be further pooled to develop a proposed conceptual framework:



7.5 Structural implementation in HEIs

Research Question 4. What role does organizational structure play to impact the justice perceptions of faculty members' daily work routines in Higher Educational institutes of Pakistan?

The quantitative results for this hypothesis were significant and confirm that an enhanced organizational structure promotes the justice perceptions of faculty member in HEIs of Pakistan as $p < 0.05$ level of significance ($p = 0.712$, $n = 358$, $P = 0.000$). This means faculty members of Pakistani higher educational institutes are witnessing that the structures of their institutes do have an impact on their fairness perceptions. But what affects organizational structure is another question. Many factors have been identified which influence a structure of any organization for example; **the strategies, size, complexities, internal and external environment, goals and objectives and also the technology**. Faculty members in higher educational institutes are expecting the structures to be supple enough to facilitate everyone. The structure of most of the Pakistani institutes have been seen as autocratic where hierarchies exist and communication flows through proper channels.

a) Values, culture and structure

Values of any organization emerge from its individuals who create the organization's culture as well. Values have an important role to play in any firm just as a human being contributing to develop community. A quick example for recognizing any organization's value can be seen on its website where they label them as "our values" or "about", it further consists of different categories like; our culture, work environment etc. and if someone asks employees personally about their firm's values they would explain about what the firm believes to do and what are the morale ethics they believe in. Values of individuals at work directly affect their performances, this is the reason why successful organization matches candidate's morals with organization's values before hiring them (Gorenak and Kosir, 2012). This results in **job satisfaction** of employees as they have got similar interests in relation to the firm and is also beneficial for the organization's overall **performance**.

Though, organizational values and culture are related in a way that believes and traits which individuals have, develop the culture of an organization. A specimen is set when most of the

employees accept the culture and mould themselves into it. And then a general culture defines how a firm responds to the dynamic **environment** (internally and externally). Values are responsible for shaping up the culture within an organization and the culture defines how rigid or flexible structure it should have.

It is true that individuals at work decide to respond to their surroundings according to the existing ethos. Culture of an organization influences the schemes and strategies of top management to build a structural model. This happens by using an organization as a tool to achieve set goals and the structure is made upon what a firm believes, what is the purpose of existence and what is the actual meaning of firm. Not only to select the structural model but culture also help to implement it in reality. It does impact positively or negatively on the implementation, if the culture is compatible with structure (as the culture impacts the behaviours of organizational members in their work routines) it promotes the optimistic vibes throughout the organization. And if culture does not complement the structure in the eyes of employees, it will need to be changed or modified (Janicijevic, 2013). Faculty members of Pakistan are agreed to the idea that their institutes have **cooperative systems and controls** which if enhanced can promote the positivity at work. This means the culture of institutes in higher education is supple to some extent but again, this does not explain their daily practices.

b) Work autonomy

A healthy work environment is guaranteed if an organization provides empowerment to employees. Empowerment is usually described as letting someone do work by their choice, but under the set rules of job description. Autonomy also plays a vital role for deciding how much believe an organization has on its employees and how much trust exists (Bourne and Jenkins 2013). While talking about autonomy in relation to justice, it does promote the sense of fairness and positivity in the minds of employees. With this **job loyalty, involvement, commitment** and motivation also increases when empowerment if granted. Faculty members in Pakistani higher institutes have a good perception about autonomy as they are allowed to work freely in relaxed environments. They believe that autonomy at work supresses the potential pessimism and inequality perceptions as employees are motivated to do work the way they want. However, freedom to do work and schedule activities is more tough when your profession is teaching. Further details are reported in the next section where respondents themselves explain what are the boundaries within which they can work liberally.

c) Organizational Change

Change is inevitable and necessary for the survival of any organization in today's dynamic environment. Some capable organizations change their strategies time to time to sustain competitive edge. However, change in strategies becomes a major indicator of organizational change. As we know structure of an organization defines its protocols, controls and procedures where strategic changes can alter all of these. Faculty members believe that there is a strong need to take care of structure when bringing any change in the institutes. Resistance can be seen by the faculty members while implementing, as some of the them will not be comfortable. Also, informing everyone connected to the structure is necessary when executing any modification in strategies. As sometimes, top management think the change will affect only one department, but it touches many of them and those who are not aware will retaliate with negativity. Current study proposes higher educational institutes of Pakistan to consider organizational structure as an important factor while making any changes in strategies as it can have severe effects on the stakeholders (both positive and negative).

The effects of organizational structure are obvious on the justice perceptions of faculty members. As friendly, opinion oriented and well communicated structures make their employees satisfied. And the satisfaction from job make them thinking positive about institutes. Overall, the thing that matters is the extent to which organizational structure values their employees and is working in the best interest of its stakeholders. Although Pakistan is eminently working on organizational structures, still the autocratic styles exist in many areas like construction industry (Qureshi, Ali and Cheema, 2007), paediatrician sector (Bilal and Ahmed, 2017) and pharmaceutical industry (Lee et al., 2010). Faculty members are positive that their institutes do bring change but how are they actually executing it and what effects are occurring (with respect to organizational justice) is well explained in next part.

Organizations are dynamically evolving globally and so is the culture, this calls for making brilliant strategies by organizations to remain competitive. There has to be a robust structure which glues its employees together with flexibilities and properly assigned duties (Lunenbug, 2012) especially in education sector where lots and lots of institutes are emerging with improved qualities. As described, all the types of structure (see section 2.8.3.1) are cornerstone of any firm, it depends which one is chosen according to existing **internal and external culture**. For faculty members of Pakistan the importance of structure is explained as, "*it is believed that structure for an organization is mainstay as it gives **directions to every stakeholder***".

Once an institute grows larger, the need of control and division of responsibilities also become necessary. So, in order to keep everybody on track, a full-bodied structure becomes mandatory. Faculty members in HEIs of Pakistan also think that in current competitive environment, structure can be a single decider of organization's success or failure. They are strongly agreed with the fact that the institutes are having rigid structures. Some of the faculty members were in harmony that there are flexibilities and matrix structures (judged from their answers) do exist at their workplaces as they are **competing nationally and internationally**, so responsibilities are fragmented on a larger scale.

A structure is strongly attached to organization's **mission and vision** in a way that it reflects how the firm is going to attain its goals through proper dissemination of roles. A good management in organizational structure with fulfilling its responsibilities definitely achieve its set mission. Faculty members in HEIs of Pakistan approve that their fundamental vision is to provide high quality education to the students in a supportive environment. Yet, some of the teachers present a view that like every firm, institutes are also running businesses, so the mission is **to remain in competition with rivals and to sustain high rank in league tables**. Most of the institutes are impassioned to build up a professional lot of students once graduated as it will praise their name. Teachers in HEIs of Pakistan also consider their selves as pillars of institute, they believe talented and hardworking staff is all you need to achieve set goals. And for this, structured programs and modules are developed for students to deliver quality knowledge.

Financial policies of an organization are the basic part of structure which must be transparent and clear for employees so that sense of fairness may arise. Most of the faculty members in HEIs have a very little knowledge about their payments and are unable to see any financial detail of others. Some organizations want to take care of privacy of others but on contrary a perception of partiality develops among colleagues. This may lead them to psychological distress which has been identified as an outcome of injustice (Vermunt and Tornblom, 1996). This negative vibe can also affect their performance such as; if others are getting more pay than them with the same job roles it might demotivate them to perform. However, a financial policy with clear procedures and distribution leads an organization towards being fair. Faculty members in HEIs believe that they can assess the breakdown of their own pay but when it comes to the extra work load they handle, the remuneration is not satisfactory.

As described [above](#), structure of a firm works effectively when it puts effort to bind all stakeholders, value them and stay transparent in all matters. Whereas, personnel who are in touch with their management feel more valued (Rice et al., 2017) than those who are not. As

teachers are the most important stakeholders in educational institutes, their opinions should matter while taking **decisions**. This is where most of the structures of universities lack, the decisions are strictly taken by management and teachers are just informed. Even institutes with a little flexibility in structures do listen to the opinions but only take them as suggestions and not a valuable contribution teacher wants to make.

It is true that teachers do have a very tight schedule and timetabling that they don't get enough time to interact much, but management can divide responsibilities accordingly and give some relaxation time to the teachers as well. Although [horizontal communication](#) is in good condition, still most of the faculty members experience interaction only in free times. Even some teachers are overburdened with work that they use break time to solve students' issues or marking papers etc.

When asked for changes in policies so that the structure can improve, faculty members in HEIs were found confident for signifying that employees should be involved in management decisions and voices should be heard. As depicted [above](#) deadlines are clear cut and do not allow any extensions except emergency, faculty members want to get little suppleness in task completion. Noticeably, change in policies (for both employees and organization wise) is certainly required in response to organization's technological, political, environmental and structural changes (Passenheim, 2010).

As explained in previous section, change in policies can bring a positive conversion in institutes' structure in a way that it becomes more adaptable than rigid and consequently build a close relation among employers and faculty members. Raising value of employees increases the loyalty and proficient individuals stay in the organization's structure for long. Though sometimes it is possible that employees are loyal because there are no other openings for them in the related industry (Mehta et al., 2010). Likewise, faculty members of HEIs in Pakistan think that the **innovation** is necessary to compete with counterparts, it won't help if the institutes keep repeating old practices. **Accountability and equality** have been picked up by the respondents when suggesting the improvements in structure of their institute. Both are directly related to employee performance and their perceptions of motivation.

Current research findings are in line with the studies like (Johari and Yahya, 2018; Tajeddini ,2014) which explains the importance of organizational structure in any firm's life. Even hierarchies have been defined as very effective structure type in very recent research conducted in North Carolina, US (Fath, Proudfoot and Kay, 2017). These hierarchies are considered as more accurate in coordination and delegation of authorities. Yet, it depends how does a country sets its culture and how it affects the people working across the firms. At present the cultural

values of Pakistan are quite different from west (however, adopted traditionally from Britain) and hierarchies sometimes misplay the expectations of employees.

Findings of this research are also in consistency with the recent study (Usman, 2014) done on private and public sector universities of Pakistan and discovered that although situation is not perfect and the country is struggling to improve education quality, the situation in public sector institutes is poorest as they come under **political pressure**. Current research is also in line with another recent research (Akhtar and Kalsoom, 2014) conducted on public universities of Pakistan which indicates the weaknesses in sense of governance. The study explains the reason of poor governance is dysfunctional roles and responsibilities regarding financial, managerial, administrative functions.

Findings of this study are also consistent with (Kral and Kralova, 2016) where they explained the fact that firms have to adopt innovative organizational structures with the changing environments. However, current research exclusively explores the factors which are playing major role to affect organizational justice. Also, how these factors are getting affected through different triggers in the Pakistani context.

Extracted from the quantitative and qualitative findings and discussion, below are the factors obtained which are affecting organizational structure in Pakistan's higher educational context. And few factors are detected on which organizational structure puts an impact in Pakistani institutes. These factors will be further pooled to develop a uniquely proposed conceptual framework:

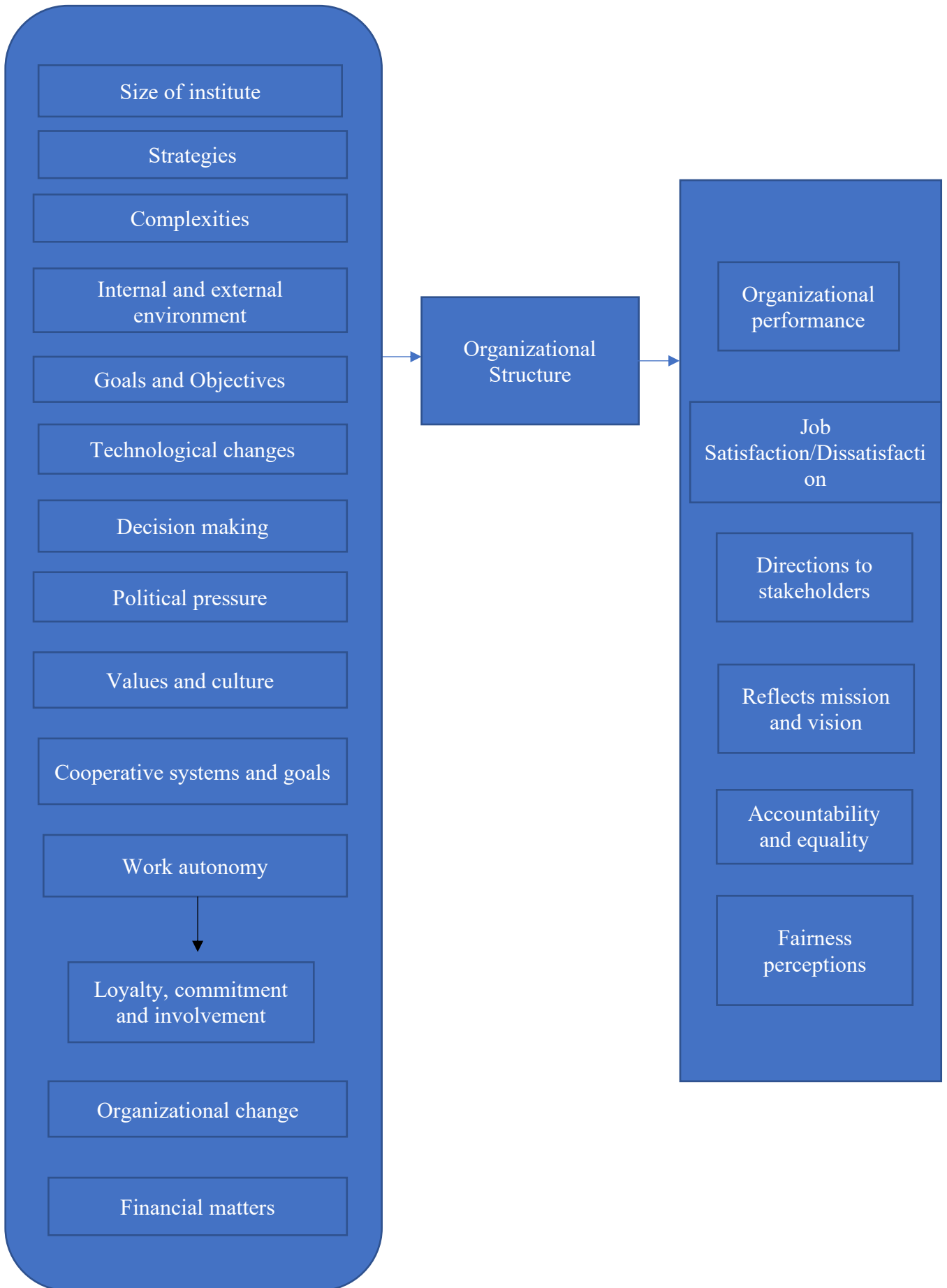


Figure 52: Factors extracted affecting OS in Pakistani context

7.6 Allocating rewards

Research Question 5. How does reward allocation play a role to control the perceptiveness of employees for organizational justice in Higher Educational Institutes of Pakistan? How satisfied are the faculty members with current situation?

As the quantitative method was deliberately chosen to detect the relationship of reward allocation and organizational justice in Pakistani context, the results significantly displayed that a better reward allocation in HEIs of Pakistan will improve the justice perceptions of faculty members with $p < 0.05$ level of significance ($\rho = 0.727$, $n = 358$, $P = 0.000$). Further in qualitative section, many issues were found which are affecting rewards allocation and then further contribute to the justice perceptions of faculty members.

Let's have a look into the discussion to answer both research questions;

a) Ethical/Unethical Behaviours

Reward systems are generally detected as a way to promote positive ethical behaviours of employees. The measurement of performances must be optimistic and transparent all through the procedure. The fair distribution of rewards like **promotions, salary increments, bonuses** do encourage individuals towards ethical behaviours. Employers in every educational institute should opt these factors to avoid any unethical action. However, it depends on the internal and external environment/climate of an organization for what reward plays a significant role. Sometimes, an appreciation (incentive reward) from boss is enough for an employee to get motivated and work ethically whereas for few people, money increment or bonuses (extrinsic rewards) are the only way to behave ethically at work. Top management needs to be more cautious to decide what cultural values exist inside and outside their institutes. For example; in countries like Pakistan where usually a single person earns for a whole house, it becomes relatively hard to meet the needs. This sort of a person would prefer extrinsic rewards and will perform duties in ethical way. However teachers who are working for the love of teaching and not for money will be fine with a little appreciation (intrinsic rewards).

Why an employee would behave unethical is another question, sometime the work burden becomes a reason however, few people are meant to behave unethical and never become positive even if they are receiving rewards (Baucus and Beck-Dudley, 2005). The quantitative results are positive that teachers are not asked to conduct unethical behaviours. However, some circumstances can affect the perception of being positive all the time.

a) Using the abilities

Abilities or skills are generally an individual's traits which differ him/her from others and make them competent. Using one's abilities at work is definitely something advantageous for any organization. Although this study does not cover the issue of skill-based pay, but respondents were asked to tell if they are able to use their skills on job. Faculty were agreed that they are encouraged to use their skills at work. This is also witnessed in detailed section ([work autonomy](#)) that teachers in institutes are allowed to alter curriculums according to their requirement, however, deadlines are strict and cannot be changed. The study uniquely suggests, if teachers deliberately use their skills and behave decently in the interest of organization, they can get fruitful rewards.

b) Job Satisfaction levels

Providing rewards which are workable, and equality based is the responsibility of employers in every organization. These reward systems or policies are frequently presented to employees to let them know about transparency. A better reward distribution does lead an individual towards motivation and job satisfaction. Reward management is the famous term used to create policies for reassurance of employees that their contribution is recognized (whether intrinsically or extrinsically) (Jayarathna, 2014). Employees at work do feel satisfied when they know the reward policy of firm is fair and well, we can also term these as equitable rewards where fairness plays a major role.

A reward system/policy of any organization somewhere builds up its culture as the set of norms are included while implementing these systems. Since job satisfaction is not a tangible variable to measure easily, behaviours of employees in normal routine show their satisfaction levels. Here Herzberg's two factor theory of hygiene and motivating factors play a pivotal role to decide what affects individuals in a particular context.

As seen through quantitative results, teachers in Pakistani institutes are seemed to understand that an enhanced reward system appreciates their thoughts for fairness. Yet, how these rewards affect their expectations in daily routine is another matter of discussion (explained in next section). Although organizational justice is an antecedent of job satisfaction (Laghari and Gul, 2015), it is still important to be discussed for better understanding in the Pakistani context and to make an addition to our exclusively proposed model.

D) Working conditions

Situations in which an employee has to survive can be dynamic and sometimes are unbearable. Personnel who put every effort to attain the benefit of their organization, expect working

conditions to be very satisfactory. As a relaxed mind with skills can think about tons of better ideas than an overburdened brain (Karim and Rehman, 2012). Top management requires to manage a healthy environment or working conditions all around the firm so that employees can feel comfortable while working. Although neutrality was there still faculty members agreed that working conditions are fine in their institutes. Yet, with qualitative results the picture came up slightly different (explained in next section) as ticking an option is one thing and explaining the daily work routine in detail takes a dig in how tough the situation could be.

e) Decision making

Not only in organizational context but decision making in normal life is very much important. Every person makes decisions at many points of life which helps them to grow stronger. Making correct decisions for one's self is important but if it is for whole bunch of people, one needs to take care of everything around. Same is the case for leaders who have responsibility of every single person working in their organization. It is their duty to keep all the things in their minds including, internal and external environment, culture, controllable or uncontrollable changes etc. However, the coin of decision-making flips both sides as from leaders' perspective, decision making should be positive and transparent towards everyone. On the other side there is a stance that employee gets affected by decision making (whether it is regarding rewards or other issues). The effects can be as strong as they can lead an employee towards burnout and if positive they can motivate individuals to work harder. Faculty members of Pakistani believe that the employers must take care of decision making for reward distributions. This is a general idea we get from quantitative results however, a thorough explanation requires how are decisions actually made.

Back in 1982, Greenberg was one of the most prominent pioneers who explained that the just allocation of rewards in a firm is compulsory (Akintunde, 2018). In order to run an organization on victorious path it needs to keep the allocation of rewards apparent and pure. Reward allocation from faculty members' point view is also very essential as far as it is fair. Teachers consider it as a useful tool to motivate them for putting more efforts for the betterment of institute. Faculty members think that rewards are allocated to some of the preferred colleagues which is wrong, and they should be given to deserved people. Also, a negative side of rewards allocation was also pointed out by saying that they create divisions among colleagues and pit them against each other.

On contrary, it is believed that rewards do play a massive role to motivate faculty members in higher educational institutes. They believe to work harder when they know bonuses are there to appreciate them however incentives should be of their interest. The sense of competition

also surfaces among colleagues for gaining incentives more than others. However, few of the faculty members delightfully told that their love for teaching is the only thing that persuades them in the institute to grow more and nothing else really matters. They believe in internal peace of mind rather than running after money. Moreover, it is explained that for education sector this division of rewards is not applicable as every teacher has different students with different capabilities, so a teacher's performance cannot be easily gauged.

Whereas, many faculty members wish for financial rewards rather than awards, promotion appreciations and other intangible incentives. They consider financial rewards the most appropriate according to economic conditions of country. Most of them prefer money as it can fulfil their wishes as well as their family's needs. But the situation in education sector is quite different, most of the time teachers get coupon or vouchers as rewards which they hardly use. Some intrinsic motivation like employee of the month does exist but it doesn't affect their performance towards advancement.

Yet, faculty members in HEIs of Pakistan who love teaching, daily get a sense of accomplishment while delivering lessons and the feeling is far better than incentives which are very less. For example, watching a weak student passing the exam with flying colours make them proud with the feeling of triumph rather than working extra and get some vouchers or coupons.

When asked if “**performance increases as rewards increase**” most of the faculty members agree that this statement is true but not in their case as institutes do not really have satisfying reward policies. Sometimes, rewards are given in the form of awards which don't satisfy them and occasionally if in monetary form, they are too small that it doesn't attract them towards motivation or perception of fairness. Few of them have not experienced any reward and the policies regarding this are not transparent.

Faculty members have a broader perception that performance-based pay is a good concept to motivate the workers. It should be strictly fair so that deserving personnel do not remain underpaid. Since the actual concept of performance related pay was first introduced in UK in the era of 1980s with the hopes that it would bring many cultural and organizational alterations, it has now become a key element in many organizational strategies (Suff et al., 2007). Though the culture of West and Asian region is quite different, it is still not popular in Pakistan as the thought is there that teachers' performance and hard work cannot be measured through a yardstick so the salaries are fixed. But they are fully aware that this type of pay motivates lazy workers to work harder and get more wage. They believe that performance-based pay is sort

of validation that the work is being noticed and there is a direct or indirect interaction with the boss.

Diverse reviews were incurred when faculty members were asked to choose between extrinsic or intrinsic rewards. Though, intrinsic rewards do have acceptance but due to inflation in prices and to manage **extra household expenses**, faculty members in HEIs very clearly explained that they would like to expect financial rewards.

Whereas, fair procedures and distribution of rewards make workers to put more efforts and can promote the sense of community. This means the more procedures and distribution of rewards are clear the more positivity they bring. As procedural and distributive fairness promotes the idea of unbiased, accuracy, consistency representation and etc. and violation of these leads to the injustice perceptions (*Andres et al., 2018; Raja., et al 2018*). Fair procedures and distribution further promote workers to work efficiently and speedily and if it is a teamwork, it jumps up too high to show the potential.

Finally, faculty members are concerned about **ethical issues** occurring at their workplaces. It doesn't matter if the issues are personal or professional, they do affect the performance and perceptions of workers. The prominent issues mentioned are; **others getting more pay for doing same job, ongoing redundancies, discrimination (racism, ageism, genderism), refusal for promotion, sexist language, job burden on young female workers, extra burden on students**. These issues happen on daily basis and most of the management have paid very less or no attention on them. They can act as a fuel to create exhausting situations for teachers. It is agreed that money is superior in every case but **losing respect** can push an individual on the edge of leaving the institute.

These findings are in line with a study conducted in Pakistani context (Yousaf et al., 2014) which concludes that money is considered as the most influential factor for the motivation of a worker and financial rewards took over intrinsic ones. Although the study suggested to focus on both dimensions of rewards, cultural situations tells another story. These findings are also in proportion to the very recent studies witnessing a positive and significant relationship among rewards (extrinsic, intrinsic) and motivation at work (Al-Belushi and Khan, 2017; Ahmed and Shabbir, 2017).

It is evidenced that reward allocation plays a role to impact fairness perceptions of faculty members however, few factors are extracted from the above discussion which display the antecedents of reward allocation in Pakistani context. These factors altogether will be pooled to develop a uniquely proposed conceptual framework:

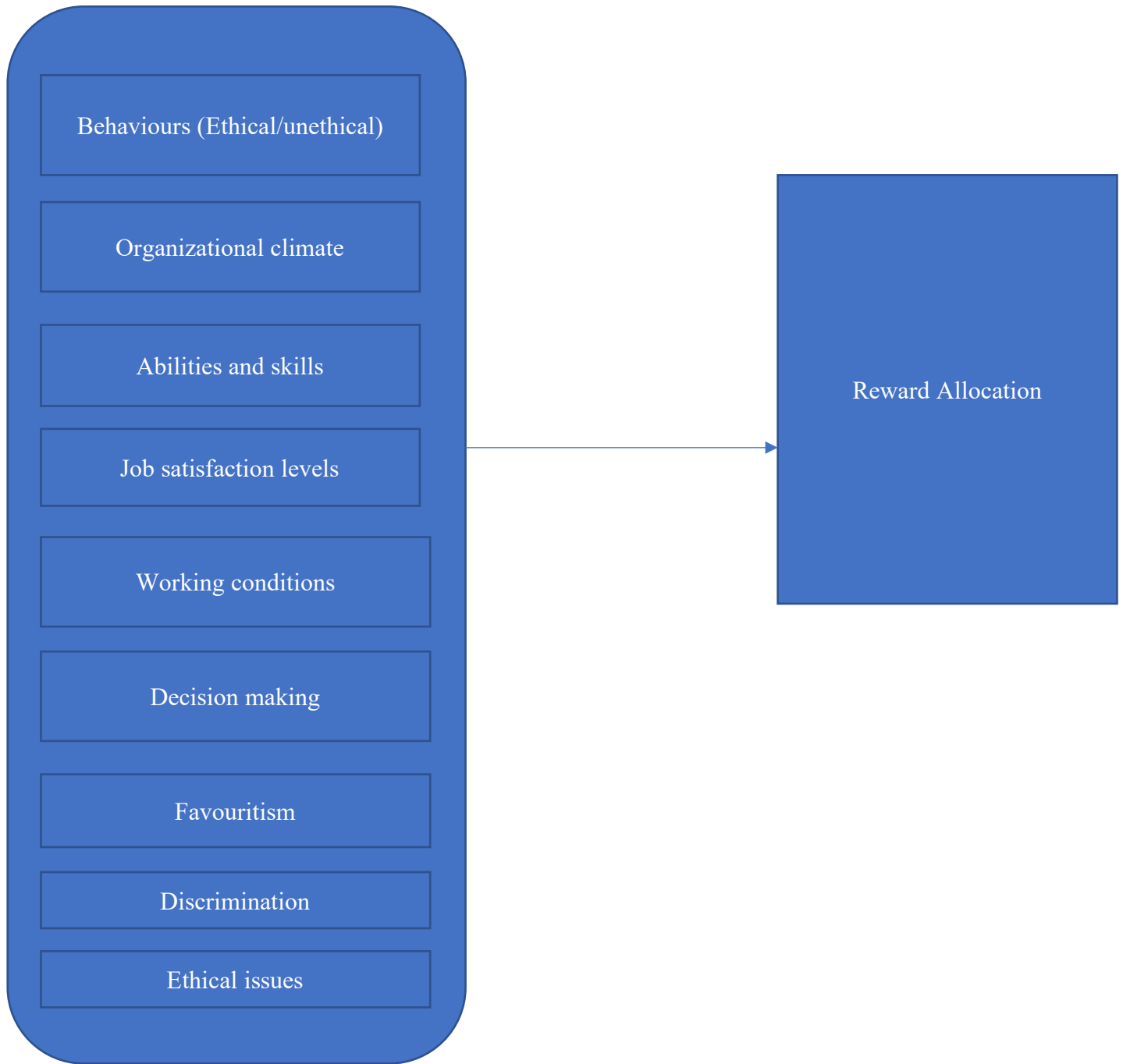


Figure 53: Extracted factors affecting RA in Pakistani context

7.7 Trust: an essential artery to the organization's body

Research Question 6. How is trust in higher educational institutes playing a role to develop the justice perceptions among daily work routines of faculty members? Does organizational trust strengthen or weaken the relationship of organizational justice and its antecedents in Higher educational institutions of Pakistan?

a) Trust as a backbone

Trust by nature is a strong conception where two persons believe each other to receive positivity. It promotes affection and faith along with expectations of goodness from others. Although it is an intangible and social construct, yet it has sturdy effects on human beings and their lives. Trust is always tested, no matter while being at home or job. By testing we mean it can be erected, damaged and sometimes become vulnerable in relationships. Whether going personal or official, everybody at some stage has to face the issues regarding trust.

Though, Holtz (2013) presented an innovative and advanced model named Trust Primacy Model which explains the fact that trust is built hastily and definitely have influence on fairness perceptions. One of his model's three important points were, according to neuroscience a human brain instinctively classifies the reliability/trustworthiness of other person. Eventually by the time an individual knowingly perceives the trustable partner, it was already done in the unconscious state of mind.

Trust is certain and automatically develops within one's self. Within work life trust has got its own importance as it is mandatory to believe others for surviving in firm. Believing in good leads personnel towards positivity, motivation and innovation. However, if distrust develops among individuals' consequences can be dangerous and pessimistic in nature. Research promotes many positive outcomes which emerge when trust is present at work for instance; *organizational commitment* (Tekingunduz et al., 2017; Iqbal and Ahmad, 2016), *quality of work life* (Egriboyun, 2015), *organizational effectiveness* (Afsar and Saeed, 2012), *organizational justice* (Row et al., 2013) etc. However, this study exclusively attempted to explore organizational trust as a moderator in higher educational institutes of Pakistan and to probe the triggers which promote or demote the trust of faculty members on their institutes.

i. Reciprocity

The idea of trust is based on interchange which means it is a two way traffic and cannot be successfully implemented if done by only one party. When one feels betrayed or broken due

by trusting a wrong person, it becomes susceptible. The feeling of betrayal let most of the people feel like laying back from the relationship or move on from there by thinking that this person is not okay to go with. When organizations break trust of their employees (who are working day and night to make lift its performance), it leads them nowhere not as individuals, not as group or team, not as a department and even not as a firm. While gauging quantitative results, faculty members seemed to be agreed that trust plays a role of moderator among the probed factors and organizational justice. The answers to statements display a picture of positivity in their minds. It means that there is a fair chance of faculty members believing in their supervisors and also that the institutes will not put them down when the time will come and the two-way relationship will survive.

ii) Honesty

One of the most important things in every worker's life are honesty. At work it is considered as righteousness in all aspects, this means an employee must work with a clean and honest heart. The concept of honesty builds up trust in workplace as, a truthful person always thinks positively and firmly believes others to be honest. Sometimes the expectations meet and sometimes they break.

While working as a teacher, honesty is a necessity and a best policy as a teacher actually contributes to prepare the next generation as professionals. So, if a teacher is dishonest and do not put trust on their institute, they would never be able to provide quality education to the students. By quality education we also mean to teach them honesty and respect. Not only for teachers but honesty is imperative for everyone that is connected to the organization, most importantly leaders are required to be righteous and should never do discriminations of any kind.

For Pakistani institutes, faculty members do promote the idea that employers must be honest and they put their trust on receiving goodness but a reality is slightly different which is further explained in next part as getting into deep details was the exclusive target of this study. Yet, interviews were semi-structured, and the time participants gave was too short but still a thorough discussion is elucidated to answer the research question 11.

iii) Self esteem (Dignity)

Self-respect of an individual becomes a major source while developing trust. It is first and foremost thing for management to protect the dignity of employees. When hiring employees, leaders have to reassure them that their **self-esteem** will not be hurt by any means. Faculty members in Pakistan also expect this from their employers and agree that it affects their trust

level. The current study explores how dignity plays a role in the back end for finally making such a strong perception about justice. When self-respect of individuals is protected, it brings various outcomes like; a positive relationship of self-esteem (dignity) with job satisfaction and commitment whereas a negative relationship has been found with turnover intentions (Norman, Gardner and Pierce, 2013). In another study by Gardner and Pierce (2004), structures of organizations also play important role to shape up the self-direction and self-control. Same study claims that “the evidence from our review of more than four dozen empirical studies supports the claim that an individual’s self-esteem, formed around work and organizational experiences, as reflected by organization-based self-esteem, may well play a significant role in shaping employee intrinsic motivation, work-related attitudes (e.g., turnover intentions, job satisfaction, organizational commitment) and behaviours (e.g., performance, citizenship behaviour, turnover).” These results do match with the thoughts of faculty members in Pakistan as they think about all these aspects including fairness.

b) Bonding or Weakening the relationships

As above findings show how strong trust as a concept is and so are its effects on other ideas, this study has taken an opportunity to see how trust in organizations affect organizational justice and its antecedents. The results for this variable showed many perspectives, the data had to be divided into two categories so that overall affects could be seen. Although trust was showing strong and weak moderation among predictors and justice, for most of the variables strong trust was playing a dominant role.

Note: The idea to display strong and weak trust in this research delicately presented two school of thoughts, one was positive and the other one was slightly low. The study does not compare the levels of trust (strong or weak) but shows how these affect organizational justice while interacting with predictors.

While performing [cross tabulations](#), [fisher’s exact and phi tests](#), results showed that when strong *organizational trust* *Strong Organizational Trust*($\phi=0.475$) *interacts with the organizational communication it puts a more positive affect on organizational justice then if it is weak* ($\phi=0.305$). This explains the situation where faculty members believe that a strong trust along with a better level of communication leads to constructive fairness expectations. Most of the faculty members agree that they trust their institutes and are confident that communication level is supposed to be better which will further elevate the justice perceptions.

The results are agreed with studies where trust has been detected as a strong determinant of communication (**Butler and Cantrell, 1994; Worley et al., 1999; O'Reilly and Roberts, 1974**). For faculty members of Pakistani institutes, the act of strong trust promotes the better flow of communication (being opinion oriented and not only directive) which further develops the high level of fairness sense and being treated equally.

While gauging for the *moderation of organizational trust among power distance and organizational justice*, results depicted that when interacting with low power distance, organizational trust puts strong impact on organizational justice. The measure of association between Organizational Justice and Power Distance with Organizational Trust moderating their relationship is found to be *soberly solid* for Strong Organizational Trust ($\phi=0.304$) whereas strength of association for Weak Organizational Trust is found to be moderate ($\phi=0.215$). However, when looking at overall responses of low and high power distance, the results came up with greater frequency ($f=201$) of faculty members believing that when strong trust builds up in the institute, it strengthens the relationship of low power distance and fairness perception. On *contrary, an opposite situation was seen* through frequencies ($f=40$) where a situation of weak organizational trust was also present which promoted high power distance and low fairness perceptions.

These results show that whilst having strong trust and a low level of power distance, faculty members of higher educational institutes can actually think positively about fairness. However, completely opposite reaction was seen with a few number of participants who believe that weak or no trust with high power distance has a negative relation with organizational justice. This makes sense as for the faculty members who believe high power distance lowers the justice perceptions would not see trust as a crucial factor playing any role. As, in high power distance situations, just and unjust does not matter and the acceptance of injustice is there. Trust would be very weak in that case and individuals will only be concerned about obeying the rules. However, for strong trust interacting with low power distance, it would develop a sense of faith in faculty members and make them believe that institutes can be impartial.

Research has even declared low power distance rather than high power distance as an effective component to enhance employees' performance. It has been seen that in organizations with high power distance cultures, employees have to tolerate so much, from harsh treatments to unequal decisions. Whereas, in low power distance culture, employees tend to put more efforts with motivation as they have a belief that their opinions are valued (**Sivasubramaniam and Goodman-Delahunty, 2006**). It is true that low power distance provides autonomy and empowerment to the employees due to which sometimes abuse of power can come into

existence. On contrary, high power distance culture holds the employees too tight and sometimes forced decisions are made which they only have to obey and cannot complain about anything.

We agree that all the employees in any organization do not support one approach, but majority is considered as a representative. This is the reason why this study has uniquely divided the whole component of power distance into two categories (low and high). This gave us a complete picture of how strong or weak trust is playing its role while interacting with low and high-power distance respectively. These results are based on quantitative research section and daily routine lives of faculty members are to be explained in the next section. There was a need to see what is happening in reality, for this reason qualitative interview were also conducted. They very next relationship was analysed for *organizational trust playing a role of moderator among organizational structure and organizational justice*. The results came significant for both strong and weak trust while interacting with organizational structure (this states the impact of trust and structure together is strong on organizational justice).

The strength of association between Organizational Structure and Organizational Justice *while Organizational Trust moderating their relation* is found to be *less significant* for Strong Organizational Trust ($\emptyset=0.190$) *on the other side sound* association is found for Weak Organizational Trust ($\emptyset=0.503$).

An interesting finding came up in **table 32** where p value of weak trust ($\emptyset=0.503$) was slightly more significant than strong trust ($\emptyset=0.190$) (in relation to organizational structure and organizational justice). As the study does not compare weak sand strong trust and there are no personal explanations by respondents in quantitative section and only the scales were used to measure about what they think, the reason of this can only be judged. just as we have witnessed that trust is definitely contextualising the relationship of organizational structure and organizational justice, no matter if it is strong or weak. The results tell us even if faculty members put weak or little trust ($\emptyset=0.503$) on their employers, they will look at positive things of organization's structure and eventually perceive fairness. However, if strong trust is already present and expectations are already higher, it will put certainly a positive affect on the relationship of organizational structure and organizational justice.

There is another possibility that some of the faculty members (because of weak trust and weak organizational structure) are helpless to not perceive fairness in their institutes. The major reason for this could be the lack of opportunities for employment in Pakistan. The increasing rate of population which has significant and positive relation with unemployment (Arsalan and Zaman, 2014) may play a major role to restrict employees to move on. However, most of them

promoted the idea of strong trust and a better structure which could lead them to think about institutes being just.

As hypothesis 4 announces evidently that a better reward allocation elevates the perception of fairness among faculty members, the next thing was to see if organizational trust moderates this relationship (hypothesis 8a and 8b). The results were moderately *significant* for Strong Organizational Trust ($\beta=0.260$) whereas the strength of relation for Weak Organizational Trust was found to be *more significant* ($\beta=0.524$).

The results were in relation with a study where trust has been analysed as affecting the justice perceptions of employee Mey, Werner and Theron (2014) and also with a study conducted by Fischer (2008) where the relationship of reward allocation and organizational justice was explained in detail. Same categories of strong and weak trust were tested, and results came significant. Faculty members who believe in strong trust and have faith on their employers for better allocation of rewards can uplift the perceptions of justice. This could include procedural and distributive justice as the expectations would be there for transparent and clear procedures of allocation resources.

Whereas, if organizational trust even in its weakest form will have a very strong impact on the relationship of reward allocation and organizational justice. By this, we mean that even smallest form of trust on employers can do wonders to make faculty members believe that reward allocation is just and the distribution and procedures to allocate rewards and fair enough. As explained very well in previous literature and discussion (section 2.9 and research question 10) that trust is a feeling which people develops for each other with the hope of betterment. Yet, inside the organizations confidence of mutual engagement expands from one individual to many. The context and reason to rely on each other varies all across the organization but the relationship of an employer and employee must be glued with trust. Employers have a central role to promote the belief of employees on organization through building up psychological contracts. Unfortunately, most of the research has emphasized only on supervisor's trust (Konovsky and Pugh, 1994). Current study is conducted to advance the say of faculty members to probe how do they feel about trust.

Faculty members in HEIs of Pakistan define trust as it is everything to the organization (cement that holds the organization together). Having trust on someone doesn't simply mean believing everything is good but a faith that the other party will be there to pay attention when you want to discuss something. Trust if given impartially, **strengthens the relationships, commitments and loyalties** of employees in their institutes. Commitment is no doubt a complex concept but presented as a force which binds individuals towards a target, it could be friends, colleagues or

organization (Anttila, 2014; Bruce and Yearley, 2006). Trust however, is meant to make people cooperate with politeness and avoid negative vibes. For faculty members, it is the part of their job contract (which is not signed) without which everything will disintegrate. Respect and loyalty come when the trust has been developed on each other. Faculty members are with a view that progress in trust eventually makes them believe upon fairness perception. Like justice and communication, trust is also reciprocal where relation is built when both parties make efforts.

Faculty members perceive that without trust, an organization loses its respect in the eyes of employees and it then depletes. Lack of trust creates detached employees who are not devoted to their organization (Arnason and Johnsen, 2012) and keep looking for new opportunities as they do not know if the job is secured. When slowly but permanent negative thoughts are developed, they turn into “distrust” which means employees will have a firm belief of blackness considering their organization. This rupture can result into severe but dissimilar damages which are; doing nothing, identity restoration, private confrontation etc (Biess and Tripp, 1995).

Faculty members notified that their relations with colleagues and peers are good in comparison to employers. Although, they do not have personal grudges for the employers, but the relation is quite professional. It is evident that sometimes the gap among employers and employees could mislead both as creating and classifying a hierarchy is a titan cognitive activity (Indratmo and Vassileva, 2008). However, faculty members in HEIs are open hearted and support their management as they understand the structure of their institutes.

A very trustable relationship exists among peers in HEIs of Pakistan because they share same goals and sometimes work in the form of teams. They have similarities regarding their ambitions, roles, motivations and positivity. Faculty members feel that they have good relations with both employer and employees as they keep their relation professional and mind their own business (but stay friendly). It is because they believe that surviving at workplace is almost impossible without keeping yourself in good books of others.

While discussing about “equality rule” applied by employers in the HEIs, results on this question depicted that there is an average situation where some faculty members seemed to be disappointed for their personal or work-related issues and explained that the employers are not willing to endorse impartiality. Whereas, some seemed to be happy and trust that equality does prevail in their institutes. It is not that bad but personal experience builds up the image (whether positive or negative) in the mind of an individual and then the reaction comes.

Favouritism is another cause why many of the faculty members think there is very less application of equality rule. This immoral idea especially in teaching line breaks the trust and generate drastic burnout situations where teachers can payback institutes by reducing their teaching quality for students, they can do this to express their stress levels and annoyance (Shneikat et al., 2016). Moreover, gender-based issues also become a reason of injustice perceptions when teachers do not feel that institute, they are giving their whole day worth it. On contrary, those who are satisfied with their institutes appreciate the fair **environment** and feel encouraged to do teaching.

What makes faculty members satisfied is the integration among peers to progress the module frameworks. They are given opportunities to voice opinions and work together as a tight-knit group. *But an efficient team cannot bring the organization to its peak unless they are valued and given the chances to contribute.* Overlooked faculty members are disheartened and sense that their efforts are not even appreciated by their senior management. In Pakistani context where economic conditions are already struggling and family with financial pressures are depressing individuals. The feeling of being ignored can be the possible cause of developing more stress and could create the medical health issues (Dar et al., 2011). Faculty members in HEIs of Pakistan are with the view that they should be considered as an important cog in the wider machinery of institute but somewhere its lacking. It is to believe that deficiency of appreciation for employees hit many areas of a firm, faculty members in HEIs also have an impression that their ideas to innovate and improve are neglected. Sometimes management considers the ideas but only if it meets their agenda. Few teachers are content and feel fortified to put more efforts, but a big percentage thinks that the upgradation is required.

Current findings evidence that faculty members have trust on their institutes but when it comes to employers, they express their views with a lot of issues. Trusting someone does not occur according to someone's will but depends on the experiences gained from others. Above results are in line with latest studies (*Basit and Duygulu, 2018; Kesari, Pradhan and Panigrahy, 2018; Tlairs and Elamin, 2015*) where scholars throw the light on the fact that organizational trust is a glue for any organization that binds people together to perform better. These findings are also in line with a study done in West Asia (*Row et al., 2013*) which strongly confirms the relationship of organizational trust and organizational justice along with their dimensions. The findings also evidence that out of three dimensions of trust explained by Laka-mathebula (2004), the faculty members in HEIs of Pakistan are found to strongly believe in trust in co-workers and somehow trust in organization. An improvement is required by top management

in the HEIs of Pakistan as, when employees believe their employers, they will behave in a way which will be constructive for bosses (Redman et al., 2011).

Above discussion shows that there is a significant relationship of trust with the predictors and organizational justice. The moderation which was checked through quantitative method and the interviews conducted to get a deeper knowledge were well explained in the section. Based on the discussion, few factors are extracted which are acting as the antecedents and outcomes of trust in Pakistani context. These factors altogether will be pooled to develop a uniquely proposed conceptual framework:

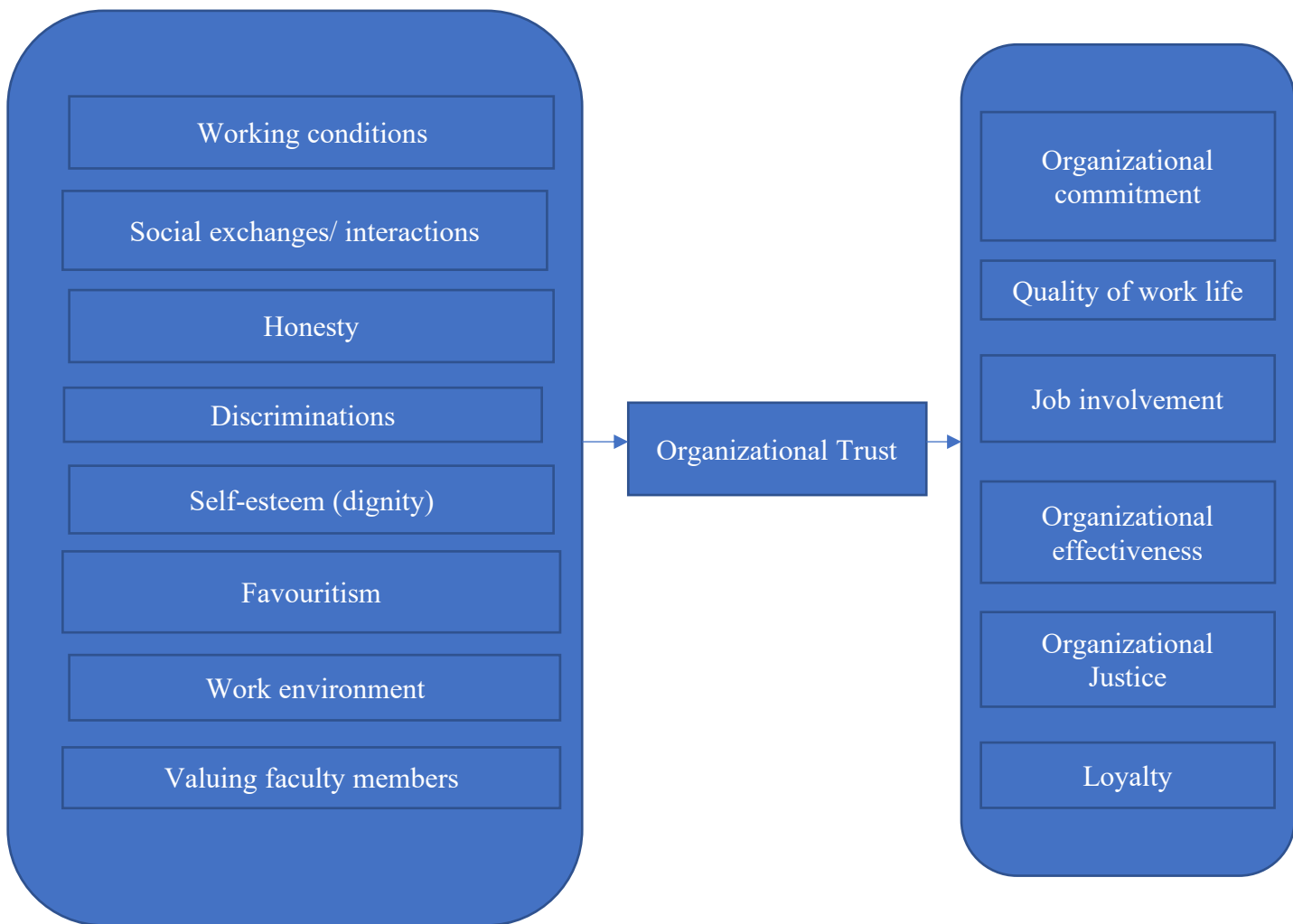


Figure 54: Extracted factors affecting OT in Pakistani context

7.8 Considerations of findings

While carefully examining two schools of thoughts (QUAN and QUAL), this study has come up with exclusive findings. These are not only the research methods but are extremely well established and reliable sources to explore current problem in depth. While having few cultural restrictions (permission allowance, expensive travelling, security issues, instability of political environment, unstable economy) this study attempted its best to analyse the issue of organizational justice in higher educational institutes of Pakistan. Now, when we have discussed the findings and extracted triggers and issues which are contributing directly and indirectly to affect the justice perceptions of faculty members, there is a need to gather all these factors under an umbrella framework. This is quite important to present them simultaneously because it will show how not only the factors but triggers behind them are playing their role to affect justice perceptions. Outcomes of providing organizational justice to the faculty members

are also presented in new conceptual framework which were extracted through findings. Also, the next section (new conceptual framework) once again reflects overall purpose of this research. By answering all the questions related to what, why and how this conceptual framework explains if this study is contributing to knowledge.

7.9 New Conceptual Framework

Extracted from above findings, the study presents a very new model in Figure 58 where many factors are present which were organically emerged while analysing the survey and interview data. The analysis of current research presents a very detailed explanation of how faculty members in higher educational institutes are sensing fairness within their institutes (Chapter 7). This conceptual framework also adds the triggers to previous framework which are contributing to the factors affecting organizational justice. These triggers were so important to detect and discuss (in chapter 7) as the main purpose of study was to dig up the actual ongoing situation of organizational justice in higher educational institutes of Pakistan.

As described in previous sections of the study, many researchers have focused on the outcomes of justice. We can look specifically into Pakistan's research where most of them doctorates probed organizational justice with its outcomes and not with what factors can affect justice at workplaces (Ahmad, 2010; Khan, 2018; Muhammad and Shah, 2018; Mufti 2012). Also, in other countries most of the scholars have focused on the outcomes of organizational justice for example (Olaewaju, 2017; Padenga, 2016; Unterhitzberger, 2016).

Whereas, this study confidently attempts to investigate the underlying issue of organizational justice in higher educational institutes of Pakistan. Despite of having high ranking there is some room for improvement for the educational institutes. Earlier in Chapter 2 an initial framework was developed to understand the relationship of existing factors and their effect on organizational justice. Here in this section, the model presented in Figure 58 displays the highlighted issues along with the factors which are playing their roles to affect the fairness perceptions of faculty members.

The model also exhibits the outcomes (emerged naturally while conducting analysis) institutes could have while providing better fairness and these are; *employee behaviour, work environment, loyalty, motivation and organizational performance*. Employee behaviour depends on so many conditions, according to Burchell (2011) the diversity shown in employees' behaviour in any firm is almost unlimited. They laugh with each other, they celebrate, they fall and rise together, they politicise against employers, they appreciate management's kindness, they trust each other, they get jealous of each other and so many

emotions and actions are shown by individuals at work. These actions and behaviours are affected by many conditions such as; perceived justice (Choi, 2011), individual desire and individual skills (Burchell (2011), change in organizations (Schalk, Campbell and Freese (1998) and many more. Current findings also show that faculty members' behaviour would become better if they sense equality from everyone at work.

However, according to Raziq and Maulabakhsh (2015) bad working conditions let employees down and restrict them to show their full potential skills. These conditions can include, job insecurity, job dissatisfaction, no motivation to progress, partiality from upper management etc. These conditions can directly affect employee's behaviour towards unconstructiveness. Findings of current study suggest that positive fairness perceptions can surely enhance the working conditions of educational institutes.

It is actually employee's behaviour which leads them toward loyalty. When an individual has cordial feelings towards their organization it automatically develops motivation to work productively. A study done by Ghosh, Rai and Sinha (2014) depicts that organizational justice and loyalty are in close collusion as the feeling of motivation, devotion and productivity comes from equity. Current findings of study also show that the more faculty members perceive justice, the more trust they will put and become loyal to their institutes.

Research shows that there is a direct impact of organizational justice on organizational performance (Alvi et al., 2019). The research findings of current study also agree with this that there is a clear chance of improving organizational performance if organizational justice would exist in institutes and it will then lead institutes towards competitive edge for being a strong and connected organization. It is evident from the findings that the more fairness faculty members will receive, the more satisfied they will be and the better they will deliver.

However, some on the other issues like accountability, respect and rights, discrimination, protection of interest, internal and external challenges, voices of faculty members, work experiences, ageism and many other issues were extracted during analysis which were also contributing to affect organizational justice directly in higher educational institutes of Pakistan.



Figure 55: New Conceptual framework

7.10 Summarising the chapter

Writing this chapter was never easy and took so much effort to think critically along with finding evidences. The chapter displays true picture of organizational justice in HEIs of Pakistan with many positives and a few negatives. It discusses quantitative and qualitative results and allowed me to extract what affects predictors and how it contributes further to develop a strong perception of justice in institutes. Some of the factors are commonly affecting almost every variable which means they are playing a crucial role in institutes no matter what variable we pick for instance; discrimination, working conditions, favouritism and decision making. These aspects are found to be most important while affecting anything else in HEIs of Pakistan. Discrimination as explained has no place institutes as it destroys the performances as well as the mindsets of employees. Giving faculty members the best possible working conditions is the responsibility of top management, once the healthy environment lacks many things will be disturbed. Favouritism again should be eliminated in every layer of institutes as it makes only few people preferable and ignore the deserved ones. And the most important is decision making which is directly related to the supervisors, for this a very friendly and opinion-oriented approach is required. Institutes with the rigid structures and no proper flow of communication lack in this area. Yet this study focuses to probe the predictors of organizational justice, every factor is considered as equally important and needs to be work on. As for quantitative results, the explanation remains little concise (but authentic) as it answered if the relationships between justice and its predictors exist in Pakistani institutes. Whereas, interviews were conducted to get the information in depth. However, at the end of the chapter, the study presents a newly emerged framework where many of the issues which are triggering these factors to affect justice perceptions of faculty members were appeared. This was done through deeply analysing both quantitative and qualitative data. Many other factors have also been presented which can become a reason why faculty members could develop a reducing sense of fairness. At the end, the study presents a new conceptual work to gather all the extracted factors and present them in a clear picture.

CHAPTER 8

STRENGTHS AND LIMITATIONS OF STUDY

8.1 Strengths of the Study

This study exclusively aims to explore the underlying issues of organizational justice in higher educational system of Pakistan. Being a developing country, there are so many issues existing for Pakistan to deal with and some of them could be overlooked unintentionally. This study attempts to highlight the factors which are affecting the justice perceptions of faculty members in higher educational institutes. Choosing faculty members as a targeted audience for this study was so important as teachers are considered as the builders of nation as through their determination they produce and deliver extremely talented professionals to the society. Their role to work in the best interest of society is normally undermined, as the country has many other problems to solve (stability of economy, inflation rates, corruption etc). This study intends to bring a very important issue under consideration of management in higher educational institutes and government as well. It is the need of hour that we should take care of the interests of these gems we have.

8.1.1 Why Mixed methods are important?

This study has opted to use mixed methods approach to collect and analyse the data. Right from the start, it was the aim of this study to get a deeper understanding of the current issue of organizational justice. Carrying out both methods (quantitative and qualitative) at one time allowed this study to analyse the issue thoroughly. It is surely three times harder to carry both methods together then using a single method as it is not only about a solid research in two completely different dimensions, but it takes so much effort to incorporate them into the study.

8.1.2 Why Quantitative method is important for study?

Like every research, this study also needed a set plan to find a solution to the existing issue of organizational justice. For current research quantitative method was chosen to gather a good number of data from faculty members. The statistical nature of this method allowed the study to eliminate biases and errors. Also, the method is straightforward where hypotheses were already set, and tests were conducted to accept or reject them. The quantitative section (Chapter 5) of this study gives a clear view of the existing relationships among variables.

To answer why it is important for current study, it is previously mentioned that there were to basic purposes of the study. First, to see if the relationship among existing factors and organizational justice exist or not. The results of quantitative analysis show a positive sign by

saying that surely these factors (Organizational Communication, Power Distance, Organizational Structure, Reward Allocation) are directly affecting the justice perceptions of faculty members. Data collected through questionnaires and analysis done through SPSS was so essential for this study as it established a strong point of existence of relationships in particular context.

8.1.3 Why Qualitative method is important for study?

Relying only on the statistical results was not the aim of this study but digging deep to see what is causing these factors to affect organizational justice was the second basic purpose. This was achieved through conducting semi-structured interviews in higher educational institutions. It is understood that for quantitative studies there is a set standard of power calculations (formulas) from which a certain number of sample size can be attained but in for qualitative research there is no set rule (Malterud, Siersma and Guassora, 2016). It was intended to conduct as much interviews as possible, but the unavailability of faculty members restricted this idea to 25 respondents. Even though less but very meaningful contribution of respondents was received through interviews. Many of those issues which were suppressed down, emerged organically. It would not have been possible with quantitative results to see how faculty members are actually facing these issues in their daily work routines. For example; the way female faculty members explained their issues related to maternal leaves and the way young faculty members presented their problems of being ignored for senior positions because of their ages, how faculty members are insecure about their jobs, why are faculty members unable to put their trust on employers, why are they not satisfied with the current reward policies of their institutes, how disability brings difficulties for some of the faculty members, how politics is playing its role in the institutes, how favouritism and nepotism are disappointing faculty members and many more issues which were extracted from interview analysis would not be possible by adopting a single approach of quantitative method.

8.2 Limitations

This study has been done a labour of love as well as an academic endeavour . The following are the limitations which came to light during this study which can now be seen:

1. Sending Online/Post Questionnaires

A cultural obstacle while planning for data collection where respondents were expected to fill in questionnaires online. The idea to send the questionnaires online through post had to be abandoned due to the busy schedule of faculty members. As I was not living in Pakistan it was not possible to call faculty members again and again and ask them to fill the required

questionnaires (as the emails were not entertained by participants). Even most of the faculty members were not available to attend phone calls due to their busy schedule. This was a moment of disappointment that they did not go out of their way to help outsiders. It is not that everyone is like this but most of the people were not interested and the study required data to be unbiased and up to an acceptable response rate number. The only possible solution to this problem was to visit all respondents in person and distribute questionnaires by hand. Even for personally handing over the questionnaires, strong references were needed to contact respondents, otherwise participants would have been so busy in their work. Abandoning the option of sending questionnaires through the post seemed to be successful because of this mindset. It was indeed very necessary to see the respondents face to face and tell them to participate for their cooperation.

2. Response Rate for questionnaires

By putting strenuous efforts to obtain a 100% response rate, it became possible to get targeted questionnaires filled. It was aimed to distribute more questionnaires than required so that at least the required number of responses could be collected. 400 questionnaires were distributed and 364 were returned with completed responses. As no one was obliged to fill in the questionnaires, some people left the instrument empty, some were missing, and some came back with a very few basic answers completed.

3. Interviews

Another limitation occurred while collecting qualitative data; namely to conduct interviews with the targeted audience. It was never easy to convince faculty members that the presented survey and interview will ultimately result in their benefit and ask them to be honest while answering all of the questions. Taking of photos, recording audio, videos, names, and university names were not allowed as the participants were not comfortable to share their personal information. Due to the limited time given by respondents and due to the security of universities, the answers were short and to the point. Moreover, the study understands that the number of interviews were less, but a whole effort was put in to give the best responses possible. As the institutes were located at long distances from each other, I made sure to gather as much of the data for unbiased results as I could. Taking part in observations was also not allowed by the participants and the idea had to be abandoned.

4. Attitudes & Behaviours of Participants

The behaviour of participants was disturbing to some extent because in most of the public-sector universities, teachers do not bother to respond to an unpaid survey. It is not that they are greedy, but the approach of faculty members is set like that. They prefer their work rather than taking out time to fill in questionnaires or giving a whole hour to take part in an unpaid interview in which they could be doing their job instead. They would never prefer it for a student who is even not from their university. One major reason to avoid sending questionnaires online was this cultural behaviour set.

5. Analysis limitation

When quantitative data collected and inputted into SPSS, it was expected that data normality will come significant and parametric tests would run (such as regression analysis or anova tests). But opposite to that occurred. The data showed the abnormality after five steps check of data screening (see Section 5.2). This event put a limit to the exploration process and quantitative analysis was then moved to conduct non-parametric tests. However, all the analysis performed to test the significance and hypotheses were unbiased.

6. Cross sectional study

A cross sectional approach has been determined in this study for both quantitative and qualitative analysis. It does contain advantages and was very useful but as the data came out in a very shrunk form, sequential study would have been a good option.

7. Contacting universities

It took many months to properly get in contact with the institutes. Gaining permissions from public universities was much more difficult as there are a lot of departments in every university and the main administration was so busy in handling them. They do not get a lot of time to spend on unwanted applications, although a proper application to gain consent was sent. This had been the most challenging issue so far because almost every university did not give a positive response when they were contacted through emails.

Additionally, as described earlier, online questionnaires were also not entertained. The situation was nearly the same via telephone, however, some of the close friends who visited personally to admin offices of few universities said that they wanted me to come there so that they can provide permission. Even one of the institutes explained that they have never experienced such a situation and did not know what the correct procedure was.

8. Focus Groups

There was no opportunity to conduct focus group interviews due to the sensitivity of the topic. These discussions would have been useful for the research and no one would be able to dominate each other, but due to the busy schedule of faculty members and also because they did not want to say anything in front of their colleagues, the idea had to be dropped. Additionally, some of the colleagues could come under pressure from others due to job insecurities and the whole purpose of conducting interviews would have been ruined. The current study is not intended to put their jobs in danger and understands that the relationship of employers and subordinates is very delicate. Moreover, faculty members in institutes normally do not prefer to take out time from busy schedules to participate voluntarily in research unless they are instructed to do so by their supervisors.

9. Self-Funded Research

As the current research was self-funded and I was bearing all the expenses, during the data collection period for both methods (QUAL and QUAN) the issue of travelling to 4 different cities was considered to be a major constraint. The inflation rate in Pakistan is very high and the value of money is depreciating there. Almost all travel charges were expensive as the economy was not at all stable during year 2017-2018, this made the journey limited, otherwise the thought was to cover more universities.

10. Security Barriers

Most importantly, Pakistan has been fighting terrorism for many years and this period of deadly destruction has affected many areas in general. Many religious mosques and temples have been attacked to spread and create disruption among the people of Pakistan. These evil powers want no peace but destruction. The same happened to the educational institutes where a number of children and teachers were targeted to discourage them to attain knowledge. The study intends to present them as an evidence as, due to these events, many universities were reluctant to allow an outsider into their premises. Many media reports covered these unfortunate events for many years, and a few are presented below. A very reliable newspaper The Express Tribune published the press report covering major militant attacks starting from year 2012 -2017 and these were;

Table 50: By News Desk Published: December 1, 2017

1. School girl Malala Yousufzai was shot on a school bus by a Taliban militant in Swat. October 29, 2012.
2. “At least five students from the ethnic Hazara community were killed and over 70 others, including policemen and children, wounded in a bomb attack on a university bus in Quetta city on Monday. QUETTA UNIVERSITY bus attack 2012.
3. A girls’ school in Bannu was blown up by a 10kg explosive device. No injuries. July 7, 2013
4. Girls School blown up. No injuries August 23, 2013
5. A suicide attack at a Shia madressah in Peshawar kills 15. June 21, 2013: Shia Madrassah, Peshawar
6. A female suicide bomber detonates herself on a bus transporting women students Sardar Bahadur Khan University in Quetta, killing 15, including herself. June 16, 2013: Sardar Bahadur Khan University, Quetta.
7. Suicide bomber attempts to attack school in Hangu. He was thwarted by Aitzaz Hasan, a student at the school, who subdued him and died in the process, along with the militant. January 9, 2014
8. Girl’s school blown up in Bara. No injuries. October 27, 2014
9. A girls’ school in Bajaur agency, reconstructed after already being destroyed in 2010, was blown up again on the eve of International Literacy Day. No injuries. September 9, 2014
10. At least 141 people, including 132 children and nine staff members of the school, were killed when unidentified armed men opened fire. December 16 ,2014: Army Public School Attack, Peshawar
11. At least 22 people were killed as terrorists armed with ammunition and bombs targeted Bacha Khan University in Charsadda, Khyber-Pakhtunkhwa (K-P) on January 20. January 20, 2016: Bacha Khan University, Charsadda

12. On April 7, 2017, Ashfaq Ahmed, a retired professor from Lahore University of Veterinary and Animal Sciences, was killed in Lahore by unknown attackers. Police believed that the attack was related to Ahmed's Ahmadi faith. (GCPEA 2018)

13. At least nine people were killed as armed men clad in burqas stormed into Peshawar's Agricultural Training Institute. December 1, 2017: Peshawar Agricultural Training Institute

Not only this, but the U.S (United States) embassy website warned its citizens on December 8, 2017 (the year of collecting data for fine tuning instruments) that it is unsafe to travel to Pakistan as terrorists were most actively seeking to target schools, universities, and hospitals etc (U.S Mission Pakistan, 2017). There were a number of other events which happened in the country, but these are only the highlighted ones. This made every school and university more vigilant not to allow any unrelated person to enter their premises, although all the documents including permission letters were presented while going for data collection. Moreover, higher education was literally blemished in 2017 (it happened mainly in Punjab (Province of Pakistan) as the government failed to manage the Vice Chancellors of public sector universities. The Express Tribune (a well-known newspaper of Pakistan) presented this report in 2017.

In turmoil

Higher education marred by crisis in 2017

Lack of permanent VCs, student clashes and corruption hit varsities

AMMAR SHEIKH

LAHORE

The higher education sector in Punjab made little to no progress in the current year with issues ranging from appointment of vice chancellors to reining in financial misappropriations at institutes. These problems were not helped, in any part, by violent clashes and mushrooming illegal institutions.

The failure of the Punjab government to appoint permanent vice chancellors in public sector universities kept higher education authorities occupied for the second year in a row. The lack of permanent heads in public sector universities also gave rise to accusations of mismanagement and financial embezzlement.

The problem for higher education authorities started in 2015 and continued into 2017. The appointments, in 2015, by the Punjab government, were challenged in the Lahore High Court (LHC). In April of the same year, it ruled in favour of the provincial government.

However, even by the end of 2017, the Punjab government was un-

able to appoint vice chancellors. Some progress was made in this regard as the Higher Education Department (HED) and the Punjab Higher Education Commission (PHEC) were able to define rules for the appointment procedure of vice chancellors. Additionally, a cabinet committee was also constituted to finalise the process.

As of 2017, Punjab University, University of Home Economics, Women University Multan, University of Sahiwal, University of Jhang, Ghazi University in Dera Ghazi Khan, University of Okara and Information Technology University (ITU) remained without permanent heads. The appointments were expected to be made in the next year.

Punjab University was the worst hit by the crisis as it saw multiple clashes between students, along with cases being reported of teachers getting thrashed by student groups. Multiple allegations were also levelled against the provincial administration for financial misappropriation. As a result, a comprehensive report was sent to

the governor and chief minister by Punjab Higher Education Minister Syed Raza Ali Gillani.

SIGNIFICANT PORTION

Rs11b

was the amount of financial misappropriation which occurred in the education sector

However, no decision was made in this regard and the provisional setup continued throughout the year.

Financial misappropriation

According to the Auditor General of Pakistan's (AGP) report, out of total irregularities worth Rs36.94 billion in the province, the higher education sector accounted for Rs10.936 billion.

The irregularities in the accounts of the higher education sector included non-production of records, irregular payments,

investing surplus funds without approval, funds in accounts other than approved banks, procurement without advertisements, irregular expenditure on purchases, illegal appointments and payment of salaries and reemployment of retired officials, among others.

The report pointed out recurring irregularities in the HED over a period of five years and recommended that the Public Accounts Committee (PAC) look into the matter and intervene. The report distinguished the two main clusters of irregularities in the accounts. They included irregular appointments and arbitrary increase in pay and allowances, while the second was identified as non-adherence to Public Procurement Regulatory Authority (PPRA) rules.

Illegal institutions

Punjab also saw a mushroom growth of illegal higher education institutions in the province. A list of illegal higher education institutions in the country was released by the Higher Education Commission of Pakistan (HEC). It

detailed unrecognised institutions in three categories. Among the 165 non-recognised institutions in the country, Punjab accounted for 102 institutions, a total of 61.8%.

Listed in the second category of institutions opened under the public-private partnership were those without a no-objection certificate (NOC) from HEC. All the identified institutions belonged to Punjab. In the third category, under evaluation of the HEC, five out of the six institutions belonged to the province.

The PHEC, to keep a closer eye on illegal institutions, started developing a higher education database which would detail public and private colleges as well as universities. It would outline numbers of enrolled students, faculties, programmes and teachers. The database was hoped to aid regulatory authorities and policymakers to make informed decisions.

The database, which will be publicly accessible in the later stages, is expected to take shape in 2018 and initial work on it has been started by PHEC.

Figure 56: Higher education in crisis

Another report published by Global Coalition to Protect Education from Attack discussing the education in Pakistan coming under attack due to the evil powers. While going for full data collection (interview and questionnaire surveys) from February 2018-March 2018, it was seen that the political condition was unstable as the previous government was dissolved and General Elections were about to be held. Although the situation of terror attacks was very controlled, the fear still existed. In this state, every institution was reluctant to give a chance to an outsider for a long stay.

11. Personal Limitation

Although I take my baby as a blessing and pride, there are some uncontrollable factors which affect a woman when she is pregnant. It has been shown in studies that a pregnant women can end up having a risky pregnancy if there is a high level of stress (Guardino and Schetter, 2014). Being 7 months pregnant and travelling to different cities in a developing country was not an easy task. Also, running after teachers to ask them for interviews was also not an easy endeavour. Additionally, the fares of travelling by air in Pakistan are high and the medium to travel by train and buses is not fully developed.

CHAPTER 9

IMPLICATIONS OF CURRENT RESEARCH

9.1 Implications of Research Contribution

It is possible that the current study is the very first attempt to shed light on emerging factors which can affect organizational justice (mainly in Pakistan's cultural context). Since this research has been conducted in a developing country (Pakistan), the findings and results may be subject to a specific culture. This study boldly claims the extraction of several factors which are playing their role to affect organizational justice in a particular context. The findings of this study allowed the researcher to develop a completely new model and to open up new ways for future research. This study bridges the gap in existing literature by exploring several antecedents of justice perceptions of work for faculty members. Not only these factors but the triggers behind these factors were also discovered while analysing data from a mixed methods approach. The accurateness of statistical data and the depth of qualitative approach allowed this research to investigate the actual existing problem.

Many times, it is being discussed that "procedural and interactional justice" are the factors which affect organizational justice according to their nature (Moorman, 1991). However, Colquitt (2001) had a strong belief that "procedural, distributive, interactional and informational justice affect organizational justice". These claims are true as these factors affect the perceptions of individuals in working environments. This study attempts to take a explain how other factors can also play a role in affecting organizational justice in a Pakistani context. This can be further tested in other sectors and countries in order to explore more triggers which are igniting the current problem.

Furthermore, the study, instead of covering one dimension of organizational justice, covers the overall notion. This is conducted to get a clear picture of what is happening and where the actual problems exist as the affirmation has been already given that capturing an individual dimension of organizational justice might not be able to express the understanding of whole phenomena (Tornblom and Vermont, 1999; Ambrose and Schminke, 2009). Therefore, the study suggests other research to capture experiences of employees by pertaining overall phenomena of justice rather than one dimension.

9.2 Managerial Implications of Research

Higher Educational Institutes of Pakistan need to pay further attention to the fairness situations as what affects this perception can further have an impact on overall performance of faculty members. It is necessary for the institutes to bridge the gap among management and subordinates, especially for upward and downward communication. With a diminished gap, management will be able to hear the voices and opinions of employees along with increased job security. This policy change can definitely make faculty members sense their value in institute.

The situation of upward and downward communication in HEIs of Pakistan needs to be improved so that faculty members can get to know how and when a decision to bring any change is in process. Furthermore, opinions of faculty members should matter and must not be taken as only suggestions. Though the current study appreciates the good communication among peers and immediate supervisors, there is still a need to work on diagonal communication (communication among different departments). More interactive events are required to promote contact among knowns and unknowns at the same workplace.

Even though hierarchies are important and beneficial for organizations, too much strictness and a tight structure makes everyone distressed. Due to rigidity in structures, some faculty members do not expect fair decisions from their management (as they do not know what is going on in the upper levels of hierarchy, and the doubts of favouritism and nepotism always remain there). The current study does not stringently suggest the institutes change their structures wholly, but to make some room for suppleness. Flexibility is there for faculty members in teaching styles (to design their own type of curriculum) but an employee desires friendly relation with their employers (this indicates a better and enhanced communication is needed) and not a foreboding one.

Employers in HEIs of Pakistan must also take care of behaviours of subordinates (faculty members), and they should be kept positive. Trust also plays a very important role in this as broken trust does lead them to behave unethically, and in the result of unethical behaviours, cynicism and negative thoughts arise along with turnover intentions (Nair and Kamalanabhan, 2010).

As the literature of this study explains the referents of trust (See section 2.9.1), institutes are required to make their faculty members believe and trust management (employers) through altered policy making such as; conducting weekly staff meetings, daily e-bulletins to inform

upcoming changes, appreciating opinions, breaking the glass ceiling effect. The change is required in institutes while considering some discrimination such as genderism, ageism, sexist remarks and disability concerns. The reduction in these issues will also shrink down the issue of lack of opportunities at work regarding promotions.

These elements directly affect the faculty members' perceptions of justice and need to be taken care of, as once the bleakness arises, it damages the overall performance of employees. Although the results in numbers (quantitative research method) were satisfactory for all the factors included in the study, the reality seemed to be a little different as while going into depth to attain more viewpoints, critically important personal experiences were explained by faculty members and those painted a different picture. Indeed, encircling an option for a simple statement is different to illuminating what is actually happening. However, the study does not attempt to make a comparison of both research methods but used them to probe the existing issue in depth. All in all, the prominence of fairness must be considered, and the changes proposed should be taken as guidelines.

9.3 Implications for future research

The current study can definitely be replicated not only in other countries but by different sectors in Pakistan. For example, it would be very vital to probe how these factors are affecting in the telecommunication, agricultural and textile etc sectors of Pakistan. Also, other researchers can opt for the option to confirm or reject the results of this study while conducting their own research. As, the study is done in a developing country with limited resources, it can be very beneficial for scholars from developed countries to apply this model in their country's context with vast and various resources.

There is another chance for research to implement this idea with a longitudinal approach (as this study practices cross sectional approach). This can benefit the study to understand the issue in more depth with more accurate results. Also, future researchers can adopt sequential research design for their study. This is where they can take advantage and can easily collect and analyse the data (as this study adopted concurrent approach because of the cultural limitations). This can allow future researchers to add more factors to the current framework.

Potential researchers can also take advantage of investigating how their country's culture is responding to gender equality as in the current research males were leading and were more represented than females. The study needs a replication in research where equal representation of gender is considered, as this will allow the study to be more precise.

Also, the external factors like stability of economy and politics in the country should never be overlooked, as this was the major restraint this study faced while collecting data. If the overall situation of country was good, there was no doubt that the study would have had more respondents.

9.4 Policy implications

Policy making can be a difficult task for any organization but has its own benefits. Setting up the policies can provide helpful plans with the strategies for better decision making. Higher educational institutions can implement the above suggestions and amend their policies to improve the situation. These changes in policies can occur at each level of hierarchy by keeping everyone informed. Whether it is about improving the connections of employers and faculty members, or about presenting better reward allocation policies to retain faculty members with potential talent, institutes can do so much to make themselves greater.

Government can also play its role by explaining workers' rights more clearly. These may include the right of faculty members to be able to raise their voices if they feel any inequity (favouritism, nepotism, ageism, genderism), their right to be able to talk freely about what they feel regarding decisions made by employers (being able to give opinions and not remain unheard), to be able to get a senior position (on merit) according to their abilities and skills. Further, on the basis of current findings, this study suggests that government should consider implementing some infrastructural changes in universities to make disabled persons feel more comfortable. On a national basis, the government of Pakistan should generate more employment opportunities for faculty members so that they don't have to stick to one place due to the pressure that if they leave current job, they would not get another.

CHAPTER 10

CONCLUSION

This study is an exclusive attempt to investigate the factors which are affecting organizational justice in Pakistan's educational settings. Faculty members from top ranked universities of Pakistan were taken into consideration for this study. There were two main purposes to explore these critical factors (organizational communication, power distance, organizational structure and reward allocation). First, if these factors affect justice perceptions of faculty members in a Pakistani context (gauged through quantitative approach), and how are faculty members experiencing these factors affecting their justice perceptions on daily basis at work (analysed through qualitative approach). Also, organizational trust was seen as playing the role of moderator among these factors and organizational justice.

By intensely reviewing the literature the fact came to be known that organizational justice has evolved as an intangible but strong phenomenon which can affect an organization's performance. Exploring in a particular context may limit the study but also make it effective to purely focus on what is going on in specific sector. The literature also promotes the social exchange concept among faculty members which is necessary to build up fairness perceptions. Trust on the other hand has been seen very rarely as a moderator in studies and mostly probed as a direct effect to many outcomes (Section 2.15.4). Development of hypotheses had predicted the relationship of variables and prepared the study for a robust analysis (Chapter 3).

Carrying out the notions of positivism and constructivism together is a tough call. The current study brought them both together and adopted the concurrent parallel research method and all the requirements from sample size selection to initial testing of instruments were done therefore in Chapter 4.

The results from the quantitative approach disclose that organizational communication does have a significant relationship with organizational justice and accepts that better communication in any institute does promote the fairness perceptions of faculty members. The results also reveal that lower power distance has a significant relationship with organizational justice and accepts that the lower the power distance level, the more the perceptions of fairness will arise in faculty members. Also, an enhanced organizational structure displayed a significant relationship with organizational justice among faculty members of educational institutes. The results have further presented the fact that better reward allocation has a significant relationship with organizational justice and will increase the fairness perceptions of

faculty members. Whereas, results for organizational trust as a moderator did reveal that it has a moderating effect between all these factors and organizational justice (Chapter 5 & 7).

However, the qualitative results from interviews depicted another story and showed the actual situation of the ongoing issue. Teachers in educational institutes are getting affected by many of the factors (revealed in figure 58). From managerial decision making to personal issues, from less communication (with employers) to the way power is distributed, from being unaware of the decision to only allowed to obey the orders and many more, there are various dimensions which are lying deep down and being ignored. These issues can be so strong that they could lead faculty members towards burnout situations (Chapter 6 & 7). Gathering all the results together, the study presents a unique model where factors which are affecting organizational justice are presented. Moreover, the triggers which instigate the factors to affect organizational justice were also detected from data analysis and included in the model. However, organically emerged outcomes of organizational justice in a Pakistani context were also included to see how justice perceptions would affect the institutes of higher education (in Chapter 7).

Just like every study, this research also faces many limitations due to which the results are restricted to one sector however unbiased (Chapter 8). This study has strong implications for research contribution, managers and policies (Chapter 9).

10.1 Self Reflection on study

The circumstances under which this study was conducted (and why it was restricted to some extent) were explained in Chapter 8 (Limitations section). However, the current section explains the personal learning I had throughout the journey. This can be classified into four different dimensions;

1. Fighting the fear

There were many fears related to different situations and stages through these years. The biggest one was, I came from a culture where girls are protected by their parents or guardians and are barely allowed to go alone anywhere (which reflects in the findings as well because of the small ratio of working women). So being raised as a pampered child, I had to fight the fear of leaving my family and starting my journey all alone. But by the grace of God and few good people (my husband, supervisors and some friend) it became possible to complete my study.

2. Self-learning

Again, culture played its role here, I come from a country where almost every institute provides its students with textbooks and notes to learn everything and then take exam. Students only have to cram up these books and not learn to expand their knowledge. A Very difficult moment came in my journey when I started exploring everything by myself. There were books and libraries where I could go and most amazing supervisors who were always there to guide but the chance of mugging up books did not exist. I did face few hurdles for example; while deciding on what methodologies should be considered, how can this study become a unique piece of work, how it will be possible to explain real findings, but finally I came on track. I would definitely advise students coming from the countries which have same pattern of study as Pakistan to start learning on their own.

3. Time management

This is not only study related but this journey has taught me to manage time among my family, studies and personal space. Being a mother and meeting strict deadlines of APRs was never easy. In Pakistan joint family systems are more common which makes it easy for a studying or working mom to leave their children with their grandparents. But living here without family (Except my husband who is more than supportive but works 7 days) and raising a child all alone made it a little difficult. But this amazing time of four years has made me learn about how to manage everything.

And if we discuss time management for study, obviously the learning to meet deadlines on time and completing tasks given by supervisors were amazing experiences.

4. Personal Development

I would never forget this time of my study as it has groomed me so much as a person. From being able to develop a confidence to speak to people from different culture, attending workshops and presenting myself as a researcher, developing my writing skills (which actually took a long time), managing time, handling the pressure of study and personal life, making myself able to study even with bad health, these all may look like few points but can explain my whole struggle towards completing my research.

APPENDIX I

QUESTIONNAIRE IN URDU LANGUAGE

سوالنامہ

اعلامیہ: یہ یقین دہانی کرائی جاتی ہے کہ ان سوالناموں سے جمع کردہ تمام معلومات ناممکن اور خفیہ طور پر رکھی جائیں گی۔ یہ ویسٹ مینسٹر، لندن، برطانیہ کی ضروریات کے مطابق محفوظ طریقے سے محفوظ کیا جائے گا۔

اس مقالہ کے مصنف تنظیم سازی کے انصاف کے متغیر اثرات پر تحقیقات کر رہے ہیں۔ اس سوالنامے کو بھرنے سے اس تحقیق میں حصہ لینے کے لئے متفق ہوں۔ سوالنامہ نے "یقیناً متفق" سے "یقیناً غیر متفق" تک استعمال ہونے والے 5 نکاتی لیکر پیمانے کو اپنایا ہے۔ ہر سوال میں، براہ مہربانی اس نمبر کو دائرہ کریں جو آپ کی رائے کو زیادہ درست طریقے سے ظاہر کرتی ہے۔

ڈیموگرافک سیکشن

براہ مہربانی مناسب باکس کو نشان زد کریں

جنس:	مرد	عورت			
اہلیت:	ماسٹر	ماسٹر آف سائنس	ڈاکٹر آف فلسفہ	پوسٹ ڈاکٹریٹ	
عمر	30-21	40-31	50-41	60-51	61 یا مزید
دور:	5 سال سے کم	10-5 سال	15-11 سال	20-16 سال	20 سال سے زیادہ
مقام:	لیکچرر	اسسٹنٹ پروفیسر	ایسوسی ایٹ پروفیسر	پروفیسر	

یہ سیکشن تنظیمی جسٹس سے متعلق ہے۔ ہر سوال کے لئے برائے مہربانی اس نمبر کو دائرہ کریں، جو آپ کی رائے کو ظاہر کرتی ہے۔

بہت زیادہ اختلاف ہے	اختلاف ہے	غیر جانبدار	اتفاق ہے	بہت زیادہ اتفاق ہے
5	4	3	2	1
میرے مالک نے کبھی غیر معمولی رائے رنی نہیں کی ہے۔				
5	4	3	2	1
میرے مالک میرے ساتھ مواصلات میں براہ راست رہتے ہیں۔				
5	4	3	2	1
میرے مالک صحیح طریقے سے مجھے فیصلہ کرنے کے طریقوں کے بارے میں مشورہ دیتے ہیں۔				
5	4	3	2	1
میں جاری طریقوں اور فیصلوں کے لئے اپنے نقطہ نظر اور احساسات کا اظہار کر سکتا/سکتی ہوں۔				

یہ سیکشن تنظیمی مواصلات سے متعلق ہے۔ ہر سوال کے لئے برائے مہربانی اس نمبر کو دائرہ کریں، جو آپ کی رائے کا ظاہر کرتی ہے۔

بہت زیادہ اختلاف ہے	اختلاف ہے	غیر جانبدار	اتفاق ہے	بہت زیادہ اتفاق ہے
5	4	3	2	1
جب میرے یا میرے کاموں سے متعلق فیصلے کئے جاتے ہیں تو میری رائے پر غور کیا جاتا ہے۔				
5	4	3	2	1
میں اس شعبے سے متعلق فیصلے کے بارے میں آگاہ ہوں جہاں میں کام کرتا/کرتی ہوں۔				
5	4	3	2	1
میرے کاموں سے متعلق ہدایات اور معلومات میرے نگران کے ذریعے مجھ تک بروقت انداز میں پہنچا دی جاتی ہیں۔				
5	4	3	2	1
محکموں کے درمیان طاقت اور ذمہ داری کی تقسیم کو صاف اور واضح انداز میں کیا جاتا ہے۔				

5	4	3	2	1	میں ملازمین کے لئے ترتیب کردہ تمام مواقع (اجلاسوں، سیمیناروں، وغیرہ) میں حصہ لینے کی کوشش کرنا/کرتی ہوں۔
5	4	3	2	1	میری انتظامیہ مجھے ان تک معلومات، رائے اور مسائل پہنچانے کے لئے حوصلہ افزائی کرتی ہے۔
5	4	3	2	1	مجھے ان محکموں کے ساتھ بھی مواصلات میں رہنے کی ضرورت ہے جو میرے محکمے سے مختلف ہیں۔
5	4	3	2	1	مجموعی طور پر میرے انسٹی ٹیوٹ میں دیگر محکموں کے ساتھ مواصلات تسلی بخش ہیں۔
5	4	3	2	1	میرے انسٹی ٹیوٹ کے اندر آمنے سامنے کی جانے والی مواصلات اچھی ہیں۔

یہ سیکشن پاور ڈسٹنس سے متعلق ہے۔ ہر سوال کے لئے برائے مہربانی اس نمبر کو دائرہ کریں، جو آپ کی رائے کا ظاہر کرتی ہے۔

بہت زیادہ اتفاق ہے	بہت زیادہ اختلاف ہے	غیر جانبدار	اتفاق ہے	بہت زیادہ اختلاف ہے	
5	4	3	2	1	میرے انسٹی ٹیوٹ میں، پوزیشن کے قطعے تمام ملازمین برابر حقوق رکھتے ہیں۔
5	4	3	2	1	میرے انسٹی ٹیوٹ میں تمام ملازمین کو باختیار بننے کا حق ہے۔
5	4	3	2	1	اس ادارے میں، سینئر اور جونیئر اساتذہ کے درمیان تعلقات کھلے اور دوستانہ ہیں۔
5	4	3	2	1	میرا انسٹی ٹیوٹ یقین رکھتا ہے کہ صلاحیتوں اور قابلیت کے ساتھ اقتدار آتا ہے۔

یہ سیکشن تنظیمی ڈھانچہ سے متعلق ہے۔ ہر سوال کے لئے برائے مہربانی اس نمبر کو دائرہ کریں، جو آپ کی رائے کو ظاہر کرتی ہے

بہت زیادہ اتفاق ہے	بہت زیادہ اختلاف ہے	غیر جانبدار	اتفاق ہے	بہت زیادہ اختلاف ہے	

اختلاف ہے					
5	4	3	2	1	میرا ادارہ آزادانہ طور پر فراہم کی جانے والی اہم مالیاتی معلومات کے ساتھ کھلے مواصلات کو فروغ دیتا ہے۔
5	4	3	2	1	میرا انسٹی ٹیوٹ مجھے آزادانہ طور پر اور آرام دہ ماحول میں کام کرنے کی اجازت دیتا ہے۔
5	4	3	2	1	میرا انسٹی ٹیوٹ کی ساخت پوزیشن کے بغیر ہر ایک کی رائے کی تعریف کرتا ہے۔
5	4	3	2	1	میرے انسٹی ٹیوٹ کا نظام پرانی پالیسیوں پر عمل کرنے کے بجائے نئی پالیسیوں (تبدیلی کے ماحول کے ساتھ) کی ترقی کے لئے لچکدار ہے۔
5	4	3	2	1	میرے انسٹی ٹیوٹ میں زور ہمیشہ چیزوں کو پورا اچھے طریقے سے کرنے پر دیا جاتا ہے بے شک ایسا سخت اصولوں کو اپنائے بغیر ہو۔
5	4	3	2	1	میرے انسٹی ٹیوٹ میں کوآپریٹو سسٹم اور غیر رسمی کنٹرول عام ہیں۔
5	4	3	2	1	اس ادارے میں، معاملات سے نمٹنے کے لئے (صورت حال کے مطابق) ایک مضبوط رجحان ہے۔
5	4	3	2	1	میرے انسٹی ٹیوٹ نے مجھے اپنے راستے میں آنے والی ضروریات سے نمٹنے کا طریقہ (تبدیلی کے حالات کے مطابق) سکھایا ہے۔

یہ سیکشن انعام کی تقسیم سے متعلق ہے۔ اس میں اضافی (مالی) اور داخلہ انعامات (موثر) شامل ہیں۔ ہر سوال کے لئے برائے مہربانی اس نمبر کو دائرہ کریں، جو آپ کی رائے کو ظاہر کرتی ہے۔

بہت زیادہ اتفاق ہے	بہت زیادہ اختلاف ہے	غیر جانبدار	اتفاق ہے	بہت زیادہ اتفاق ہے	
5	4	3	2	1	میرا کام مجھے اپنی صلاحیتوں کا استعمال کرنے کا موقع فراہم کرتا ہے۔

5	4	3	2	1	مجھے ان چیزوں کو کرنے کے لئے نہیں کہا جاتا جو میری اخلاقی اقدار کے خلاف ہوں۔
5	4	3	2	1	مجھے اپنے کام سے کامیابی اور بہتری کا احساس حاصل ہوتا ہے۔
5	4	3	2	1	میں اپنے فیصلے اور طریقوں کا استعمال کرنے کے لئے آزاد ہوں۔
5	4	3	2	1	میرا کام مجھے کام پر دوسروں کی مدد کرنے کا موقع فراہم کرتا ہے۔
5	4	3	2	1	میرا ادارہ میری صلاحیتوں کے ذریعے "ساتھیوں کے درمیان شہرت" حاصل کرنے کے لئے مجھے فروغ دیتا ہے۔
5	4	3	2	1	کام پر ایک دوسرے کے ساتھ ملنے کا ماحول اچھا ہے۔
5	4	3	2	1	مجھے کام پر مختلف چیزوں (جیسے سیمینارز، ورکشاپس) کا بندوبست کرنے کا موقع ملتا ہے۔
5	4	3	2	1	اپنے کام کے لئے جو انعام (تنخواہ کے لحاظ سے) مجھے حاصل ہوتا ہے وہ بہت خوشگوار ہے۔
5	4	3	2	1	فیصلے کرنے میں میرے رہنما قابل ہیں۔
5	4	3	2	1	میں اپنے انسٹی ٹیوٹ کی پالیسی سازی سے مطمئن ہوں۔
5	4	3	2	1	میرے انسٹی ٹیوٹ میں کام کرنے کے حالات بہترین اور اطمینان بخش ہیں۔

یہ سیکشن آپ کے انسٹی ٹیوٹ میں موجود اعتماد کی سطح سے متعلق ہے۔ ہر سوال کے لئے برائے مہربانی اس نمبر کو دائرہ کریں، جو آپ کی رائے کو ظاہر کرتی ہے۔

بہت زیادہ اتفاق ہے	بہت زیادہ اختلاف ہے	غیر جانبدار	اتفاق ہے	اختلاف ہے	بہت زیادہ اختلاف ہے
5	4	3	2	1	میرا یقین ہے کہ میرے مالکان بنیادی طور پر ایماندار ہیں۔
5	4	3	2	1	میں اپنے مالکان سے توقع رکھتا/رکھتی ہوں کہ وہ میرے ساتھ وقار اور احترام کا سلوک رکھیں گے۔
5	4	3	2	1	عام طور پر، میں یقین کرنا/کرتی ہوں کہ میرے مالکان کے مقاصد اور ارادے اچھے ہیں۔
5	4	3	2	1	میرا یقین ہے کہ میرے ساتھ اس انسٹی ٹیوٹ میں منصفانہ سلوک رکھا جاتا ہے۔

5	4	3	2	1	میرے انسٹی ٹیوٹ کے رہنما میرے ساتھ کھلے اور ایماندار ہیں۔
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آپ کے تعاون کے لئے شکریہ

APPENDIX II

QUESTIONNAIRE IN ENGLISH LANGUAGE

Factors affecting Organizational Justice in Higher Educational Institutes of Pakistan

Declaration: It is assured that all the information gathered from these questionnaires will be kept as anonymous and confidential. It will be securely stored according to the requirements of the University of Westminster, London, United Kingdom.

The author of this dissertation is conducting a research on the variables influencing perceptions of organizational justice. Thank you for agreeing to participate in this research by filling up this questionnaire. The questionnaire has adopted a 5-point Likert scale starting from “strongly agree” to “strongly disagree”. In each question, please circle the number which most accurately reflects your opinion.

Demographic Section

Please tick the appropriate box

Gender:	Male	Female			
Qualification:	Masters	Masters of Science	Doctor of Philosophy	Post Doctorate	
Age:	21-30	31-40	41-50	51-60	61 or more
Tenure:	Less than 5 years	5-10 years	11-15 years	16-20years	More than 20 years
Position:	Lecturer	Assistant Professor	Associate Professor	Professor	

This section is related to Organizational Justice. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My employer does not pass improper remarks or comments.	1	2	3	4	5
My employer has been direct in communications with me.	1	2	3	4	5
My employer correctly and reasonably advises me about the procedures leading to a decision.	1	2	3	4	5
I can express my views and feelings for ongoing procedures and decisions.	1	2	3	4	5

This section is related to organizational communication. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My opinions are considered when decisions related to me or my tasks are taken.	1	2	3	4	5
I am informed about the decisions taken related to the department I work for.	1	2	3	4	5
Instructions and information related to my tasks are conveyed to me by my superiors in a timely manner.	1	2	3	4	5
The power and responsibility distribution among departments have been done in a clear and precise way.	1	2	3	4	5
I try to participate in all kinds of occasions arranged for employees (meetings, seminars, etc.)	1	2	3	4	5
My management encourages me to convey information, opinions and problems to them.	1	2	3	4	5
I need to be in communication with departments which are different from the ones I deal with.	1	2	3	4	5

All in all, communications with other departments in my institute are satisfactory.	1	2	3	4	5
Face to face communications within my institute are also good.	1	2	3	4	5

This section is related to Power-Distance. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In my institute, all employees regardless of position, have equal rights.	1	2	3	4	5
All employees in my institute have right of being empowered (authority given to do task in their own way).	1	2	3	4	5
In this institute, relations among senior and junior teachers are open and friendly.	1	2	3	4	5
My institute believes that authority comes with the skills and abilities.	1	2	3	4	5

This section is related to organizational structure. For each question please circle the number that most reflects your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My institute promotes open communication with important financial information flowing quite freely throughout the organization.	1	2	3	4	5
My institute allows me to work freely both in formal and relaxed environment.	1	2	3	4	5
Structure of my institute appreciates everyone's opinion regardless of position.	1	2	3	4	5
Management of my institute is flexible to develop new policies (along with changing environment) rather than practising old ones.	1	2	3	4	5

The emphasis in my institute is always to get things done (perfectly) even if this means disregarding formal procedures.	1	2	3	4	5
Cooperative systems and informal controls are common in my institute.	1	2	3	4	5
There is a strong tendency to deal with the issues (according to situation).	1	2	3	4	5
My institute teaches me to deal with the requirements in my way (according to changing conditions).	1	2	3	4	5

This section is related to Reward Allocation. This includes extrinsic (monetary) and intrinsic rewards (motivational). For each question please circle the number that most reflects your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My job provides me the chance to utilize my abilities.	1	2	3	4	5
I am not asked to do things which go against my ethical values.	1	2	3	4	5
I get a feeling of accomplishment and improvement from the work I do.	1	2	3	4	5
I am free to use my own judgment and methods.	1	2	3	4	5
My job provides me the opportunity to help others at work.	1	2	3	4	5
My institute promotes me to attain “fame among colleagues” through my abilities.	1	2	3	4	5
The atmosphere of getting along with each other at work is good.	1	2	3	4	5
I get chance to arrange different things on job (like seminars, workshops).	1	2	3	4	5

The reward (in terms of salary) I get for my job done is quite pleasing.	1	2	3	4	5
My employer is competent in making decisions.	1	2	3	4	5
I am satisfied with my institute's policy making for reward allocation.	1	2	3	4	5
Working conditions in my institute are excellent and satisfactory.	1	2	3	4	5

This section is related to the level of trust you have in your institute. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe my employer is fundamentally honest.	1	2	3	4	5
I can expect my employer to treat me in a polite manner, with dignity and respect.	1	2	3	4	5
In general, I believe my employer's motives and intentions are good.	1	2	3	4	5
I have a faith that I am being treated fairly in my institute.	1	2	3	4	5
Leaders from my institute are open and honest with me.	1	2	3	4	5

THANKYOU FOR YOUR CONTRIBUTION

APPENDIX III
INTERVIEW SESSION
Confidentiality Assurance

Title of the dissertation: “Factors determining Organizations Justice in the top ten higher educational institutes of Pakistan”

Name and Position of Researcher: Nousheen Kanwal, Full-time PHD student, Westminster Business School, Marylebone Campus, University of Westminster, London, United Kingdom.

This form is to establish that any information collected for the dissertation is for research purposes only. All information provided will be treated with the up most confidentiality and will not be shared or published in any public form.

- All participants will be anonymous and referred to by codes in subsequent analysis and transcription.
- The analysis from all the research collected will only be viewed by the researcher, as well as the researcher’s employer, chairperson and an external examiner, for the purpose of grading only.
- It is researcher’s utmost responsibility to take care of your confidentiality and to assure you that this interview will not raise any issues to you existing job.
- If any doubt, employer can be directly contacted (details can be provided upon request).
- Copies of final findings of research and the dissertation can be provided upon request.

If you have any cause or concern, please e-mail me at: w1578671@my.westminster.ac.uk or dial +447854421212.

Interview Session

Duration: 40-50 Mins Approx.

Introductory Phase

- a) Familiarizing myself with interviewee to make him/her comfortable.
- b) Clarifying the purpose of research.
- c) Defining all phases of interview along with duration.
- d) Taking permission to record interview (if the interviewee is not comfortable with audio or video recording, it will be done via taking notes).
- e) Taking their concerns for preferable language (whether it is English or their native language Urdu).
- f) Highlighting to seek only the truth.
- g) Assuring the privacy and confidentiality. Explaining ethical considerations for interviewee's satisfaction.
- h) Asking to introduce themselves (gender, education, department, position, area of teaching, tenure of job, working part-time or full-time).

Interview Phase I

Here, the interviewer will briefly explain the concept of organizational justice before starting questions.

- a) What is your perception about justice in an organization? How can you relate it to yourself?
- b) Could you please explain how are you being treated in this institute? What role does your employer play in it?
- c) When did you last deal with a situation to receive any improper remarks from employer? (If you didn't, can you recall an incident you have witnessed in this institute)
- d) How do you think employers in your institute connect to all subordinates? (Please explain their behaviours in detail).
- e) What was the last time you have sensed any inequality in institute? Why did that happen and who was responsible for it?
- f) What makes you satisfied enough to work with this institute? Is it the fair treatment of your leadership?
- g) How would you define your satisfaction level regarding salary as compared to the efforts you put in?
- h) What sort of interaction, management makes to satisfy you regarding clear procedures of institute?

- i) Please explain a situation where you made a valuable contribution to the decision taken by employers?

Interview Phase II

The interviewer will briefly explain the concept of organizational communication in this phase.

- a) What is the situation of communication in your institute? How do relate it with yourself?
- b) What is the level of appreciation and value you get for your honest opinions? Please explain a recent situation that you have faced.
- c) When was the last time you informed employer about your personal opinions regarding important decisions? How did they take it?
- d) How well are you informed about the decisions to be taken for your department?
- e) How restricted is the guidance, you get from employer in order to perform a task? (can you please it explain with an example)
- f) How do you deal with the situation when you realize that the message you were trying to pass on was not communicated well?
- g) What kind of communication (verbal, non-verbal, face to face) you think is difficult? What makes it uncomfortable?
- h) How does your employer encourage you to communicate with other departments as well?
- i) What challenges have occurred while you coordinate work with other units, departments, and/or divisions?
- j) What are your preferences to communicate occasionally with others at work? (some examples are to attend seminars, meetings, tea time discussions etc.) (how do you utilize these mediums).

Interview Phase III

The interviewer will briefly explain the concept of power distance and will clear every doubt before asking questions regarding this phase.

- a) How do you think power or authority (according to position) can contribute in the benefit of an organization?
- b) How does your employer use their power/authority to make or implement a decision? How do they involve you in the process?
- c) Please explain how flexibly can you use the authorities you have in this institute? (Give me an example of when was the last time you made a decision)
- d) What role do you think your employer plays in your daily tasks?

- e) Is it possible for you to remember a situation when you thought your employer was friendly and open to share an important decision with you? Tell me the complete story.
- f) What is the possibility in this institute to achieve power with one's abilities?
- g) How does your institute obey the rules of "equal rights" (Can you please explain a situation when you have witnessed the acceptance or denial of these rules?)

Interview Phase IV

Before starting this phase, a brief explanation will be given related to the concept of Organizational Structure.

- a) How important do you think a structure of an organization is to survive in this competitive environment?
- b) What are the mission and vision of your institute and how does it manage to achieve them?
- c) How do you see the financial policies are working in your institute? To what extent the flow of these policies is transparent?
- d) How much importance does your institute give their employees while taking an important decision? (explain with example if this has happened to you)
- e) How much flexibility do you get to interact with colleagues during working hours? How do you utilize it to be more productive?
- f) Why do you think this institute should promote creating new policies instead of practising old ones? How did you make a contribution in this process?
- g) How strict are the rules in this institute to complete the task? (Explain briefly about deadlines, strict instructions, flexibility, work burden, exhaustion)
- h) What improvements do you think can be made in this institute's structure to enhance your work capacity?

Interview Phase V

A brief explanation will be given here about the concept and types of reward allocation and further questions will be asked.

- a) What is your perception about reward allocation in an organization?
- b) What role do you think rewards play to motivate and enhance performance?
- c) What is your opinion about this statement "performance increase as rewards increase"? (Did you ever experience that? Or please tell me if you have witnessed such situation in this institute)
- d) Have you ever received rewards except your salary here in this institute? If so, have you felt that receiving rewards increase the quality/quantity of work you are producing?

- e) In your opinion, how does performance related pay effect an employee's performance? How does it encourage them to show more initiative?
- f) As I have differentiated two types of rewards (monetary or intrinsic) for you, which one do you think satisfies you more and why is that?
- g) When was the last time you felt that feeling of accomplishment was more effective then financial incentives you get in this institute? (can you please give an example)
- h) How do you think the fair procedures and distributions of rewards can make you help others at work?
- i) What was the last time when you thought this job had raised an ethical issue for you?
- j) How much are you satisfied with the reward allocation policy of this institute?

Interview Phase VI

In last phase of interview, the interviewer will explain the concept briefly of organizational trust and then starts the questions.

- a) How do you see trust in an organization?
- b) How do you see your relationship with your colleagues and employers? (How much similarities you both have)
- c) What is you're feeling about the employer for applying "equality rule" (with fair motives and intention) to everyone? (please explain with your experience)
- d) To what extent you believe that teachers are integrated and encouraged to contribute in this institute?
- e) How does your employer promote your opinions and suggestions related to innovation, creativity and improvement? (explain a situation when this has happened)
- f) Could you please explain when was the last time you encountered a problem and felt free to discuss it with your employer?

A Thankyou Note

To Whom It May Concern:,

Thank you for your willingness to participate in my study while sharing your experiences and competencies. I greatly appreciate that you took out some time from your busy schedule to meet me and shared your thoughts, which were extremely informative and useful for my research.

You can feel free to contact me for details of findings once all data analysis procedure is done, I shall be more than happy to share the results. Thank you once again.

With warm regards,

Nousheen Kanwal

APPENDIX IV

PILOT INTERVIEW SESSION

Interview Session 4

Introductory Phase

Gender: Male

Age: 30

Education: Masters of Science

Not comfortable with Audio or Video Recording

Language Preference: English

Job Tenure: Less than 5 years

Working as Part Time

Estimated Interview Duration: 80 Mins

Interview Phase I

Here, the interviewer will briefly explain the concept of organizational justice before starting questions.

- a) What is your perception about justice in an organization? How can you relate it to yourself?**

Answer: Justice is being able to challenge authority and knowing you will be treated fairly, even if this may cause a problem for the company itself.

- b) Could you please explain how are you being treated in this institute? What role does your employer play in it?**

Answer: I am disappointed with my treatment in my role. I feel I am underappreciated and often overlooked by my employer.

- c) When did you last deal with a situation to receive any improper remarks from employer? (If you didn't, can you recall an incident you have witnessed in this institute).**

Answer: I have raised grievances in the past with my employer concerning unfair treatment in the workplace and none of these have been adequately addressed.

- d) How do you think employers in your institute connect to all subordinates? (Please explain their behaviours in detail).**

Answer: I feel that so long as employees do what employers ask of them, the employers take very little interest in how their workers are feeling or any problems they are experiencing.

e) What was the last time you have sensed any inequality in institute? Why did that happen and who was responsible for it?

Answer: I have been passed over several times for senior teaching positions in favour of younger, less experienced teachers who have garnered favour with my employer.

f) What makes you satisfied enough to work with this institute?

Answer: I am very unsatisfied at the moment. I stay because the employment market for other opportunities is poor right now.

g) How would you define your satisfaction level regarding salary as compared to the efforts you put in?

Answer: I have not received a substantial pay raise in nearly ten years. This coupled with rising inflation in Pakistan means that I actually earn less than I did ten years ago in real terms.

h) What sort of interaction management makes to satisfy you regarding clear procedures of institute?

Answer: Clear management styles where agendas are set and recorded, and staff feel they can voice any concerns they have without fear of being later reprimanded.

i) Please explain a situation where you made a valuable contribution to the decision taken by employers?

Answer: I recently asked for minutes of meetings to be emailed to all staff members after staff meetings which has now been taken up.

Interview Phase II

The interviewer will briefly explain the concept of organizational communication in this phase.

a) What is the situation of communication in your institute? How do relate it with yourself?

Answer: Communication in my institute is not very clear and it is difficult to gage what each section of my department is doing. It's quite tribal in that sense.

b) What is the level of appreciation and value you get for your honest opinions? Please explain a recent situation that you have faced.

Answer: I do not feel my opinions are appreciated. My employers are reluctant to hear any kind of criticism or constructive feedback as they take it personally, rather than in the spirit intended which is to help improve the workplace.

c) When was the last time you informed employer about your personal opinions regarding important decisions? How did they take it?

Answer: It has been a while since I informed my employer of my personal opinions as they are not appreciated or acted upon. The last time was when I brought up the issue of paid cover for classes as there seemed to be differences in what teachers were being paid to stand in. I have not been offered paid cover since.

d) How well are you informed about the decisions to be taken for your department?

Answer: I only tend to know about decisions after the matter has been implemented by the board. This tends to be in the form of staff emails.

e) How restricted is the guidance, you get from employer in order to perform a task? (can you please it explain with an example).

Answer: Guidance is restrictive and there are strict rules about how we should teach in the classroom for example. We are not allowed to deviate from the lesson plan provided to us, even if it is not the most effective method.

f) How do you deal with the situation when you realize that the message you were trying to pass on was not communicated well?

Answer: Previously I would try to reiterate my point, but now I will avoid repeating myself to seniors. With colleagues I feel I can talk more openly and directly.

g) What kind of communication (verbal, non-verbal, face to face) you think is difficult? What makes it uncomfortable?

Answer: Verbal communication is difficult as it usually in a team setting and the management do not like to be challenged on decisions.

h) How does your employer encourage you to communicate with other departments as well?

Answer: This is done mostly by email and only when necessary. Our operations tend to work independently from each other.

i) What challenges have occurred while you coordinate work with other units, departments, and/or divisions?

Answer: The issue of budgets and which department pays for which resources regularly comes up whenever we coordinate with other departments.

j) What are your preferences to communicate occasionally with others at work? (some examples are to attend seminars, meetings, tea time discussions etc.) (how do you utilize these mediums).

Answer: I prefer to communicate with others during break time discussions or one to one emails to avoid being challenged by my superiors.

Interview Phase III

The interviewer will briefly explain the concept of power distance and will clear every doubt before asking questions regarding this phase.

a) How do you think power or authority (according to position) can contribute in the benefit of an organization?

Answer: Authority is only useful if it used correctly and not abused. I think if it is abused it is detrimental to an organisation.

b) How does your employer use their power/authority to make or implement a decision? How do they involve you in the process?

Answer: I am not normally involved at all. Decisions are implemented from above and staff are notified of this after the fact.

- c) Please explain how flexibly can you use the authorities you have in this institute? (Give me an example of when was the last time you made a decision)**

Answer: The authorities in my place of work are notoriously inflexible. Any change must be made via senior managers rather than at a peer-to-peer level. The decisions I make are small and mostly concern how best to assist my students.

- d) What role do you think your employer plays in your daily tasks?**

Answer: Very little other than informing me on upcoming changes being made at my place of work. Most of these mean more work for no more pay.

- e) Is it possible for you to remember a situation when you thought your employer was friendly and open to share an important decision with you?**

Answer: Tell me the complete story. I do not recall such a situation. They are polite, but I would not regard them as friendly – everything is run like a business.

- f) What is the possibility in this institute to achieve power with one's abilities?**

Answer: I think where I work it is more a case of who you know than what you know. If you can ingratiate yourself to the right people that will help you succeed quicker than abilities.

- g) How does your institute obey the rules of “equal rights” (Can you please explain a situation when you have witnessed the acceptance or denial of these rules?)**

Answer: I am not aware of any direct equal rights violations. However, I do know that staff morale in my department is low.

Interview Phase IV

Before starting this phase, a brief explanation will be given related to the concept of Organizational Structure.

- a) How important do you think a structure of an organization is to survive in this competitive environment?**

Answer: I think an effective structure is more important than ever. Our sector is increasingly competitive and poor structures and practices reduce the quality of our students.

b) What are the mission and vision of your institute and how does it manage to achieve them?

Answer: We don't have a written mission as far as I am aware, but I suspect it is to have the strongest teaching faculty possible in order to attract top calibre students.

c) How do you see the financial policies are working in your institute? To what extent the flow of these policies is transparent?

Answer: The financial policies do not work at my institute. A number of my colleagues have left due to pay and lack of advancement issues. There is little transparency.

d) How much importance does your institute give their employees while taking an important decision? (explain with example if this has happened to you).

Answer: Employees are given little say in making important decisions. In instances where I have tried to effect change I have been challenged and nothing has come of it – for instance trying to diversify lesson deliveries.

e) How much flexibility do you get to interact with colleagues during working hours? How do you utilize it to be more productive?

Answer: Colleagues interact mainly in work meetings and during lunch breaks. During those times we normally check in with each other's class progression, highlight problem issues and students, and coordinate work.

f) Why do you think this institute should promote creating new policies instead of practising old ones? How did you make a contribution in this process?

Answer: New policies are needed to stop the rapid number of people leaving the department for jobs elsewhere. This has been brought up in staff meetings but no strategy is in place yet.

g) How strict are the rules in this institute to complete the task? (Explain briefly about deadlines, strict instructions, flexibility, work burden, exhaustion).

Answer: Rules are very strict. For example, deadlines for exam paper marking are closely monitored and there is an expectation to remain in office beyond stipulated working hours.

- h) What improvements do you think can be made in this institute's structure to enhance your work capacity?**

Answer: A clearer pay progression chart and greater transparency would help the institution's structure and build trust.

Interview Phase V

A brief explanation will be given here about the concept and types of reward allocation and further questions will be asked.

- a) What is your perception about reward allocation in an organization?**

Answer: I think rewards are a good element of strong management, but it is important to feel valued and given a voice in how things are run.

- b) What role do you think rewards play to motivate and enhance performance?**

Answer: They can help in financial terms and get people to work longer hours.

- c) How do you feel when you receive any type of rewards in your institute?**

Answer: I feel more valued and better appreciated as a professional.

- d) What is your opinion about this statement "performance increase as rewards increase"? (Did you ever experience that? Or please tell me if you have witnessed such situation in this institute).**

Answer: I think this is true only to a certain degree. I have not seen a pay rise in many years, but if I was given more input into how the department is run I think my performance would also improve.

- e) Have you ever felt that receiving rewards increase the quality/quantity of work you are producing? (when did that happen, explain briefly).**

Answer: I have not received any awards per se, so I cannot directly comment on this. However, I believe in many workplaces rewards lead to workers producing better quality output.

- f) In your opinion, how does performance related pay effect an employee's performance? How does it encourage them to show more initiative?**

Answer: I think again it comes down to clarity and transparency. If a worker can see what they need to do in order to receive a pay raise they will be more inclined to meet those objectives.

g) As I have differentiated two types of rewards (monetary or intrinsic) for you, which one do you think satisfies you more and why is that?

Answer: Intrinsic is more important in the long-run as one must feel valued and respected in order to feel emotionally invested in a place of work.

h) When was the last time you felt that feeling of accomplishment was more effective than financial incentives you get in this institute? (can you please give an example).

Answer: Frequently with my students, for example when they score highly in their exams.

i) How do you think the fair procedures and distributions of rewards can make you help others at work?

Answer: Fair distribution builds trust and having clear procedures for this increases accountability. These are both good for staff morale.

j) What was the last time when you thought this job had raised an ethical issue for you? (If you did not face it, can you please give an example from your surroundings).

Answer: I think the fact that staff voices are not being heard by senior management is an ethical issue, as teachers know what is best for their students learning outcomes.

k) How much are you satisfied with the reward allocation policy of this institute?

Answer: The reward allocation policy of my institute is not clear and I feel biased, therefore I am less satisfied than I should be.

Interview Phase VI

In last phase of interview, the interviewer will explain the concept briefly of organizational trust and then starts the questions.

a) How do you see trust in an organization? (can you please explain your point of view on this).

Answer: Trust comes from understanding between team members and seniors. It is based on shared values, respect and a willingness to listen to each other.

b) How do you see your relationship with your colleagues and employers? (How much similarities you both have)

Answer: I have a good working relationship with my colleagues as we share similar professional interests. I however feel at great distance from my employers.

c) Could you please explain a situation when you genuinely expressed your feelings to the employer even when they were not positive?

Answer: As mentioned earlier, I raised the issue of pay rates for paid teaching cover as these were not clear and inconsistencies in pay were arising.

d) What is you're feeling about the employer for applying "equality rule" (with fair motives and intention) to everyone? (please explain with your experience).

Answer: I do not feel that my employer uses equality rules as some staff members receive preferential treatment over others in terms of extra pay for work and advancement opportunities.

e) To what extent you believe that teachers are integrated and encouraged to contribute in this institute? (Please explain this with an example)

Answer: I do not believe that teachers are encouraged to contribute to this institute other than to deliver the lessons we are assigned to students.

f) How does your employer promote your opinions and suggestions related to innovation, creativity and improvement? (explain a situation when this has happened).

Answer: This has not happened in my case.

g) Could you please explain when was the last time you encountered a problem and felt free to discuss it with your employer?

Answer: I only share issues with my employer when I feel I have no other option of resolving the issue through my peers. The last instance of this would have been when I raised paid cover for teaching discrepancies.

APPENDIX V

PILOT STUDY QUESTIONNAIRE SAMPLE

Questionnaire

Factors affecting Organizational Justice in Higher Educational Institutes of Pakistan

Declaration: It is assured that all the information gathered from these questionnaires will be kept as anonymous and confidential. It will be securely stored according to the requirements of the University of Westminster, London, United Kingdom.

The author of this dissertation is conducting a research on the variables influencing perceptions of organizational justice. Thank you for agreeing to participate in this research by filling up this questionnaire. The questionnaire has adopted a 5-point Likert scale starting from "strongly agree" to "strongly disagree". In each question, please circle the number which most accurately reflects your opinion.

Demographic Section

Please tick the appropriate box

Gender:	<input checked="" type="radio"/> Male	<input type="radio"/> Female			
Qualification:	<input type="radio"/> Masters	<input type="radio"/> Masters of Science	<input checked="" type="radio"/> Doctor of Philosophy	<input type="radio"/> Post Doctorate	
Age:	<input type="radio"/> 21-30	<input type="radio"/> 31-40	<input type="radio"/> 41-50	<input type="radio"/> 51-60	<input checked="" type="radio"/> 61 or more
Tenure:	<input type="radio"/> Less than 5 years	<input type="radio"/> 5-10 years	<input type="radio"/> 11-15 years	<input type="radio"/> 16-20years	<input checked="" type="radio"/> More than 20 years
Position:	<input type="radio"/> Lecturer	<input type="radio"/> Assistant Professor	<input type="radio"/> Associate Professor	<input checked="" type="radio"/> Professor	

This section is related to Organizational Justice. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My employer does not pass improper remarks or comments.	1	2	3	<input checked="" type="radio"/> 4	5
My employer has been direct in communications with me.	1	2	3	4	<input checked="" type="radio"/> 5
My employer correctly and reasonably advises me about the procedures leading to a decision.	1	2	3	<input checked="" type="radio"/> 4	5
I can express my views and feelings for ongoing procedures and decisions.	1	2	3	<input checked="" type="radio"/> 4	5

This section is related to organizational structure. For each question please circle the number that most reflects your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My institute promotes open communication with important financial information flowing quite freely throughout the organization.	1	2	3	4	5
My institute allows me to work freely both in formal and relaxed environment.	1	2	3	4	5
Structure of my institute appreciates everyone's opinion regardless of position.	1	2	3	4	5
Management of my institute is flexible to develop new policies (along with changing environment) rather than practising old ones.	1	2	3	4	5
The emphasis in my institute is always to get things done (perfectly) even if this means disregarding formal procedures.	1	2	3	4	5
Cooperative systems and informal controls are common in my institute.	1	2	3	4	5
There is a strong tendency to deal with the issues (according to situation).	1	2	3	4	5
My institute teaches me to deal with the requirements in my way (according to changing conditions).	1	2	3	4	5

This section is related to Reward Allocation. This includes extrinsic (monetary) and intrinsic rewards (motivational). For each question please circle the number that most reflects your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My job provides me the chance to utilize my abilities.	1	2	3	4	5
I am not asked to do things which go against my ethical values.	1	2	3	4	5
I get a feeling of accomplishment and improvement from the work I do.	1	2	3	4	5
I am free to use my own judgment and methods.	1	2	3	4	5
My job provides me the opportunity to help others at work.	1	2	3	4	5
My institute promotes me to attain "fame among colleagues" through my abilities.	1	2	3	4	5
The atmosphere of getting along with each other at work is good.	1	2	3	4	5
I get chance to arrange different things on job (like seminars, workshops).	1	2	3	4	5

This section is related to organizational communication. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My opinions are considered when decisions related to me or my tasks are taken.	1	2	3	4	5
I am informed about the decisions taken related to the department I work for.	1	2	3	4	5
Instructions and information related to my tasks are conveyed to me by my superiors in a timely manner.	1	2	3	4	5
The power and responsibility distribution among departments have been done in a clear and precise way.	1	2	3	4	5
I try to participate in all kinds of occasions arranged for employees (meetings, seminars, etc.)	1	2	3	4	5
My management encourages me to convey information, opinions and problems to them.	1	2	3	4	5
I need to be in communication with departments which are different from the ones I deal with.	1	2	3	4	5
All in all, communications with other departments in my institute are satisfactory.	1	2	3	4	5
Face to face communications within my institute are also good.	1	2	3	4	5

This section is related to Power-Distance. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In my institute, all employees regardless of position, have equal rights.	1	2	3	4	5
All employees in my institute have right of being empowered (authority given to do task in their own way).	1	2	3	4	5
In this institute, relations among senior and junior teachers are open and friendly.	1	2	3	4	5
My institute believes that authority comes with the skills and abilities.	1	2	3	4	5

The reward (in terms of salary) I get for my job done is quite pleasing.	1	2	3	4	5
My employer is competent in making decisions.	1	2	3	4	5
I am satisfied with my institute's policy making for reward allocation.	1	2	3	4	5
Working conditions in my institute are excellent and satisfactory.	1	2	3	4	5

This section is related to the level of trust you have in your institute. For each question please circle the number that most reflects your opinion :

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe my employer is fundamentally honest.	1	2	3	4	5
I can expect my employer to treat me in a polite manner, with dignity and respect.	1	2	3	4	5
In general, I believe my employer's motives and intentions are good.	1	2	3	4	5
I have a faith that I am being treated fairly in my institute.	1	2	3	4	5
Leaders from my institute are open and honest with me.	1	2	3	4	5

THANKYOU FOR YOUR CONTRIBUTION

APPENDIX VI

Application for Data Collection

30th June 2017

To Whom It May Concern

It is stated that I am a student undertaking Doctor of Philosophy (PhD) degree at the University of Westminster, London, United Kingdom. This is my second year of study and I am now entering in the phase of data collection. As a compulsory requirement of my degree I am conducting a research titled: "Factors determining Organizational Justice in the top ten higher educational institutes of Pakistan". Major purpose of this study is to improve the situation of organizational justice for faculty members of higher educational universities. However, researcher is interested to know how different factors are affecting the perception of organizational justice for your faculty members. As this is a random sampling so no specific department will be targeted, survey and interviews will be done randomly.

Prior to undertaking the study, as your institute is amongst the top ten according to HEC (Higher Education Commission), I need your agreement/consent to approach faculty members of your university. It is to make sure that every ethical issue will be considered while collecting data and all the data collection will be done in convenient and natural environment. I reassure that privacy and confidentiality of data collected from faculty members will be my first priority. I would also like to assure that precious time of faculty members will not be disrupted, and proper appointments will be taken before conducting interviews.

Lastly, a recommendation letter from my supervisor is also attached with this application. In case of any doubt, my supervisor can be directly contacted. I had applied my ethics approval form for my study and it has been already signed off so, there is no issue from my university.

I request you to please sign and stamp this application to confirm my entrance and permission for data collection from your university so that I can continue to start my questionnaire and interviews questions development stage. Please consider this application as soon as possible as I am currently at critical stage of my up gradation from Mphil to PHD.

I look forward to hearing from you.

Yours Sincerely

Nousheen Kanwal



University's Stamp and Signature

w1578671@my.westminster.ac.uk

+447854421212

APPENDIX VII
Recommendation Letter
By Mam Katalin Illes

**WESTMINSTER
BUSINESS SCHOOL**

26th of June 2017

To Whom It May Concern,

This is to confirm that Mrs Nousheen Karwal is a second year PhD student at the University of Westminster in London. She is working on her thesis on Organisational Justice under my supervision. The title of her research is "Factors determining Organizational Justice in the top ten higher educational institutions of Pakistan". She is ready to collect her empirical data from teachers in highly regarded universities in Pakistan. Her specific data will be kept confidential, however her overall findings and her final thesis will be shared with participating universities.

I would be grateful if you could participate and support Mrs Karwal's research.
If you have any further questions please do not hesitate to contact me directly.

Yours sincerely,



Dr Katalin Illes
Acting Head of Department
Leadership and Professional Development
University of Westminster
Westminster Business School
35 Marylebone Road
London
NW1 5LS

Email: k.illes@westminster.ac.uk
Tel: +44 20 350 66728

**UNIVERSITY OF
VISION
STRATEGY
OPPORTUNITY
WESTMINSTER**

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F: +44 (0)20 7911 5839
E: W@S@registry@westminster.ac.uk
westminster.ac.uk/wbs

A charity and a company limited by guarantee
Registered number: 073118 England
Registered office: 200 Regent Street London W1B 2AH

APPENDIX VIII

SAMPLE APPROVALS FROM INSTITUTES

30th June 2017

To Whom It May Concern

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I look forward to hearing from you.

Yours Sincerely

Nousheen Kanwal

Nousheen Kanwal

w1578671@my.westminster.ac.uk
+447854421212

University's Stamp and Signature

Allowed. However, questionnaire will also be collected from departments before collection of data.

(Signature)

14-12-17

To,

Quaid-e-Azam University
Islamabad

To Whom It May Concern

It is stated that I am a student undertaking Doctor of Philosophy (PhD) degree at the University of Westminster, London, United Kingdom. This is my second year of study and I am now entering in the phase of data collection. As a compulsory requirement of my degree I am conducting a research titled: "Factors determining Organizational Justice in the top ten higher educational institutes of Pakistan". Major purpose of this study is to improve the situation of organizational justice for faculty members of higher educational universities. However, researcher is interested to know how different factors are affecting the perception of organizational justice for your faculty members. As this is a random sampling so no specific department will be targeted, survey and interviews will be done randomly.

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I look forward to hearing from you.

Yours Sincerely

Nousheen Kanwal

Nousheen

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+447854421212

University's Stamp and Signature

Alam
Researcher
PHD
as soon as possible

Nousheen
0333-5993246

VC Secretariat	.....
Diary No.....	Date.....
PSO to VICE Chancellor	.....
Pro VC Sect.....	.....
Registrar	.....
Controller of Examination	.....
Dir. Admin & Coord	.....
Dir. Human Resource	.....
Dir. Media & Publication	.....
Media Cell	.....
Entrance Test Cell	.....
PG Entrance Test Cell	.....
President's Office	.....
Bursar & Accounts

*Please comment
2
4-7-17*

4th July 2017

To Whom It May Concern

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*vc-1999
5-7-17*

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I look forward to hearing from you.

Yours Sincerely

Nousheen Kanwal

NKanwal

University's Stamp and Signature

*0321 8805239
Sidra Butt
(Sect)*

*Ahmed
Dr. Mujtaba to
w-ndurele
14-7-17
Dr. Mujtaba*

w1578671@my.westminster.ac.uk
+447854421212

To,

The chairperson DPCC
Punjab University,
Quaid-e-Azam Campus, Lahore.

4th July 2017

To Whom It May Concern

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I look forward to hearing from you.

Yours Sincerely

Sidra Nousheen Kanwal
0321-8605239

Nousheen Kanwal

University's Stamp and Signature

A. Akbar
Chairperson DPCC
University of the Punjab
Lahore
6/7/17

w1578671@my.westminster.ac.uk
+447854421212

4th July 2017

To Whom It May Concern

It is stated that I am a student undertaking Doctor of Philosophy (PhD) degree at the University of Westminster, London, United Kingdom. This is my second year of study and I am now entering in the phase of data collection. As a compulsory requirement of my degree I am conducting a research titled: "Factors determining Organizational Justice in the top ten higher educational institutes of Pakistan". Major purpose of this study is to improve the situation of organizational justice for faculty members of higher educational universities. However, researcher is interested to know how different factors are affecting the perception of organizational justice for your faculty members. As this is a random sampling so no specific department will be targeted, survey and interviews will be done randomly.

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I look forward to hearing from you.

Yours Sincerely

Nousheen Kanwal

Nousheen Kanwal

w1578671@my.westminster.ac.uk
+447854421212

Agree & allowed

Nousheen Kanwal

University's Stamp and Signature 14/7/17

Vice Chancellor
University of Veterinary and Animal Sciences
Lahore, Pakistan



APPENDIX IX

Classification of Interview Respondents

Identities	Gender	Age	Position	Education	Language Preference	Estimated Time	Job Tenure
Respondent 1	Male	38	Lecturer	Masters	Urdu	60	Less than 1 Year
Respondent 2	Male	42	Lecturer	Masters of Science	Urdu	70	More than 5 years
Respondent 3	Male	40	Lecturer	Masters of Science	Urdu	50	More than 6 years
Respondent 4	Male	56	Professor	Post Doctorate	English	40	More than 20 years
Respondent 5	Male	45	Professor	PhD	Urdu	60	Almost 6 Years
Respondent 6	Female	35	Assistant Professor	Masters of Science	Urdu	60	More than 10 years
Respondent 7	Male	29	Lecturer	Masters of Science	Urdu	60	Less than 1 Year
Respondent 8	Male	35	Lecturer	MPhil	English	55	More than 5 years
Respondent 9	Female	28	Lecturer	Masters	English	75	Almost a year
Respondent 10	Male	30	Associate Professor	Masters	Urdu	60	Less Than one year
Respondent 11	Male	60	Professor	Masters	English	80	More than 12 years

Respondent 12	Female	29	Lecturer	Post Doctorate	English	60	Less than a year
Respondent 13	Male	38	Assistant Professor	MPhil	Urdu	60	Almost 5 years
Respondent 14	Female	35	Associate Professor	PhD	Urdu	70	More than a year
Respondent 15	Female	40	Associate Professor	PhD	Urdu	60	More than 6 years
Respondent 16	Female	38	Lecturer	Masters	Urdu	60	More than 5 years
Respondent 17	Male	32	Assistant Professor	Masters	English	70	Less than 5 years
Respondent 18	Male	35	Assistant Professor	MPhil	English	60	More than a year
Respondent 19	Male	34	Lecturer	Masters	Urdu	50	More than 2 years
Respondent 20	Female	30	Lecturer	Masters	Urdu	60	More than 5 years
Respondent 21	Male	50	Professor	PhD	Urdu	55	More than 5 years
Respondent 22	Male	44	Lecturer	Masters of Science	Urdu	60	More than a year
Respondent 23	Female	55	Lecturer	Masters of Science	English	60	More than 2 years
Respondent 24	Female	32	Associate Professor	MPhil	English	40	Less than 5 years

Respondent 25	Female	40	Lecturer	Masters	English	60	Less than 1 Year
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**APPENDIX X
CODEBOOK**

Name	Files	References
interviews for auto coding	0	0
OC1 What is the situation of communication in your institute How do relate it with yourself	1	25
delay in communication with superior (vertical)	1	12
good condition	1	7
good with colleagues (horizontal)	1	11
neutral	1	4
poor communication	1	4
tech issue	1	1
vague	1	1
OC10 What are your preferences to communicate occasionally with others at work (some examples are to attend seminars, meetings, tea time discussions etc.) (how do you utilize these mediums).	1	25
formal meetings	1	2
minute meetings	1	4
with management	1	2
informal meetings	0	0
free times	1	2
making team plans and gathering lessons	1	5
quick discussions	1	2
to check upcoming issues	1	2
neutral	1	4
structured meetings, seminars	1	2
seminars	1	1
OC2 What is the level of appreciation and value you get for your honest opinions Please explain a recent situation that you have faced.	1	25
appreciated	1	3

Name	Files	References
ageism issue pointed out	0	0
curriculum change	1	2
extra work at weekend	0	0
heard but not acted upon	1	2
if constructive	1	2
time saving technology intro	1	1
neutral	1	2
not appreciated	1	2
change	1	2
module change	1	1
complaint procedure idea unheard	0	0
job security	1	1
unheard opinion, no authority to speak	1	9
OC3 When was the last time you informed employer about your personal opinions regarding important decisions	1	25
informed and appreciated	1	8
neutral	1	6
new employee	1	1
no dir contact with employer	1	2
not appreciated, unheard	1	9
OC4 How well are you informed about the decisions to be taken for your department	1	25
informed when decision is made	1	13
pushed through last minute	1	1
not informed	1	4
no power to intervene	1	3
selected members are informed	1	1
some decisions and targets are not achievable	1	2
well informed	1	3
got to know about major changes thorough representative	1	1
team meetings and documentations	1	1
weekly e-bulletins	1	1
OC5 How restricted is the guidance, you get from employer in order to perform a	1	25

Name	Files	References
task (can you please it explain with an example)		
formalized guidance	1	3
less guidance creates problems	1	4
neutral	1	1
not restricted	1	4
able to change procedure to deliver lessons	1	2
important guideline provided	1	10
new workers should beware	1	1
not res but standardized	1	1
very restrictive	1	3
OC6 How do you deal with the situation when you realize that the message you were trying to pass on was not communicated well	1	25
clarify it again	1	15
depends on situation	1	2
disability	1	1
doesn't respond to the situation, do not try again	1	5
never happened	1	2
OC7 What kind of communication (verbal, non-verbal, face to face) you think is difficult What makes it uncomfortable	1	25
depends on person and situation	1	2
f2f comm	1	3
no issues	1	8
non-verbal	1	12
verbal	1	4
OC8 How does your employer encourage you to communicate with other departments as well	1	25
depts are separate	1	1
encouraged to attend seminars	1	1
for particular task	1	1
instant messaging group	1	2
mgt team arranges	1	1
no encouragement, interest frm employer	1	8

Name	Files	References
occasionally	1	3
some informal networks	1	2
termly meetings	1	5
very good comm	1	1
OC9 What challenges have occurred while you coordinate work with other units, departments, and/or divisions	1	25
annoying, poor comm	1	2
hierarchy	1	2
no issue	1	2
not applicable	1	2
time management	1	10
unknown to each other, subject differences	1	5
OJ1 (What is your perception about justice in an organization How can you relate it to yourself)	1	25
fair treatment	1	11
accountability	1	5
mutual respect	1	1
protection. Legality	1	5
security	1	3
job insecurity	1	2
set of rules	1	1
OJ2 (Could you please explain how are you being treated in this institute What role does your employer play in it)	1	25
gender discrimination	1	4
positively treated	1	9
Neutral	1	5
Progress in career, increments	1	5
raising voice	1	1
unfairly treated	1	6
OJ3 (When did you last deal with a situation to receive any improper remarks from employer (If you didn't, can you recall an incident you have witnessed in this institute)	1	25
ageist	0	0
class resources	1	1
no issues	1	8

Name	Files	References
pension disputes	1	1
personal issues	1	9
Unions	1	2
OJ4 (How do you think employers in your institute connect to all subordinates (Please explain their behaviors in detail)	1	25
Direct connection with employer	1	4
hierarchies	1	4
in group meetings	1	1
neutral	1	1
no link with employer	1	6
personal relationship preference	1	2
Through intermediaries or management	1	7
OJ5 (What was the last time you have sensed any inequality in institute Why did that happen and who was responsible for it)	1	25
ageism	1	2
favoritism	1	6
gender discrimination	1	3
job insecurity	1	2
neutral	1	2
new employee	1	4
personal relations	1	1
sexist remark, racism	1	4
OJ6 (What makes you satisfied enough to work with this institute Is it the fair treatment of your leadership)	1	25
better communication	1	1
competitive pay, lack of opportunity	1	12
convenience	1	2
encouraging colleagues (communication)	1	4
neutral	1	1
Not fairly treated	1	3
promotion	1	1
students (communication)	1	1
OJ7 (How would you define your satisfaction level regarding salary as compared to the efforts you put in)	1	25

Name	Files	References
Neutral	1	6
Not satisfied	1	8
Satisfied	1	11
OJ8 (What sort of interaction, management makes to satisfy you regarding clear procedures of institute)	1	25
clear procedures (all communication	1	4
face to face. direct	1	5
Not transparent	1	4
reports and opinions	1	1
team meetings	1	9
through emails	1	4
OJ9(Please explain a situation where you made a valuable contribution to the decision taken by employers)	1	25
admin issues	1	1
new employee	1	2
progress in curriculums, exams, modules	1	7
suggestions regarding females	1	2
trainings	1	1
voice never heard, no authority	1	7
OS1 How important do you think a structure of an organization is to survive in this competitive environment	1	25
direction to operate	1	3
essential	1	10
if used fairly	1	1
more imp than structure	0	0
job satisfaction	0	0
leadership	1	1
org success or failure	1	5
survive in comp environment	1	3
OS2 What are the mission and vision of your institute and how does it manage to achieve them	1	25
educate and improve life chances	1	11
keeping high standards	0	0
learning and nurturing environment	1	3
through structured programs	1	3

Name	Files	References
to produce excellent professionals	1	7
OS3 How do you see the financial policies are working in your institute To what extent the flow of these policies is transparent	1	25
satisfied with payments	1	6
unclear and accountable	1	9
only finance team knows	1	3
unable to see	1	6
OS4 How much importance does your institute give their employees while taking an important decision (explain with example if this has happened to you)	1	25
neutral	1	1
not taken into account	1	15
supported	1	9
OS5 How much flexibility do you get to interact with colleagues during working hours How do you utilize it to be more productive	1	25
moderate- in free time	1	12
no flex	1	3
due to workload	1	5
very flexible	1	5
OS6 Why do you think this institute should promote creating new policies instead of practising old ones How did you make a contribution in this process	1	25
issues	1	1
discrimination	1	2
equality politics	1	1
minimal accountability	1	2
split among colleagues	1	1
staff isn't heard	1	1
new policies	0	0
engagement of staff in mgt decisions	1	4
flexibility for task completion	1	1
staff should be heard	1	1
to survive in competition	1	3
transparency	1	3
no issues	1	6

Name	Files	References
OS7 How strict are the rules in this institute to complete the task (Explain briefly about deadlines, strict instructions, flexibility, work burden, exhaustion)	1	25
moderate	1	2
not strict	0	0
very strict	1	20
OS8 What improvements do you think can be made in this institute's structure to enhance your work capacity	1	25
accountability	1	5
class sharing	1	1
fairness	1	2
flexibility	1	2
hear the voices	1	2
interaction among departments	1	1
interaction of employer and employee	1	2
more space for campus	1	1
off times	1	1
opportunities	1	1
staff meetings	1	1
techno changes	1	2
workload management	1	2
OT 6 Could you please explain when the last time was you encountered a problem and felt free to discuss it with your employer	1	25
fear	1	5
heard and acted upon	1	5
ignored, unheard	1	6
neutral	1	2
never happened	1	5
suggestion was dismissed	1	1
OT1 How do you see trust in an organization	1	25
everything for an org	1	13
no trust, nothing's good	1	11
respect, loyalty	1	4
to keep going on	1	1
treating and voice for opinion	1	2

Name	Files	References
two-way process	1	2
OT2 How do you see your relationship with your colleagues and employers (How much similarities you both have)	1	25
neutral	1	2
relation with both is good	1	10
similarities	1	3
some problem with both	1	1
with employers	1	4
negative, no relation	1	7
with the employees	1	11
OT3 What is you're feeling about the employer for applying "equality rule" (with fair motives and intention) to everyone (please explain with your experience)	1	25
equality promoted	1	5
new employee-neutral	1	6
no equality	1	6
discrepancies	1	2
gender issues	1	2
hurdles in promotions	1	1
issue not resolved	1	1
personal issue	1	1
OT4 To what extent you believe that teachers are integrated and encouraged to contribute in this institute	1	25
enc is declining	1	2
encouraged	1	1
at team meetings	1	1
encouraged only for teaching style	1	2
integrated	1	9
no engaged	1	3
not integrated	1	3
vague	1	6
OT5 How does your employer promote your opinions and suggestions related to innovation, creativity and improvement (explain a situation when this has happened)	1	25
he doesn't make any effort	1	11

Name	Files	References
he makes an effort	1	4
when he feels like	1	5
heard but not sure if acted upon	1	1
unheard voice	1	3
PD1 How do you think power or authority (according to position) can contribute in the benefit of an organization	1	25
authority is better than power	1	2
depends how power is used	1	4
if effectively used	1	4
everyone should have pwr	1	3
leadership	1	5
more imp	1	1
it's about org not power	1	1
structure and procedure is more imp	1	1
to give direction	1	2
to instill trust	0	0
PD2 How does your employer use their power authority to make or implement a decision How do they involve you in the process	1	25
decisions explained opinion taken	1	5
force through power	1	1
involved in team meetings	1	2
top-down manner- not involved	1	15
vague	1	1
PD3 Please explain how flexibly can you use the authorities you have in this institute (Give me an example of when was the last time you made a decision)	1	25
flexibility	0	0
a lot of flexibility	1	2
cannot use authority	1	1
limited authorities	1	1
moderate flexibility	1	1
not flexible	1	11
supportive if you have good relationship with them	1	1
supportive within rules	1	2

Name	Files	References
through line manager	1	5
unheard voice	1	1
PD4 What role do you think your employer plays in your daily tasks	1	25
no role	1	13
very little	1	12
PD5 Is it possible for you to remember a situation when you thought your employer was friendly and open to share an important decision with you Tell me the complete story.	1	25
didn't happen	1	10
he doesnt, he isnt approachable	1	6
shares upcoming changes in meetings	1	7
understands the opinions	1	1
PD6 What is the possibility in this institute to achieve power with one's abilities	1	25
appearance	1	3
cannot move forward	1	2
unless vacancy is there	1	1
cronyism, politics, personal relations	1	9
if your capable	1	8
through hard work	1	2
you get it based on previous work	1	1
obeying the rules	1	1
PD7 How does your institute obey the rules of "equal rights" (Can you please explain a situation when you have witnessed the acceptance or denial of these rules	1	25
no issues	1	1
not obeyed, overlooked rights	1	6
disability	1	1
improper language in meetings	1	1
issues for women	1	4
men are preferred	1	2
new worker has burden	1	1
restrictions due to age	1	1
obeyed	1	3
very fair	1	4

Name	Files	References
women are supported	1	1
RA1 What is your perception about reward allocation in an organization	1	25
brings motivation	1	8
causes divisions	1	2
deserving get appreciated	1	7
should be an extra bonus	1	1
should be fair	1	6
should be paid for expertise	1	1
RA10 How much are you satisfied with the reward allocation policy of this institute	1	25
average	1	2
not satisfied	1	5
doesn't exist	1	10
satisfied	1	7
RA2 What role do you think rewards play to motivate and enhance performance	1	25
demotivation if reward not given	1	1
encourages to excel	1	11
feel valued	1	1
improve focus on objectives	1	1
increase sense of competition	1	1
ppl work harder	1	9
true motivation is love of teaching	1	1
RA3 What is your opinion about this statement "performance increase as rewards increase" (Did you ever experience that	1	25
doesn't work for me- haven't experience	1	9
neutral	1	1
no reward system	1	2
rewards are not attractive here	1	5
works for me-for everyone	1	6
works for those who prefer financial motivation	1	1
RA4 Have you ever received rewards except your salary here in this institute If so, have you felt that receiving rewards	1	25

Name	Files	References
increase the quality quantity of work you are producing		
no	1	14
no reward policy	1	3
yes i did	1	4
yes but didn't use	1	3
RA5 In your opinion, how does performance related pay effect an employee's performance How does it encourage them to show more initiative	1	25
doesn't work	1	5
works for employees	1	9
financial reward always motivates	1	1
motivates lazy workers	1	9
promotes competition	1	3
RA6 As I have differentiated two types of rewards (monetary or intrinsic) for you, which one do you think satisfies you more and why is that	1	25
both	1	2
intrinsic	1	8
monetary	1	15
RA7 When was the last time you felt that feeling of accomplishment was more effective then financial incentives you get in this institute (can you please give an example)	1	25
feeling of accomplishments is imp	1	16
daily when delivering lessons	1	1
daily when see the students	1	2
money is important	1	4
RA8 How do you think the fair procedures and distributions of rewards can make you help others at work	1	25
no fair procedure at work	1	1
they do	1	5
they help to set the goal	1	2
unsure	1	5
RA9 What was the last time when you thought this job had raised an ethical issue for you	1	25
issue	1	22

Name	Files	References
no issue	1	3
only finance team knows	0	0
Understanding of Organizational Justice	1	1
Negative Findings(lowering down the justice perception)	0	0
Discriminations	0	0
Ageism	0	0
Young age, a hurdle for gaining senior positions	0	0
Favoritism	0	0
Genderism	0	0
Sexist Language	0	0
Incivility	0	0
Disability at work	0	0
High cost of living	0	0
Job insecurity	0	0
Lack of opportunities	0	0
No progress in career	0	0
Restructuring	0	0
Unheard voice	0	0
Positive Findings (boosting up the justice perception)	0	0
Competitive pay	0	0
Contributing in the benefit of institute	0	0
Admin, exams, curriculums, modules, benefit of employees	0	0
Fair Treatment	0	0
Give and take relationship	0	0
Both (faculty members and senior management should work together)	0	0
Job Convenience	0	0
Long work period (experience)	0	0
Obeying Rules	0	0
Satisfied with the salary	0	0

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