Moderating Effect Of Fairness In The Relationship Between Job Conditions And Emotional Engagement

Sushma Tamang[1], Anjay Kumar Mishra[2], and Abhijit Ghosh[3]

[1] Research Scholar, Lincoln University College, Selangor, Malaysia,

[2] Dean, Madhesh University, Professor, Kathmandu College of Management, Kathmandu, Nepal

[3] Dean, Faculty of Business, Lincoln University College, Malaysia

Abstract

Many studies show the relationship between job conditions and emotional engagement among the teacher, but no study examined this moderating role of fairness, even in the context of secondary school teachers of Nepal. A cross sectional, descriptive design was used to collect data from 451 respondents from public and private secondary schools. The study used a 5-point Likert scale questionnaire and analyzed data through AMOS for conducting Confirmatory Factor Analysis (CFA), Structural Equation Modeling (SEM), Path analysis and moderation analysis. The findings show that fairness increases the positive effects of better working conditions on emotional engagement. These findings represent important information for the educational policymakers and practitioners, especially in developing country contexts like Nepal.

Keywords: *Emotional Engagement, Fairness, Job Conditions, Secondary Schools, Structural Equation Modeling*

INTRODUCTION

The Emotional engagement is one of the prominent constructs of the Organizational behavior where the employees has emotional attachment with the work and their organization. (Khan, 1990). Teachers and their emotional engagement towards their task has been studied by many educators in the educational sectors which predict job satisfaction, employees performance and students outcomes. (Salanova et al., 2005). However, there are other important workplace factors like availability of resources, amount and type of job, and support from supervisors and colleagues plays an important role in emotional engagement of employees and their perceptions towards their organization and job as they perceive the fairness. (Greenberg, 1990) According to Organizational theory of Colquitt et al. (2001), Fairness is the more generalized composite of distributive, procedural and interactional justice. Despite the fairness is identified as one of the significant causes of engagement (Sak, 2006) , no studies have been examined as the moderator effect till the date with the references to educational sectors of developing countries .To the best of our knowledge, this is the first study to explore the moderating effect of Fairness in the relationship between Job Conditions and Emotional Engagement in Secondary Schools of Nepal which contributes the developing countries and research bodies on Organizational fairness and Emotional Engagement.

1.1 Background of study

In educational research, there is significant interest in the interaction between Teachers Emotional Engagement, Fairness and Job conditions. Emotional Engagement of teachers is highly influenced by the environment of the work place that is the combination of Workload, Supervisors and colleagues support, opportunities for development. To develop the working environment and its impact on Employees Emotional engagement, fairness plays an important role as equity in resource allocation, transparent decisions making, and fair job rewards and recognition, that is moderating this interplay. A study by Hakanen et al. (2017) explored the relationship of job demands, job resources, and engagement among Finnish teachers. It found that job resources, like organizational support and professional growth opportunities, positively influenced work engagement, especially when accompanied by perceptions of fairness (Hakanen et al., 2017). Similarly, in the study of Klassen et al. (2020) in Canada highlighted that teacher well-being is deeply intertwined with organizational fairness, which directly affects emotional and professional engagement (Klassen et al., 2020).The emotional component in education has been highlighted in worldview research studies. In the meta-analysis of Tsang and Jiang (2018), the found Emotional engagement of teachers is extremely sensitive on how fair they perceive their working environment fairness such as they feel more appreciative and motivated when they are physically and

emotionally attached and committed to their job. (Tsang & Jiang 2018)According to the Chinese educators Yu et al., (2022) Fairness in Promotion and recognition specially in Asian countries highly impacts job satisfaction and emotional engagement even in the position of high job demand (Yu et al., 2022) . The results is relatable and consistent with the studies conducted in European countries including Germany , that demonstrates the job satisfaction and fairness plays the role of mediators between Organizations policies and engagement of teachers . (Klusmann et al., 2016)

1.2 Statement of the problem

Emotional Engagement of a teacher is a critical factor of the quality of education which has a direct effect on the outcomes of the students and organizational effectiveness. Nonetheless teachers face many challenges globally for instances too much workload, limited opportunity for professional development, and unfairness perceived in acknowledgement, rewards and promotional process. While the research says, job conditions are well known impact on engagement of teachers, the moderating role of fairness and its impact remains not explored fully. Further investigation is required to understand how fairness minimizes or maximizes the effects of adverse job conditions on teachers' emotional engagement. To improve the results of the students and maintain the effectiveness of the organization largely depend on the emotional engagement of the teachers that comprises teachers' commitment, zeal and teachers investment in their tasks and their roles. However several teachers worldwide report the unfavorable working environment , less chances of professional development and growth, limited opportunities for career growth, and inadequate supervisors support and heavy workloads. According to Hakanen et al., (2017) added these challenges not only cause impairing the performances but also leads to stress , burnout, and disengagement results the lower educational quality. Despite the reality that job conditions are seen as a well-established indicator of teachers' engagement, the moderating effect of fairness remains insufficiently studied. Teachers Emotional Engagement responses to the work environment have been shown that impacts fair treatment, transparent decision making, and fair justice in resource allocation. According to the study by Klassen et al., (2020) showed that Emotional Engagement of teachers and general job satisfaction are directly impacted by Organizational Fairness. Moreover, teachers are able to sustain a greater level of emotional engagement because perceptions of fairness considerably mitigate the negative results of adverse working conditions. (Tsang & Jiang, 2018)Failing to address the role of fairness in the contest of educational institutions, results the risk of teachers' turnover and disengagement which will be continued when the teachers are not recognized, and the resources allocation is inconsistent. According to Yu et al. (2022) in China emphasized the fair promotions and recognition significantly maximized Teachers emotional engagement even in the highly demanded situations. Likewise, European research revealed that fair policies and practices promote teachers to become more committed workforce and minimize the negative consequences of working environment stress. (Klusmann et al., 2016). Although with these findings, a gap of knowledge on how the fairness interplay with job conditions and engagement of teachers remains under explored in several cultural and organizational contexts. Hence, this gap emphasizes the necessity for more study to explore this interaction and guide the development of policies to enhance the teachers' well-being and their performances.

1.3 Research Objective

The objectives of this study are

• To examine the impact of job Conditions on Emotional Engagement of teachers

• To analyses the moderating effect of fairness in the relationship between Job Conditions and emotional Engagement in the Secondary Schools of Nepal

• To provide suggestions for Educational Institutions and Policy Makers to improve Teachers Engagement with the improvement of Job Conditions and Fairness.

1.4 Significance of the study

This study is significant as it extends the existing literature on teacher engagement by incorporating fairness as a moderating factor in the relationship between job conditions and emotional engagement. Findings will help educational policymakers, administrators, and school management teams in Nepal and other developing countries to implement policies that foster fairness in promotions, resource distribution, and decision-making. By improving fairness and job conditions, schools can enhance teachers' emotional engagement, leading to better student outcomes and overall institutional effectiveness.

1.5 Organization of the study

This study is structured into five main sections. The first chapter introduces the research problem, objectives, significance, and study organization. The second chapter reviews relevant literature on job conditions, fairness, and emotional engagement. The third chapter outlines the research methodology, including research design, data collection, and analysis methods. The fourth chapter presents the results and discussion of the findings. Finally, the fifth chapter provides the conclusion, implications, and recommendations for future research.

LITERATURE REVIEW

This section provides an overview of pertinent research on the factors of job conditions, fairness, emotional engagement and their relationships. This highlight shows how these variables studied individually and in combination, with the reliable citations and authentic sources.

2.1 Job Conditions

The term Job Conditions specify the elements that define the workplace which includes work load, supervisors support, opportunities in professional growth and payment. Several studies emphasize the positive working environments which are pivotal for fostering teachers' engagement and their wellbeing.

2.1.1 Workload and Administrative Support

It has been revealed that teachers who have excessive workloads leading to maximization in stress and burnout. According to Hakanen et al. (2017) demonstrated that highly expected job has adverse effect in teachers emotional well-being, while supporting instructors with job resources like administrative support minimizes this effect. (Hakanen et al., 2017)

2.1.2 Professional Development

To sustain the Teachers Engagement, Professional development opportunities are essential. According to Klassen et al., (2020) in Canada demonstrated that the Professional Development activities and its tools are the major indicator of teachers Engagement. (Klassen et al., 2020). 2.4 2.2 **Fairness**

Fairness refers to a key factor which determines employee engagement and job satisfaction which encompasses view of equity, justice and transparent practices in organization. Research has shown that fairness shapes perceptions of employees in organizational trust and support that directly impacts the emotional engagement of teachers.

2.2.1 Organizational justice

The research of Greenberg (1987) explained fairness in the procedures of decision making, organizational justice, resource allocation and interpersonal treatment maximizes teachers' engagement and trust towards organization. (Greenberg, 1987).

2.2.2 Fairness in Rewards and Promotions

According to Yu et al., (2022) in Chinese educational sectors demonstrated that fairness in Promotions and Recognitions maximize Emotional Engagement in teachers, even in highly expected and challenging environment. (Yu et al., 2022)

2.3 Emotional Engagement

Emotional Engagement refers to the degree of emotional engagement that employees have in their task which includes employees' devotions, commitment, passion and enthusiasm to their teaching positions.

2.3.1 Impact of Emotional Engagement

Many studies revealed that higher level of teachers' performances, students' achievement and organizational effectiveness has direct and positive linked to the Emotional engagement of the teachers. Similarly in the study of Klusmann et al,(2016) discovered that the teachers who are emotionally connected to the institutions foster a pleasant and positive learning environment for the students that leads to better outcomes of the students. (Klusmann et al., 2016)

2.3.2 Emotional Labor in Teaching

According to the research of Tsang and Jiang (2018) highlighted that teaching activities requires emotional labor. The outcomes of the research explored that the characteristics of working environment such as perceived fairness and job conditions play a major role in improving emotional engagement of the teachers. (Tsang & Jiang, 2018)

2.4 Relationship among Job conditions, Fairness and Emotional Engagement

Even though job conditions and fairness are researched individually, very few information is known in this particular area which impact Emotional Engagement. Studies highlighted in the research that fairness acts as a buffer against the adverse situation in the institution and moderates the relationship between job Conditions and emotional engagement.

2.5 Moderating Role of Fairness

According to the research of Klassen et al. (2020), Fairness in organizational activities improve positive and supportive working environments that enhances emotional engagement of teachers.(Klassen et al., 2020). Fairness is the crucial variable that shows job conditions influences the engagement of teachers in both cultural and organizational contexts. Their outcomes highlighted how fairness acts a significant factor in fostering emotional engagement and universal applicability in the research area.

RESEARCH METHODOLOGY

This section outlines the research methodology that includes research design, data collection procedures, sample selection and data analysis procedures for investigating the interplay between job conditions, fairness and teachers emotional engagement. This methodology is intended to ensure reliability, validity, and generalizability.

3.1 Research Design

In order to examine the correlations between the variables and the moderating role of fairness, a quantitative and cross-sectional survey design is used.

Rationale: According to Bakker and Demerouti (2007), a cross-sectional design provides a picture of recent perceptions of teachers whereas the quantitative methods enable the application of statistical technique to test the hypothesized relationships. (Bakker & Demerouti, 2007)

3.2 Conceptual Framework

Job Conditions: The Job Demands- Resources (JD-R) model is the basis for the measurement scales which is used to measure job conditions (Schaufeli & Taris, 2014)

Fairness: Organizational Fairness scale is used to measure aspects of distributive, procedural and interactional justice. (Colquitt, 2001)

Emotional Engagement: The Utrecht Work Engagement Scale (UWES) which incorporates vigor, devotion, and absorption to measure emotional Engagement. (Schaufeli et al., 2006)

3.3 Data Collection Methods

To maximize and improve participation of respondents, structured close ended questionnaires were distributed both in person and digital version. In addition to ensure the respondents comparable and measurable responses a 5-point Likert scale was used. Moreover, the demographic data including age, gender, years of teaching, and school type (private and public) were collected as control variables. The major objective of using this method is to gather thorough and organized dataset for trustworthy conclusions.

3.4 Sample Selection

The target respondents consists of both private and public secondary school teachers. To ensure the representation across significant demographics, stratified random sample techniques will be used. This technique improves the representativeness of the sample, which enable the generalization of outputs to different educational settings (Klassen et al., 2020). To guarantee the statistically key results in Cochran's formula, the sample size will be between 300 and 400 teachers to reach a 95% confidence level and ±5% margin of error. (Tsang & Jiang, 2018)

3.5 Data Analysis Techniques

To give an overview of important variables, descriptive Statistics like means, medians, standard deviations and frequencies were used in the preliminary analysis. To summarize the dataset (Hakanen et al., 2017). Cronbach's alpha was used to ensure the scales were internally consistent (Cronbach, 1951). Inferential Analysis consists of Pearson correlations were to analyze the direction and intensity of the correlations between fairness, job conditions and emotional engagement (Schaufeli et al., 2006). To assess the overall model fit, Confirmatory Factor Analysis (CFA), Structural Equation Modeling (SEM), Path Analysis was performed using AMOS Software to validate the purposed relationships, allowing for a robust evaluation

of latent variables and their interactions (Byrne, 2016). Ethical considerations were mostly considered as priority and the respondents were briefed on the study objectives, provided informed consent, and ensured anonymity and confidentiality of voluntary and ethical participation.

2. RESULTS

4.1 Findings of the study

The Cronbach Alpha rate 0.857 indicates a high degree of internal consistency with 5 items in the scale which are reliably consistent measuring the same underlying construct. The result shows very good which range above 0.8, which is appropriate for use in research analysis, with a consistent response across the items. The Cronbach's Alpha rate of 0.7987 demonstrates a fair level of internal consistency for this with three items on the scale which are reasonably reliable in measuring the same underlying construct. The result 0.7987 is slightly below the very good range (0.80) however it is acceptable to good range for research purposes.

Table 1: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SCS12	451	1	5	3.34	.847
OC6	451	1	5	3.62	.971
OC7	451	1	5	3.82	.890
OC8	451	1	5	3.80	.933
OC9	451	1	5	3.62	1.016
Valid N (listwise)	451				

The above results demonstrate the summary of descriptive statistics which offer the outcomes of 451 respondents of this study with its five variables named SCS12, OC6, OC7, OC8 and OC9. And the variables are range from a minimum value of 1 to a maximum value of 5, indicates a 5-point scale were used for this research. The result suggests a moderately high response with a mean value ranging from SCS12 with 3.34 to OC7 with 3.82. In addition to that the standard deviation ranging from SCS12 with 0.847 to OC9 with 1.016 indicates the high average reactions which shows the larger degrees of variation in response. The responses are varied somewhat on the middle to upper end of the scale with variation in participants responses.

Table 2 Correlation Matrix of Job Conditions

		SCS12	OC6	OC7	OC8	OC9
Correlation	SCS12	1.000	.434	.473	.377	.428
	OC6	.434	1.000	.637	.588	.616
	OC7	.473	.637	1.000	.688	.572
	OC8	.377	.588	.688	1.000	.630
	OC9	.428	.616	.572	.630	1.000

According to the correlation matrix the relationships between the variables SC12, OC6, OC7, OC8 and OC9 at the 0.01(2-tailed) indicates the strong statistical relationships. Pearson correlation of SCS12 values ranging from OC8 with 0.377 to OC7 with 0.473 is moderated with all other variables. The highest correlation in comparison to other variables is between OC7 and OC8 (0.688) while the least correlations falls between OC8 and OC9 (0.572). The correlations among all variables is positive where the one variable arises the rest of others follow the same. This result demonstrates a significant association among the variables named OC6, OC7, OC8, and OC9 in comparison with SCS12. According to the result of the KMO and Bartlett's Test, the data used for this study is highly suitable for factor analysis. The Kaiser-Meyer-Olkin (KMO) of this data is 0.840 which has excellent sample adequacy and the Bartlett's Test of Sphericity results (χ^2 = 1001.288, df = 10, p < 0.001) is an extremely significant results which confirms that the substantial correlations and correlation matrix is not an identity matrix. This finding highly supports factor analysis.

Table 3 Total Variance Explained of Job Conditions

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.200	63.997	63.997	3.200	63.997	63.997

2	.680	13.595	77.592
3	.440	8.796	86.388
4	.405	8.108	94.496
5	.275	5.504	100.000

Extraction Method: Principal Component Analysis.

The above table indicates that the Total Variance Explained table explains that the only first component has an eigenvalue greater than 1, in the Principal Component Analysis, which was used to extract one primary component. And this component indicates 63.997% of the total variance, which is the most important factor in the data. All the remaining components explain less variance (13.595%, 8.796%, 8.108% and 5.504%, respectively) with a total variance of 100%. However, the most dominant factor is the first component which is the major contributor to the underlying structure.

Table 4 Correlation Matrix of Fairness

		F6	F7	F8
Correlation	F6	1.000	.625	.502
	F7	.625	1.000	.584
	F8	.502	.584	1.000

According to the correlation matrix the relationships between the variables F6, F7, and F8 at the 0.01(2-tailed) indicates the significant statistical relationships. The strongest correlation in comparison to other variables is between F6 and F7 (0.625) while the moderate correlations falls between F7 and F8 (0.584). The correlations among all variables is positive where the one variable arises the rest of others follow the same. This result demonstrates a significant association among the variables named F6, F7, and F8.

According to the result of the KMO and Bartlett's Test, the data used for this study is moderately accepted for factor analysis. The Kaiser-Meyer-Olkin (KMO) of this data is 0.696 which has mediocre sample however it is still accepted and the Bartlett's Test of Sphericity results ($\chi^2 = 429.945$, df = 3, p < 0.001) is an extremely significant results which confirms that the substantial correlations and correlation matrix is not an identity matrix. This finding also supports factor analysis however the sampling adequacy is mediocre range.

Table 5 Total Variance Explained of Fairness

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.142	71.394	71.394	2.142	71.394	71.394
2	.501	16.713	88.107			
3	.357	11.893	100.000			

Extraction Method: Principal Component Analysis.

The above table indicates that the Total Variance Explained table explains that the only first component has an eigenvalue greater than 1, in the Principal Component Analysis, which was used to extract one primary component. And this component indicates 71.394% of the total variance, which is the most important factor in the data. All the remaining components explain less variance (16.713%, and 11.893%, respectively) with a total variance of 100%. However, the most dominant factor is the first component which is the major contributor to the underlying structure.

Table 6 Correlation Matrix of Employee Engagement

		CE4	EE1	EE2	EE3	EE4
Correlation	CE4	1.000	.587	.446	.472	.425
	EE1	.587	1.000	.442	.491	.468
	EE2	.446	.442	1.000	.682	.506
	EE3	.472	.491	.682	1.000	.593
	EE4	.425	.468	.506	.593	1.000
Sig. (1-tailed)	CE4		.000	.000	.000	.000
	EE1	.000		.000	.000	.000
	EE2	.000	.000		.000	.000
	EE3	.000	.000	.000		.000
	EE4	.000	.000	.000	.000	

According to the correlation matrix, the relationships between the variables CE4, EE1, EE2, EE3 and EE4 at the 0.01(2-tailed) indicates the significant statistical relationships. Pearson correlation of CE4 values ranging from EE4 with 0.425 to EE1 with 0.587 is moderated with all other variables. The strongest correlation in comparison to other variables is between EE2 and EE3 (0.682) while the moderate correlations falls between EE1and EE2 (0.442). The correlations among all variables is positive where the one variable arises the rest of others follow the same. This result demonstrates a significant association among the variables, indicating that they share some common variance which is appropriate for further analysis. According to the result of the KMO and Bartlett's Test, the data used for this study is significant and highly accepted for factor analysis. The Kaiser-Meyer-Olkin (KMO) of this data is 0.812 which has excellent sample for factor analysis and the Bartlett's Test of Sphericity results (χ^2 = 879.620, df = 10, p < 0.001) is an extremely significant results which confirms that the substantial correlations and correlation matrix is not an identity matrix. This finding clearly supports factor analysis.

Table 7 Total Variance Explained in Emotional Engagement

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.049	60.986	60.986	3.049	60.986	60.986
2	.731	14.614	75.600			
3	.510	10.204	85.804			
4	.407	8.144	93.949			
5	.303	6.051	100.000			

Extraction Method: Principal Component Analysis.

The above table indicates the Total Variance Explained table that explains that only the first component has an eigenvalue greater than 1, in the Principal Component Analysis, which was used to extract one primary component. And this component indicates 60.986 % of the total variance, which is the most important factor in the data. All the remaining components explain less variance (14.614%, 10.204%, 8.144% and 6.051%, respectively) with a total variance of 100%. However, the most dominant factor is the first component which is the major contributor to the underlying structure. According to the result of the KMO and Bartlett's Test, the data used for this study is significant and highly suitable for factor analysis. The Kaiser-Meyer-Olkin (KMO) of this data is 0.879 which has excellent sample for factor analysis and the Bartlett's Test of Sphericity results (χ^2 = 2638.574, df = 78, p < 0.001), is an extremely significant results which confirms that the substantial correlations and correlation matrix is not an identity matrix. This finding clearly supports factor analysis.

Table 8 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.376	41.351	41.351	5.376	41.351	41.351	3.256	25.050	25.050
2	1.699	13.070	54.421	1.699	13.070	54.421	3.048	23.449	48.499
3	1.400	10.772	65.193	1.400	10.772	65.193	2.170	16.694	65.193
4	.745	5.733	70.926						
5	.689	5.299	76.225						
6	.547	4.209	80.434						
7	.466	3.583	84.018						
8	.434	3.342	87.360						
9	.382	2.938	90.297						

10	.371	2.851	93.148
11	.339	2.605	95.753
12	.284	2.181	97.934
13	.269	2.066	100.000

Extraction Method: Principal Component Analysis.

The above table indicates the Total Variance Explained table that explains that only the first component has an eigenvalue greater than 1, in the Principal Component Analysis, which was used to extract one primary component. And this component indicates 65.193 % of the total variance, which is the most important factor in the data. All the remaining components explain less variance (25.050%, 23.449% and 16.694 %, respectively) with a total variance of 100%. However, the most dominant factor is the first component which is the major contributor to the underlying structure. This distribution points to a distinct factor structure based on three components which captured the variability in the data.
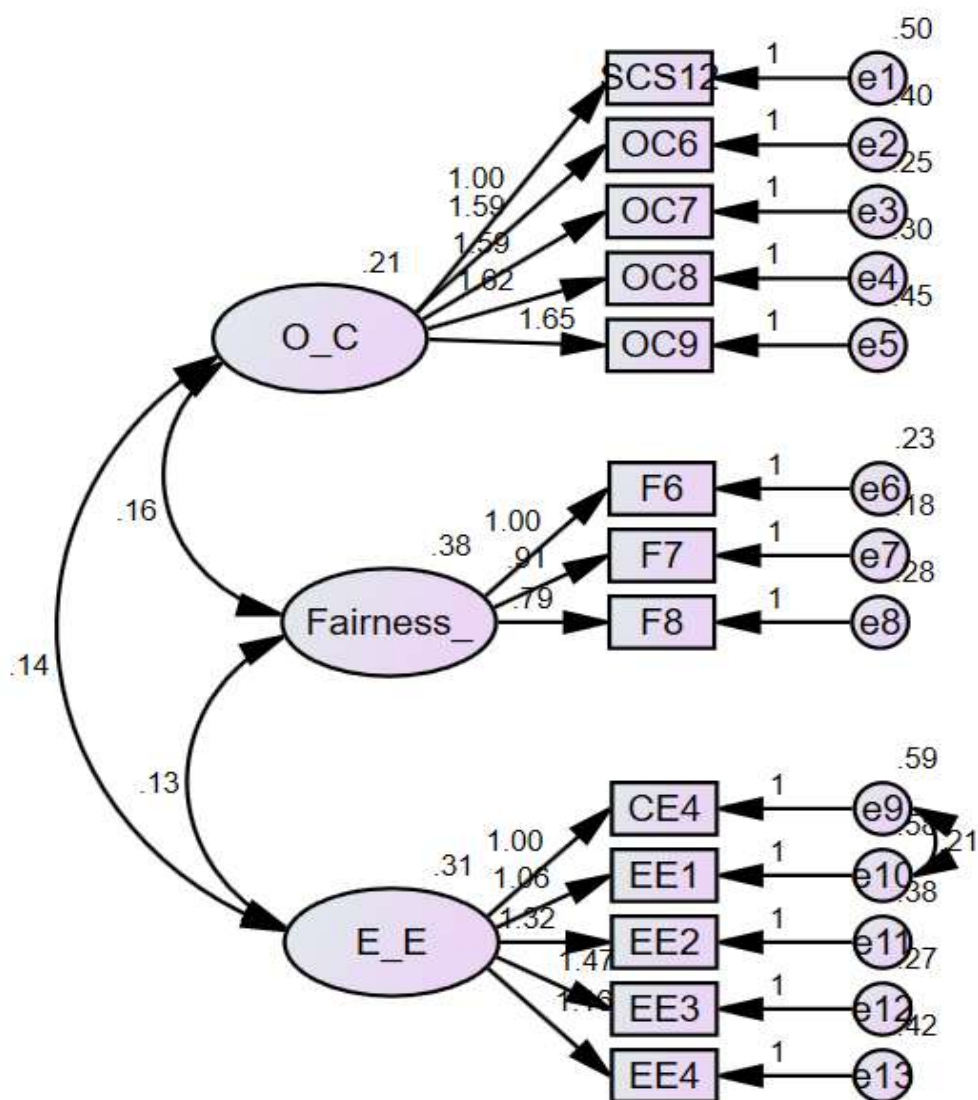

Figure 1: Confirmatory Factor Analysis

Table 8 Model Validity Measures

	CR	AVE	MSV	MaxR(H)	O_C	Fairness_	E_E
O_C	0.860	0.557	0.307	0.878	0.746		
Fairness_	0.801	0.574	0.307	0.810	0.555***	0.757	
E_E	0.832	0.503	0.304	0.858	0.551***	0.384***	0.709

According to table no. 8 the findings demonstrates the strong validity and reliability for the construct O_C, Fairness_ and E_E. Internal consistency and strong convergent validity is found with a high construct Reliability (CR>0.7) and Average Variance Extracted (AVE>0.5). Discriminant Validity is verified by the square roots of AVE (diagonal values) exceeds inter-construct correlations, and the Maximum Shared Variance (MSV) values are lower than the AVE values. Moreover, the measurement model is validated for further analysis by the high Max dependability (MaxR (H)) values that demonstrates robust reliability across scale items.

Table 9 Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	159.070	~	~
DF	61	~	~
CMIN/DF	2.608	Between 1 and 3	Excellent
CFI	0.962	>0.95	Excellent
SRMR	0.054	<0.08	Excellent
RMSEA	0.060	<0.06	Excellent
PClose	0.076	>0.05	Excellent

According to the Model Fit Measure, the model demonstrates an excellent fit to the data. A good balance between model complexity and fit is indicating by the CMIN/DF ration (2.608) within the acceptable range of 1 to 3. And a string comparative fit is confirmed by the CFI (0.962) which exceeds the threshold of 0.95. Regarding residuals and error approximation, both the SRMR (0.054) and the RMSEA (0.060) are below their respective criteria of 0.08 and 0.06which shows am excellent fit. The adequacy of the RMSEA is supported by the PClose (0.076) value. It collectively confirms the model fits is excellent with data and further suitable for interpretation and additional analysis.
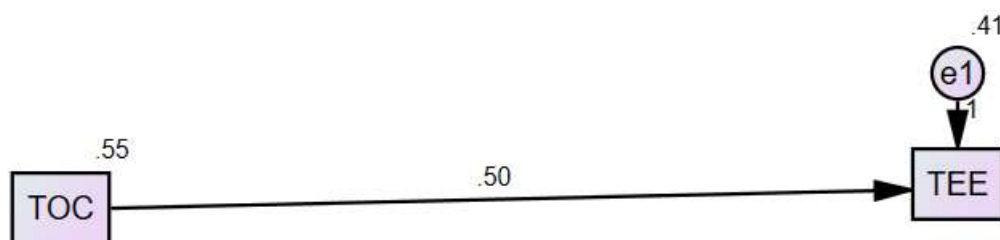

Figure 2: Path Analysis
The path diagram shows a structural relationship between TOC and TEE, where TOC has a moderate positive influence on TEE which is indicating a positive standardized regression weight of 0.50. According to the squared multiple correlations (R2=0.55) that demonstrates the TOC indicates 55% of the variance

in TEE that is a substantial role in TEE prediction. In addition to that, the error variance (e1=0.41), demonstrates that 41% of the variance in TEE remains unexplained. Overall the model shows a significant relationship between the two constructs.

The Structural equation model (SEM) demonstrates a strong direct correlation between TOC and TEE. The unstandardized regression weight is 0.502 and highly significance (P<0.001). And a moderate positive effect of TOC on TEE is confirmed by the standardized regression weight is 0.505. Additionally the residual variance (error term) for TEE is 0.409 and the variance for TOC is 0.554, which indicates both are significant with p<0.001. Moreover, the squared multiple correlation (R^2=0.255) explained by the TOC indicating 25.5% of the variance in TEE. The relationship is a completely direct effect since there are no indirect effect. The result shows a robust and statistically positive connection between TOC and TEE in the model.
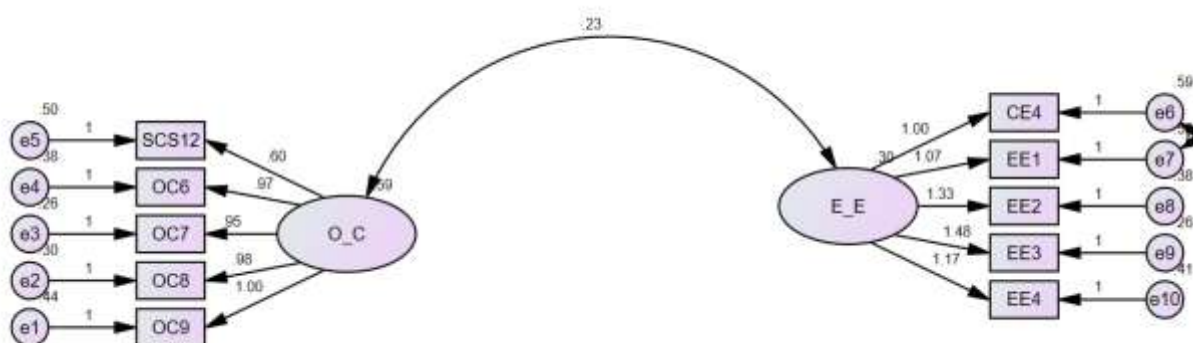

Figure 3: Structural Equation Model

The path diagram demonstrates a structural Equation Model (SEM) with two latent variables i.e Organizational Conditions (OC) and Emotional Engagement (EE) and their five observed variables with strong factor loading, which range from 0.60 to 1.48 indicates the reliability in representing the constructs. OC and EE have moderately positive correlations (0.23) with retaining their uniqueness. Each observed variables error terms demonstrate the unexplained variances highlighting the robustness of the model captures the main variability in the data.

Table 11 Model Validity Measures

|	CR	AVE	MSV	MaxR(H)	O_C	E_E
O_C	0.861	0.557	0.304	0.877	**0.746**	
E_E	0.832	0.503	0.304	0.858	0.551***	**0.709**

According to the table no. 10, the findings demonstrates the strong validity and reliability for the construct (Organizational Conditions) O_C, and (Emotional Engagement) E_E. Internal consistency and strong convergent validity is found with a high construct Reliability (CR: O_C=0.861, E_E=0.832) of both constructs and Average Variance Extracted (AVE: O_C=0.557, E_E=0.503) which is greater than the permissible cutoff of 0.5 demonstrating good convergent validity. Discriminant Validity is confirmed by the square roots of AVE (diagonal values) AVE (e.g. O_C=0.746, E_E=0.709) exceeds inter-construct correlations, (0.551) and the Maximum Shared Variance (MSV: 0.304) values are lower than the AVE values. Moreover, the measurement model is validated for further analysis by the high Max dependability (MaxR (H)) values that demonstrates robust reliability across scale items.

Table 12 Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	89.544	--	--
DF	33	--	--

CMIN/DF	2.713	Between 1 and 3	Excellent
CFI	0.972	>0.95	Excellent
SRMR	0.052	<0.08	Excellent
RMSEA	0.062	<0.06	Acceptable
PClose	0.098	>0.05	Excellent

According to the Model Fit Measure, the model demonstrates satisfactory fit to the data. A good balance between model complexity and fit is indicating by the CMIN/DF ration (2.713) within the excellent range of 1 to 3. And a strong comparative fit is confirmed by the CFI (0.972) which exceeds the threshold of 0.95. Regarding residuals and error approximation, the SRMR (0.052) which is less than 0.08 and the RMSEA (0.062) are below their respective criteria of 0.08 and 0.06 which shows an acceptable fit. The adequacy of the RMSEA is supported by the PClose (0.098) value. It collectively confirms the model fits is acceptable with data and further suitable for interpretation and additional analysis.
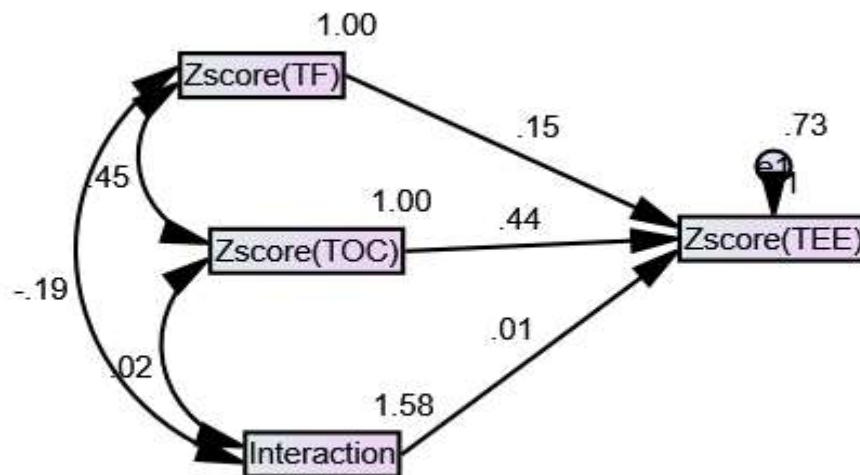
Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
ZTEE	<--	ZTF	.148	.046	3.223	.001	
ZTEE	<--	ZTOC	.437	.045	9.642	***	
ZTEE	<--	Interaction	.009	.033	.285	.776	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
ZTEE	<--	ZTF	.148
ZTEE	<--	ZTOC	.437
ZTEE	<--	Interaction	.012

Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
ZTF	<-->	Interaction	-.195	.060	-3.252	.001	
ZTOC	<-->	Interaction	.018	.059	.311	.756	
ZTF	<-->	ZTOC	.453	.052	8.769	***	

Correlations: (Group number 1 - Default model)

			Estimate
ZTF	<-->	Interaction	-.155
ZTOC	<-->	Interaction	.015
ZTF	<-->	ZTOC	.454

Variances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
ZTF			.998	.067	15.000	***	
ZTOC			.998	.067	15.000	***	
Interaction			1.577	.105	15.000	***	
e1			.727	.048	15.000	***	

Squared Multiple Correlations: (Group number 1 - Default model)

			Estimate
ZTEE			.272

The analysis of moderation effect states that ZTF and ZTOC have major effects of ZTEE, however the interaction term does not have a substantial effect. ZTOC had the strongest effect on ZTEE with β =.437, p <.001, whereas ZTF has less substantial effect on ZTEE with β =.148, p =.001. The relationship between the term is non-significant and small with β =.012, p =.776) presents that the link doesn't significantly different based on their combined presence. The squared multiple correlation (R^2=2.72), indicates the predictors account for about 27.2% of the variance , showing that a moderate explanatory power of the model without the significant moderation.

DISCUSSIONS

The results of the research offer significant understanding of the moderating effect of fairness in the relationship between Organizational Conditions and emotional Engagement. On the basis of findings, the organizational conditions has a positive influence on emotional engagement (EE) with (r=-0.23) in the line with previous studies that emphasize the importance of favorable organizational environment supports to promote the Emotional Engagement (Kahn, 1990; Saks, 2006). According to Rich et al. (2010), an environment where employees feel appreciated and motivated, with a favorable organizational factor such as role clarity, resource accessibility, and effective leadership, to develop emotional engagement with their work (Rich et al.,2010). Nonetheless, the inclusion of fairness as a potential moderating factor emphasizes how organizational conditions affect emotional engagement.

Fairness, which reflect open communication, fair and transparent behavior or treatment, unbiased policies develops the strength of the association between Organizational Conditions and Emotional engagement. According to the previous studies, fairness boosts trust, minimizes the feeling of injustice, and promotes sense of belongingness of employees which are the significant factors that promote the emotional engagement of the employees (Colquitt et al., 2001; Cropanzano et al., 2007). On the other hand, unfairness is also the significant factor that may lessen the advantages of positive organizational conditions since perceived unfairness can minimize the trust and demotivate the employees, results the lowering emotional engagement to their work (Saks, 2006). The findings are similar to theories like Equity Theory which contains that motivation and engagements are the major factor that influence the perception of fairness (Adams, 1965)

According to the squared multiple correlations (R^2=0.2555), fairness has the potential significant moderator factor that demonstrates the organizational conditions with 25.5% of the variance in emotional engagement. The reliability and validity of the fairness construct is verified by the strong psychometric qualities (e.g., CR=0.801, AVE=0.574). The findings demonstrates that Fairness is a critical antecedent of organizational trust and engagement like other previous research (Colquitt et al., 2001; Whitener et al, 1998). Additionally, the conceptual framework of this study appears to adequately represent the association of Organizational Conditions, Fairness and emotional Engagement, as represented by the acceptable model fit indices (CFI=0.972, SRMR=0.052, PClose=0.098)

According to the previous consistent studies, Fairness strengthens sense of support and value of employees within the environment of the organization (Cropanzano & Rupp, 2008). Organizations that include justice and fairness into their management and decision-making processes can develop the positive effect of good conditions of the organizations which is leading to high level of emotional engagement of employees. On the other hand, disregarding fairness may minimize the success of organizational efforts to maximize engagement since felt injustices can lower the motivation and trust.

CONCLUSIONS

This study highlights the importance of fairness as a moderating factor which adds the value to the growing body of literature on employee engagement. Organization should give top priority to the fairness in their organizations policies and procedures which brings the optimum effect of positive organizational conditions developing emotional engagement. To provide more depth on this, further research should explore more on moderating and mediating factors such as leadership styles, organizational cultures which provides a more comprehensive understanding of these dimensions.

Implication Of The Study

The research provides suggestions to policymakers and administrators of schools about Fairness and its role in influencing Engagement of Teachers. The well-being of teachers and the outcomes of teachers will be improved by implementing fair promotions and growth, equitable and transparent allocation of resources and well supportive working environments.

Limitations And Recommendations

The limitations of this study is the cross-sectional design and geographical focus on Nepal. Hence, future research should focus on the longitudinal and comparative studies across various educational systems to understand the thorough understanding and knowledge of these relationships.

Acknowledgement

Conflict Of Interest

The author(s) declare no conflict of interest

REFERENCES
1. Adams, J. S. (1965). Inequity in social exchange. Advances in Experimental Social Psychology, 2, 267–299.
2. Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 2, pp. 267–299). Academic Press. https://doi.org/10.1016/S0065-2601(08)60108-2
3. Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. Journal of Managerial Psychology, 22(3), 309–328. https://doi.org/10.1108/02683940710733115
4. Byrne, B. M. (2016). Structural equation modeling with AMOS: Basic concepts, applications, and programming (3rd ed.). Routledge. https://doi.org/10.4324/9781315757421
5. Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. Journal of Applied Psychology, 86(3), 386–400. https://doi.org/10.1037/0021-9010.86.3.386
6. Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. Journal of Applied Psychology, 86(3), 425–445. https://doi.org/10.1037/0021-9010.86.3.425
7. Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. Psychometrika, 16(3), 297–334. https://doi.org/10.1007/BF02310555
8. Cropanzano, R., & Rupp, D. E. (2008). Social exchange theory and organizational justice: Job performance, citizenship behaviors, multiple foci, and historical integration of two literatures. In S. W. Gilliland, D. D. Steiner, & D. P. Skarlicki (Eds.), Justice, morality, and social responsibility (pp. 63–99). Information Age Publishing.

9. Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2007). The relationship of emotional exhaustion to work attitudes, job performance, and organizational citizenship behaviors. Journal of Applied Psychology, 92(6), 1557–1566. https://doi.org/10.1037/0021-9010.92.6.1557

10. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer. https://doi.org/10.1007/978-1-4899-2271-7

11. Greenberg, J. (1987). A taxonomy of organizational justice theories. Academy of Management Review, 12(1), 9–22. https://doi.org/10.5465/amr.1987.4306437

12. Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. Journal of Management, 16(2), 399–432. https://doi.org/10.1177/014920639001600208

13. Hakanen, J. J., Peeters, M. C. W., & Schaufeli, W. B. (2017). Different types of employee well-being across time and their relationships with job crafting. Journal of Occupational Health Psychology, 22(2), 188–197. https://doi.org/10.1037/ocp0000045

14. Hayes, A. F. (2018). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach (2nd ed.). Guilford Press.

15. Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. American Psychologist, 44(3), 513–524. https://doi.org/10.1037/0003-066X.44.3.513

16. Hochschild, A. R. (1983). The managed heart: Commercialization of human feeling. University of California Press.

17. Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. Academy of Management Journal, 33(4), 692–724. https://doi.org/10.5465/256287

18. Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2020). Teachers' well-being. In T. L. Good (Ed.), APA handbook of education and psychology: Applications to teaching and learning (Vol. 2, pp. 337–357). American Psychological Association. https://doi.org/10.1037/0000179-014

19. Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. Journal of Educational Psychology, 108(8), 1193–1203. https://doi.org/10.1037/edu0000125

20. Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. Academy of Management Journal, 53(3), 617–635.

21. Saks, A. M. (2006). Antecedents and consequences of employee engagement. Journal of Managerial Psychology, 21(7), 600–619. https://doi.org/10.1108/02683940610690169

22. Salanova, M., Agut, S., & Peiró, J. M. (2005). Linking organizational resources and work engagement to employee performance and customer loyalty: The mediation of service climate. Journal of Applied Psychology, 90(6), 1217–1227. https://doi.org/10.1037/0021-9010.90.6.1217

23. Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the Job Demands-Resources model: Implications for improving work and health. In G. F. Bauer & O. Hämmig (Eds.), Bridging occupational, organizational and public health (pp. 43–68). Springer. https://doi.org/10.1007/978-94-007-5640-3_4

24. Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. Educational and Psychological Measurement, 66(4), 701–716. https://doi.org/10.1177/0013164405282471

25. Tsang, K. K., & Jiang, L. (2018). Emotional labor in teaching: A systematic review and meta-analysis. Teaching and Teacher Education, 72, 273–285. https://doi.org/10.1016/j.tate.2018.02.001

26. Tsang, K. K., & Jiang, L. (2018). Emotional labor in teaching: A systematic review and meta-analysis. Teaching and Teacher Education, 72, 273–285. https://doi.org/10.1016/j.tate.2018.02.001

27. Whitener, E. M., Brodt, S. E., Korsgaard, M. A., & Werner, J. M. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. Academy of Management Review, 23(3), 513–530. https://doi.org/10.5465/amr.1998.926624

28. Yu, S., Li, X., Wang, M., & Zhang, Z. (2022). Perceived fairness and emotional engagement: A study of Chinese educators. Asia Pacific Journal of Education, 42(1), 49–65. https://doi.org/10.1080/02188791.2021.1969326