

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

Nsairun Leonard Yuyun (Ph.D)

Faculty of Education, University of Bamenda

Abstract

This study was to investigate the effect of procedural justice on the psychological well-being of the teachers of the Archdiocese of Bamenda, Northwest 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. Quantitative data were collected with the help of a questionnaire while Focus Group Discussions were conducted to generate qualitative data. Quantitative data were analyzed using the linear regression technique. Qualitative data generated from Focused Group Discussions were analyzed using the technique of thematic analysis. Findings from Quantitative analysis of data revealed that 63% of teachers' indicated that teachers were satisfied with procedural justice within the Bamenda Archdiocesan Catholic Education Agency and that procedural justice had a significant effect on the psychological well-being of teachers of the Archdiocese of Bamenda. Based on these findings, the study recommended that the government should effectively follow-up, monitor and audit the channels of paying subvention funds to beneficiary private sector teachers to ensure that the money reaches the intended beneficiaries uncompromised.

Keywords Procedural Justice, and Teachers' Psychological Wellbeing.

INTRODUCTION

Teacher psychological well-being is a crucial issue for schools and society. Teaching has long been endorsed to be one of the most demanding and stressful jobs with high levels of tension, burnout, attrition, and low professional wellbeing (Sokal, Trudel, & Babb, 2021). Research suggests that teachers are the builders of prosperous and successful societies, and to make learning possible, their emotions, needs, and psychological health must be assured in the academic contexts (Li, 2021

and Zaki, 2018). A great majority of teacher-related investigations on wellbeing have capitalized on the negative factors, such as stress, exhaustion, and fatigue (Benevene et al., 2020; Mercer, 2020). Wellbeing from a positive point of view refers to the state of being happy, healthy, and content in various aspects of life. It encompasses physical, mental, emotional, and social well-being. When viewed positively, wellbeing is not just the absence of illness or distress but also includes elements such as fulfillment, purpose, and overall life satisfaction. It involves feeling good and

functioning well in different areas of life, including relationships, work, leisure activities, and personal growth.

Procedural justice refers to the fairness and transparency in the processes and procedures that individuals experience. Procedural justice is also the employee's perceptions concerning the fairness of the decision-making processes. When teachers perceive that they are treated fairly, with respect, and have a voice in decision-making processes, it can have significant positive effects on their job satisfaction, motivation, and overall psychological health. Employee's assessment that managers and corporation adopt unfair practices and procedures to reach the decisions leads them to perceive treatment as unfair (Greenberg & Folger, 1983). Procedural justice criteria include; process control (Thibaut and Walker, 1975), procedural fairness (Folger & Bies, 1989) and due process model (Folger, Konovsky, & Cropanzano, 1992).

Procedural justice plays a crucial role in ensuring equitable treatment, fostering trust, and enhancing overall job satisfaction among educators. By implementing fair and transparent decision-making processes, teachers can help to build trust and support among students, parents, and colleagues. This can lead to better outcomes for all involved, including improved academic performance and a more positive school culture. Research suggests that people are affected not only by the fairness of decision-making outcomes but also by the fairness of the decision-making process (McFarlin and Sweeney, 1992) and that the impact of procedural justice is independent of the perceived fairness of the outcome itself (Tyler and Lind, 1992). The fair procedure can reduce the "ill effect" of inappropriate results. When employees believe that their leader has used the planning process fairly, they will provide more support, commit more to the organization, and foster trust

and commitment, encouraging cooperation (Cropanzano & Molina, 2015).

Procedural justice also encompasses structural aspects, such as having autonomy or decision-making and social aspects, as the justification to individuals affected by such decisions (Cohen, 2009). Accordingly, this approach of justice involves the perception of what is just in the process by which the results and the rewards are established, and how the performance evaluations are made, the criteria adopted in the promotion and the rules used for setting salary increases, benefits, promotions and employee layoffs (Rego, 2000).

Procedural justice is highly important for organizations considering that in some cases, organizations have limited control (resources) over the actual outcome's employees receive; nevertheless, organizations have control over the fairness of processes that can be used to determine these outcomes (Rego, 2000). This can be achieved through fair processes such as allowing employee voice and providing enough information, what might reduce the stress levels from organizational change (Lee, Sharif, Sacandura, & Kim, 2017). Rineer (2017) verified the relationships between organizational justice, and cardiovascular health. The study suggested that higher levels of both procedural justice and perceived organizational support were needed to reduce heart rate, systolic and diastolic blood pressure.

The social exchange theory applies to procedural justice in that this perception of justice would be relative to an exchange between the employee and the organization (Masterson et al., 2000). According to Cohen-Charash and Spector (2001), the relationship between procedural justice and job satisfaction is mediated by the perception of organisational support. The correlations of procedural justice with job satisfaction are similar to those of distributive justice (Cohen-Charash &

Spector, 2001). When these two facets compete in a multiple regression, procedural justice explains more of the variance specific to job satisfaction (Clay-Warner, Reynolds, & Roman, 2005). Poythress, Petrila, McGaha, & Boothroyd (2002), examined the relationship between procedural justice and psychological wellbeing and revealed that an intervention based on procedural justice would have no effect on employee satisfaction and PWB. Schaubroeck et al., (1994) had earlier come with the same study and same results. These results suggest that the impact of procedural justice on PWBW over time may be less than suggested by the correlational studies cited above. To explain this inconsistency, we postulate that procedural justice is particularly vulnerable to method-driven common variance biases that would artificially increase its cross-sectional correlation with PWBW.

METHODOLOGY

This study made use of the survey design because it required a representative sample of teachers within different schools of different levels (primary and secondary) from which numeric descriptions were collected and analysed, and further used to generalize self-perceptions of teachers with regards to organisational justice and their psychological wellbeing in the Arch Diocese of Bamenda. The 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 teachers of Catholic nursery and primary and secondary schools in the Archdiocese of Bamenda, North West Region of Cameroon for 2021/2022 academic year. The sample of this study was made up of 270 teachers of the Bamenda Archdiocesan Catholic nursery, primary and secondary schools working within the Bayelle, Mankon and Bambui main missions.

Both probabilistic and non-probabilistic sampling techniques were used to select schools and participants for this study. In this light, two sampling procedures were employed to select the samples for this study namely the simple random sampling technique and purposive sampling. A purposive sampling technique was used to select schools that were effectively operating in the Bamenda II, Bamenda III and Tubah Municipalities due to the ongoing Anglophone crisis.

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). Participants were selected based on longevity in service within the Catholic Education Agency of the Archdiocese of Bamenda.

Both quantitative and qualitative research instruments were used to collect data for this study, namely; a structured and close ended questionnaire and a Focus Group Discussion Guide. A pilot test with 25 sample questionnaires was conducted with 25 teachers of two Catholic Primary Schools and one Secondary School to determine the reliability of the questionnaires. Cronbach's Alpha was used to determine the reliability of the data collection instrument (the questionnaire). The reliability test score was 0.75 with the sample of 25 questionnaires which indicates that the questionnaire was reliable.

The quantitative data collected from the field were first processed using EpiData 3.1 whereby, all the participants' responses (students) were keyed, in accordance with each of the test items. The quantitative data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count and percentages. With reference to inferential statistical tools, the Spearman's rho test and Ordinary regression technique were adopted

for the study. The Spearman’s rho test was used in testing the hypotheses of the study because the data for the variables were not normally distributed based on the statistics of the test of normality assumption trend. Furthermore, a multiple regression analysis was computed to determine the extent to which a unit of change in procedural justice affect teachers’ psychological of the Catholic Education Agency in Bamenda. On the

other hand, the qualitative data were analysed using the thematic approach with the aid of codes, code description, grounding and quotations. The codes are the main ideas that emanated directly from the participant direct statements (quotations).

FINDINGS

Table 1: Frequency Distribution of responses on Procedural Justice

S	Items	SA	A	D	SD	No	Total
N						response	
1	My school authorities often gather accurate information using certain procedures before making decisions	51 (20%)	123 (47%)	57 (22%)	26 (10%)	4 (2%)	261 (100%)
2	In my school there exist procedures that should be followed to appeal or challenge decisions that have been taken by management	31 (12%)	121 (46%)	68 (26%)	34 (13%)	7 (3%)	261 (100%)
3	There exist procedures that teachers affected by a decision can follow to make their concerns heard.	33 (13%)	133 (51%)	68 (26%)	22 (8%)	5 (2%)	261 (100%)
4	In my school there exist procedures for requesting clarification or additional information about decisions taken by authorities	35 (13%)	115 (44%)	83 (32%)	22 (8%)	6 (2%)	261 (100%)
5	In my school administrative and job decisions are always applied on all affected employees without discrimination.	47 (18%)	113 (43%)	53 (20%)	39 (15%)	9 (3%)	261 (100%)
6	The Archdiocese of Bamenda has an established process of recruiting and selecting teachers, and it follows that process often.	72 (28%)	122 (47%)	32 (12%)	30 (11%)	5 (2%)	261 (100%)
Summary		269 (17)	727 (46)	361 (23)	173 (11)	36 (2%)	1566 (100%)

Table 1 above presents the frequency of responses on procedural justice. Beginning with item 1, only 83 (32%) of respondents disagreed that their school authorities often gathered accurate information to make decisions while the remaining 174 (67%) agreed. Item 2 indicates a similar trend

where only 102 (39%) of the respondents disagreed that there existed procedures that should be used or followed to challenge the decisions made by management. However, item 3 backs it as it can be noticed that only 90 (34%) of respondents disagreed that there exist procedures

that teachers affected by decisions can follow to make their voices heard. Item 4 indicates that just 105 (40%) of the respondents disagreed that there were procedures that helped request for clarification or additional information about decisions taken by authorities. Item 5 indicates that 160 (61%) of respondents agreed that in their school administrative and job decisions are always applied on all affected employees without discrimination. Lastly item 6 shows that only 62

(23%) respondents disagreed that the Archdiocese of Bamenda has an established process of recruiting and selecting teachers and it follows that process often. The summary of responses section of the table indicates that only 34% of the responses were in disagreement to the items and 63% were in agreement while 36 (2%) were no response. Thus, it could be concluded that the teachers were satisfied with the procedural justice that was in place in their institution.

Table 2: Frequency of responses on the effect of Procedural justice on teachers’ psychological well-being

SN	Items	SA	A	D	SD	No response	Total
7	The administration sends spies among teachers and this makes me feel uneasy and insecure in school.	65 (25%)	52 (20%)	85 (33%)	55 (21%)	4 (2%)	261 (100%)
8	In my school, administration is top-down approach as the opinion of teachers on several matters is hardly ever sought and this makes teachers feel excluded.	61 (23%)	65 (25%)	85 (33%)	45 (17%)	5 (2%)	261 (100%)
9	It is very difficult to follow up documents and allowances with the Catholic Education Agency and this brings a lot of stress on teachers.	82 (31%)	84 (32%)	57 (22%)	28 (11%)	10 (4%)	261 (100%)
10	Some school administrators are unapproachable and often unavailable and this brings a lot of discomfort to teachers.	40 (15%)	74 (28%)	74 (28%)	65 (25%)	8 (3%)	261 (100%)
Summary		248 (24%)	275 (26%)	301 (29%)	193 (18%)	27 (3%)	1044 (100%)

Table 2 presents the Frequency of responses on the effect of Procedural justice on teachers’ psychological well-being. Examining item 7 it will be noticed that just 117 (45%) of respondents agreed that the administration sends spies among teachers and this makes them feel uneasy and insecure in school. Item 8 shows that 130 (50%) of respondents disagreed that administration uses top-down approach as the opinion of teachers on several matters is hardly ever sought and this

makes teachers feel excluded. Looking at item 9 only 85 (33%) of the respondents disagree that it is very difficult to follow up documents and allowances with the Catholic Education Agency and this brings a lot of stress on teachers. Looking at item 10 it will be noticed that up to 139 (53%) of respondents disagreed that some school administrators are unapproachable and often unavailable and this brings a lot of discomfort to teachers. Looking at the summary of responses, it

will be noticed that 50% of the responses agreed to the items and all the items were against the administration of the schools. This implied that the teachers were mostly stressed with the procedural

justice in place however, it could not be entirely concluded as the other part of the respondents disagreed.

Table 3: Procedural Justice and Psychological well-being of Teachers

		Procedural justice	Psychological wellbeing of teachers of the Archdiocese of Bamenda
Spearman's rho	R-value	1	-.340**
	p-value	.	.000
	N	261	261

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

Statistically, findings showed that procedural justice significantly affect the psychological wellbeing of the wellbeing of teachers of the Archdiocese of Bamenda (R-value= -.340**, p-value = 0.000< 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 significant percentage teachers do not experienced procedural justice. Therefore, the hypothesis that state procedural justice significantly affects the psychological well-being of the teachers of the Archdiocese of Bamenda was accepted.

Thematic Analysis for what is good about the nature of procedures within the Bamenda Archdiocesan Catholic Education Agency

Table 4: What is good about the nature of procedures within the CEA of Bamenda

Code	Code Description	Grounding	Quotation
Teachers involve ment in fees collectio n	The Catholic Education Agency involves and engages teachers in the process of school fees collection from parents		<p>“At first, in this agency, teachers had no role to play in collection of school fees. This has changed. Now, teachers are being asked to follow up to ensure that parents pay the school fees of their pupils and hierarchy makes teachers to understand that it is from the fees collected that they will have a salary. So after they have collected the fees and paid it in, teachers now have a right to follow up and ask why they have not received their salary since the fees have been collected.”</p> <p>“Years back the teachers do not collect fees but today, teachers have been asked to follow up parents to pay children fees”.</p>
Centraliz ed Recruit ment	Recruitment is currently done only at the level of the Catholic		<p>“All recruitment of teachers is now done through the Catholic Education Secretariat (CES). At first managers were allowed to recruit directly into their schools but this created confusion as sometimes it was not clear to the agency how many teachers are</p>

<p>Education Secretariat</p>	<p>in a school or teaching a particular class and how money allocate dis being spent. You know some of us are not straight. But now, this confusion is no longer there as all recruitment is done at the level of the CES and this enables the CES to keep track of all the teachers recruited and posted.”</p>
<p>Verification of applicant teacher authenticity</p>	<p>“When the Catholic Education Agency of Bamenda Archdiocese recruits teachers there is a written test that they have to take. This is however, not the best of their teaching competence. Due to this, when selection has been done after the written test, head teachers have to follow up the newly recruited teachers to ensure that they are actually delivering the expected output i.e. teaching effectively and handling their classrooms professionally. This helps as a check against individuals infiltrating the system with fraudulent certificates and getting recruited to the detriment of quality and also to ensure that only those individuals who profess the shared Christian faith and values of the Catholic Church are employed to teach our children.”</p>

The table 4 above presents opinion on the good things about the procedures of CEA of Bamenda and, many of the teachers mentioned the involvement of teachers in the collection of fees as depicted in the statement “At first, in this agency, teachers had no role to play in collection of school fees. This has changed. Now, teachers are being asked to follow up to ensure that parents pay the school fees of their pupils and hierarchy makes teachers to understand that it is from the fees collected that they will have a salary. So after they have collected the fees and paid it in, teachers now have a right to follow up and ask why they have not received their salary since the fees have been collected.”

Also, another good thing mentioned by the respondents is the centralized recruitment of teachers as depicted in the statement “All recruitment of teachers is now done through the

Catholic Education Secretariat (CES). At first managers were allowed to recruit directly into their schools but this created confusion as sometimes it was not clear to the agency how many teachers are in a school or teaching a particular class and how money allocate dis being spent. You know some of us are not straight. But now, this confusion is no longer there as all recruitment is done at the level of the CES and this enables the CES to keep track of all the teachers recruited and posted.”

Finally, the CEA of Bamenda is also praise for the verification of the authenticity of teachers’ application as depicted in the statement “When the Catholic Education Agency of Bamenda Archdiocese recruits teachers there is a written test that they have to take. This is however, not the best of their teaching competence. Due to this, when selection has been done after the written test, head teachers have to follow up the newly

recruited teachers to ensure that they are actually delivering the expected output i.e. teaching effectively and handling their classrooms professionally. This helps as a check against individuals infiltrating the system with fraudulent certificates and getting recruited to the detriment of quality and also to ensure that only those

individuals who profess the shared Christian faith and values of the Catholic Church are employed to teach our children.”

Thematic Analysis depicting what is bad about the nature of procedures within the Bamenda Archdiocesan Catholic Education Agency

Table 5

What is bad about the nature of procedures within the CEA of Bamenda

Code	Code Description	Grounding	Quotation
Administrative bottlenecks	Administrative bottlenecks mar the smooth functioning of defined procedures		<p>“Within the Bamenda Archdiocesan Education Agency, certain procedures are too rigid. A teacher is not allowed to go directly to the manager without passing through the head teacher and cannot go to the Education Secretariat without passing through the head teacher and manager. While this provides for some order and accountability, it has made some supervisors to feel and act very bossy and indispensable and it has also made it very difficult for teachers to expose so many wrong things happening in the system especially when the immediate supervisors that they have to pass through to report these concerns are directly implicated in the malpractices.” Moreover, are either hardly available to teacher or are not welcoming and in the case where head teachers cannot address teachers’ concerns, the teachers are then stranded as they cannot get access to the manager.”</p> <p>“There is lot of administrative bottle necks in the agency”</p>
Salary delays	Delays in salaries especially the salaries of primary school teachers		<p>“There are frequent delays in the payment of the salaries of Catholic primary school teachers.”</p> <p>“There is so much delay in the payment of salaries”</p> <p>“Delay in the payment of salaries”.</p>
Connections (Man know man)	Prevalence of connections within the Catholic Education Agency of Bamenda render procedures difficult for teachers without such connections		<p>“Sometimes recruitment processes and contact procedures are facilitated for teachers who have personal connections or know someone who matters at the Catholic Education Secretariat. When you do not have such connections, it can be frustrating for you following up your contract or other issues with the Catholic Education Agency. They will keep turning you up and down and this gives teachers a lot of stress.”</p> <p>“There is so much connection or man-know-man in the administration”.</p>

Lack of consideration for marital situation in posting of teachers

Posting of Catholic teachers done without consideration for the marital situation of married Catholic teachers

“During interviews conducted prior to recruitment they ask us certain questions which in my opinion are intended to generate information that will inform decision making around placement of teachers. But one finds that at posting, couples are sent to suburbs or a married teacher with a family in town is asked to go to a school in the suburb leaving his wife/husband and children in town whereas young single teachers who have just finished training and are beginning their teaching career and who may not even have dreams of getting married in the next five years are posted to Catholic schools in urban centers. This to me is not correct”

“The agency plays lot of injustice because they do not consider the marital status of teachers before posting them. Single teachers who just finish training are posted to urban areas while married ones are posted to rural area which is not good and unfair practice. At least some consideration is needed”.

Secrecy around results of recruitment

Catholic Education Agency not publishing publicly the results of teacher recruitments.

“There is a lot of secrecy and around the outcomes of recruitment tests organized for applicant teachers by the Catholic Education Secretariat. Often after the test they do not publish the results for all to see; instead people are called one by one and sent to schools. This raises questions about the credibility and transparency of recruitment and placement of catholic teachers.”

Table 5 presents the bad nature of procedures in the CEA of Bamenda and, many of the teachers complain of administrative bottle neck as depicted in the statement “Within the Bamenda Archdiocesan Education Agency, certain procedures are too rigid. A teacher is not allowed to go directly to the manager without passing through the head teacher and cannot go to the Education Secretariat without passing through the head teacher and manager. While this provides for some order and accountability, it has made some supervisors to feel and act very bossy and indispensable and it has also made it very difficult for teachers to expose so many wrong things happening in the system especially when the

immediate supervisors that they have to pass through to report these concerns are directly implicated in the malpractices.”

Furthermore, another bad procedure reported by many respondents is delay in the payment of salaries as depicted in the statement “There are frequent delays in the payment of the salaries of Catholic primary school teachers.”. Also, many of the respondents also reported the aspect of connection power in the agency (man-know-man) as narrated in the statement “Sometimes recruitment processes and contact procedures are facilitated for teachers who have personal connections or know someone who matters at the Catholic Education Secretariat. When you do not

have such connections, it can be frustrating for you following up your contract or other issues with the Catholic Education Agency. They will keep turning you up and down and this gives teachers a lot of stress.”

To elucidate, another bad procedure mentioned by the respondents is that the agency do not consider the marital status of teachers before posting them as depicted in the statement “During interviews conducted prior to recruitment they ask us certain questions which in my opinion are intended to generate information that will inform decision making around placement of teachers. But one finds that at posting, couples are sent to suburbs or a married teacher with a family in town is asked to go to a school in the suburb leaving his wife/husband and children in town whereas young single teachers who have just finished training and are beginning their teaching career and who may

not even have dreams of getting married in the next five years are posted to Catholic schools in urban centers. This to me is not correct.”

Finally, another bad procedure reported is that there is lot of secrecy around results of recruitment as depicted in the statement “There is a lot of secrecy and around the outcomes of recruitment tests organized for applicant teachers by the Catholic Education Secretariat. Often after the test they do not publish the results for all to see; instead, people are called one by one and sent to schools. This raises questions about the credibility and transparency of recruitment and placement of catholic teachers.”

Thematic Analysis depicting teachers’ perceptions of how bad procedures within the Bamenda Archdiocesan Catholic Education Agency affect teachers

Table 6

Teachers’ perceptions of how bad procedures within the Bamenda Archdiocesan Catholic Education Agency affect teachers

Code	Code Description	Grounding	Quotation
Stress	Administrative bottlenecks add significantly to the stress that teachers already have.		<p>“Teachers are often stranded and confused when they cannot get their problems addressed at the secretariat because of difficult procedures or blockages from staff of the Secretariat. At times they get so stressed out that they just give up going there to follow up and have their concerns addressed.”</p> <p>“Teachers stress a lot because their problems are not hardly see into because of the bad procedures on-going”</p> <p>“The bad procedures within the agency make the teachers to stress a lot”.</p>
Denial of rights and justice	Teachers without connections often end up not having their concerns addressed		<p>“If you do not have dependable connections inside the Catholic Education Secretariat, you risk never having your concerns addressed and your rights will just be ignored like that.”</p>

“Because of the bad procedures sometimes in the agency, the teachers do not enjoy their rights and benefit from justice”

“Teachers without connection power within the agency hardly benefit of their rights and justice”.

Table 6 presents how the bad procedures within the Bamenda Archdiocesan Catholic Education Agency affect teachers and, many of them said they feel stress up as narrated in the statement “Teachers are often stranded and confused when they cannot get their problems addressed at the secretariat because of difficult procedures or blockages from staff of the Secretariat. At times they get so stressed out that they just give up going there to follow up and have their concerns addressed.”

In addition to stress, many of the teachers also

reported that the bad procedure makes them not to enjoy their rights and benefit from justice as depicted in the statement “If you do not have dependable connections inside the Catholic Education Secretariat, you risk never having your concerns addressed and your rights will just be ignored like that.”

Thematic Analysis depicting teachers’ views on what should be done to improve the nature of procedures in the Catholic Education Agency of Bamenda Archdiocese

Table 7

Suggestions on what should be done to improve the nature of procedures in the CEA of Bamenda

Code	Code Description	Grounding	Quotation
Facilitate Access to Management	Hierarchy should facilitate access to management for teachers		<p>“Procedures should be relaxed to allow for possibilities of teachers to meet managers directly in sensitive and exceptional cases where going there are genuine barriers to their passing through their immediate supervisors such as head teachers.”</p> <p>“I think teachers should be given enough access to the management”</p> <p>“The management should grant easy access for the teachers so that problems of the teachers can directly be table”.</p>
Tuition subsidies for Catholic teachers’ children in Catholic Colleges	Catholic Education Agency should extend tuition fees subsidies to cover children of catholic school teachers		<p>“It will be good if the 50% tuition fees waiver for children of catholic teachers of the Archdiocese in Archdiocesan schools be extended to include not only primary schools but also secondary schools. This will considerably ease the financial burden on Catholic teachers to educate their children as they are not earning much.</p>

<p>Tuition subsidies for Catholic teachers' adopted children</p>	<p>Catholic Education Agency should extend tuition fees subsidies to cover adopted children of Catholic school teachers</p>	<p>“It will be good that fees for children of teachers schooling in the catholic schools be reduce”.</p>
<p>Total exemption from school fees for one child per teacher</p>	<p>The Agency should completely waive fees for at least one child per Catholic teacher</p>	<p>“It will be a good thing if the CEA of Bamenda can reduce fees for children of teachers schooling in the catholic schools. This can be some sort of motivation for the teachers”.</p> <p>“For me, the existing 50% reduction in the tuition fees of Catholic primary school biological children of Catholic teachers is a good initiative but I think that it will be best and even fair if children adopted by Catholic teachers of the Archdiocese are also allowed to benefit since they are directly under their care.”</p> <p>“The agency should subsidize fees for the adopted children of catholic education teachers who are enrol in the catholic schools”.</p> <p>“In my opinion, the policy of school fees tuition subsidies for children of Catholic teachers of the Archdiocese will be more inclusive if it is reformulated to mean that one child per catholic teacher, whether biological or adopted, will benefit from complete exemption from tuition fees from primary through secondary school in the Archdiocesan Catholic Education Agency.</p>

Table 7 presents suggestions on what should be done to improve the nature of procedures in the CEA of Bamenda and, many of the respondents indicated that there is need to facilitate access to the management as depicted in the statement “Procedures should be relaxed to allow for possibilities of teachers to meet managers directly in sensitive and exceptional cases where going there are genuine barriers to their passing through their immediate supervisors such as head teachers.”

Furthermore, many of the teachers suggested a fee reduction for Catholic teachers’ children in Catholic Colleges as depicted in the statement “It will be good if the 50% tuition fees waiver for

children of catholic teachers of the Archdiocese in Archdiocesan schools be extended to include not only primary schools but also secondary schools. This will considerably ease the financial burden on Catholic teachers to educate their children as they are not earning much.”

Also, a good number of teachers also suggested a tuition subsidies for Catholic teachers’ adopted children as narrated in the statement “For me, the existing 50% reduction in the tuition fees of Catholic primary school biological children of Catholic teachers is a good initiative but I think that it will be best and even fair if children adopted by Catholic teachers of the Archdiocese are also allowed to benefit since they are directly under

their care.”

Finally, some of the teachers also suggested a total exemption from school fees for one child per teacher as depicted in the statement “In my opinion, the policy of school fees tuition subsidies for children of Catholic teachers of the Archdiocese will be more inclusive if it is reformulated to mean that one child per catholic teacher, whether biological or adopted, will benefit from complete exemption from tuition fees from primary through secondary school in the Archdiocesan Catholic Education Agency.”

DISCUSSION

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

Findings indicates that teachers of the Catholic Education Agency of Bamenda were generally satisfied with the procedural justice that was in place in their institution. The findings equally showed that procedural 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 since significant percentage of teachers do not experience procedural justice. These findings are in tandem with Magnavita et al. (2022) who found that procedural justice was a significant predictor of occupational stress.

The findings also agree with Gim & Mat (2014) who found that procedural justice was significantly and positively related to affective commitment, which in turn was significantly and negatively related to turnover intention. The finding that procedural justice has a significant effect on the psychological well-being of teachers was also in agreement with Ajogwu & Edwinah (2022) whose quantitative study of the relationship between procedural justice and employees’ commitment to supervisor in Rivers State of Nigeria found a

significantly positive relationship between procedural justice and employees’ commitment to supervisor. Indeed Ajogwu & Edwinah (2022) found that employees tend to easily identify with supervisors that implement fair procedures than those that do not. Salwa (2009) found that levels of coworker support as well as work autonomy moderate the relationship between procedural justice and workers’ psychological distress, implying that procedural injustice is less likely to lead to an increase in psychological distress when levels of coworker support and work autonomy are high.

Findings from teachers’ revealed the absence of procedural justice within the Bamenda Archdiocesan Catholic Education Agency. Some teachers perceived procedural justice as absent in the agency due to lack of adequate consideration to employees’ viewpoints by the management of the education agency, the existence of negative biases (discrimination) in the implementation of procedures, complete lack of feedback or untimely rendering of feedback from the education agency’s hierarchy and the lack of justification and explanation for certain decisions taken such as non-payment of bi-annual salary increments, non-payment of subventions to teachers and non-payment of teachers’ CNPS contributions. Teachers who tended to perceive procedural justice as substantially lacking in the agency and were thus dissatisfied with procedural justice in the agency tended to perceive it from the perspective of its implementation.

On the contrary, those who reported satisfaction with procedural justice in the agency tended to focus on the existence of clear formal policies on procedures within the agency irrespective of their actual implementation. It can thus be said that the findings of this study validate Tyler’s & Bies’ (1990) procedural justice criteria since the findings indicate that these criteria are very much

employed by teachers of the Archdiocese of Bamenda in assessing the extent of presence of procedural justice. The dissatisfaction reported by 34% of teachers' responses with respect to procedural justice was also in agreement with Folger, Konovsky, & Cropanzano's (1977) and Weller's (2009) respective due process criteria of fair hearing and hearing opportunity as they indicated that management did not have a listening ear for teachers.

Findings indicate that teachers perceived some procedural justice practices within the Catholic Education Agency of Bamenda as good. These include centralization of teacher recruitment, involvement of teachers in school fees collection and verification of applicant teacher authenticity. However, teachers also perceived some procedural justice practices within the Catholic Education Agency of Bamenda as bad and having negative consequences on their wellbeing. These included administrative bottlenecks, secrecy around results of teacher recruitment, connections or "godfather phenomenon," and delays in salaries especially for primary school teachers. The reported effects of these procedural justice malpractices were stress and denial of the rights of teachers. This is in congruence with Elanain (2009) who argues that managers can improve employee job satisfaction and organizational commitment by improving the quality of procedural justice and this would in turn reduce employee turnover intention. Leventhal (1980) has argued that procedural justice prevails only when employees feel that the process includes aspects of ethicality, consistency, precision and indiscrimination. McFarlin & Sweeney (1992) are of the view that procedures are an important predictor of outcomes even more than distributive justice. Kim and Mauborgne (1998) found that when decision-making processes are perceived to be fair, employees show high level of voluntary cooperation based on commitment and trust. On the other hand,

employees show resistance in executing strategic decisions and refuse to cooperate when they feel that the processes are unfair. From these, it can be argued that an improvement in procedural justice practices within the Catholic education agency of the Archdiocese of Bamenda would improve job satisfaction among Catholic teachers, promote a sense of worker belongingness among teachers and contribute to their motivation and well-being.

CONCLUSION

For organisations to achieve desired goals there is the need to keep employees satisfied, functional at their duty posts and committed. There is the need to be fair in procedural justice so that employees will perceive workplace procedures to be fair in nature. Furthermore, the perception of fairness in an organisation would positively affect the psychological and social well-being of employees by bringing about increased social cooperation as well as social actualization. Therefore, procedural justice should be pursued in workplace to guarantee the sustenance of organization and the employees.

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 in all its forms at all levels in an organisation should be the primary objective and practice of every employer who desires to have an efficient, dependable, productive, motivated, satisfied and sustainable

employee workforce.

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