Chapter 51

Organizational Justice:
The Injustice in the Foundation of Organizational Citizenship Behavior Within Higher Education Institutions

Ben Tran
Alliant International University, USA

ABSTRACT

Wide range of human behaviors in the context of organizations can be explained by how the workplace perceives distributive, procedural, interactional, and relational fairness. That is why numerous research-ers investigated the role of justice perceptions on job satisfaction, withdrawal behaviors, organizational citizenship behavior, organizational commitment, and productivity. However, there is a gap in the research arena regarding the role guanxi plays in organizational justice, especially in organizational injustice. Guanxi in organizational injustice, is a concept derived from the concept of network and the concept of nepotism. Network and nepotism (are more taboo and) are common topics of research in the arena organizational studies, whereas in the arena of education and higher education institutions, are still lacking. Guanxi is a form of social capital that aims to amass symbolic capital, and the more powerful one's symbolic capital, the more influential one's standing becomes.

INTRODUCTION

Organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations need effective managers and employees to achieve their objectives. Orga-nizations cannot succeed without their personnel's efforts and commitment (Rad &Yarmohammadian, 2006). Employee job performance and satisfaction are considered key variables that can influence the organization performance. In a highly competitive environment, global business must strive to identify factors that influence the employees' performance and job satisfaction. One factor is organizational justice, which is based on an individual's perception of the fairness of treatment received from an orga-nization, and their behavioral reactions to such perceptions (Fernandes & Awamleh, 2006). Employees

would be more satisfied when they felt they were rewarded with justice, and employees with higher job satisfaction are more likely to be committed to the organization, with higher retention rates, and tended to have higher productivity (Fatt, Kwai, Wong, & Ngee, 2010). The organizational justice factor in one of three types of organizational citizen behavior (OCB).

Organizational Citizen Behavior (OCB) is one of the most favorite issues of organizational behaviors (Organ, Podsakoff, & MacKenzie, 2006). In the previous decade, it has been regarded as a kind of individual behavior, helping long-term success of the organization (Castro, Armario, & Ruiz, 2004). Organ (1988) recognizes OCB as a conscious and autonomous behavior, leading to organizational productivity. In that case, the personnel go beyond their obligations and voluntarily cooperate and consult with others (Organ et al., 2006). Concerning relatively equal regulations among financial institutes, customer evaluation from the services depends on the qualification, attitudes, experience, and the skills of the personnel behaviors related to the customers affect future service relations. In this respect, over-role activities like OCB play an important role for reaching customer satisfaction and deposit absorption.

Previous researches have focused on the importance of OCB in fulfilling organizational efficiency (Organ et al., 2006). Since recognizing the predictors of OCB, different studies have been done on recognizing those factors (Podsakoff, Whiting, Podsakoff, & Blume, 2009). In this regard, various variables like job satisfaction (Lester, 2008), personality (Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Van Emmerik & Euwema, 2007; Hossam, 2008), leadership style (Podsakoff et al., 2000), organizational commitment (Gautam, Dick, Wanger, Upadhyay, & Davis, 2006) and other variables have been examined, identifying their contribution to OCB. Of their great importance in the changing conditions of today, there exist three types of OCB, organizational justice, psychological empowerment, and job involvement (Menon, 2001). The focus of this chapter will be on organizational justice. The purpose of this chapter is to analyze the concept of organizational justice and define the term organization and the term justice. The chapter will also outline the various types of organization justice in relation to organizational justice theory. The chapter will conclude with a case study on the injustice in the foundation of organizational citizenship behavior within a higher education institution.

THE FOUNDATION OF ORGANIZATION AND JUSTICE

In organizational studies, Currivan (2000) claimed that job satisfaction is widely studied as work outcomes in organizational settings. Numerous researchers (e.g., Goris, 2000; Smith, 1969) conceptualized job satisfaction as multifaceted instrument consisted of *work itself*, *quality of supervisor*, *relationships with coworkers*, *promotion opportunities*, and *pay* whereas some researchers (Currivan, 2000) taken is as global instrument for measuring job satisfaction of the employees. Spector (1996) defined it as "the extent to which people like their jobs," while Cranny, Smith, and Stone (1992) referred to it as the employee's emotional or effective response towards the job. Role ambiguity, dangerousness, role conflict and role overload associated with lower satisfaction regarding the job (Lambert & Paoline, 2005). Job autonomy, satisfaction with pay, integration, quality of supervision, training, equitable treatment and incentive programs boast the employees' satisfaction in the organization (Griffin, 2001; Griffin, Armstrong, & Hepburn, 2005; Hepburn, 1987; Hepburn & Knepper, 1993; Lambert, Barton, Hogan, & Clarke, 2002; Lambert, 2004; Lambert, Clarke, & Lambert, 2004; Lambert, Hogan, & Allen, 2006; Lambert & Paoline, 2005; Stohr, Lovrich, & Wilson, 1994; Whitehead & Lindquist, 1986). Though the fairness perception

Related Content

Technology's Impact on Higher Education: Implications for next Generation Leaders
Sandra L. Gupton (2017). *Comprehensive Problem-Solving and Skill Development for Next-Generation Leaders (pp. 278-292).*
www.irma-international.org/chapter/technologys-impact-on-higher-education/175196

How Business School Research Values Shape the Student Experience
Thomas F. Burgess (2012). *Handbook of Research on Teaching Ethics in Business and Management Education (pp. 606-618).*
www.irma-international.org/chapter/business-school-research-values-shape/61832

Designing Automated Learning for Effective Training and Skills Development
Shalin Hai-Jew (2009). *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training (pp. 14-33).*
www.irma-international.org/chapter/designing-automated-learning-effective-training/19959

Exploration of Employability Skills in Business Management Studies Within Higher Education Levels: Systematic Literature Review
Husam Helmi Alharahshehand Abraham Pius (2021). *Research Anthology on Business and Technical Education in the Information Era (pp. 1147-1164).*
www.irma-international.org/chapter/exploration-of-employability-skills-in-business-management-studies-within-higher-education-levels/274418

Applied Training in Virtual Environments
Ken Hudson (2010). *Virtual Environments for Corporate Education: Employee Learning and Solutions (pp. 110-123).*
www.irma-international.org/chapter/applied-training-virtual-environments/42233