

Role of Distributive Justice in Relationship between Inspirational Motivation and Employees Performance

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Abstract

Leadership is all about the inspiration to support followers to show the desired performances in achieving anticipated goals. Inspirational motivation has been considered as a vital attribute of leadership for improving efficiency and performance at workplaces. Similarly, fairness perception about the distribution of organizational resources is a matter of greater importance for workforces' thereby keeping in view their diligence, motivation, and performance. The current study aimed at examining the facilitating role of distributive justice in the relationship between inspirational motivation and employees' performance. In this connection, data was collected from workforces hailing from selected higher institutions and analyzed through different statistical procedures to find answers to hypotheses developed from theoretical frameworks. The results of the current study are significant and informative for leadership and stakeholders of higher educational institutions in order to revisit their policies regarding leadership and employees in the context of developing countries like Pakistan.

Keywords: *Inspirational Motivation, Distributive Justice, Employees Performance & HEIs*

JEL Code: C12, C83, D63, L25

1. Introduction

Leadership has gained progressive development in human service organizations due to its important role in inspiring individuals to act like human machines. In this connection, the ship acts as a dynamic force for organizations including higher education institutions to survive in competitive situations by utilizing human capabilities. However, for the spirited journey, from survival to development, leadership needs the strong support of the followers to achieve desired credibility (Adalberto & Ruben, 2002). In this connection, the leaders' behavior is vital for inspiring their followers to show their utmost commitment and performance to achieve desired success. Therefore, workforces' sent performances are the actual parameter of institutional performance (Armstrong & Baron, 2005).

Hence, the inspiring and fair behavior of leaders is considered an important tool for employees' motivation and performance. In this regard, over inspirational motivation, leaders provide vision to their employees and inspire them to show efforts to achieve the said vision for the bright future of the institutions (Limsila & Ogunlana, 2008).

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The leaders, through inspirational motivation, provide emotional support and motivate the employees to improve their knowledge, skills, and capabilities by performing their responsibilities wholeheartedly (Rukmani, Ramesh & Krishnan, 2010). Higher institutions are more concerned with the development of the workforces' abilities, skills, knowledge, and performance. In this connection, leaders' inspirational motivation is an important tool in nurturing employees' competencies, skills, and performance (Berendt, Christofi, Kasibhatla & Maruffi, 2012). Inspired employees, through their potential and efforts, can apprehend desired standards only when they have persistent support from their leaders. The leader supports the innovative ideas of the employees concerning the prevailing issues and provides the guidelines for suitable resolution (Abasilim, Ugochukwu & David, 2014). The employees in turn feel respect and self-confidence when they feel that their idea is esteemed by concerned leaders (Doucet, Fredette, Simard & Tremblay, 2015). Consequently, the employees' performance gets enhanced when they feel enthused due to the persistent support from their leader (Amjad, Sabri, Ilyas & Hameed, 2015). Hence, institutional objectives can be pursued successfully when the potential and efforts of employees at workplaces are managed effectively and efficiently together with the altitude of leader fair interaction with employees and just dissemination of resources in the institution.

Fairness at workplaces is vital for the credibility of higher education institutions as employees who perceive equality in institutional decisions about procedure, interaction and distribution of institutional resources are likely to show greater commitment and higher performances (Khuong & Hoang, 2016). Therefore, on the part of leadership and management, inspirational motivation and fair decisions towards employees are vital for enthusiasm and performance. The just behavior of a leader is imperative for employees' better performances as fairness at workplaces leads to higher-level morals values coupled with the institutional norms and standards (Kezar & Elizabeth, 2017). Similarly, fairness about equal distribution of the institutional resources like rewards (intrinsic and extrinsic), perks, and privileges and recognition are vital for employees' sustainable performances in the institutions (Mylona & Mihail, 2018). The justice has also been recognized globally as significant phenomenon for encouraging the social behavior of individuals (Moyo & Nomngcoyiya, 2020). Therefore, individualized consideration is crucial for the employees' respectable performances, however, this interaction is predictable to be more strengthen when fairness prevails in the linkages between the motivation and performance in the institutions.

2. Literature Review

In higher education institutions, the leadership journey starts with establishing a vision where others (employees) are required to own and share the said vision (Haslam & Platow, 2001). This vision is concerned generally with easing, inspiring, and allowing others (employees) to show their utmost potential and performance towards the realization of institutional objectives (Schaubroeck, Lam & Cha, 2007). In this regard, leadership main responsibility is to inspire workforces by concentrating on their behaviors, attitudes, equalities, and moralities to bring them in line with institutional norms and values (Paracha, Qamar, Mirza & Waqas, 2012). So, solid understanding is

directly needed on the part of leaders and employees where leaders are required to provide direction and inspiration, and employees are required to put their wholehearted performance (Tiara & Putranto, 2015). Therefore, academic leadership is viewed as charismatic and visionary and is responsible for inspirational motivation to reshape the employees' attitude and behavior as well as fair decisions towards them to achieve desired standards and credibility of institutions (Andriani, Kesumawati & Kristiawan, 2018).

2.1 Inspirational Motivation

Through inspirational motivation, leaders communicate a vision to subordinates with confidence and motivate them to emphasize on desired vision by utilizing their efforts, knowledge, and skills (Bass, 1997). The leader develops the employees' interest in the assigned tasks and tries to nurture their perceptions through fair decisions at workplaces (Raffrety & Griffin, 2004). The employees, in turn, are expected to show autonomy, commitment, and trust to achieve assigned tasks thereby performing their responsibilities with utmost diligence (Bass & Bass, 2008). Consequently, inspirational motivation helps in facing a challenging situation wherein a leader encourages creative ideas, builds enthusiasm, and nurtures team spirit among employees (Berendt et al., 2012). This, in turn, develops the employees' trust as well as helps in building a strong image of the leaders in institutions (Fatima & Aini, 2015). Therefore, enthusiasm and motivation are the main elements that help in nurturing employees' attitudes and behavior (interests) thereby inspiring them towards virtuous performances which further helps in ensuring the institutional vision efficiently and effectively (Silva & Mendis, 2017).

2.2 Employees Performance

The job performance is the multidimensional phenomenon that has been widely explored through different models (Ming-Sum, 1998). During the past decades, the improvements in employees' knowledge and capabilities are dynamic for the institutions which ultimately implicates the hope for laying the foundation for innovation and development (Griffin, Neal & Neale, 2000). These are vital parameters that help in providing basics for creativity, excellence, and effectiveness in institutions (Armstrong & Baron, 2005). In this regard, performance is well-thought-out as employees' abilities to use their skills and knowledge professionally (intellectual and physical dimensions). The literature reveals the leaders' inspiration and supervision are dynamic forces for the employees' better performances in institutions (Huang, Joyce & Gong, 2010). In this connection, the researchers on organizational behavior have made their efforts to examine the diverse nature of relationships as exists between management and employees (Katarzyna & Woszczyznaa, 2015). The leadership and management have a significant link toward the performance of employees. Performances of employees are the output of leadership effectiveness which leads to institutional performance (Zeb, Ahmad & Saeed, 2018).

2.3 Distributive Justice

Distributive justice is the primary and foremost dimension of organizational justice which ensures equal distribution (without any discrimination) of the organizational outcomes among the workforces in the institutions (Markovsky & Younts, 2001). Distributive justice is recognized over various dimensions in an institutional environment like the distribution of responsibilities, tasks, rewards (intrinsic & extrinsic), recognitions, and other perks and privileges (Blader & Tyler, 2005). Organizational justice with three Rs (retributive justice, restorative justice, and reconciliation) is phenomenal in shaping individuals' behavior (Clark, 2008). Therefore, distributive decisions are influential and dynamic factors about job satisfaction, commitment, and performance of employees. So, employees' performance is contingent upon their perception of fairness in distributive parameters (Devonish & Greenidge, 2010). Employees' perception, concerning distributive fairness, helps in strengthen in grand shadowing of their interests toward the institutional vision. Distributive justice helps shape employees' attitudes and behavior optimistically (Thamna, Hossam & Elanain, 2014). Consequently, the leaders' inspirational motivation and employees' fair perception are key elements towards better performances in institutions (Frenkel & Bednall, 2016; Mauludin & Endang, 2018).

2.4 Theoretical Framework

The theoretical framework is the structure that supports or holds specific theory and which further defines the manners towards the applicability of the said theory in a specific context as outlined in the research problem. The theoretical framework helps in understanding and validating the concepts and theories which the researcher is trying to explore in the specific environment. The selection of specific concepts from existing research studies and its conversion into a theoretical framework is an important part of the research. In this regard, the theoretical framework of this study comprises different research concepts/theories which are used as the independent, dependent and mediating variables to explore them in the native environment by applying the statistical procedures to chase the hypotheses that emerged from the theoretical framework.

3 Problem Statement

The inspirational motivation is an effective attribute of leadership that is used for inspiring employees towards higher performance leading to the effective achievement of desired objectives. Similarly, the fairness in procedures and distribution of institutional resources is also a phenomenon of greater importance for the leadership as well as concerned employees which remained the leading and burning issues all the time. The employees' justice perception can increase or decrease the level of performance in the institution. In this connection, there is a certain complication in defining the performances in a specific manner as it is the cross-functioning of various parameters. Therefore, the problem addressed in this study is concerned with the role of mediator (distributive justice) in the relationship between inspirational motivation and employees' performance in the context of higher educational institutions.

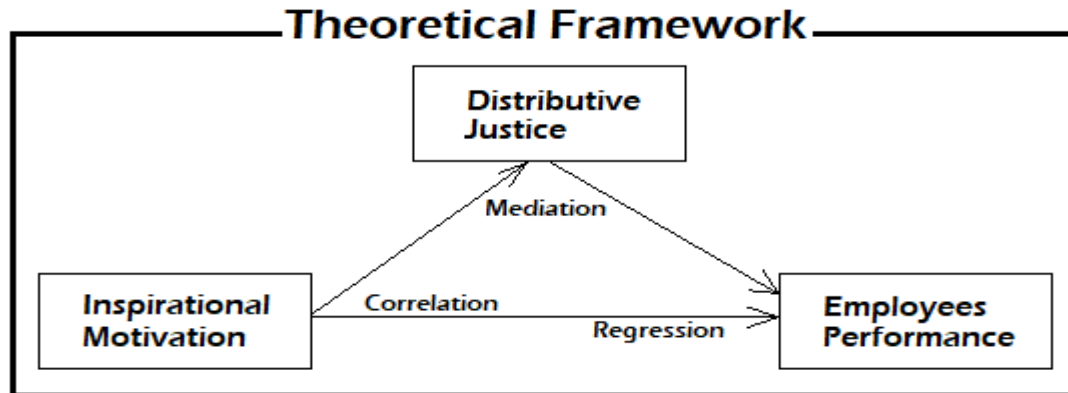


Figure: 1 The Theoretical Framework

3.1 Research Hypotheses

H₁: The predictors are positively and significantly correlated (associated) with the criterion variable

H₂: The mediator significantly mediates the association between the predictor and criterion variable

4. Research Methods

4.1 Research Design

The research design is a set of procedures and methods which are used in collecting and examining the variables (measures) of research identified in the problem statement. The research design helps in providing the complete package about research variables (independent, dependent & mediator), data collection methods, and plan for data analysis (Creswell, 2014). Likewise, the research design is the framework that is constructed to find out the answers to research questions (hypotheses). In this regard, the research design of this study is descriptive and inferential (exploratory).

4.2 Philosophy and Approach

The research philosophy is the belief of researchers about the procedures which provide the means that how data about existing realities collected, analyzed, and communicated (Cooper & Schindler, 2008). It includes ontology (what is knowledge), epistemology (how to communicate knowledge), and methodology (how to acquire knowledge) (Saunders, Lewis & Thornhill, 2012). Therefore, the researcher aimed to explore existing realities (inspirational motivation, distributive justice, and employees' performance) in the native environment by using a specific approach and applying different statistical procedures which are the requirement of the positivism approach, therefore, positivism is the research philosophy of this study. The survey approach has been used in the present study to access the population.

4.3 Population and Sample

The population is the collection of large groups of elements in which the researcher is interested and plans to generalize findings obtained through a sample towards the population. As it is time-consuming and sometimes impossible to access the entire population, hence, the researchers mostly rely on samples (Hair, Money, Samuel & Page, 2007). The population of the study comprised of the workforces from two universities of Khyber Pakhtunkhwa. In this regard, the total population of the study comprises a total of 1760 employees wherein a sample of 326 respondents was selected by using a statistical formula of Taro Yamani (1967). Therefore, a total of 326 questionnaires were distributed among which 304 were recollected. Similarly, the convenient sampling technique was used which is a more reliable and most recommended technique to accessing the sample from the population.

4.4 Data Collection and Analysis

These include the collection of the most relevant data (information) through secondary and primary sources. The secondary data were collected from relevant articles obtained from online databases while first-hand (primary) data has been collected from the questionnaire (structured) adapted from previous studies on similar issues. Consequently, primary data was then analyzed (interpreted) by using a different statistical procedure like correlation (association) and regression (cause-&-effect and mediation) to find out the answer to research questions that emerged from the theoretical framework. The statistical package for social sciences (SPSS) 22 was used to analyze the data and to reach the conclusion.

4.5 Research Context and Measurement

The research context of this study is the higher institutions due to their important role in socio-academic and socio-economic development. The administrative employees are the basic units of management in “higher educational institutions”. Therefore, first-hand data was collected from the workforces about the statements (questions) related to the research variables through an adapted instrument concerning inspirational motivation (Bass & Avolio, 2004), employees’ performance (Uphoff & Muharir, 1994) and distributive justice (Greenberg, 1990). In research, the measurement of the adapted version of the questionnaire is an important requirement of research to examine its application in a diverse context. Hence, the measurement was done through the validity and reliability examinations.

5. Data analysis

The data analysis is the “process of answering research questions” by applying statistical procedures to test the hypotheses developed from the “theoretical framework”. For this purpose, descriptive and inferential tools have been used to analyze research hypotheses wherein descriptive statistics provide the data about the explanations of “research variables while inferential analysis proves the data about the relationships among research variables”.

5.1 Descriptive Results

The descriptive statistics are transitory coefficients (descriptive) which summarize the particular “data set which can be either representation of the entire” population or the sample from the population.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Inspirational Motivation	304	3.29	5.28	4.67	0.51
Distributive Justice	304	3.00	6.34	4.24	0.45
Employees Performance	304	3.10	6.24	4.68	0.50
Valid N (list-wise)	304				

Therefore, the descriptive statistics offer information about research variables in terms of the sample size, maximum and minimum response rate of research questions, and their mean and standard deviation.

5.2 Reliability Examination

Table 2 Reliability Statistics

S.No.	Variables	No. of Items	Cronbach's Alpha
1	Inspirational Motivation	08	0.88
2	Distributive Justice	08	0.77
3	Employees Performance	08	0.84
4	Questionnaire	24	0.90

The Cronbach alpha is used to measure the reliability (internal consistency) that how closely the set of items as a group are interrelated. In this connection, the reliability coefficient (= or > 0.70) is measured as the suitable value in social research studies. Therefore, reliability examination provides substantial information about the measures in terms of internal consistencies likewise the Cronbach value for inspirational

motivation is (0.88), distributive justice is (0.77) and employees' performance is (0.88) while the overall Cronbach value is 0.90. Therefore, the measures have good reliability in terms of internal consistency.

5.3 Validity Examination

Table 3 Validity Examination (Inspirational Motivation)

KMO and Bartlett's Test			Matrix	
"Kaiser-Meyer-Olkin Measure of Sampling Adequacy".		0.70	Items	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	361.19	IM1	0.55
	Df	22	IM2	0.52
	Sig.	0.000	IM3	.474
			IM4	0.27
	Required	Computed	IM5	0.66
KMO test	= or > .7	0.70	IM6	.699
Bartlett's test	= or < 0.05	0.000	IM7	0.48
Factor Loadings	= or > 0.4		IM8	0.37
*Items with < .4 were excluded from analysis.				

Table 4 Validity Examination (Distributive Justice)

KMO and Bartlett's Test			Matrix	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.78	Items	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	373.17	DJ1	0.64
	Df	21	DJ2	0.70
	Sig.	0.000	DJ3	0.54
			DJ4	0.63
	Required	Computed	DJ5	0.41
KMO test	= or > .7	0.78	DJ6	0.38
Bartlett's test	= or < 0.05	0.000	DJ7	0.49
Factor Loadings	= or > .4		DJ8	0.53

Table 5 Validity Examination (Employees Performance)

KMO and Bartlett's Test			Matrix	
"Kaiser-Meyer-Olkin Measure of Sampling Adequacy".		0.78	Items	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	418.12	EP1	0.60
	Df	15	EP2	0.66
	Sig.	0.000	EP3	0.33
			EP4	0.76
	Required	Computed	EP5	0.52
KMO test	= or > 0.7	0.78	EP6	0.82

Bartlett's test	= or < 0.05	0.000	EP7	0.39
Factor Loadings	= or > .4		EP8	0.57

The tables (3, 4 & 5) provide information about KMO (Kaiser-Meyer-Olkin) and Bartlett's tests. The tests of KMO and Bartlett are the methods used for the purpose that how much data is suited for factor analysis. The KMO test deals with "sampling adequacy for each variable in the model and whole model". The acceptable value for KMO is ($=$ or $>$.7) whereas in the current case, computed values for measures (inspirational motivation = .701), (distributive justice = .779) and (employees' performance = .782) are above the required range. Likewise, Bartlett's test of sphericity examines the assumption that the "correlation matrix is an identity matrix" that designates to what extent the variables are interrelated or unrelated and therefore suitable or inappropriate for structure detection. The small values ($=$ or $<$.05) of the significance level show that factor analysis might be appropriate for the data. In the present case, Bartlett's Test of Sphericity values for each measure of the study (inspirational motivation = .000), (distributive justice = .000), and (employees' performance = .000) which indicate the suitability of data for factor analysis. Similarly, the "items with factor loading below (.4) have been excluded" from the measure/analysis.

5.4 Testing of Hypotheses

H₁: The predictors are significantly and positively associated (correlated) with the criterion variable

Table 6 Correlation Analysis

		Distributive Justice	Inspirational Motivation
Distributive Justice	Pearson Correlation	1	0.57**
	Sig. (2-tailed)		0.000
	N	304	304
Inspirational Motivation	Pearson Correlation	0.60**	1
	Sig. (2-tailed)	0.000	
	N	304	304
Employees Performance	Pearson Correlation	0.62**	0.80**
	Sig. (2-tailed)	0.000	0.000
	N	304	304

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

The first hypothesis was about the correlation (association) between predictors and criterion variables. The correlation analysis provides significant information in deciding

the association between research variables. The results show that research variables are significantly and positively correlated with each other likewise the association between distributive justice and inspirational motivation ($R = 0.57$ & $p\text{-value} = 0.000$), employees performance and distributive justice ($R = 0.62$ & $P\text{-value} = 0.000$) and employees performance and inspirational motivation ($R = 0.80$ & $P\text{-value} = 0.000$). As the results provide a statistically significant and positive association among the research variables, therefore, the first hypothesis is accepted.

H₂: The mediator significantly mediates the relationship between the predictor and criterion variable

Table 7 Regression Analysis (Computing a)

Model Summary						
Model	R	R ²	Adjusted R ²	Std. Error	F	Sig.
1	.569	.324	.321	.41661	144.534	.000 ^b
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.956	.228		8.56	.000
	Inspirational Motivation	.644	.054	.569	12.02	.000
a. Predictor: (Constant), Inspirational Motivation				b. Dependent Variable: Distributive Justice		

The Barren and Kenny (1986) mediation procedure has been used to observe the mediating role of distributive justice (mediator) in the connection between the inspirational motivation (predictor) and employees’ performance (criterion) variable. The first step of the mediation provides the data about path (A) thereby providing the impact of inspirational motivation on distributive justice. The results show a 34% variance in distributive justice is due to inspirational motivation. The coefficient of regression provides data about the significant impact of inspirational motivation on distributive justice ($Beta = .644$ & $P\text{ value} = .000$). Therefore, the first step of mediation fulfills the condition that path (a) must be significant in the mediation process.

Table 8 Regression Analysis (Computing c, \hat{c} & b)

Model Summary										
Model	R	R ²	Adjusted R ²	Std. Error	Change Statistics					
					R ² Change	F Change	df 1	df2	F	Sig. F Change

1	.798	.159	.156	.4637	.159	57.003	1	302	57.003	.000	
2	.618	.381	.377	.3983	.223	108.27	1	301	92.763	.000	
Coefficients											
Model				Unstandardized Coefficients		Standardized Coefficients	t	Sig.			
				B	Std. Error	Beta					
1	(Constant)			2.769	.254		10.887	.000			
	Inspirational Motivation [C]			.450	.060	.398	7.550	.000			
2	(Constant)			1.649	.244		6.772	.000			
	Inspirational Motivation [\hat{C}]			.082	.062	.072	1.308	.192			
	Distributive Justice [B]			.573	.055	.574	10.406	.000			
a. Predictor: Inspirational Motivation b. Mediator: Distributive Justice c. Criterion: Employee Performance											

Table (8) provides the data about (c, \hat{c} & b) paths of the mediation process thereby providing two regression models. The summary table of the first mediation model shows a 16% variance in employees’ performance due to inspirational motivation which has been increased to 38% variance after the inclusion of distributive justice as a mediator. The coefficient of the regression table shows the direct effect (path C) wherein inspirational motivation has a significant impact (Beta = .450 & P value = .000) on employees’ performance which fulfills the second condition of the mediation process. Moreover, the third step (path B) also provides significant results by showing the significant impact of a mediator on the criterion variable (Beta = .573 & P value = .000) which also justifies the third condition of mediation. However, the fourth step of mediation (\hat{C}) provides significant information in deciding the mediation. As, the change in R^2 , in model one (1) from 16% to 38% in model 2 (two) and the change in Beta value in the direct relationship from (.450) in the path (C) to (.082) in an indirect relationship (\hat{C}) thereby changing the P-value of the path (C) from .000 to .192 of (\hat{C}) provide enough evidence that distributive justice fully mediates the relationship between inspirational motivation and employees’ performance. Therefore, from the results, the second hypothesis is also accepted.

6 Discussions and Conclusion

In the higher education context, the management of human resources, in an integral part of institutional processes. The development in employees' performance is a matter of greater importance for the leadership and management of higher institutions (Blackmore & Sachs, 2000; Barnes & Morgeson, 2007). The institutions can achieve desired standards and ranking only when employees show wholehearted performances (Armstrong & Baron, 2005). In this drive, leadership behavior is vital in inspiring and encouraging the workforce towards better performance (Boerner, Eisenbeiss & Griesser, 2007). The leaders, through inspirational motivation, fair interaction, and just decisions concerning the dissemination of institutional resources are dynamics in developing the employees' attitude and behavior (Cho & Dansereau, 2010). The concerned employees, in turn, are expected to show the utmost commitment and performance in achieving the leaders' vision related with norms and values of the institution (Tiara, & Putranto, 2015). Similarly, institutional decisions about fair treatment and provision of recognition, respect, promotion, rewards, and perks and privileges are vital parameters in shaping employees' behavior in institutions (Mauludin & Endang, 2018). So, fair distribution in institutional resources is playing a facilitating role in the relationship between the inspirational motivation and employees' performance.

To comprehend the desired standards, credibility, and success of organizations including higher education institutions, the decent performances, at different levels in the institutional hierarchy, are considered as the most significant phenomenon. Though, some dynamic factors are accountable for increasing or decreasing the level of performance in the institutions. Likewise, employees' positive justice perception is critical in shaping attitudes and behavior. Similarly, on the part of the institutional leader, inspirational motivation is vital for employees' best performance. In this regard, the results of the study provide significant evidence in making decisions. The inspirational motivation shows a significant association with employees' performance ($R = .798$ & $P\text{-value} = .000$) and significant impact ($\text{Beta} = .450$ & $P\text{ value} = .000$). However, the role of distributive justice is critical in facilitating the relationship between the inspirational motivation and the employees' performance thereby bringing variation in the results (change in R^2 from 16% to 38%), change in Beta (from .450 to .082) and change in P-values (from .000 to .192). These variations confirmed that distributive justice fully mediates (full mediation) the relationship between employees' performance and inspirational motivation.

6.1 Recommendations

- ✓ The performance is a significant predictor for various organizational outcomes; therefore, management and leadership of the institutions are required to put more emphasis on such parameters which are critical in augmenting the level of performances.
- ✓ Leadership behavior is the most effective phenomenon in inspiring employees towards better performances, therefore, leaders are required to be focused upon such measures which help in shaping the employees' behavior optimistically.
- ✓ The fairness at workplaces is considered as a significant predictor in improving employees' performance, therefore, the management of institutions is required to put their focus more on the equal distribution of institutional resources among employees.
- ✓ This study might be helpful for policymakers in gaining valuable information from the results of a study about research concepts and interrelationships. It might also help future scholars in obtaining practical guidelines about research design applied in the study.

6.2 Implications and limitations

- ✓ The study provides significant information about the relationship among research variables in higher educational institutions wherein the stakeholders from this context are expected to get the suitable insights about leadership behavior, institutional fairness and employees outcomes.
- ✓ The fairness is vital phenomenon for the institutions in order to maintain the confidence and trust of the employees on leadership behavior and institutional actions. The leadership in the educational context is direly needed to comprehend the situation thereby ensuring the employees.
- ✓ The employees are the leading source for institutions where the desired outcomes can be obtained through effective motivation and inspiration. Therefore, the leadership role is more effective in ensuring the employees motivation and performance and institutional fairness in institutions.
- ✓ This study is limited to specific variables, specific context and specific methodology based on the nature of research study. This study is limited to the particular tools and techniques that are used to find the answers of research questions in order to reach the conclusion more systematically.

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