

Organisational Justice: An Archaic Nomenclature in Human Resources Management

S. Kayalvizhi^{1*}, S. S. Maniraja², I. Ebenezer Nesakumar³

^{1,2}Assistant Professor, PG & Research Department of Commerce, Muthurangam Government Arts College (Autonomous), Vellore, India

³Doctoral Scholar, PG & Research Department of Commerce, Muthurangam Government Arts College (Autonomous), Vellore, India

Abstract: Purpose: The purpose of this research paper is to investigate the relationship between demographic variables and organisational justice. **Design/Methodology/approach:** Data was gathered from 112 teachers working in reputed private schools in the town of a South Indian State. The perception of Organisational Justice was measured using arithmetic mean; Non parametric Pearson's Correlation analysis was performed for examining the relationship between gender and Perception of OJ; ANOVA for determining the influence of the demographic variables of the respondents (excluding gender) on their level of Organisational justice. **Findings:** The results revealed prevalence of injustice, untypical of the prevailing human resource management research literature. It revealed negative relationships between gender of the respondents and their perceptions of distributive, procedural, interactional and overall organisational justice. The results also affirmed that as years of teaching experience increased, the perception of organisational justice declined. **Research Implications:** Results of the research guides the Management of schools to implement policies facilitates organizational justice, that are perceived to be fair by the respondents. This study makes a significant contribution to the extant literature regarding organisational justice among teachers, serving private schools in particular. **Originality Value:** Findings of this research contribute to the area of human resource management and organisational Justice. The current study fills a gap in the extant literature by investigating the influence of demographic variables on organisational justice among school teachers.

Keywords: Organisational justice, Fairness perception, Distributive justice, Procedural justice, Interactional justice, Injustice, Teachers, Private schools.

1. Introduction

Greenberg (1987) postulated the concept, organizational justice (OJ) that refers to the perception of fairness in working context and has influence on other organizational aspects including work outcomes. OJ is how an employee judges the behaviour of the organization and the other employee's resulting attitude and behaviour. Neihoff and Moorman (1993) have classified three main components of OJ: distributive, procedural, and interactional. Distributive justice refers to fairness associated with distribution of resources, that might either be tangibles such as pay or intangibles such as praise.

Stacy (1965) was of the view that perceptions of distributive justice (PDJ) can be fostered when outcomes are perceived to be equally applied; Cropanzano et al., (2007) defined procedural justice as the appropriateness of the allocation process. Interactional justice, the treatment an individual receives as decisions are made was clearly defined in a construct validation study.

Though Colquitt (2001) suggested that interactional justice should be broken into two components, Interpersonal justice which refers to perceptions of respect and propriety regarding the treatment given to them and informational justice that relates to the adequacy of the explanations given in terms of their timeliness, specificity, and truthfulness, Saima (2012), Ramin et al., (2013), Abdul (2014), Srivastava, (2015), Yadav and Nagendra (2017), Jameel et al., (2020), Ebtsam (2020) have used three dimensions of OJ instead of Four.

2. Overview of Literature

Hussain, et al., (2021) with an aim of exploring the perceptions of teachers about organizational justice (POJ), collected data from 155 teachers who teach for 11th and 12th standards, their results implied that most administrators rewarded the teachers for doing their jobs well; the majority of teachers were pleased with the practices implemented and their strategies and procedures were fair. Ghasi (2020), investigated perceptions and predictors of OJ among health professionals in academic hospitals in South-east Nigeria, whose sample is 360 health professionals (105 doctors, 200 nurses and 55 allied health professionals (AHPs)) from two teaching hospitals in Enugu. The findings of his research revealed that Doctors showed the highest perception, whereas AHPs had the least perception. Among doctors, age and education predicted distributive justice; hospital ownership and education predicted procedural justice; and hospital ownership predicted interactional justice. Among nurses, age, gender and marital status predicted distributive justice; hospital ownership, age and gender predicted Perception of Procedural Justice (PPJ); hospital ownership, age, marital status and tenure predicted interactional justice. Among AHPs, marital status predicted

*Corresponding author: dr.kayalvizhi2020@gmail.com

distributive justice, while hospital ownership and tenure predicted interactional justice. Qualitative findings indicated that nurses and AHPs perceive differences in pay, access to hospital resources, training, work schedule, participation in decision-making and enforcement of policies between doctors and other health professionals due to medical dominance, as unfair. Overall, supervisors have a culture of limited information sharing with, and disrespectful treatment of, their junior colleagues.

Titrek (2009) studied levels of OJ with a sample that comprised of 1,016 staff selected from seven schools in Turkey and employed a scale measuring perception of fairness of interpersonal treatment. The results showed that the greatest shortcomings in OJ behaviour in Turkish schools related to the behaviour of managers toward employees.

Mohammad *et al.*, (2010) examined the effect of three types of OJ upon two dimensions of organizational citizenship behaviour (OCB) in the Higher Education Institution context, 120 non-academic staffs of the National University of Malaysia through a Self-administered questionnaire. Results showed that there was no significant relationship between distributive justice and OCB. However, as the education worker's PPJ and perception of interactional justice (PIJ) in the workplace increased, they are more willing to practice positive behaviour toward their organization in term of OCB towards individuals and OCB towards organisation. Aslam and Sadaqat (2011), with an objective to identify the impact of OJ on OCB, conducted a survey among 150 teachers from 5 faculties of a university and found that there was significant and positive relationship of OJ with OCB.

Deepak (2021) studied women's POJ and evaluated it on the basis of Colquitt's four Justice Dimensions. 132 women employees were chosen as sample and were found to have a certain degree of fairness in distributive justice, though an unsatisfactory perception remains with respect to outcomes reflecting efforts. Procedural justice showed a drastically unfair picture, pointing to the discrimination and procedural mishaps resulting in gender discrimination. Women had experienced interpersonal justice which reflected that they were treated with respect and dignity. Information Justice too reflected a favourable perception among the respondents except for the fact that information sharing was not perceived as candid. Teachers' perceived fairness of supervisor treatment, and their non-task behaviour in terms of OCB and deviant workplace behaviour (DWB) were analysed by Lara in the year 2008 among 270 teachers at a Spanish public university and it was found that justice is an antecedent of group commitment that fully mediates the relationship between justice and non-task behaviour.

Geetha and Vishnu (2021) conducted a study among 50 software employees of various IT parks in Kerala and found that the respondents had perceived a moderate level of OJ. Significant positive correlation was found between interactional justice and job satisfaction. The overall organizational justice and job satisfaction of software employees had positive correlation. In another study conducted by Ghnan *et al.*, during 2019 in order to find the effect of OJ on

job satisfaction of 98 teachers working in 8 secondary schools in Heet city province of Anbar, Iraq, results showed that PDJ and PIJ positively affected job satisfaction. However, distributive justice found to impact Job satisfaction at a higher level.

Karakose (2014) studied the relationship between OJ and job satisfaction among high school teachers in Turkey and concluded that OJ had a great impact on employee job satisfaction. The perceptions of high school teachers regarding OJ were below the middle level.

Based on the literature reviewed, these two objectives: 1. To determine the level of perception of organisational justice prevalent in schools at Vellore District. 2.To examine the influence of demographic variables on the organisational justice of respondent teachers are framed.

3. Methodology

An empirical study was undertaken among 112 teachers employed in reputed private schools teaching Higher secondary levels at Vellore District. Primary and Secondary sources of data were used for the study. Primary data was collected through Questionnaire and was analysed using SPSS 20.0. This study used the three-dimensional scale developed by Neihoff and Moorman (1993) for measuring POJ with five points likert scahe. The POJ was measured using arithmetic mean; Further, non-parametric Pearson's Correlation analysis was performed for examining the relationship between gender and POJ; Few One-Way ANOVA tests were used for determining the differences among the demographic variables of the respondents (excluding gender) on their level of POJ.

4. Analysis

Table 1
Distribution of demographic variables among respondent teachers

Basis	Categories	Frequency	Percentage
Gender	Male	44	39.3
	Female	68	60.7
Age	Upto 25 Years	26	23.2
	From 26 to 35 Years	19	17.0
	From 36 to 45 Years	36	32.1
	Above 45 Years	31	27.7
Marital Status	Unmarried	35	31.3
	Married	77	68.8
Salary	Upto ₹ 15,000	22	19.6
	From ₹15,001 to ₹25,000	26	23.2
	From ₹25,001 to ₹35,000	34	30.4
	Above ₹35,000	30	26.8
Teaching Experience	Upto 3 Years	22	19.6
	Between 3 & 6 Years	25	22.3
	Between 6 & 9 Years	37	33.0
	Above 9 Years	28	25.0

Table 1 shows that the majority of the respondents (60.7%) are female teachers. 32.1% of them belonged to the age group of 36 to 45 years of age. More than two-third (68.8%) teachers are married. More than 30% of them earned a salary between ₹25000 and ₹35000. Around one-third of the teachers had a teaching experience between 6 and 9 years.

Table 2
Level of perception of organisational justice

	Mean	Std. Deviation
PDJ	2.8625	.37612
PPJ	2.9574	.40145
PIJ	2.8474	.32037
POJ	2.8771	.39461

Table 2 displays the level of perception about three dimensions and overall OJ. Perception about all the dimensions and overall OJ were found to be low as all the mean values were lesser than the mid-level of 3.0. Therefore, it is evident that the school teachers at Vellore district perceived their schools to be unfair in distributive, procedural and interactional contexts and hence, it is inferred that overall injustice prevail in schools.

Table 3
Correlation between gender and dimensions of OJ

Gender		PDJ	PPJ	PIJ	OJ
	Pearson Correlation	-.823**	-.818**	-.786**	-.803**
Sig. (2-tailed)		.000	.000	.000	.000
N		112	112	112	112

From the table 3, it is revealed that significant and strong negative relationships exist between gender of school teachers and their perceptions of distributive, procedural, interactional and overall justice. This shows that males and females perceive differently about their school. Further, the level of perceptions of all the three dimensions including overall justice of female teachers were significantly lesser than their male counterparts.

Table 4 exhibit significant differences in the perceptions of PDJ, PPJ, PIJ and POJ among different age groups of school teachers as the significance level for all of them are .000 which is much lesser than the cut-off point 0.05. Post-Hoc tests using Tukey HSD method revealed that there is a divide between

Table 4
One-Way ANOVA between Age & OJ

		Sum of Squares	df	Mean Square	F	Sig.
PDJ	Between Groups	6.815	3	2.272	27.608	.000
	Within Groups	8.887	108	.082		
	Total	15.703	111			
PPJ	Between Groups	9.230	3	3.077	38.370	.000
	Within Groups	8.660	108	.080		
	Total	17.889	111			
PIJ	Between Groups	5.882	3	1.961	38.422	.000
	Within Groups	5.511	108	.051		
	Total	11.393	111			
POJ	Between Groups	7.693	3	2.564	28.873	.000
	Within Groups	9.592	108	.089		
	Total	17.285	111			

Table 5
One-Way ANOVA for Salary (p.m.) with OJ

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
PDJ	Between Groups	7.810	3	2.603	35.622	.000
	Within Groups	7.893	108	.073		
	Total	15.703	111			
PPJ	Between Groups	10.647	3	3.549	52.928	.000
	Within Groups	7.242	108	.067		
	Total	17.889	111			
PIJ	Between Groups	5.813	3	1.938	37.501	.000
	Within Groups	5.580	108	.052		
	Total	11.393	111			
OJ	Between Groups	8.937	3	2.979	38.536	.000
	Within Groups	8.348	108	.077		
	Total	17.285	111			

Table 6
ANOVA for teaching experience with OJ

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
PDJ	Between Groups	8.107	3	2.702	38.426	.000
	Within Groups	7.595	108	.070		
	Total	15.703	111			
PPJ	Between Groups	10.075	3	3.358	46.412	.000
	Within Groups	7.815	108	.072		
	Total	17.889	111			
PIJ	Between Groups	6.043	3	2.014	40.661	.000
	Within Groups	5.350	108	.050		
	Total	11.393	111			
OJ	Between Groups	8.613	3	2.871	35.756	.000
	Within Groups	8.672	108	.080		
	Total	17.285	111			

teachers who belonged to the age of above 35 years and below 35 years in the perception of PDJ. The mean value of PDJ decreased as age increased.

The level of perception of PPJ also decreased for elderly teachers. There is no significant difference between teachers aged above 45 years and between 36 and 45 years in the perception of PPJ. Respondents from all other age groups had a different level of perception in this regard.

The mean for PIJ also decreased as age increased. Level of perception of PIJ of the respondents except those who belonged to the age group below 25 years and those who were 26 to 35 years old.

Teachers above 35 years have no significant difference in the perception of overall POJ. Further, the mean scores decreased when age increased.

From the table 5, it is found that there exist significant differences in the levels of PDJ, PPJ, PIJ and POJ among different levels of salary earned by school teachers as the significance level for all of them were .000 which is lesser than the cut-off point 0.05.

Post-Hoc tests using Tukey HSD method showed that there is a divide between teachers earning a salary of above ₹25,000 and below ₹25,000 p.m. in the perception of PDJ. The mean value of PDJ decreased as the salary of teachers increased.

The level of perception of PPJ had an inverse relationship with the level of salary of teachers. There was no significant difference between teachers earning a monthly salary of above ₹25,000 in the perception of PPJ, whereas PPJ differed for the respondents drawing all other levels of salary.

The level of perception of PIJ differed for all respondent teachers except those who were earning a salary of ₹15,001 to ₹25,000 per month and upto ₹25,000 per month. The mean for PIJ also decreased for increase in salary.

Teachers earning above ₹25,000 p.m. has no significant difference in the perception of overall POJ. Further, the mean scores decreased as salary increased.

Table 6 displays a significant difference in the level of PDJ, PPJ, PIJ and POJ among teachers with different years of teaching experience. The mean value of PDJ, PPJ, PIJ and POJ showed that as teaching experience increased, their level of perception declined. Thus, negative relationship existed between experience and justice perception.

In the case of PDJ, there is a divide between teachers who had an experience of above six years and below six years.

Teachers who had an experience of above nine years and between six and nine years have no difference but all the other categories differ in the level of PPJ.

As far as PIJ is concerned, perceptions differed for teachers with different level of experience except with teachers upto three years of experience and between three and six years.

Meaningful variations existed among teachers with different level of experience in the POJ except for teachers with more than nine years and for teachers with six and nine years of experience.

In a nutshell, the analysis of the study displayed that more than 60% of the respondent teachers belonged to female gender. The level of POJ and all three dimensions were low among the

respondents. The POJ and all three dimensions were significantly lower among the female teachers than their male counterparts. The level of OJ and all the dimensions of POJ decreased with the increase in age. Inverse relationship was found between Pay, POJ and its dimensions. Further, the level of POJ and its dimensions reduces when the teaching experience grows.

5. Discussion

Studies in the past which examined the impact of demographic factors on Organisational Justice exhibited contradicting results regarding the impact of OJ on the factors such as age, gender, experience, Qualification and marital status of respondents. The study done by Diab, (2015) in the Ministry of Health in Amman revealed that organizational justice was affected by all demographic factors such as gender, age, marital status, experience and qualifications; The demographic variable that had the biggest influence was marital status and the one with lowest influence was age. On the other hand, in the research done with the primary school teachers by Dundar and Tabancali (2012) in Turkey revealed that no statistical significant relationship existed between organizational justice types and demographic factors viz. gender, professional seniority, age and marital status. Studies done by Erkilic (2018), Turhan (2016) relating demographic factors to the organizational justice in the European context also concluded that statistically there was no significant difference between gender, age, education level and marital status and the dimensions of justice namely distributive, procedural, interactional justice.

Though the analysis of this study among school teachers proved existence of significant and strong negative relationships between gender and their perceptions of distributive, procedural, interactional and overall organisational justice. This is not in line with the empirical study by Deepak (2021) about perception of Organizational Justice among the working women in Bangalore, based on the Organisational Justice Dimensions suggested by Neihoff & Moorman, in which he found that female Perception of Interpersonal Justice was more, compared to male employees. Whereas the study by Al Fadly and Alanzy (2007) comprising of 182 employees from six Kuwaiti civil service agencies found a low sense of organizational justice among female workers, which demonstrate the authenticity of the current study.

In a survey conducted by Sultan (2016) among 1,203 teachers from Kuwait, showed that Distributive and interactional justice received medium rating. The statistical significance between teachers with five years of experience and distributive and interactional justice could be seen as stemming from the activities of new teachers trying to build expertise and find encouragement from the subordinates. The mean value of the PDJ, PPJ, PIJ and POJ of the present study showed that as teaching experience increased, the level of perception declined. Thus, negative relationship existed between experience and justice perception, which was the same case in the study conducted by Fadly and Alanzy (2007) wherein an inverse relationship was found between educational qualifications,

experience and individual perception of organizational justice.

Titrek (2009) proved that gender, experience, position and marital status had a significant effect on employee perception of fairness within the organization, which also justifies the results of this study. Monged (2019) who examined the perception levels of organizational justice prevalent among 438 academic staff and knowledge employees at different private universities in Egypt concluded that there were significant differences in organizational justice based on gender, age, level of education and experience among the employees worked in the private higher education sector in Egypt. This supports the results of the current study.

6. Implications

The study throws light on the fact that incongruity exists in the findings of various studies about the impact, the demographic variables have on the perception of organisational justice of the respondents, based on overview of literature reviewed. At the same time, all of them appear to emphasise that positive perception of organisational justice, is inevitable for intention to stay, work engagement, job satisfaction and organisational Commitment of the employees, be it service or production sector. Besides this incoherence, the study advocates the possibility of negative views of employees regarding the way they perceive about the treatment they receive in the workplace. This validates the need for more studies about prevalence of organisational justice.

The study recommends standardization of policies and procedures in order to ensure equity for all employees, educate and train managers regarding fair management practices and eradicate any factors that generate fear in the minds of employees. It also recommends efforts on the part of the management to establish organizational justice with regard to promotion, decision-making, equality and transparency.

References

- [1] Al Fadly, F., & Alanzy, A. (2007). The relationship between organizational justice and some organizational and demographic variables in the governmental bodies in the State of Kuwait. *Arab Journal of Administrative Sciences*, 14(1), 43-76. (in Arabic)
- [2] Aldaihani S. G. and Alansari S. E., (2016). Teacher Perspective on the Reality of Organizational Justice for Public Schools in Kuwait, *US-China Education Review B*, Vol. 6(6), pp.350-361.
- [3] Aslam R. and Sadaqat S. (2011). Investigating the Relationship of Organizational Justice on Organizational Citizenship Behavior among Teaching Staff of University of the Punjab. *European Journal of Scientific Research*, Vol.57(1), pp.53-67
- [4] Batool S. (2012). Organizational Citizenship Behavior: Diagnosis of Prognostic strength of Performance Monitoring and Organizational Justice. *Interdisciplinary Journal of Contemporary Research in Business*, Vol 3(12), pp.284-296.
- [5] Colquitt and Jason (2001). "On the Dimensionality of Organizational Justice: A Construct Validation of a Measure". *The Journal of Applied Psychology*. 86 (3): 386–400.
- [6] Cropanzano, Russell; Bowen, David; Gilliland, Stephen (2007). "The Management of Organizational Justice". *Academy of Management Perspectives*, the. 21 (4): 24–48.
- [7] Deepak S. (2021). Perceptions of Organization Justice: An Empirical study of working women from Bangalore. *Journal of International Women's Studies*, Vol. 22(6). pp.84-100.
- [8] Diab, S. (2015). The Impact of Organizational Justice on the Workers Performance and Job Satisfaction in the Ministry of Health Hospitals in Amman. *International Business Research*, 8, pp.187-197.
- [9] Dundar, T. and Tabancali, E. (2012). The Relationship between Organizational Justice Perceptions and Job Satisfaction Levels. *Procedia—Social and Behavioral Sciences*, 46, pp. 5777-5781.
- [10] Ebtsam Aly Abou Hashish, (2020). Nurses' perception of organizational justice and its relationship to their workplace deviance, *Nursing Ethics*, 27(1), pp.273-388.
- [11] Erkilic, E., Gazeloğlu, C. and Aytekin, E. (2018) Organizational Justice Perceptions of Hospitality Business Employees in the Scope of Demographic Characteristics: A Study in Rize. In: Genc, V. and Onver, M.Ş., Eds., *Issues in Tourism, Human Rights & Sustainable Environment*, IJOPEC Publication, London.
- [12] Geetha M. and Vishnu P.M (2021), A study on Relationship between Organizational Justice Perception of IT Employees with Job Satisfaction. *Research Review International Journal of Multidisciplinary*, Vol. 6(2), pp. 14-19.
- [13] Ghasi N. C., Ogbuabor D. C. and Onodugo V. A. (2020), Perceptions and predictors of organizational justice among healthcare professionals in academic hospitals in South-Eastern Nigeria. *BMC Health Services Research* pp.20:301.
- [14] Ghran L. A. Z., Jameel A. S., and Ahmad A. R. (2019). The Effect of Organizational Justice on Job Satisfaction Among Secondary School Teachers, *Faculty of Business Economics and Entrepreneurship International Review*, No. 3-4, pp.82-90.
- [15] Greenberg, Leventhal, Gerald S. (1980) Martin S.; Willis, Richard H. (eds.), "What Should Be Done with Equity Theory?", *Social Exchange: Advances in Theory and Research*, Boston, MA: Springer US, pp. 27–55.
- [16] Hussain, S., Latif, M., and Iqbal, J. (2021). Interplay of Organizational Justice with Teachers Academic Performance at Higher Secondary School Level. *Global Educational Studies Review*, 6(1), pp.121-129.
- [17] Jameel A. S., Ahmad A. R., and Mousa T.S. (2020). Organizational Justice & Job Performance of Academic Staff at Public Universities in Iraq, *Skyline Business Journal*, 16(1), pp.13-29.
- [18] Jameel A. S., Mahmood Y. N. and Jwmaa, S. J. (2020). Organisational Justice and Organisational Commitment among Secondary School Teachers, *Cihan University-Erbil Journal of Humanities and Social Sciences*, Vol 4(1), pp.1-6.
- [19] Jawad M., Raja S., Tahira A. A. and Tabassum M. (2012). Role of Organizational justice in organizational commitment with moderating effect of employee work attitudes. *IOSR Journal of Business and Management*, Volume 5(4), pp.39-45.
- [20] Karakose, T. (2014). The empirical study of organizational justice and job satisfaction for high school teachers in Turkey. *Pakistan Journal of Statistics*, 30(6), pp.1243-1250.
- [21] Mohammad J., Habib F. Q. B., and Alias M. A. B. (2010). Organizational Justice and Organizational Citizenship Behavior in Higher Education Institution, *Global Business and Management Research: An International Journal*, Vol 2(1), pp.13-31.
- [22] Monged, T. M., Raghav, M. A. and Tantawi, P. (2019). The Effect of Demographic Factors on Organizational Justice and Intention to Leave in the Private Higher Education Sector in Egypt. *Open Access Library Journal*, 6: e5539.
- [23] Manag J. 1993;36(2):527–66. Pablo Zoghbi Manrique de Lara, Fairness, teachers' non-task behavior and alumni satisfaction: The influence of group commitment, *Journal of Educational Administration*, 2008, Vol 6(4).
- [24] Niehoff B.P. and Moorman R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Acad Manag J*. Vol. 36(2), pp.527–66.
- [25] Rauf F. H. A. (2014). Perception of Organizational Justice as a Predictor of Organizational Citizenship Behavior: An Empirical Study at Schools in Sri Lanka, *European Journal of Business and Management*, Vol.6(12), pp.124-130.
- [26] Ravangard R., Sajjadnia Z., Ansarizade N. (2013). Study of the effects of perceived organizational justice and its components on organizational commitment University of Medical Sciences general hospitals in 2012, *Archives of Pharmacy Practice*, Vol. 4(1), pp.35-43.
- [27] Srivastava, U. R. (2015). Multiple Dimensions of Organizational Justice and Work-Related Outcomes among Health-Care Professionals, *American Journal of Industrial and Business Management*, Vol.5, pp.666-685.
- [28] Stacy A. J. (1965). "Inequity in Social Exchange". *Advances in Experimental Social Psychology*. 2, pp.267–299.
- [29] Titrek, O. (2009). Employees' organizational justice perceptions in Turkish schools. *Social Behavior and Personality: An International Journal*, 37(5), pp.605-620.

- [30] Turhan, M., Koprulu, O. and Helvaci, İ. (2016). The Relationship between Academic Staff's Perception of Organizational Justice and Demographic Factors: A Case Study in Foundation Universities in Turkey. *International Review of Management and Business Research*, 5, pp.1406-1412.
- [31] Yadav L. A. and Yadav N. (2017). Organizational Justice: An Analysis of Approaches, Dimensions and Outcomes, *NMIMS Journal of Economics and Public Policy*, Volume 2(2), pp. 44-63.