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The Influence of Organizational Justice, Organizational Identity, and Teacher Self-Efficacy on Teaching Effectiveness in Vocational-Technical High Schools of Guangzhou City, China

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Abstract: The vocational-technical education sector in Guangzhou, China, is at a pivotal point for aligning educational practices with global workforce demands, essential for economic development and addressing skill shortages. This study aims to investigate the relationships between organizational justice, organizational identity, teacher self-efficacy, and teaching effectiveness in vocational-technical high schools. Using a quantitative approach, structured questionnaires were distributed to 380 teachers from 38 schools, and the data were analyzed through multivariate statistical techniques, including Structural Equation Modeling (SEM). The findings reveal that organizational justice significantly enhances teaching effectiveness, with organizational identity and teacher self-efficacy mediating this relationship. The research underscores the importance of equitable practices and a supportive environment in fostering teacher motivation, confidence, and instructional performance. These insights are crucial for policymakers and educational leaders to develop holistic strategies that integrate fair practices, strengthen organizational identity, and bolster teacher self-efficacy, ultimately enhancing the quality of vocational-technical education in Guangzhou.

Keywords: organizational justice, organizational identity, teacher self-efficacy, teaching effectiveness

1. Introduction

The current landscape of vocational-technical education in Guangzhou, China, presents a critical juncture for aligning educational practices with the evolving demands of the global workforce. As highlighted by Sim (2024), vocational-technical sectors are experiencing a transformative phase, necessitating an integration of educational outcomes with market needs to ensure the effective preparation of a skilled workforce. This alignment is particularly vital in vocational-technical high schools, which stand at the forefront of nurturing talents that contribute to economic growth and societal advancement (Manubag et al., 2023; Rizwan et al., 2021).

In Guangzhou, vocational-technical education has been earmarked as a key component of national strategy aimed at fostering economic development and addressing skill shortages across industries (Fan et al., 2024). These institutions are not only critical for cultivating technical skills but also play a significant role in shaping the economic future through

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quality education (Li, 2023). However, the effectiveness of teaching in these schools, which is fundamental to student success and broader societal benefits, transcends traditional pedagogical methods and curriculum designs. It involves deeper engagement with the psychological and organizational dimensions of the educational environment, such as organizational justice, identity, and teacher self-efficacy (Polizzi et al., 2021; Wang & Pan, 2023).

These elements, including organizational justice, identity, and self-efficacy, significantly influence teacher motivation, commitment, and the quality of education delivered. For example, perceptions of fairness within the institution, alignment of personal and institutional values, and teachers' beliefs in their instructional capabilities directly impact their teaching effectiveness (Alev, 2021; Soodmand Afshar & Moradifar, 2021; Hussain et al., 2022). Despite the critical role of these factors, there is a notable gap in research specifically addressing their interplay within the context of China's vocational-technical schools. Existing studies often consider these factors in isolation or in different educational settings (Jing et al., 2023; Santiago, 2023; Yang & Chia, 2023). This study seeks to bridge this gap by exploring how these dynamics collectively influence teaching effectiveness, thereby informing educational policy and practice improvements.

One of the principal challenges within the vocational-technical high schools in Guangzhou is the perception of organizational justice among teachers. Many educators report biases in the distribution of resources, workload, and recognition, which often stem from favoritism, opaque policies, and unequal treatment (Zhao, 2023; Zuo, 2023). These perceptions not only erode trust and motivation but also negatively impact overall morale and teaching effectiveness. Moreover, performance evaluation procedures, which are crucial in these settings due to the emphasis on practical skills and industry relevance, are frequently viewed as inconsistent and not reflective of true effort or outcomes, further breeding dissatisfaction and a sense of injustice among teachers (Wu, 2022; Wen, 2023).

Another significant issue is the lack of teacher involvement in decision-making processes. Often, decisions regarding curriculum design, teaching methodologies, and resource allocation are made unilaterally by higher administration without sufficient teacher input, leading to feelings of undervaluation and disconnection from the institutional goals (Feijóo et al., 2023; Amzat, 2022). Additionally, the mechanisms for conflict resolution within these schools are often inadequate, which exacerbates disputes and perpetuates feelings of injustice (Ha & Lee, 2022).

Compounding these issues are challenges related to organizational identity. Many schools suffer from a strong cultural homogeneity that resists new ideas and practices, hindering the adoption of innovative educational methods or technologies essential for keeping pace with industry developments (Xue & Li, 2022). Additionally, the organizational identity of these schools frequently fails to align with the dynamic needs of the industries they aim to serve, potentially impacting the employability of graduates and the institutions' reputations (Xiong & Chang, 2022).

Furthermore, teacher self-efficacy in these schools is often undermined by a lack of professional development opportunities and significant resource constraints. Teachers require ongoing training to stay updated with both industry standards and educational methodologies. Without this, their confidence and effectiveness in delivering instruction diminish, directly affecting teaching quality and student outcomes (Qin, 2024; He et al., 2023).

The study aims to explore and address these critical issues to enhance the overall educational quality and outcomes in Guangzhou's vocational-technical high schools. By understanding the dynamics of organizational justice and identity, and their impact on teacher self-efficacy and teaching effectiveness, the study will develop targeted strategies to improve teacher involvement in decision-making processes, refine performance evaluations, and strengthen organizational cohesion and identity alignment with industry standards. This approach is essential for preparing students effectively for the workforce, especially in industries that require up-to-date technical skills and adaptability.

The study aims to investigate the intricate relationship between organizational justice, organizational identity, teacher self-efficacy and their collective impact on teaching effectiveness in vocational-technical high schools of Guangzhou city, China. Therefore, the study sets forth the following objectives:

1) To investigate the relationship between organizational justice and teaching effectiveness in vocational-

technical high schools of Guangzhou city, China.

2) To explore the mediating effect of organizational identity in the relationship between organizational justice and teaching effectiveness in vocational-technical high schools of Guangzhou city, China.
3) To analyze the mediating effect of teacher self-efficacy in the relationship between organizational justice and teaching effectiveness in vocational-technical high schools of Guangzhou city, China.

2. Literature review

2.1 Studies on organizational justice and teaching effectiveness

This section aims to review the relationship between organizational justice and teaching effectiveness, aiming to uncover the depth and breadth of how fairness within educational institutions impacts educators' performance.

Ghran et al. (2019), Shoaib & Baruch (2019), and Roy (2019) emphasize the profound influence of organizational justice on teaching effectiveness across diverse educational settings. Ghran et al. (2019) highlight the significance of equitable decision-making and resource distribution, asserting that these factors directly enhance instructional capabilities. They argue that a fair work environment not only boosts faculty performance but also serves as a pivotal reference for educational leaders. In a similar vein, Shoaib & Baruch (2019) dissect the components of organizational justice, including procedural, distributive, and interactional justice, and link them to improved quality of instruction and student engagement. They suggest that perceptions of fairness are crucial for motivating educators, refining their teaching methods, and achieving superior educational outcomes. Meanwhile, Roy (2019) focuses on the psychological and emotional benefits of organizational justice, illustrating how it increases job satisfaction among teachers, which in turn, enhances their engagement and effectiveness in the classroom. Roy's analysis positions the principles of fairness as strategic levers for elevating teaching quality and student achievement. While these studies underscore the positive correlation between organizational justice and teaching effectiveness, the emphasis varies: Ghran et al. (2019) focus on the overarching impact of fairness on educator performance, Shoaib & Baruch (2019) explore how specific justice components influence pedagogical quality, and Roy (2019) examines the emotional and psychological well-being of teachers as a mediating factor. This divergence in focus points to a comprehensive understanding that while organizational justice universally benefits teaching effectiveness, the mechanisms through which it operates can vary significantly, thereby offering a multifaceted approach to enhancing educational leadership and policy.

2.2 Studies on organizational justice and organizational identity

This section aims to review the relationship between organizational justice and organizational identity by different scholars in the past few years.

Research by Dhir & Shukla (2019), Zhu et al. (2021), and Brigham (2019) underscores the significant impact of organizational justice on fostering a strong organizational identity, though they emphasize different facets of organizational policies and practices. Dhir & Shukla (2019) focus on how fairness in career advancement opportunities is crucial for employees' identification with their organization, positing that equitable management in career progression directly enhances perceptions of organizational fairness and, consequently, strengthens organizational identity. This viewpoint is echoed in the findings of Zhu et al. (2021), who explore the role of fair work-life balance policies in enhancing organizational identity. They argue that when employees perceive work-life balance initiatives as just, their sense of belonging and commitment to the organization increases, thus reinforcing the organizational identity from another angle. On the other hand, Brigham (2019) highlights the importance of employee participation in decision-making processes, suggesting that giving employees a voice and involving them in governance not only promotes fairness but also deepens their organizational loyalty and identity. While these studies affirm the positive correlation between organizational justice and identity, they illuminate the mechanism differently—Dhir & Shukla (2019) emphasize career development, Zhu et al. (2021) focus on work-life balance, and Brigham (2019) on participatory governance. These

scholarly contributions highlight how various dimensions of organizational justice serve as critical levers in cultivating a vibrant and inclusive organizational culture that enhances employees' identification with their workplace. Each study, while supportive of the overarching theory, provides a unique lens through which the intricate relationship between organizational justice and identity can be understood, thereby offering a nuanced understanding of how these elements interconnect to shape organizational dynamics and employee perceptions.

2.3 Studies on organizational identity and teaching effectiveness

This section aims to review the relationship between organizational identity and teaching effectiveness, aiming to illuminate how educators' alignment with their institution's ethos significantly influences their instructional quality and engagement with students.

Research across various studies consistently highlights the significant role of organizational identity in enhancing teaching effectiveness, though the specific dynamics and outcomes vary depending on the focus of each study. Bethel (2020) underscores the influence of leadership in shaping a school's culture and ethos, demonstrating how leadership practices that promote and embody the school's identity not only bolster a sense of belonging among teachers but also align teaching strategies with the school's goals, thereby enhancing motivation and effectiveness in delivering quality education. This alignment is crucial for maintaining a unified direction and purpose within educational institutions. On the other hand, Foroudi et al. (2021) focus on the integration of innovative teaching methods within the school's identity, arguing that an organizational identity that emphasizes innovation motivates teachers to adopt and excel in new educational approaches. Their findings suggest that teachers who resonate with a progressive organizational identity are more likely to pursue and succeed in implementing effective and novel teaching methodologies. This not only aids in professional growth but also enriches students' learning experiences by introducing them to diverse and engaging educational content. Similarly, Waid (2021) explores the impact of organizational identity on teaching effectiveness in multicultural settings, showing how schools that incorporate and celebrate diverse cultural identities enhance teachers' abilities to manage and excel in multicultural classrooms. By fostering an inclusive environment, these schools enable teachers to develop teaching strategies that are sensitive to the cultural needs of students, thereby improving educational outcomes and creating a welcoming atmosphere for all learners. These studies illustrate a comprehensive view that while the elements of organizational identity being emphasized may differ, ranging from leadership values to innovation, and cultural diversity, the core premise remains that a strong, well-defined organizational identity significantly contributes to teaching effectiveness. Bethel (2020) and Foroudi et al. (2021) provide evidence that alignment with organizational values enhances teacher motivation and effectiveness through structured and innovative teaching methods respectively. However, Waid (2021) shifts the focus slightly towards the inclusiveness of the organizational identity, which is crucial for equipping teachers with the necessary skills for handling diverse classrooms. Each approach, whether through leadership, innovation, or cultural integration, underscores different aspects of how organizational identity can mold the educational environment to benefit both teachers' professional trajectories and students' learning experiences, highlighting the multifaceted impact of organizational identity on educational outcomes. These perspectives enrich the understanding of how various dimensions of organizational identity contribute uniquely yet profoundly to the overarching goal of enhancing teaching effectiveness.

2.4 Studies on organizational justice and teacher self-efficacy

This section aims to explore the relationship between organizational justice and teacher self-efficacy by different scholars in the past few years.

Research by Hidayat et al. (2023), Ali et al. (2023), and Sopiah et al. (2021) underscores the profound impact of organizational justice on teacher self-efficacy, though each study highlights different mechanisms and outcomes. Hidayat

et al. (2023) focus on fairness in decision-making, equitable treatment, and transparent communication, arguing that these factors boost teachers' confidence in their abilities to deliver content, manage classrooms, and foster student learning. They present a broad perspective on how a just work environment contributes to teacher empowerment and, subsequently, improved educational outcomes. On the other hand, Ali et al. (2023) narrowed their examination to the effects of fair treatment by administrators, particularly through procedural and distributive justice, and demonstrate that fairness in resource allocation and decision-making processes significantly elevates teacher self-efficacy. They provide insights into the psychological empowerment that arises when teachers perceive fairness in administrative actions. Sopiah et al. (2021) emphasize the role of recognition and rewards, illustrating that equitable acknowledgment can profoundly affect teachers' self-perceptions of their professional capabilities over an academic year. Their findings suggest that a recognition system that is perceived as fair enhances teachers' sense of value and belonging, which is crucial for their efficacy in teaching. While these studies affirm the positive correlation between organizational justice and teacher self-efficacy, they also reveal nuanced differences in the specific elements of organizational justice that are most influential. For instance, while Hidayat et al. (2023) and Ali et al. (2023) suggest a broader organizational approach, Sopiah et al. (2021) pinpoint the impact of specific practices like recognition and rewards. These distinctions are critical in understanding the varied ways in which different facets of justice influence teacher attitudes and behaviors. These studies contribute to a layered understanding of how fairness within educational institutions can serve as a catalyst for enhancing teacher effectiveness, offering critical insights for administrators and policymakers aiming to cultivate supportive and equitable school environments. Thus, these findings highlight the essential role of fostering an atmosphere of fairness to nurture teacher self-efficacy and optimize educational outcomes.

2.5 Studies on teacher self-efficacy and teaching effectiveness

This section aims to explore the relationship between teacher self-efficacy and teaching effectiveness by different scholars in the past few years.

Research consistently shows that teacher self-efficacy is a foundational element significantly influencing various aspects of teaching effectiveness. Raymond-West & Rangel (2020) emphasize the impact of teacher self-efficacy in classroom management, noting that teachers who perceive themselves as competent in managing classroom dynamics not only create a more controlled learning environment but also enhance the overall quality of their teaching. This is supported by the correlation they identify between self-efficacy and positive outcomes in peer and student evaluations. Building on this, Karim et al. (2021) extend the discussion to the relational dynamics between teachers and students. They argue that self-efficacy influences how teachers interact with students, with higher self-efficacy linked to better relationship-building capabilities, which are crucial for student engagement and motivation. Ortan et al. (2021) further the argument by linking self-efficacy to assessment practices, suggesting that confident teachers are more likely to design and implement diverse and equitable assessments aligned with learning objectives. This sequence of findings paints a comprehensive picture of how self-efficacy touches all corners of teaching, from classroom management and student relationships to assessment practices, each reinforcing the others in a cycle that promotes overall teaching effectiveness. While these studies converge on the significance of self-efficacy, they also illuminate the varied dimensions through which self-efficacy manifests and influences educational outcomes. However, these studies differ in their focal points and implications for educational practice. Raymond-West & Rangel (2020) primarily focus on the internal classroom environment and suggest interventions aimed at improving teacher confidence in management skills. In contrast, Karim et al. (2021) highlight the external interactions between teachers and students, advocating for development programs that enhance teachers' relational skills. Ortan et al. (2021), meanwhile, tackle the technical competence of teachers in crafting assessments, pointing to a need for professional development that addresses both pedagogical and evaluative skills. These differing emphases suggest that while teacher self-efficacy universally enhances teaching effectiveness, the pathways through which it does so require tailored approaches in teacher training and professional development. These studies

underscore the complexity of teaching effectiveness and the multifaceted role of self-efficacy within it, suggesting that enhancing teacher self-efficacy is not a one-size-fits-all solution but a diversified strategy tailored to various aspects of teaching.

3. Research Methodology

The research employs a quantitative approach, ideal for examining the relationships and effects among the variables of interest due to its capacity to provide precise measurements and generalize findings from a sample to a broader population. Quantitative methods facilitate control over extraneous variables, enhance reliability, and allow the use of large samples, thereby increasing the validity and applicability of the research outcomes. The design incorporates structured questionnaires to gather data, which are then analyzed using advanced statistical techniques, ensuring that the conclusions drawn are robust and representative of the larger population.

The study population consists of teachers employed across 38 vocational-technical high schools in Guangzhou, totaling 8,576 individuals. A sample size of 380 teachers was determined using the Raosoft sample size calculator, considering a 5% margin of error and a 95% confidence level. This sample size is adequate to ensure the statistical significance and reliability of the research findings, even accounting for potential non-responses or incomplete data. The sample represents a diverse group of educators, thereby supporting the generalization of the research conclusions to the broader educational context in vocational-technical settings.

A random sampling technique is utilized to select participants, ensuring each teacher in the population has an equal chance of being included, which minimizes selection bias and enhances the representativeness of the sample. The procedure involves generating a random list of teachers using a digital number generator, from which the sample of 380 is drawn. The chosen approach underscores the study's commitment to methodological rigor and ethical standards, fostering transparency and fairness in the selection process.

The primary instrument for data collection is a structured questionnaire, developed based on relevant literature and validated scales. The questionnaire measures key constructs such as organizational justice, organizational identity, teacher self-efficacy, and teaching effectiveness, using a Likert-5 scale to quantify responses. This tool not only facilitates the accurate measurement of these constructs but also ensures that the data collected are suitable for rigorous statistical analysis, thereby contributing to the reliability and validity of the research outcomes.

Data from the completed questionnaires are subjected to a comprehensive multivariate statistical analysis. This includes descriptive statistical analysis to provide an overview of the data, reliability analysis to assess the consistency of the survey instruments, and validity analysis to confirm that the instruments accurately measure the intended constructs. Structural Equation Modeling (SEM) is then used to explore the relationships between the study variables. This sophisticated analysis allows for the examination of both direct and indirect effects, enhancing the depth of understanding regarding how the variables interact to influence teaching effectiveness.

Data collection is conducted using the WJX online survey platform, which offers robust features for creating and managing surveys. A pilot test precedes the full-scale survey to refine the questionnaire and ensure the functionality of the survey platform. The main survey is then distributed to the selected sample of teachers, with reminders sent to maximize response rates. All data are collected anonymously, with strict security measures in place to protect participant confidentiality and data integrity.

Ethical considerations are observed throughout the study. Informed consent is obtained from all participants, ensuring they are fully aware of the research purposes and their rights. Measures are taken to protect the anonymity and confidentiality of the data, with stringent security protocols in place to safeguard the information collected. These ethical practices not only comply with academic and legal standards but also enhance the credibility and reliability of the research findings.

4. Findings and Discussion

Structural Equation Modeling (SEM) path analysis was utilized to explore the interrelationship among variables, like organizational justice (OJ), organizational identity (OI), teacher self-efficacy (TS) and teaching effectiveness (TE) in vocational-technical high schools in Guangzhou, China, with the results of path coefficient presented in **figure 1**.

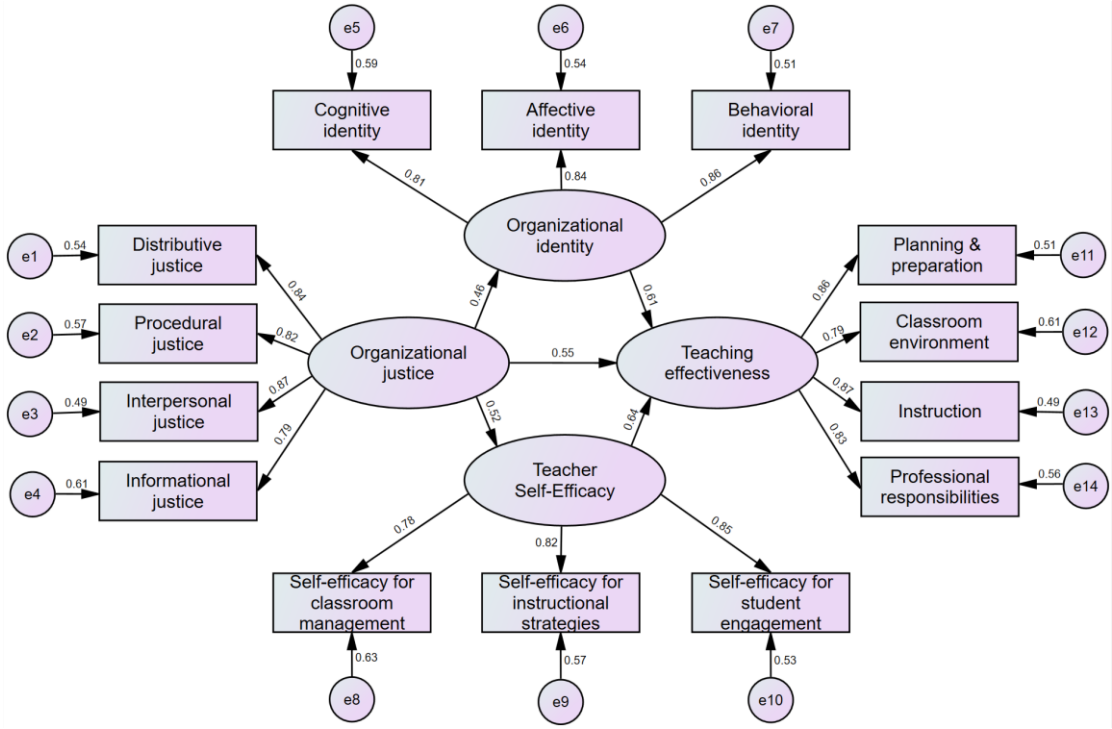


Figure 1: Structural Equation Modeling (SEM) path analysis results

The study adopted Bootstrap method with 5, 000 resamples to examine the mediating effect of organizational identity and teacher self-efficacy, with analysis results presented in **Table 1**.

Table 1: Results of mediating effect analysis

Standard effect	Path	Effect coefficient	95% confidence interval		S.E.	P-value	Results
			Lower	Upper			
Total effect	OJ --->TE	0.833	0.786	0.880	0.024	***	Mediating effect
Direct effect	OJ --->TE	0.551	0.508	0.594	0.022	***	
Indirect effect	OJ--->OI--->TE	0.282	0.241	0.323	0.021	***	
Total effect	OJ --->TE	0.880	0.831	0.929	0.025	***	Mediating effect
Direct effect	OJ --->TE	0.551	0.508	0.594	0.022	***	
Indirect effect	OJ--->TS--->TE	0.329	0.290	0.368	0.020	***	

According to the results of SEM path analysis in figure 1 and mediating effect analysis in table 1, the study obtained the following major findings:

(1) Organizational Justice and Teaching Effectiveness

The study finds that organizational justice positively and significantly influences teaching effectiveness in vocational-technical high schools in Guangzhou. Teachers who perceive fairness in decision-making, resource allocation,

and recognition are more motivated and committed to their roles, leading to enhanced teaching effectiveness. This is consistent with the work of Ghran et al. (2019), who emphasize the critical role of equitable decision-making and resource distribution in boosting instructional capabilities. The findings suggest that vocational-technical schools should prioritize fair practices to foster an environment where teachers feel valued and supported, which, in turn, enhances their instructional performance.

(2) Organizational Justice and Organizational Identity

The study also reveals a positive and significant influence of organizational justice on organizational identity. When teachers perceive fairness in their institutions, they are more likely to develop a strong identification with the school. This aligns with Dhir & Shukla (2019) and Zhu et al. (2021), who highlight how fair practices in career advancement and work-life balance policies enhance employees' sense of belonging and commitment to their organization. For vocational-technical high schools, this indicates that implementing fair policies can strengthen the organizational identity, fostering a cohesive and motivated teaching community.

(3) Organizational Identity and Teaching Effectiveness

The findings indicate that organizational identity significantly influences teaching effectiveness. Teachers who align with the school's values and mission are more motivated and effective in their teaching roles. This supports Bethel (2020) and Foroudi et al. (2021), who argue that alignment with the school's ethos enhances teacher motivation and instructional quality. In the context of vocational-technical education, it is essential for schools to cultivate a strong and positive organizational identity that resonates with their staff, thereby promoting a unified approach to achieving educational goals.

(4) Organizational Justice and Teacher Self-Efficacy

The study finds that organizational justice positively influences teacher self-efficacy. Fair treatment by administrators, equitable resource allocation, and transparent communication boost teachers' confidence in their abilities. This is in line with Hidayat et al. (2023) and Ali et al. (2023), who emphasize the role of fairness in enhancing teacher empowerment and self-efficacy. For vocational-technical high schools, fostering a fair and supportive environment is crucial for building teachers' confidence and competence, which directly impacts their teaching effectiveness.

(5) Teacher Self-Efficacy and Teaching Effectiveness

The results show a significant positive relationship between teacher self-efficacy and teaching effectiveness. Teachers who believe in their instructional capabilities are more effective in managing classrooms, engaging students, and delivering high-quality education. This finding echoes Raymond-West & Rangel (2020) and Karim et al. (2021), who highlight the critical role of self-efficacy in various aspects of teaching effectiveness. Vocational-technical high schools should invest in professional development and support systems that enhance teacher self-efficacy, thereby improving overall teaching quality.

(6) Mediating Role of Organizational Identity

The study finds that organizational identity mediates the relationship between organizational justice and teaching effectiveness. When teachers perceive fairness within their institutions, it strengthens their organizational identity, which in turn enhances their teaching effectiveness. This mediating role highlights the importance of fostering a fair environment to build a strong organizational identity, ultimately leading to improved educational outcomes. This finding extends the work of Bethel (2020) and Foroudi et al. (2021) by demonstrating the indirect impact of organizational justice on teaching effectiveness through organizational identity in the vocational-technical education context.

(7) Mediating Role of Teacher Self-Efficacy

Similarly, the study reveals that teacher self-efficacy mediates the relationship between organizational justice and teaching effectiveness. Fair practices within schools boost teachers' confidence in their abilities, which then enhances their teaching effectiveness. This supports the findings of Hidayat et al. (2023) and Sopiah et al. (2021), highlighting the crucial role of self-efficacy in linking organizational justice to teaching performance. Vocational-technical high schools

should therefore focus on creating a fair and supportive environment to enhance teacher self-efficacy, which in turn will lead to better teaching outcomes.

5. Conclusion

The findings of this study elucidate the intricate interplay between organizational justice, organizational identity, teacher self-efficacy, and teaching effectiveness in vocational-technical high schools in Guangzhou, China. It underscores perceptions of fairness in decision-making, resource allocation, and recognition significantly enhance teaching effectiveness by fostering motivation and commitment among educators. This emphasizes the necessity for vocational-technical schools to prioritize equitable practices to create an environment where teachers feel valued and supported, thereby optimizing their instructional performance. Furthermore, the study highlights the pivotal role of organizational identity, revealing that fair practices not only boost individual teacher morale but also strengthen their collective identification with the school, which in turn enhances teaching effectiveness. This demonstrates the importance of cultivating a strong, positive organizational identity that resonates with the staff, promoting a unified approach to educational goals. Additionally, the research affirms the critical role of teacher self-efficacy in teaching effectiveness, showing that a supportive and fair environment significantly boosts teachers' confidence in their capabilities, directly impacting their performance. The mediating effects of organizational identity and teacher self-efficacy in the relationship between organizational justice and teaching effectiveness further underline the interconnected nature of these constructs. By fostering a fair and supportive environment, vocational-technical schools can enhance organizational identity and teacher self-efficacy, leading to improved educational outcomes. This study contributes valuable insights for policymakers and educational leaders, suggesting that holistic strategies that integrate fair practices, strengthen organizational identity, and bolster teacher self-efficacy are essential for optimizing teaching effectiveness. Consequently, investing in professional development, fair resource distribution, and inclusive decision-making processes emerges as crucial for cultivating a thriving educational environment in vocational-technical high schools, ultimately preparing students more effectively for the workforce.

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Conflict of Interest

The authors declare no conflicts of interest

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