

Examining the Impact of Organizational Justice and Identity on Teaching Effectiveness in Guangzhou's Vocational-Technical High Schools

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Abstract: In the context of Guangzhou, China, vocational-technical high schools play a crucial role in meeting the demand for skilled labor, essential for the region's industrial growth. Teaching effectiveness in these schools, however, can be influenced by organizational factors such as perceived fairness (organizational justice) and teachers' sense of belonging (organizational identity). This study aims to investigate the influence of organizational justice and organizational identity on teaching effectiveness within vocational-technical high schools in Guangzhou. Using a quantitative research approach, data was collected from a random sample of 380 teachers and analyzed through Structural Equation Modeling (SEM) to explore the direct and indirect relationships among the variables. The findings reveal that organizational justice has a significant direct impact on teaching effectiveness and also indirectly enhances teaching effectiveness through its positive influence on organizational identity. The results underscore that both fairness and a strong organizational identity are essential for creating an environment that supports effective teaching. This research contributes to the understanding of how organizational factors impact teaching quality in vocational education, offering insights for school administrators to develop strategies that promote both teacher satisfaction and improved student outcomes.

Keywords: Organizational justice, organizational identity, teaching effectiveness, vocational-technical high schools, Guangzhou city

1. Introduction

The quality of teaching in vocational and technical high schools is critical to the development of skilled labor and economic growth (Xia et al., 2022), particularly in rapidly industrializing regions like Guangzhou, China. As the country advances in technology and industrial infrastructure, vocational education is positioned as a cornerstone for meeting the increasing demand for skilled workers (Wen & Sumettikoon, 2024). Unlike traditional academic institutions, vocational-technical high schools focus on practical skills and competencies, preparing students directly for specific trades or professions (Kreisman & Stange, 2020). However, the effectiveness of teaching in these schools is influenced by several organizational factors, including teachers' perception of fairness, or organizational justice, and their sense of belonging or organizational identity.

Organizational justice refers to the extent to which employees perceive fairness in the processes, interactions, and outcomes within an organization (Steiner, 2020). In educational settings, this can affect teachers' job satisfaction, commitment, and motivation, ultimately impacting their teaching effectiveness (Rossiandy & Indradewa, 2023). In vocational-technical high schools, where the workload can be unique and demanding due to practical skill instruction, perceptions of fairness in workload distribution, decision-making, and compensation play a significant role in influencing teacher attitudes and performance (Lu, 2023). Studies have shown that when teachers feel treated fairly and believe they are part of a supportive environment, they are more likely to put in the effort to create effective learning experiences (Lin & Chen, 2024).

Organizational identity, on the other hand, encompasses the sense of shared goals, values, and commitment to the institution (Hamidi et al., 2024). Teachers who strongly identify with their school may view their work as more meaningful and be more motivated to perform well (Pekmezci & Ertas, 2024). This sense of belonging can be particularly vital in vocational schools, where the educational mission is closely tied to the practical and community-oriented nature

of vocational training. High organizational identity can foster collaboration among teachers and staff, enhancing the overall learning environment (Alshuhumi et al., 2024). Teachers with strong organizational identification are often more engaged in their roles, which has been associated with improved teaching quality and better student outcomes (Fei & Tien, 2024).

Despite the critical role vocational-technical education plays in economic development and the formation of a skilled labor force, there is limited understanding of the factors that impact teaching effectiveness in this field, particularly in China. While research in other educational contexts has highlighted the importance of organizational justice and identity in influencing teachers' job satisfaction and performance, these insights have not been systematically applied to vocational-technical schools in Guangzhou. The unique structure and demands of vocational-technical education require a nuanced approach to understand how institutional policies and culture impact teachers' motivation, engagement, and ultimately, their effectiveness in the classroom.

In vocational-technical schools, teachers are often responsible not only for delivering theoretical knowledge but also for guiding students in hands-on skills that prepare them directly for the workforce (Dutch, 2024). This dual responsibility can create distinct challenges and stressors that may not be as pronounced in traditional academic high schools. Without a sense of fair treatment and an environment that fosters a strong organizational identity, teachers may feel undervalued or alienated, which can detract from their commitment to teaching excellence (Asemota, 2024).

Existing studies have largely focused on organizational justice and identity in general educational settings or within corporate environments (Giacumo et al., 2024; AlHammadi & Abu Elanain, 2024). However, there is a notable research gap in the application of these concepts to vocational-technical schools, particularly in the context of Guangzhou, China. While some research has been conducted in higher education and K-12 environments, vocational-technical education is distinct in both its structure and goals, warranting a tailored investigation into the unique factors affecting teaching effectiveness.

This study aims to bridge this gap by examining the influence of organizational justice and organizational identity on teaching effectiveness specifically within vocational-technical high schools in Guangzhou. By identifying the relationships between these variables, the study seeks to provide insights into how schools can create supportive environments that foster teacher engagement and improve student outcomes. This research will contribute to the development of effective strategies for enhancing teaching quality in vocational education, supporting both educational and economic objectives in rapidly growing regions like Guangzhou.

2. Literature Review

2.1 Studies on Organizational Justice and Teaching Effectiveness

The concept of organizational justice has gained substantial attention in educational research, especially regarding its impact on teaching effectiveness. Organizational justice, which broadly encompasses fairness in decision-making, resource allocation, and interpersonal treatment within an organization, has been shown to significantly affect educators' attitudes and performance. Several studies have specifically examined the positive influence of organizational justice on teaching effectiveness, demonstrating that fair practices and equitable treatment within educational institutions contribute to teachers' motivation, job satisfaction, and ultimately, their effectiveness in the classroom.

Ahmad & Jameel (2021) conducted a comprehensive study on the influence of organizational justice on teaching effectiveness, focusing on the experiences of teachers within various educational institutions. The study used a quantitative approach and assessed their perceptions of organizational justice, which was broken down into three dimensions: distributive justice, procedural justice, and interactional justice. The study found that higher levels of perceived organizational justice were associated with significant improvements in teaching effectiveness, as measured by student engagement and achievement scores. Specifically, teachers who felt fairly treated in terms of resource distribution (distributive justice), decision-making processes (procedural justice), and respectful interactions with administrators (interactional justice) demonstrated higher levels of motivation and commitment to their roles. These teachers were more likely to adopt innovative teaching practices, invest additional effort in preparing lesson plans, and offer individualized support to students, all of which contributed to better student outcomes. The study highlights the critical role of organizational justice in fostering an environment where teachers feel valued and motivated, ultimately enhancing their effectiveness in the classroom.

Hakim (2023) also explored the link between organizational justice and teaching effectiveness, with a focus on how fairness in organizational processes impacts teachers' instructional quality. The study employed a mixed-methods approach, combining surveys with in-depth interviews, to gather insights from teachers across various educational levels. The results indicated that perceived procedural justice, including fairness in decision-making and policy implementation, was particularly influential in shaping teaching effectiveness. Teachers who perceived the decision-making processes in their institutions as transparent and inclusive reported a higher level of engagement in their teaching duties and a stronger commitment to student learning. According to the study, when teachers believe that institutional policies and procedures are implemented fairly, they are more likely to develop a sense of trust in their administrators and feel empowered in their roles. This trust and empowerment translate into more effective teaching practices, as teachers are more willing to invest time and effort in professional development, collaborate with colleagues, and seek out new teaching strategies to

improve student learning. The study underscores the importance of procedural justice as a driving factor in enhancing teaching effectiveness, suggesting that fair and transparent organizational practices can significantly bolster teachers' dedication to their profession.

Khan et al. (2023) provided further evidence of the positive relationship between organizational justice and teaching effectiveness, focusing specifically on the role of interactional justice. Interactional justice refers to the quality of interpersonal treatment and communication between teachers and their administrators. The study found that those who perceived high levels of interactional justice, characterized by respectful, honest, and supportive communication from administrators, reported significantly higher levels of teaching effectiveness. These teachers were not only more motivated but also demonstrated a greater willingness to go above and beyond in their instructional roles. For example, teachers who experienced respectful and supportive interactions with their supervisors were more likely to implement student-centered teaching methods, offer additional support to struggling students, and create a more inclusive classroom environment. The findings highlight that positive interpersonal relationships within an educational organization contribute to a sense of belonging and professional satisfaction among teachers, which in turn enhances their effectiveness in the classroom. The study suggests that fostering a respectful and supportive organizational culture is essential for promoting high standards of teaching effectiveness, as it encourages teachers to fully commit to their educational responsibilities.

These studies affirm the positive influence of organizational justice on teaching effectiveness, emphasizing the various ways in which fair treatment within an educational organization can motivate teachers and improve their instructional quality. By fostering a fair and supportive work environment, educational institutions can not only enhance teachers' job satisfaction but also promote teaching practices that contribute to better student outcomes.

2.2 Studies on Organizational Justice and Organizational Identity

Many recent research has explored the positive influence of organizational justice on organizational identity, demonstrating that perceptions of fairness within an organization contribute significantly to how employees identify with and feel a sense of belonging to their workplace. Organizational justice, broadly defined as the extent to which employees perceive workplace procedures, interactions, and outcomes to be fair, has been shown to enhance organizational identity, which refers to employees' sense of oneness with or belonging to the organization.

Abdullah & Al-Abrow (2023) conducted a study that examined how employees' perceptions of justice influenced their organizational identity. The study found that when employees perceived high levels of organizational justice, such as fair allocation of resources, transparent decision-making processes, and respectful treatment by managers, their sense of identification with the organization increased significantly. According to the study, organizational justice fostered a sense of trust and respect, which made employees more likely to internalize the organization's values and view themselves as integral members of the organization. This internalization of organizational values led to a stronger organizational identity, as employees felt aligned with and proud to be part of an organization they perceived as fair and just. The findings underscore the positive influence of perceived fairness on organizational identity, suggesting that fair treatment helps employees see their organization as a reflection of their own values, thereby strengthening their identification with it.

Mihci & Uzun (2020) provided evidence for the positive link between organizational justice and organizational identity. The study surveyed employees to assess how changes in perceptions of organizational justice affected their organizational identity over time. The study revealed that employees who reported an increase in their perceptions of organizational justice, whether through procedural justice, distributive justice, or interactional justice, also showed a corresponding increase in organizational identity. The study argued that when employees perceive justice in organizational practices, it creates a sense of psychological safety and belonging, which are foundational to developing a strong organizational identity. Employees who feel that their organization is fair are more likely to invest emotionally and cognitively in the organization, viewing it as part of their self-concept. This evidence highlights the enduring impact of organizational justice on organizational identity, indicating that even gradual improvements in fairness perceptions can lead to stronger identification with the organization.

Malhotra et al. (2022) also supported the notion that organizational justice positively influences organizational identity. The study used a cross-sectional survey approach to investigate the relationship between justice perceptions and identity formation among employees. The study found that all dimensions of organizational justice, distributive, procedural, and interactional justice, were positively correlated with organizational identity. The study argued that when employees perceive justice across these dimensions, they are more likely to feel valued and respected by the organization, which enhances their sense of belonging and identification. The study emphasized that interactional justice had a strong impact on organizational identity, suggesting that respectful and fair interpersonal treatment from supervisors and colleagues plays a critical role in fostering a sense of identity within the organization. The study concluded that organizations aiming to strengthen employees' organizational identity should prioritize fair treatment and transparent communication to enhance employees' perception of justice and, consequently, their identification with the organization.

In summary, these studies illustrate a clear and consistent positive relationship between organizational justice and organizational identity. When employees perceive fairness within their organization, whether through equitable treatment, transparent processes, or respectful interpersonal interactions, they are more likely to identify strongly with

the organization. The sense of fairness fosters a connection between employees and the organization, leading to an internalization of organizational values and an increased sense of belonging. These findings emphasize the importance of cultivating organizational justice as a means of strengthening organizational identity among employees, which can lead to a more cohesive and committed workforce.

2.3 Studies on Organizational Identity and Teaching Effectiveness

Several studies have examined the positive influence of organizational identity on teaching effectiveness, underscoring the potential benefits of a strong organizational identity for educational outcomes. This section reviews key studies that explore this relationship, focusing specifically on the ways in which organizational identity enhances teaching effectiveness.

In a study by Soodmand Afshar & Moradifar (2021), the relationship between organizational identity and teaching effectiveness was examined within a framework that emphasized the alignment between personal and organizational values. The study found that teachers who identified strongly with their institutions exhibited a higher level of commitment to their teaching roles and responsibilities. This identification was shown to foster a sense of belonging and motivation among teachers, which in turn positively impacted their teaching effectiveness. Specifically, teachers who felt a part of the organizational identity were more engaged in their work and more willing to invest additional effort in their teaching practices, resulting in better educational outcomes for students. The study concluded that when teachers internalize the values and mission of the organization, they are more likely to adopt teaching methods that align with those values, leading to enhanced teaching effectiveness overall. The positive influence observed here was attributed to the motivational boost that organizational identity provides, which encourages teachers to perform at their best.

Chang & Hung (2021) conducted a study exploring the positive effects of organizational identity on teaching effectiveness, focusing on the psychological attachment teachers feel when they identify with their educational institution. This attachment, as the study revealed, plays a crucial role in motivating teachers to prioritize their teaching quality. Teachers with a strong organizational identity are more likely to feel an intrinsic sense of responsibility towards the institution's goals and standards, which directly influences their approach to teaching. The study found that when teachers perceive themselves as integral to the organization's identity, they tend to develop a greater sense of accountability, pushing them to enhance their teaching methods and invest in continuous professional development. This heightened sense of duty and accountability is directly linked to increased teaching effectiveness, as teachers become more innovative, adaptable, and responsive to students' needs. According to the study, organizational identity instills a sense of pride and loyalty among teachers, which motivates them to uphold high standards in their teaching practices and positively affects student outcomes.

Batuigas et al. (2022) provided further evidence of the positive relationship between organizational identity and teaching effectiveness by examining how a shared sense of organizational identity can lead to collaborative teaching practices. The study argued that a strong organizational identity encourages teachers to see themselves as part of a collective effort, promoting collaboration and knowledge sharing. This collaborative spirit, in turn, enhances teaching effectiveness by allowing teachers to learn from one another and adopt best practices. The findings suggested that when teachers identify with the organization, they are more likely to engage in teamwork, seek advice from colleagues, and participate in joint problem-solving activities, all of which contribute to more effective teaching strategies. The study concluded that organizational identity fosters an environment of mutual support and continuous improvement, which ultimately benefits teaching effectiveness. By reinforcing a shared identity, institutions can create a culture where teachers feel empowered to contribute to the collective success of the organization, leading to improved teaching outcomes.

These studies demonstrate that a strong organizational identity positively influences teaching effectiveness through various mechanisms, including increased motivation, a sense of responsibility, and enhanced collaboration.

3. Research Methodology

The study utilizes a quantitative research approach to examine the influence of organizational justice and organizational identity on teaching effectiveness in vocational-technical high schools in Guangzhou City, China.

The study adopts a quantitative research method to investigate the relationships between organizational justice, organizational identity, and teaching effectiveness. Quantitative research is particularly suited for this study as it allows for the collection of numerical data that can be statistically analyzed to identify patterns and relationships among variables. By employing structured measurement tools, such as standardized surveys, this approach enables the study to quantify teachers' perceptions of organizational justice and identity and measure their impact on teaching effectiveness. This systematic data collection and analysis process helps ensure objectivity, consistency, and generalizability of the findings across the population of vocational-technical high school teachers in Guangzhou City.

The decision to use a quantitative research approach is guided by the research objectives and the nature of the research questions. The study aims to assess the extent to which perceived organizational justice and identity influence teaching effectiveness, requiring the measurement of complex psychological and organizational constructs. Quantitative methods allow the researcher to apply validated scales and standardized measures to accurately capture variations in these constructs among a large sample of teachers. Additionally, a quantitative approach enables the use of statistical analysis,

specifically Structural Equation Modeling (SEM), to examine the direct and indirect relationships between organizational justice, organizational identity, and teaching effectiveness. The application of SEM allows for a comprehensive analysis of how organizational justice and organizational identity influence teaching outcomes, providing robust and interpretable results. Furthermore, the quantitative approach enhances the study's potential for replication and comparability with similar research in other educational contexts.

The target population for this study includes all teachers in vocational-technical high schools in Guangzhou City, China. According to data from 2024, there are 8,576 teachers across 38 vocational-technical high schools in the city. To ensure statistical validity and representativeness, the study determines an appropriate sample size based on Raosoft's sample size calculator, which considers the total population size, a 95% confidence level, and a 5% margin of error. Based on these parameters, the required sample size is calculated to be 380 teachers. To obtain a representative sample, the study employs a random sampling method, selecting 380 teachers from the total population of 8,576. Random sampling minimizes selection bias and enhances the generalizability of the findings, ensuring that the sample accurately reflects the broader population of vocational-technical high school teachers in Guangzhou. A total of 380 questionnaires were distributed to these selected employees in vocational-technical high schools in Guangzhou City, China for a month from November 1 to December 1, 2024, out of which 373 were returned completed. However, after a thorough review for accuracy and completeness, 4 questionnaires were discarded due to errors or incompleteness, leaving 369 valid questionnaires available for data analysis.

The study utilizes a structured questionnaire consisting of Likert-5 scale items to measure the key variables of organizational justice, organizational identity, and teaching effectiveness. The Likert-5 scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), is used for each item, allowing respondents to indicate the extent of their agreement with various statements related to the constructs under investigation. The items in the questionnaire are adapted and designed from scales developed and validated in previous research, ensuring that they are reliable and accurately capture the intended constructs. The use of a Likert-5 scale allows for nuanced responses and facilitates statistical analysis, as it provides ordinal data that can be aggregated and analyzed to discern patterns across the sample.

Data collected from the survey are analyzed using a combination of descriptive statistics and Structural Equation Modeling (SEM) path analysis. Descriptive statistics are employed to provide an initial overview of the data, including frequencies, means, and standard deviations for each item and construct. This preliminary analysis helps in understanding the distribution of responses and identifying any potential outliers or anomalies within the data set.

For the main analysis, the study uses SEM path analysis to test the hypothesized relationships between organizational justice, organizational identity, and teaching effectiveness. SEM is a powerful multivariate statistical technique that allows for the examination of complex causal relationships between latent variables. It is useful in this study because it enables the researcher to simultaneously assess multiple direct and indirect paths, providing a comprehensive view of how organizational justice and organizational identity contribute to teaching effectiveness. SEM path analysis also allows for the testing of measurement models to confirm the reliability and validity of the constructs being measured.

This study employs a quantitative research methodology, with data collected from a random sample of 380 vocational-technical high school teachers in Guangzhou City. The use of a structured questionnaire with Likert-5 scale items ensures reliable measurement of organizational justice, organizational identity, and teaching effectiveness. The application of SEM path analysis allows for a sophisticated examination of the relationships between these constructs, contributing valuable insights into how organizational factors impact teaching effectiveness in vocational education settings.

According to the research process presented in Fig. 1, the study investigates the impact of organizational justice and organizational identity on teaching effectiveness in Guangzhou's vocational-technical high schools.

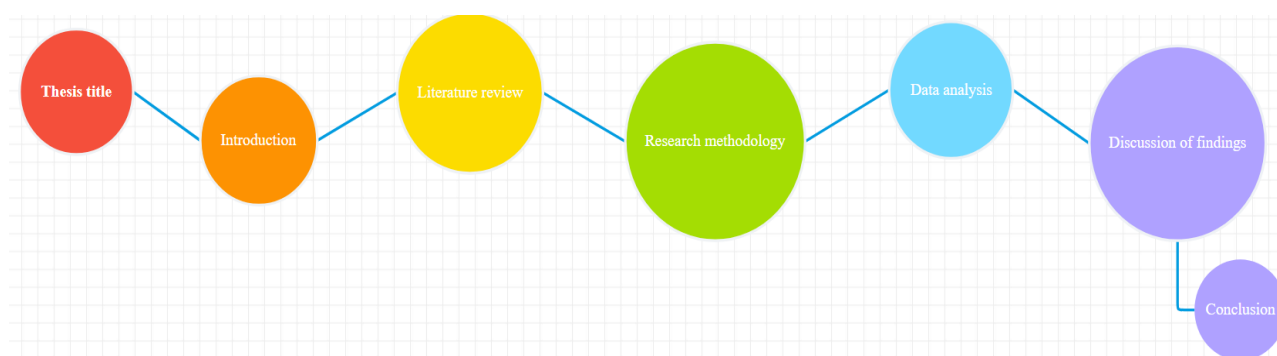


Figure 1. Research process

4. Data Analysis

In this study, Structural Equation Modeling was employed to investigate the interactions among three key latent variables, including organizational justice, organizational identity and teaching effectiveness. The findings were illustrated in Fig. 2 using AMOS software 28.0.

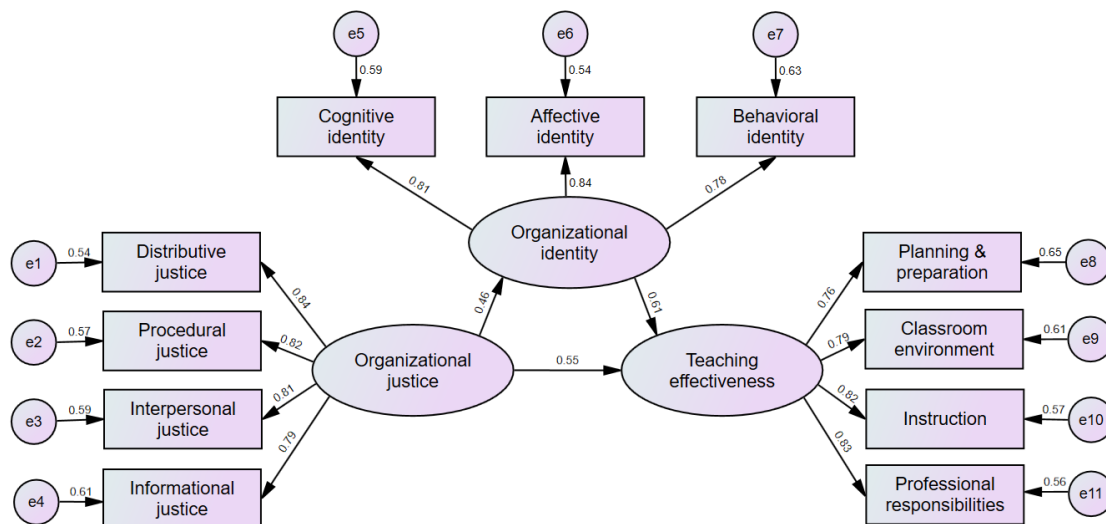


Figure 2. Structural equation model

The findings depicted in Fig. 3. from the path analysis reveal a pronounced and significant correlation between organizational justice and teaching effectiveness. The data shows a robust standardized path coefficient of 0.551, which is statistically significant with a p-value of less than 0.001. This strong positive coefficient underscores that improvements in organizational justice can substantially enhance teaching effectiveness. These results predicted a positive influence of organizational justice on teaching effectiveness, thereby supporting the hypothesis 1 with empirical evidence.

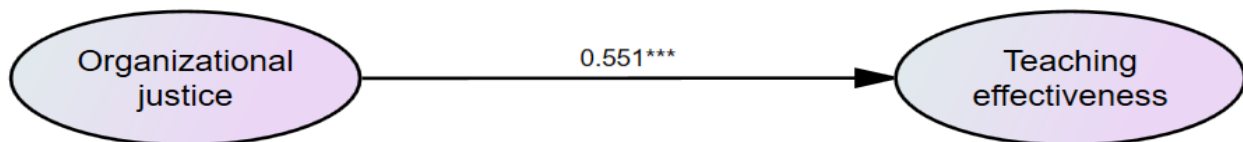


Figure 3. Path between organizational justice and teaching effectiveness

The findings presented in Fig. 4. from the path analysis reveal a correlation between Organizational Justice and Organizational Identity. The data show a standardized path coefficient of 0.464, indicating a significant and positive influence of organizational justice on organizational identity, with a high level of statistical significance ($P < 0.001$). This strong positive coefficient underscores that as perceptions of fairness and justice within an organization increase, so does the sense of identity employees associate with their organization.

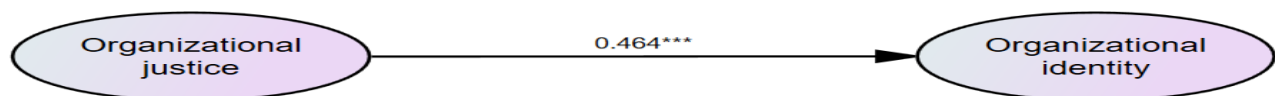


Figure 4. Path between organizational justice and organizational identity

Fig. 5. presents the findings from the path analysis, highlighting a significant positive correlation between organizational identity and teaching effectiveness. The data shows a standardized path coefficient of 0.608, with a P-value less than 0.001, underscoring the statistical significance of this relationship. This positive coefficient suggests that as organizational identity strengthens, so does teaching effectiveness. These results predicted a beneficial influence of organizational identity on teaching effectiveness.

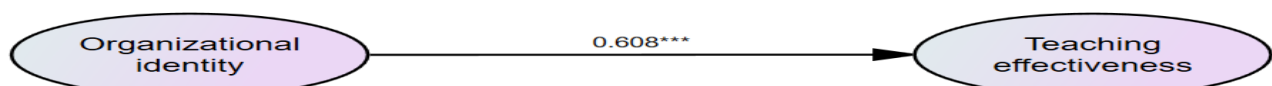


Figure 5. Path between organizational identity and teaching effectiveness

To assess the mediating effects, the study employed the Bootstrap methodology, executing 5,000 resampling iterations to enhance the statistical validity of the findings, adhering to the methodological framework proposed by Johnson (2001). The research findings, detailed in Table 1, outline the mediating role of organizational identity.

Table 1. Mediating effect analysis results of organizational identity

Standard effect	Path	Effect coefficient	95% confidence interval		S.E.	P-value
			Lower	Upper		
Total effect	Organizational justice --->Teaching effectiveness	0.833	0.786	0.880	0.024	***
Direct effect	Organizational justice --->Teaching effectiveness	0.551	0.508	0.594	0.022	***
Indirect effect	Organizational justice --->Organizational identity --->Teaching effectiveness	0.282	0.241	0.323	0.021	***

Based on data in Table 1, the total effect of organizational justice on teaching effectiveness is 0.833 (significant at $p < 0.001$). This coefficient represents the overall relationship between organizational justice and teaching effectiveness. It indicates a strong, positive association, suggesting that higher perceptions of fairness (organizational justice) directly correlate with improved teaching effectiveness.

The direct effect of organizational justice on teaching effectiveness, excluding the influence of organizational identity, is 0.551 (significant at $p < 0.001$). This direct path reflects the degree to which organizational justice influences teaching effectiveness independently, without mediation by organizational identity. Although the direct effect is still substantial, it is notably lower than the total effect, implying that part of the influence of organizational justice on teaching effectiveness is channeled through organizational identity.

The indirect effect of organizational justice on teaching effectiveness, mediated through organizational identity, is 0.282 (significant at $p < 0.001$). This positive indirect effect suggests that organizational justice enhances teaching effectiveness partly by fostering a stronger organizational identity among teachers.

The significant indirect effect indicates a mediation by organizational identity. This means that while organizational justice has a direct impact on teaching effectiveness, a portion of this impact occurs because organizational justice enhances organizational identity, which in turn contributes to improved teaching effectiveness.

The mediating effect analysis demonstrates that organizational identity mediates the relationship between organizational justice and teaching effectiveness. Organizational justice directly impacts teaching effectiveness, but it also has an additional, indirect impact through the enhancement of organizational identity. This finding underscores the importance of both fairness and a strong institutional identity in creating an environment that supports effective teaching.

5. Discussion of findings

The findings of this study provide evidence that both organizational justice and organizational identity play significant roles in enhancing teaching effectiveness in vocational-technical high schools in Guangzhou City, China. Using Structural Equation Modeling (SEM) to analyze the relationships among the variables, this study confirms that organizational justice positively influences teaching effectiveness both directly and indirectly through the mediation of organizational identity.

The path analysis reveals a strong direct relationship between organizational justice and teaching effectiveness, with a standardized path coefficient of 0.551 ($p < 0.001$). This finding is consistent with prior research (Miñon, 2017), which has highlighted the importance of fairness in organizational processes and interactions for improving teaching outcomes. When teachers perceive fair treatment in terms of resource distribution, decision-making processes, and respectful interpersonal treatment, they are more motivated, engaged, and committed to their work. In vocational-technical high schools, where teaching involves a unique mix of theoretical instruction and hands-on skill development, perceptions of organizational fairness may be particularly crucial. Teachers who feel supported by equitable policies and practices are more likely to invest the additional effort required to create effective and engaging learning experiences that meet the specific needs of vocational education.

Furthermore, this study demonstrates a significant positive relationship between organizational justice and organizational identity, with a path coefficient of 0.464 ($p < 0.001$). This finding aligns with the work of Siadat et al. (2013), which also reported that fairness within an organization strengthens employees' sense of identification with the institution. When teachers perceive fairness, they are more likely to develop a sense of belonging and alignment with the institution's values and goals. This psychological attachment fosters a stronger organizational identity, as teachers

internalize the institution's mission and feel proud to be associated with it. In vocational-technical schools, where the educational mission is closely tied to community-oriented and industry-specific goals, a strong organizational identity may help teachers see their work as meaningful, thereby enhancing their intrinsic motivation.

The findings also confirm a substantial direct effect of organizational identity on teaching effectiveness, with a path coefficient of 0.608 ($p < 0.001$). This result is consistent with studies by Abari et al. (2012), which suggest that teachers with a strong organizational identity are more engaged, motivated, and willing to invest effort in their teaching practices. When teachers identify strongly with their school, they tend to view their roles as aligned with the institution's mission, leading to a heightened sense of responsibility and commitment to educational quality. In vocational education, where effective teaching requires not only subject expertise but also the ability to mentor students in practical skills, a strong organizational identity can motivate teachers to go beyond the minimum requirements, adopting student-centered methods and collaborating with colleagues to improve student outcomes.

Moreover, this study identifies an indirect effect of organizational justice on teaching effectiveness through organizational identity, with a coefficient of 0.282 ($p < 0.001$). This mediation effect underscores the dual pathway through which organizational justice influences teaching effectiveness. While organizational justice has a direct positive impact on teaching effectiveness, it also enhances teaching effectiveness indirectly by fostering a stronger organizational identity among teachers. This mediated relationship highlights the importance of creating a fair and supportive organizational environment that not only directly improves teaching practices but also strengthens teachers' sense of belonging to the institution. This finding echoes the work of Jingxuan (2020), who emphasized that when employees feel valued and respected through fair treatment, they are more likely to develop a positive identification with their organization, which in turn enhances their job performance.

In summary, these findings underscore the significance of both organizational justice and organizational identity in promoting teaching effectiveness. In vocational-technical high schools, where teachers face distinct challenges in balancing theoretical and practical instruction, feeling supported and valued by the organization is essential. When teachers perceive fairness in how decisions are made and resources are allocated, they are likely to experience higher job satisfaction, trust in administration, and motivation, all of which contribute to better teaching performance. Additionally, by cultivating a strong organizational identity, schools can foster a sense of purpose and shared commitment among teachers, which further enhances their dedication to effective teaching.

6. Conclusion

This study highlights the critical role of organizational justice and organizational identity in enhancing teaching effectiveness in vocational-technical high schools in Guangzhou, China. The findings confirm that organizational justice directly improves teaching effectiveness by fostering fair and transparent processes, equitable resource allocation, and respectful interpersonal treatment, which boost teachers' motivation and commitment. Moreover, the study reveals that organizational justice positively influences organizational identity, as teachers who perceive fairness are more likely to identify strongly with their institution's values and mission. This strong organizational identity, in turn, has a significant positive impact on teaching effectiveness, as teachers who feel a sense of belonging and alignment with the institution are more engaged, responsible, and invested in their educational roles. Importantly, the analysis also shows that organizational identity mediates the relationship between organizational justice and teaching effectiveness, indicating that fairness not only directly improves teaching outcomes but also fosters a supportive organizational culture that further enhances teachers' effectiveness. These findings underscore the importance for vocational-technical high schools to cultivate both a fair organizational environment and a strong sense of institutional identity among teachers. By implementing policies that promote fairness and by fostering a shared vision that teachers can identify with, these schools can create a more positive and effective teaching environment. This research contributes valuable insights into how organizational factors shape teaching quality in vocational education, offering a foundation for school administrators to develop strategies that support both teacher satisfaction and student success in the context of Guangzhou's growing demand for skilled labor.

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Conflict of Interest

The authors declare no conflicts of interest.

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