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ORGANIZATIONAL JUSTICE AS PREDICTOR OF TEACHERS' ORGANIZATIONAL BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study investigated organizational justice as predictor of teachers' organizational behaviour in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for this study. The population of the study comprised 5,549 respondents made up of 263 principals and 5,286 teachers in the 263 public secondary schools in Anambra State. The sample for this study consisted of 660 respondents made up of 132 principals and 528 teachers drawn using proportionate stratified random sampling technique. Two sets of instruments namely: ''Organizational Justice Scale (OJS)'' and ''Teachers' Organizational Behaviour Scale (TOBS)'' were used for data collection. The instruments were subjected to face validation by three experts made up of two experts in Educational Management and an expert in Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validation of the instruments was determined using factor analysis. The internal consistencies of the instruments were determined using Cronbach Alpha method which yielded overall reliability indices of 0.78 for OJS and 0.77 for TOBS respectively. The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 660 copies were distributed, 132 copies to principals and 528 copies to teachers, out of which 648 copies, made up of 132 from principals and 516 from teachers were properly filled and successfully retrieved indicating 98% return rate. Simple regression was used for data analysis. The findings of the study revealed among others that distributive and procedural justice are strong predictors of teachers' organizational behaviour in secondary schools in Anambra State. It was also found that interactional justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Anambra State Chapter of All Nigeria Conference of Principals of Secondary Schools should single out a day in every academic session for organizing workshops on organizational justice for their members to help them enhance positive organizational behaviour of their teachers.

Keywords: Organizational Justice, Teachers, Organizational Behaviour, Distributive Justice, Procedural Justice, Interactional Justice

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Introduction

Secondary school like every organization strives to attain set aims and objectives. The members of staff in the school interact and work together to achieve common objectives. Agbozo, Ansa-Bonnah, Hoedoafia and Atakorah (2018) posited that every organization strives to keep and retain quality staff to achieve its aims and objectives. Retaining competent members of staff is the bedrock of the existence and success of secondary education. The attainment of secondary education objectives of preparing learners for further studies and useful living in the society is contingent on the competency of the teachers and their organizational behaviour.

Teachers' organizational behaviour is the actions and attitudes that members of teaching staff exhibit within the workplace. Edgar (2020) defined teachers' organizational behaviour as the character and work habits exhibited by teaching staff of educational institutions. Teachers' organizational behaviour is activities embarked by teaching staff to the responsibilities and expectations of their teaching roles. Tindowen (2019) defined teachers' organizational behaviour as the professional commitment, job involvement and attitudes of teachers towards one another and educational institution. It is the manner in which teachers act or behave towards colleagues and learners in the work environment. Teachers' organizational behavior is the way that teaching staff interact and act in the school. Sule, Oladipo and Adekunle (2019) defined teachers' organizational behaviour as a constellation of members of teaching staff attitude that is deviant or in accordance with organizational norms. Operationally, teachers' organizational behaviour is the conduct, work habits, actions and attitude exhibited by members of teaching staff in discharging their duties for attainment of set goals.

The organizational behaviour is exhibited by teachers through their punctuality, showing strong passion for engaging in instructional tasks, working hard to execute delegated tasks, developing mutual relationship with members of staff, obeying professional code of conduct and according respect to the constituted authority. Similarly, Sule, Oladipo and Adekunle (2019) noted that teachers' organizational behaviour is exhibited by punctuality to school, regularity to school, going early to class all the time, updating of students' academic record, associating freely with colleagues, engaging in extra lessons to cover for missed classes and participating in school co-curricular among others. The teachers' organizational behaviour is displayed by their loyalty to school, dedicated and committed to their work. Ogwuche, Musa and Nyam (2018) stressed that one of the approaches or means through which management can apply to keep members of staff satisfied, committed and loyal to the workplace is organizational justice.

There appears to be laxities in the organizational behaviour of teachers who implement the curriculum of secondary education in Anambra State. It seems that some teachers absent themselves from school without fair reasons, go late to school and engage in different forms of professional misconducts. Similarly, Dunu (2023) observed that some teachers are habitual latecomers, absent themselves from school and display poor attitude towards teaching and learning in public secondary schools in Anambra State. To support this, Ebiem and Ikediugwu (2023) noted that some teachers display poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks in public secondary schools in Anambra State. Teachers could exhibit outstanding behaviour in work environment in which they observe organizational justice.

Organizational justice is the fair treatment of all members of staff in every aspect and activity in the workplace. Adewoyin (2022) described organizational justice as the extent to which employees perceive outcomes, procedures and interactions to be fair. Organizational justice is the perception about the impartiality of the reward, resource allocation, decision-making process and other activities within an organization. Teachers who perceive organizational justice could reciprocate by exhibiting positive attitudes to work. Jami and Agha (2022) defined organizational justice as an employee's belief of fairness in the rules, procedures and other activities in the workplace. Organizational justice is perception of equality that shapes the behaviour of staff in the work environment.

The perception of organizational justice can inculcate negative or positive attitude among members of staff in the school environment. In the same vein, Edezaro (2022) noted that employees are more likely to positively or negatively react or respond to actions, events, or situations based on their perception of whether there is justice or not. Emenike and Nwogbo (2021) averred that workers with high perceptions of organizational justice will be motivated to higher levels of job performance, while those whose organizational justice is low will respond passively and negatively by resorting to withdrawal behaviours, be absent from work, attaining low quality output, or even leave the organization. Several scholars have identified dimensions of organizational justice to include: distributive justice, procedural justice and interactional justice (Alev, 2022; Ghasi, Ogbuabor & Onodugo, 2020; Omenyi & Emengini, 2021). The three dimensions of organizational justice such as distributive justice, procedural justice and interactional justice investigated in this study to have comprehensive empirical evidence of how they relate to teachers' organizational behaviour.

Distributive justice is the fairness of work outcomes received by members of staff in the workplace. Distributive justice is a dimension of the organizational justice that reflects fairness in bonuses, rewards, allowances, or promotional opportunities. Thompson and Unachukwu (2022) stressed that teachers perceive distributive justice through fairness in promotions, appointments, job schedule, pay and other important indices of personal development. Kemer and Polat (2022) pointed out that in educational organizations, whether school administrators behave fairly or not in terms of teachers' job descriptions, assigning subjects and additional responsibilities affects teachers' perceptions of distributive justice towards their schools. Abaikpa, Baridam and Uwa (2022) posited that if employees perceive and comprehend that there is a distributive justice in the organization as in distribution of resource and reward, they are expected to exhibit positive attitudes towards the organization. The members of staff could exhibit right behaviour to work in the situation where there is existence of fairness in every work procedure.

Procedural justice is the fairness and consistency of decision-making process and application of rules in the school. Omenyi and Emengini (2021) asserted that procedural justice is the perception of fairness in the procedures or processes used in distributing resources, promotions, transfers and performance appraisals among employees of an organization. Procedural justice is exhibited by ensuring that members of staff voices are being heard during decision-making, fairness in applying work rules and high degree of accuracy in dissemination of information. Okorji and Ubido (2021) asserted that procedural justice is teachers' perception of the fairness of how tasks are assigned and resources allocated for pursuing school objectives. The involvement of all teachers in decision-making concerning them without discrimination is an indicator of procedural justice. Oladipo and Adekunle (2019) posited that the decision made by management to give a teacher two subjects to teach because he is knowledgeable in both subjects, without involving him in the decision making process, only to be sent a time table or a letter informing him of the decision

taken indicates unfairness in procedure which could result in negative work behaviour. The school principals can improve the work behaviour of teachers by displaying fairness in interacting with them.

Interactional justice is the degree of treatment of staff with respect and fairness in disclosure of information concerning resource allocation, decision-making and other activities of the school. Abdul et al (2022) noted that interactional justice is concerned with extent of respect, care and affection that employees receive from their managers and colleagues during their duty. Interactional justice is the perception of fairness in the discussion and relationship between management and members of staff. The principals apply interactional justice by treating members of staff with respect, carefully listening to them during conversation, making adequate explanations of their actions and being tolerant during hard times in the school. According to Sule, Oladipo and Adekunle (2019:110), ‘‘Interactional justice is characterized by sincere and respectful treatment with the use of appropriate language by the employers’’. The authors added that it involves a situation where administrators’ value and respect staff by listening to them attentively, empathising with or showing empathy to those who have difficulties and acting with social sensitivity.

Some principals seem to be bias in administrative practices which create distrust and unhealthy interpersonal relationships among others that hinder teamwork and good organizational behaviour. Ikediugwu and Ebiem (2023) noted that the management of secondary schools in Anambra State is characterized by various forms of unjust practices which give the impression that teachers are not treated fairly by the principals. The authors added that most times, delegation of tasks and authority are not based on the teachers’ abilities and specialization but on loyalty to principals in public secondary schools in Anambra State. Thompson and Unachukwu (2022) observed that the complexity of work life, excessive workload and differences in treatment of teachers seem to create anxiety and tension in secondary schools in Anambra State. Some teachers work more hours and teach more than two subjects but receive same compensation as their colleagues who put less hours and teach one subject in secondary schools in Anambra State. Emenike and Nwogbo (2021) asserted that teachers often complain that they are not part of the decision making process in their school and that resources are not distributed evenly to every teacher. The authors added that there exists discrimination, lack of professional autonomy, ineffective staff meeting, communication gap, lack of involvement in decision making, segregation and favouritism.

The series of unhealthy organizational behaviours from the teachers may be attributed to unfair treatment and poor commitment to total quality management practices. Ewim, Unachukwu and Ugwu (2020) reported that persistent lateness to work, absenteeism, gossiping instead of attending to classes and other forms of misconduct among secondary school teachers in Anambra State seem to put the management capacity of principals in doubt. The teachers’ perception of injustice could trigger anger and intolerance which could adversely affect their relationship with the principals. The teachers who perceive unfairness in the workplace, tend to reciprocate by absenteeism, lateness and poor commitment to teaching secondary school students in Anambra State. It is against this background that, the study seeks to find out if organizational justice and total quality management practices are predictors of teachers’ organizational behaviour in Anambra State public secondary schools.

Statement of the Problem

The exclusion of some teachers in the decision-making process that affect them probably induces perception of injustice among them. There seems to be favouritism in

delegation of duties and promotions as there is situation where some teachers are promoted and others denied promotion after they might have presented the same requirements for promotion. Rewards administered to members of staff seem to be disproportional to the performance of teachers. Teachers that do the same kind of jobs in secondary schools in Anambra State seem to be unequally rewarded.

Some teachers seem to be more favourably treated than others because of their loyalty to their principals in public secondary schools in Anambra State. The perception of injustice among teachers creates feelings of hatred, hostile interpersonal relationship, resentment, gossips, anger, aggression and anxiety which adversely affect their organizational behaviour. Some principals appear to treat teachers with disrespect by shouting on them in front of the students. It is the highlighted problems that prompt the investigation into organizational justice and total quality management practices as predictors of teachers' organizational behaviour in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to investigate organizational justice as predictor of teachers' organizational behaviour in public secondary schools in Anambra State. Specifically, the study sought to:

1. Determine the extent to which distributive justice predicts teachers' organizational behaviour in public secondary schools in Anambra State.
2. Investigate the extent to which procedural justice predicts teachers' organizational behaviour in public secondary schools in Anambra State.
3. Find out the extent to which interactional justice predicts teachers' organizational behaviour in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does distributive justice predicts teachers' organizational behaviour in public secondary schools in Anambra State?
2. To what extent does procedural justice predicts teachers' organizational behaviour in public secondary schools in Anambra State?
3. To what extent does interactional justice predicts teachers' organizational behaviour in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at .05 level of significance:

1. Distributive justice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.
2. Procedural justice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.
3. Interactional justice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Methods

Correlational research design was adopted for this study. The population of the study comprised 5,549 respondents made up of 263 principals and 5,286 teachers in the 263 public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to draw660 respondents made up of 132 principals and 528 teachers for the study. Two

sets of instruments titled ‘‘Organizational Justice Scale (OJS)’’ and ‘‘Teachers’ Organizational Behaviour Scale (TOBS)’’ were used for data collection.

OJS was structured by the researcher based on intensive literature review. The instrumentcontained 30 items arranged in three Clusters namely: I, II and II. Cluster I which focused on distributive justice contained10 items, Cluster II contained 10 items on procedural justice and Cluster II which centres on interactional justice contained 10 items. OJS is structured on a four-point rating of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The teachers responded to the instrument.

TOBS was structured by the researcher based on intensive literature review to measure teachers’ organizational behaviour. The instrument is structured on a four-point rating of rating of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The principals responded to the instrument because they provide information about organizational behaviour of teachers in their respective schools.

The face and construct validation of the instruments were determined by three experts, who are lecturers in the Department of Educational Foundations, two specialists in Educational Management and a specialist in Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. The researcher presented the title, purpose of the study, research questions, hypotheses and the copies of the instruments to three experts and requested them to examine and scrutinize the items in terms of contents, relevance, suitability, clarity and coverage of the dimensions of the study. The suggestions of the experts were used to produce the final version of the instruments used for data collection. Principal Component Analysis (PCA) was run based on Eigenvalue to determine the construct validity of the instruments. The factor analysis of each item loading of the independent variables was greater than the standard minimum value of 0.5 which implies that the construct validity was met. The KMO value of 0.926 was also greater than the threshold value of 0.5 which implies that the sample was sufficient. The Bartlett’s Test of Sphericity (Chi square = 2231.51 and p=0.000) supports successful factorisation of variables.

Cronbach Alpha method which involved single administration of 30 copies of the instruments to 10 principals and 20 teachers in public secondary schools in Enugu State was used to estimate the reliability index of the instruments. The choice of Enugu State for the reliability test is because public secondary schools in the state share similar characteristics with the ones in Anambra State. The data obtained were subjected to test for internal consistency using Cronbach Alpha which yielded co-efficient values of 0.75, 0.81 and 0.79 for the three clusters of OJS with the overall reliability index being 0.78, while coefficient value of 0.77 was obtained for TOBS. Thus, the researcher considered the instrument to be reliable for the study. This is in line with Barbera, Naibert, Komperda and Pentecost (2020) who recommended that co-efficient value of 0.70 and above is an acceptable criterion that indicates an instrument is reliable for a research work.

Direct method of data administration was utilized by the researcher together with five research assistants who are secondary school teachers in Anambra State. The research assistants were briefed by the researcher on the nature and purpose of the study and this enabled them to have a good knowledge about the study and mode of collecting data from the

respondents.A total of 660 copies were distributed, 132 copies to principals and 528 copies to teachers, out of which 648 copies, made up of 132 from principals and 516 from teachers were properly filled and successfully retrieved indicating 98% return rate.Simple regression was used for data analysis. For decision on the research questions, the coefficient r and the size of the relationship will be interpreted using the correlation coefficient by Alsagr (2021), as follows

Coefficient	Relationship
.00- .19	Weak correlation
.20- .39	Fair correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation

In taking decisions on the null hypotheses, if p-value is equal to or less (≤) than significant value of .05, the null hypothesis was rejected, but if p-value is greater than (>), the significant value of .05 the null hypothesis was accepted.

Results

Research Question 1: To what extent does distributive justice predicts teachers' organizational behaviour in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Distributive Justice as Predictor of Teachers' Organizational Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.812	.660	.657	.42080	Strong

Result in table 1 revealed that the correlation coefficient of simple regression analysis ondistributive justice as a predictor of teachers' organizational behaviour is .812 with a coefficient of determination of .660. This shows that 66.0 % variation in teachers' organizational behaviour can be attributed to distributive justice. The regression Coefficient r of .812 indicated that distributive justice is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State.

Research Question 2: To what extent does procedural justice predicts teachers' organizational behaviour in public secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Procedural Justice as Predictor of Teachers' Organizational Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.746	.556	.552	.48079	Strong

Table 2indicated that the correlation coefficient of simple regression analysis onprocedural justice as a predictor of teachers' organizational behaviour is .746 with a coefficient of determination of .556. This shows that procedural justice can account for 55.6 % variation in teachers' organizational behaviour. The regression Coefficient r of .746 indicated that

procedural justice is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State.

Research Question 3: To what extent does interactional justice predicts teachers' organizational behaviour in public secondary schools in Anambra State?

Table 3: The Summary of Simple Regression Analysis on Interactional Justice as Predictor of Teachers' Organizational Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.637	.406	.401	.55606	Moderate

As revealed in table 3, the correlation coefficient of simple regression analysis oninteractional justice as a predictor of teachers' organizational behaviour is .637 with a coefficient of determination of .406. This shows that 40.6% variation in teachers' organizational behaviour can be attributed to interactional justice. The regression Coefficient r of .637 indicated that interactional justice is a moderate predictor of teachers' organizational behaviour in secondary schools in Anambra State.

Hypothesis One: Distributive justice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Table 4: The Summary of Simple Regression Analysis on Distributive Justice as a Significant Predictor of Teachers' Organizational Behaviour

Predictor	R	R^2	*F*	*P-value*	Remark
Distributive Justice	.812	.660	252.091	.000	*S

*Significant

As shown in Table 4, the simple regression coefficient (R) is .812, while the R^2 is .660 showing that distributive justice makes 66.0% contribution to the variance in teachers' organizational behaviour. The *F* (1/132) =252.091 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, distributive justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Hypothesis Two: Procedural justice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Table 5: The Summary of Simple Regression Analysis on Procedural Justice as a Significant Predictor of Teachers' Organizational Behaviour

Predictor	R	R^2	*F*	*P-value*	Remark
Procedural Justice	.746	.556	162.690	.000	*S

*Significant

As shown in Table 5, the simple regression coefficient (R) is .746, while the R^2 is .556 showing that procedural justicecan contribute to 55.6% change in teachers'

organizational behaviour. The *F* (1/132) =162.690 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, procedural justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Hypothesis Three: Interactional justice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Table 6: The Summary of Simple Regression Analysis on Interactional Justice as a Significant Predictor of Teachers' Organizational Behaviour

Predictor	R	R^2	*F*	*P-value*	Remark
Interactional Justice	.637	.406	88.816	.000	*S

*Significant

Table 6 showed the simple regression coefficient (R) is .637, while the R^2 is .406 showing that interactional justice makes 40.6% contribution to the variance in teachers' organizational behaviour. The *F* (1/132) =88.816 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, interactional justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Discussion of Findings

The finding of the study revealed that distributive justice is a strong predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This agreed with the finding of Vito and Oparanma (2019) which indicated that there was a strong positive relationship between distributive justice and organizational behaviour. The agreement with the finding might be explained by the fact that distributive justice in any organization enables every staff have a fair share of resources and reward which build trust and work commitment which is strongly connected to organizational behaviour. The finding is probably due to the fact that distributive justice which ensures fairness in allocation of resources and rewards can motivate teachers to exhibit strong positive organizational behaviour. Teachers who feel like they are getting their fair share of the rewards for their efforts exhibit strong positive organizational behaviour.

It was also found that distributive justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This is in line with the finding of Gichira, Were and Orwa (2016) which revealed thatthere was a significant relationship between perceptions of distributive justice and employees' work behaviour. This is agreed with the finding of Komari and Sulistiowati (2020) which revealed that distributive justice has an insignificant relationship with organizational behaviour of employees.The fairness and equality in reward of teachers through distributive justice boost their morale to display positive attitude which account for the significant predictor of their organizational behaviour

The result of the study revealed thatprocedural justice is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State. This supported the finding of Sule and Adekunle (2019) which showed that procedural justice has strong relationship with teachers' work behaviour in public secondary schools. The agreement with the findings could be connected to the fact the studies were conducted in the same country

using secondary schools which similar practices regarding that the application of procedural justice. This finding is explained by the fact that procedural justice gives teachers a say in the decision-making process which make them more inclined to feel content and behaviour in accordance with demand of their job specifications. Teachers who experience procedural justice by having the opportunity to influence decisions by expressing their opinions can accept the final decisions and exhibit strong positive organizational behaviour to ensure the implementation. Teachers who feel fairness in the enforcement of formal procedures exhibit strong positive organizational behaviour.

Further result showed thatprocedural justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This is consonance with the finding of Noerchoidah and Harjanti (2019) which showed that procedural justice has significant correlation with organizational behaviour. This also supported the finding of Sule and Adekunle (2019) which indicated that there was significant relationship between procedural justice and organizational behaviour in public secondary schools. The similarity in the participants of the study could account for the agreement with the finding. Procedural justice is associated with trust and honesty in work procedures which create healthy work environment which is associated with significant predictor of teachers' organizational behaviour in public secondary schools.

It was found thatinteractional justice is a moderate predictor of teachers' organizational behaviour in secondary schools in Anambra State. This refuted the finding of Tarela and Eke (2020) which revealed that a strong positive relationship between interactional justice and organizational behaviour of academic staff in universities. The disagreement with the finding could be attributed to the fact the study was conducted in a university using lecturers with diverse experience of interactional justice. This possible explanation for this finding is that interactional justice is associated with the principals beingfriendly, polite, empathy, sensitive and interested in the needs of teachers which they can reciprocate by exhibiting moderate organizational behaviour. The teachers accorded withrespectand treated with dignity tend to find the work environment conducive and thereby exhibit moderate organizational behaviour. The feeling of justice that arises in teachers as a result of cordial interpersonal with the principals could moderately be associated with their organizational behaviour.

It was also showed that interactional justice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This is in line with the finding of Efanga and Akpan (2015) which indicated that there was significant relationship between interactional justice and organizational behaviour in public secondary schools. This is also in agreement with the finding of Nwakaji, Ogbonda and Bassey (2022) which revealed that there is a significant relationship between interactional justice and employee behaviour. Interactional justice is associated ready to be fair in disseminating information of expected work attitude which could be responsible for the predictor of teachers' organizational behaviour in public secondary schools.

Conclusion

Following the findings of the study, it was concluded that organizational justice is positive and significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. Teachers who perceived fairness in the workplace can exhibit varying degrees of positive organizational behaviour. Fairness in the way that teachers are being rewarded, treated and provided with resources could make them feel good and behave

well in the school. When the managerial activities of principals are free from any kind of discrimination, teachers are bound to exhibit positive organizational behaviour.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should give top priority to distributive justice by ensuring fairness in allocation of reward and resources to enhance the organizational behaviour of teachers.
2. State Ministry of Education should develop comprehensive handbook and make it available for principals to serve as guideline for promoting procedural justice so as to improve teachers' organizational behaviour.
3. Principals should organize periodic interactive sessions with teachers to serve as platform for promoting interactive justice that contributes to positive organizational behaviour.

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