

Informational Justice and the Psychological Well-Being: The Case of the Teachers of the Archdiocese of Bamenda, North West Region of Cameroon

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Abstract

The purpose of this study was on informational justice and the psychological well-being of the teachers of the Archdiocese of Bamenda, North West Region of Cameroon. The study employed a sequential explanatory research design. The sample for the study comprised 270 male and female 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. Findings from Quantitative analysis of data revealed that informational justice had a significant effect on the psychological well-being of teachers of the Archdiocese of Bamenda. Analysis of qualitative findings indicated that teachers were generally dissatisfied with informational justice practices in the Catholic Education Agency of the Archdiocese of Bamenda. Based on these findings, the study 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: Informational Justice, Teachers' Psychological Wellbeing.

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Introduction and background

The concept of wellbeing (WB) is currently applied in behavioral and social sciences. Current research on WB is often divided into two perspectives: subjective wellbeing (SWB) and psychological wellbeing (PWB). At the most basic level, psychological wellbeing (PWB) is quite similar to other concepts that refer to positive mental states, such as happiness or satisfaction. For example, if I say that am happy, or very satisfied with my life you can be pretty sure that my psychological wellbeing is quite high. Psychological wellbeing has two important facets. The first of these refers to the extent to which people experience positive emotions and feelings of happiness. Sometimes this aspect of psychological wellbeing is referred to as subjective wellbeing (Diener, 2000).

Subjective wellbeing plays a crucial role in the working life of individuals. It encompasses how people experience and evaluate their lives, including their emotions, thoughts, and overall satisfaction. In the context of the workplace, subjective wellbeing can significantly impact employees' performance, productivity, job satisfaction, and overall well-being. The WHO provides valuable insights into mental health in the workplace and offers guidelines for promoting well-being among employees.

Subjective wellbeing is a necessary part of overall psychological wellbeing but on its own it is not enough. Imagine yourself in a work setting that you truly appreciate. A workplace with a good restaurant where you can enjoy your favorite foods and beverages with nice company, or alone yourself if that is what you want. For most individuals, that would be fun for a week or two, but just think if you could do it forever! There are not many people who would find that possibility appealing. There may be such a thing as having too much of a good thing. This example demonstrates that in addition to experiencing great feelings, to truly feel good, we also need to have a sense of meaning and purpose. Therefore, the two important constituents in psychological wellbeing are the subjective happy feelings brought on by something we enjoy and the feeling that what we are doing with our lives has some meaning and purpose. World Health Organization (WHO) - The WHO provides valuable insights into mental health in the workplace and offers guidelines for promoting well-being among employees.

Informational justice in the workplace refers to the perceived fairness of communication processes within an organization. It focuses on the transparency, adequacy, and timeliness of information shared with employees regarding decisions, procedures, and outcomes that affect them (Greenberg, 1990). It is the truthfulness and justification of information provided to employees. It therefore plays a key role in the reaction and receptivity of employees to procedures because information and explanations help those affected to understand the underlying rationale for the procedures.

The Components of Informational Justice may include transparency, justification, truthfulness, and timelessness. Transparency provides workers with clear and accurate information about organizational decisions, policies, and practices. Transparency helps employees understand the rationale behind decisions and promotes trust in leadership. Justifications help employees understand why certain actions were taken and how they align with organizational goals. In the aspect of truthfulness, information shared with employees should be honest and accurate. Misleading or deceptive communication can erode trust and lead to feelings of injustice among employees. Information should be communicated in a timely manner to allow employees to prepare for changes or respond to new developments effectively.

When applied well in work setting, informational justice can minimize issues on industrial unrest that are sometimes experienced in the organization life cycle. When employees perceive that information is shared openly and honestly, they are more likely to feel engaged with their work and committed to the organization. Clear communication reduces misunderstandings and conflicts arising from misinformation or lack of information, leading to a more harmonious workplace.

When workers perceive that their managers treat them fairly, they seem more likely to demonstrate positive work attitudes and behaviours at the workplace (Cohen-Charash, & Spector, 2001; Colquitt et al., 2001). In case, employees perceive that they have not been treated fairly at workplace, such unfair conditions will negatively affect employees' well-being and generate negative feelings of stress such as anger, resentment and retaliatory behaviour. Adams (1965) in conceptualising the different forms of OJ wanted to understand when and why workers might perceive that their leaders are distributively, procedurally, interactively, and informationally unfair and how they might act in response to perceptions of unfairness. He argued that a belief that allocation of costs and benefits within a group should be equitable affects social behaviour; employees should give and receive equivalent value.

The theoretical and empirical support for the link between informational justice and BEPT is very similar to that for interpersonal justice. Thus, the same mechanism of mediating the link through the quality of the relationship with the superior would apply (Masterson et al., 2000). Informational justice is related to job satisfaction to a greater extent than is interpersonal justice (Colquitt et al., 2001).

Employees are influenced by the perceptions of fair treatment in all the organisational life cycles. Breath in all organisational justice dimensions appropriately and watch instance workplace positivity results on procedures, interactions, and outcomes in the organisational life. Baldwin (2006) admits that there is organisational life where there is organisational justice. Organisational justice has an important role to play when it comes to its applicability in organizations because the effectiveness of an organisation is directly linked with the working of its employees. In today's competitive workplaces, it is important for employers to provide employees with organizational justice in order to reap the positive outcomes of well-performing employees (Taylor, 2015).

According to Wu (2009, all organizations small or large scale should implement suitable measurements and information systems for performance management systems used in an organisation. However, the applicability of performance management systems in both cases is different owing to the difference in their sizes. In small organisations, there are small teams, and the employees play multiple roles. The primary focus is to grow the business steadily with time. So, the appraisal system should adhere to the goals and requirements of the organisational processes. Whereas a big organisation has a pool of human resources. There are multiple levels of management and human resource manager groups to enforce better justice across an organisation.

It is also easier for a small organisation to track and monitor the performance of the employees at the individual level (Davenport, 2005). On the other hand, a big organisation has various documentation, feedback processes to collect performance related information from various business transactions, then they can make well-informed decisions, and retain the talents in their organization (Warrick, 2017).

Elovainio et al. (2017) investigated the role of informational justice in predicting psychological distress among healthcare workers. The study revealed that higher levels of informational justice were associated with lower levels of psychological distress, indicating that clear and comprehensive communication within the organization can mitigate negative mental health outcomes. Furthermore, a meta-analysis by Zhang et al. (2020) synthesized findings from multiple studies on organizational justice and employee wellbeing, including the impact of informational justice. The results showed a significant positive correlation between informational justice perceptions and psychological wellbeing, suggesting that providing employees with accurate and relevant information contributes to their overall mental health.

Other studies have indicated that when teachers perceive informational justice in their work environment, where they receive clear and transparent information regarding decisions and procedures, it positively impacts their psychological wellbeing. Clear communication and explanations from school administrators can enhance teachers' sense of trust, control, and predictability in their work environment, leading to lower levels of stress and better mental health outcomes (Eib et al., 2017).

In a like manner, informational justice can also influence teachers' emotional intelligence. When teachers feel that they are treated fairly in terms of information sharing and decision-making processes, they are more

likely to exhibit higher emotional intelligence skills such as self-awareness, self-regulation, social awareness, and relationship management (Salovey & Mayer, 1990). This connection between informational justice and emotional intelligence can contribute to better coping strategies for managing stressors in the teaching profession.

Research Methodology

This study made use with mixed method with a sequential explanatory research design. The target population of this study consisted of all male and female teachers of Catholic nursery and primary and secondary schools in the Archdiocese of Bamenda, Northwest Region of Cameroon. 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. Both quantitative and qualitative research instruments were used to collect data for this study (a structured and close ended questionnaire and a Focus Group. After the data were thoroughly checked for possible errors, 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 of the data as seen on the test of normality table below. Furthermore, a multiple regression analysis was computed to determine the extent to which a unit of change in organisational 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). The code description is simply some kind of definition of the codes while the groundings indicate the number of times that a particularly code or main idea emanated from the participants direct statements. Finally, findings were presented using frequency distribution and thematic tables and on charts with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

Presentation of findings

Informational justice influence and psychological well-being of the teachers of the Archdiocese of Bamenda

Table 1: Frequency Distribution of responses on Informational Justice

SN	Items	SA	A	D	SD	No response	Total
1	The Archdiocese of Bamenda has a formal system of information sharing, and it follows that system and makes it known to everybody.	58 (22%)	121 (46%)	45 (17%)	28 (11%)	9 (3%)	261 (100%)
2	There exist suggestion boxes for teachers in my school to make suggestions to hierarchy	16 (6%)	40 (15%)	103 (39%)	96 (37%)	6 (2%)	261 (100%)
3	In my school needful information is always shared by management to staff in an accurate manner and on time	49 (19%)	120 (46%)	62 (24%)	23 (9%)	7 (3%)	261 (100%)
4	Your colleagues have been sincere in sharing information	35 (13%)	125 (48%)	67 (26%)	18 (7%)	16 (6%)	261 (100%)
5	Your colleagues and bosses have been truthful when communicating with you.	49 (19%)	118 (45%)	60 (23%)	26 (10%)	8 (3%)	261 (100%)
6	All explanations regarding the procedures for salary payments and other advantages are always reasonable.	39 (15%)	78 (30%)	68 (26%)	72 (28%)	4 (2%)	261 (100%)
Summary		246 (16%)	602 (38%)	405 (26%)	263 (17%)	50 (3%)	1566 (100%)

The table presents the frequency distribution of responses on informational justice. Starting with item 1 it can be seen that 73 (28%) respondents disagreed that the Archdiocese of Bamenda has formal system of information sharing, and it follows that system and makes it known to everybody. Item 2 indicates that 56 (21%) respondents agreed that there exist suggestion boxes for teachers in my school to make suggestions to hierarchy. Item 3 shows that 169 (66%) respondents agreed that in their school needful information is always shared by management to staff in an accurate manner and on time. Item 4 indicates that 160 (61%) respondents agreed that

their colleagues have been sincere in sharing information. Looking at item 5, it can be noticed that 167 (64%) respondents agreed that their colleagues and bosses have been truthful when communicating with them. Lastly, 117 (45%) respondents agreed that all explanations regarding the procedures for salary payments and other advantages are always reasonable. In summary, it can be noticed that most of the responses were in agreement to the items as only 43% were in disagreement and 54% were in agreement while 3% were no response.

Table 2: Frequency of responses on the effect of informational justice on teachers' psychological well-being

SN	Items	SA	A	D	SD	No response	Total
7	The manner in which some school administrators pass information to teachers is disrespectful and annoying	77 (30%)	79 (30%)	70 (27%)	34 (13%)	1 (0%)	261 (100%)
8	Some school administrators withhold vital information from teachers and this creates anxiety among teachers	52 (20%)	99 (38%)	66 (25%)	39 (15%)	5 (2%)	261 (100%)
9	Some school administrators and some teachers of the Catholic Education Agency manipulate information or misinform others to their favour and take advantage of colleagues	49 (19%)	89 (34%)	84 (32%)	34 (13%)	5 (2%)	261 (100%)
10	Information about availability of government subventions is hardly made known to teachers of the Bamenda Archdiocese by the Catholic Education Agency.	39 (15%)	31 (12%)	55 (21%)	126 (48%)	10 (4%)	261 (100%)
Summary		217 (22%)	298 (26%)	275 (29%)	233 (21%)	21 (2%)	1044 (100%)

Table 2 presents the frequency of responses on the effect of informational justice on teachers' psychological well-being. Beginning with item 7, only 104 (40%) respondents disagreed that the manner in which some school administrators pass information to teachers is disrespectful and annoying. Item 8 indicates that 105 (40%) respondents disagreed that some school administrators withhold vital information from teachers, and this creates anxiety among teachers. Item 9 shows that only 118 (45%) respondents disagreed that some school administrators and some teachers of the Catholic Education Agency manipulate information or misinform others to their favour and take advantage of colleagues. Lastly, item 10 shows that up to 181 (69%) respondents disagreed that information about availability of government subventions is hardly made known to teachers of the Bamenda Archdiocese by the Catholic Education Agency. In summary, 48% of the responses were in agreement and 50% were in disagreement. This indicates that the workers were averagely stressed by the informational justice in place.

Testing of hypothesis

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

Ho: Informational justice significantly influences the psychological well-being of the teachers of the Archdiocese of Bamenda.

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

		Informational justice	Psychological wellbeing of teachers of the Archdiocese of Bamenda
Spearman's rho	R-value	1	-.425**
	p-value	.	.009
	N	261	261

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

Statistically, findings on table 38 showed that informational justice significantly affect the psychological wellbeing of the wellbeing of teachers of the Archdiocese of Bamenda (R-value= -.425**, p-value = 0.009< 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 because of the fact that a significant proportion of the teachers do not experience informational justice. Therefore, the hypothesis that state informational justice significantly affects the psychological well-being of the teachers of the Archdiocese of Bamenda was accepted.

Analysis of Qualitative Data on the extent to which informational justice influences the psychological well-being of the teachers of the Archdiocese of Bamenda

Thematic analysis depicting channels of communication between the management of the Bamenda Archdiocesan Catholic Education Agency and teachers of the Agency

Table 4: Channels of communication between the management of the CEA of Bamenda and teachers of the Agency

Code	Code Description	Quotation
WhatsApp	WhatsApp Group for administrators of the Catholic Education Agency and internal school-level WhatsApp Group for communication among teachers.	<p>“At the level of management there exists a WhatsApp Group in which all head teachers are members and the Education Secretary is in this forum. The CES sometimes uses this to pass information directly to head teachers and also through the head teachers to the teachers. Archdiocesan Pedagogic Animators also use this forum to send information through head teachers to teachers. The group is mainly for management to communicate information so it is for a one way communication purpose. If we have issues we need the CES to address we cannot say them in this WhatsApp group but we pass through the manager of schools. At the level of our school here we have a WhatsApp Group for our internal affairs as teachers”</p> <p>“There is a WhatsApp group that enable the administration to sometimes communicate information to the teachers”</p> <p>“We have WhatsApp group through information from hierarchy is pass on to the teachers”</p>
Communiqués	Communiqués from the Catholic Education Secretariat to the general body of teachers	<p>“Usually, when information concerns a group of teachers or the general body of teachers we receive communiqués from the Catholic Education Secretariat (CES) through the Head Teachers”</p> <p>“Information that concern the general body of teachers is send through a communiqué from the Catholic education secretary”.</p>
Phone calls	Phone calls from the CES to individual teachers.	<p>“Sometimes the CES makes use of phone calls when they have information to communicate to an individual teacher particularly. In such cases they can call the teacher personally.”</p> <p>“At times, information is pass on to the teachers through phone calls’</p>

Table 4 presents channels of communication between the management of the CEA of Bamenda and teachers of the Agency and, many of the teachers opined that they communicate through WhatsApp as depicted in the statement “At the level of management there exists a WhatsApp Group in which all head teachers are members and the Education Secretary is in this forum. The CES sometimes uses this to pass information directly to head teachers and also through the head teachers to the teachers. Archdiocesan Pedagogic Animators also use this forum to send information through head teachers to teachers. The group is mainly for management to communicate information so it is for a one-way communication purpose. If we have issues, we need the CES to address we cannot say them in this WhatsApp group but we pass through the manager of schools. At the level of our school here we have a WhatsApp Group for our internal affairs as teachers.”

In addition to the use of WhatsApp, some of the teachers also indicated that information is sometimes send to the teachers through communiqué as depicted in the statement “Usually, when information concerns a group of teachers or the general body of teachers, we receive communiqués from the Catholic Education Secretariat (CES) through the Head Teachers.”

Finally, a few of the teachers also indicated that information is sometimes communicated to them through phone calls as depicted in the statement “Sometimes the CES makes use of phone calls when they have information to communicate to an individual teacher particularly. In such cases they can call the teacher personally.”

Thematic analysis depicting Catholic teachers’ views about the ways in which administrators/management of catholic schools in the Archdiocese of Bamenda communicate information to teachers

Table 5: Catholic teachers’ views on the ways in which administrators/management of catholic schools in the Archdiocese of Bamenda communicate information to teachers

Code	Code Description	Quotation
Lack of transparency on information concerning subventions	The Secretariat of catholic Education in Bamenda keeps information about the availability of subventions secret so that teachers are unaware if and when subventions are available.	<p>“The Catholic Education agency is not transparent and honest when it comes to subventions. When subventions are not there, they announce to us that the reason things are the way they are is because subventions have not come. But when subventions come, they keep it as a secret and do not want teachers to know. So, we hear our counterparts of the Presbyterian and Baptist Churches jubilating that they have received their subventions but our own Catholic agency is silent and doing everything possible for us to keep believing that subventions are not available. So, on this fact, I think that information flow has been biased, and not transparent.”</p> <p>“The agency is not transparent in the information communicated to the teachers”</p> <p>“Most often, there is not transparency in the information send to the teachers”.</p>
Management’s silence on the issue of non-payment of bi-annual increment to teachers.	Management of the Bamenda Catholic Education Agency not explaining to teachers why it is not respecting bi-annual increment in teachers’ salaries and whether and when it will respect that policy	<p>“Normally we were made to understand that after every two years there will be an increment on our salaries. But for years now teachers have not been receiving their biannual increment as required by law. When the hierarchy happens to come around and we ask about the increment they will not give us clear and satisfactory answers but instead tell us that we should rather be happy that in spite of the Anglophone crisis we are still being maintained at our jobs.”</p> <p>“The management is always silent on issues that concern salary increment”</p> <p>“When the teachers post questions on salary increment, the agency never gives meaningful response to them”.</p>
Refusal to explain modifications in salary	Teachers not given explanations for curtailments in their salaries	<p>“Some of us do not understand how our salary is being calculated because we keep receiving less than expected and when you go to the manager, he sends you the Education Secretariat, and when you go to the Secretariat it is difficult to see the Secretary or the Secretariat will send you to OPSEC and OPSEC in turn will redirect you to your manager. So they keep turning you round and round. Many teachers do not understand the implications of being paid through OPSEC and this is not being explained to the teachers.”</p>
Unfulfilled Promises	Unfulfilled promises from hierarchy to teachers	<p>“During our end of year feast with the Bishop, he usually makes many promises to teachers such as addressing their salary issues and working conditions but during the subsequent year, we see very little done to realize these promises. So, in my opinion there is a weak collaboration somewhere. They give us a lot of hope but dash our hopes down. We need that they always act on their word and fulfill what they promise us.”</p>
Selective information communication	Information on pedagogy is easily transmitted to teachers than information relating to money	<p>“When it concerns things related to pedagogy, information easily flows from hierarchy to us. However, in other areas especially finances, we do not get much communication from hierarchy. There are certain things we will like to know concerning finances but it’s like they deliberately hide that information from us. For instance, we always try to enquire about subventions, whether and when we will receive them but we do not get any response, they do not give us any information concerning that.”</p>

Intimidation and Use of unkind language on teachers	Some administrators of the Catholic Education Agency of Bamenda use unkind language on teachers.	<p>“The language of communication from hierarchy to teachers is sometimes very unfriendly and inconsiderate. We teachers go through a lot of challenges especially in this crisis period including security challenges. But if due to these you are late for instance due to gun shots, the reprimands you receive are unkind. We expect that our hierarchy being priests also should be able to be compassionate, empathetic and understanding and kind in their manner of speech.”</p> <p>“When we complain about our financial situation as teachers, some administrators of the Catholic Education Secretariat tell us to rather be grateful that we still have a job to cling to. They constantly want us to feel like the Catholic Education Agency is doing us a favour for which we should always be grateful and never complain even if things are going wrong.”</p>
Non-compliance of practice with information on policy	Lack of agreement between stated policy and actual reality in practice	<p>“We have a lot of problems in the Catholic Education Agency of Bamenda when it comes to the signing of contracts. When a teacher is recruited, he/she is told that he/she will sign a one-year contract in the first year, two years contract in the second year and a permanent contract at the end of the third year. However, you find teachers who are already five years and over in the system with no permanent contract because they made to spend one extra year after the first contract and one extra year after the second contract and when you go to the head teacher, they send you to the manager and when you go to the manager of schools he sends you to the Catholic Education Secretariat and at times you go to the Secretariat and nobody attends to you. You can go there several times and you will not still meet the Education Secretary on seat and sometimes he is on seat but will refuse to attend to you or the Secretariat staff block you from seeing him. At the end, the teacher has a serious contract problem but it is not clear who should take responsibility for addressing it and everyone is avoiding to deal with it.”</p>
Organized information flow	Information flow from the Catholic Education Secretariat right down to teachers is well organized, follows well organized channels.	<p>“Information flow within the agency is well organized. From the Secretariat it passes through the school managers and then through the head teachers to reach the teachers. It’s mostly top-down. But if teachers have grievances, they can table them through the head teachers to the managers who then take them up to the Education Secretariat. So, information flow is not haphazard.”</p>
Untimely communications	Late delivery of information to teachers	<p>“It has happened several times that teachers are surprised at the neck of time with information about something that seems to have been planned long ago but the teachers were not informed and are only told at the neck of time. This makes teachers to go through confusion, anxiety, pressure and stress that could have been avoided if the communication was made in good time.”</p> <p>Information from the Catholic Education Secretariat is usually written. Information from our manager is usually verbal; and information from the Head teacher to the teachers is mostly written. There are Whatsapp Group at Parish level and School Level and information is also communicated through these channels.</p>
Clear information flow	There is clear flow of information in the Catholic Education Agency of Bamenda	<p>“Information flow is clear as there is always a calendar of activities for Catholic schools. This method is fair as teachers know when and what to do ahead of time.”</p>

Table 5 presents the teachers' views on the ways in which administrators/management of catholic schools in the Archdiocese of Bamenda communicate information to teachers, many of the teachers are not satisfied with the manner in which information is send to teachers while a few characterized the flow of information good.

Among the many teachers not happy with the flow of information, many of the teachers said there is lack of transparency as depicted in the statement "The Catholic Education agency is not transparent and honest when it comes to subventions. When subventions are not there, they announce to us that the reason things are the way they are is because subventions have not come. But when subventions come, they keep it as a secret and do not want teachers to know. So, we hear our counterparts of the Presbyterian and Baptist Churches jubilating that they have received their subventions but our own Catholic agency is silent and doing everything possible for us to keep believing that subventions are not available. So, on this fact, I think that information flow has been biased, and not transparent."

Furthermore, many of the teachers said that the management does not give clear information on issues that concern bi-annual salary increment as depicted in the statement "Normally we were made to understand that after every two years there will be an increment on our salaries. But for years now teachers have not been receiving their biannual increment as required by law. When the hierarchy happens to come around and we ask about the increment they will not give us clear and satisfactory answers but instead tell us that we should rather be happy that in spite of the Anglophone crisis we are still being maintained at our jobs."

Furthermore, many of the teachers complain that the agency does not give clear information on their refusal to modify salaries as depicted in the statement "Some of us do not understand how our salary is being calculated because we keep receiving less than expected and when you go to the manager, he sends you the Education Secretariat, and when you go to the Secretariat it is difficult to see the Secretary or the Secretariat will send you to OPSEC and OPSEC in turn will redirect you to your manager. So, they keep turning you round and round. Many teachers do not understand the implications of being paid through OPSEC and this is not being explained to the teachers."

In addition to salary issues, many of the teachers also added that the agency does not give detail information of the failed promises to the teachers as depicted in the statement "During our end of year feast with the Bishop he usually makes many promises to teachers such as addressing their salary issues and working conditions but during the subsequent year, we see very little done to realize these promises. So, in my opinion there is a weak collaboration somewhere. They give us a lot of hope but dash our hopes down. We need that they always act on their word and fulfill what they promise us."

Again, many of the teachers add that the agency is open only in communication that concern pedagogy but other issues that concern the teachers are not properly communicated as depicted in the statement "When it concerns things related to pedagogy, information easily flows from hierarchy to us. However, in other areas especially finances, we do not get much communication from hierarchy. There are certain things we will like to know concerning finances but it's like they deliberately hide that information from us. For instance, we always try to enquire about subventions, whether and when we will receive them but we do not get any response, they do not give us any information concerning that."

In the same weight, many of the teachers also complain that the agency uses intimidation unkind languages on the teachers as narrated in the statement "The language of communication from hierarchy to teachers is sometimes very unfriendly and inconsiderate. We teachers go through a lot of challenges especially in this crisis period including security challenges. But if due to these you are late for instance due to gun shots, the reprimands you receive are unkind. We expect that our hierarchy being priests also should be able to be compassionate, empathetic and understanding and kind in their manner of speech."

Furthermore, many of the teachers said that the agency does not comply with information policy as depicted in the statement "We have a lot of problems in the Catholic Education Agency of Bamenda when it comes to the signing of contracts. When a teacher is recruited, he/she is told that he/she will sign a one-year contract in the first year, two years contract in the second year and a permanent contract at the end of the third year. However, you find teachers who are already five years and over in the system with no permanent contract because they made to spend one extra year after the first contract and one extra year after the second contract and when you go to the head teacher, they send you to the manager and when you go to the manager of schools he sends you to the Catholic Education Secretariat and at times you go to the Secretariat and nobody attends to you."

Finally, a good number of teachers complain of untimely information as depicted in the statement "It has happened several times that teachers are surprised at the neck of time with information about something that seems to have been planned long ago but the teachers were not informed and are only told at the neck of time. This makes teachers to go through confusion, anxiety, pressure and stress that could have been avoided if the communication was made in good time."

On the contrary, among the few teachers that characterize the flow of information good, some of them said the information from the agency is well organised as depicted in the statement "Information flow within the agency is well organized. From the Secretariat it passes through the school managers and then through the head

teachers to reach the teachers. It's mostly top-down. But if teachers have grievances, they can table them through the head teachers to the managers who then take them up to the Education Secretariat. So, information flow is not haphazard."

Finally, a few of the teachers also said that information from to teachers from the agency is always clear as narrated in the statement "Information flow is clear as there is always a calendar of activities for Catholic schools. This method is fair as teachers know when and what to do ahead of time."

Discussions

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

Quantitative data from findings revealed that a majority of responses on teachers' perceptions of informational justice within the Catholic Education Agency of the Archdiocese of Bamenda were in agreement with the Likert scale items while minority were not in agreement with some of the items. This indicates that teachers largely tended to agree to the fact that informational justice exists within the Catholic Education Agency of the Archdiocese of Bamenda.

Findings also revealed a negative relationship between informational justice and the psychological well-being of teachers, implying that teachers who scored low in informational justice scored high on psychological well-being of the respondents. In other words, the teachers were psychologically stable even though they found that informational justice was not satisfactory in the school system. Regression results for the effect of informational justice on teachers' psychological well-being indicate that for every 100 unit increase in informational justice, the psychological well-being of teachers increased by 19.0 and this was statistically significant change ($p = 0.000$).

These findings are in line with Syed & Zahra (2021) who found that informational justice has a positive significant effect on organizational commitment and employee motivation in the Banking Sector of Lahore Pakistan. The findings also validate those of Lee, Ha and Lim (2020) who found that informational justice has a positive impact on information quality. According to Lee, Ha and Lim (2020), the significantly positive impact of informational justice on information quality implied that there is need for appropriate and detailed explanations and punctual exchange of information to strengthen the information quality between stakeholders or between employers and employees in the case of organizations. However, the findings of Lee, Ha and Lim (2020) suggest that although informational justice can alleviate uncertainty in the behavior of exchanging information, it does not directly help improve the performance of an entity.

The present research examined the connection between organizational justice and teachers' psychological well-being. The current study was because the previous research regarding teachers' psychological issues concerning organizational justice is limited. The results indicated that informational justice played a significant role on psychological well-being. This relationship indicates that adopting fair evaluation procedures, developing positive interactions with employees, equating remunerations without put and equity at the workplace can motivate teachers and reduce stress. The study hopes that the results can help the concerned policy designers to focus on organizational justice and its impact on psychological well-being such as stress levels. This study can also contribute substantially to the professionals associated with organizations to consider the components that can support impartiality in the workplace. There must be some coping strategies that can be applied to reduce stress. Stress-reducing strategies should be designed by psychologists, work-related stress should be treated in the same way as other safety precautions. Tangible and non-tangible support must be provided.

Conclusion

In conclusion, research on informational justice consistently demonstrates its importance in influencing employees' psychological wellbeing. Clear communication, transparency, and completeness of information within organizations play a vital role in promoting positive mental health outcomes among employees.

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 the informational justice so that employees will perceive workplace procedures, interactions and outcomes 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, organization justice should be pursued in workplace in Informational 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.

This study 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. Organisational justice practices that prioritize promoting and maintaining employee psychological well-being at optimum create a healthy organisational culture and keep employees constantly committed to their tasks and loving what they do. It can thus be said that the benefits of good organisational justice practices are reciprocal between the employer and the employees.

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