

Effect of Organizational Justice on Turnover Intentions of University Teachers

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ABSTRACT

Aim of the Study: The purpose of this research was to find the independent variables effect Organizational Justice (OJ) with Turnover Intentions (TOI) as the dependent variable. Furthermore, the effect of independent variable on TOI was to find out and to measure, at what extent the level of OJ dimensions (such as distributive, procedural and interactional justice) effect on TOI of university teachers.

Methodology: The population was all the teachers employed in UoB, Quetta, Balochistan. A simple random sampling method was used, and the researcher selected the sample frame according to Mugenda & Mugenda, (2003). Data in this research was collected by survey method through Google Forms website, personal visits, WhatsApp groups and the sample size was 155. The correlation was used to check the relationship and Linear Regression was used to check the association between each variable in this research.

Findings: The key findings of correlation analysis were that OJ including its dimensions had a positive and significant relationship with TOI. Furthermore, findings of regression analysis also showed that independent variable has a significant effect on TOI. Anyhow, the independent variable OJ significantly explained TOI and caused variance in it from the findings of regression analysis revealed.

Conclusion: It is concluded that OJ is high in university teachers because it shows the fairness with individual from the organization and the leadership ethics in such a case that an unethical leader can cause his institution, company, or organization breakdown resulting in an exceptionally enormous social result. The researcher recommended further research in the area at provincial and country level.

Keywords: Organizational Justice, Distributive Justice, Procedural Justice, Interactional Justice, Turnover Intention.

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Introduction

Different research studies have been undertaken to highlight importance of organizational justice. . There was a variety of definitions provided by the researchers on organizational justice but the concept and meaning of justice remained the same. Afridi, (2018) gave the concept of fairness and it was related to justice and justice was identified as 'just' if people perceive it as such. The theory of justice was considered as just with fairness in terms it meant to be right, which had indicated the right to be recognized and the ability to know. Justice was taken as equity at an organizational level at the beginning, which stated that by a belief the social behavior was affected.

Hassan (2002) asserted in his research that justice stands as a cornerstone in organizational values, labeling it as the primary virtue of social science. Over the past four decades, researchers have defined the concept of justice as a pivotal social construct. According to Hassan (2002), W. French was the pioneer to introduce the term "organizational justice" (OJ) in 1964, highlighting its relevance in personnel management and fairness concerns. In essence, OJ, reflects how employees are treated and their perception of fairness, essential for fostering long-term sustainability within an organization.

Afridi, (2018) referred to people's perception of fairness as the first to coin the term OJ. The distribution of resources was the main concern for employees reflected via (Ledimo, 2015) and proposed distributive justice (DJ) as the concept of OJ. Afterward, procedural justice (PJ) was introduced which was used to conclude an allocation of final outcome with the proper use of the process. The content theories, on the other hand, were more focused on an allocation of the fairness of the final outcome or distributive.

The OJ dimensions had been presented by many almost similar researchers but in this study, the researcher picked the dimensions of (Ledimo, 2015), which are DJ, PJ and interactional justice (INTJ).The DJ as the first component showed that rewards are according to employee's accomplishments and employees are reasonably accolade.

Bies, (2001) discussed in his research the importance of allocation/distribution of resources by employees was valued if their performance was according to it. Afridi, (2018) stated in their research that, if outcomes to some related standards were inappropriate, individuals would likely experience the DJ. In a few research studies, the treatment received by an individual was defined as DJ. DJ dealt with the nature of a socially just allocating the goods in the society where inequality prevails in the outcomes that did not arise would be considered as a society guided by the principle of DJ. Its basic concept included the distribution of goods and its allocation to the members of the society (Colquitt, 2001).

Studies showed that OJ second component is PJ and it is explained in terms of "policies, procedures, and fairness of methods" which are used to identify items like salary, promotions and measure other material possibilities with performance evaluation and working conditions. A process that monitors rules and procedures towards equality by the perception of the individual reflected PJ and also proposed process satisfaction by its function (Jahangir, Akbar, & Begum, 2006).

PJ was most widely used for the fairness of processes and helped to resolve the disputes and to allocate the resources, moreover another aspect was related to the discussion of administrative as well as legal proceedings. Furthermore, it could be used to resolve the conflicts and divide benefits or burdens. Similarly, it concerned with the fairness and the transparency of the processes (Nadiri & Tanova, 2010).

The INTJ is the third component of OJ this was conceptualized as a social aspect. To investigate/interrogate individuals/people whether they were considered with decency/honor and whether they were sensitive by judgment. Bies, (2001) indicated in his research that employees expect equitable behavior, candid, truthful support, and politeness from the organization and the authorities. Employees exhibit more likely positive behavior when they get fair treatment, which would reduce turnover intentions (TOI) and increases satisfaction.

The research suggested that OJ in making the right decision in an employment process couldn't be established if the above three dimensions were not considered and in many types of research, the researchers also supported the same. From decision-makers, the treatment individual received was interactional and reflected as the social side of procedural justice according to the research of (Hassan, 2002).

For a successful education, the teachers are the key factor and main force behind. Teacher's TOI might be affected by many factors, but a comprehensive understanding of a teacher's feelings, moods, wellbeing, and thinking is of high importance (Wu, Rafiq, & Chin, 2017). Hean, (2001) pointed out those teachers who were happier in their jobs, performed better. To be precise university OJ and teacher's wellbeing are closely related to a university's future development. The teacher turnover is thus worthy of deeper investigation.

Employee turnover, which involves employees leaving their current positions to seek other opportunities, is a significant factor affecting organizations (Magfuroh & Herminingsih, 2021). The impact of turnover intention on the performance of teachers is crucial (Sahi & Mahajan, 2014; Wicaksono et al., 2021). Organizations strive to engage competent professionals to achieve their goals effectively (Sahi & Mahajan, 2014). However, retaining professional and expert teachers poses a significant challenge for organizations (Abbas et al., 2021). Studies by Wicaksono et al. (2021) and Al-Suraihi et al. (2021) indicate that high turnover intention among employees can have negative effects on organizational progress.

Wu, Rafiq, & Chin, (2017) defined TOI the first time as a type of socialization process and owing to dissatisfaction after entering an organization with the interaction process an employee might leave a job or experience a crisis. An employee's TOI consisted of his or her experience of dissatisfaction due to withdrawal in his or her behavior.

The study of (Afridi, 2018) developed a model of the decision process turnover. According to him employee thinking of quitting could be influenced by the degree of OJ and wellbeing. However, dissatisfaction could cause negative behaviors like absence from work, idleness results in thoughts of leaving.

John, (2000) mentioned in his research that the interactions between the organization, individual, environment, and work factors were mainly affected by turnover, after long deliberation a final decision on turnover was normally made and the notice of registration decision preceded conscious. This research focused on investigating OJ with its three dimensions (DJ, PJ, INTJ), relationship with TOI.

The researcher was motivated by the aforementioned context to conduct a study analyzing the potential impact of OJ on employee TOI. Additionally, the researcher aimed to investigate the direct effect of OJ on employee TOI of university teachers in UoB, Quetta, Balochistan specifically through the lens of job satisfaction. The study focused exclusively on public university, within university teacher as the primary focus, while non-teaching staff were excluded to better understand the significant role of teacher (Amin, 2021).

Statement of the Problem

Various research studies have demonstrated the impact of OJ on several workplace factors, including organizational commitment, job performance, TOI, and workplace-related stress. OJ plays a pivotal role not only in employee personal growth but also in organizational productivity. When teachers perceive their institutional environment to be fair and just, they are more likely to cultivate resilience. This is because fair organizational practices, policies, and procedures provide a sense of security and stability, fostering increased confidence and belief in one's ability to navigate challenging situations. Moreover, teachers who feel valued and recognized for their contributions are more likely to develop a sense of self-efficacy, contributing further to organization.

Furthermore, when teachers perceive their institutional environment as fair and just, they tend to extensively engage in their teaching practices. Fair and just organizational practices can foster autonomy, self-efficacy, and positive emotions, all of which promote motivation and interest in the profession. Teachers who feel supported and respected by their institution and colleagues are more inclined to experiment with new teaching methods and take risks in their pedagogical approaches. Conversely, an unfair or unjust organizational environment can lead to demotivation, frustration, and burnout, increase TOI among teachers. This underscores the importance of a supportive environment in educational institutions for effective teaching and learning.

Teachers employing unconventional teaching methods contribute to the development of educational institutions. Therefore, there is a pressing need to investigate the crucial role of OJ in TOI teachers. The current research study aims to examine the impact of OJ on the TOI of university teachers in UoB, Quetta.

Objectives of the Study

1. To measure the impact of OJ on TOI of university teachers.
2. To assess the effect of OJ dimensions on TOI of university teachers.

Null Hypotheses

The following null hypotheses are to be examined:

Ho₁: There is no significant effect of OJ on TOI of university teachers.

Ho₂: There is no significant effect of OJ dimensions on TOI of university teachers.

Literature Review

The researcher in this section has performed secondary research to help in the objectives of the research. A detailed discussion by the researcher has made on research variables and attempted to cover all viewpoints identified with OJ along with its dimensions on TOI. This literature review would help to understand the impact of OJ on TOI of university teachers. This research also focused on investigating OJ with its three dimensions (DJ, PJ, and INTJ), relationship with TOI.

Organizational Justice (OJ)

OJ is illustrated as the social norms and rules for the administration of causing about rewards and punishment. If a person found a contrast between the input mentioning to a person's features and ability, for example, social status, effort, education, seniority, age, and the output as far as appraisal, money, reward, job assignments and increase in authority, at that point he/ she will have negative sentiments, for example, guiltiness and anger. Similarly, the point at which a person recognizes disparity between his/ her achievement and contribution rates with others, he or she sees unfairness and carries on appropriately to settle this unfairness (Yuan, 2015).

The OJ concept expressed that it is necessary both for individual satisfaction and associations in a manner to satisfy their capacities viably, then again, organizational inequality ought to be viewed as an organizational issue (Jawahar, 2002). Justice is defined as conformity with the law and the rights, providing individuals what they deserve, fair distribution for everybody, accuracy, rights protection. Behaviors and decisions of individuals can be described as unjust or just in contrast with others. Subsequently, in the concept of justice, there is a minimum of two or more parties. So as to specify the presence of justice, there ought to be equal and consistent rules for everybody in an association (Leiter, 2003).

The OJ concept includes judgments values like honesty, integrity, equal opportunity, and fairness requirement in an organization. In a group equitable allocation of reward should be there, the researcher accentuates and based on input equal reward to a group or an individual should be proportional to their

contribution. The equity theory's main framework is based on input and outcome, where in the event individuals made a contribution by their input and in return outcomes are the contribution by individuals (Judge & Colquitt, 2004).

A research states on equity theory that favoritism will feel if the input is not rewarded well and either emotionally or behaviorally try to restore equity. He further focused on reducing inequality of six different modes proposed by him on the reactions to the unfairness of outcomes, such as mentally deceiving inputs or outcomes; by adjusting inputs and outcomes; others input or outcome emotionally misrepresenting; reacting on the reason of comparison by changing; departing and even charging the source of compression (Afridi, 2018).

OJ three components interlined to one another, they incorporate the process of data sharing, procedure process, fairness perception, and treatment specific study during collaboration. Subsequently, the research recommended that three dimensions' researchers should take while dissecting OJ. The three dimension model of OJ are, DJ, PJ and INTJ appropriately better model of organizational justice (Ledimo, 2015).

Following are the three major aspects of OJ to evaluate OJ these are discussed below as follows:

- 1) **Distributive Justice (DJ).** It implies that the apparent decency of the result apportioned to a worker in an association. The result can be in a few structures, for example, reward, incentive, salary, recognition, promotion, prestige, and so forth. The concept of DJ tends to the possession of goods in society. It anticipates that in the dissemination of goods there is a lot of fairness. An equal job should be furnished to individuals with equal outcome as far as goods obtained or the capability to gain goods. When an equal job doesn't deliver equal outcomes then DJ is absent or when a group or a person obtains a lopsided measure of goods (Jawahar, 2002).

In social psychology DJ deals with the perceived fairness of how rewards and their outcomes are shared by the member of the society for instance when the worker has the same job but paid differently the group member feel DJ has not occurred. Moreover, for determining the DJ the individuals often turn to the distributive norm of their group (Abid & Butt, 2017).

- 2) **Procedural Justice (PJ).** This component of OJ isn't restricted to monetary desires pay, advancements, for example, rewards and so on, to workers. This is identified with the level of reasonableness of procedure as well as arrangements carried in a dynamic cycle for operating circumstances (Jahangir et al. 2006). The concept of PJ refers to providing an opinion to workers throughout energetic phases and mirrors the impression of justice on workers which decides workers' prizes and expenses in the phases. In addition, as workers get the option to mediate on exchanges, workers see additional justice, yet the outcomes remain out of line (Heather & Spence, 2004).

Nowadays, researchers recommend that when workers accept, when in the vibrant phase there is shamefulness, workers will be fewer dedicated to bosses, come up with an extra tendency to theft, get further aim for quitting the activity, perform and help fewer to others. Individuals screen for which the method of in what way they are dealt with along with the view of reasonable treatment manages their bosses' relations with them (Koopmann, 2002).PJ can be used to make policies and help to make a respectful decision into consideration moreover, when the conflict ceased to be resolved between parties then the leader and manager prefer to use PJ whose decision is neutral, fact-based, and appropriate for action (Ledimo, 2015).

Afridi, (2018) in his study stated thatPJ as the individual observations concerning the method by which decisions are rendered. Though the focal point was on lawful methods, furthermore, the supposition of PJ stretches out by Leventhal and presented it as unlawful situations. PJ incorporates precision, indiscrimination, ethicality, and consistency in the decision method, nonetheless, research showed that sentiment of PJ will be conjured by pay framework. Furthermore, alluded such sentiments will carry an optimistic progress pledge to the job and organization.

- 3) **Interactional Justice (INTJ).** INTJ relates to the perception that people are provided with an explanation to deliver data regarding wherefore outcomes have being distributed in a particular fashion or why in a specific way procedure was used. INTJ refers to the procedures and policies that are implemented in the work environment than an employee receives quality treatment. Similarly, it belongs to the procedure of decision-makers or supervisors' means of implementing and explaining (Mullins & Christy, 2010).

It describes the allocators of distribution and decisions affected by the interaction between recipients. According to the research the INTJ defines as when procedures are established the employees experience the quality of interpersonal treatment (Mullins & Christy, 2010). A study of (Ledimo, 2015) indicates that in the organization employees are not concerned about procedural or distributional issues but they are concerned with the treatment they received during encounters and interactions. John, (2000) define in his research INTJ as a person affected to a level by decisions and with respectfully whether they are treated with dignity.

Nyunt et al. (2022) emphasized that interpersonal treatment concerning the implementation of decisions within an organization pertains to interactive justice. This concept entails the interpersonal interactions with all individuals within the organization. When individuals are treated with dignity and are involved in decision-making processes, it fosters a sense of interactive justice (Cropanzano et al., 2002).

The DJ social side is INTJ. The employees' treatment with sincerity, respect, and dignity affects workers' impression of INTJ. Studies uncover that people consider the treatment they get as a precursor of their apparent justice. Workers' perception of bosses' behavior as fair during interpersonal interaction rises as INTJ. It is known that one of the antecedents of the subordinate's organizational citizenship behavior treatment consists of supervisors' equivalent, consistent, and polite behavior (Iyigun & Tamer, 2012).

Relationship Between Organizational Justice (OJ) and Turnover Intentions (TOI)

Research on OJ and TOI studies had been controversial; few of the researchers expressed that DJ had an influence on TOI; few of them uncovered PJ effect on TOI, moreover, some illustrated that INTJ had less impact than PJ (Colquitt, 2001). PJ and DJ were found to affect workers' TOI (Elanain, 2009).

A study surveyed 10 rehabilitation and health centers that include 511 staff members in the United States southern state were reviewed and demonstrated that DJ had impacts on TOI. Additionally, only job satisfaction is affected by informational justice (Rai G. , 2013). A study conducted in the Quebec State of Canada at information processing society including 394 individuals demonstrated that PJ, citizenship behavior, and continuance commitment behavior were the arbiters among TOI of experts and human resource practices high involvement.

Studies analyzed PJ and DJ simultaneously and they discovered contrasts in the strengths of their support (Harvey & Haines, 2005). The research found on organizational outcomes more potent variable was PJ; while on individual outcomes the stronger predictor was found to be DJ (Nadiri & Tanova, 2010) furthermore, another study stated that they finished up with turnover as an individual result instead of an organizational result (Harris, Andrews, & Kacmar, 2007).

PJ was observed adversely identified with the TOI for leaving, this implied that if workers discovered the fair process of decision making, the act of leaving intention would be less likely (Lambert, 2003). DJ unfairness recognitions straightforwardly prompted TOI. This study found that the lone impression of DJ contribution made to TOI. Also, PJ and DJ were discovered to be interconnected. One more assumption of the research was that the interpersonal relationship quality in an association enhanced workers' impression of fairness (Owolabi, 2012).

At the point when workers believe that they are not fairly treated, workers are more likely to quit the job. Likewise, this research concluded that TOI was negatively related to PJ and DJ (Gurpinar, 2006). The different titles research-led within Turkey academics at state university, dissimilar to those found in the study, revealed that TOI had no impact on DJ (Ahmadi et al., 2011). Workers' commitment and belief to the objectives and values of associations expanded, strongly increased moral obligation regarding not leaving, and fall in organizational TOI (Dailey & Kirk, 2005).

Employees' TOI working in Turkey at the chain of an electronic store were affected negatively by both OJ and DJ. Moreover, 156 respondents were conducted in the research, a few control factors, for example, age, marital status, and gender were discovered to be significant indicators of TOI (Iyigun & Tamer, 2012). In the Republic of South Africa employees' working with the textile sector the consequence of analysis directed found that employees' perception of OJ with TOI had a negative relationship (Ademola, 2012).

Inversely, in Malaysia, research revealed that OJ did not carry out any relationship with TOI. This understanding conflicting with the consequences of numerous past research, that implies that there are mix outcomes about the connection between TOI and OJ (Saraih et al., 2017).

Research Methodology

The current study delves into how OJ impacts the intentions of university teachers to leave their positions. Given the complexity of the topic, a quantitative research approach was employed, utilizing a survey method for data collection, which is commonly used for such investigations (Haider & Hussain, 2014; Haider & Qureshi, 2016). Quantitative research, as defined by Slevitch (2011), involves systematically examining phenomena through numerical data collection and employing statistical, mathematical, or computer-based analyses. Kurgat (2019) also utilized this methodology in their own study. The aim of this research was to assess how OJ influences TOI within University of Balochistan (UoB), Quetta. Data was gathered through surveys, focusing on two variables—one independent and one dependent. Descriptive statistics, Pearson correlation, and Regression analysis were employed to ascertain/ analyze the impact of OJ on TOI of university teachers'.

Population of the Study

Sekaran and Bougie (2016) defined “population” as the wholset of people or setups that may be of concern to the researcher. The population of this study includes the overall faculty members employed at University of Baluchistan. There were total 515 teachers.

Sample of the Study

As per Mugenda & Mugenda (2003) sample size ranging from 10-50 % is correct for research study from within the target population. In this study, 30% of the population was preferred as the sample size, balancing the need for a representative sample while also considering practical considerations such as resource constraints and the desired level of precision. Simple random sampling techniques were adopted in this study.

Research Instrument

Two standardized questionnaires were used as a research instrument to collect the data, which were easily available/ openly accessed in the research articles and website. The questionnaires were adopted from different researchers, which are discussed in detail in this section. The OJ questionnaire developed by (Ledimo, 2015), and the TOI questionnaire developed by (Maxwell, 2003) were used to collect data. All the questionnaires were based on a five-point Likert scale (1 = Strongly agree to 5 = Strongly disagree).

Findings

Table 1: *Mean Score Comparison on Organizational Justice Regarding Gender of the Respondents*

Gender	Mean Score	N	Percentage
Male	3.62	121	78%
Female	3.73	34	22%

Mean score comparison result is illustrated in table 4.7 regarding organizational justice according to teachers' gender. Mean score of male teachers is 3.62 and mean score of female university teachers is 3.73. It is concluded that female teachers had more mean score value as compared to male university teachers. It is also found that male teachers comprised of 78% of the sample size and female teachers comprised of 22% of the sample size.

Table 2: *Mean Score Comparison on Organizational Justice Regarding Age of the Respondents*

Age	Mean Score	N	Percentage
21-30 years	3.73	17	11%
31-40 years	3.59	35	22%
41-50 years	3.84	57	37%
51-60 years	3.52	46	30%

In table 4.8, mean score comparison of male university teachers and female university teachers regarding organizational justice according to the age of the respondents. It is cleared from the result that maximum mean score value is 3.84 which is of the teachers who had age between 41-50 years. Minimum value of mean score is 3.52 which is of teachers who had age between 51-60 year. It is evident from the result that 11% teachers had 21-30 year age. 22% teachers were between 31-40 year of age, 37% teachers were between 41-50 year age and only 30% teachers were between 51-60 year age. it was concluded that maximum teachers were between 31-50 year age.

Table 3: *Mean Score Comparison on Organizational Justice Regarding Experience of the Respondents*

Experience	Mean Score	N	Percentage
1-5 years	3.47	9	5%
6-10 years	3.68	28	19%
11-15 years	3.74	39	25%
16-20 years	3.64	37	24%
> 21 years	3.73	42	17%

Above table 4.9 sheds light on the mean score comparison of university teachers regarding organizational justice according to their teaching experience in the university. It was concluded that from the result that maximum mean score value of the respondents was 3.74 which had 11-15 year teaching experience in the university. Minimum value of mean score is 3.47 which were of teachers who had 1-5 years teaching experience. 5% teachers had 1-5 year teaching experience and 19 % teachers had 6-10 year teaching experience. It was concluded 25% teachers had 11-15 years teaching experience and 24% teachers had 16-20 years teaching experience.

Table 4: *Correlations*

		OJ	DJ	PJ	INTJ	TOI
OJ	Pearson Correlation	1	.819	.754**	.732**	.458**
	Sig.(2-tailed)			.000	.000	.000
DJ	Pearson Correlation		1	.637**	.549**	.263**
	Sig.(2-tailed)			.000	.000	.000
PJ	Pearson Correlation			1	.555**	.375**

INTJ	Sig. (2-tailed)	.000	.000
	Pearson Correlation	1	.368**
TOI	Sig. (2-tailed)		.000
	Pearson Correlation		1
	Sig. (2-tailed)		

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

Table 2 summary demonstrated that the correlation between OJ with TOI was positively correlated. The interpretation of each variable correlation coefficient was discussed briefly. OJ correlation coefficient with TOI was .458 and OJ components/ elements with TOI correlation coefficient were, DJ .263, PJ .375, INTJ .368. This showed that all the three elements of OJ did not have a strong relationship with TOI, rather moderate relation.

Table 5: *Organizational Justice and Turnover Intention association.*

	Regr. (R)	Regr. (R) square	B	Beta	T	Sig.	Std. Error	F
OJ	.458	.210	.091	.458	12.761	.000	.007	162.843

Dependent Variable: Turnover Intention (TOI)

In table 3, R indicated that OJ and TOI are positively correlated and the association was medium at .458. (R) square was the explained variance or coefficient of determination and its value was .210. This illustrated that variability percentage in the dependent variable TOI affected by the independent variable OJ. Therefore, at this point, this could be described as a variability of 21.0% in TOI was caused by OJ.

The value of b indicated OJ association with TOI, as positive value i.e. .091 demonstrated a positive association of OJ and TOI. The values of $\beta=.458$, $t=12.761$, and $p<0.05$ of regression analysis provided us results for the independent variable OJ against the dependent variables TOI. The relative importance of OJ allowed comparing by the weights of beta or the betas. The above-mentioned table demonstrated that OJ significantly predict TOI and it had a positive impact on (TOI). Hence, the predictor OJ had a statistically significant relationship with TOI.

Table 6: *Distributive Justice and Turnover Intention association*

	R	R. square	B	Beta	T	Sig.	Std. Error	F
DJ	.263	.069	.230	.263	6.739	.000	.034	45.418

Dependent Variable: Turnover Intention (TOI)

As shown in Table 4 the (R) value was .263 illustrated that DJ and TOI correlated positively, and (R) square value was .069 proposed that DJ described 69% variance in TOI. The value of b i.e. .230 indicated a positive association of DJ with TOI. The values of $\beta=.263$ showed the slope, $t=6.739$, and $p<0.05$ was a significant predictor of TOI. The above table showed that DJ had a positive impact on TOI, and it could significantly predict TOI. Hence, the predictor DJ had a statistically significant relationship with TOI.

Table 7: *Procedural Justice and Turnover Intention association*

	R	R. square	B	Beta	t	Sig.	Std. Error	F
PJ	.375	.140	.530	.375	10.009	.000	.053	100.173

Dependent Variable: Turnover Intention (TOI)

Table 5 (R) value was .375 showed that PJ and TOI correlated positively, and (R) square value was .140 indicated that PJ described 14.0% variance in TOI. The value of b i.e. .530 indicated a positive association of PJ with TOI. The values of $\beta=.375$ showed the slope, $t=10.009$, and $p<0.05$ was a significant predictor of TOI. The above table showed that PJ had a positive impact on TOI, and it could significantly predict TOI. Hence, the predictor PJ had a statistically significant relationship with TOI.

Table 8: *Interactional Justice and Turnover Intention association*

	R	R square	B	Beta	t	Sig.	Std. Error	F
INTJ	.368	.135	.619	.368	9.791	.000	.063	95.863

Dependent Variable: Turnover Intention (TOI)

As shown in Table 4.14 the (R) value was .368 specified that INTJ) and TOI correlated positively, and (R) square value was .135 indicated that INTJ described 13.5% variance in TOI. The value of b i.e. .619 suggested a positive association of INTJ with TOI. The values of $\beta=.368$ showed the slope, $t=9.791$, and $p < 0.05$ was a significant predictor of TOI. The abovementioned table confirmed that INTJ could significantly predict TOI and had a positive impact on TOI. Hence, the predictor INTJ had a statistically significant relationship with TOI.

Discussion

In this section, the researcher focused on the justification of hypothesis and responded to the research objectives by analyzing the above data outcomes. The focal point of this research was to findout/examine OJ effect with TOI of university teachers. Furthermore, to find the effect, this research examined the following research objectives: 1) To measure the impact of OJ on TOI of university teachers. 2) To assess the effect of OJ dimensions on TOI of university teachers.

The researchers discussed the hypothesis investigated for teachers from UoB, Quetta and examined both of the research objectives of this study. The outcomes got from data analysis showed that teachers felt that OJ showed a significant role to leave the organization. The findings of this study were discussed and compared in connection with the developed hypothesis and research objectives.

The first null hypothesis H_{01} was that there is no significant effect of OJ on TOI of university teachers. The outcomes demonstrated a significant effect among teacher's OJ and TOI ($r = .458$; $r^2=.210$, $t=12.761$ $p < .01$). As a result, the proposed hypothesis had been rejected based on the result drawn. A probable clarification could be that teachers who realized better OJ perceived that their struggles were being appraised thus discovered no compelling reason to leave their universities. A difference in teacher's actual outcomes and expectations in terms of justice may prompt the dissatisfaction with the job. At the point when this occurred, the teachers might endure the inconsistency in a specific way and if there was not any progress, might responded psychologically. Therefore, as teachers saw lower justice that was inconsistent with their genuine desire, TOI were inescapable.

The second null hypothesis H_{02} was that there is no significant effect of OJ dimensions on TOI of university teachers. The outcomes indicated that dimensions of OJ have a significant effect on TOI. As a result, the proposed hypothesis had been rejected based on the result drawn. The result explained that DJ had a significant effect on TOI. The result illustrated that teachers who felt DJ would provoke their decision to quit university. If teachers were not treated equally and felt no equal resources distribution this might lead to quitting university.

The PJ had a significant effect on TOI, and it showed that teachers were concerned about the processes regarding the distribution of promotions, rewards, pay, etc. If the processes were fair in distribution, then there would be a low turnover of teachers to leave the university. INTJ had a significant effect on TOI, which indicated that teacher's perception of collaboration with other colleagues might influence conduct towards the intention to quit university. This implied additionally understanding interaction justice among teachers prompted a decrease in expectation to leave among them.

Table 7: *Summary of Hypothesis Tested*

Hypothesis	Findings
H01 There is no significant effect of OJ on TOI of university teachers.	Rejected
H02 There is no significant effect of OJ dimensions on TOI of university teachers.	Rejected

Recommendations

1. It is recommended that struggles of university teachers should be appraised by superiors for realizing them better OJ so that they will not discover any reason which compel them to leave their universities.
2. It is recommended that universities should abide by OJ dimensions in true letter and spirit in order to avoid TOI for this reason universities should treat their teachers equally, the processes should be fair, the data should be shared with teachers, there should be collaboration with colleagues, universities superior should led a fair strategic planning process for their institution, universities should make fair image of the organization with the delivery of services and development, universities employees act ethically and apply moral impact, superiors should avoid prejudice and biasness in university.

Limitations

The researcher found that, effect of organizational justice on turnover intentions of university teachers at UoB, Quetta. So, OJ and its components has impact on TOI of university teachers. The study also suggested that further research may be carried out on the effect of OJ practices provincial and country level.

Conclusion

It is concluded that OJ is high in university teachers because it shows the fairness with individual from the organization and the leadership ethics in such a case that an unethical leader can cause his institution, company, or organization breakdown resulting in an exceptionally enormous social result. It is concluded that effect of OJ dimensions on TOI is significant in university teachers. This shows that teachers who perceive OJ dimensions will affect their turnover in university. DJ, PJ and INTJ have a significant effect on TOI. This indicates that teachers who are treated equally, processes are fair, data are shared, collaboration with colleagues, superior led a fair strategic planning process, fair image of the organization with the delivery of services and development, acting ethically and applying moral impact, no prejudice and bias in diversity workplace and no biased practices in relations and care throughout service delivery will lead to low TOI of university teachers. Beside this if the said factors are missing than it may lead to leaving university by teachers.

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Conflict of Interest


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