

INTERACTIONAL JUSTICE AND THE PSYCHOLOGICAL WELL-BEING OF THE TEACHERS OF THE ARCHDIOCESE OF BAMENDA, NORTH WEST REGION OF CAMEROON

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Abstract

The purpose of this study was to investigate the effect of interactional justice on the psychological well-being of teachers in the Archdiocese of Bamenda North West Region of Cameroon. The study employed a sequential explanatory research design. The sample for the study comprised 270 teachers working in Catholic nursery, primary and secondary schools within the Mankon, Bayelle and Bambui Deaneries of the Archdiocese of Bamenda. Data were collected with the help of a questionnaire and focus Group Discussions. Data were analyzed using both inferential and descriptive statistics. Findings revealed that interactional justice had no significant effect on the psychological well-being of teachers of the Archdiocese of Bamenda. Based on the findings, it was recommended that private sector education employers should uphold honesty, accountability and transparency in the management of subventions and payment of salaries to teachers and that they allow private sector education teachers to exercise their right to form trade union to defend their labour interests.

Keywords Interactional Justice, Teachers' Psychological Wellbeing.

INTRODUCTION

As a construct that is best observable in positive psychology, the psychological wellbeing (PWB) of teachers is described as the judgment and satisfaction of an individual with his/her happiness, physical and mental health, and profession (Li, 2021). The psychological well-being of teachers goes beyond the simple absence of setbacks and stressors at work and concerns healthy and functional teachers. In simple terms, psychological wellbeing refers to the capability of teachers to strike a positive and dynamic balance between their resources and professional challenges (Benevene et al., 2020). Emmanuel & Odusanya (2015) opine that the

challenge of psychological wellbeing among teachers in most private agencies remains a serious issue that needs urgent attention. This comes as a result of the rigorous work load, pressure, and multiple roles assigned to them in their place of work, a situation that makes them unhappy (Saidu, 2013).

According to Bobocel & Holmvall (2001), interactional dimension of justice refers to interpersonal treatment employees receive when decisions are implemented or the treatment which is established while enacting organizational processes. Greenberg (1993) suggested that interactional justice could better

be conceptualized in two separate dimensions: interpersonal justice, and informational justice.

According to Ibrahim (2012), interactional justice deals with “the quality of interpersonal treatment employees received during the enactment of organisational procedures. Interactional justice also focuses on how each individual employee is treated by their supervisors, considering dignity, respect and sufficient explanation, besides the impact on how the employee feels regarding decision-making, considering the close relationship between the employee and his or her immediate manager (Cropanzano, Prehar, and Chen, 2002). Studies have related interactional justice to ethical leadership and trust in the organization, pointing to the importance of building a fair workplace (Xu et al., 2016).

Likewise, interactional justice refers to the social aspects in the relations between the people who make decisions and those affected by the decisions (Assmar & Ferreira, 2005). It concerns the fairness of the means by which the procedures are set into practice. The social elements in interactional justice can have twofold aspects: social sensitivity, which refers to the degree to which the manager adopts a dignified and respectful treatment towards people affected by the procedures and distributive decisions (interactional justice); and informational justification, reflecting the provision of information and explanation of decisions (informational justice) (Assmar & Ferreira, 2005).

In addition, injustices manifest in various forms in different spatial and temporal contexts. Ostensibly, they appear discrete, but fundamentally they relate to and intersect each other. The Catholic social teaching from a human perspective, stipulates that “every human community, every race and culture is equal in dignity and rights. No person should have their dignity or freedom compromised, nor treated as a commodity or mere recipient of aid. Dignity requires equitable access to quality of life and wellbeing.”

Organizations must develop ways to treat their

employees so that they are motivated and satisfied; employees must have ways to help their organizations become effective and high performing. This winning combination for interactional justice requires a partnership between the organization and the employees. In work and social relationships, one cannot succeed without the other. To provide people with meaningful work and rewards, organizations need to be successful. And to be successful, organizations need motivated individuals (Herzberg, 1968). The challenge is to design organizations that perform at high levels and treat people in ways that are rewarding and satisfying. To succeed in this mutually beneficial relationship, a virtuous spiral must exist - a relationship that occurs when the organization values its employees, and in return, workers are committed to high performance.

Interpersonal justice could lead to PWB, since it promotes a commitment to the exchange partner that would generate positive affect. Indeed, interpersonal justice would promote the quality of the relationship with the superior responsible for the exchange (Masterson, Lewis, Goldman, & Taylor, 2000), and therefore the commitment to this exchange partner. Subsequently, according to social exchange theory, an exchange that engenders a commitment to the person with whom the individual is transacting would lead to more positive affect (Molm et al., 2000). Confirming the phenomenon proposed theoretically, Masterson et al. (2000) report that interactional justice (interpersonal and informational justice combined) is related to job satisfaction through the perception of a good relationship with the superior.

The relationship between interpersonal justice and job satisfaction was confirmed by a meta-analysis (Colquitt et al., 2001). Interpersonal justice has also been moderately related to job commitment (Moliner et al., 2008). Empirical support for the relationship between interpersonal justice and BEPT is, to our knowledge, only cross-sectional, but one longitudinal links have been examined with

respect to psychological distress, a negative facet of psychological health. There does not seem to be a consensus on these links: interactional justice would predict absences due to mental illness one year later (Elovainio et al., 2013), but would only predict psychological distress one year later for contract and temporary employees (Inoue, Kawakami, Tsuno, Tomioka, & Nakanishi, 2013) or would not significantly predict depressive symptoms (Lang, Bliese, & Adler, 2011).

Interactional justice stands with social exchange theory and norm reciprocity as the key basis (Cropanzano & Mitchell, 2005). According to Bies and Moag (1986), decision events have three facts: a decision, a procedure, and an interpersonal interaction during which that procedure is implemented. Bies and Moag continued to say that interactional justice is fostered when decisions using honest and truthful information are justified. Many scholars giving two broad classes of criteria that include clear and adequate explanations, or justifications and treatment of recipients with dignity and respect also echo this. Summarily, Interactional justice will involve the key elements of social exchange, clarity, and justifiable explanations with dignity without offending any party. In an organization's daily life, the way you communicate change processes will require much to do with interactional justice to make the change process successful. Communicating change agenda with interactional justice dimension will instill a positive life in organisation and can lead to successful human resource development processes, organisation growth as well as improving on individual productivity.

The theory of hierarchy of needs created by Abraham Maslow in 1943 is based on how humans are inspired to satisfy their needs in a hierarchical order. Starting from the bottom going upwards, the five needs are physiological, safety, love and belonging, esteem, and self-actualization. The significance of Maslow's hierarchy of needs in the Catholic Education

Agency of the Archdiocese of Bamenda is to remind educational authorities that a teacher's fundamental needs need to be met before they should try to achieve any higher-level needs. Maslow's original hypothesis stated that having one's basic needs met is a necessary prerequisite to pursuing a fulfilling life (Maslow, 1943). Maslow also posited that a person's ability and desire to grow is related to his or her unmet needs.

METHODS

Mixed method and a concurrent nested research design was used in this study. In this light, both quantitative and qualitative research paradigms were adopted in the study. This study was carried out within the Mankon and Bambui and Bayelle Deaneries of the Roman Catholic Archdiocese of Bamenda. The target population of this study consisted of all the 457 teachers of Catholic nursery and primary and secondary schools in the Archdiocese of Bamenda, North West Region of Cameroon in 2021/2022 academic year. The sample 270 teachers deduced from the targeted population using the Krcjcie and Morgan (1970) table. Both probabilistic and non-probabilistic sampling techniques were used to select schools and participants for this study. A purposive sampling technique was used to select schools that were effectively operating. A simple random sampling technique was used to select respondents for the questionnaires. A purposive sampling technique was again employed to select participants for the Focus Group Discussions (FGDs).

Both quantitative and qualitative research instruments were used to collect data for this study (questionnaire and a Focus Group Discussion Guide).

The data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count and percentages. With reference to inferential statistical tools, the Spearman's rho test and Ordinary regression technique were used. The Spearman's rho test was used in testing the hypothesis since data for the variables were not

normally distributed based on normality assumption trend. The qualitative data were analysed using the thematic approach with the aid of codes, code description, grounding and

quotations. All the inferential statistics were presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

*Table 1
Frequency Distribution of responses on Interactional Justice*

SN	Items	SA	A	D	SD	No response	Total
1	My supervisors sometimes communicate with me in a polite manner.	66 (25%)	137 (52%)	28 (11%)	26 (10%)	4 (2%)	261 (100%)
2	My supervisors often treat me with dignity.	62 (24%)	125 (48%)	57 (22%)	11 (4%)	6 (2%)	261 (100%)
3	My supervisors hardly treat me with respect.	59 (23%)	117 (45%)	62 (24%)	17 (7%)	6 (2%)	261 (100%)
4	The Archdiocese of Bamenda often treats its staff with respect and dignity.	38 (15%)	103 (39%)	67 (26%)	47 (18%)	6 (2%)	261 (100%)
5	Teachers of the Archdiocese of Bamenda are usually prohibited from criticizing management or the system	80 (31%)	93 (36%)	66 (25%)	13 (5%)	9 (3%)	261 (100%)
6	My colleagues always treat me in a polite and dignified manner	49 (19%)	167 (64%)	29 (11%)	14 (5%)	2 (1%)	261 (100%)
Summary		354 (23%)	742 (47%)	309 (20%)	128 (8%)	33 (2%)	1566 (100%)

Table 1 presents the Frequency Distribution of responses on Interactional Justice. Starting with item 1, it will be noticed that only 54 (22%) respondents disagreed that their supervisors sometimes communicate with them in a polite manner. Continuing with item 2 just 68 (26%) respondents disagreed that their supervisors often treat them with dignity. Item 3 indicates that only 79 (31%) of respondents disagreed that their supervisors hardly treated them with respect implying that the majority were treated with respect. Focusing on item 4 it will be seen that 141 (54%) respondents agreed that the Archdiocese of Bamenda often treats its staff

with respect and dignity. However, item 5 indicates that 79 (31%) respondents disagreed that teachers of the Archdiocese of Bamenda are usually prohibited from criticizing management or the system. The last item, 6 indicates that only 43 (16%) respondents disagreed that their colleagues always treated them in a polite and dignified manner. In summary, just 33% of responses were in disagreement to the items and 64% were in agreement. Thus, most of the respondents perceived an adequate interactional justice in their school environment.

Table 2

Frequency of responses on the effect of Interactional justice on teachers' psychological well-being

SN	Items	SA	A	D	SD	No response	Total
7	My head teacher/ principal is very kind and this encourages me to work.	89 (34%)	120 (46%)	23 (9%)	26 (10%)	3 (1%)	261 (100%)
8	The way my manager/head teacher/principal talks to teachers is very disrespectful and this kills teachers' motivation to work.	44 (17%)	47 (18%)	101 (39%)	66 (25%)	3 (1%)	261 (100%)
9	The management of the Catholic Education Agency of the Archdiocese of Bamenda does not allow teachers of catholic schools to have and to belong to a teachers' trade union and this makes teachers feel very dissatisfied with the system	54 (21%)	71 (27%)	70 (27%)	49 (19%)	17 (7%)	261 (100%)
10	Some teachers have very close ties with the administration and this makes them feel superior over other teachers and creates conflict	98 (38%)	88 (34%)	44 (17%)	26 (10%)	5 (2%)	261 (100%)
11	I have a very good working relationship with my colleagues and this creates a conducive working environment.	84 (32%)	134 (51%)	34 (13%)	6 (2%)	3 (1%)	261 (100%)
Summary		369 (28%)	460 (35%)	272 (21%)	173 (13%)	31 (2%)	1305 (100%)

Table 2 presents the Frequency of responses on the effect of Interactional justice on teachers' psychological well-being. As noticed on the table, item 7 just 51 (19%) of the respondents disagreed that the head teacher / principle is very kind and this encourages them to work. Item 8 shows that 167 (64%) respondents disagreed that their manager/head teacher/principal talks to teachers is very disrespectful and this kills teachers' motivation to work. Continuing with item 9, it can be seen that 125 (48%) respondents agreed that the management of the Catholic Education Agency of the Archdiocese of Bamenda does not allow teachers of catholic schools to have and to belong to a teachers' trade union and this makes teachers feel very dissatisfied with the system.

Looking at item 10 it will be seen that only 70 (27%) respondents disagreed that some teachers have very close ties with the administration and this makes them feel superior over other teachers and creates conflict. Lastly, item 11 shows that only 40 (15%) of teachers disagreed having a very good working relationship with their colleagues and this creates a conducive working environment. In summary, only 34% of the responses were in disagreement and 64% were in agreement while 2% were no response.

Hypothesis

Ho: Interactional justice does not significantly affect the psychological well-being of the teachers of the Archdiocese of Bamenda.

Ha: Interactional justice significantly affects the psychological well-being of the teachers of the Archdiocese of Bamenda.

Table 3
Interactional Justice and Psychological well-being of Teachers

		Interactional justice	Psychological wellbeing of teachers of the Archdiocese of Bamenda
Spearman's	R-value	1	-.194**
rho	p-value	.	.002
	n	261	261

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

Statistically, findings on table 3 showed that interactional justice significantly affect the psychological wellbeing of the wellbeing of teachers of the Archdiocese of Bamenda (R-value= -.194**, p-value = 0.002 < 0.05). However, the negative sign of the correlation value implies that psychological wellbeing of teachers of the Archdiocese of Bamenda is negatively affected and this is as a result of the fact that a good number of the teachers do not

experience interactional justice. Therefore, the hypothesis that state interactional justice significantly affects the psychological well-being of the teachers of the Archdiocese of Bamenda was accepted.

Thematic Analysis Depicting Catholic teachers' opinions about the quality of relations/interactions between administrators of Catholic Schools and teachers of Catholic Schools

Table 4
Catholic teachers' opinions about the quality of relations/interactions between administrators of catholic schools and teachers of catholic schools

Code	Code Description	Quotation
Bad /poor manager to teacher relationshi p	Relation of manager to teachers is poor	“Some school managers do not care about teachers’ welfare and are very unsympathetic. Imagine that we did not receive salary in December and we needed to purchase food stuffs and new dresses for our children to spend Christmas. And watching the TV on Christmas day you see how everyone everywhere is celebrating. Yet when I complained about the non-payment of December salaries all that my manager could say was that I should go and fast and pray. That was mockery and adding insult to injury.”

		<p>“Despite the fact that by regulation teachers must pass through the head teachers before reaching the manager with their problems, some managers have special relationships with some individual teachers and use that to encourage the teacher to bypass the head teachers and come to them directly. This is a breach of administration and it is not correct. We condemn this in government so we should not practice it ourselves.”</p> <p>“Here, the relationship between teachers and managers is so poor that we can say that no relationship actually exists between a teacher and the manager. Our manager does not associate with or socialize with teachers. When you even greet him he does not answer. He does not have our time.”</p>
Excellent teacher-head teacher relationship	Relationship between teachers and managers is very excellent	<p>“Our relationship with our head teacher is very excellent. She is someone who understands, listens and acts like a mother. Often when you leave home with stress, by the time you get into her office and she listens to you and talks to you, you feel like your problems are over. If she cannot address my concerns and sends me to the manager I will not even go because the manager is a no go area for me.”</p> <p>“Our relationship with the head teacher is good”</p> <p>“We have good working relationship with our school manager”</p>
Very poor CES – teacher relationship	Relation of CES to teachers is poor	<p>“The relationship between the CES and the teachers is very poor. Many teachers do not even know who the Catholic Education Secretary is. If the Catholic Education Secretary stands here some teachers will not know him.”</p> <p>“When you carry your problems to the Catholic Education Secretariat you are never sure that you are going to get your problem solved. Many of us have gone there with regards to issues with the CNPS but often leave unsatisfied. They will not even tell you anything but just be turning you up and down till you feel frustrated and give up.”</p> <p>The Catholic Education Secretariat is not declaring teachers and our CNPS contributions to the CNPS. AS a result it has become difficult for teachers who go on retirement to have their retirement benefits even as small as the said benefits are. At times you can find a Catholic teacher who has been 4 years in</p>

Very bad teacher-head teacher relationship	Relationship between teachers and head teacher is very poor	retirement but has not been able to receive his/her retirement benefits because of irregularities with the CNPS created by the Catholic Education Secretariat. Teachers are not happy and that is why I say that our relation as teachers with the CES is not a good one.” “The Head teacher we had last year was a very difficult person. Our relationship with her was very poor because of the tension she created at work. At times I could go for a week without signing in or out just because I was scared to enter her office. And because of her attitude anyone close to her was avoided by other teachers.”
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Table 4 presents Catholic teachers’ opinions about the quality of relations/interactions between administrators of catholic schools and teachers of catholic schools. Some of the teachers said their relationship with the head teacher is good as depicted in the statement “Our relationship with out head teacher is very excellent. She is someone who understands, listens and acts like a mother. Often when you leave home with stress, by the time you get into her office and she listens to you and talks to you, you feel liked your problems are over. If she cannot address my concerns and sends me to the manager I will not even go because the manager is a no go area for me.”

On the contrary, many of the teachers reported bad relationship with the administration. For example, a good number of the teachers said their relationship with the manger is bad as depicted in the statement “Some school managers do not care about teachers’ welfare and are very unsympathetic. Imagine that we did not receive salary in December and we needed to purchase food stuffs and new dresses for our children to spend Christmas. And watching the TV on Christmas day you see how everyone everywhere is celebrating. Yet when I

complained about the non-payment of December salaries all that my manager could say was that I should go and fast and pray. That was mockery and adding insult to injury.”

To elucidate, some of the teachers reported a very bad relationship with their head teacher as depicted in the statement “The Head teacher we had last year was a very difficult person. Our relationship with her was very poor because of the tension she created at work. At times I could go for a week without signing in or out just because I was scared to enter her office. And because of her attitude anyone close to her was avoided by other teachers.”

Finally, a good number of teachers also reported that their relationship with some teachers is very poor as narrated in the statement “The relationship between the CES and the teachers is very poor. Many teachers do not even know who the Catholic Education Secretary is. If the Catholic Education Secretary stands here some teachers will not know him.”

Thematic Analysis depicting Catholic teachers’ views on the ways in which the quality of administrators-to-teachers relations affect teachers of the Archdiocese of Bamenda

*Table 5
Catholic teachers’ views on the ways in which the quality of administrators-to-teachers relations affect teachers of the Archdiocese of Bamenda*

Code	Code Description	Quotation
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Sense of belonging and unity	Good head teacher-to teacher relations make teachers feel valued and belonging and strengthens the unity among teachers	“Our head teacher is very open and understanding towards us. She encourages us a lot and treats our concerns seriously. She even asks our opinion on things. With her we feel at home and work together.” “Quality relationship with the administrators makes teachers to feel belong” “The sense of teachers’ belong is enhanced when relationship with the administrators is good”.
Low self esteem	Bad CES-to- teachers relations and bad manager-to-teachers relations lowers teachers’ self-esteem	“The way the CES and some school managers treat teachers makes us feel like slaves” “Poor teacher-administrator relationship negatively affect the self-esteem of the teachers” “The self-esteem of the teachers is low when relationship with the school administrator is bad”.
Mistrust and weak cohesion among teachers	Bad head teacher-to-teachers relations breed mistrust and weakens the social cohesion among teachers in a school	“Some of our head teachers are too bossy and create divisions and suspicions among teachers. This has affected our togetherness” “The togetherness in the school is negatively affected when relationship with the school administrators is not good”

Table 5 presents Catholic teachers’ views on the ways in which the quality of administrators-to-teachers relations affect teachers of the Archdiocese of Bamenda and, many of the teachers opined that bad relationship with administrators affect their sense of unity and belonging in the school as depicted in the statement “Our head teacher is very open and understanding towards us. She encourages us a lot and treats our concerns seriously. She even asks our opinion on things. With her we feel at home and work together.”

Furthermore, a good number of the teachers opined that bad relationship with administrators affect their self-esteem as depicted in the statement “Poor teacher-

administrator relationship negatively affect the self-esteem of the teachers”, “The way the CES and some school managers treat teachers makes us feel like slaves.”

Finally, a good number of the teachers also indicated that bad relationship with the administrator causes mistrust and weak cohesion among teachers as depicted in the statement “Some of our head teachers are too bossy and create divisions and suspicions among teachers. This has affected our togetherness.”

Thematic Analysis depicting Catholic teachers’ opinions regarding the quality of relations/interactions among teachers of Catholic schools in the Archdiocese of Bamenda

Table 6

Catholic teachers’ opinions regarding the quality of relations/interactions among teachers of Catholic schools in the Archdiocese of Bamenda

Code	Code Description	Quotation
Very friendly relations	Friendly relations among Catholic teachers of the Archdiocese	<p>“Among us as teachers of this school, the relationship among us is very friendly and cordial. We are like family.”</p> <p>“The quality of relationship among teachers in the school is healthy”</p> <p>“Among the teachers, the quality of relationship is very good. In fact, we are like one big family/very friendly”</p> <p>“The quality of relations among Catholic teachers is good and this leads to friendly relations between Catholic schools”</p>
The relations are good but not as much as before.	Good relations but diminished in strength compared to the past	<p>“At first the relations were very friendly. We had inter-school exchanges and if a teacher died, we all went as a deanery to condole with the bereaved. Today social activities are only intra school. I don’t know what has happened.”</p> <p>“It was the teachers’ trade union that mostly coordinated social activities among all teachers of the agency. Under the teachers’ trade union, every teacher in the agency contributed when a fellow teacher died irrespective of which part of the Archdiocese it happened and teachers were encouraged to attend the funeral. But since the hierarchy of the Catholic Education Agency put pressure and killed the teachers’ trade union, the teachers have not been organized again as before and teachers of schools now are managing their affairs within their schools.”</p>

Table 6 present Catholic teachers’ opinions regarding the quality of relations/interactions among teachers of Catholic schools in the Archdiocese of Bamenda, all of them reported healthy relationship. Specifically, many of the teachers said relationship among teachers is very friendly as depicted in the statement “Among us as teachers of this school, the relationship among us is very friendly and cordial. We are like family.” In addition to very friendly relationships, some of the teachers

characterized their relationship with colleagues as good but not as before as depicted in the statement “At first the relations were very friendly. We had inter-school exchanges and if a teacher died, we all went as a deanery to condole with the bereaved. Today social activities are only intra school. I don’t know what has happened.”

Thematic Analysis showing how the quality of relations/interactions among teachers affects teachers of the Archdiocese of Bamenda

Table 7

Quality of relations/interactions among teachers affects teachers of the Archdiocese of Bamenda

Code	Code Description	Grounding	Quotation
Solidarity	Good relations among teachers strengthens inter-teacher solidarity		<p>“The relations between teachers are good, very cordial. Because of this, their solidarity with one another is very strong especially as they have common problems.”</p> <p>“The good quality of relationship among the teachers enhanced solidarity among the teachers”</p> <p>“Because of the good relationship among the teachers, there is lot of sense of commitment to other teachers. We celebrate with colleagues for good news and mourn or sympathize with them for bad news”.</p>

Table 7 present the teachers’ opinion on the impact of quality of relations/interactions among teachers of the Archdiocese of Bamenda, many of them said that the good / friendly interaction among the teachers enhance a sense of solidarity among the teachers as depicted in the statements “The relations between teachers are good, very cordial. Because of this, their solidarity with one another is very strong especially as they have common problems.”, “The good quality of relationship among the teachers enhanced solidarity among the teachers.”

DISCUSSIONS

Interactional justice and the psychological well-being of the teachers of the Archdiocese of Bamenda

Findings revealed that teachers were satisfied regarding their perceptions of interactional justice within the Catholic Education Agency of the Archdiocese of Bamenda. Findings indicated that interactional justice significantly affects the psychological wellbeing of the wellbeing of teachers of the Archdiocese of Bamenda. This implies that the psychological wellbeing of teachers of the Archdiocese of Bamenda is negatively affected when they do not experience interactional justice.

These findings are contrary to Kamran &

Thomas (2021) as they found that interactional justice was positively associated with teachers’ stress levels. The findings also disagree with those of Usmani (2013) who found that there existed a significant positive association between interactional justice and job satisfaction among banking employees. In the same way these findings of the present study are not in agreement with Yangin & Elma (2017) who found that there existed a highly positive relationship between teachers’ interactional justice and manager trust perceptions, that is, there existed a direct proportion between teacher interactional justice and manager trust perceptions.

Yangin & Elma (2017) hold that interactional justice requires managers to treat their employees with respect, to listen to them with devotion, to make adequate explanations about their decisions, to be tolerant during hard times and to exhibit a sensitive posture in the social sense. The disagreement of this finding of the present study with those of previous studies could be explained in terms of the fact that teachers of the Archdiocese did not have direct daily personal contact with the management of the Catholic Education Agency of the Archdiocese of Bamenda and relations between teachers and management are strictly top-down. This is supported by qualitative findings

from the study as teachers reported that it is usually challenging for them to have their concerns addressed by the Catholic Education Secretariat and that it is often difficult to meet the education Secretary when they have issues that they need him to address.

Moreover, teachers reported that management does not listen to them adequately. As a result, teachers of the Bamenda Archdiocesan Catholic schools tend to not perceive interactional justice as a priority; instead, distributive justice was their primary concern, and their interactions were predominantly among fellow teachers (inter-teacher socialization).

CONCLUSION

Organizational justice as a concept is theoretically easy to comprehend. However, in practice, it is often difficult to realize it adequately in its essential dimensions. This challenge is significantly due to the tendency in humans to take unfair advantage of others. In almost every organization, there are norms regulating the justice relations between employers and employees. These norms are either set by the organizations themselves or can also be made an external regulating body charged with monitoring and regulating relations between employers and employees in order to ensure fairness.

However, in Cameroon in particular, private sector employers tend to have an exaggerated disregard for organizational justice in all its forms. The misconception has often been that the employer (and the employer's interests) is paramount since he owns and controls three key factors of production (namely land, capital and is the entrepreneur) which provide the employee with the opportunity to work. Within such perceptions, the employer is everything. Organizational justice theory however, albeit implicitly, pushes for a shift in the conception of the employee as a gratuitous beneficiary with limited or no labour rights. It advocates for the conception of the employee as a subject of dignity and inalienable rights on the basis that the employer will never be able to transform his land, capital and entrepreneurial resources into

profits without the services of labour – the employee.

A study of organizational justice within the mission school system reveals the prevailing tendency to perceive teachers as people with limited rights but with plenty of obligations towards the employer. Teachers of confessional schools in Cameroon are often underpaid yet required endure a lot of abuses from their employers including overloading for little pay, overtime work for no pay, and often do not receive any appreciation and motivation. Yet a critical reflection on the reality indicates that without the services daily rendered by teachers to the schools and learners with whom they work, the employers alone cannot realize the goals.

Promoting organisational justice for teachers calls for a systems approach to enhancing the psychological wellbeing of teachers in catholic school communities. This study will go a long way to help the Catholic Education Agency of the Archdiocese of Bamenda in the following aspects: Optimizing their Work Environments: Optimal environments go beyond simple employment and basic amenities such as a classroom, table and chair. Instead, they create opportunities where employees are free to work and perform, do what they are good at and develop. When organisations are able to achieve this, it benefits both employer and employee. If you want to optimize your workspace, make sure that the energy amongst the team is as positive as possible. If you notice a negative air in the office, take steps to rectify the situation through conflict resolution, rewriting of rules, or any other measures you deem necessary.

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