

Organizational Justice and Job Performance of Lecturers in Federal Universities in South-South Zone of Nigeria

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Abstract

The thrust of the study was to determine the relationship between organizational justice and job performance of lecturers in the Federal Universities in the South-South zone of Nigeria. Three null hypotheses were formulated to direct the study, the population consisted of the total number of lecturers and Management Staff in the Federal Universities in the South-South Zone of Nigeria, numbering 5,664 (Pay Roll and Personnel Audit Unit, of the universities 2013/2014, session). The sample of this study consisted of 529 lecturers and 86 Management Staff from Faculty of Education of the three universities randomly selected for the study. They were University of Uyo, University of Calabar and University of Port Harcourt. The Management Staff were used to assess the lecturers. Data collection was done with the use of two researchers developed instrument. Cronbach Alpha reliability was used to ascertain the reliability of the instrument. The null hypotheses were tested at .05 alpha level of significance using simple linear regression analysis. The conclusion based on evidence shows that all the null hypotheses were rejected and the alternative retained. Based on the findings, it was recommended among others, that there should be equitable reward system in the universities to enhance morale and productivity of academic staff.

Keywords: Organisational justice, performance, equity, lecturers, fairness

Introduction

The fact that we all love justice and should allow others to also enjoy justice is an invaluable lesson. Equity theory advances the notion that compensation equity exists when employees believe that “what is” is what “should”. That is employees (lecturers) are satisfied with their compensation when: (1) equals are rewarded equally, and (2) unequals are rewarded unequally. Adams (1965) theorized that discrepancy exists whenever a person perceives that the ratio of his job outcomes to job inputs, in comparison with reference to a person’s outcomes to inputs, is unequal.

In equity theory, inputs include among others, effort skills, education and task performance that an individual employee (lecturer) brings to or put into the job. Outcomes on the other hand are those rewards that result from task accomplishment such as pay, promotion and recognition. Merit pay advocates postulate that our best lecturers are dissatisfied with the uniform salary schedule because lecturers who are identical in experience and education are paid the same salary regardless of difference, that is unequal effort yields equal reward and lecturers whose performances are identical will be compensated differentially if they differ in experience and education. That is equal effort yields unequal reward.

In the same vein, case of inequality exists for high-quality junior lecturers who are paid less, often substantially less than senior colleagues who may not be performing well (Weis, Altach, Kelly and Slaughter, 2000). Baron in Hoy and Miskel (2005) avers that feelings of inequality interfere with motivation and that individual attempt to reduce such feelings in three ways:

- They try to increase their outcomes – they seek increased benefits such as promotion or other rewards.
- They try to leave or quit and find another job.
- They reduce their inputs –where they expend less effort on the job.

Efanga and Akpan (2014) opined that an individual who concludes that they are being under rewarded, may attempt to balance things out by engaging in some unethical actions that yield extra benefit including sale of handouts and involvement in examination malpractices. This résumé sets the stage for this concept paper. At this juncture we may pause to ask a question what is organizational justice?

The construct of organizational justice has emerged from the research literature on equity theory (Greenberg, 2009) and Colquit, 2004. Hoy and Miskel (2005) opined that organizational justice (OJ) is organizational members' perceptions of fairness in the organization. That is organizational justice is one's perception of justice based on the practices in his organization (university). It represents lecturers' beliefs about how fair they are treated. Elovainio, Vanden Bos, Linna, Vahiera (2005), hypothesized that organizational justice is the fairness and honest treatment to lecturers in the organization. In the same vein, Habbel and Assad (2005) uphold that it is the process of these outcomes that are fair or not. The concept or organizational justice correlates with other significant organizational variables such as organizational citizen behaviour, loyalty, motivation, organizational climate, absenteeism and productivity (Hoy and Miskel, 2005).

McDowall and Fletcher (2004) explained that the signature of true organizational justice is characterized by four attributes. They listed them to include: (1) distributive justice, (2) procedural justice, (3) interactional justice and (4) informational justice. The centrality of organization justice in the university setting is undisputed. In influential studies by Folger, Konovsky and Greenberg organizational justice has been addressed as a favourable value related to the various organizational and work oriented output (Bolat, 2010).

Types of Organizational Justice

Distributive Justice: As stated earlier, Adams grounds the perception of justice on the comparison of inputs and outputs of individual with the reference person. If the input-output ratio of an employee is equal to another, equality or distributive justice come into existence (Ince, and Gul, 2011). In other words, distributive justice (DJ) is related to the sharing of gains among lecturers, such as services, opportunities rewards, punishments, roles, incentives and promotions (Cropanzano & Schminke, 2001). The bottom line is that distributive justice (DJ) is the fair observed interest and proficiency that a person (lecturer) received from organization (university).

Procedural Justice (PJ): The fairness of the distribution procedures. Lecturers perceived administrators' (Vice-Chancellors') behaviours as the indicators of justice in the universities. The educational implication of this is that if decisions are equally and consistently stated and performed by the administration, lecturers' perceived procedural justice (PJ) will increase.

Interactional Justice (IJ), which was propounded by Bias and Moag (2006), implies respect and honesty in the conduct of social interaction with people. It is as follow-up of procedural justice. Interactional justice is a way that transfers organizational justice by supervisors (Vice-chancellors) to lecturers(Blakely, Andrews, and Moorman, 2005). Lecturers (employees) are sensitive to the Vice-Chancellor communicating with them and respecting them during procedural justice. Expectedly, Vice-chancellors rational assessments, the degree of respect in their approaching to lecturers have importance for the employees (Greenberg, 2007). Thus interactional justice involves considering interpersonal communication related with procedures as fair.

Information Justice (IJ), refers to the behaviour of the actors in transmitting information. Colquitt (2004) opined that information justice indicates on how information presented in the society fairly in terms of location, time and situation. He further observed that individual's high level of perceived justice increases trust in the administrator.

Concept of Job Performance

Perhaps the best-known and most accepted works of job performance is the work of Campbell (1990). Coming from a psychological perspective, Campbell describes job performance as an individual level variable. That is, performance is something a single person does. This in essence, differentiates it from more comprehensive constructs such as organizational performance or national performance which are higher level variables.

Campbell's conceptualization of job performance comprises various types of traits which influence organizational (university) effectiveness. Campbell defines performance as behaviour. This concept differentiates performance from outcomes, which are the result of individual's performance.

This suggests that there are more factors that determine outcomes than just an employee's (lecturer's) behaviour and actions. However, when performance is satisfactory, the organization is judged to be successful.

Organizational Justice and Lecturer's Job Performance

The efficiency of education sector depends to a large extent upon how human resources are motivated, utilized and provided with adequate and conducive environment to perform their duties. Lecturers play significant role in any educative process in the universities (Federal Government of Nigeria, 2006). Ajala (2000) asserted that the way a person perceives his surroundings influence the way that a person actually behaves in that environment. In brief, a sense of organizational justice in the school workplace is dependent upon administrative behaviour are equitable, sensitive, respectful, honest and ethical (Hoy & Miskel, 2005). Lecturers want to participate in decisions that affect them, but they must be willing to do equity by putting the interest of the university ahead of their own.

Organizational Justice and Lecturers' Teaching Behaviour

A teacher is the most significant variable in the teaching-learning situation. Gordon, Kane and Stalger (2003) state that what a teacher does in the classroom is far greater predictor of student success than anything else, and students who consistently get effective teachers benefit exponentially. Competent lecturers must be multi-talented and extremely adaptive professionals. From motivation and discipline of students to choice of curricular materials and organizational resources, lecturers must deal with an enormous array of contingencies.

Fox (2008), opined that a positive organizational justice makes the school a good place to be, a satisfying and meaningful situation in which people spend a substantial portion of their time. This implies that lecturers from universities with better environment, do better in research work, enjoying welfare scheme, have access to better teaching facilities, perform better and feel fulfilled than those with negative organizational justice.

Organizational Justice and Lecturer's Involvement in Community Service

Community is the heart-beat of the university. Ndu, Ocho and Okeke (2009) succinctly observed that a university cannot teach what it is committed to teach without regard to the wishes of the people. They maintained that a university can have much support if it pursues values accepted by the community. According to Ndu et al. (2009), the university is controlled by the government whose representatives are administrators and lecturers. It is these people who are the mouth-piece of the government. They interpret and implement government policies on educational matters. It is important that community recognizes the roles of lecturers and university administrators.

Organizational Justice and Lecturers' Participation in Co-Curricular Activities

The role of lecturers in university success is well established and lecturers' both in-role and extra-role are very crucial for effective functioning of universities. Lecturers in-charge of co-curricular activities usually engage students in educational programme outside the classroom. Broh (2002) clearly observed that counsellors and staff coordinating co-curricular activities work together to observe case of exceptionalities, such as giftedness and maladaptive behaviours among students and consequently provide the needed intervention.

The focus of this study was to carry out the assessment of the relationship that exists between organizational justice and lecturers' job performance in Federal Universities in South-South zone of Nigeria. The study covered 2013/2014 academic year. Only Faculty of Education and three variables of job performance were considered in the study. These are lecturers' involvement in community services, lecturers' participation in co-curricular activities and lecturers teaching behaviours.

Null Hypotheses

1. There is no significant relationship between organizational justice and university lecturers' participation in co-curricular activities in the South-South zone of Nigeria.
2. There is no significant relationship between organizational justice and university lecturers' involvement in community service in the South-South zone of Nigeria.
3. There is no significant relationship between organizational justice and university lecturers' teaching behaviour in the South-South zone of Nigeria.

4. There is no significant joint relationship between organizational justice and university lecturer's job performance in South-South zone of Nigeria.

Methodology

Population and Sample

The population of this study consisted of the total number of lecturers and Management Staff in the Federal universities operating in the South-South zone of Nigeria, numbering 5,664 (Rayroll & Personnel Audit Unit in Personnel Departments of the Universities, 2013/2014). The sample of this study consisted of 529 lecturers and 86 Management Staff from Faculty of Education of the three universities randomly selected for the study. They are University of Uyo, University of Calabar and University of Port Harcourt. The Management Staff were used to assess the lecturers.

Instrumentation

Questionnaire in this study is the main tool for data collection. They are two sets titled Organizational Justice Questionnaire (OJQ) and Lecturer Job Performance Questionnaire (LJPQ), which was developed by these researchers. There were 15 items on organizational justice to be responded by lecturers while 30 items were on lecturers' job performance to be responded by Management Staff. Their responses were measured in a 4-point rating scale, as follows: SA – strongly agree A, A – agree 3, D –disagree 2 and SD – strongly disagree 1.

Reliability of the Instrument

To measure reliability the researchers used Cronbach's alpha. The reliability ranged from 0.867 to 0.675 for the dimension, organizational justice, second dimension and lecturers' performance respectively.

Data Analysis

Data was analyzed by using simple linear regression analysis to test the hypotheses.

Results

Hypothesis I: The first hypothesis speculates that, there is no significant relationship between organizational justice and university lecturers' participation in co-curricular activities in the South-South zone of Nigeria.

In order to test the hypothesis, two variables were identified as follows:

1. Organizational justice as independent variable.
2. Participation in co-curricular activities as dependent variable.

Table 1: Simple Linear Regression Analysis of the Relationship between Organizational Justice and University Lecturers' Participation in Co-curricular Activities in South-South Zone, Nigeria

Model	Sum of square	df	Mean square	F-cal	F-crit
Regression	69,075	1	69,025	71.338*	3.96
Residual	78,431	81	987		
Total	148,506	82			

* Significant at $p < .05$

The result displayed in Table 1 reveals that, the computed f-value of 71.338 is greater than the critical f-value of 3.96 at .05 level of significance with 1 and 81 degrees of freedom. Hence the null hypothesis was rejected. This implies that there is a significant relationship between organizational justice and lecturers' participation in co-curricular activities in the university in the South-South zone of Nigeria.

Hypothesis 2: This null hypothesis stated that, there is no significant relationship between organizational justice and university lecturers' involvement in community service in the South-South zone of Nigeria.

Table 2: Results of Simple Linear Regression Analysis of the Relationship between Organizational Justice and University Lecturers' Involvement in Community Service in the South-South zone of Nigeria

Model	Sum of square	df	Mean square	F-cal	F-crit
Regression	40.612	1	40.612	30.121*	3.96
Residual	101.231	81	1.421		
Total	141.843	82			

* Significant at $p < .05$

On perusal of the Table 2, it is evident that the computed f-ratio of 30.121 is greater than the critical f-value of 3.96 at a given .05 level of significance with 1 and 81 degrees of freedom. Given this result, the null hypothesis is rejected. The educational implication of this is that, there is a significant relationship between organizational justice and university lecturers' involvement in community service in South-South zone of Nigeria.

Hypothesis 3: The null hypothesis states that, there is no significant relationship between organizational justice and university lecturers' teaching behaviour in the South –South zone of Nigeria.

Table 3: Simple Linear Regression Analysis of the Relationship between Organizational Justice and University Lecturers' Teaching Behaviour in the South-South zone of Nigeria

Model	Sum of square	df	Mean square	F-cal	F-crit
Regression	78.672	1	78.672	16.45*	3.96
Residual	366.241	81	4.612		
Total	444.913	82			

* Significant at $p < .05$

The result in Table 3 depicts that f-cal between organizational justice and lecturers teaching behaviour is significant (i.e. $f\text{-cal} = 16.45 > r\text{-crit} = 3.96$). Hence, the null hypothesis is rejected.

Hypothesis 4: There is no significant joint relationship between organizational justice and lecturers' job performance in South-South zone of Nigeria.

In order to test this hypothesis, multiple regression analysis was performed on the variables.

Table 4: Simple Linear Regression Analysis of the Relationship between Organizational Justice and University Lecturers' Job Performance in the South-South zone of Nigeria

Model	Sum of square	df	Mean square	F-cal	F-crit
Regression	950.440	3	161.211	20.1	3.95
Residual	560.321	79	7.431		
Total	141,843	81			

* Significant at $p < .05$

The result presented in Table 4 shows a significant f-value of 20.1 with 1 and 81 degree of freedom. The null hypothesis was thus rejected and the alternative retained. The finding means that there is a significant positive relationship between organizational justice and lecturers job performance in South-South zone of Nigeria.

Discussion of Findings

The findings of the study were discussed based on the hypotheses as follows:

Organizational Justice and University Lecturers' Participation in Co-curricular Activities

The result obtained from the test of hypothesis 1 shows that, there is significant relationship between organizational justice and lecturers' participation in co-curricular activities. This finding is in line with earlier work of Bauer and Liang (2003) and Broh (2002) who found out that, when people perceive that they are treated based on fair procedures (procedural justice) in determining their outcome, they tend to show better performance. The bottom line is that procedural justice has positive relationship with job performance of university lecturers in the area of the study.

Organizational Justice and Lecturers' Involvement in Community Service

The finding of this hypothesis showed that, there is statistically significant relationship between organizational justice and lecturers' involvement in community service. This finding was in agreement with the study by Olisa (2000) and Jibonu (1992) whom in their study on school/community relationship observed that a school cannot teach what it is committed without regard to the wish of the community (the people). This implies that university can have much support, if its pursued values are accepted by the people.

Organizational Justice and Lecturers' Teaching Behaviour

The finding of this hypothesis revealed that, there is a significant positive relationship between organizational justice and university lecturers' teaching behaviour.

This finding suggested that, the best way to improve teacher effectiveness is to provide teachers' (lecturers') with support which involves motivation, professional development and career development. The finding is consistent with Freiberg (2009) who found out in his study that, students would not learn optimally and lecturers would not teach effectively if they perceive unfairness in the teaching learning environment.

Joint Relationship between Organizational Justice and Lecturers' Job Performance

The analysis depicts a significant joint relationship between the predictors, that is lecturers teaching behaviour, involvement in community service and participation in co-curricular activities. This finding is in line with Ajala (1991) who asserted that, the way a person perceives his environment influences the way that a person actually behaves in that environment. The educational implication of this is that, lecturers who perceived equity in their work environment would perform equitably.

Conclusion

The findings of this study have shown that, there is statistically significant relationship between organizational justice and job performance of lecturers in the Federal universities in South-South zone of Nigeria. It has also spotlighted that there is significant relationship between organizational justice and lecturers' job performance variables such as lecturers' teaching behaviour, lecturers' involvement in community service and lecturers' participation in co-curricular activities.

Recommendations

Based on the findings of this research, the following recommendations were made:

1. There should be equitable reward system in the universities to enhance morale and productivity of academic staff.
2. That government and other stakeholders involved in the formulation and implementation of universities education policies should provide adequate office accommodation for the staff to enhance better job performance.

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