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ORGANISATIONAL JUSTICE AND ORGANISATIONAL CITIZENSHIP  
BEHAVIOUR AMONG TUTORS OF COLLEGE OF DISTANCE  
EDUCATION AT THE UNIVERSITY OF CAPE COAST

SAMUEL CYRIL NANADEI OBUOBI

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BY

SAMUEL CYRIL NANADEI OBUOBI

Dissertation submitted to the Department of Management, School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Business Administration degree in Management

OCTOBER 2023

## DECLARATION

### Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date.....

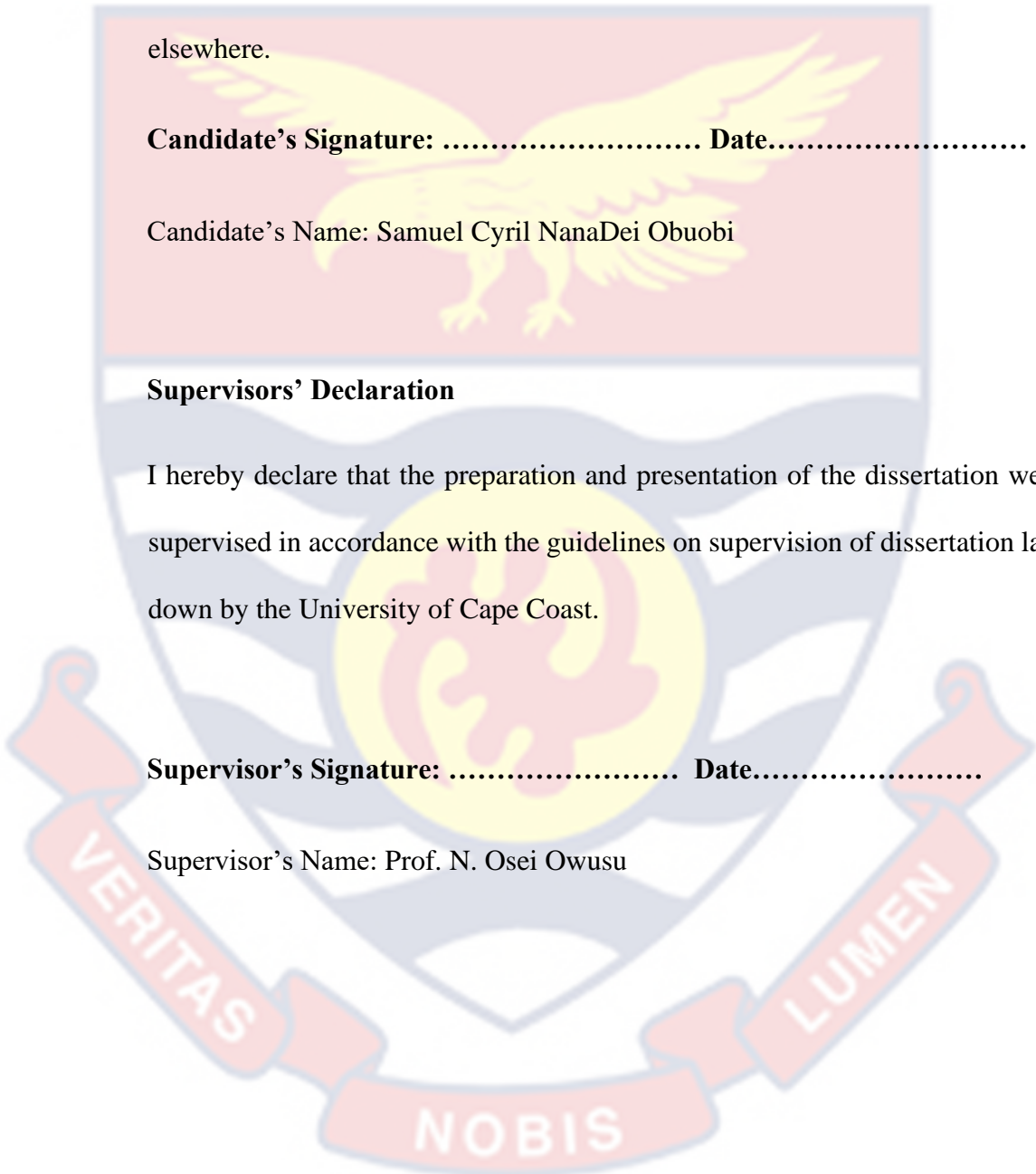
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### Supervisors' Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date.....

Supervisor's Name: Prof. N. Osei Owusu



## ABSTRACT

The study sought to examine the effect of organisational justice on organisational citizenship behaviour among tutors of College of Distance Education at the University of Cape Coast, Ghana. The four specific objectives were to determine the level to which distributive justice, procedural justice, interpersonal justice and informational justice influence citizenship behaviour among course tutors of College of Distance Education (CoDE-UCC). The study employed a quantitative research approach and descriptive survey as the study design. The study was on the views of a sample of 340 tutors from the study area. Also, the researcher adopted a self-administered questionnaire as the main research instrument. The results were analysed using descriptive statistics and inferential data technique with the help of the Statistical Product and Service Solutions (SPSS 26.0 version) software. The study found out that there was a positive and significant relationship between citizenship behaviour and distributive justice, procedural justice, interpersonal justice and informational justice. This implied that the frequent adoption of distributive justice, procedural justice, interpersonal justice and informational justice produced an improved citizenship behaviour at CoDE-UCC. Considering these findings, it was recommended that management of CoDE-UCC focuses on increasing the utilization of organisational justice strategies like distributive justice, procedural justice, interpersonal justice and informational justice to improve citizenship behaviour.

**KEYWORDS**

Organisational Justice

Organisational Citizenship Behaviour

University of Cape Coast



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**DEDICATION**

To my family and friends.





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## LIST OF ACRONYMS

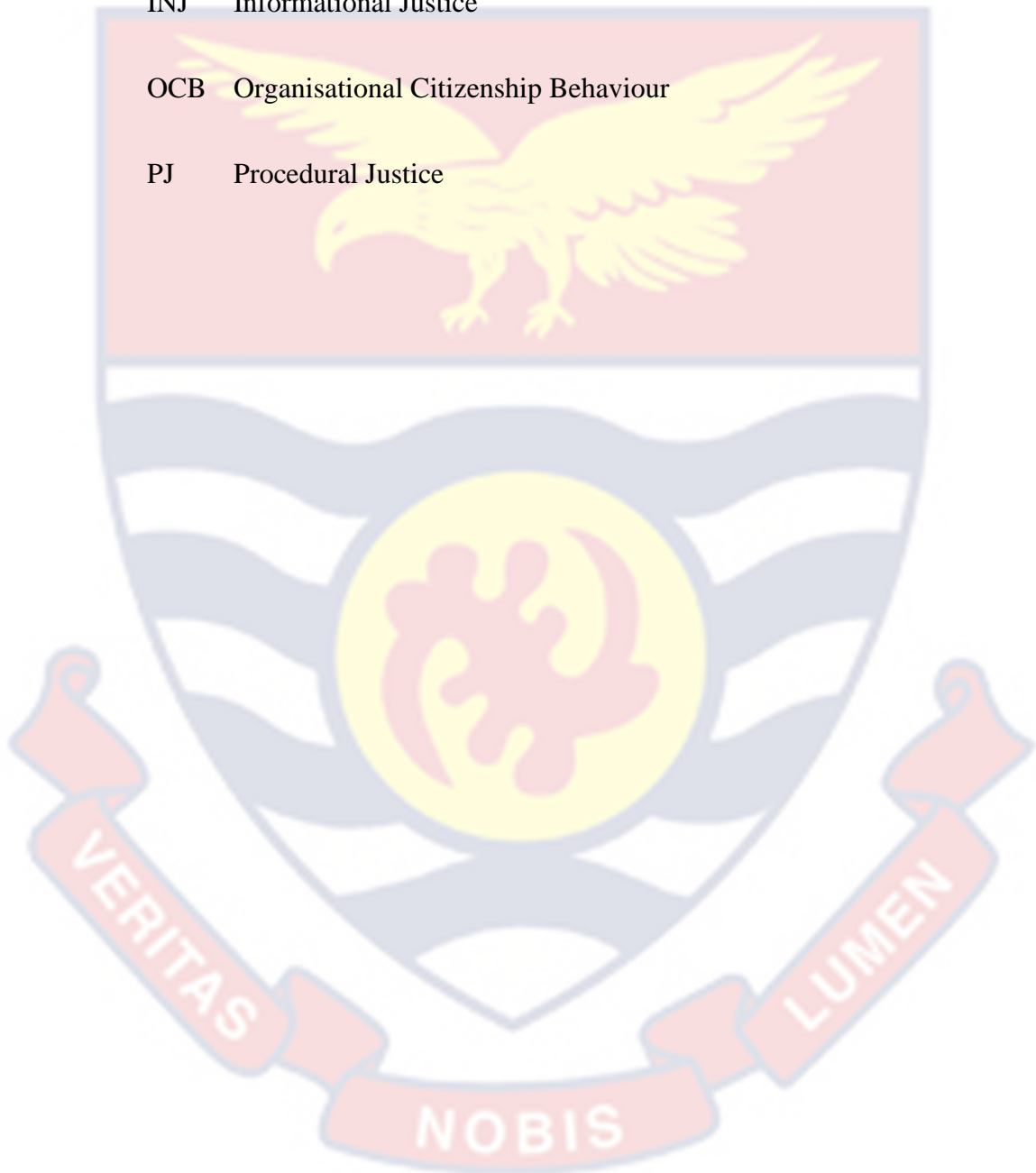
DJ Distributive Justice

IJ Interpersonal Justice

INJ Informational Justice

OCB Organisational Citizenship Behaviour

PJ Procedural Justice



## CHAPTER ONE

### INTRODUCTION

Organisational justice, encompassing distributive, procedural, interpersonal, and informational fairness, examines how employees perceive the fairness of decision-making processes and outcomes within an organisation. In the unique setting of distance education, understanding the dynamics of organisational justice becomes paramount, as it directly influences the motivation and satisfaction levels of tutors who play a pivotal role in students' learning experiences. Investigating these dimensions within the College of Distance Education not only sheds light on the workplace dynamics of educators but also has broader implications for enhancing the effectiveness and quality of distance education programs at the University of Cape Coast. This section presents the overview of the study which includes the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, and organisation of the study.

#### **Background of the Study**

People of all ages frequently express the sentiment 'It's not fair,' emphasizing the significance of fairness in various aspects of life, from children enjoying playtime to students' academic pursuits and adults' professional lives (Yang et al., 2016). Both the Oxford Living Dictionary and Standard English Dictionary equate 'justice' and 'fairness,' considering them synonymous. In our daily interactions, justice and fairness encompass moral integrity, honesty, impartiality, and objectivity. In our contemporary society, justice and fairness

are fundamental concerns, making them interchangeable concepts for the purpose of this research.

Daniel Webster's quote from 1851 in page 300 reads, 'Justice, Sir, is the greatest interest of man on earth,' underscores the vital role of justice in uniting civilized beings and societies. Where justice prevails and is respected, the foundation for social stability, collective happiness, and human progress is laid. This emphasizes the immense importance of justice in all aspects of human life. The term 'organisational justice' refers to how employees perceive the fairness of work procedures, interactions, and outcomes. These perceptions can significantly influence attitudes and behaviors, thereby impacting employee performance and organisational success. Organisational justice predicts various organisational outcomes, including job satisfaction, commitment, trust, productivity, and intention to quit. However, Shekhar et al (2019) assert that perceived organisational justice is a prerequisite for eliciting citizenship behavior from employees.

Organisational citizenship behavior (OCB), first defined by Smith, Organ, and Near (1983), encompasses discretionary actions that extend beyond one's official role, aimed at assisting colleagues or demonstrating conscientiousness and support for the organisation. In today's innovative and dynamic work environment, such behavior has become essential. Research indicates that OCB enhances organisational performance, making it imperative for employers to comprehend the factors influencing this behavior. Organ (1988) refined OCB as discretionary behavior not recognized by formal reward systems, collectively contributing to the organisation's effective functioning. Organisational justice has been identified as a key determinant of OCB.



Understanding the relationship between these elements is crucial for employers, guiding them in creating conducive work environments and motivating and satisfying their employees."

Recognizing fair treatment as a gauge of organisational support, we can assert that organisational justice is a fundamental requirement for citizenship behavior. When organisations treat their employees fairly, they demonstrate a genuine concern for their well-being and success. Individual employees are particularly sensitive to how they are treated and the justifications given during procedural practices, rather than the procedures themselves. When employees perceive fairness in work procedures and outcomes, they become aware of the organisation's intent to treat them equitably. This understanding fosters a sense that the organisation values its employees (Soltani et al., 2014).

Goudarzi and Chegini (2009) revealed that the ability to exhibit organisational citizenship behavior is enhanced when employees experience a sense of organisational justice. Earlier research by Podsakoff and Organ (1986) demonstrated that the perception of fairness plays a crucial role in encouraging citizenship behavior. They further noted that if organisational citizenship behavior is believed to contribute to one's job, negative responses to perceived injustices, such as underpayment, result in decreased organisational citizenship behavior. In essence, negative reactions towards procedures and resource distribution lead to poor citizenship behaviors, low performance, absenteeism, diminished loyalty, and deviant behavior (Yardan et al., 2014).

In educational settings, the attitudes of teachers are paramount as they are the conduits of knowledge delivery. They form the backbone of educational development, directly influencing teaching and learning outcomes. Teachers

have the power to positively or negatively impact instructional delivery excellence and the implementation of educational policies and curriculum. Thus, addressing teachers' concerns and ensuring fair treatment (establishing a perception of justice) within schools, faculties, or departments is an indispensable element that cannot be overlooked.

Teachers are the linchpins in ensuring teaching quality, learning outcomes, and overall quality assurance (Onuoha, 2013). Providing resources to empower them to exhibit extra-role behaviors (citizenship behavior) leads to the collective achievement of strategic goals for every educational institution.

### **Statement of the Problem**

In times of organisational changes, when job descriptions are ambiguous, schools automatically rely on teachers who are willing to bring to bear considerable efforts beyond the official role expectations for a successful change (Reisy et al., 2019; Potwarka et al., 2020). There is an anecdotal shred of evidence that course tutors of CoDE over the years have exhibited high level of commitment by going beyond the duty as modules facilitators which are their core mandate to actually teaching the modules in order to bring the understanding of all to bear (Hennekam et al., 2018).

Some go further to organise free tutorial classes for students, offer mentorship role, career counselling and act as good ambassadors for the College. The concern over the years is what actually motivate course tutors to perform extra roles beside tutorship, thus the study is interested in those efforts that go beyond the prescribed role expectations, namely, organisational citizenship behaviours among tutors of CoDE. Furthermore, organisational behaviour and

organisational fairness perception in assortment of organisational settings have been prolific areas of research (Viotti & Kauppi, 2019).

However, most researchers focused on managerial and business sectors, while the educational institutions were ignored. Meanwhile, teachers' perception of organisational fairness is a key element that shapes their work behaviours. If teachers feel some deficiency of justice or lack of it in their workplace, they turn to counter with such behaviours which not only can harm them, but also result in poor academic performance of students and eventually lead to dreadful conditions in the work environment (Tziner et al., 2021). Therefore, this research seeks to be conducted in an educational context, for that matter higher education, as currently, the education discipline and education system are becoming more market-oriented venture. Moreover, the few research works in educational settings are also limited to full time teachers who are in the conventional school environment. The study is focused on part-time teachers engaged in distance learning environment.

Furthermore, research on organisational justice has predominately been done with respect to employees mostly from Western nations and the United State of America (Supriada et al., 2020). This means that reactions to organisational justice from societies that have economic, social and cultural characteristics that are divergent from those commonly found in Western, European and North America societies may not be the same for generalization. This presupposes that research regarding issues of fairness and workers reactions to organisational justice from diverse contexts especially from Africa and particularly in higher educational institution in Ghana is worth researching.

### **Purpose of the Study**

The main objective of the study is to examine the effect of organisational justice on organisational citizenship behaviour among tutors of College of Distance Education.

### **Objectives of the Study**

To achieve the purpose of the study, four research objectives were stated.

1. To ascertain the effect of distributive justice on citizenship behaviour among course tutors of College of Distance Education (CoDE),
2. To assess the effect of procedural justice on citizenship behaviour among course tutors of College of Distance Education (CoDE),
3. To determine the effect of interpersonal justice on citizenship behaviour of course tutors of CoDE and
4. To examine the effect of informational justice on citizenship behaviour among course tutors of College of Distance Education (CoDE).

### **Research Hypotheses**

The following research hypotheses were formulated in line with the research objective:

1. Distributive justice has a positive influence on citizenship behaviour in among course tutors of College of Distance Education (CoDE)
2. Procedural justice has a positive influence on citizenship behaviour in among course tutors of College of Distance Education (CoDE)
3. Interpersonal justice has a positive influence on citizenship behaviour in among course tutors of College of Distance Education (CoDE)
4. Informational justice has a positive influence on citizenship behaviour in among course tutors of College of Distance Education (CoDE)

### **Significance of the Study**

Organisational justice refers to people's perceptions of fairness in organisations. This concept has received a huge deal of interest by organisational behaviour researchers and human resources management in recent years. The study is conducted to augment the understanding of organisational justice as acknowledged in other organisational behaviour literatures. Despite the numerous volumes of empirical research that has examined organisational justice, most of the previous literature focused mainly on profit-oriented ventures and little on educational institutions. The outcome of this study may add to literature on organisational justice in educational institution and for that matter useful to distance learning management.

Finally, the present study is intended to provide management of College of Distance Education with indebt knowledge on the formations of course tutors' justice perceptions, and with insights into how to manage these formations via using organisational justice perception to instil positive behavioural and attitudinal changes in tutors.

### **Delimitation of the Study**

The study focus was on only course tutors (academic staff) and not other staff of CoDE (non-academic staff). Again, the study focused on the four core dimensions of organisational justice to predicted employee's citizenship behaviour excluding other factors that could influence employee citizenship behaviour. Furthermore, the unit of analysis was the study centres of University of Cape Coast distance education campuses only.

### **Limitation of the Study**

One major challenge faced by the researcher was the fact that the course tutors and coordinators were reluctant to participate in the study. They felt the use of questionnaire was enough rather than taking their personal views which they think could lead to traces. They demanded the exclusion of pictures or videos except audio recordings. The researcher had to give assurance of utmost confidentiality to the respondents in ways not to take record of any visuals was later agreed on as suggested by the respondents.

### **Organisation of the Study**

The study is made up of five chapters. Chapter one looked at the background of the study, statement of the problem, research objectives, research questions and significance of the study, limitations, delimitation of the study and organisation of the study. Chapter two reviewed the literature available on organisational justice strategies, particularly on the organisation. It looked into organisational strategies and their influence on citizenship in the workplace using literature from books and other studies relating to the topic. Chapter three described the methodology that was used in the study; which included the population size, sample size and sampling techniques as well as methods of data collection and data analysis. Chapter four presented the data analysis and the findings based on research questions. Chapter five dealt with an interpretation of the results based on the findings and provided recommendations for further studies to be conducted.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter deals with theoretical and empirical literature on organisational justice and citizenship organisational behaviour. The chapter is divided into two parts. Part one identifies and explains the theoretical models and conceptual orientation on which the study was hinged. The part two is dedicated to related literature on organisational justice and its dimensions as well as the empirical studies on the effect of the organisational justice on the citizenship participation behaviour.

#### Theories Underpinning the Study

Theoretical models are a body of knowledge that seeks to observe, understand and explain concepts (Ojokuku, et al., 2012). A theory is an interrelated set of constructs or variables formed into propositions, or hypotheses that specify the relationship among variables, typically in terms of magnitude or direction (Creswell, 2007). A theory explains why and how the variables are correlated, thereby acting as a link between the variables. Key theories on organisational justice and citizenship behaviour that are relevant to the study variables are reviewed in this sub-section. All these theories are fundamental to the understanding of both concepts and are of great significance to the contribution of workplace behaviour. This study will however, adopt equity theory and social exchange theory as the main theories to support the work.

#### Equity Theory

The foundation of equity theory can be attributed to John Stacey Adams, a research psychologist working in a New York-based company in 1963 (Adams,

1965). According to this theory, employees often compare the outcomes they receive (benefits) and the inputs they contribute (such as effort, qualifications, and experience) with those of others, both inside and outside the organisation. This comparison gives rise to perceptions of internal equity when made within the organisation and external equity when made outside. If an individual perceives fairness in this comparison, a sense of equity is established. However, any perception of inequity can lead to feelings of 'anxiety' or 'distress,' manifesting as resentment if the employee feels under-compensated or guilt if over-compensated.

Furthermore, the theory posits that employees gauge the ratio of their rewards (output) to their contributions to the organisation (inputs) in comparison to their colleagues' ratios. If employees find their ratio to be higher, indicating greater rewards, their perception of justice becomes more favorable. Conversely, if they sense inequity, they attempt to rectify the situation by distorting their inputs, such as reducing their contributions consciously (Cohen, Charash & Spector, 2001).

Adams (1965) emphasized that individuals experiencing inequity distress would strive to restore equity, even if they benefited from the inequity. Consequently, situations where employees receive more or less than what they believe they deserve can lead to dissatisfaction. Adams (1965) identified various inputs, including experience, education, effort, attractiveness, and age, as well as both positively valenced outcomes (such as benefits, pay, and intrinsic job rewards) and negatively valenced outcomes (such as insults, fatigue, poor working conditions, monotony, rudeness, and uncertainty) that can cause inequity distress among employees.



## Social Exchange Theory

The theory of social exchange as first developed by sociologist George Homans is among the dominant theories for the explanation of organisational citizenship behaviour (OCB). It refers to the voluntary give and take of benefits that takes place between parties and OCB is a form of benefit given by individuals in an exchange relationship (Lester et al., 2008). According to Elstad, Christophersen and Turmo (2011), this theory best explains OCB though much research is required in the area. The theory states that workers of an organisation manifest OCB in response to positive deeds and gains from their organisation (Korsgaard et al., 2010). On the contrary, exhibition of OCB will disappear if employees are unable to perceive the possibility of getting something in exchange to their engagements (Shim & Faerman, 2015).

Closely related to theory of social exchange is the theory of reciprocity. Reciprocity can be grouped as expected reciprocity and obligation to reciprocate which are governed by self-interest and others-interest, respectively (Korsgaard et al., 2010). For instance, employees who exhibit OCB within their organisation may receive positive performance results (MacKenzie, Podsakoff & Fetter, 1991). Social exchange and reciprocity theories in general seem to over emphasize the role of give and take relationships in explaining the occurrence of OCB. Social exchange theory explains the employment relationship as a procedure of resource exchange regulated by the norm of reciprocity (Shore & Wayne, 1993; Coyle-Shapiro et al., 2004), including both ongoing pronouncement of benefits and continual re-balancing of obligations and expectations (Morrow & Coyle-Shapiro, 2006). Perceptions formed from the common obligations held by the employee and the employer may be the result

of formal contracts detailed in an employment relationship (agreement) or implied by the expectations which two parties uphold of each other (Herriot et al., 1997); the latter being captured in the concept of psychological contract (Rousseau, 1990, 2001).

The equity theory and the social exchange theory are relevant to this study because employees would reciprocate their employers, based on the degree to which they perceive obligations and other commitment to them fulfilled by their employers (Coyle-Shapiro & Morrow, 2006). As much as the employer meets expectations and honour obligations, the more employees feel satisfied and secure, and subsequently feel indebted to reciprocate. On the contrary, when employees come across unanticipated changes, they perceived that reciprocal relationship may be breached and thus may demand for justice. According to Cropanzano and Mitchell (2005), social exchange theory and the principle of reciprocity are the basis on which interactional justice in the organisation is established. Blau (1964) asserts that employees seek fair, honest, cordial and helpful behaviour from the organisation. Cohen and Spector (2001) contended that based on the norm of reciprocity, employees who perceive fair treatment by authorities are more likely to exhibit positive behaviours by higher levels of commitment to objectives of the organisation.

### **Conceptual Review**

This section represents the various syntheses of literature on how to explain a phenomenon. It maps out the actions required in the course of the study given previous knowledge of other researchers' point of view and his observations about research. This section will cover the concepts of

organisational justice and its dimensions and the concept of citizenship organisational behaviour.

### **Concept of Organisational Justice**

The concept of organisational justice, developed from applied research in organisational settings, focuses on how individuals socially construct incidents of justice and injustice. Justice in organisational justice research is examined through the perceptions of employees in organisations who make judgments about the actions of organisational leaders (Cropanzano & Greenberg, 1997). A leadership act is just in the eyes of employees when they perceive it as just and respond accordingly. Organisational justice, in this sense, is subjective – what might be perceived as just by one person may be perceived as unjust by another.

However, justice is also socially constructed; therefore coherent, longstanding groups (such as employee groups) often develop shared conceptions of what constitutes justice (Bies, 1987; Lind & Tyler, 1988; Tyler & Lind, 1992; Tyler & Smith, 1999). Such group constructions may take on normative qualities over time, in the sense that they develop into group norms, although the norms will be limited to group members, and may conflict with the justice-oriented perceptions of other groups. These differences may result in conflict when two or more groups interact.

Perceptions of organisational justice are contextual. Although certain norms may influence perceptions of justice situations, norms do not necessarily determine or predict how individuals or groups will interpret or respond to situations. Nevertheless, organisational justice research has identified certain patterns of justice-oriented behaviour. Although these patterns should not be

treated as deterministic or prescriptive, they do offer some guidance (formal and informal) to leaders who are interested in developing and maintaining just work environments (Cropanzano & Greenberg, 1997).

Organisational justice research has shed considerable light on how employees respond to perceived fairness or lack of fairness in the workplace. For example, when employees feel unfairly treated their commitment to the organisation falls, their job performance drops, job satisfaction declines, they become much less likely to assist their co-workers (Ambrose, 2002), and they may engage in deviant behaviour in the workplace, including sabotage (Ambrose, Seabright, & Schminke, 2002). Perceptions of justice, then, are important to the effective operation of organisations and are also important to the wellbeing of employees.

### **Dimensions of Organisational Justice**

Over the years, the taxonomy which is very popular among scholars to explain organisational justice is distributive and procedural justice (Folger & Cropanzano 1991). Later, Bies and Moag, (1986) introduced a third dimension in their research on justice, naming it interactional justice. These three have been accepted as distinct from each other despite some correlation among them (Erdogan, 2002). Greenberg (1993) contended that a four-dimension model of justice is better suited as he asserted that interactional justice should further be divided into two separate types of justice: interpersonal justice and informational justice. The dimensions of organisational justice are the scope or the spectacle through which justice perceptions are looked at. These aspects of organisational justice theory are discussed below:

## Distributive Justice

The seeds of organisational justice theory can be traced to Adams (1965) equity theory which helps understand when and why employees might perceive exchanges as fair or unfair and how they might act in response to perceptions of unfairness. From this research rose the first wave of organisational justice research, focused on distributive justice (Blau, 1968). Distributive justice refers to perceptions of equity related to resource distribution, or justice as fair outcomes. During the 1970s, distributive justice research showed that distributive fairness judgments are ubiquitous and influential determinants of satisfaction with conflict resolution and allocation (Lind & Tyler, 1988). The relative distribution of salaries and benefits, merit pay, office space, and budgetary funds are examples of matters that employees often view through a distributive justice lens.

Justice scholars initially focused on people's reactions to the perceived fairness of the decision outcomes they receive, or *distributive justice* (Greenberg, 1982). An important criterion for distributive justice in an organisational setting is equity, which relates to whether employees believe the outcomes (e.g., pay distributions) they have received are in accord with their contributions to the organisation (Adams, 1965). Distributive justice effects on attitudes and behaviours are generally attributed to people's concerns with furthering their self-interests in terms of material (i.e., concrete) gains (Walster, Walster, & Berscheid, 1978). For example, employees may value fair decision outcomes because such outcomes lead to a higher level of pay and other tangible organisational rewards.

Distributive justice helps to justify specific distribution requirements for the basic institutions of society on two underlining principles (Rawls, 1993). The first principle is called the *Principle of Liberty*. This states that everyone has the same inalienable right to a satisfying set of equal basic rights, which is consistent with everyone else's corresponding set of rights. They include civil and political rights, such as voting rights, freedom of speech and religion and the right to equal protection under the law. The second principle is *the Principle of Social and Economic Inequalities*. The second principle consists of two conditions for the kind of social and economic differences that can occur over time. Rawls (1993) often refers to these two conditions as two different principles.

The first condition is *The Principle of Equal Opportunity*. This condition explains that the social and economic disparities that exist must be linked to social positions, that is jobs and careers, which are equally accessible to all with the same ability and willingness to use the abilities. The next condition is the *Difference Principle* which posits that social and economic inequalities are justifiable only if and insofar they benefit the least advantaged members of society. The smallest piece of the social pie must be as large as possible. These principles cannot easily be taken to justify neither economic liberalization policies nor all social democratic policies. Rawls' theory is, in principle, open to allow large or small tax transfers, use of market mechanisms, and means-tested or universal support arrangements. Such choices must depend on the socioeconomic conditions and the impact of economic incentives.

The earliest research in this field suggested that employees perceived resource-allocation decisions as fair only when they were favourable to the individual making the judgment. Thus, only favourable decisions were just

decisions. A distributive perspective of justice reinforces the view that selfinterest drives perceptions of justice. Later research proved this assumption to be erroneous (Cropanzano & Greenberg, 1997; Folger & Cropanzano, 1998, 2001). Outcomes may play only a minor role in perceptions of justice and, in some circumstances, they may be irrelevant. Oftentimes, employees perceived resource-allocation decisions to be just, although they were unfavourable to themselves. Other factors, besides outcomes, must be influencing employees' perceptions of fairness and justice, and among them were the procedures used to make decisions. Organisational justice research subsequently expanded to include perceptions of procedural justice.

### **Procedural Justice**

A line of research initiated by Thibaut and Walker (1975) indicates that people react not only to the perceived fairness of the decision outcomes they receive, but also to the perceived fairness of the formal procedures by which the outcomes are established, or *procedural justice* (Lind & Tyler, 1988). Criteria that have been established for procedural justice include the presence of formal procedures that; ensure decisions are based on accurate information, are applied consistently over time and across people, provide an opportunity to voice one's opinions during decision making, allow for the appeal of bad decisions, suppress personal bias on the part of decision-makers, and ensure that decisions are made in a moral and ethical manner (Barrett-Howard & Tyler, 1986; Greenberg, 1986; Leventhal, 1980; Magner, Johnson, Sobery, & Welker, 2000).

Greenberg (2001), who examined contextual factors influencing perceptions of justice, found, first, that concerns about justice were triggered when people received negative outcomes. Second, the processing of judgments

about fairness was most likely to occur when relationships (such as those between employer and employee) were in a state of flux. Third, when resources were scarce, self-serving perceptions of justice tended to prevail. Fourth, justice concerns were more likely to arise among interactions having different levels of power than among those for whom the balance of power is equal. Thus, hierarchical structures that create superordinate-subordinate relationships inevitably are problematic from a justice perspective.

Leventhal (1980) cited in Folger & Cropanzano (1998) found several criteria for judgments of fair decision making by leaders: consistency (applying standards uniformly over time and across persons), bias suppression (minimizing personal self-interest and narrow preconceptions), accuracy (relying on high-quality information and well-informed opinions), correctability (allowing decisions to be reviewed and revised or reversed), representativeness (taking into account various interests), and ethicality (taking into account prevalent standards of moral conduct). Folger and Cropanzano (1998) extended procedural justice theory by examining how leaders' accounts of their decisions influenced subordinates' perceptions of justice. Although closely connected to procedural justice, the authors thought this new direction sufficiently distinct to warrant a different label and so the interactional justice perspective emerged.

### **Interpersonal Justice**

A few justice studies have expanded beyond decision outcomes and formal decision-making procedures to show that people also react to their perceptions regarding the social sensitivity of the interpersonal treatment they receive from decision-makers (Bies & Moag, 1986; Shapiro & Brett, 2005). Bies and Moag conceived of this latter type of fairness, which they named



*interactional justice*, as a third form of justice (as distinct from distributive and procedural justice). Tyler and Bies (1990), however, included perceptions regarding the social sensitivity of the interpersonal treatment received from decision-makers within the general procedural justice construct.

Notwithstanding Tyler and Bies' viewpoint, several prominent studies (Konovsky & Cropanzano, 1991; Moorman, 1991; Skarlicki & Folger, 1997) have found effects of interactional justice that are separate from those of procedural justice.

Interactional justice, as defined by Folger and Cropanzano (1998) refers to the quality of the interpersonal treatment received by an individual both before and after decisions. The authors make distinctions between two subparts: interpersonal sensitivity (the belief that fair treatment should be civil and respectful); and explanations or social accounts (excuses and justifications) that tell the recipient why something unfortunate or untoward occurred. Folger and Cropanzano emphasize the latter (social accounts) in their work and give little attention to interpersonal sensitivity. This emphasis may explain why Folger and Cropanzano tended to link interactional justice to procedural justice.

Others, such as Bies (1987), Lind and Tyler (1988), and Tyler and Lind (1992) who tended to emphasize relational issues, preferred to treat interactional justice as a distinct category of organisational justice. I will use the term interactional justice to refer to social accounts and will later discuss separately an emergent aspect of organisational justice that is usually called *relational justice*. Justice, from an interactional perspective, then, refers to justifiable accounts for decisions that affect organisational members. Justice is achieved when organisational members perceive that leader have adequately justified their

decisions that the two variables are different in some meaningful ways. The relational perspective is distinguishable from other perspectives of organisational justice because it focuses on the behaviour of groups. Justice, from this perspective, is respect for social identities as constructed by individuals who identify with certain groups.

### **Informational Justice**

Informational justice reflects whether proper justification and truthfulness are practiced while offering explanations (Colquitt, 2001; Greenberg, 1993). Informational justice places emphasis on the level to which employees receive explanations on information given to them by their employers with regards to why certain procedures were used or why certain decisions were taken (Colquitt et al. 2001 and Greenberg (1993). Greenberg (1993) advanced the contention that employers' explanations on information to employees help those affected by the decisions made to understand the reasons for such decisions as it is a way of influencing the receptivity and reactions of employees to procedures.

Informational justice portrays the fairness of information that were provided during the procedures and outcome distributions associated to issues such as truthfulness, specificity, timeliness and the accuracy of the information with which the information was (Conlon, Colquitt, Wesson, Porter, & Ng 2001). Informational justice is seen as having elements that augment people's perceptions of the potency of justification given by organisational representative. These factors give you an idea that simply keeping employees informed creates a perception of fairness (Bies, 2001). Frazier et al. (2010) explained that informational justice focuses on the explanations given to employees about

reasons certain decisions were established. It deals with the quality of communication in respect to decision making that affect individual employees directly.

Informational justice by extension deals with the elements of communication that exist between employers and employees as management of organisations are responsible for the inclusion of employees in communication and seeking their views concerning work related issues. In the words of Bies (2001) and Bies and Moag (1986) it was pointed out that informational justice emerged by adequate and honest communication. This perspective consequently reveals that the ability to provide explicit details on outcomes and decisions can reduce or minimize employee's negative emotions and attitudes from an informational justice perspective. Steensma and Van Milligen (2003) supported this assertion stating that briefing employees on specific details about vital decisions is more likely to lessen the negative influence of employee's attitudes and emotions as well as limit the spread of rumours within organisations.

### **Concept of Organisational Citizenship Behaviour (OCB)**

The term Organisational Citizenship Behaviour (OCB) introduced by Organ and Bateman in 1983 has been refined and strengthened by a number of researchers (Mackenzie, Podsakoff, Bacharach & Paine, 2000; Jahangir, 2004; Khalid & Ali, 2005; Sahafi, Danaee, Haghollahi & Sarlak 2013) in diverse sectors of the economy. In an organisational set up, Organ and Ryan (1995) emphasize that organisational citizenship behaviour is an exceptional type of work behaviour, and is defined as behaviour that is beneficial to the organisation and are optional, not directly or explicitly acknowledged by the formal reward system. It is discretionary in nature as behaviour that is not enforceable by any

rules and regulations required by the employer, but are rather a matter of employee preference where its omission is not punishable. OCB also known as extra role behaviour (ERB) is seen as pro-social behaviour, including helping others, innovating, volunteering and lack of undesirable behaviour. Van Dyne et al. (1995) proposed the wider construct of "extra-role behaviour" (ERB), defined as "behaviour which benefits the organisation and or is intended to benefit the organisation, which is discretionary and which goes beyond existing role expectations.

In measuring OCB, Dimensions of OCB are the various fundamental frameworks of measures that operationalize the behaviour element that characterize an exhibit of OCB. The concept of OCB had seen many changes that led to many typologies and classifications (Mohammad et al., 2011). LePine et al. (2002) noted that the writings on OCB and its dimensions are so complex and that may be the reason why scholars emphasized the centrality of understanding the nature of the construct. Then, OCB was conceptualized with two dimensions: altruism and generalized compliance (LePine et al., 2002; Smith et al., 1983). In addition, taking where the OCB is directed to, it is categorized into two as OCB-Individual and OCB-Organisational (Williams & Anderson, 1991). Keeping the same approach, in an educational setting, OCB is viewed as three-dimensional concept involving helping students, colleagues and the organisation at large (Neves et al., 2014; Somech & Drachy-Zahavy, 2000).

Later on, Zang et al. (2011) introduced four-dimensional OCB based on degree of voluntariness. These include altruistic OCB, responsible OCB, instrumental OCB and compulsory OCB which are based on individual

personality, reciprocity, self-interest and stress, respectively. These dimensions fall along a continuum depending on their level of voluntariness and each has its own unique consequences to individuals and the organisation (Zang et al., 2011). According to Yahannes (2016) taking its resemblance to Organ's (1988) dominant classification the nature of educational institutions and what is expected of teachers a recent OCB taxonomy and more comprehensive seven dimension classification of OCB that emerged from a meta-analysis of more than 200 studies by Podsakoff et al., (2000) is taken as a recommended dimension employed in the study as follows; Helping Behaviour or altruism, Sportsmanship, Organisational Loyalty, Organisational Compliance, Individual Initiative, Civic Virtue and Self-development.

### **Relationship between Organisational Justice and Citizenship Organisational Behaviour**

Organ (1990) in his research examined why perceptions about fairness can be correlated and linked to organisational citizenship behaviours. He pointed that the attention of employees on anything unfair happening in the workplace will possibly change their OCB. Hence, Organ precisely observed that in formation of OCBs, perceptions about fairness plays a significant role. This is because the model is connected with the organisational output and variables such as loyalty, organisational climate, organisational citizenship, motivation, job satisfaction, absenteeism, and productivity (Suliman, A., & Al Kathairi, M., 2013).

Mathumbu and Dodd, N. (2013) stressed that there are some preconditions and premises of organisational citizenship behaviours. The

primary condition is the perceptions of the employees about the decision and practices of the organisation (Aryee et al., 2002). These perceptions place the trust of the workers into motion and then solidify their citizenship behaviours. So, then the more the justice perception of employees means more positive state of mind. Further works of Shipton et al. (2007) also supported the assertion that the positive state of the mind accelerates the possibility of staging certain organisational citizenship behaviours. It also presupposes that the psychological conditions and humour of employees are most important factors determining the relations between organisational citizenship behaviours and organisational justice perceptions. In the studies of Organ, it was stated that, employees behave positively whenever they perceive just practices (Asgari et al., 2008; Giap et al., 2005).

Organisational justice is about the organisational behaviour. The assessment of the employees by their supervisors and their perceptions toward its fairness determine their organisational behaviours. Morman's theory found that fair attitudes of managers are more important than the just evaluations about the general procedures and that employees perceiving fair practices of managers provide more organisational citizenship behaviours than when they perceive unfair practices. The perception of distributive and procedural justice can help improve the organisational citizenship behaviour among the employees who will feel the organisation is more supportive and sensitive to their plight.

Employees' desire for citizenship behaviours tend to reduce anytime they sense unfair practices since such behaviour goes out of their formal roles and frequently emphasized cognitive factor which stimulates the organisational citizenship behaviour is the justice perception of employees (Ince & Gül, 2011).

The loyalty level of employees to the organisation will increase if their justice perception is positive and this will increase performance as well as the efficiency of the organisation. The negative organisational justice perceptions reduce the loyalty and performance along with negative behaviours towards their coworkers and managers. Employees form up attitudes through their perceptions and transform these attitudes into practices.

An individual perceiving the organisational justice gives up organisational citizenship behaviour because of the belief that he or she can be deprived of the formal rewards as the result of his formal job description (Ince, M., & Gül, 2011). The unenthusiastic emotions of employees toward procedural justice and distributive justice will give rise to absenteeism, low loyalty and citizenship behaviours, low performance, deviance, (Abu Elanain, 2010). The foundation of Organ's opinion that perceptions of fairness are related to OCB can be traced from his reinterpretation of the relationship between job satisfaction and organisational citizenship. He suggested that the relationship between OCB and job satisfaction may be better understood and expressed as one reflecting a relationship between perceptions of fairness and OCB.

Considering a review of the life satisfaction literature and a review of current job satisfaction measures, Organ realized that the cognitive constituent of job satisfaction that seems to be related to OCB most probably reflects the influence of perceptions of fairness. When perceptions of fairness and job satisfaction are measured together, perceptions of fairness to the more degree will explain the more variance in OCB (Organ 1990). In other words, he suggested that perceptions of fairness would be related to OCB more than job

satisfaction when both are measured, given two reasons why fairness could predict citizenship.

First, Adams equity theory that suggests, conditions of unfairness will breed tension within an individual in which he or she will try to resolve. Organ proposed that showing citizenship behaviours could be measured as an input for one's equity ratio, hence any rise or fall of one's level of OCB could be attributed to inequity. Organ argued further that changing the level of OCB could be a strategy of choice because OCB is discretionary and lies outside of formal role description. Therefore, it will be safer for a change in OCB as a result of responding to inequity than trying to change behaviour in line with formal role requirements which is not subject to personal control.

The second response to why perceptions of fairness may perhaps be related to OCB originates from Blau's (1964) definition of the distinction between economic and social exchange in employee organisation relationship. In economic exchange, the employee obligations are well defined and both parties are confident that each partner will perform the said obligations. It requires a formal contract or a verbally negotiated arrangement which spells the duration of the relationship. Social exchange on the other hand focuses on reciprocal interdependence. It focuses on interpersonal connections, whereby an action by one party leads to a response by another. In this practice, a reciprocal exchange is understood as one that does not include explicit bargaining.

Organ (1990) asserted that fairness perceptions can manipulate OCB by prompting an individual to describe his or her relationship with the organisation as one of social exchange. And since, social exchange exists outside strict contracts; the exchange tends toward ambiguity, allowing for discretionary and



other pro-social acts by the employee. The ambiguity nature of the social exchange system frees the individual to contribute in discretionary manner without thinking that this will be compliance to exploitation. For that reason, if employees consider themselves in conditions of social exchange, they may be more likely to exhibit OCB.

### **Empirical study of Organisational Justice and Organisational Citizenship Behaviour**

There are many previous studies that have examined the concepts of organisational justice perception and organisational citizenship behaviour. For instance, Tasdan and Yılmaz (2008) did a quantitative study on the relationship between organisational justice and citizenship behaviour in four hundred and twenty-four (424) state primary school teachers into the capital of Turkey, Ankara. The purpose of the study was to determine the organisational citizenship behaviour of Turkish primary school teachers and their organisational justice perceptions, and to examine the relationship between the two. It was established that teachers at Turkish primary schools had a moderately positive perception about organisational citizenship. The study concluded that there is a moderate positive relationship between organisational justice and organisational citizenship and further suggested that the more positive the organisational citizenship perception, the more positive the organisational justice perception will be. This result goes in conformity with previous literatures which suggest organisational justice perception has significant effects on the display of organisational citizenship thus; a positive organisational justice perception may increase positive citizenship behaviour.

Nwibere (2014) conducted a study to examine the relationship between organisational justice and OCB with two hundred and forty-five (245) academic and non-academic staff in the Niger Delta region of Nigeria. A quasiexperimental research design and spearman rank order correlation coefficient and multiple regression models for data analysis were employed for the study. The final result showed a significantly positive relationship between organisational justice and OCB. More specifically, organisational justice was revealed to have a significant and positive influence on the measures of the six OCB dimensions (altruism, sportsmanship, conscientiousness, courtesy, civic virtue) in some selected universities in Nigeria.

Again, Oge, Emmanuel, Mmaduabuchi and Anene (2014), also did a similar study on organisational justice perception and organisational citizenship behaviour among some three (3) private universities located within the southeast part of Nigeria. A total of hundred and twenty (120) academic staff were involved in the study and the aim was to explore the relationship between organisational justice and organisational citizenship behaviour among academic staff of some 3 selected universities. The data analyses were done using Pearson Correlation Coefficient and the results showed that there is a significantly positive relationship between the organisational justice and the organisational citizenship behaviour.

A survey by Rauf (2014) also confirmed this in her study conducted in the eastern region of Sri Lanka with a stratified random sample of two hundred and thirty (230) school teachers. The researcher adopted a quantitative approach and a Pearson Correlation Coefficient was used for its data analysis. The result showed a positive moderately significant relationship between teachers'

perceptions of distributive justice, procedural justice, interactional justice and organisational citizenship behaviour. Similar study by Awang and Ahmad (2015) was conducted among three hundred and sixty-three (363) academic staff in Malaysian polytechnic and it was purposed to investigate the relationship between organisational justice and organisational citizenship behaviour (OCB). The researchers deployed the use of descriptive statistics and regression analysis in analysing the data and the result proved that there is indeed a relationship between organisational justice and OCB. However, distributive and interactional justice dimension of organisational justice showed a significant relationship with organisational citizenship.

In the health sector, a study conducted by Demirkiran, Taskaya and Dinc (2016) also looked at the relationship between organisational justice and citizenship behaviour among one hundred and fifty-one (151) health workers who serve in Turkey Public Hospital. The quantitative study was done so as to determine the relationship between organisational justice and organisational citizenship behaviour using correlation research design. Findings of the study discovered that the general perception of organisational justice of health workers were high. According to the findings, interpersonal justice dimension and procedural justice dimension had the highest and lowest scores respectively. The results of the correlation analysis also showed a positive and significant relationships existing between the dimensions of organisational justice perception and organisational citizenship behaviour.

Tahseen and Akhtar (2016) conducted a survey on “Impact of Organisational Justice on Citizenship Behaviour: Mediating Role of Faculty Trust”. The study was aimed at exploring the mediating role of faculty trust and

its relationship with teachers' citizenship behaviour and organisational justice in university teacher-education faculties in the Punjab province of Pakistan. The researcher's approach was quantitative in nature and data were collected through survey instruments, and then assessed through mediation analysis. It was discovered through their results that the effect of organisational justice on organisational citizenship behaviour was significantly mediated through faculty trust. This judgment implies that positive perception of organisational justice strengthens faculty trust, and this trust further stimulates teachers' citizenship behaviour. It also signifies the value of justice in an educational organisation.

Another work by İnce and Gül (2011) in their attempt to analyse the effect of organisational justice perception and OCB, deployed a correlation and regression analysis to analyse the data collected from eighty-three (83) employees who work for Provincial Directorate of Land Registry and Cadastre, Provincial Directorate of National Education and Provincial Governorship Services of Karaman, Turkey. The regression analysis showed a positive relationship between procedural justice and organisational citizenship behaviour among the employees of provincial directorate of land registry and cadastre. It also revealed a positive relationship among the four of six organisational citizenship behaviour dimensions and the distributive justice perception while the only citizenship behaviour which is positively affected by interactional justice perception is taking care of the job. So, the researchers concluded that, distributive justice is the most deterministic justice perception on organisational justice. The only two citizenship dimensions which have no relationship with distributive justice perception is chivalry and helpfulness component.

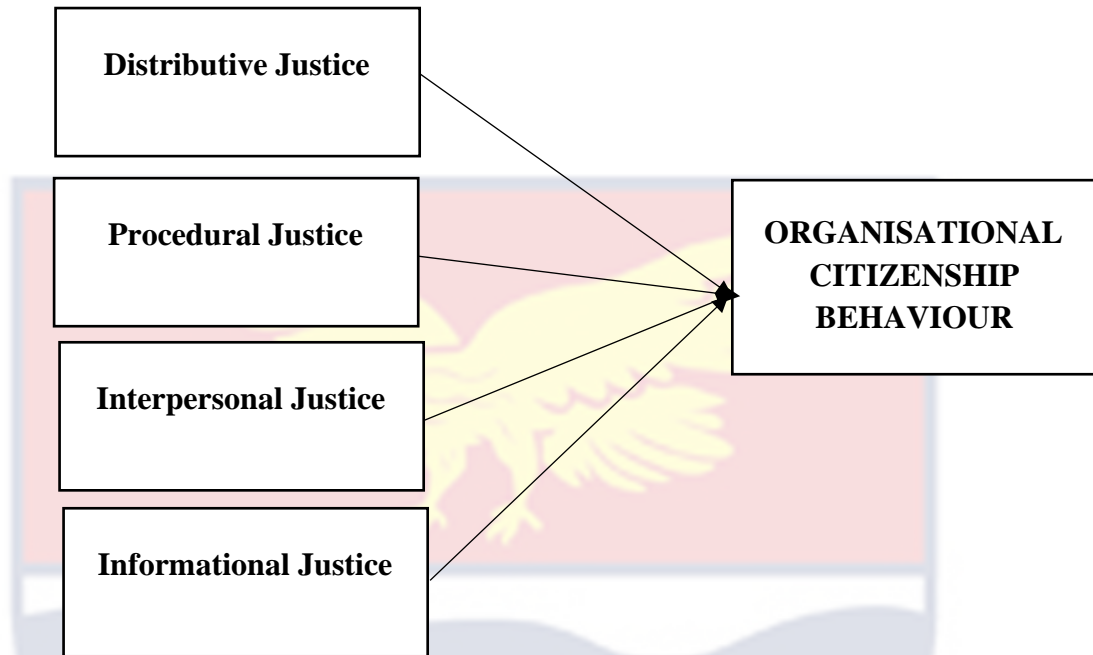
In Nigeria, another study by Ucho and Atime (2013) investigated on the impact of distributive justice and age on organisational citizenship behaviours. It was conducted among some two hundred and sixteen (216) non-teaching staff of Benue State University from seven departments and units with the use of questionnaire. The results supported that there is a significant relationship between distributive justice and civic virtue, altruism, sportsmanship and conscientiousness dimensions of citizenship behaviour revealed by literature. However, there was no significant relationship between age and civic virtue, altruism, sportsmanship and conscientiousness.

Mathur and Padmakumari (2013) conducted a study in India, with the aim of finding out if a certain belief of justice affects extra role behaviours more than the others among seventy-two (72) store executives of a single retail chain in Bangalore. Their quantitative analysis proved that there exists a positive relationship between interactional justice, procedural justice, distributive justice and organisational citizenship behaviour.

### **Conceptual Framework**

The conceptual framework of this study is based on four independent variables namely: Distributive justice, Procedural justice, Interpersonal justice and Informational justice with the citizenship organisational behaviour as the dependent variable. From the below conceptual frame, organisational justice can influence citizenship organisational behaviour either positively or negatively in the context of this study. The variables to be considered in association with the organisational justice dimensions are Distributive justice, Procedural justice, Interpersonal justice and Informational justice. The influence of the independent variables on the dependent variable is illustrated in figure 1 below.

## Dependent Variable



*Figure 1:* Conceptual Framework

Source: Field Survey (2022)

From above figure, the independent variable of the study is organisational justice perception represented by four justice dimensions namely; distributive justice, procedural justice, interpersonal justice, and informational justice. These constructs together measure the organisational justice perception as a four-factor model. Distributive justice perception is formed when there is fairness in equity, equality and need. In the case of distributive justice, employees may perceive their employment outcomes (salary, salary increment, promotion and benefits) as either fair or unfair by comparing their outcomes with others. This comparison will subsequently inform employees to gain consciousness as to whether they are treated fairly or unfairly. This conviction influences their attitude towards the organisation.

Procedural justice perception exists where there is pre-decisional voice of employees, consistency in practice and standard ethics or morality. Procedural justice is associated with attitudinal reactions of employees towards the organisation, for instance, if employees perceive procedural fairness, they are less likely to demonstrate counterproductive behaviours even when rewards do not meet their expectations. On the other hand, if employees perceive the procedures to be unfair, they are more likely to exhibit counterproductive behaviours (Skarlicki, Folger & Tesluk, 2014). Fair interpersonal treatment in employment situations is premised on the concepts of respect, dignity and courtesy. Courtesy and dignity are established through the absence of harmful statements and unsuitable questions whereas respect is shown through the act of genuineness devoid of any deferential treatment. This interpersonal justice dimension is believed to have significant consequences on people's emotions and affections.

Interpersonal justice perceptions can therefore influence employees' attitudes toward their work. Informational justice perception is characterised by justification, implication and honesty of the information individuals receive from organisational representatives on why certain decisions were made or why outcomes were shared in a certain manner and the reason for procedures used in implementing the decisions or outcomes. Employees feel valued by the organisation when an organisational representative takes the time to explain to them the rationale behind a decision and how the decision outcome will affect them. This feeling enhances employee's positive attitude towards the organisation. The dependent variable is organisational citizenship behaviour measured through unidimensional variable.

## Chapter Summary

This chapter discussed the literature on the topic under study. In addressing the issue, the theories underpinning the study were first discussed.

This was followed by the explanations of concepts and later the empirical analytical literature on organisational justice and citizenship organisational behaviour. Thus, the chapter is indirectly divided into two parts. Part one identified and explained the theoretical models and conceptual orientation on which the study was hinged. Finally, the last section focused on empirical literature on the relationship between organisational justice and citizenship organisational behaviour with a conceptual framework within the context and scope of the study also discussed.





## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter deals with the methodological approach which is used for the study. It covers the research design, the background of the study area, the population, the sampling procedure, the data collection instruments, the data collection procedures, the data processing and analysis and as well provides a summary of the chapter.

#### Research Approach

According to Saunders et al. (2016), there are three approaches to research; (a) qualitative, (b) quantitative, and (c) mixed methods. Sekaran and Bougie (2016) postulated that the epistemological underpinning of a quantitative motif holds that there exist definable and quantifiable social facts. The study will, therefore, employ the quantitative research approach based on the nature of the study purpose under consideration, specific objectives. Creswell (2014) asserted that quantitative approach deals with explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

#### Research Design

The study adopted a descriptive survey research design in investigating the influence of employee empowerment on employee performance from the perspective of the employee. This is because the researcher intends to describe logical data and information of a CODE, factually and accurately and attempted to discover the influence of the variables with each other (Kumar, 2019). A

descriptive survey research design allowed the researcher to study the elements in their natural form without making any alterations to them. The design also allowed the researcher to come up with descriptive statistics that assisted in explaining the variables of OCB. Further, the use of this design helped in the assessment of employee's view of how OJ should be done to effectively influence their output and OCB to measure these magnitudes in other companies (Kotler, Koshy & Jha, 2013).

### **Study Area**

The study conducted at the College of Distance Education (CoDE) within the University of Cape Coast (UCC) highlighted the institution's unique approach to distance education. Established in 1997, CoDE has been a leading provider of quality distance education in Ghana. Unlike many other distance learning programs, CoDE has traditionally relied on face-to-face interactions facilitated by mentors and tutors rather than incorporating computer technology. These dedicated tutors have played a vital role in ensuring the success of the distance education program, fostering interactions between instructors, students, and resource centers nationwide. The College started with print-based delivery methods and has maintained consistency in teaching and assessment standards between conventional and distance learning systems. Currently, CoDE offers a variety of diploma, bachelor's, and master's degree programs in education and business, operating through 84 learning centers across the country. Despite the growing trend of incorporating technology in distance education, CoDE's emphasis on personal interactions has been a distinctive feature, aligning with its mission to provide comprehensive, liberal, and professional education while fostering creativity, innovation, and moral responsibility among its learners.

The study's significance is underscored by the evolving landscape of distance education in Ghana. Distance learning has become a prevalent educational alternative, prompting universities to adapt to the competitive environment. The research emphasizes the importance of face-to-face interaction in distance education, aligning with contemporary trends that advocate for a blend of computer technology and personal engagement to ensure educational quality. While many institutions worldwide are embracing online learning, CoDE's model, rooted in human touch, provides valuable insights into achieving educational excellence. The study's location within CoDEUCC is pivotal, offering a unique perspective on the challenges and successes of a distance education program that relies on traditional teaching methods amidst the increasing prevalence of technology-enhanced learning environments.

### **Population**

Population according to Leedy and Ormrod (2010) is the target group about which the researcher is interested in gaining information and drawing conclusions. Generally due to various constraints, researchers are mostly not interested in the entire population but in a target population which have characteristics that can stand as the entire population. A target population is defined by Rubin and Babbie (2001) as a specified build-up of study elements which encompasses all subjects of interest in the entire population. The entire study population of the study consist of all course tutors engaged by College of Distance Education, University of Cape of Coast for its distance programme totalling (3,061) for (both postgraduate and undergraduate programmes) within 83 study centres across the country while the targeted population is all (2,941) course tutors and coordinators who teaches undergraduate courses in both

diploma and degree courses in the distance programme (HR, CODE-UCC, 2020).

The justification for selecting undergraduate course tutors as the target population was because they form the majority of the tutors who have been teaching since the inception of the distance programme and have seen a lot of changes that has transform the institution from being a centre of continuous education (CCE) to a College of Distance Education (CoDE). Again only 10 study centres out of the 83 run postgraduate programmes whiles the diploma and bachelor degree programmes are ran in all study centres.

### **Sample and Sampling Procedure**

From the point of Israel (2016), there are several approaches that can be used in determining the sample size. In the context of this study, a census shall be used because of the relatively small number of population size. Drawing a sample from the target population is more practical and economical to work with since the cost involved and data collection is faster than measuring the entire population. However, there could be a possible selection bias as argued by Salganik (2004) if the sample is not a true representative of the population.

Polit and Beck (2010) advised that quantitative researchers should select the largest sample that can stand as representative of the target population. On the estimated population of 2,941 course tutors, a representative of 338 was drawn for the study. This number was obtained from Krejcie and Morgan (1970) computation table for sample size determination. This figure was approximated to 340 to obtain a round figure and therefore 340 course tutors were targeted for questionnaire administration.

### **Data Collection Instrument**

The study utilized a structured questionnaire as the primary data collection method, drawing on established research methodologies. Questionnaires, defined as formal sets of questions designed to obtain information from respondents, were chosen due to their widespread use in research and their ability to measure crucial business-related issues. The questionnaire included closed-ended questions, employing various formats such as checklists, Likert scales, dichotomous questions, and multiple-choice questions. Closed-ended questions necessitated respondents to select responses from predefined options, simplifying data analysis. The decision to use questionnaires was supported by previous research, indicating that they are the most effective method for obtaining reliable information from a large population.

A 4-point Likert scale was employed in this study to gauge respondents' opinions, attitudes, and behaviors. This scale allowed participants to indicate their level of agreement with statements, providing a nuanced understanding of their perspectives. The questionnaire was organized into three sections: demographic data, dimensions of organisational justice (including distributive, procedural, interpersonal, and informational justice indicators), and organisational citizenship behavior indicators. Each section was aligned with the study's specific objectives, ensuring a comprehensive exploration of the research questions. The structured questionnaire's detailed design and utilization of established scales provided a robust foundation for the study's data collection process.

### **Validity and Reliability**

In order to ensure content validity of the instrument, the study ensured proper definition measuring items, scale scrutiny by experts and scale pretesting.

These were in line with the principles of McDaniel and Gates (1996). Reliability and validity are two key components to be considered when evaluating a particular instrument. The level of the reliability of an instrument is measured by Cronbach's Alpha value (Saunders & Lewis, 2012). As posited by Pallant (2016), Cronbach's alpha coefficient for variables is generated to validate the reliability of the instrument. Pallant (ibid) also indicates that scales with a Cronbach's alpha coefficient of 0.70 and above are considered reliable. However, studies such as Boohene, Agyapong and Asomaning (2012) support coefficient of 0.5. The results of the pre-test were used to assess the reliability of the instrument. The result is presented in Table 1.

**Table 1: Questionnaire Items and Their Reliability Coefficients**

Variable	Questionnaire Items	Cronbach's Alpha
Distributive Justice	6	0.703
Procedural Justice	6	0.609
Interpersonal Justice	5	0.690
Informational Justice	3	0.608
Organisational	10	0.701
Citizenship Behaviour		

Source: Field survey (2022)

Table 1 provided the values of Cronbach's alpha for all the variables. It appears from the table that the values of Cronbach's alpha ranged between 0.601 and 0.607. These values are all well above the minimum value of 0.50. In this case, based on the criteria of Boohene, Agyapong and Asomaning (2012), it can be concluded that all the items of measurement showed a high level of reliability and have an acceptable level of reliability.

### **Data Collection Procedure**

A copy of introductory letter was obtained from the department which was sent together with the questionnaires to the study area. The questionnaires were distributed to the tutors at CoDE-UCC. The researcher administered the questionnaire individually to all respondents of the study. This was to ensure that all questionnaires issued to the respondents were received. On the average, the questionnaires were distributed and collected within four weeks. Out of 340 questionnaires administered, all were collected, giving a response rate of 100%.

### **Data Processing and Analysis**

Data processing operations was carried out including data editing, cleaning and classification. Descriptive statistics were used for the analysis of the collected data which included parameters such as measures of central tendencies and the measure of dispersion. Inferential data analysis techniques such as correlation analysis and regression analysis were be used to analyse the collected data. The Product-Moment Correlation Coefficient were used to examine the influence of Distributive justice, Procedural justice, Interpersonal justice and Informational justice on citizenship organisational behaviour and citizenship organisational behaviour and regression analysis were used to ascertain the number of variations in the citizenship organisational behaviour which can be associated with changes in the degree of the influence of Distributive justice, Procedural justice, Interpersonal justice and Informational justice on the citizenship organisational behaviour. Other tests that were done were an analysis of variance (ANOVA), and t-test will be undertaken.

Linear regression was used to ascertain the influence of Distributive justice, Procedural justice, Interpersonal justice and Informational justice on

citizenship organisational behaviour. The model treated citizenship organisational behaviour as the dependent variable while independent variables are dimensions of the influence of Distributive justice, Procedural justice, Interpersonal justice and Informational justice on citizenship organisational behaviour. A regression equation describes how the mean value of a response variable relates to specific values of the predictor variable (Kessler et al., 2004). The study will use regression analysis to test the statistical significance of the independent variables on the dependent variables. The regression equation were used to analyse the relationship between variables under study was expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$
 Where; Y

= Citizenship Organisational Behaviour  $\beta_0$  = the constant or the coefficient of intercept

X1 = Distributive justice

X2 = Procedural justice

X3 = Interpersonal justice

X4 = Informational justice  $\varepsilon$  = Error term  $\beta_1 \dots \beta_4$  = Corresponding coefficients for the respective independent variables

The correlation was used to describe the degree of relationship between the dependent and independent variable, in this case, the influence of Distributive justice, Procedural justice, Interpersonal justice and Informational justice on citizenship organisational behaviour. The results will be presented using tables. The quantitative data collected was organized in accordance with the research questions. The data analysis and presentation of findings will be carried out using the Statistical Package for Social Sciences (SPSS) Version 26.



The responses will be received from the respondents and then initially tabulated according to four Likert-Scale (options) contained in the questionnaire. These scales were 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree.

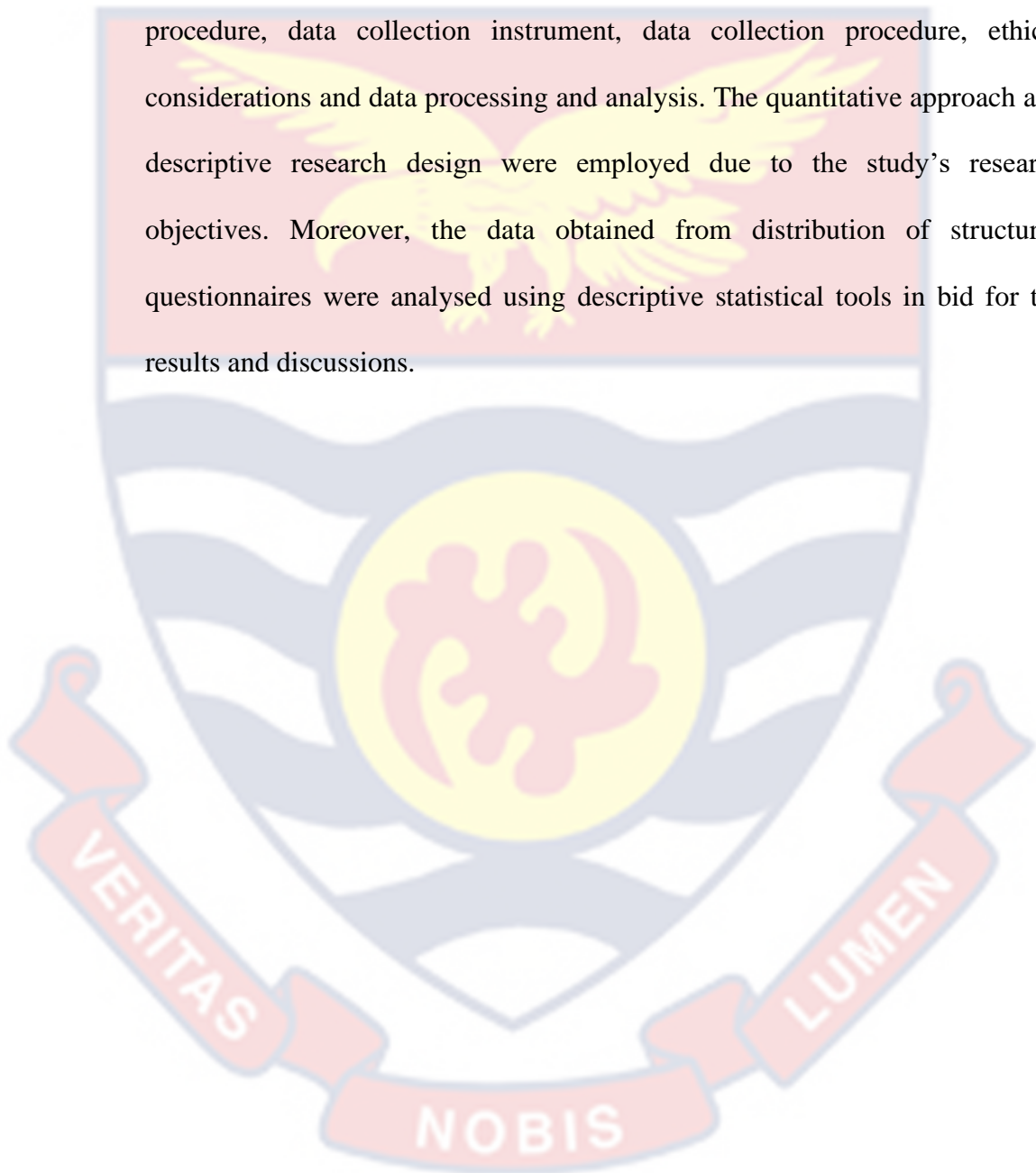
### **Ethical Considerations**

A study by Patten and Newhart (2017) as cited in Bless and HigsonSmith (2000) revealed major ethical issues that need to be considered in every research. According to them, these major ethical issues include voluntary participation, right to privacy, anonymity and confidentiality of information. As such, all efforts were geared towards ensuring that all these ethical issues were attended to. For instance, with voluntary participations, every respondent was allowed to participate in the data collection exercise on his or her own free will. Also, the possible issues of right to privacy was realised by allowing respondents to answer the questionnaires on their own and unclear questions were appropriately attended to through their own convenient medium.

Further, the issue of anonymity was attended to by restricting respondents from providing their detailed information about themselves on the questionnaire in relation to names, contact numbers and personal addresses. Respondents were also assured that none of their identities would be leaked to the public domain nor used for purposes other than this study. Finally, the study ensured confidentiality of information by assuring respondents that all information provided would be kept confidential. They were also assured that, none of the information neither provided would be used against them nor found in the public domain. In summary, the study ensured that all major ethical issues were appropriately addressed.

## Chapter Summary

This chapter dealt extensively with the research methods employed to achieve the purpose of the study. The chapter generally discussed key elements such as research approach, research design, population, study area, sampling procedure, data collection instrument, data collection procedure, ethical considerations and data processing and analysis. The quantitative approach and descriptive research design were employed due to the study's research objectives. Moreover, the data obtained from distribution of structured questionnaires were analysed using descriptive statistical tools in bid for the results and discussions.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter provides the findings and discussions which reflect on the specific objectives as outlined in Chapter one. The first section provides the demographic profile of the respondents. The second section of the chapter presents the results of the descriptive and inferential (correlation) statistics in accordance with the specific objectives of the study. Finally, a detailed discussion is provided for each finding.

#### Socio-Demographic Characteristics of Respondents

The demographic characteristics of respondents were in relation to gender, age, range, marital status, level of education and course tutorship status. Table 2 presents the demographic statistics on the frequencies and percentages of responses to gender. The results obtained are shown in Table 2.

**Table 2: Background Information of Respondents**

Variable	Frequency	Percentage (%)
<b>Gender</b>		
Male	247	72.6
Female	93	27.4
<b>Age</b>		
Less than 30 years	29	8.5
31-40 years	149	43.8
41-50 years	136	40.0
51 years and above	26	7.6
<b>Marital Status</b>		
Married	262	77.1
Single	76	22.4

Others	2	0.6
<b>Level of Education</b>		
Bachelor's Degree	139	40.9
Master's Degree	199	58.6
PhD	2	0.6
<b>Tutorship Status</b>		
Tutor	162	47.6
Senior Tutor	178	52.4
<b>Total</b>	<b>340</b>	<b>100</b>

Source: Field Survey (2022)

Table 2 illustrates that most respondents were male, representing 72.6% whilst the remaining 27.4% were female. This therefore suggests the tutorship profession may be dominated by male tutors at CoDE. Regarding the age range of the tutors at CoDE, it was discovered that most of them were in the 31-40 age category (43.8%). 40.0% of the respondents were in 41-50 age category. Again, the remaining 8.5% and 7.6% were in the age ranges of less than 30 years and 51-60 years respectively

On the marital status of the tutors that were surveyed, it was discovered that 77.1% were married, 22.4% were single whilst the remaining 0.6% were in the category. The level of education of the respondents also showed that most of the respondents had master's degree (58.6%). 40.9% of the tutors had bachelor's degree whilst 0.6% had PhD. Regarding the tutorship status, it was found that most of them were senior tutors (52.4%) whilst 47.6% tutors. It is evidentially clear that CoDE actually employs the services of highly educated tutors for the running of the various programmes at its disposal. This is a good managerial approach to handling higher education in Ghana.

### The Findings of the Main Study Objectives

This section presents results and analysis based on the four key questions of this study. Both descriptive and inferential statistics are used in analysing the data.

#### **Objective One: To examine the influence of distributive justice on organisational citizenship behaviour among course tutors at CoDE-UCC**

The first research objective sought to ascertain the extent to which Distributive justice as an organisational justice dimension influences organisational citizenship behaviour. In this study, respondents were presented with six statements that depicted some of the activities under Distributive justice. The results were transformed and regressed against organisational citizenship behaviour level. The summary of the model of Distributive justice on organisational citizenship behaviour is presented in Table 3.

**Table 3: Model Summary of Distributive justice on Organisational Citizenship Behaviour**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.664 <sup>a</sup>	.442	.436	.420

a. Predictors: (Constant), DISTRIBUTIVE JUSTICE

Source: Field Survey (2022)

The results from Table 2 show two values of concern, the R- Correlation Coefficient and the R-Square Coefficient of Determination. The coefficient of Determination indicates the relationship between the Independent and the Dependent variable. It is the proportion of variation in the dependent (Organisational Citizenship Behaviour) variable explained by the regression

model. An R Square value of .442 indicates that about 44.2% of the variation in the Organisational Citizenship Behaviour of staffs CoDE-UCC is accounted for by Distributive justice as an organisational justice dimension; the remaining variation in organisational citizenship behaviour may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R-value of 0.664 indicates a large relationship between Distributive justice and Organisational Citizenship Behaviour.

Cohen (1992) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient;  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  large. The results indicate a significant positive relationship between Organisational Citizenship Behaviour and Distributive justice as an organisational justice dimension. Table 3 assess the statistical significance of the regression model.

**Table 4: ANOVA<sup>a</sup>**

	Model	Sum of squares	df	Mean Square	F	Sig.
1	Regression	13.682	1	13.682	77.472	.000 <sup>b</sup>
	Residual	17.308	98	.177		
	Total	30.990	99			

a. Dependent Variable: ORGANISATIONAL CITIZENSHIP BEHAVIOUR

b. Predictors: (Constant), DISTRIBUTIVE JUSTICE

Source: Field Survey (2022)

The results of the ANOVA form Table 3 indicate a statistically significant figure of  $p=.000$ , as held up by Fidell, Tabachnick, Mestre & Fidell (2013), a significant level of less than or equal to  $.05$  is necessary for social science research. If such a condition is met, then the independent variable does a good

job explaining the variation in the dependent variable. In this analysis, the  $\rho$ -value is well below .05 ( $\rho = .000$ ). Therefore, it can be concluded that the R and R<sup>2</sup> Between Distributive justice and Organisational Citizenship Behaviour is significant and therefore Distributive justice can significantly influence Organisational Citizenship Behaviour. However, the ANOVA fails to indicate the extent of the effect. Table 4 indicates the magnitude of the impact of Distributive justice on the staff organisational citizenship behaviour at CoDEUCC.

**Table 5: Coefficients<sup>a</sup> of Distributive justice on Organisational Citizenship Behaviour**

Model	Unstandardized Coefficients		T	Sig.
	B	Std. Error		
1 (Constant)	.394	.131	3.000	.003
			TRAINING	.740
			Beta	.084
				.664
				8.802
				.000

a. Dependent Variable: ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Source: Field Survey (2022)

The table in the SPSS output labelled coefficients (table 4) provide information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The significant value  $p= 0.003$  is less than 0.05 for the constant and the significant value  $p= 0.000$  is less than 0.05 for the independent variable. Pallant (2013) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can, therefore, be concluded that Distributive justice has a significant impact on Organisational Citizenship Behaviour. The table further shows a Beta of .664 which according

to Fidell, Tabachnick, Mestre & Fidell (2013) indicates a strong impact of the independent variable on the dependent.

The implication of these results is that with Distributive justice as a factor for organisational justice significantly improves the Organisational Citizenship Behaviour of staff at CoDE-UCC. The findings of this study confirm and are supported by loads of findings with respect to studies conducted in terms of Distributive justice and Organisational Citizenship Behaviour. Spector (2018) found that Distributive justice is an important determinant of increased organisational citizenship behaviour of employee (Herzberg, 2017). The job environment, in the new research, was found to be better determinant of job satisfactions by the scholars (Reiner & Zhao, 2016; Carlan, 2017; Ellickson & Logsdon, 2016; Forsyth & Copes, 2018).

Moreover, variation exists in terms of distributive justice, incentives, recognition and fringe benefits for the employees (Lavy, 2017). It was found that distributive justice is positively affect the citizenship behaviour of employees in an organisation (Guest, 2014). Silla et al. (2015) and Ceylan, (2016) concluded that the distributive justice has effect on the satisfaction of employees, hence increasing the citizenship behaviour of employees within a given organisation. These include comfortable proper work and effective allocation of tools and resources, etc. Ting (2015) and Locke and Kochan (2017) studied that the work itself has positively correlated with the satisfaction of employee. Robbins et al. (2018) refer to the work itself as “the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results”. Jobs



matched with the competencies and that are mentally stimulating are liked by the employees (Robbins, 2019).

Brenner (2019) asserted that the ability of employees within an organisation to share knowledge throughout the system depends on the conditions of their work. Some employees tend to be more productive in a well facilitated job environment. More so, the quality of comfort variable from job environment determines the level of satisfaction and productivity of workers.

Worker's productivity cannot be optimal, if the conditions of work environment are not favourable. Thus, improved distributive justice enhances employee's citizenship behaviour. The study indicated a positive relationship between distributive justice and citizenship behaviour meaning that an effective Distributive justice can lead to increased Organisational Citizenship Behaviour of tutors at CoDE-UCC.

**Objective Two: To Assess the Influence of Procedural justice on the tutors Organisational Citizenship Behaviour at CoDE-UCC**

The second objective of the study was to establish the extent to which Procedural justice an organisational justice dimension influences Organisational Citizenship Behaviour of tutors at CoDE-UCC. The study measured the independent variable Procedural justice using the Likert scale of 1-4, 1 being - Strongly Disagree, 2 being Disagree, 3 being Agree, 4 being Strongly Agree. The purpose was to establish whether Procedural justice an organisational justice dimension influences organisational citizenship behaviour in the organisation. Data was collected on the various activities under Procedural justice in the organisation. Respondents were presented with six Procedural justice statements. The results were transformed and regressed against organisational

citizenship behaviour level. The summary of the model of Procedural justice on organisational citizenship behaviour is presented in Table 6.

**Table 6: Model Summary of Procedural justice on Organisational Citizenship Behaviour**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Square
1	.643 <sup>a</sup>	.414	.408		.431

a. Predictors: (Constant), PROCEDURAL JUSTICE

Source: Field Survey (2022)

The result from Table 5 shows the R- Correlation Coefficient and the R Square-Coefficient of Determination. The R Square value of .414 indicates that about 41.4% of the variation in the tutors' citizenship behaviour of CoDE-UCC is accounted for by Procedural justice, the remaining variation in citizenship behaviour may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R-value of 0.643 indicates a large relationship between Procedural justice and citizenship behaviour. The results indicate a positive relationship between the tutors' citizenship behaviour of CoDE-UCC and Procedural justice. Table 6 assess the statistical significance of the regression model.

**Table 7: ANOVA<sup>a</sup>**

	Model	Sum of squares	df	Mean Square	F	Sig.
1	Regression	12.821	1	12.821	69.155	.000 <sup>b</sup>
	Residual	18.169	98	.185		
	Total	30.990	99			

a. Dependent Variable: PROCEDURAL JUSTICE

b. Predictors: (Constant), ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Source: Field Survey (2022)

The results of the ANOVA form Table 6 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. In this analysis, the  $p$ -value is well below .05 ( $p = .000$ ). Therefore, it can be concluded that the  $R$  and  $R^2$  between Procedural Justice and the Organisational Citizenship Behaviour is significant. However, the ANOVA fails to indicate the extent of the effect. Table 7 indicates the magnitude of the impact of Organisational Citizenship Behaviour of tutors at CoDE-UCC.

**Table 8: Coefficients<sup>a</sup> of Procedural Justice on Organisational Citizenship Behaviour**

Model	Unstandardized Coefficients		Standardized T	Sig.
	B	Std. Error	Beta	
1 (Constant)	.472	.130	3.637	.000
PROCEDURAL JUSTICE	.738	.089	.643	.000

a. Dependent Variable: ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Source: Field Survey (2022)

The table in the SPSS output labelled coefficients (table 7) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The significant value  $p = 0.000$  is less than 0.05 for both the independent variable and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can, therefore, be concluded Procedural justice an organisational justice dimension has a significant impact on the tutors' citizenship behaviour CoDE-UCC. The table further shows a Beta of .643 which indicates a strong impact of the independent variable on the dependent.

The second research objective was to establish the extent to which Procedural justice as an organisational justice dimension influences organisational citizenship behaviour in CoDE-UCC. The use of Procedural justice assistance as a dimension in providing organisational justice is supported by CoDE-UCC tutors. The respondents of the study believe the degree to which tutors perceive processes in Procedural justice helps improve the citizenship behaviour of the tutors in CoDE-UCC.

This confirms study findings according to Sofijanova & ZabijakinChatleska (2013) explores the relationship between Procedural justice and problem-solving and citizenship behaviour in the Republic of Macedonia. The study found that effective use of Procedural justice was positively related to perceived citizenship behaviour. More precisely, Procedural justice and procedural programs, and the use of self-managing teams had a direct and

statistically significant correlation to the managerial perception of the organisational performance.

In addition, Wainaina, Iravo & Waititu (2017) investigated the effect of Procedural justice on tutors' citizenship behaviour in the private and public universities. The study found out that Procedural justice significantly influences university academic staffs' citizenship behaviour. Finally, Kubaison, Gachunga and Odhiambo (2019) explored the degree to which direct Procedural justice practices in the organisation contribute to organisational citizenship behaviour. Findings indicated a strong relationship between Procedural justice and citizenship behaviour of state corporations. Thus, improved Procedural justice activities enhances citizenship behaviour. The study indicated a positive relationship between staff's Procedural justice and citizenship behaviour meaning that an effective Procedural justice can lead to increased citizenship behaviour at CoDE-UCC.

**Objective Three: Determine the extent to which interpersonal justice as an organisational justice dimension influences organisational citizenship behaviour**

The last research objective sought to determine the extent to which Interpersonal justice an organisational justice dimension influences organisational citizenship behaviour. Respondents were to determine the extent to which these Interpersonal justice activities were observed at CoDE-UCC. The results were transformed and regressed against the tutors' citizenship behaviour level. The summary of the model of Interpersonal justice on the citizenship behaviour is presented in Table 9.

**Table 9: Model Summary of Interpersonal justice on Organisational Citizenship Behaviour**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 <sup>a</sup>	.480	.475	.405

a. Predictors: (Constant), INTERPERSONAL JUSTICE

Source: Field Survey (2022)

From Table 9 indicate an R Square value of .480 which showed that about 48.0% of the variation in the tutors' citizenship behaviour of CoDE-UCC is accounted for by Interpersonal justice as a citizenship behaviour dimension, the remaining variation in tutors' citizenship behaviour may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R-value of 0.693 indicates a large relationship between Interpersonal justice and citizenship behaviour. Cohen (1988) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient;  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  large. The results indicate a significant positive relationship between organisational citizenship behaviour and Interpersonal justice. Table 9 assess the statistical significance of the regression model.

**Table 10: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.888	1	14.888	90.614	.000 <sup>b</sup>
	Residual	16.102	98	.164		
	Total	30.990	99			

a. Dependent Variable: INTERPERSONAL JUSTICE

b. Predictors: (Constant), ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Source: Field Survey (2022)

The results of the ANOVA form Table 10 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to  $.05$  is necessary for social science research. In this analysis, the  $p$ -value is well below  $.05$  ( $p = .000$ ). The table shows whether the model is statistically significant in interpreting the tutors' citizenship behaviour of CoDE-UCC. Therefore, it can be concluded that the  $R$  and  $R^2$  between Interpersonal justice and the tutors' citizenship behaviour of CoDE-UCC are significant. Table 10 indicates the magnitude of the impact of Interpersonal justice on the tutors' citizenship behaviour of CoDE-UCC.

**Table 11: Coefficients<sup>a</sup> of Interpersonal justice on Organisational Citizenship Behaviour**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.572	.105		5.467	.000
INTERPERSONAL JUSTICE	.570	.060	.693	9.519	.000

a. Dependent Variable: ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Source: Field Survey (2022)

From Table 10, the significant value  $p = 0.000$  is less than  $0.05$  for both the independent variable (Interpersonal justice) and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can, therefore, be concluded that Interpersonal justice an organisational justice dimension has a significant impact on citizenship behaviour. The results further indicate a Beta of  $.693$  which is statistically significant since  $p = 0.000$  and less than  $0.05$ . The results show that without Interpersonal justice, supporting tutors in the organisation will be difficult. It is proper rewards systems that facilitate support systems created in the organisation which eventually impact positively on the tutors' citizenship behaviour of CoDE-UCC.

The third research objective was to establish the extent to which Interpersonal justice as an organisational justice dimension has on organisational citizenship behaviour. The use of an efficient Interpersonal justice system as a dimension in providing organisational justice for employees is supported by most of the tutors at CoDE-UCC. The respondents of the study believe the role



of a proper Interpersonal justice scheme in the organisation makes tutors work with high enthusiasm which increases the citizenship behaviour level of the tutors. This agrees with studies by Collins and Raubolt (2019) examined the association between Interpersonal justice and citizenship behaviour in a largescale distance learning system. The study revealed Interpersonal justice as a dimension of organisational justice improved the citizenship behaviour of tutors in the organisation.

Similarly, Divya, Pujar and Sangeetha (2019) researched on the relationship between Interpersonal justice and its impact on citizenship behaviour in IT industry. Qualitative research was employed to explore the factors of Interpersonal justice on citizenship behaviour in the selected IT companies. Data was collected from the employees working to measure the relationship between the three factors towards citizenship behaviour. Empirical evidence from the study showed that among organisational justice factors Interpersonal justice contributes more towards enhancing the citizenship behaviour of individuals. Hence, IT Industry should focus on giving freedom to their employees to perform their task properly. This would enable them to utilize their skills and ability and space should be provided for the employees to complete their, task on their own

Obi-Nwosu, Joe-Akuune and Oguegbe (2020) conducted research on job characteristics as predictors of organisational justice and organisational citizenship behaviour among private sector workers in Anambra State. The finding showed that Interpersonal justice improved the citizenship behaviour of employees and hence predicted the organisational commitment. The study strongly suggests that Interpersonal justice is a predictor of employees'

commitment and performance. Gokham (2021) conducted a researched on an integrative model of Interpersonal justice, job satisfaction, employee performance, organisational commitment and organisational citizenship behaviour. Findings revealed that procedural justice and Interpersonal justice were positively associated with citizenship behaviour which positively affected the organisational commitment. Thus, Interpersonal justice as a dimension of organisational justice dimension influences tutors' citizenship behaviour in CoDE-UCC.

**Objective Four: Effects of informational justice as an organisational justice dimension influences organisational citizenship behaviour**

The last research objective sought to examine the effect of informational justice on the organisational citizenship behaviour of CoDE-UCC tutors. Informational justice in this study includes recognition of respect, justification and honesty. Respondents were to indicate the extent to which these informational justice issues were observed at CoDE-UCC. The results were transformed and regressed against organisational citizenship behaviour level. The summary of the model of Informational justice on organisational citizenship behaviour is presented in Table 12.

**Table 12: Model Summary of Informational justice on Organisational Citizenship Behaviour**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.451 <sup>a</sup>	.203	.196	.59761

a. Predictors: (Constant), INFORMATIONAL JUSTICE

Source: Field Survey (2022)

From Table 12 indicate an R Square value of .203 which showed that about 20.3% of the variation in the citizenship behaviour of tutors at CoDE-UCC is accounted for by Informational justice practices, the remaining variation in citizenship behaviour may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R value of 0.451 indicates a medium relationship between Informational justice and citizenship behaviour. Cohen (1988) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient;  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  large. The results indicate a significant positive relationship between organisational citizenship behaviour and Informational justice. Table 12 assess the statistical significance of the regression model.

**Table 13: ANOVA<sup>a</sup>**

	Model	Sum of Df	Mean F	Sig.	Squares	Square
1	Regression	11.186	1	11.186	31.322	.000 <sup>b</sup>
	Residual	43.929	123	.357		
	Total	55.115	124			

a. Dependent Variable: ORGANISATIONAL CITIZENSHIP BEHAVIOUR

b. Predictors: (Constant), INFORMATIONAL JUSTICE

Source: Field Survey (2022)

The results of the ANOVA form Table 13 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick and Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. In this analysis, the  $p$ -value is well below .05 ( $p = .000$ ). The table shows whether the model is statistically significant in interpreting organisational citizenship behaviour among tutors at CoDE-UCC. Therefore, it can be concluded that the R and R<sup>2</sup> between Informational justice and organisational citizenship behaviour is significant. Table 12 indicates the magnitude of the impact of Informational justice of the organisational citizenship behaviour of tutors at CoDE-UCC.

**Table 14: Coefficients<sup>a</sup> of Informational justice on Organisational Citizenship Behaviour**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.606	.261		6.146	.000
	Informational justice	.434	.078	.451	5.597	.000

*a. Dependent Variable: ORGANISATIONAL CITIZENSHIP BEHAVIOUR*

Source: Field Survey (2022)

From Table 12, the significant value  $p = 0.000$  is less than  $0.05$  for both the independent variable (Informational justice) and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can therefore be concluded that Informational justice has a significant impact on organisational citizenship behaviour. The results further indicate a Beta of  $.451$  which is statistically significant since  $p = 0.000$  and less than  $.05$ . The results show that without communication and interaction, people in an organisation would be isolated having nothing to do with one another. It is Informational justice that facilitates this interaction that eventually impact positively on organisational citizenship behaviour.

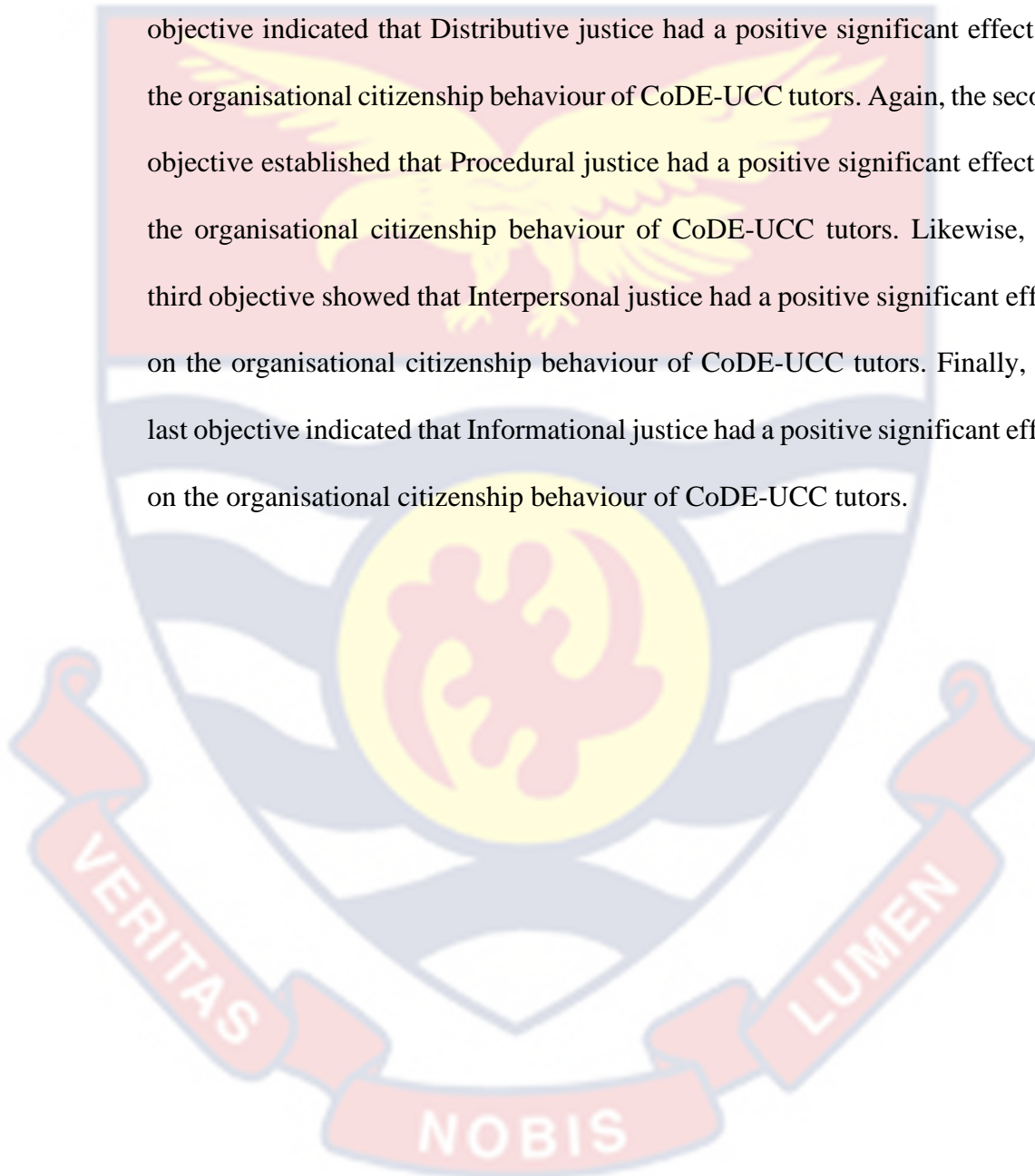
The findings with respect to Informational justice is supported by other empirical researches carried in line with this objective. Atambo and Momanyi (2016) found that downward Informational justice is appreciated by KPLC thus information is timely, enhancing citizenship behaviour. The research concluded that effective Informational justice can enhance citizenship behaviour. Also,

Nwata, Umoh and Amah (2016) in their study Informational justice and citizenship behaviour in Selected Banks in Port Harcourt concluded that there was a significant effect of the dimensions of internal informational justice (downward communication and upward communication) on the measures of citizenship behaviour (employee efficiency and employees' effectiveness). Based on the results, it is therefore concluded that internal informational justice was strongly associated with citizenship behaviour.

Again, the results of this study are supported by the findings of Femi (2019) who researched on the impact of informational justice on workers' citizenship behaviour in selected organisations in Lagos state, Nigeria. The study examined the significant relationship between informational justice and workers' citizenship behaviour in some selected organisations in Lagos State, Nigeria. The result of the study revealed that a relationship exists between effective informational justice and workers' citizenship behaviour, productivity and commitment. Finally, Shonubi and Akintaro (2016) studied the Impact of Effective informational justice on Organisational Citizenship Behaviour. The study concluded that there was a positive significant relationship between internal informational justice and citizenship behaviour. Akbar and Jahanzaib (2012) also noted that workers need to know and coordinate their work activities: but if message is not well transmitted to them or they do not interact with one another they cannot comprehend the assignment which leads to confusion and to the job not being done or not completed well. Hence, poor information justice reduces tutors' citizenship behaviour.

## Chapter Summary

The chapter has provided an analysis of the data with respect to the key objectives of the study. The chapter began with a provision of key descriptive characteristics to understand the nature of the respondents of this study. The first objective indicated that Distributive justice had a positive significant effect on the organisational citizenship behaviour of CoDE-UCC tutors. Again, the second objective established that Procedural justice had a positive significant effect on the organisational citizenship behaviour of CoDE-UCC tutors. Likewise, the third objective showed that Interpersonal justice had a positive significant effect on the organisational citizenship behaviour of CoDE-UCC tutors. Finally, the last objective indicated that Informational justice had a positive significant effect on the organisational citizenship behaviour of CoDE-UCC tutors.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter presents a summary of the findings that emerged from the study and data analysis. It draws conclusions and makes recommendations on how best they can sustain and promote organisational justice in order to increase tutors' citizenship behaviour of CoDE-UCC. Finally, the suggestion for future research is also made.

#### Summary of the Study

The purpose of this study was to determine the effect of organisational justice on organisational citizenship behaviour among tutors of College of Distance Education at the University of Cape Coast. There were four specific objectives, which the study aimed to achieve.

The study was based on the views of 340 tutors, which was the response rate from the study area. A self-administered questionnaire was the main research instrument. The questionnaire contained several questions (items) and was subdivided into subscales. The maximum and minimum score for each question ranged from 4 to 1 where 4 stands for Strongly Agreed, 3 is Agreed, 2 is Disagreed and 1, Strongly Disagreed.

#### Key Findings

The results from the survey were analysed with the help of the Statistical Package for the Social Sciences (SPSS 26.0 version) software. The major findings have been summarized as follows. The first research objective sought to ascertain the extent to which Distributive justice as an organisational justice dimension influences citizenship behaviour of CoDE-UCC. The results of the



regression analysis indicated that there is a significant and strong positive relationship between Distributive justice and Citizenship behaviour. The results showed a coefficient of determination of  $R = 0.664$  portraying a large relationship between Distributive justice as an organisational justice dimension and Citizenship behaviour. The significant value showed  $p = 0.003$  for the constant and  $p = 0.000$  for independent variable showed a significant impact on the dependent variable as per Pallant (2013) criterion.

The second objective of the study was to establish the extent to which procedural justice influences citizenship behaviour of CoDE-UCC tutors. With this, a regression analysis was ran to determine the effect, the extent as well as the significance of the effect of Procedural justice on the citizenship behaviour of the organisation. The R-value of 0.643 per the regression analysis indicated a strong positive effect of Procedural justice on citizenship behaviour. This was followed by assessing the statistical significance of the regression model. The  $p$ -value was found to be well below .05 ( $p = .000$ ); followed by a Beta of .643 showing a strong impact of the independent variable on the dependent. On the bases of the analysis, it can be said that Procedural justice had a strong and significant impact on the citizenship behaviour at CoDEUCC.

Also, the third research objective sought to determine the extent to which interpersonal justice influences citizenship behaviour of CoDE-UCC. The study found out that there was a large relationship between interpersonal justice and citizenship behaviour (R-value of 0.693). The researcher further examined the significant level as well as the magnitude of the impact. The ANOVA indicated a statistically significant figure of  $p = .000$  which is  $< 0.05$  and a Beta of .693 providing a justification that the impact of interpersonal justice on citizenship

behaviour is significant. It can, therefore, be concluded that interpersonal justice has a positive and significant impact on the citizenship behaviour of CoDE-UCC.

Finally, the last objective sought to determine the extent to which informational justice dimension influences citizenship behaviour of CoDE-UCC. The study found out that there was a large relationship between informational justice and citizenship behaviour (R-value of 0.451). The researcher further examined the significant level as well as the magnitude of the impact. The ANOVA indicated a statistically significant figure of  $p=.000$  which is  $<0.05$  and a Beta of .451 providing a justification that the impact of informational justice on citizenship behaviour is significant. It can, therefore, be concluded that informational justice has a positive and significant impact on the citizenship behaviour of CoDE-UCC.

### **Conclusions**

The aim of this study was to determine the influence of organisational justice on the citizenship behaviour of CoDE-UCC as an organisation. Organisational justice dimensions were put into distributive justice, procedural justice, interpersonal justice and informational justice. The first research objective was to ascertain the extent to which Distributive justice as an organisational justice dimension influences citizenship behaviour of CoDEUCC. The findings led to the conclusion that there was a positive and significant relationship between citizenship behaviour and Distributive justice as an organisational justice dimension. This implied that the higher the organisation adopted Distributive justice as an organisational justice dimension, the more the citizenship behaviour increased. It was also concluded that the most effective

form of Distributive justice as an organisational justice dimension helps improve the general citizenship behaviour of tutors.

The second objective of the study was to establish the extent to which procedural justice an organisational justice dimension influences citizenship behaviour of CoDE-UCC. Based on the findings, it can be concluded that there was a positive and significant relationship between procedural justice and citizenship behaviour. The results further led to a conclusion that procedural justice have been used as organisational justice strategy in CoDE-UCC much time and has proved to be an effective organisational justice strategy in CoDEUCC. Effective Procedural justice strategy is associated with improved citizenship behaviour and lower costs in CoDE-UCC.

The third objective of the study was to determine the extent to which interpersonal justice an organisational justice dimension influences citizenship behaviour of CoDE-UCC. Results led to the conclusion that there was a strong positive and significant relationship between interpersonal justice as an organisational justice strategy and citizenship behaviour. It was also concluded that since CoDE-UCC has an effective interpersonal justice channel in place, it had a direct influence on the level of citizenship behaviour at CoDE-UCC. This implied that the frequent adoption of interpersonal justice produced an improved citizenship behaviour at CoDE-UCC.

. The last research objective was to ascertain the extent to which Informational justice as an organisational justice dimension influences citizenship behaviour of CoDE-UCC. The findings led to the conclusion that there was a positive and significant relationship between citizenship behaviour and Informational justice as an organisational justice dimension. This implied

that the higher the organisation adopted Informational justice as an organisational justice dimension, the more the citizenship behaviour increased. It was also concluded that the most effective form of Informational justice as an organisational justice dimension helps improve the general citizenship behaviour of tutors.

### **Recommendation**

The findings of the study confirm the key role of organisational justice strategies in improving and maintaining effectiveness in an organisation. It is recommended that the management of CoDE-UCC focuses on increasing the utilization of organisational justice strategies like distributive justice, procedural justice, interpersonal justice and informational justice to increase citizenship behaviour. distributive justice, procedural justice, interpersonal justice and informational justice are effective organisational justice strategies, which speeds up the job performance. It is therefore recommended that management of CoDE-UCC should encourage the use of distributive justice, procedural justice, interpersonal justice and informational justice as forms of organisational justice strategy. The size of the support should be more than adequate to guarantee success. Sensitivity to a potential decrease in productivity makes it easy to apply different organisational justice strategies within the organisation. The overall impact is improved citizenship behaviour because employee morale is high and hence increase performance.

### **Suggestions for Further Research**

This study was based on quantitative analysis, as a result, the tutors were not able to describe the situation and explain in detail the reasons behind the answers that were given. In view of this soon, the mixed method (that is, both

qualitative and quantitative) methods should be used. This will help the study results to reach as both methods will complement each other's weaknesses. This study was carried out in only one public educational institution in Ghana. Further studies can also engage in a comparative study across public and private schools in Ghana to assess the impact organisational justice strategies have on citizenship behaviour. Again, subsequent researchers can explore more variables to measure the impact as this study made use of only four organisational justice variables; distributive justice, procedural justice, interpersonal justice and informational justice.



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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

DEPARTMENT OF BUSINESS STUDIES

Telephone: 03321 32440/32444 Ext. 219/220

Direct: 03321 37870

Telegrams: University, Cape Coast

Telex: 2552, UCC, GH.

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA



Dear Sir/Madam,

**INTRODUCTORY LETTER FOR SAMUEL CYRIL NANADEI  
OBUOBI**

The bearer of this letter, Samuel Cyril NanaDei OBUOBI is an MBA (Management) final year student of the Department of Management, School of Business, University of Cape Coast. He is writing his dissertation on “Organisational Justice and Organisational Citizenship Behaviour Among Tutors of College of Distance Education at the University of Cape Coast”.

We would be grateful if you could assist his with the filling of the questionnaires and any other information that he may need to complete his work.

We appreciate your co-operation.

Yours faithfully,

*Signed*

**HEAD**

**APPENDIX B: QUESTIONNAIRE**  
**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF DISTANCE EDUCATION**  
**DEPARTMENT OF BUSINESS STUDIES**

Dear Sir/Madam,

You have been randomly selected as a respondent in the above field survey which is being undertaken as part of an educational research in partial fulfilment of the award of the Master of Business Administration (Management) in the University of Cape Coast. Your cooperation in filling this questionnaire will ensure the success of the study. Please feel free in answering all the questions. The responses will be for academic purposes only and will be treated with utmost confidentiality.

Thank you

**SECTION A: SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS**

To answer a question tick [] on the space provided where necessary

1. **Gender:** Male [] Female []
2. **Age:** Underneath 30 [] 31-40 [] 41-50 [] 51-60 []
3. **Marital Status:** Married [] Single [] Others [specify].....
4. **Level of Education:** Diploma [] Bachelor's Degree []  
Master's Degree [] PhD [] Others (specify).....
5. **Tutorship Status:** Tutor [] Senior Tutor []

**SECTION B**

Organisational justice refers to tutors' perception on whether they are treated fairly by their employers. Please indicate your level of agreement with each of the following statement by ticking only one option in the appropriate box:

**Key:** SA=Strongly Agree, A=Agree D=Disagree, SD=Strongly Disagree

Where 4 = **Strongly Agree**, 3 = **Agree**, 2 = **Disagree**, 1 = **Strongly Disagree**

**DISTRIBUTIVE JUSTICE**

Items	4	3	2	1
1. The benefits I receive is appropriate/in line with my responsibilities				
2. The benefits I receive reflect what I need or expect				
3. The benefits I receive is justified, given my performance				
4. The benefits I receive reflect my effort towards work				
5. The benefits I receive is equal and fair as compared to my other working colleagues				
6. The benefits I receive is equal and fair as compared to my Colleagues in other institutions				

**PROCEDURAL JUSTICE**

No	Statements	1	2	3	4
1	I have a say in the development of procedure and process for making decisions of the institution				
2	I am able to appeal against the decisions of the Institution				
3	In arriving at decisions, the procedures followed by the institution are consistent.				
4	The procedures used to arrive at decisions are free of bias				

5	Procedures used to make decisions are based on accurate information				
6	Procedures for decision making conform with the work place ethical and moral standards				

**INTERPERSONAL JUSTICE**

No	Statements	1	2	3	4
1	I receive cordial working relationship from my coordinator and colleagues				
2	My coordinator treats me with dignity and respect				
3	The Institution treats me with dignity and respect				
4	My coordinator refrains from improper remarks or comments on work issues				
5	My coordinator relates to me and other colleagues politely on work issues.				

**INFORMATIONAL JUSTICE**

No	Statement	1	2	3	4
1	The institution/coordinator is candid in communications with me and other working colleagues				
2	The Institution/coordinator is honest when communicating to me and other working colleagues				
3	The institution/coordinator explain decision making process thoroughly to the understanding of all tutors				

**SECTION C**

Citizenship Behaviours are discretionary work duties that are optional to do but improve work outcome. To what degree do you come to an agreement with the succeeding proclamations?

Where: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

**ORGANISATIONAL CITIZENSHIP BEHAVIOUR (OCB)**

No	Items	1	2	3	4
1	I make constructive recommendations which can improve the operation of the business enterprise				
2	I take action to shield the agency from capability hassle.				
3	I offer thoughts to enhance the functioning of the organisation				
4	I leave work early without permission.				
5	I encourage management to keep knowledge /skills updated.				
6	I give up time to help others who have work and nonwork problem				
7	I fall asleep at work.				
8	I try hard to self-study to increase the quality of work outputs				
9	I believe in honest day's work for an honest day's pay.				
10	I have the tools and resources I need to do my job				

Questionnaire adopted from Organ (1988) (as cited in Malik, Saleem and

Naeem, 2016).

*Thank you*