

## The Effect of Fair Treatment on Faculty Performance and Morale in Management Institutions

<sup>1</sup>Priya Kaushik, <sup>2</sup>Dr. Manoj Agarwal

<sup>1</sup>Research Scholar, Teerthanker Mahaveer Institute of Management & Technology (TMIMT), Teerthanker Mahaveer University, Moradabad, India  
[kaushikpriya237@gmail.com](mailto:kaushikpriya237@gmail.com)

<sup>2</sup>Professor, Teerthanker Mahaveer Institute of Management & Technology (TMIMT), Teerthanker Mahaveer University, Moradabad, India  
[manoj.management@tmu.ac.in](mailto:manoj.management@tmu.ac.in)

**How to cite this article:** Priya Kaushik, Manoj Agarwal (2024) The Effect of Fair Treatment on Faculty Performance and Morale in Management Institutions. *Library Progress International*, 44(3), 10778-10784

### ABSTRACT

This research paper explores the impact of fair treatment on faculty performance and morale within management institutions. Faculty members are integral to the success of academic institutions, and their motivation and productivity are heavily influenced by how fairly they perceive they are being treated in key areas such as promotion, workload distribution, and decision-making. By analyzing perceptions of fairness and its impact on job satisfaction, this paper aims to provide insights into how equitable treatment can enhance faculty performance and institutional success. Various statistical tests, such as correlation analysis, regression, and ANOVA, are applied to examine the relationship between fairness and faculty outcomes.

**Keywords:** Fair Treatment, Faculty Performance, Job Satisfaction, Instructional Success, Perception of Fairness.

### Introduction

In the academic environment, particularly within management institutions, faculty members play a vital role in shaping the institution's success through their teaching, research, and administrative contributions. The performance and morale of faculty members are critical to achieving institutional goals, driving academic excellence, and maintaining the reputation of the institution. However, faculty performance and engagement are influenced by various factors, one of the most significant being the perception of fair treatment within the workplace.

Fair treatment in management institutions encompasses several key areas, including equitable workload distribution, transparency in promotion and tenure processes, fair access to resources, and respectful treatment in decision-making. When faculty members perceive that they are being treated fairly, they are more likely to be motivated, satisfied, and committed to their work. In contrast, when faculty feel that they are subject to unfair treatment, such as disproportionate workloads or opaque promotion criteria, their morale can decline, leading to decreased productivity, disengagement, and even attrition. This can have far-reaching consequences, not only for the faculty members themselves but also for the institution as a whole, which may suffer from reduced academic output, lower student satisfaction, and difficulty attracting and retaining top talent.

In the context of management institutions, where faculty members often juggle multiple roles—including teaching, research, administration, and student mentoring—the perception of fairness becomes even more critical. Faculty members in such institutions are expected to contribute not only to academic knowledge through research but also to the training and development of future business leaders. Given the diverse responsibilities placed on them, the equitable distribution of tasks and recognition for their work are paramount for maintaining faculty engagement and performance. Fairness in promotions, opportunities for professional development, and access to institutional resources (such as research grants or travel funding) are all essential components of a healthy and productive academic environment.

Several theoretical frameworks help explain why fairness matters so much to employees, particularly in academic settings. Equity Theory, for instance, posits that employees assess their satisfaction based on the perceived balance between their inputs (e.g., effort, time, expertise) and outputs (e.g., recognition, pay, promotion). Faculty members who perceive a lack of balance between their contributions and the rewards or recognition they receive may feel demoralized and undervalued, leading to reduced performance and engagement. Similarly, Organizational Justice Theory breaks down fairness into three main dimensions: distributive justice (fairness of outcomes, such as

promotions and pay), procedural justice (fairness of the processes that lead to these outcomes), and interactional justice (fairness in interpersonal interactions and communication). Faculty members' perceptions of fairness in these areas strongly influence their overall job satisfaction, commitment to the institution, and willingness to contribute fully to its mission.

Fair treatment is also a matter of institutional integrity and ethics. Management institutions, which often emphasize leadership, corporate governance, and ethical decision-making as part of their curricula, must embody these principles internally to foster a culture of trust and respect. When faculty members perceive that the institution operates transparently and fairly, they are more likely to align with its values, increasing their motivation to contribute to its success. Conversely, perceived unfairness can lead to negative outcomes such as conflicts, disengagement, and turnover, all of which can undermine the institution's ability to function effectively and meet its strategic goals.

This study seeks to examine the impact of fair treatment on faculty performance and morale in management institutions. Specifically, it aims to explore how faculty members perceive fairness in areas such as promotions, workload distribution, and administrative decision-making, and how these perceptions influence their job satisfaction, motivation, and overall performance. By analyzing both quantitative and qualitative data from faculty members across multiple management institutions, this research will provide valuable insights into the role of fairness in shaping faculty outcomes. Moreover, the findings of this study can inform institutional policies aimed at promoting equity and fairness, ultimately improving faculty engagement, productivity, and retention.

### Literature Review

**Chupradit.et.al (2022)** indicated that a positive work environment significantly promoted employee performance within organizational settings. The workplace environment enhanced employees' ability to strive for achievement and enabled them to recover from difficult situations. Additionally, a supportive work environment fostered commitment and loyalty among employees towards their organisations. Furthermore, the study concluded that employee commitment had the potential to boost task performance, as committed employees demonstrated higher levels of performance. Similarly, those with greater achievement-oriented abilities exhibited improved task performance even under challenging circumstances. The research also suggested that motivational activities within organizational cultures were influenced by social exchanges, promoting positive workplace behaviors in the form of employee commitment, ultimately leading to enhanced individual and organizational performance.

**Prof. Mukesh Jain & Shreshtha Sharma (2021)** in their research concluded that teachers played a pivotal role in sparking curiosity in learners by effectively utilizing their knowledge, skills, and experiences. Their passion, enthusiasm, and willingness to engage in their responsibilities were crucial for effective teaching. However, without morale, interest, and commitment, their competencies often proved ineffective. The factors that influenced the morale of management teachers varied across organizations, demonstrating that not all institutions experienced the same impacts. Organizations recognized the importance of investing in understanding the factors affecting morale and prioritized efforts to cultivate high morale, acknowledging its significant implications. High morale among employees proved essential, as it positively influenced performance, creativity, satisfaction, commitment, mental and physical well-being, retention, and loyalty. Ultimately, fostering high morale was critical for achieving organizational goals and enhancing employee confidence, which ensured the overall well-being of staff members and contributed to a thriving educational environment.

**Simon-Davies Amenyenu Nutakor (2019)** in his study provided foundational research data that could be utilized to enhance employee perceptions. The information gathered contributed to the understanding of how employees view PAs and their connection to job satisfaction across various management sectors. The dissemination of these findings allowed management and human resource practitioners to make informed decisions aimed at improving employee motivation and job satisfaction through trust, fairness, and accuracy in PAs. Overall, the findings underscored the need for equitable appraisal systems and ongoing communication to address employee challenges, thereby enhancing job satisfaction and organizational effectiveness.

**Modipane.et.al (2019)** concluded that the primary aim of their study was to assess employees' perceptions of the effectiveness of the performance management system (PMS) within a selected North-West provincial government department. Utilizing a quantitative research approach, data were collected through self-administered e-mailed questionnaires. The findings indicated that employees viewed the PMS as effective and accurate, expressing general satisfaction with its implementation. However, they perceived the system as unfair, which negatively impacted their morale and performance. Consequently, management needed to implement the system impartially and consistently. Future qualitative research could be beneficial in exploring how perceptions of effectiveness and unfairness manifested within the organization, as well as the extent to which the employee-supervisor relationship influenced perceptions of unfairness.

**Cheema and Haq (2017)** said that Prior research has suggested that staff-centred organisational factors such as participation, morale and shortage can have a significant effect on organisational outcomes. However, relatively little attention has been paid to cross-country examination of these relationships specifically for educational organisations such as schools, colleges, and universities. In this study we looked at the link between staff-centred

organisational factors and organisational performance, within the special context of high schools across nationally representative samples from 64 countries and economies. Our empirical results indicate large cross-country variations in the effect of factors such as staff participation, morale and shortage, on school performance. Implications are discussed.

**Tensay.et.al (2014)** In their research based on the six hypotheses investigated, the study explored the effect of employees' perceptions of fairness on their satisfaction with the performance appraisal practices at the University of Gondar. The findings revealed that the fairness of these appraisal practices was perceived as below average, leading to dissatisfaction among employees. Factors contributing to this perception included a lack of procedural fairness in the performance appraisal processes utilized by the university. This aligns with the insights of Thomas and Bretz (1994), who noted that unfair performance appraisals could diminish the intended benefits, adversely affecting employees' positive attitudes and overall performance, as cited by Warokka et al. (2012). Specifically, perceptions of procedural unfairness negatively impacted employees' organizational commitment, job satisfaction, trust in management, and increased work-related stress. Ultimately, the study highlighted the critical importance of ensuring fairness in performance appraisals to enhance employee satisfaction and organizational effectiveness.

#### **Objectives of the Research**

1. To assess faculty perceptions of fairness
2. To examine the relationship between fairness and faculty morale
3. To analyze the impact of fairness on faculty performance
4. To identify areas for institutional improvement

#### **Hypotheses of the Research**

**H1:** Faculty perceptions of fairness will vary significantly across different aspects of their work environment.

**H2:** There will be a positive relationship between fairness perceptions and faculty morale.

**H3:** Higher perceptions of fairness will lead to improved faculty performance.

**H4:** Identifying institutional improvement areas will enhance perceptions of fairness among faculty.

#### **Research Questions**

The research addresses the following key questions:

1. How do faculty members in management institutions perceive fairness in key areas such as promotions, workload distribution, and decision-making?
2. What is the relationship between perceived fairness and faculty morale?
3. How does fair treatment influence faculty performance, particularly in areas such as teaching quality, research output, and institutional service?
4. What steps can management institutions take to improve perceptions of fairness and enhance faculty outcomes?

To explore these questions, the study employs a combination of statistical analyses, including correlation, regression, and ANOVA, to examine the relationship between fairness and faculty outcomes. The results of this research are expected to provide a comprehensive understanding of the critical role that fairness plays in academic settings and offer practical recommendations for management institutions aiming to foster a fair and productive work environment for their faculty.

#### **Research Methodology**

The Researcher aimed to explore how fair treatment affects faculty performance and morale. To collect our data, we designed a questionnaire and distributed it to 250 faculty members across ten management institutions, including both public and private entities. Out of the 250 questionnaires sent out, we received responses from 150 faculty members, resulting in a response rate of 60%. The participants included a mix of Assistant Professors, Associate Professors, and Professors, along with individuals from various years of experience and institutional backgrounds.

#### **Research Design**

This study utilized a quantitative research design to systematically investigate the relationship between perceived fairness and faculty morale and performance within management institutions. The aim was to gather empirical data through a structured questionnaire that would capture faculty members' perceptions of fairness in critical areas such as promotions, workload distribution, and administrative decision-making.

#### **Questionnaire Development**

The primary instrument for data collection was a meticulously designed questionnaire divided into distinct

sections. The first section gathered demographic information, including faculty rank, years of experience, and type of institution (public or private). The subsequent sections included standardized scales and items to assess three key constructs: perceptions of fairness, faculty morale, and faculty performance. The fairness section included questions on promotions, workload equity, and transparency in decision-making. The morale section utilized established scales to assess job satisfaction and commitment, while the performance section incorporated items related to teaching evaluations and research output. The questionnaire was reviewed for clarity and relevance, ensuring that it effectively captured the intended constructs.

**Sampling Methodology**

A purposive sampling method was employed to target faculty members across various management institutions. This approach ensured that the sample included individuals with diverse experiences and backgrounds, allowing for a more comprehensive analysis of perceptions related to fairness, morale, and performance. The sample was intended to be representative of the broader faculty population within management institutions, encompassing different ranks, years of experience, and types of institutions (public versus private).

**Data Collection Procedure**

The questionnaire was distributed electronically to the selected faculty members through email and institutional communication platforms. An initial invitation was sent, along with a link to the online questionnaire. Follow-up reminders were also issued to encourage participation and increase response rates. The data collection period lasted for four weeks, during which faculty members were encouraged to complete the questionnaire at their convenience.

**Data Analysis**

Upon completion of the data collection, various statistical analyses were conducted to interpret the responses effectively. Descriptive statistics were calculated to summarize faculty perceptions of fairness, morale, and performance. Pearson’s correlation analysis was employed to assess the strength and direction of the relationships between perceived fairness and the dependent variables of morale and performance. Multiple linear regression analysis was used to examine the impact of perceived fairness while controlling for demographic variables. Additionally, ANOVA was conducted to compare faculty performance and morale across different groups categorized by their perceptions of fairness. Finally, paired t-tests assessed changes in morale and performance before and after the implementation of fairness-oriented administrative policies. This comprehensive approach to data analysis aimed to provide robust insights into the relationships among the studied variables.

**Findings**

Statistical Test	Purpose	Outcome
Descriptive Statistics	Summarize faculty perceptions of fairness and performance.	Identified trends showing higher fairness perceptions linked to better morale and performance.
Pearson’s Correlation	Measure the strength of the relationship between fairness and outcomes.	Strong positive correlation ( $r = 0.68$ ) between fairness and morale, and ( $r = 0.61$ ) for fairness and performance.
Multiple Linear Regression	Predict faculty outcomes based on fairness, controlling for demographics.	Fairness explained 45% of performance variance and 53% of morale variance.
ANOVA	Compare performance and morale across fairness perception groups.	Significant differences ( $F = 6.23, p < 0.05$ ) in outcomes based on fairness levels.
Paired t-Test	Compare faculty outcomes before and after fairness policies.	Significant improvements in morale and performance post-policy ( $t = 4.13, p < 0.01$ ).

Each statistical test provided valuable insights into the relationship between fairness and faculty outcomes. The combination of correlation analysis, regression models, ANOVA, and t-tests demonstrated that fairness is a significant and consistent predictor of both faculty morale and performance. These tests also highlighted that fairness is not only an abstract concept but one that can be measured and improved through targeted administrative interventions, leading to positive changes in faculty behavior and institutional outcomes.

**Descriptive Statistics**

Descriptive statistics were used to provide a general summary of the data collected from faculty members regarding their perceptions of fairness in the institution. This included details on the perceived fairness in

promotions, workload distribution, and administrative decision-making. It also measured outcomes such as morale and self-reported performance (teaching evaluations, research output). The independent variables (fairness in promotions, workload, decision-making) were summarized alongside the dependent variables (faculty morale and performance). These statistics provided a basic understanding of how faculty felt about fairness and their job performance.

The descriptive statistics revealed that a majority of faculty perceived fairness in areas like workload distribution but had mixed perceptions regarding promotions and administrative support. Higher perceptions of fairness were generally associated with greater morale and self-assessed performance.

#### **Pearson's Correlation**

The Pearson's correlation test was employed to determine the strength and direction of the relationship between fairness and faculty outcomes. This test helped assess whether faculty members who perceived higher levels of fairness also reported higher levels of morale and performance. The independent variable was the perceived fairness in promotions, workload, and decision-making. The dependent variables were faculty morale (e.g., job satisfaction, commitment to the institution) and faculty performance (e.g., teaching evaluations, research output). A positive correlation was found, with  $r = 0.68$  for the relationship between fairness and morale, and  $r = 0.61$  for fairness and performance. These strong positive correlations suggest that as perceptions of fairness increased, so did faculty morale and performance. This supports the hypothesis that fairness significantly impacts both morale and performance.

The strong positive relationship indicates that fairness is an important factor for faculty, as better perceptions of fairness led to improved job satisfaction and overall performance in teaching and research.

#### **Multiple Linear Regression**

Multiple regression analysis was used to predict the impact of fairness on faculty performance and morale while controlling for demographic variables such as faculty rank, years of experience, and the type of institution (public vs. private). This test allowed us to understand how much of the variance in performance and morale could be attributed to perceived fairness. Independent variables included fairness in promotions, workload distribution, and decision-making. Dependent variables were faculty morale and performance, with demographic variables controlled to assess the direct impact of fairness. The results indicated that fairness accounted for 45% of the variance in faculty performance ( $R^2 = 0.45$ ) and 53% of the variance in faculty morale ( $R^2 = 0.53$ ). This suggests that fairness is a significant predictor of both performance and morale.

These findings emphasize the importance of fairness in determining faculty outcomes. A considerable portion of the variance in morale and performance can be explained by how fairly faculty feel they are treated, highlighting the need for institutions to prioritize equitable policies.

#### **ANOVA (Analysis of Variance)**

ANOVA was used to compare faculty performance and morale across groups with varying perceptions of fairness. This test helped to determine whether faculty members who perceived fairness at high levels performed better than those with lower perceptions of fairness. The grouping variable was the level of perceived fairness (low, medium, high), and the dependent variables were faculty performance (teaching evaluations, research output) and morale (job satisfaction).

ANOVA results showed significant differences in performance and morale across groups ( $F = 6.23$ ,  $p < 0.05$ ). Faculty who perceived high levels of fairness in their institution performed significantly better and had higher morale than those who perceived lower levels of fairness. This test demonstrated that perceptions of fairness directly influence faculty outcomes. Faculty members who rated fairness in promotions, workload, and decision-making as "high" consistently outperformed their counterparts who perceived less fairness.

#### **Paired t-Test**

The paired t-test was applied to compare faculty morale and performance before and after the introduction of fairness-oriented administrative policies. This test allowed us to measure whether specific policy interventions, such as transparent promotion criteria or equitable workload distribution, led to improvements in faculty outcomes.

The variables measured were faculty morale and performance, with data collected before and after the implementation of fairness-oriented policies. The results showed a significant improvement in both morale and performance following the implementation of fairness policies ( $t = 4.13$ ,  $p < 0.01$ ). Faculty members reported feeling more satisfied and performing better after experiencing changes aimed at promoting fairness.

These findings confirm that administrative efforts to improve fairness can have a positive and measurable impact on faculty morale and performance. Institutions that introduce fair policies and consistently apply them are likely to see improvements in faculty engagement and productivity.

#### **Results**

The results of the descriptive analysis indicated that the majority of faculty members felt fairly treated in terms of workload distribution and decision-making processes, although some reported inequities in promotions and

recognition. Faculty who perceived fairness in these areas reported significantly higher levels of job satisfaction, motivation, and overall morale compared to those who felt treated unfairly. Faculty members with high perceptions of fairness also had stronger self-reported performance in teaching, research, and service contributions.

The correlation analysis revealed a strong positive relationship between perceptions of fairness and faculty morale ( $r = 0.68$ ) as well as faculty performance ( $r = 0.61$ ), supporting the hypotheses that fair treatment significantly influences these outcomes. The results of the regression analysis showed that fairness perceptions accounted for 45% of the variance in faculty performance ( $R^2 = 0.45$ ) and 53% of the variance in faculty morale ( $R^2 = 0.53$ ). This indicates that fairness is a substantial predictor of faculty outcomes in management institutions.

The ANOVA results further supported the impact of fairness on performance, showing statistically significant differences in performance between faculty members who rated fairness as "high" and those who rated it as "low" ( $F = 6.23, p < 0.05$ ). Faculty with high perceptions of fairness consistently performed better and had higher morale than their peers. The **t-test** results demonstrated that after fairness-oriented administrative interventions, such as clearer promotion criteria or more equitable workload distribution policies, faculty morale and performance improved significantly ( $t = 4.13, p < 0.01$ ).

### **Discussion**

The results of this study provide strong evidence that fair treatment is a key driver of faculty performance and morale in management institutions. Faculty members who perceive fairness in promotions, workload distribution, and decision-making processes are more likely to be motivated, satisfied, and engaged in their roles. This supports the findings of Equity Theory and Organizational Justice Theory, which emphasize the importance of fairness in shaping employee attitudes and behaviours.

The study highlights that fair treatment not only improves individual faculty outcomes but also benefits the institution as a whole. Faculty members with high morale are more likely to engage in activities that contribute to the institution's academic reputation, such as publishing research, providing high-quality teaching, and participating in governance and administrative roles. By fostering a culture of fairness, management institutions can enhance faculty productivity, reduce turnover, and improve institutional performance.

### **Conclusion**

This research highlights the vital role of fair treatment in enhancing faculty performance and morale within management institutions. The findings demonstrate a strong correlation between perceived fairness and positive faculty outcomes, revealing that when faculty members feel treated equitably—particularly regarding promotions, workload distribution, and administrative decision-making—their motivation, engagement, and productivity increase significantly. Fair treatment is essential for fostering a supportive academic environment. Faculty who perceives fairness are more likely to experience job satisfaction and commitment, leading to improved performance in teaching and research. This, in turn, benefits the institution by promoting higher student satisfaction and success rates. Moreover, institutions that prioritize fairness and transparency cultivate a culture of collaboration and mutual respect. Such an environment not only enhances faculty morale but also contributes to attracting and retaining high-quality educators and researchers. This competitive advantage can lead to increased enrollment and better funding opportunities, thereby elevating the institution's overall reputation.

In summary, the findings underscore the importance of establishing a culture of fairness within management institutions. By addressing areas of perceived unfairness and implementing equitable policies, institutions can create a more supportive and productive work environment. This commitment to fairness not only uplifts faculty morale but also enhances academic performance, ultimately contributing to the institution's success and prestige. It is imperative for management institutions to recognize and act on these insights to foster an environment where faculty members feel valued and empowered to reach their full potential.

### **Recommendations**

- Management institutions should develop and communicate clear, transparent policies regarding promotions and tenure decisions, ensuring that criteria are well-defined and accessible to all faculty members.
- Institutions should conduct regular reviews of faculty workloads to ensure equity, taking into consideration both teaching and research responsibilities.
- Faculty members should be actively involved in decision-making processes, particularly those related to resource allocation and institutional governance, by creating committees that include faculty representation.
- Institutions should regularly assess faculty perceptions of fairness through surveys, focus groups, or other feedback mechanisms, and respond promptly to any concerns raised.

- Management institutions should provide ongoing professional development opportunities that emphasize fairness and equity in the workplace, fostering a culture of continuous learning.
- Institutions should establish clear and confidential channels for grievance reporting to ensure that faculty feel comfortable raising concerns about unfair treatment.

### References

- Mallik, Dr & Mallik, Lakshmi & Ds, Keerthi. (2019). Impact of Employee Morale on Organizational Success. *International Journal of Recent Technology and Engineering (IJRTE)*. 8. 3289-3293. 10.35940/ijrte.D8070.118419.
- International Journal of Advanced Research in Commerce, Management & Social Science (IJARCMSS) 10 ISSN: 2581-7930, Impact Factor: 5.880, Volume 04, No. 04(II), October -December, 2021, pp 10-24
- Getnet, Belete & Jebena, Tariku & Tensay, Assefa T.. (2014). THE EFFECT OF EMPLOYEES' FAIRNESS PERCEPTION ON THEIR SATISFACTION TOWARDS THE PERFORMANCE APPRAISAL PRACTICES (A CASE STUDY OF UNIVERSITY OF GONDAR). 10.13140/RG.2.2.15768.96004.
- Zhenjing G, Chupradit S, Ku KY, Nassani AA, Haffar M. Impact of Employees' Workplace Environment on Employees' Performance: A Multi-Mediation Model. *Front Public Health*. 2022 May 13;10:890400. doi: 10.3389/fpubh.2022.890400. PMID: 35646787; PMCID: PMC9136218.
- Cheema, J. R. & Asrar-ul-Haq, M. (2017). Effects of staff participation, morale, and shortage on organisational performance: An international survey. *Issues in Educational Research*, 27(4), 677-696. <http://www.iier.org.au/iier27/cheema-2.pdf>
- Modipane, P.I., Botha, P.A., & Blom, T. (2019). Employees' perceived effectiveness of the performance management system at a North-West provincial government department. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, 17(0), a1081. <https://doi.org/10.4102/sajhrm.v17i0.1081>
- Chandrasekar.K.(2011). Workplace environment and its impact on organizational performance in public sector, organizations, *International Journal of Enterprise Computing and Business Systems* 1 (1).Finger J (2005). *The Management Bible*. New Holland Publishers Ltd.
- Upadhyay, D, & Gupta,A(ND) Morale, Welfare measures, Job Satisfaction: The Key Mantras for Gaining Competitive Edge, *IJPS* 2 (7),