UNIVERSITY OF CAPE COAST

EFFECT OF ORGANISATIONAL JUSTICE ON ORGANISATIONAL

CITIZENSHIP BEHAVIOUR AMONG COURSE TUTORS OF COLLEGE

OF DISTANCE EDUCATION, UNIVERSITY OF CAPE COAST.

GODFRED FIIFI TANDOH

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BY

GODFRED FIIFI TANDOH

Thesis submitted to the Department of Human Resource 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 Commerce degree in Human Resource Management.

AUGUST 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis 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:……………………

Godfred Fiifi Tandoh

Supervisors' Declaration

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

Principal Supervisor's Signature ………………........   Date:…………………

Dr. Nana Yaw Oppong

Co-Supervisor's Signiture …………………   Date:…………………….

Dr. Mrs. Rebecca Dei Mensah

ABSTRACT

Although studies on organisational justice and citizenship behaviour abounds, focus of most studies have been on other sectors of the economy ignoring the educational sector which is a key driver of the economy. It is in line with this that the study was designed to investigate the effect of the four dimensions of organisational justice on employee's citizenship behaviour as perceived by the respondents (course tutors) in College of Distance Education (CoDE), University of Cape Coast, Ghana. The study employed both equity and social exchange theories to explain the concepts, using the mixed approach to obtain deeper understanding of the occurrence of organisational justice perception and citizenship behaviour. Questionnaires were administered to 340 randomly selected participants and the data collected were coded using SPSS version 23. Analyses were done using mean, standard deviation and multiple regression. Qualitative analyses were also gathered through interviews and focus group discussions (FGD). Findings of the study revealed that organisational justice have significantly positive effect on the citizenship behaviour of course tutors at CoDE. However, among the four justice dimensions, the study findings revealed that interpersonal and informational justice perceptions relatively have greater effect on tutor's citizenship behaviour more than distributive and procedural justice perception. In other words, the study revealed that interpersonal justice best predict course tutors citizenship behaviour followed by informational justice. The study therefore recommends attention to be paid to these informational and interpersonal justice perceptions as a means to increase course tutors citizenship behaviour.

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DEDICATION

To my mother, wife and children

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ABBREVIATIONS AND ACRONYM

OJ: Organisational Justice

DJ: Distributive Justice

PJ: Procedural Justice

IJ: Interpersonal Justice

INFJ: Informational Justice

OCB: Organisational Citizenship Behaviour

UCC: University of Cape Coast

CoDE: College of Distance Education

ANOVA: Analysis of Variance

CHAPTER ONE

INTRODUCTION

Background to the Study

"It's not fair" is a usual comment we hear from people of all ages. Fairness is of importance to children having fun in playing field, student's academic work and in the lives of adults making a living. Both Oxford living dictionary and Standard English dictionary file the words "justice" and "fairness" as similar in meaning. In our everyday dealings, justice and fairness include qualities such as moral uprightness, truthfulness, equity and objectivity. Justice or fairness arguably is one of the most elementary concerns in our current dispensation and civilization. As a result of that and for the sake of this research, the concept justice and fairness will be used interchangeably.

"A quote by Daniel Webster (1851), page 300 "Justice, Sir, is the greatest interest of man on earth". It is the muscle which support civilized beings as well as civilized societies together. Wherever justice stands, and so long as it is duly honoured, there is the basis for social security, common happiness and the enhancement and progress of our race. This highlights the significance of the justice element among any populace in every facet of their living." The term organisational justice refers to the degree to which employees perceived the dispensation of work procedure, interaction and outcomes to be relatively and comparably fair.

These perceptions can manipulate attitudes and other behaviours for good or bad and as a result impact either positively or negatively on employee performance and the success of organisations (Baldwin, 2006). Organisational

justice clearly predict many organisational outcome variables such as organisational citizenship behaviour, job satisfaction, commitment, trust, job involvement, productivity and intention to quit (Moorman, 1991, Nadi & Moshfeghi, 2009). However, the works of Bakhshi and Kumar (2009) stated that perceived organisational justice is a precondition to ensure citizenship behaviour by employees.

Smith, Organ, and Near (1983) pioneered the idea of organisational citizenship behaviour defining it as discretionary behaviour that goes beyond one's official role and is intended to help other people in the organisation or to show conscientiousness and support toward the organisation. The exhibition of this enviable workplace behaviour by employees has become crucial in today's inventive, dynamic and flexible world of work (Robbins, 2005). Organ (1988) refined the definition as individual behaviour that is discretionary, not acknowledged by the formal reward system, and in aggregate improve the effective running of the organisation.

Research has revealed that organisational citizenship behaviour (OCB) helps optimize the organisational performance of enterprises (Podsakoff, Scott, Mackenzie Paine and Bachrach, 2000). And since this is the aim of every organisation, it is advantaguous for every employer to understand how the various elements affect such citizenship behaviours. This understanding can help employers evaluate what kind of working environment to provide their employees, and also what motivates and satisfies them. However, organisational justice has been linked to be the key determinant of organisatonal citizenship behaviour.

Since employees deem fair treatment as measure of how much the organisation is prepared to support them, we can argue that organisational justice is one of the most essential requirements of citizenship behaviour. When organisations treat their employees fairly, they confirm that they take the welfare and prosperity of their employees seriously. Individual employees are very much particular to the treatments against them and reasons labeled against during the practice of procedures rather than the procedures themselves. Anytime employees feel that work procedures and outputs are fair, they become conscious of the organisation's intentions to treat them fairly and, at large, come to understand that the organisation values its employees (Soltani et al, 2014).

Goudarzv and Chegini 2009 in their work revealed that the functional ability to exhibit OCB is increased when employees of an organisation experience a sense of organisational justice. Podsakoff and Organ (1986) in their earlier works proved that fairness perception stage an important role in promoting citizenship behaviour. They continued that if organisational citizenship behaviour is believed to contribute to job, then a worker's response to underpayment, seen as an injustice, viewed as an inequity, will show decreased exhibition of organisational citizenship behaviour. In other words, the negative expression of members toward procedures and the distribution of resources will give rise to poor citizenship behaviours, low performance, absenteeism, low loyalty and deviance (Yardan et al, 2014).

In an educational environment, the attitude of teachers is very important since they are the agents of delivery. They are the pillar on which the educational development hangs. They can directly manipulate the teaching

and learning outcomes either positively or negatively because they determine the excellence of instructional delivery and also influence quality education when it comes to implementation of the educational policies and curriculum. Therefore, knowing these means paying attention to the plights of teachers and for that matter giving them fair treatment (creating the perception of justice) in schools, faculty or department is an element that cannot be overlooked.

Again, they are the very people that control quality delivery in terms of teaching quality context, quality learning outcomes and quality assurance (Onuoha, 2013) and so therefore resourcing them to exhibit extra role behaviours (citizenship behaviour) leads to collective attainment of strategic goals of every educational institution.

Statement of the Problem

In times of organisational changes, when job descriptions are ambiguous, schools will automatically become reliant on teachers who are willing to bring to bear considerable effort beyond the official role expectations for a successful change (Somech & Drach-Zahavy, 2000; Bogler & Somech, 2005). 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.

Some go further to organise free tutorial classes for students, offer mentorship role, career counseling 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

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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 has been a prolific area of research (Somech & Drach-Zahavy, 2000).

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. 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 (Lam, Schaubroeck & Aryee, 2002).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 purpose of studying organisational justice is to unveil what causes employees of College of Distance Education (CoDE) to think whether they are equitably treated by the organisation or not and how these perceptions affect their attitude towards work responsibilities. The main purpose of the study is to gain an insight on how employee citizenship behaviour is influenced by organisational justices.

Research Objectives

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

Specific Objectives

1. To ascertain the level of organisational justice perception among course tutors of College of Distance Education (CoDE).

2. To assess the extent of organisational citizenship behaviour among course tutors of College of Distance Education (CoDE).

3. To determine which of the four dimensions of organisational justice best predict the citizenship behaviour of course tutors of CoDE.

Research Question

To achieve the stated objectives, two research questions were formulated:

1. What is the level of organisational justice perception among tutors of College of Distance Education?

2. To what extent do course tutors of College of Distance Education exhibit extra role behaviours?

Research Hypotheses

To achieve objective three, five hypotheses were stated.

H_1:   Organisational justice predicts citizenship behaviour among course tutors of CoDE

H_2:   Distributive justice best predicts citizenship behaviour of course tutors of CoDE

H_3:   Procedural justice best predicts citizenship behavioiur of course tutors of CoDE

H_4:   Interpersonal justice best predicts citizenship behaviour of course tutors of CoDE

H_5 Informational justice best predicts citizenship behaviour of course tutors of 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. Also, 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.

Again, as previously noted, course tutors on distance education programme of University of Cape Coast are essentially significant because they form the very core in administrative service, and their behaviours and attitudes are vital to the quality of service and the success of the distance education programme as asserted by Greenberg (1990) that organisational justice is of essence and a basic prerequisite for efficient functioning of every organisation.` 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 inspire positive behavioural and attitudinal reactions from tutors.

Delimitation

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 citizenship. Furthermore, the unit of analysis was the study centres of University of Cape Coast distance education campuses only.

Limitation

One major challenge faced by the researcher was the fact that the course tutors and coordinators were reluctant to participate in the interviews. 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 them assurance of utmost confidentiality and the agreement not to take record of any visuals was later agreed on as suggested by the respondents.

Definitions of Terms

Organisational Justice: It is the perception employees have about their employers or the organisation as to whether they are treated fairly or not.

Organisational Citizenship Behaviour: It is the unassigned role or the extra mile that employees cover in order to execute their work responsibilities to achieve organisational goals.

Organisation of the Study

The research was structured under five main chapters. Chapter one included the background of the study, the research problem, the objectives of the study, research questions, significance of the study, limitation, delimitation, definition of terms and scope of the study. Chapter two focused on the review of relevant literature or works done in the past and the conceptual base of the study. Research methods in chapter three also captured information like the research design, study area, population, data collection instruments and data collection procedures, sampling and data processing analysis. The fourth chapter showed results and discussions of the major

finding of the study and the last chapter which is chapter five gave summary, conclusions and recommendations that contribute to knowledge on organisational citizenship behaviour.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter gives account of relevant literature on the advance of the conceptual model that was tested in the study. Firstly, a theoretical review of literature in the fields of organisational justice and organisational citizenship behaviour provides an establishment for understanding the concepts of the dimensions and the various theories that other researchers have used to support and explain the concept. Secondly, the relationship among the constructs and a conceptual model developed based on these relationships. Thirdly, the effect of organisational justice perceptions on organisational citizenship behaviour is reviewed.

Theoretical Review

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. The concepts of organisational justice and citizenship behaviour are today being supported, developed, and understood using a variety of theoretical frameworks and models (Greenberg, 1987).

Organisational justice literature has showed diverse theories to explain these concepts. Among such diverse theories for organisational justice

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includes equity theory (Adams, 1965; ; Organ & Moorman, 1993; Konovsky & Pugh, 1994), social exchange theory (Homans, 1961), justice motive theory (Lerner, 1977), the justice judgment model (Leventhal, 1976) and relative deprivation theory (Martin, 1981) whereas organisational citizenship behaviour theories also includes reciprocity theory, theory of others orientation, social exchange theory, social identity theory, Self-monitoring and impression management theory.

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 since studies conducted at the organisational level mostly rely on Adams (1965) equity theory and Homans (1961) study of exchange relationship theory to explain the concept justice and citizenship of organisation.

Equity Theory

This theory was first proposed by John Stacey Adams who was then working as a research psychologist with a company in New York in 1963. Equity theory explains that a lot of employees make comparison of their outcomes (benefit) and inputs (effort, qualification, experiences) with others and assess the even-handedness in a ratio. The comparison may be either with someone inside or outside the organisation. Comparison within (inside) is an indication of internal equity perception while external equity perception is the opposite. If after making a comparison, the individual believes that there is fairness, then equity exists. However, if the employee perceives inequity in

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any matter, it may lead to 'anxiety' or 'distress' in the form of resentment (if under- compensated) or guilt (if over-compensated).

The theory further proposes that employees compare the ratio of their output (rewards) and inputs (contributions made to the organisation) to a similar ratio of their colleagues. If they find their ratio to be higher (which means that they are getting more rewards) the probability of conceiving favourable justice perception also becomes higher. The reverse is true when employees feel some level of inequity in their ratio. They try to reduce inequity or restore equity by distorting inputs that is, reducing their contributions or outcomes previously offered through conscious effort (Cohen,charash & Spector, 2001).

In support, Adams (1965) clearly asserted that even when individuals profited from inequity, they would be under "inequity distress" and will make an effort to restore equity. Thus, dissension is felt in situations where employees receive more as well as less than what they thought they deserved. Adams (1965) elaborated on many probable inputs such as experience, education, effort, attractiveness and age, and both positively (e.g. benefits, pay, rewards intrinsic to the job, etc.) and negatively valenced outcomes (e.g., insults, fatigue, poor working conditions, monotony, rudeness, 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 take 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).

Employees 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 indepted 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.

Dimensions of Organisational Justice

The dimensions of organisational justice are the scope or the spectacle through which justice perceptions are looked at. 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 first one is described as the fairness of interpersonal relationship experienced during the making of procedures and distributions of outcomes whereas the second one is seen as fairness in terms of explanations and information provided. According to literature there are three different models namely a two-factor model, a three-factor model and a four-factor model that has been developed by scholars to explain the perceptions associated with organisational justice (DeConinck, 2010; Liljegren & Ekberg, 2010). The two-factor model is made of distributive and procedural justice as was proposed by Greenberg (1990) which further gained support from studies by Sweeney and McFarlin (1993). The two-factor model was later challenged by other studies that suggested an additional factor called interactional justice, thus the three-factor model.

This brought about high debates and controversies over the distinction between interactional and procedural justice because the new addition was only seen by some scholars to be a sub component of already existing procedural justice and that the two should not be treated separately whiles other scholars see the two to be different and should be treated separately (Cohen- Charash & Spector, 2001). However, early works by Bies and Moag (1986) pointed out that interactional justice is not a sub-component of procedural justice because it represents the social exchange component of the interaction and the quality of treatment that employees receive from those in authority.

Further research revealed two aspect of interactional justice namely informational justice and interpersonal (Greenberg 1990 & Colquitt et al 2001) constituting the four-factor model. The informational justice indicates that

employees should be provided with objective information and should be given reasonable explanation when there is a departure from expectation. Interpersonal means treating employees with impartiality, politeness and civility when executing procedural justice or distributing outcomes. Even though these two categories overlap, research suggests that they should be considered separately as each has differential effect on justice perception.

Recent meta-analysis has supported the four-factor model of justice (Conlon, Wesson, Ng, Porter & Colquitt 2001) and has clarified that interpersonal and informational justice have different effects on managerial outcomes (Colquit 2001). Loi, Raymond, Yang, Jixia, Diefendorff, and James (2009), explained that both distributive justice and procedural justice are structural forms of justice meaning they are stable over a period of time whereas that of interpersonal and informational justice are social forms of justice, being more variable or likely to change more often depending on the day to day relations and events that occur within the organisation. These four dimensions of organisational justice are discussed as follows.

Distributive Justice

It is the objectivity of decision outcomes, which is compared by a perceived ratio of the output - input of others to oneself (Adams, 1965), or whether resource distribution match suitable norms (Leventhal, 1976). To determine whether distributive justice has taken place in an organisation, employees usually pay attention to the distributive norms of their group/organisation (Forsyth 2006). Justice in distribution is achieved when benefits and other rewards (outcomes) are distributed as per the established norms of the group. Adams' (1965) elaboration of the concept of equity is an

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essential pillar in understanding distributive justice. Adams equity theory (1965) is directed on reactions to pay inequity as an obvious predictor of distributive justice. Sometimes the perception of distributive justice is achieved when the most meritorious in the organisation is promoted or duly rewarded instead of witnessing a promotion of someone with links to the top management.

In addition to equity, both equality (where every employee gets the same level of treatment devoid of any discriminating factor) and need (where resource allocation is based on the one hghly in needy, not dependent of work performance) are some additional rules (Deutsch, 1975). McLean Parks, Conlon, Ang, and Bontenpo (1999) proposed that a peculiarity can be sited between allocations on business need and that which is of a personal need. Although equity and equality theories have received a lot of research attention (Adams, 1965; Deutsch, 1975; Leventhal, 1976; Pruitt, 1981), equity, equality, and need may all be applied in diverse situations in organisations.

In another instance, Nowakowski and Conlon (2005) argue that payment adjustments are usually made on previous performance (equity), travel and support resources might be distributed identically (equality). Best of office space in a new office may be given on the basis of rank (another form of equity). While applying need-based rule, an urgent business need will get large budgetary support in an organisation. Similarly, if we take an example of a university, newly hired faculty will get more support and assistance. But a consensus is lacking as to how and which rule among equity, equality and need should be used. A broad study of equity, equality and need principles by Conlon, Porter and McLean Parks (2004) indicated that past performance

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(equity) and random draw (equality) were viewed as fairer and would result in less intra-group conflict in comparison to other standards (like future performance, personal need, or rank).

Procedural Justice

Thibaut and Walker (1975) were the early scholars who proposed the inquiry of process on justice to literature. Procedural justice is the fairness that is sensed by the workers during the decision-making processes (Leventhal, 1980; Thibaut & Walker, 1975). Procedures are judged to be fair when they promote fair outcomes. When an employee faces outcome that are not in agreement to his wishes or wants, laid down procedures can be used to ease the effect of discontentment (Thibaut & Walker, 1975; Greenberg, 1987; Bies & Shapiro, 1987; Lind & Tyler, 1988, McFarlin & Sweeney, 1992). Studies also indicate that the procedural facets of outcomes need to be thoroughly analyzed if the result does not match the needs and aims of the individual (Greenberg, 1987; Lind & Tyler, 1988).

Folger and Greenberg (1985) in their early literature established the premise that, the critical aspects are the 'means' by which 'ends' are achieved. Whether the outcomes are pay allocation among employees, settling a labour dispute or writing performance appraisals, a very critical element is how these decisions were made. In their very influential work, Thibaut and Walker (1975; 1978) advocated that disputant control was a significant standard for determining procedural justice. They argued that disputants perceive the procedure as fair whenever there is an existence of process control (that is, control on the presentation of their viewpoint and an ample time to address their case).The process control effect is also known in other literatures as the "

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voice effect " or " fair process effect" and it is one of the most commonly reported findings in the literature on organisational justice. This made Thibaut and Walker (1975) almost equalized process control with procedural justice (Folger & Cropanzano, 1998).

Procedural justice is imperative in sustaining institutional legitimacy. Certain very personal outcomes like promotion or other working conditions are often made when decisions are taken. Tyler and Blader (2000) affirm that outcome positivity impacts satisfaction with a specific decision. But very notably, procedural justice influences the thinking of individuals about the organisation as a whole. If the decision-making process is seen as just, employees exhibit more loyalty and eagerness to act in the best interest of the organisation. Lind and Tyler (1988) and Tyler and Lind (1992) showed that procedures by themselves are very vital as a self-expressing function and not solely due to their association with the outcome. They attach the relevance of procedures with group process, where liberty to voice one's opinion is perceived as an expression of individual value as being fundamental to the group or organisation.

Leventhal's theory of procedural justice criteria that make the process seem fair covers six composite.

1. Be practiced consistently across individuals and time.

2. Be absolutely free from favouritism.

3. Make sure that correct information is collected and utilized in making decisions.

4. Possess mechanisms to correct erroneous or inaccurate decisions.

5. Accept and comply with standards of ethics and morality.

6. Make sure that the voices of multiple groups/individuals who are impacted by the decision are heard.

Interactional Justice

Interactional justice concept was pioneered by the works of Bies and Moag during the 1980s. Bies and others affirmed that along with assessing the process and outcomes, employees also examine the fairness of the interpersonal treatment they are subjected to. This they termed as interactional justice. Interactional justice, from the very beginning, was conceptually aligned to procedural justice. Some scholars even explained it as the social aspect of procedural justice, and not an independent element in itself that explains justice (Bies &Tyler, 1990). But along the line, works by Greenberg (1993), Bies (2001) and Bartle and Hayes (1999) proved that interactional justice is a distinct dimension of justice and it must be treated separately.

Greenberg (1993) divided interactional justice into informational and interpersonal dimensions. These dimensions of interactional justice are interconnected to each other. Bies (2001), in a recent interesting study, established that there are behaviours and actions that generate a sense of unfairness concerning interactional injustice. Notable of such behaviours include deception, derogatory judgments, invasion of privacy, inconsiderate or abusive actions, coercion, and public criticism. Bies (2001) gives evidence asserting that insensitive attitude regarding these and related behaviours may lead to decreased perceptions of fair treatment.

The significance of interpersonal and informational justice can be understood with Bies' (2005) separation between "exchanges" and "encounters." According to Bies (2005), procedural and distributive justice is

largely related to resource exchange issues which are not very frequent in organisations. But it is seen that interpersonal and informational justice are present in almost all interactions between managers and subordinates, irrespective of whether resource distribution decisions are being adjudged or not.

This supports Folger's (2001) assertion that interactional justice scenarios provide managers a lot of discretion and opportunities to observe (or violate) justice rules. So, interactional justice possesses significance that can be seen in day-to-day activities which is absent in other justice dimensions.

However, the study of other literatures prescribes the breakdown of interactional justice into informational and interpersonal since both concepts have differential outcome on justice perceptions (Colquitt et al., 2001; Colquitt, 2001)

Interpersonal Justice

Interpersonal justice is understood as whether a person in authority treats people with respect and dignity while implementing organisational processes and procedures (Aboagye2015). Interpersonal justice "reflects the degree to which people are treated with politeness, dignity, and respect by authorities and third parties involved in executing procedures or determining outcomes" (Colquitt, 2001). From the view point of Frazier, Johnson, Gavin, Gooty and Snow (2010) interpersonal justice focus on the attitude and character of the communication that affect individuals. It deals with how individuals responsible for the allocation of resources and rewards in the workplace behave towards the recipients (Chou, 2009).

Informational Justice

Informational justice reflects whether proper justification and truthfulness are practiced while offering explanations (Colquitt, 2001; Greenberg, 1993). Informational justice places emphases 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.

It 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 provided (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.

It by extension deals with the elements of communication that exist between employers and employees as management of organisations are

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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.

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

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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.

Dimensions of Organisational Citizenship Behaviour (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. There seem not to be a complete consensus on the dimensions of organisational citizenship behaviour upon review of other literature. For instance, Podsakoff et al (2000) established 30 different definitions of citizenship behaviour after their carefully comprehensive review of literature. Another group,Smith et al (1983) in their survey, conducted a structured interview on the subject, asking supervisors the behaviours, which they deemed as extra-role behaviour.

Dimensionality of OCB in its early stage was basically done in two ways: by factor analysis of existing measures and by using various semantic descriptions related to citizenship, which both suggests unlimited number of its forms (Organ, 1988). This as a result led to so many conflicting findings (Dipaola & Tschannen-Moran, 2001), thus, making it difficult for a common consensus among scholars about its dimensionality achievable (Belogolovsky & Somech, 2010; Neves et al., 2014; Podsakoff et al., 2000). Initially, OCB

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was understood as one dimensional concept which latter changed and conceptualized as a multidimensional concept (Bogler & Somech, 2005; Gokturk, 2011; Oplatka, 2004). For example, taking the objective of educational institutions, that is, helping students learn and achieve most, OCB is viewed as a one-dimensional concept (Dipaola & Tschannen-Moran, 2001).

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 & Andreson, 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).

However, Organ (1988) earlier had come up with the concept "organisational citizenship behaviour" by developing the definition of extra-role behaviour and suggested a five-dimension structure as its premises of study. He classified these dimensions as altruism (caring about others), courtesy, conscientiousness; civic virtue (supporting organisational development) and sportsmanship. Later, Podsakoff et al (1990) developed a

scale for the dimensions defined by Organ, which they employed in numerous studies. Many studies conducted recently addressed the problem of the dimensionalisation of OCB. For instance, Podsakoff et al (2000) based their study on Organ's (1988) dimensionalisation and in this framework; they analyzed OCB in seven different dimensions.

However, they stated that the result of their analysis indicated the similarity of these dimensions with a basic five-dimension structure. Again, Lepine et al (2002) at the end of their detailed study, said that all the different OCB dimensionalisations were very similar to Organ's definition. Scholarly efforts to understand OCB continued further and were followed by a widely held conceptualization of OCB as a five-dimensional concept consisting altruism, conscientiousness, sportsmanship, courtesy and civic virtue (LePine et al., 2002; Organ, 1988). Regardless of the popularity of his five-dimensional approaches to OCB, Organ (1988) recommends that the discussion about the subsets of OCB must be seen broadly and taken to a higher investigation beyond the existing data as future advances in theory and research may come up with more subsets of OCB. In this regard, a broader view of the OCB construct and research is recommended to gain deeper understanding of it (Jackson, 2009).

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.

Helping Behaviour or Altruism

This aspect is also known as altruism (Esnard & Jouffre, 2008; Smith et al., 1983) but some object the use of this term (and preferred helping instead) for it blindly implies no motive behind the manifestation of a particular organisationally beneficial behaviour (Organ, 1997). Helping is about voluntarily helping others with work related problems and/or preventing the occurrence of problems (Oplatka, 2004; Podsakoff et. al., 2000). There may be cultural differences in this regard. To cite an example, helping a coworker in Chinese culture is broader and involves assistance even out work, a situation that is considered as altruism in America (Farh et al., 2004). In the context of educational organisations, helping appears to be vital and may involve helping of students, teachers or other customers and the organisation at large. A teacher teaching student of a colleague who is sick can be cited as an example of helping subset of OCB (Organ, 1988).

Sportsmanship

Sportsmanship as a facet of OCB is about not complaining when inconveniencies are created (Gokturk, 2011). It also refers to maintaining a positive attitude when things do not go in line with one's way, being not disgusted when others fail to take up and follow our suggestions. It further refers to being ready to sacrifice ones personal interest to the best interest of the work group and not taking the rejection of one's ideas personally (Oplatka, 2004; Podsakoff et al., 2000). Employees with this dimension of OCB shy

away from complaining, petty grievances, railing against real or imagined slights and exaggerating minor problems. Consequently, exhibition of this facet contributes to organisational effectiveness as it saves organisational resources that could otherwise be used for managing problems (Organ, 1988).

In the context of an education system, absence of such a dimension is characterized by the following good example: counselor complains constantly about lack of coordination of activities and services offered by the counseling department. When a Director of Guidance Services is hired with a mandate to ensure service coordination, this counselor then begins complaining that the Director's coordination effort limit their ability to be creative in their service delivery" (Owen et al.2000).

Organisational Loyalty

Organisational loyalty refers to the way and manner an employee advertises an organisation to the public, while defending and protecting it against external threats, and remaining devoted to it even during difficult moments (Oplatka, 2004; Podsakoff et al., 2000). It also refers to identification of employees with their organisation and leaders. The following features characterize it: shielding the organisation against threats, contributing to its goodwill and collaborate with others to meet the interests of all (Van Dyne, Graham & Dienesch, 1994).

Organisational Compliance

Organisational compliance is about an employee's acceptance and internalization of all regulations and procedures of the organisational even when there is no strict follow up on its adherence (Oplatka, 2004; Podsakoff et

al., 2000). This is an aspect usually referred to as a 'good soldiers' syndrome (Maamari & Messarra, the 2012).

Individual Initiative

There are many things included in the individual initiative domain of OCB. It encompasses the voluntary acts of innovation and creativity intended to improve one's job (Oplatka, 2004) whiles being consistant with enthusiasm and energy to meet ones assigned goals, being voluntary to assume extra responsibilities and being courageous to initiate others to do the same (Podsakoff et al., 2000).

Civic Virtue

Civic virtue is mainly characterized by a comprehensive level of interest in and dedication to the organisation that is manifested in active participation in governance, monitor threats and opportunities out there in the environment and looking for its best interests even when it may involve personal risks (Maamari & Messarra, 2012; Podsakoff et al., 2000). It refers to employees' feelings of being part of their organisation and acceptance of the responsibilities that it requires (Oplatka, 2004). It characterized by behaviours like participation in policies, attending meetings, reading mail, discussing issues with one's own time, voting and expressing one's concern using appropriate forums even in the face of risking disapproval (Organ, 1988). In his later work, Organ (1997) complained about the inclusion of civic virtue in OCB measure and reasoned that such an action invites confusion. Civic virtue as a facet of OCB contribute to individual and organisational outcomes or both

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by providing managers with suggestions to improve unit effectiveness, reduce costs, help them to focus on big organisational issues (Podsakoff et al., 2009).

In the context of educational organisations, teachers may not detect civic virtue for it is performed out of the usual teaching learning process (Jimmieson et al., 2010). It refers to teacher's engagement in extra-curricular activities. In measuring this domain of OCB, authors use items such as attend non-compulsory meetings or events, engage in activities or tasks that are not mandatory, and arrange occasions with parents and the local community (Jimmieson et al., 2010).

Self-development

Self-development is a newer aspect of OCB and includes voluntary behaviour of employees who are engaged in improving their skills, abilities and knowledge (Podsakoff et al., 2000) as well as be informed in one's area of specialization (Esnard & Jouffre, 2008). It is also about the development of the self in terms of expertise and skills for the good of others. Self-training plays a critical part for organisational productivity by making employees more effective in their work (Farh et al., 2004). For instance, a salesperson who excels in performance than stated in the contractual obligations by learning more concerning market buyer behaviour patterns cannot be enforced and thus can be considered as OCB (Organ, 1988).

Furthermore, participation in professional development activities like reading professional educational journals can be taken as an instance of self-development in the context of educational institutions thereby improving individual and organisational performance (Jimmieson et al., 2010). In their study, Jimmieson et al., (2010) used items like being informed of current

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educational developments and reforms, obtain new skills and knowledge to add to work and refer to school and department documents to measure self-development. The problem with this dimension is, it is being less observable especially for students as it is usually performed outside the classroom situation (Oplatka, 2004; Jimmieson et al., 2010).

In an educational context the dimensions such as helping, sportsmanship, organisational compliance and individual initiative play a pivotal role in setting a conducive environment for the effectiveness of the teaching-learning process in particular and to the teaching profession in general (Esnard & Jouffre, 2008). As noted by LePine et al. (2002), it is advisable for OCB research to answer the question of how to relate the aforementioned dimensions (as an aggregate or in separate) with various predicting variables for this has its own implication for measurement and theory development. Motowidlo (2000) also underscored the importance of cleanly understanding the nature of OCB and adopting one of the approaches: OCB as a latent and aggregate construct.

In connection to the dilemma of considering OCB as a composite in terms of its dimensions versus as latent construct, Farh et al. (2004) favoured for the first approach and underlined the importance of this approach by stating the difficulty of understanding dimensions as they may vary by culture, groups and organisations. They also recommended such an approach in studies that aim to investigate antecedents and consequences of OCB. Furthermore, it is clearly indicated that dimensions of OCB are related in some respects and different in some others. Thus, methodologically, the dimensions should reflect common as well as individual variance. Preferably the dimensions

should be considered individually as they distinguish OCB from contextual performance and they may have different consequences (LePine et al., 2002) and they may vary in the level of effort as well as amount of resources they require (Bolino et al., 2015).

Consequently, most efforts in measuring OCB refer to and are based on the well-recognized works (eg. Organ, 1988; Podsakoff et al., 2000). For instance, Esnard and Jouffre (2008) used the seven dimensions of OCB proposed by Podsakoff et al. (2000) and they developed instruments by developing items that represent the nature of individual OCB dimensions. Others employed an inductive approach that was based on gathering of behavioural descriptions and their thematic analysis and identified ten dimensions (Farh et al., 2004). Unlike others, these authors also take a different approach, which is context of action; and proposed a concentric model of OCB that fall in four domains namely: society (social welfare participation and promoting company image). organisations (protecting and saving company resources, voice and group activity participation), group (interpersonal harmony and helping coworkers) and self (self-training, taking initiative, and keeping workplace clean)

In summary, OCB is multidimensional and its dimensions appear to be interrelated and natural in every work setting including educational settings. Consideration of dimensions in research seems to assist to better unearth the nature of OCB and yield results for focused intervention work and research among others. The choice of the number of dimensions should be guided by the nature of organisations, participants and the larger context among others.

Antecedents of OCB

The antecedents of organisational citizenship behaviour (OCB) refer to the range of organisational and individual variables usually found to affect an employee's keenness to engage in OCB. In other words, what triggers employees to engage or go beyond their assigned responsibilities in their work places and commit to other duties that is discretionary but yet important to organisational success. The debate on dimensions of OCB is conceded further for a thorough conceptualization of OCB through investigating the diverse antecedents of OCB. For this rationale, a lot of literature attempted to scrutinize various antecedents of OCB marked by different scholars of this area of study. Finally, a revised set of antecedents triggering OCB is presented as follows.

Job Satisfaction and Organisational Commitment

Job satisfaction has been established to have a positive relationship with OCB and job performance, which in a long run has a significant influence on employees' psychological distress, turnover and absenteeism (Davis, 1992). Employees who are highly satisfied with their work are more likely to engage in OCB (Brown, 1993). Moreover, people with higher levels of job satisfaction express low tendency to search for another work and a declining propensity to quit (Sager, 1994). Next to job satisfaction, is an affective organisational commitment, which is also frequently cited as antecedent of OCB. Affective commitment is defined as a strong conviction in, and acceptance of, an organisation's goals and a strong desire to sustain membership in the organisation (Van Dyne et al., 1995).

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Role Perceptions

Role perceptions including role clarity and role facilitation are positively related to OCB (Podsakoff et. al., 2000). This in a sense that both role clarity and role facilitation are related to elements that enhance employee's satisfaction whereas perceptions such as role ambiguity and role conflict are known to affect employee satisfaction. Employees with clear role clarifications are more likely to be satisfied with work duties and for that matter express citizenship in discharging their duties. Similar argument can be made on employees with ambiguous roles that conflict other duties making the work not satisfying and not dying for.

Leader Behaviours and Leader-member Exchange

The type of leadership demonstrated by supervisors and employers play a significant role on an employee's readiness to engage in citizenship.

However, rather than being connected with a particular leadership style, literature support that it is the quality of relationship existing between an employee and the supervisor that matters (Podsakoff et al., 2000).

The quality of the relationship between a leader and a subordinate is often called leader member exchange (LMX). One more leadership variable positively related to OCB is the leaders' subjective reward behaviours, such as expressing appreciation or satisfaction for good performance (Podsakoff et. al, 2000). Leadership behaviours may also influence OCB indirectly via employee perceptions of fairness or justice in the workplace.

Fairness Perceptions

Perceptions of fairness or justice refers to whether or not employees feel organisational decisions are equitably made with the necessary employee input usually called procedural justice and whether or not employees perceive that they are fairly rewarded given their workload, level of training, tenure, responsibility and their experience forming distributive justice. Perceptions of fairness are positively related to OCB (Moorman, 1991).

Individual Dispositions

Personality variables such as agreeableness, positive affectivity, negative affectivity and conscientiousness have all been established to prompt people to orientations that make them more likely to engage in citizenship behaviour (Organ & Ryan, 1995). However, follow up on other literature suggest that OCB does not seem to depend on personality traits such as openness to change, extraversion or introversion. The fact that OCB is defined to be a set of behaviours mainly influenced by perceptions of workplace

activities (rather than by continuing personal traits) could be the reason why measures of personality have not been generally applied in studies of OCB. But personality may be an important measure in order to control for its influence on behaviour or to examine any moderating effects it may have.

Motivational Theories

There has been recent research interest in examining Organ's (1990) model proposing that an individual's motives may relate to his or her organisational citizenship behaviours using motivation to measure an individual's disposition (Tang & Ibrahim, 1998) .Penner, et al. (1997) in their work explored the impact of motivation and personality on organisational citizenship behaviour (OCB). As no earlier research had used motivation to predict OCB, they conceptualized their propositions from the volunteerism research.

 A later typology of motivation sources was proposed by Leonard, Beauvais, and Scholl (1999). Their work proposed five motivational sources namely instrumental, intrinsic process, goal internalization, self-concept internal and self-concept external. Barbuto et al. (2001) argued that despite the fact that the motivational theories work as antecedents for citizenship behaviour, an individual's sources of motivation could have an impact as well on his or her level of OCB. In that as an employee progress upward in an organisation, motivational theories tend to be less applicable as antecedent.

Employee Age

The proposition that generational differences in age (younger and older workers) have an influence on the approach to work and self in different ways

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has been supported by a number of literatures. Wagner and Rush (2000) pointed out that between the ages of twenty (20) to Thirty-four (34) are the years of establishment and settling down whereas from age thirty-five to fifty-five (35- 55) are strong sense of location and self in relation to life and work. The authors argued that younger employees harmonize their needs with that of the organisation with ease and flexibility but in contrast, older employees have a propensity to be more rigid in adjusting their needs with the organisation.

Therefore, the argument that younger and older workers may have differences in their orientations toward work, self and others are true. These differences may lead to different relevant motives for exhibiting citizenship behaviour among younger and older employees. Among the antecedents of organisational citizenship behaviour (OCB) discussed, the research work will focus on fairness (justice) perception as a contributor to OCB to also support already existing literature.

Relationship between Organisational Justice and Citizenship 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, M., & Gül, H. 2011). The loyalty level of employees to the organisation will increase if their justice perception is positive and this will increse 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, H. 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

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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

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reciprocal exchange is understood as one that does not include explicit bargaining.

Organ 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 quasi-experimental 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 G, Emmanuel, Mmaduabuchi, Anene, (2014), also did a similar study on organisational juctice 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 analyzing 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

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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.

A total of three hundred and eighty (380) teacher-educators (lecturers, assistant professors, associate professors, professors) working in teacher-education faculties/institutes/departments in twelve recognized universities in the Punjab province constituted the population of the study. 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.

Hakan Erkutlu (2010), among the surveys examining the relationship between organisational justice dimension and organisational citizenship behaviour, did a multiple hierarchical regression analysis where six hundred

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and eighteen (618) lecturers in ten universities in Turkey were sampled and the results obtained seconded that there is a link between the moderating role of organisational culture of the justice perceptions and Organisational citizenship behaviour. The outcome also showed a stronger relationship between interactional justice and citizenship behaviour for organisations that are higher in respect for people and a weaker relationship between distributive and procedural justices and citizenship behaviour for organisations that are higher in team orientation.

Another work by İnce and Gül (2011) in their attempt to analyze the effect of organisational justice perception and OCB, deployed a correlation and regression analysis to analyze 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 whiles the only citizenship behaviour which is positively affected by interactional justice perception is taking care of the job. So, the reseachers 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) was conducted 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

A conceptual framework is used in research to outline likely causes of action or to present a preferred approach to an idea or thought (P.M. Gichira 2016). The role of a conceptual framework in research is to clarify concepts and simplify the relationships that exist among the variables in a study. It provides a background for interpreting the study findings and to explain other observations made. A conceptual framework may be represented as a diagram or mathematical model (Guba & Lincoln, 1994).

Organisational Justice (OJ)

Figure 1. Relationships between OJ and OCB

Figure 1

The conceptual framework of the study is presented on Figure 1. 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 as exemplified in Figure 1. 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, 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, P. (1999).

Fair interpersonal treatment in employment situations are 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

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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 seven dimensions namely; altruism, sportsmanship, organisational loyalty, organisational compliance, individual initiative, civic virtue and self-development.

Chapter Summary

The literature review looked at the concepts of organisational justice and organisational citizenship behaviour (OCB), main theories that support the concepts (equity theory and social exchange theory), the dimensions of organisational justice, dimensions of citizenship behaviour, antecedent of OCB, consequences of OCB, conceptual framework and the empirical studies that establish the relationship between organisational justice and organisational citizenship behaviour.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the research methodology engaged in the study to examine the influence of organisational justice dimensions on organisational citizenship behaviour of course tutors in College of Distance Education, University of Cape Coast. It further incorporate the research paradigm, research design, study population, source of data, sample and sampling procedure, sampling technique and sample size, research instruments, ethical consideration, pilot study, data preparation and data analysis procedure.

Research Paradigm

A deep understanding of the meaning of a research paradigm could be traced from the works of Thomas Kuhn (1962), an American philosopher in "The Structure of Scientific Revolutions" where he first used the word paradigm to mean a philosophical way of thinking. Kivunja and Kuyini (2017) defined a research paradigm as the conceptual lens through which a researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be collected and analyzed. The most dominant research paradigm applied in educational research can be grouped into three main taxonomies, namely positivism, interpretivism and pragmatism.

The positivist paradigm is based on scientific method of investigation as suggested by Auguste Comte (1856). He postulated that the only basis for

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understanding human behaviour is through experimentations, observation and reasons based on experience. Research located in this paradigm uses deductive logics, formation and testing of hypotheses, uses operational definitions, mathematical equations and calculations to arrive at conclusions. The interpretivist paradigm is centred on how to understand the subjective world of human experiences (Guba & Lincoln, 1989). Here, the researcher and their subjects are involved in an interactive process in the form of interviews, discourse, text message and reflective sessions.

The pragmatic paradigm believes that a mono-paradigmatic orientation of a research is not good enough. This gave rise to a paradigm that advocate the use of mixed methods (positivism and interpretivism) as a pragmatic means of understanding human behaviour, hence the pragmatic paradigm. This study adopts the pragmatic research paradigm to address its research problems since the pragmatic approach gives researchers the freedom to apply different research approaches to different parts of a research problem to address societal issues.

Study Design

The study used explanatory research design which allowed for the mixing of both quantitative and qualitative designs to understand the dimensions of organisational justice perception on the citizenship behaviour of course tutors in CoDE. Quantitative data refers to data that can be counted or expressed numerically using computations and statistical tests while qualitative data describes, explain and characterized subjects of investigation using words rather than numbers. Under this design, both quantitative and qualitative data collection technique and analysis are employed where

quantitative data are analyzed quantitatively while qualitative data analyzed qualitatively. According to Johnson and Onwuegbuzie (2004), most high-quality research works combine both qualitative and quantitative research design. It is the most appropriate method to use when numerical values cannot be assigned to measure certain characteristics including human behaviour (Mertens, 2014).

The justification for adopting this design is influenced by the objectives of the study and the benefit to have an in-depth interview with coordinators of various study centres in order to identify key issues relating to tutor's justice perception and its influence on their citizenship behaviour. The researcher was interested in obtaining culturally specific information about the social contexts in some study centres as well as behaviours, values and opinions that forms up their perception. The quantitative method answers questions on relationships within measurable variables whilst the qualitative method captures the social relationships and interactions among participants. Quantitative data collection was achieved through the use of administered questionnaires whiles an in-depth interview and focus group discussions was used to solicit other information qualitatively.

Sources of Data

Gathering information for a research work can be done in different ways, all of which can be categorized under two sources namely, primary data and secondary data. Sekaran and Bougie (2016) defined primary data as data that are collected from the actual site the events took place. Primary information is gathered by the researcher for the first time from the original source with the aim of solving a problem. Secondary data on the other hand is

the use of already existing data or information for current investigation or to test new hypotheses (Susan et al 2015).

In this study, data collection was done mainly from primary source using questionnaires, interviews and Focus group discussions. Questionnaires were chosen because they constituted the most appropriate technique for deriving information from a large number of respondents involved in this study. An interview was conducted because it presented the researcher with greater opportunity to observe the attitude and behaviour of respondents in a well detailed means while the focus group discussion was employed because they provided a broader range of information and offer opportunity to seek clarifications. These primary data gave the researcher original research quality without any form of bias or opinions of third parties.

Study Population

A population is defined as a finite number of units, such as individuals or the actual population that is studied and surveyed (Creswell, 2003). A study population consists of organisations, households, or individuals with similar characteristics about which a researcher wants to make inferences (Schindler & Cooper, 2008). 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 buildup 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 totaling (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.

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 runned in all study centres.

Background of College of Distance Education (CoDE)

Distance education programme is increasingly becoming the most common educational alternative across the country as well as a key provider to the newly competitive landscape in higher education through face to face meetings or learning through computer technology. The distance learning arena has become extremely competitive, and universities are experiencing pressure to develop programmes that are not only contemporary, but also relevant and responsive to market requirements (Marginson, 2002). Marold and Haga (2003) in their research studies indicated the importance of face-to-face interaction in distance learning and established that quality in education can be achieved by blending computer technology and face-to-face interaction (Kiser, 2002). This has made distance teaching universities well established institutions in the academic world, expanding and spreading both in developing and developed countries.

In Ghana, the University of Cape Coast is a force to reckon with when it comes to quality Distance Education delivery through one of its colleges named College of Distance Education (CoDE).The college since its inception has adopted the face- to- face method of distance education by using solely the human touch to distance learning. This is usually done through the help of facilitators or mentors or course tutors through promoting different types of interactions between instructors, students and resource centers nationwide. These tutors have demonstrated competence and contributed immensely over the years toward the immense success of the distance education programme and still form key to its continuity or survival since the incorporation of computer technology has not yet been introduced.

The College of Distance Education (formerly Centre for Continuing Education) was formed in 1997 and gained a college status on 1st August, 2014. The College started with an initial student enrolment of 750 in 2001, using the print-based delivery mode with nine study centres in nine regions. With this approach, the managers of the programmes ensure that there is no disparity in teaching and assessment between the conventional system and the distance learning system. In view of this, modules used by the distance education students are written by the lecturers of the conventional programmes. These lecturers set quizzes, assignments, examinations, and also responsible for grading students' examination scripts whereas the university engages different tutors or facilitators who take students through the designed modules at various centres across the country.

More importantly, the CoDE aimed at providing access for applicants who fail to enter the conventional university system due to constraints in

physical facilities even though they had qualified for admission. CoDE currently runs programmes in business and education leading to the award of diploma, bachelor's degree and master's degree. Presently, there are 84 learning Centres across the country, offering twenty-seven (27) programmes in Education, Business and Science. The vision of College of Distance education (CoDE) is to become a reference point for the delivery of quality distance education in Ghana and Beyond .It's mission is uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and morally responsible citizens.

Sampling Procedure and Sample Size

A sample is a group of people, objects or items that are drawn from a mother population for measurement purposes (Lune &Berg, 2016). Kothari (2004) referred sampling as the collection of a sufficient number of elements from the population, so that, studying the sample and understanding of its characteristics would make it possible to generalize such characteristics to the population as a whole. This was supported by Creswell (2003), who suggested that a researcher ought to work with a sample of subjects, so that a generalization could be made from the sample to the population. Thus, sampling is the process by which researchers select a proportion of the target population, as the study population, to represent the entire unit (Polit & Beck 2010).

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. There are two main sampling techniques that regulate researcher's decision to select a sample devoid of bias, namely probability and non-probability sampling. With probability sampling, the researcher can specify for each sampling unit of the population the probability that it will be included in the sample, while non-probability sampling does not specify the probability of each unit's inclusion in the sample (Singh & Masuku, 2014). The researcher relied on a convenience sampling method to select the respondents (course tutors) from the various study centres across the country. The justification for using the convenience sampling technique was because of the availability of respondents at the time of collecting the data.

In addition, 6 centre coordinators were interviewed to provide information to complement the quantitative data. The interviewees as supervisors gave the general fairness perception of course tutors at their various studies centres and some interpretations were given to certain behaviours categorized as citizenship. 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.

Instruments for Data Collection

An instrument, according to Oxford advanced learners dictionary, is a tool or device used for a particular task, especially for delicate or scientific work. The study relied on the use of questionnaire, interview and focus group discussion as its main data collection instruments to collect its information on the effect of justice perception on citizenship behaviour of course tutors. These instruments are briefly explained in the way it was structured below.

Questionnaire

A questionnaire is a data collection instrument that seeks to inquire participants to give verbal or written responds to a written set of questions (Dörnyei, & Taguchi, 2009). The structured questionnaire used for the study contained both closed and open-ended questions. In the case of open-ended questions, the respondents were free to construct their own responses. The closed-ended questions were used to help the respondents choose the options with which they agreed most.

The questionnaire was made up of three sections: Section-A being demographic characteristics of employees (gender, age, marital status, qualification, current status), Section-B consisted Organisational Justice Scale where ten items were adapted from Colquitt's (2001) and Aboagye (2015) to measure perceived fairness of employees. The scale is made up of distributive, procedural, interpersonal and informational justice. Distributive justice was made up of six (6) statement, procedural justice was made up of six (6) statement, interpersonal justice was made up of five (5) statement and informational justice was made up of five (3) statement. Participants were asked to indicate the extent to which they agree or disagree with each item on

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a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

In preparing the OCB questionnaire, best items characterizing the features of OCB dimensions were adapted based on careful study on literature mainly from the works of Podsakoff et al. (2000) and Ozturk (2010). In all, there were 18 items on the seven OCB dimensions with a five point scale consisting (Helping= (3) items, Sportsmanship= four (4) items, Civic Virtue=three (3) items, Organisational Loyalty=two (2) items, Individual Initiative=three (2) items, Organisational Compliance=two (2) items, and Self-development=two (2) items) respectively.

Interview Guide

The researcher consulted related literature to prepare an interview guide that focused on ascertaining behaviours of tutors that could be characterized as citizenship. The interview questions were directed at securing answers pertaining to the research questions and the objectives of the study. An in-depth interview was conducted on some selected study centre coordinators who serve as supervisors to the tutors. These coordinators are immediate supervisors who coordinate, monitor and control the activities of tutors in the various study centres. Therefore, an interview guide was designed for them to solicit their candid view on the various ways through which tutors exhibit citizenship behaviour when discharging their duties. Responses from participants were recorded and documented to complement information from other data collecting instruments.

Focus Group Discussions

Focus group discussions were arranged for course tutors in large study centres with the help of focus group guide drafted out of reviewed literature. A focus group guide was developed to entail details that will achieve the research objectives and questions. The discussions were intended eliciting information on the general level of treatment given to course tutors by CoDE and their perception of those treatments as just (fair) practices. By this, a digital voice recorder was used to record the responses of three focus group discussions comprising seven participants in each group with one facilitator as the moderator and a note taker. This was conducted to complement the responses of the respondents in the quantitative survey.

Pre-Testing

Pre-testing also known as pilot testing is the small-scale version or trial run in preparation for the investigation of a major study. The performance of pre-testing is greatly regarded as an effective practice for improving validity in data collection procedures and the interpretation of findings (De Vaus & de Vaus, 2013). Pilot testing according to Shah and Ward (2007) is essentially undertaken not only to check the reliability of the items but also to enable the researcher make the needed corrections if necessary. Literature supports the use of Cronbach's alpha reliability coefficient to test the consistency of scales in a designed instrument for data collection (Kimberlin & Winterstein, 2008).

However, reliabilities in the range of 0.60 and below are considered poor, that of 0.70 are considered acceptable and those above 0.80 considered as good (Kregel et al., 2016). Prior to this study, one of the centres (Cape Coast study centre) was taken out of the population and a pilot-testing was

carried out on 34 course tutors to form 10% of the sample. The result of all the variables proved acceptable as shown in table 1. below.

Table 1: Reliability Statistics

Variables	No. of items	Crombach Alpha
Overall Instruments	37	.855
Distributive Justice	6	.742
Procedural Justice	6	.829
Interpersonal Justice	4	.755
Informational Justice	3	.723
Organisational citizenship behaviour	18	.864

Source: Field Survey, Tandoh (2019)

Data Collection Procedure

After the pre-testing process, all the necessary changes were made on the questionnaire instrument for the main study. Data collection was carried out from 16th February to 8th March 2019. This was commenced after a permission letter that introduced me as a student had been sorted from both the management of CoDE and the Department of Human Resource Management, University of Cape Coast. In all, a total of 420 questionnaires were administered, a maximum of five (5) questionnaires to each of the 83 study centres with which participation was totally voluntary. Out of the 420 questionnaires, 358 were returned back for a response rate of 85.2% while 18 were not properly filled. The researcher was able to get the targeted quantity of questionnaires for the study.

A one-on-one interview was conducted at the same venue for some six (6) selected coordinators who had come for conference marking exercise in

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Cape Coast. The researcher made sure that all the six (6) coordinators selected represented a region. A voice recorder was used to record their responses. Robson (2002) argues that one -on-one interviews offer the option of modifying ones line of enquiry, following up interesting responses and investigating the underlying interpretations of events. Questions on whether tutors exhibit citizenship behaviour were asked and participants took their time to address them accordingly. Follow-up questions were asked as a form of probes and prompts. The coverage of the interviews varied between participants depending on the intensity of the conversation and the environment but it was generally between 20 and 30 minutes.

With the focus group discussions, participants were grouped according to their free period. Tutors who had finished their lessons and those yet to go for lessons were identified within the study centre to elicit the level of justice (fairness) perception responses on the objectives of the study. A convenient location was arranged for the exercise and the purpose of the study explained to them. Three different study centres (each from a different region namely Accra, Cape Coast and Kumasi) were scheduled for the discussions. Each group comprised seven participants. Questions were asked both in English and Twi and the responses recorded with a voice recorder accordingly. Participants responded to the issues raised in line with the objectives of the study. The discussions lasted between 20 and 30 minutes.

Data Analysis Procedure

Boyd and Crawford (2012) postulated that a raw data obtained by a researcher becomes valuable and insightful only when such raw data is transformed into meaningful information for decision making purposes. The

raw data received from the field will be edited to identify and correct any potential errors and omissions that will occur for the purpose of ensuring consistency across respondents. In this study, the computations of the quantitative data were made using Statistical Package for Social Science (SPSS) software package version 23. This method of data analysis included the use of descriptive statistics and Pearson product moment correlation coefficient. Aboagye (2015) stated that descriptive statistics expresses the characteristics of any study's sample through the provision of summary statistics such as mean, median or standard deviation for continuous variables, or frequencies on how many people gave each response for categorical variables.

In the qualitative data, the interviews and focus group discussions were recorded and transcribed verbatim in English with pseudonyms attached to individual responses in order to protect the identities of participants. The data was then coded after trends had been identified based on the emerging themes according to the research objectives.

Ethical Consideration

Ethics in social science research refers to the intricate set of values, institutional schemes and standards that help sharp and regulate scientific activities (Mudashani, 2016). It refers to the general ethics of science associated with the moralities in research process, relationships between researchers with respect to individuals and institutions being studied, responsibility for the use and dissemination of the research. Dempsey et al., (2014) urges all research studies to present a number of ethical and moral dilemmas which must be identified and addressed in order to protect all

respondents and participants from potential harm. The generally accepted ethical rights of a participant must include: the right to privacy and voluntary participation; anonymity and confidentiality (Vanclay, Baines & Taylor, 2013). In that regard, participants were approached through officially written letters from the Department of Human Resource Management and CoDE, University of Cape Coast.

The nature of the study was explained extensively to the participants. Participants were made to understand that participation is voluntary and all information provided will be kept under utmost confidentiality. They were also informed that their names would not be mentioned and rather codes were used in the reporting of the research. The justification behind providing clear instructions and assuring confidentiality of information was to avoid and significantly reduce the chances of obtaining bias responses (Granitz & Loewy, 2003).

Chapter Summary.

This chapter detailed how the research was conducted. Explanations were given to the research paradigm, research design, study population, source of data, sample and sampling procedure, sampling technique and sample size, research instruments, pilot study, data preparation and data analysis procedure and ethical consideration.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study was conducted to assess the effect of perceived organisational justice on organisational citizenship behaviour among course tutors at College of Distance Education (CoDE) in University of Cape Coast. The study surveyed 340 course tutors through structured questionnaire administration. The findings are chronologically presented in this chapter. Again, the findings are discussed extensively, given cognizance to managerial implications as well as empirical claims in previous studies. The findings are presented on Tables for easy understanding and readability.

Demographic Information

The demographic information of the respondents was descriptively measured with descriptive statistics of frequency and percentage owing to the very categorical nature of the variables that were measured (Table 1). This section provides information as to the results obtained and its final discussion. The demographic characteristics measured included sex, age range, marital status, level of education and course tutorship status.

Table 2: Demographic Information

Variable	Options	Frequency	Percentages (%)
Sex	Male	247	72.6%
	Female	93	27.4%
Age range	Less than 30 years	29	8.5%
	31-40 years	149	43.8%
	41-50 years	136	40.0%
	51-60 years	26	7.6%
Marital status	Married	262	77.1%
	Single	76	22.4%
	Others	2	0.6%
Level of education	Bachelors degree	139	40.9%
	Masters degree	199	58.6%
	PhD	2	0.6%
Tutorship status	Tutor	162	47.6%
	Senior tutor	178	52.4%

Source: Field Survey, Tandoh (2019)

The findings as presented in Table 2 shows that most of the 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. This could signal to HR specialist of CoDE to design the job description around sexual orientation, particularly by stressing much of male characteristics in such designs. 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. With this, management of CoDE has the opportunity to actively engage the services of these tutors for relatively longer period of time

to ensure the growth and sustainability of the various CoDE programmes. This is because the age range of the respondents seems quite youthful.

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 other category. Special consideration must be given to marital status terms of conditions of service for tutors because most these tutors are married with other family and marital responsibilities. The level of education of the respondents also showed that most of the respondents had masters degree (58.6%). 40.9% of the tutors had bachelors 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.

Level of Organisational justice among Course Tutors of CoDE

The study sought to ascertain the level of organisational justice perception among course tutors of College of Distance Education (CoDE). The perception of the respondents was measured on a 5-point Likert Scale rated as follows: 1-Strongly disagree; 2-Disagree; 3-Neither agree nor disagree; 4-Agree and 5-strongly Agree. The interpretation of the findings was assigned with artificial range of precision of response as follows: 0-1.4=Strongly disagree; 1.5-2.4= Disagree; 2.5-3.4= Neither agree nor disagree; 3.5-4.4=Agree and 4.5-5=Strongly agree. Descriptive statistics (Mean and standard deviation) were employed to measure this research objective. This was carried out for the four (distributive, procedural, informational and

interpersonal) dimensions of organisational justice performance measures. The

findings were presented as follows.

Table 3: Level of Organisational Justice

Organisational Justice Perception	Mean	Standard Deviation
The benefit I receive is appropriate and in line with my responsibility.	3.24	.773
The benefit i receive is equal and fair as compared to my working colleagues.	3.21	.889
The benefit i receive is justified given my performance.	3.15	.791
The benefit i receive reflect what i need or expect.	3.13	.778
The benefit i receive reflect my effort toward work.	3.13	.789
The benefit i receive is equal and fair as compared to my colleagues in other institutions.	3.08	1.899
Procedure for decision making conform with the work place ethics and moral standards.	1.008	3.46
The procedure used to arrive at decisions are based on accurate information.	1.095	3.20
The procedures used to arrive at decisions are free of bias.	3.14	1.054
In arriving at decisions, the procedure followed by the institution are consistent	3.12	1.070
I have a say in the development of procedures and processes for making decision for the institution	2.67	.873
I am able to appeal against the decisions of the institution	2.63	.851
My coordinator relates to me and other colleagues politely on work issues	2.815	4.63
My coordinator treats me with dignity and respect	4.55	.575
I receive cordial working relationship from my coordinator and colleagues	4.49	.654
My coordinator refrain from improper remarks or comment on work issues	4.33	.738
The institution treats me with dignity and respect	4.02	.781
The institution or coordinator is honest when communicating to me and other working colleagues	4.34	.710

Table 3 Cont'D

The institution or coordinator is candid in communication with me and other working colleagues	4.27	.726
The institution or coordinator explains decision making process thoroughly to the understanding of all tutors	3.96	1.011
Average Score	**3.29**	**.994**

Source: Field survey, Tandoh (2019)

Table 3 presents course tutors responses in relation to their justice perception and it was discovered there is no strong indication of existence of organisational justice perception among them considering the overall mean score of 3.29. In relation to distributive, procedural, interpersonal and informational justice perception respectively, distributive justice was found not to have a strong indication of its existence. This is because in all instances, the respondents neither agreed nor disagreed with the various assertions measuring distributive justice at CoDE. Thus, the assertions that respondents receive benefits that are appropriate with their responsibilities (M=3.24; SD=0.773), respondents receive equal and fair benefits compared to other colleagues (M=3.21; SD=0.889), respondents receive benefits that are justified by performance (M=3.15; SD=0.791), respondents receive benefits that reflect their needs or expectations (M=3.13; SD=0.778), respondents receive benefits that reflect their effort towards work (M=3.13; SD=0.789) and that respondents receive benefits that are equal and fair compared to others in other institutions.

As the study required, information was solicited in a form of interviews from coordinators to help probe further in order to complement course tutor's response provided in table 3 as a true reflection of results. A number of questions were asked based on their perception as to whether their reward or benefit is fair considering their effort, level of qualification and

other inputs. These coordinators are supervisors who supervise the activities of course tutors. All administrative and academic duties are channeled through them to CoDE and they represent authority in their various study centres across the country.

Therefore, they were in the right position to give us any representative information on the level of perception their subordinate (course tutors) have towards their relationship with their employer. All the interviewees (coordinators) answered in the affirmation that there is no strong indication of existence of distributive justice perception which in turn validates the course tutors' responses. For example, on issues pertaining to the distributive fairness perception of course tutors, a coordinator in Western Region asserted:

> "Some tutors think they are treated fairly because of how payment is done. Each one is being paid based on the credit hours taught and if you don't come to teach, you don't get paid. But when it comes to how much we are being paid, most also think it's not fair in the sense that the benefit given is not a true reflection of their input".

Similar Statement was heard from another coordinator in the Greater Accra region saying:

> "Well, some of them positively are satisfied with the activities of CoDE in terms of how they are treated but most are also not happy in terms of remuneration. I can tell you for a fact that most tutors are not motivated by how much they are paid and a lot would wish that CoDE does something about it. As to whether it is fair, tutors are okay because they are

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> *motivated like I said by other factors but certainly not the pay.*
>
> *They seem to be okay with it but if chance is being given, I*
>
> *think a lot will complain*".

In line with this, a seven member focus group discussant made up of (course tutors) also reported unanimously that most tutors are not bordered about how much they receive as remuneration since most of them are teaching in conventional schools and sees CoDE's remuneration as an additional income that only comes to supplement their main salary. Some had this worth citing stories to share:

> *"even though not all of us but most about 90% are already*
>
> *teaching full time in other schools and only see this weekend*
>
> *part-time work as an additional income that is serving as a*
>
> *backup income. Other than that, we would have perceived the*
>
> *whole exercise to be unrewarded. We all wish for an increase*
>
> *in the current allowance but the attention is not so much on*
>
> *how much even though what we deliver as compared to what*
>
> *we get as allowance is small. We are not motivated to teach*
>
> *because of what we receive but most tutors turn to be*
>
> *committed to the work based on other reasons".*

From the above comments, all these findings are not strong indication of existence of distributive justice from the perspectives of both course tutors and coordinators at CoDE in University of Cape Coast. Meanwhile, Hoy and Tarter, (2004) explained that justice is a broad facet with which equity is a key, therefore, what individual receive from the organisation should commensurate their contribution (equity) and the reward that teachers get for

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their contribution to the school should reflect balance (equality). Under no circumstance should teachers feel that their contributions are undervalued or unrewarded.

In this regard, Special managerial actions are therefore required to improve the measures of distributive justice perception of course tutors at CoDE in University of Cape Coast. It is expected that the more favourable perceptions are held for distributive justice at CoDE, workers will exhibit more desirable workplace behaviours as suggested by Janssen, (2005). Therefore, management of CoDE, with special emphasis on HR resource section of University of Cape Coast should actually put in measures to improve the conditions that affect distributive justice at CoDE, especially those relating to course tutors.

The second dimension of justice, that is, procedural justice perception, was measured through six (6) set of questions to find out tutors' perception on how fair decisions are made and the consistencies in procedures of arriving at decisions. In all instances, the respondents also neither agreed nor disagreed to the various assertions that measured procedural justice as per the mean thresholds recorded for these items. This does not show strong indication of procedural justice perception. On the individual level, it was found the respondents neither agreed nor disagreed to the claims that procedural decisions conform to workplace ethics and moral standards (M=3.46; SD=1.008), procedures used for arriving at decisions are based on accurate information (M=3.20; SD=1.095), CoDE follows consistent procedures for decision making purposes (M=3.12; SD=1.070) and that respondents are able to appeal against the decisions of CoDE (M=2.63; SD=0.851). All these

findings including other equally important findings presented in Table 3 are not strong indication of existence of procedural justice.

In attempt to complement the result obtained from course tutors' response, Coordinators were interview to that effect. All the interviewees (coordinators) answered in the affirmation that there is no strong indication of existence of procedural justice perception which in turn validates the course tutors' responses. For instance, the question as to whether they (tutors) have a say in the development of making decisions and as to whether there is consistency in procedures followed by CoDE, one coordinator from central region had this to say:

> *"With issue of consistency in procedure most tutors think there is fairness most especially on how tutors are selected for marking and exams supervision. But decisions of CoDE are entirely taken by management of CoDE. Even 'we coordinators' are at the receiving end and we only disseminate whatever decisions taken by management down to course tutors. Sometimes information gets to us coordinators very late. I personally think our voices are not heard as coordinators or course tutors".*

Another coordinator from Brong Ahafo asserted that:

> *"Most tutors think there is consistency in recruitment based on competence. But when it comes to the involvement of tutors in final decision makings they are neglected. Tutors are even excluded from student assessment. Again, CoDE is not consistent with procedures like issuing appointment letters and the award*

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of tutor/senior tutorship status. For example, some tutors with master's degree are not upgraded to senior tutors' whiles others are upgraded. Some appointment letters for newly recruited tutors delay whiles some colleagues recruited in the same year have received appointment letters. Such instances make tutors question the procedures".

Again, from the above comments, all these findings are not strong indication of existence of procedural justice from the perspectives of both coordinators and course tutors at CoDE in University of Cape Coast. This situation violates the voice principle which state that in an organisation, participation in decision making enhances fairness (Renn, Webler, & Wiedemann, 2013). Participation is especially essential when teachers have a personal stake in the result because such decisions affect them. Hoy and Tarter, (2003) argued that the issue of voice in decision making becomes highly problematic when there is a personal stake but involvement of such is deliberately disregarded. The perception of unfair procedures in the work place can lead to the exhibition of some counter-productive behaviours like stealing, absentism, lateness, and other unfavourable behaviours that could hinder the progress of organisational objectives and the reverse is true.

Special managerial actions are therefore required to improve the measures of procedural justice perception among course tutors at CoDE in University of Cape Coast. It is expected that the more favourable perceptions are held for procedural justice at CoDE, the more satisfied workers will be and this will eliminate grievances among them. Therefore, management of CoDE, with special emphasis on HR resource section of University of Cape Coast

should actually put in measures to improve the conditions that affect procedural justice at CoDE, especially those relating to course tutors. If this is not done, it may lead to unhealthy workplace relationship which may lead to industrial actions such as boycotts, demonstration, strike actions and the likes. Injustice procedurally may taint genuine decisional outcomes.

The third dimension of justice, that is, interpersonal justice perception was also analyzed to ascertain tutors perception on how fair their supervisors and their employer relate with them and it turn out to be that the respondents strongly agreed that their coordinators relate to them and their colleagues politely on work issues (M=4.63; SD=2.815), their coordinators treat them with dignity and respect and that there is a cordial working relationship with their coordinators and colleagues alike. They agreed to the assertion that, their coordinators refrain from improper remarks or comment on work issues (M=4.33; SD=0.738) and that CoDE treat them with dignity and respect (M=4.02; SD=0.781). The responses obtained shows strong indication of interpersonal justice perception.

These results were followed by interviews to solicit coordinators opinion in relation to the responses given by course tutors. All the interviewees (coordinators) answered in the affirmation that there is strong indication of existence of interpersonal justice perception which in turn validates the course tutors' responses. For example, when an interview question of how well do coordinators and CoDE relate to course tutors was asked, a coordinator from Ashanti region had this to say:

> *"In my centre for instance, one of the things that bind us as tutors is how we relate to each other. We teach in varies*

institutions but when we meet here on weekends, we see ourselves as a family. As a result of that, we provide welfare services in our own small means to support each other anytime any of our members is either bereaved or hospitalized. I treat them with the maximum respect and they (tutors) also reciprocate same. So personally, I think the interpersonal relations in my centre is excellent"

To probe further, seven-member focus group discussions (made up of course tutors) also proved that, tutors general perception about fairness was basically influenced by the cordial relationship between coordinators and tutors and socio-cultural factors. They shared their opinion stating that, the need to earn extra income in addition to their salaries compels them to offer their services as part-time tutors to CODE. After recruitment, they develop strong bond among themselves and they assist each other in many diverse ways which make them proud members of UCC distance education fraternity. Some focus group discussant had this to say;

"What really keeps as going as tutors is the kind of relationship we have with each other. For instance, in this study centre through the help of the coordinator, we have instituted welfare schemes which money is contributed toward our welfare. We are able to attend and support each member massively anytime one is bereaved, getting married or is in any manner of situation which traditionally demands support"

Managerially, all these comments are strong indication of existence of interpersonal justice from the perspectives of course tutors and coordinators at

CoDE in University of Cape Coast. Barclay et al., (2005) postulated that providing sensitive, dignified and respectful treatments to employees promote the judgement of fairness which intend will advance sound organisational justice. Organisational justice perception has influence on organisational commitment, trust, loyalty and other good workplace behaviours (Wat & Shaffer, 2005). Special managerial actions are therefore required to sustain these measures of interpersonal justice perception of course tutors at CoDE in University of Cape Coast. It is expected that the more favorable interpersonal justice perceptions held, the better the fairness perceived. Employees show more productive behaviours whenever they believed their employers relate to them fairly (Nadiri & Tanova 2010).

Therefore, management of CoDE, with special emphasis on HR resource section of University of Cape Coast should actually put in measures to sustain and improve the conditions that affect interpersonal justice at CoDE, especially those relating to course tutors. The findings also suggest a harmonious interpersonal working atmosphere at CoDE for both course tutors and coordinators alike. Good human relations are desirable managerial outcome that will improve other organisational behavioural tendencies such as organisational commitment, citizenship behaviour and healthy organisational climate, given the nature of the interpersonal relationship among all work groups.

Lastly, the fourth justice dimension, that is, informational justice was equally analyzed to solicit information on tutor's perception on how candid their employer communicates information to them. The tutor's responses from the questionnaire instrument as showed in table 3 below revealed that the

respondents agreed to all the questions that measured informational justice. CoDE and its coordinators are honest when communicating with course tutors (M=4.34; SD=0.710), that CoDE and its coordinators are candid when communicating with course tutors and that CoDE and its coordinators explain decision making process thoroughly to understanding of all tutors (M=3.96; SD=1.011), thus indicating high levels of informational justice perception.

Huong, Zheng and Fujimoto (2016) postulated that regular information exchange and trustworthy communications can enhance perceived fairness by providing honest, timely and accurate information. DeConinck and Johnson, (2009) asserted that honesty in communication enhances commitment and understanding among workers and provide avenue for collaborative working efforts. It also promotes team work among workers from different departments since their interdependencies are regulated by smooth and timely flow of accurate, timely information among stakeholders. Being candid in expressing one's opinion gives room for open communication where workers are able to air their views about issues affecting their employment relationship with their employers and customer alike.

However, a follow up interviews conducted on coordinators to confirm the course tutors responses in table 3 gave a contrary account. This is because not all the interviewees (coordinators) answered in the affirmation that there is strong indication of existence of informational justice perception. For example, when interview questions were asked in that regard as to whether; CoDE is candid and honest in communicating timely to you and your course tutors were asked, a coordinator from Greater Accra region had this to say:

> *"Obviously as an institution they are candid and honest in communicating but in most cases, not timely. Information gets to us coordinators very late and always has to wait till weekend before we get information to pass on to tutors and students. Sometimes feedback on information sent takes longer time and at worse doesn't come at all. In all, what I will say is that CoDE don't treat us fairly when it comes to dissemination of information"*

Another coordinator seconded in another interview saying:

> *"In fact, apart from issues with remuneration, one other area that CoDE is not being fair to coordinators and tutors is the way information flow. We coordinators always depend on phone calls to get first-hand information. At times we don't even get the information on certain directives from our regional office desk unless we call CoDE office in Cape Coast. This makes the work at times soo frustrating".*

In another twist, the seven-member focus group discussant (consisting of course tutors) also had this different opinion to share in relation to communication:

> *"In terms of communication, our employer as well as the coordinators is doing well. We are always given a structured timetable (both teaching and academic) in the beginning of the semester and we strictly adhere to it. All activities in a semester are highlighted in the academic timetable. Coordinators are very honest when communicating to us.*

They try to avoid harsh, abusive and provocative words that

could dumped our spirit or infuriate us"

From the above comments, it can be said that tutors and coordinators have different informational justice perception towards the activities of CoDE. This is because the coordinators seek information and further forward it to both students and tutors, thus making it easy for tutors to access. It can be concluded from table 3 that there is low level of organisational justice among course tutors of CoDE since participants neither agreed nor disagreed to the existence of organisational justice perception as described by an average mean of 3.29 and SD of 0.994.

Organisational Citizenship Behaviour among Tutors at CoDE

The second objective of the study was to assess the extent of organisational citizenship behaviour among course tutors of College of Distance Education (CoDE). A questionnaire instrument made up of 18 set of questions were used to solicit information from course tutors. The attitude of the respondents was measured on a 5-point Likert Scale rated as follows: 1-Strongly disagree; 2-Disagree; 3-Neither agree nor disagree; 4-Agree and 5-strongly Agree. The interpretation of the findings was assigned with artificial range of precision of response as follows: 0-1.4=strongly disagree; 1.5-2.4= Disagree; 2.5-3.4= Neither agree nor disagree e; 3.5-4.4=Agree and 4.5-5=Strongly agree. Descriptive statistics (Mean and standard deviation) were employed to measure this research objective. The findings were presented in Table 4. below:

Table 4. Organisational Citizenship Behaviour

Citizenship Behaviour	Mean	Std Deviation
I promote the institution to outsider and other stakeholder	4.59	.521
I continually try to develop myself in terms of knowledge and skill for the good of others working with me	4.54	.596
I follow institutional rules, regulations and procedures even when no one is watching	4.53	.630
I engage in improving my skill, knowledge and abilities for the good of the institution	4.50	.567
I work to the best interest of the institution even when it involves personal cost	4.45	.652
I accept and internalized rules, regulations and procedures of the institution	4.44	.665
I help students and colleagues during my free time	4.34	.615
I say good things about my colleagues in front of others	4.34	.741
I try to make the best of situations even when there are Problems	4.30	.658
I maintain positive attitude towards students and colleagues when things do not go my way	4.29	.684
I read letter, announcement, memos, website etc to stay informed about development of the institution	4.23	.601
I do not express resentment with any changes introduced to improve work at the institution	4.13	.760
I help colleagues who have work related problems	4.10	.688
I motivate other tutors to improve the work of the Institution	4.09	.904
I monitor the work environment for threat and opportunities	4.08	.764
I take time to advice and orient other colleagues to learn new skills and knowledge	4.05	.802
I initiate changes to improve work in the institution	4.05	.930
I do not complain when inconvenienced by other work Assignment	3.81	.882
Average Score	**4.27**	**0.703**

Source: Field Survey, Tandoh, (2019)

The findings revealed that the respondents were satisfied with all the dimensions used to measure the degree of organisational citizenship behaviour among course tutors of College of Distance Education (CoDE). This was justified by the mean of means recorded in that regard (M=4.2700). On the individual level, it was discovered that the respondents were satisfied with all the individual variables as well. This claim is supported by the mean and standard deviation scores obtained by the individual variables:

I do not complain when inconvenienced by other work assignment (M=3.81; SD=0.882), initiate changes to improve work in the institution (M=4.05; SD=0.930), take time to advice and orient other colleagues to learn new skills and knowledge (M=4.05; SD=0.802), monitor the work environment for threat and opportunities (M=4.08; SD=0.764), motivate other tutors to improve the work of the institution (M=4.09; SD=0.904), I help colleagues who have work related problems (M=4.10; SD=0.688), do not express resentment with any changes introduced to improve work at the institution (M=4.13; SD=0.760), read letter, announcement, memos, website etc. to stay informed about development of the institution (M=4.23; SD=0.601), I maintain positive attitude towards students and colleagues when things do not go my way (M=4.29; SD=0.684),

Again the mean score of the following responses were high: I try to make the best of situations even when there are problems (M=4.30; SD=0.658), say good things about my colleagues in front of others (M=4.34; SD=0.741), help students and colleagues during my free time (M=4.34; SD=0.615), accept and internalized rules, regulations and procedures of the institution (M=4.44; SD=0.665), work to the best interest of the institution

even when it involves personal cost (M=4.45; SD=0.652), engage in improving my skill, knowledge and abilities for the good of the institution (M=4.50; SD=0.567), follow institutional rules, regulations and procedures even when no one is watching (M=4.53; SD=0.630), continually try to develop myself in terms of knowledge and skill for the good of others working with me (M=4.54; SD=0.596) and promote the institution to outsider and other stakeholder (M=4.59; SD=0.521). These responses from the course tutors give a strong indication of the existence of high-level perception of organisational citizenship behaviour among them since most agreed or strongly agreed to these questions that bordered the existence of OCB.

Per the findings, it is established that there is high level of citizenship behaviour among course tutors of CODE. The state of organisational citizenship Behaviour among course tutors at CoDE is commendable and strategically can strongly position course Tutors at CoDE improve their skills, knowledge and abilities for the good of CoDE. Again, it can be inferred from the findings that tutors at CoDE are not disturbed when they encounter inconvenience at work due to changes in work schedules, are able to make good out of challenging situations at work, help colleagues and students at their free times, and are willing to follow institutional rules, regulations and procedure at CoDE. These indications suggest a well citizenship-oriented culture among tutors at CoDE. This is a true reflection of concerted efforts to improve the corporate image and reputation of CoDE among others. This is a good capital that can be relied on to attract other students into CoDE programmes at various levels.

The query to probe further to authenticate the findings from the tutor's responses were achieved through the use of interviews. Some centre coordinators were interviewed in order to confirm the results obtained in table 10. For example, an interview question "have you ever seen or noticed course tutors that make extra efforts or go above and beyond their call of duty in your study centre" What do they do?

One of the interviewees (coordinator) had this to say:

"Yes, yes, in fact the most recent is the financial contribution they made towards a newly acquired office for me as a coordinator. I wrote to CoDE for assistance in order to put my office as a coordinator in a befitting state but the tutors willing decided to take it up and made a financial commitment to support the project since response from CoDE had delayed. They helped me paint and arranged the whole office and they all took part in doing this willingly" I must say we are like a family; we help each other in diverse ways all in the name of CoDE and its success."

Another interviewee (coordinator) confirmed this by saying:

"Sure! For instance, currently CoDE is selling forms for admissions; tutors in my centre go to churches and other public gathering to advertise the programme to prospective applicants educating them to see distance learning as an opportunity for those who for one reason or the other could not make it to the conventional tertiary institution to grab the chance. This has been our style over the years and through that

we have been able to grow the centre in terms of enrollment.

Nobody pays or instructs them to do what they do but they do

them willing."

Another interviewee had this to share:

"Yes, countless times my tutors have demonstrated to me how committed

they are by going extra mile to deliver. For instance, tutors spend extra

hours after teaching periods to further explain concepts to students who

have difficulty. I have seen my tutors organize extra classes for free to

students. In my centre, we provide boarding facilities for those from far to

come and lodge for weekend classes. And all these are done willing."

All these comments above from the participants (coordinators) clearly confirm that course tutors of CoDE exhibit citizenship behaviour in the cause of discharging their duties. These interview comments made by coordinators also confirmed the responses obtained in an open-ended question that was asked in the questionnaire instrument as illustrated in table 5. below.

Table 5. In what other ways do you go beyond your assigned call of duties?

		Frequency	Percent
Valid	Counseling and advising students	69	20.3
	Extra teaching and engaging students' overtime	146	42.9
	Assisting the coordinator and other colleagues	65	19.1
	Advertising the institution to the Public	45	13.2
	No response or Bad response	15	4.4
	Total	340	100.0

Source: Field Survey, Tandoh(2019)

The findings were based on grouping of course tutors' opinions expressed through thematic approach to analyzing textual data. The findings indicated that most of them undertake extra teaching and overtime teaching to supplement officially mandated workloads, they engage in student counseling and offer advisory services, assist coordinators and other colleagues as well as advertise CoDE and its programmes to the general public. All these findings except "engage in student counseling and offer advisory service" can be characterized as citizenship behaviour and are exact result obtained in the coordinators comments in the interviews, considering the definition of OCB given in the study.

A follow up on this course was supported by focus group discussion where the participants (tutors) admitted saying:

> *"the exhibition of citizenship behaviour among colleagues course tutors is paramount in the distance learning environment where most of the distance students combine multiple roles as workers, husbands, wifes, mothers etc in addition to schooling. Hence, they depend mostly on the classroom interaction to learn and understand the things in their modules. Tutors by this means have no option than to put in our maximum best in all capacities to lessen the burden by giving extra free tuition and adopted teaching as our mode of delivery. The high existence of citizenship behaviour among course tutors is based on the kind and nature of students on the distance learning programme."*

By going extra, these course tutors have proven to be dedicated staff of CoDE and these feats must be recognized as such by management of CoDE.

Appropriate formal interventions could be formulated and integrated into the formal system of tutorship at CoDE so as to promote timely execution of assigned tasks among course tutors. It is therefore prudent for management of CoDE to continue the implementation of HR practices in order to maintain and if possible, improve the conditions that cause organisational citizenship Behaviour s at CoDE to be improved.

Data Screening and test of Multiple Regression Assumptions

Proceeding to the major analyses, data collected were scrutinized to check data entry accuracy using SPSS Version 23. Analysis in the preliminary stage was performed to verify the assumptions of multiple regressions such as assumptions of normality, linearity and multicollinearity.

Assumptions of Normality

Table 6. Descriptives

			Statistic	Std. Error
	Mean		4.2707	.02122
	95% Confidence Interval for Mean	Lower Bound	4.2289	
		Upper Bound	4.3124	
	5% Trimmed Mean		4.2851	
	Median		4.2778	
	Variance		.153	
	Std. Deviation		.39136	
	Minimum		2.44	
	Maximum		4.94	
	Range		2.50	
	Interquartile Range		.61	
Citizenship behaviour	Skewness		-.522	.132
	Kurtosis		.444	.264

Source: Field survey, Tandoh (2019)

To test for the normality of the distribution of data for the independent variable (OCB), which is a key assumption under multiple regression analysis

(typical of inferential statistics) as indicated by Pallant (2005), skewness and kurtosis scores were computed. To be approximately normal, both scores should be close to or equal to positive one or negative one. The scores from Table 6 showed that the data for organisational citizenship behaviour was approximately normal (Skewness=-0.522; Kurtosis=0.444).

Histogram

Dependent Variable: Citizenship behaviour
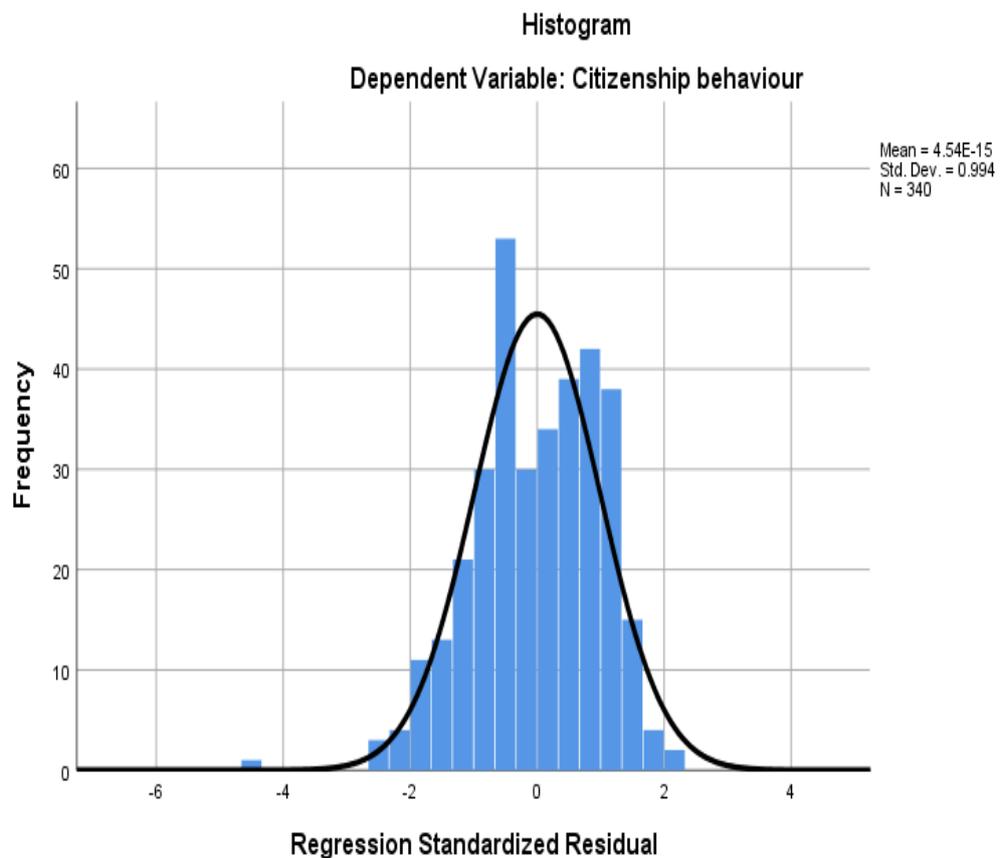
Figure 2. Test of Normality

The test for normality could also be checked either quantitatively or graphically. The histogram in figure 2 was used to graphically check for the normal distribution of the data. The Histogram showed a normal distributive curve, confirming the assumption of normality. Therefore, conclusion can be drawn from figure 2 that, the absence of heteroscedasticity and the assumptions of homoscedasticity are achieved.

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Test of Linearity

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Citizenship behaviour
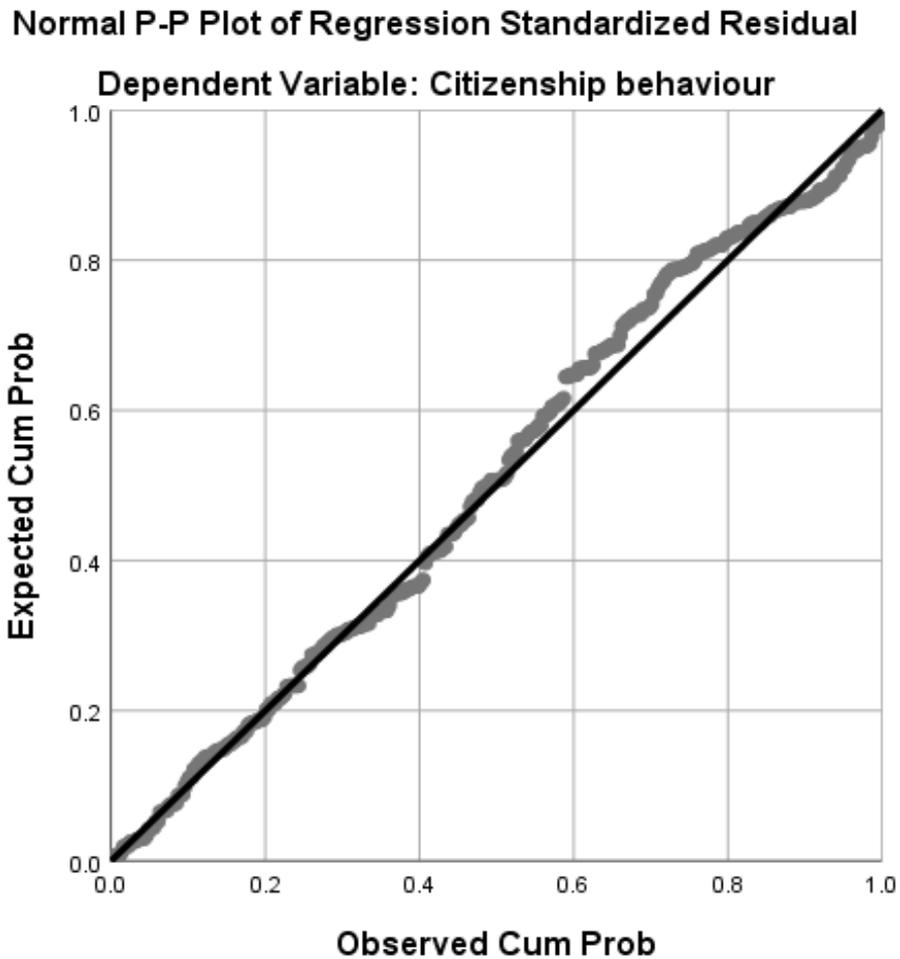
Figure 3. Normal P-P Plot for Tutors Citizenship Behaviour

The test of linearity was conducted to confirm the assumptions of multiple regression analysis. The test of linearity shows the relationship existing between independent and dependent variables. It depicts the degree to which change in the dependent variable is correlated with the independent variable. This was done through the use of scatter plots in order to identify any non-linear patterns of the variable from the data. The normal P-P plots in figure 3 showed that the points lie in a reasonably straight line from left bottom to the top right, hence showing that the assumption of linearity was not violated.

Test of Multicollinearity

The researcher again computed for the variance inflation factor (VIF) and tolerance to test for multicollinearity. Lind, Marchal, and Wathen (2018) suggested that a VIF greater than 10 is considered unsatisfactory, indicating multicollinearity, thus, the independent variable should be removed from the analysis. Also, the value of Tolerance greater than .10 indicates that the variable has high correlation with other variables in the model, suggesting the possibility of multicollinearity. It can be inferred from Table 7 that the VIF indicated 1.077, 1.140, 1.498 and 1.471 for distributive justice, procedural justice, interpersonal justice and information justice respectively. It can be concluded that the independent variables are not strongly correlated with each other given that all the VIFs values being less than 10. Again, the tolerance values from Table 7 were all more than .10 also indicating no possibility of multicollinearity.

Table 7: Test of Multicollinearity

		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
	Model	B	Std. Error	Beta	T	Sig.	Zero-order	Partial	Part	Tolerance	VIF
	(Constant)	2.839	.178		15.991	.000					
	Distributive Justice	-.023	.028	-.042	-.837	.403	.021	-.046	-.041	.928	1.077
	Procedural Justice	.000	.028	.001	.018	.986	.118	.001	.001	.877	1.140
	Interpersonal Justice	.252	.045	.339	5.667	.000	.426	.296	.277	.667	1.498
1	Informational Justice	.097	.035	.165	2.779	.006	.346	.150	.136	.680	1.471

a. Dependent Variable: Citizenship behaviour

Testing Research Hypothesis

First, the composite effect of organisational justice was examined before moving to establish which of the four dimensions best predict citizen behaviour. The study therefore made the following five hypotheses:

H_1:   organisational justice predicts citizenship behaviour

H_2:   Distributive justice best predicts citizenship behaviour of course tutors of CoDE

H_3:   Procedural justice best predicts citizenship behavioiur of course tutors of CoDE

H_4:   Interpersonal justice best predicts citizenship behaviour of course tutors of CoDE

H_5 Informational justice best predicts citizenship behaviour of course tutors of CoDE.

Further, a Composite variable was created for citizenship behaviour (dependent variable) via data transformation process. Standard multiple regression analysis was conducted to that effect and the findings are presented in Tables 8.

Organisational Justice Predicts Tutors Citizenship Behaviour

Table 8. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.258[a]	.067	.064	.37863

a. Predictors: (Constant), Organisational Justice

b. Dependent Variable: Citizenship behaviour

Source: Field Survey, Tandoh (2019)

A joint correlation between the perceived organisational justice and citizenship behaviour (dependent variable) was computed. It was discovered that there was a statistically significant very weak but positive correlation between organisational justice and Citizenship behaviour (R=.258a) hence, we fail to reject hypothesis one. It thus signals that, the more the perceived organisational justice increases, the more citizenship behaviour among course tutors at CoDE also increases. Conversely, it can be adduced that lower levels of the predictor (organisational justice) is associated with lower levels of citizenship behaviour. This finding agrees with the assertion by Blakely, Andrews and Moorman (2005) which state that the degree of positive affect presently experienced by an employee significantly influences the employee's intention to perform specific acts of organisational citizenship (Williams & Shiaw, 1999). It must be remembered that this does not suggest causality in the relationship between organisational justice and citizenship behaviour at College of Distance Education (CoDE).

The R-square has been recognized as the most common effect size measure in path models (Garson, 2016) given it tantative cut-off points for describing R-square as follows: Results above 0.67 (Substaintial), 0.33 (Moderate) and 0.19 (Weak). Regarding the predictive capacity of the model, it was revealed that organisational justice accounted for only 6.70% positive variance in citizenship behaviour at College of Distance Education (CoDE) institute (R2=0.067). Thus, given all the other factors affecting citizenship behaviour at College of Distance Education (CoDE), only organisational justice accounted for a very weak but positive change in citizenship behaviour at the said institution. This means that the existence of citizenship behaviour

among course tutors could be influenced by other factors like job satisfaction, organisational commitment, role perceptions, leader behaviour and leader-member exchange, individual dispositions, motivational theories and employee age as opined by Organ, Podsakoff and MacKenzie, (2005) in trying to establish the antecedent of citizenship behaviour.

On the contrary, it can be concluded that all other factors existing at CoDE that were not captured in this model collectively account for 93.3% positive variance in organisational citizenship Behaviour among course tutors at CoDE in University of Cape Coast. It therefore means management of College of Distance Education (CoDE) must continue their efforts to improve organisational justice perception of course tutor at the institution because this actually brings improvement in citizenship behaviour. Compared to the model that treated the perceived organisational justice individually, it can be concluded that the collective effect of perceived organisational justice at CoDE has lesser positive impact on organisational citizenship behaviour among course tutors. Therefore, other factors could account for employee citizenship behaviour in CoDE more positively than justice perception. In conclusion, there is statistically significant positive effect of organisational justice on citizenship behaviour, therefore hypothesis one is supported.

A follow up to this finding was a focus group discussion to find out the opinions of tutors about the effect organisational justice perception has on their citizenship behaviour. The discussants had this to say.

> *"We don't think the perception of fairness has much impact on how we behave even though it can but on a smaller scale. However, what pushes us to show citizenship probably is*

because distance education is seen as an opportunity to educate less privileged students and we are happy to contribute our quota at the various communities we find ourselves. In most study centres, you will see high level of commitment reflected in citizenship behaviour because tutors work to please and earn the trust of coordinators.

From the discussion, the tutors acknowledged the fact that justice perception has some influence on their citizenship behaviour even though the effect is not much. But rather, the social-cultural and coordinators trust could be the reason for tutor's citizenship behaviour.

The same question was posed in the interview of coordinators and one had this to share:

"I will say Yes and No. Yes, because majority of my tutors respond positively anytime they perceive CoDE has treated them fairly and No, because many at times tutors don't show citizenship because they perceived some level of fairness in the system but rather embark on citizenship for other good reasons. Because what they are doing is a part-time job and most tutors are not soo much bothered about a lot of things like the condition of service even though a lot complain about the allowance, procedures and at times the mode of communication. To me, I will consider coordinators influence to be one of the reasons for tutors citizenship behaviour. Am afraid it will come to a time all distance education tutors will form a union that will fight for a common cause which can

either increase or reduce the level of citizenship behaviour but

until then the perception of fairness or unfairness among

course tutors has not been a thing of concern to tutors and for

that matter has little effect on their citizenship behaviour."

The above narratives give a clear indication that both tutors and coordinators share the view that justice perception has some impact on citizenship behaviour. However, they believed that it could have a minimal effect which is in line with the quantitative result shown in table 8 counting other factors to be responsible for citizenship behaviour among tutors.

Table 9. ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.467	1	3.467	24.185	.000[b]
	Residual	48.455	338	.143		
	Total	51.922	339			

a. Dependent Variable: Citizenship behaviour

b. Predictors: (Constant), Organisational Justice

Source: Field Survey, Tandoh (2019)

The findings pertaining to the justification of the reliability of the results depicted in the model summary (Table 8) are showed in Table 9. A close observation of the significant level of the model shows that the 6.70% variance in the citizenship behaviour of course tutors caused by changes in the predictors was statistically significant ($p=0.000$: $p<0.05$). It can be concluded therefore that the 6.70% change in citizenship behaviour was not due to chance but by scientific interaction among the predictors actually caused that

positive change in citizenship behaviour. Therefore, management of CoDE can rely on this model to positively influence the citizenship Behaviour among course tutors at CoDE provided that same set of conditions exist during such times.

Table 10. Co-efficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.476	.163		21.327	.000
	Organisational Justice	.225	.046	.258	4.918	.000

Source: Field Survey, Tandoh (2019)

Table 10 further revealed the contribution (in standard terms) of the predictors (organisational justice) to causing the positive change in citizenship behaviour showed that organisational justice was statistically significantly (Beta=0.258; p=0.000: p<0.05), when the effects of the other predictors in the model was statistically controlled for. It thus means higher levels of organisational justice causes a statistically significantly positive change in citizenship behaviour at College of Distance Education (CoDE). Mathematically, the estimated regression function can be given as follows: OCB=0.3476 + 0.225 (POJ). Thus, a unit increase in perceived organisational justice will cause 0.225 increases in organisational citizenship behaviour among course tutors at CoDE. On the other hand, it can be concluded that a unit fall in perceived organisational justice will cause 0.225 fall in

organisational citizenship Behaviour among course tutors at CoDE. These deductions are made from the unstandardized co-efficient point of view under regression analysis

Organsational Justice Dimension that best Predict Citizenship Behaviour

Table 11. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448[a]	.200	.191	.35203

a. Predictors: (Constant), Informational Justice, Distributive Justice, Procedural Justice, Interpersonal Justice

b. Dependent Variable: Citizenship behaviour

Source: Field Survey, Tandoh (2019)

Correlation between the predictors and citizenship behaviour was computed as indicated in Table 11. The interpretation of the correlation results is based on the following cut-off points proposed by Cohen (1988) in that respect: $r = 0.10$ to 0.29 or $r = -0.10$ to -0.29 (Very weak); $r = 0.30$ to 0.49 or $r = -0.30$ to -0.49 (Weak); $r = 0.50$ to 0.69 or $r = -0.50$ to -0.69 (Moderate); $r = 0.70$ to 0.99 or $r = -0.70$ to -0.99 (Large). It was revealed that there was a statistically significant positively weak correlation between the predictors and citizenship behaviour (R=.448[a]). Thus, it indicates that higher level of the predictors (independent variables) is associated with higher levels of citizenship behaviour. Inversely, it can be adduced that lower levels of the predictors are associated with lower levels of citizenship behaviour at the College of Distance Education (CoDE).

The R-square has been recognized as the most common effect size measure in path models (Garson, 2016). Hock and Ringle (2006) further prescribed some tantative cut-off points for describing R-square as follows: Results above 0.67 (Substaintial), 0.33 (Moderate) and 0.19 (Weak). Regarding the predictive capacity of the model, it was discovered that the predictors accounted for 20.0% positive variance in the citizenship behaviour of course tutors at the College of Distance Education (CoDE) (R^2=0.200). Thus, given all the other factors affecting citizenship behaviour of course tutors at the College of Distance Education (CoDE), only organisational justice dimensions as measured by informational justice, distributive justice, procedural justice, interpersonal justice accounted for a 20% positive change in citizenship behaviour at the said institution. The remaining 80% change in organisational citizenship behaviour among course tutors in CoDE is attributable to other factors existing at CoDE but were not captured under this model.

Table 12. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.406	4	2.602	20.993	.000[b]
	Residual	41.515	335	124		
	Total	51.922	339			

a. Dependent Variable: Citizenship behaviour

b. Predictors: (Constant), Informational Justice, Distributive Justice, Procedural Justice, Interpersonal Justice

Source: Field Survey, Tandoh (2019)

To certify as to whether the 20.0% variance in citizenship behaviour at College of Distance Education (CoDE) as accounted for by the variance in the

predictors was statistically significant or not, ANOVA report (in Table 12) was generated alongside the model summary (in Table 11). It was affirmed that the predictors were statistically significant (p=0.000: p<0.05). It can be therefore concluded that the 20.0% change in citizenship behaviour was not due to chance but by the scientific interaction among the predictors actually caused that positive change in citizenship behaviour.

Table 13. Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.839	.178		15.991	.000
Distributive Justice	-.023	.028	-.042	-.837	.403
Procedural Justice	.000	.028	.001	.018	.986
1 Interpersonal Justice	.252	.045	.339	5.667	.000
Informational Justice	.097	.035	.165	2.779	.006

Source: Field Survey, Tandoh (2019)

The study further sought to reveal the contributions (in standard terms) of the predictors to the 20.0% positive variance in the citizenship behaviour of course tutors in order to analyse hypothesis two to five. The findings are presented in Table 13.

Distributive Justice best predict tutors Citizenship Behaviour

From table 13, the findings regarding the contributions of the individual predictors to the 20.0% variance in citizenship behaviour of course

tutors indicated that distributive justice was negative statistically significant predictor of citizenship behaviour at College of Distance Education (CoDE) (Beta=-0.042; p=0.403: p>0.05), when the effects of the other predictors in the model were statistically controlled for. It thus means higher levels of distributive justice does not cause a statistically significantly negative changes in citizenship behaviour of course tutors at College of Distance Education (CoDE). Hence, hypothesis two is rejected and that distributive justice does not best predict citizenship behaviour. It is managerially prudent for management to eliminate this factor or improve its conditions significantly so as to improve citizenship behaviour of course tutors through distributive justice at College of Distance Education (CoDE).

Procedural Justice Best Predict Tutors Citizenship Behaviour

Again, from Table 13, procedural justice was however discovered to be a non-significant positive predictor of the positive variance in citizenship behaviour (Beta=0.001; p=0.986: p>0.05), when the effects of the remaining variables in the model were statistically controlled for. In this context, one cannot rely on procedural justice to positively improve citizenship behaviour because its contribution may be due to chance and hence, it is not managerially and scientifically feasible to rely on changes in this predictor to cause positive variance in citizenship behaviour. It can be deduced from comparative analysis in Table 13 that although perceived procedural justice made some contributions, its contribution could be attributed to chance, hence being insignificant. We therefore reject hypothesis three and state that procedural justice is not the best predictor of course tutors citizenship behaviour.

Interpersonal Justice Best Predict Tutors Citizenship Behaviour

Again from table 13, interpersonal justice (Beta=0.339; p=0.000: p<0.05) made statistically significant but positive contribution to predicting the 20.0% positive variance in citizenship behaviour of course tutors at the College of Distance Education (CoDE), when the effect of other variables in the model were held constant for each of the variables when the contribution of each of the variables to the 20.0% change in citizenship behaviour was considered. This role made statistically significant positive contribution to the positive change in citizenship behaviour of course tutors that their contributions to predicting the positive change in citizenship behaviour of course tutors in the model were not by chance but based on true scientific interaction in the model.

A comparative analysis from table 13 therefore shows that perceived interpersonal justice (Beta=0.339; p=0.000: p<0.05) is the strongest positive significant predictor of organisational citizenship behaviour among course tutors at CoDE. We therefore fail to reject (support) hypothesis four which state that interpersonal justice best predicts citizenship behaviour.

Informational Justice Best Predict Tutors Citizenship Behaviour

Informational justice (Beta=0.165; p=0.006: p<0.05) made statistically significant but positive contribution to predicting the 20.0% positive variance in citizenship behaviour of course tutors at the College of Distance Education (CoDE), when the effect of other variables in the model were held constant for each of the variables when the contribution of each of the variables to the 20.0% change in citizenship behaviour was considered. This result showed statistically significant positive contribution to the positive change in

citizenship behaviour of course tutors that their contributions to predicting the positive change in citizenship behaviour of course tutors in the model were not by chance but based on true scientific interaction in the model. From a comparative analysis in table 13, it can be identified that informational justice (Beta=0.165; p=0.006: p<0.05) is the second-best predictor of citizenship behaviour of course tutors.

However, we reject hypothesis five and state that informational justice is not the best predictor of course tutors citizenship behaviour. Summarizing mathematically, the estimated regression function can be given as follows: OCB=2.839 + 0.252 (InterpJ) + 0.097 (InfoJ). Thus, a unit increase in perceived interpersonal justice will cause 0.22 increase in organisational citizenship behaviour among course tutors at CoDE. On the other hand, it can be concluded that a unit fall in perceived interpersonal justice will cause 0.252 fall in organisational citizenship behaviour among course tutors at CoDE. Similarly, it can be seen that a unit increase in perceived informational justice will cause 0.097 increase in citizenship behaviour among course tutors at CoDE. On the other hand, it can be concluded that a unit fall in perceived informational justice will cause 0.097 fall in organisational citizenship behaviour among course tutors at CoDE. These deductions are made from the unstandardized co-efficient point of view under regression analysis.

It is managerially prudent for leaders of CoDE and by extention University of Cape Coast to make conscious efforts to improve perceived organisation justice (as measured by informational justice, distributive justice, procedural justice and interpersonal justice) because this will ultimately cause tutors at CoDE to be more attached to CoDE and their profession in the sense

of active organisational citizenship behaviour. Special emphasis should be placed on interpersonal justice and informational justice because these predictors made statistically significant positive contributions to causing the positive but weak significant variance in organisational citizenship behaviour among couse tutors. This insight is supported by some empirical studies (Blakely et al, 2005: Hong Chen & Yang-hua Jin, 2014: Lather & Kaur, S., 2015.).

On the other hand, management of CoDE should not spend their resources in improving the measures of both procedural justice and distributive justice if they are to improve the state of citizenship behaviour among tutors at CoDE because these factors failed to significantly predict any positive change in organisational citizenship among the tutors that were surveyed in this study. These findings contradict the collective views held by some empirical studies that both distributive justice and procedural justices increases organisational citizenship behaviour among workers (Moorman, 1991: Lee, Kim, & Kim, 2013: van Vuuren & Joubert, 2016; Ucho & Atime, 2013: Dikmetas & Kose, 2014). It must be recognized that these findings relate to the model that was tested at the individual level of perceived organisational justice, considering the various dimensions of perceived organisational justices.

Chapter Summary

This chapter generally presented the analysis of the data collected from the field of study. The data collected through questionnaires were then analyzed quantitatively detailing the demographic information of the respondents with tables. This was followed by both quantitative and

qualitative presentations of the analysis on research objectives of the study. The quantitative analyses relied mostly on the questionnaire responses obtained from respondents. Sequential analysis of the qualitative data (specifically using interviews and focus group discussion) followed each quantitative presentation to complement the quantitative findings based on relevant comments from respondents on related questions asked. The results obtained were extensively discussed.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Introduction

The study sought to examine the effect of organisational justice perception on organisational citizenship behaviour among course tutors of college of distance education (CoDE) in the University of Cape Coast, Ghana as the study area. The philosophical underpinning of the study was pragmatism. The mixed approach to research was thus adopted not to predict the effect but also to provide explanation for the findings of the study. Data from 340 course tutors and 27 other participants (interviews and focus group discussion) were used for the study. Descriptive statistics and inferential statistics such as mean, standard deviations and standard regression was used to analyze the data collected.

Summary of Key Findings

The major findings that emerged with regard to the objectives of the study are summarized below:

On the level of organisational justice perception among Course Tutors of CoDE: The result showed the following:

It was first established that, the level of organisational justice perception among the course tutors were low. However, in the case of distributive justice perception among the course tutors, it depicted that most course tutors disagreed on the questions that measured their perception on equity, equality and need. This further presupposes that most course tutors

perceived their benefit received from CoDE not to be fair and for that matter anticipate for improvement.

In the area of procedural justice, the study also showed no strong indication of the existence of procedural justice perception among course tutors. Most indicators that measures the existence of procedural fairness was disagreed on by most respondents (tutors) which further suggest they are not able to appeal against the decisions of the institution and do not have a say in the development of procedures and processes for making decision for the institution (CoDE). Therefore, there is the perception of procedural injustice among course tutors in the way and manner through which certain decisions and procedures are followed by CoDE.

The study revealed strong indication for the existence of Interpersonal justice perception among course tutors of CoDE. Most respondents (tutors) testified the cordial relationship that existed between them, the institution (CoDE) and coordinators. The coordinators most especially were identified to be the key players in building strong interpersonal justice perception among the course tutors.

Indicators of informational justice perception also gave a strong signal for the existence of informational justice perception among the course tutors. In general, it can be inferred that among course tutors of CoDE, there are perceptions of informational and interpersonal justice while there is distributive and procedural injustice.

On the level of organisational citizenship behaviour among tutors of CoDE: Based on the results obtained and discussions made, the following findings were discovered:

Response from participants indicated that a large number of course tutors seem to have positive perceptions and inclination about engaging in organisational citizenship behaviour. It is collectively observed that majority of the course tutors willing and gladly takes up some activities which can be considered as citizenship behaviour without any future anticipation of possible reward or performance evaluation from their employer but as a result of the social exchange theory which state that we value our social relationship based on trust, respect and love for one other.

One the other hand, taking into consideration the existing job description of course tutors, at the same time defining citizenship behaviour as extra, it is revealed that participants appear to execute similar activities that are peculiar and can be classified as citizenship. These sample behaviours include:

- Going beyond the teaching delivery from module facilitators to actually teaching the modules,

- Organising free extra teaching and overtime teaching to students with problems in certain course areas

- Advertising the distance programme to the prospective candidates through various medium at their own cost.

In addition, it was found out that one particular act that is reported by participants to be citizenship behaviour is actually part of teacher's job descriptions which is engaging in student counseling and offering advisory services. This is because the activity does not meet the criteria for citizenship behaviour, thus, it fails to meet the definition of OCB made in this study. The study found that the state of organisational citizenship behaviour among

course tutors at CoDE is high and commendable and that tutors have demonstrated citizenship behaviours in diverse ways to promote and improve the co-operate image and reputation of the institution.

The findings on the effect of perceived organisational justice on citizenship behaviour revealed that:

➢ Course tutors perceived organisational justice has lesser positive impact on their citizenship behaviour. The result showed that among other factors that could influence citizenship behaviour of course tutors, only 6.70% is accounted for oraganisational justice perception. About 93.3% of course tutors exhibition of citizenship behaviour is as a result of other factors like, trust, employee commitment, job satisfaction, role perception, leader behaviour and leader member exchange, individual disposition, employee's age and other factors suggested in literature.

➢ With the predictive capacity of the four dimensions, interpersonal justice is the best predictor of course tutors citizenship behaviour followed by informational justice. These predictors made statistically significant positive contributions to causing the positive but weak significant variance in organisational citizenship behaviour.

Conclusions

The general objective of the study was to establish the effect of organisational justice perception on organisational citizenship behaviour among course tutors of College of Distance Education, University of Cape Coast, Ghana. The results of the study revealed that organisational justice perception less affect course tutors citizenship behaviour. It also showed a

significantly positive relationship between the two variables. The findings also provided a number of suggestions by this means helping advance theory and inform practice on the process of building organisational citizenship behaviour in educational institution and for that matter distance learning institutions.

It is established that employees demonstrate citizenship behaviour and become more productive when their institutions or supervisors treat them fairly. For this reason, supervisors or institutional heads should treat employees fairly in order for employees to go extra mile beyond their assigned work duties. In accordance with this study, the dimension of organisational justice that is commonly perceived by the course tutors of CoDE is interpersonal justice. On the other hand, the justice perception that best predict course tutors citizenship behaviour is the interpersonal justice. Therefore, it can be deduced that perceived organisational justice more especially interpersonal justice can be used by management to raise the level of course tutors citizenship behaviour. The course tutors in CoDE have the perception that they are treated fairly when their supervisors or institutions treat them with dignity and respect through receiving a cordial working relationship devoid of improper remarks and comment on work issues.

Recommendations

Based on the findings, discussions and conclusion of this study, it is recommended that:

The Allocation of benefits and other forms of rewards must be reviewed to meets tutors demand as most tutors believe that the current benefit is not appropriate or in line with their responsibilities, effort toward work,

performance, expectations and are unfair as compared to other colleague tutors in other distance learning institutions in Ghana.

Similarly, management should design strategies that will involve course tutors in most of their decision making in order to improve the level of procedural justice perception among course tutors. This is due to the fact that most tutors feel they do not have a say in the development of procedures and processes for making decision in the institution. However, it is established that whenever employees feel their voices are heard, they become part of the system and are able to champion on a common cause to achieve organisational goals.

Again, management of CoDE should ensure and improve existing measures that promote both the interpersonal and informational justice perceptions among tutors. The institution and centre coordinators should ensure the continuity of respect and dignity they hold for their course tutors and maintain the cordial interpersonal relationship. The level of honesty with which the institution as well as coordinators communicates information to tutors has been phenomenal in promoting citizenship behaviour among tutors. Therefore, recommendation is given to management to perpetuate the act of being candid in communicating to their tutors.

Management of CoDE and centre coordinators should target obtaining high level of citizenship behaviour to improve the corporate image and reputation of their institution. CoDE should collaborate with other corporate entities to organize well planned activities like workshops, seminars, training, awareness creation and experience sharing to enhance organisational citizenship behaviour among tutors. Provision of need based training for

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tutors and their coordinators on the nature of teachers OCB and how to manage and promote it is pivotal for sustainable academic environment.

A scheme should be designed to identify and reward tutors who distinguish themselves in exhibiting citizenship behaviour. Such individuals can be seen as role models by students and colleagues and by so doing helps improve and maintain citizenship among tutors.

Fairness in reward allocations, benefits and compensations of tutors, fairness in the process of making decisions, fairness in the interpersonal treatment and fairness based on clarification of feedback received, performance expectation and justification given for decisions are all important element that management should employ to achieve optimum citizenship behaviour.

Suggestions for Further Research

This current study suggests some areas for further research to include: One important limitation is that the level of justice perceptions of the employees may differ from time to time. This suggests that research on the same sample at different times may provide different results. Secondly, the present study was conducted for course tutors at CoDE, University of Cape Coast, Ghana. Further research can be done in other distance learning institutions both in Ghana and outside Ghana to give more insight into the variables discussed.

The study again concentrated on educational setup and for that matter distance learning institution. Therefore, possible future research can look at same study from other sectors of the economy such as Hospitality, Health, banking, insurance and manufacturing to contribute to literature. Lastly, the

researcher has represented the first known attempt in the context of distance learning institution in Ghana considering the four dimensions of organisational justice to predict citizenship behaviour. These research findings can be referred to as a foundation for other researchers to explore further.

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APPENDICES

APPENDIX I- QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

DEPARTMENT OF HUMAN RESOURCE

Questionnaire on the Effect of Organisational Justice Perception on Organisational Citizenship behaviour among Tutors of College of Distance Education, University of Cape Coast

Dear Respondents,

The questionnaire is intended to solicit information on the Effect of Organisational Justice Perceptions on Organisational Citizenship Behaviour among Tutors of College of Distance Education-CoDE, UCC. It will be very much appreciated if you could provide your candid impression about each question below. It is anticipated that the result will provide management of the College of Distance Education with insight on how Tutors perception of organisational justice affect their citizenship behaviour. Be assured also that all responses will be treated with the utmost confidentiality and your individual identity would not be disclosed.

Thank you in anticipation for your co-operation.

SECTION A: BIO DATA

Please tick/write where appropriate.

Gender a) Male [   ]   b) Female [   ]

Age: a) Less than 30 years [   ] b) 31-40 [   ] c) 41-50 [   ] d) 51-60 [   ]

Marital Status: a) Married [   ]   b) Single [   ]   c) others (specify)…………………

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Highest level of education: a) Diploma [   ] b) Bachelor's degree [   ] c)

Master's degree [ ] d) PhD [ ] e) Others (specify)…………………………

Current status   a) Tutor   [   ]   b) Senior Tutor   [   ]

SECTION B: JUSTICE /FAIRNESS PERCEPTION IN CoDE

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. The following should guide you: NA (Not applicable); SD (Strongly Disagree); D (Disagree); A (Agree) and SA (Strongly Agree)

	STATEMENT	1 NA	2 SD	3 D	4 A	5 SA
Distributive justice perception: Refers to the perceived equity of rewards for Tutors.						
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 perception: Refers to fairness in policies and procedures in making decision

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 perception: Refers to the degree to which tutors are treated with respect and dignity

| 1 | I receive cordial working relationship from my coordinator and colleagues | | | | | |

2	My coordinator treat 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 relate to me and other colleagues politely on work issues.					
Informational justice perception: Relates to provision of justification by employers for decisions made.						
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.					

7. Do you have any information or views on justice/fairness perception in the activities of CoDE? Please state them.

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SECTION C: ORGANISATIONAL CITIZENSHIP BEHAVIOUR IN CoDE

Citizenship Behaviour s are discretional work duties that are optional to do but improve work outcome. (Please indicate with a thick [√] in each case the extent applicable in your situation with the following statements concerning citizenship Behaviour . KEY: **NA= Not applicable, SD= Strongly Disagree, D= Disagree, A= Agree and SA =Strongly Agree)**

	STATEMENT	**1** **NA**	**2** **SD**	**3** **D**	**4** **A**	**5** **SA**
1	I help students and colleagues during my free time					
2	I take time to advise/orient other colleagues on learn new skills/knowledge					
3	I help colleagues who have work related problems.					
4	I do not complain when inconvenienced by other work assignments.					
5	I maintain positive attitude towards colleagues/students when things do not go my way.					
6	I do not express resentment with any changes introduced to improve work in the institution.					

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7	I try to make the best of the situation, even when there are problems.					
8	I read letters, announcements, memos, websites, etc. to stay informed about developments in the institution.					
9	I monitor the work environment for threats and opportunities.					
10	I work to the best interest of the institution even when it involves great personal cost.					
11	I promote the institution to outsiders and stakeholders.					
12	I say good things about my colleagues in front of others.					
13	I initiate changes to improve work in the institution.					
14	I motivate other tutors to improve the work of the institution.					
15	I follow institutional rules, regulations and procedures even when no one is watching.					
16	I accept and internalize rules, regulations and procedures of the institution.					

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17	I engage in improving my skill, knowledge and abilities for the good of the institution.					
18	I continually try to develop myself in terms of knowledge and skills for the good of others working with me.					

9. *In what other ways do you go beyond your assigned call of duties (do extra duties)?*

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10. *Do you have any suggestions or concerns you would like to share? Please state them.*

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APPENDICES B

Interview questions on the level of Organisational Justice in CoDE

Distributive justice/ fairness perception

1. What is CoDE to you?

2. How has the activities of CoDE affected your livelihood? Has it been beneficial to you and other course tutors?

3. What is the general fairness perception of your course tutors on how remuneration and other benefits are distributed among them?

4. How often do you receive complaints from your tutors about the distributive inequity?

Procedural justice/fairness perception

1. Do you think course tutors have a say in the development of making decisions or are they involved in decision making?

2. What is your opinion about the institutional procedures and decisions of CoDE towards course tutors? Is it consistent or it favours some tutors?

3. How often do you receive complaints from your tutors about procedural bias?

Interpersonal justice/fairness perception

1. What kind of relationship exists between you and your course tutors. How would you describe it?

2. As a coordinator, how does your relationship with course tutors influence their behaviour in your study centre?

Informational justice/fairness perception

1. Is CoDE candid and honest in communicating timely to you and your tutors?

2. How are you able to communicate with dignity and respect to your colleagues course tutors as a coordinator.

Interview questions on the level of Organisational Citizenship Behaviour in CoDE

1. Have you ever seen or noticed course tutors that make extra efforts or go above and beyond their call of duty in your study centre. What do they do?

2. Why do course tutors manifest citizenship behaviours in the study centre?

3. What are some of the things that motivate course tutors to go beyond their call of duty?

4. What do you think should be done to promote citizenship behaviour of course tutors in the study centre?

Interview question on the relationship between OJ and OCB

1. In which way do you think the activities of CoDE have influence course tutors to feel well treated?

2. Do you think the fairness perception of your course tutors has any influence on the way they behave and discharge their duties? How?

3. Can you tell me how the perception of distributive/procedural/interpersonal/informational fairness has influenced the citizenship behaviour of course tutors?

Interview questions on the Effect of OJ on OCB

1. Have you identified any change of behaviour in any course tutor which was as a result of perceived injustice done him/her on the path of CoDE?

2. Can you identify juctice perception to be the cause of course tutors citizenship behaviour?

APPENDICES C

Focus Group Discussion Guide on OJ AND OCB

1. What is the perception of you tutors when it comes to fairness in remuneration and other reward system?

2. Do you think tutors have a say in the development of making decisions concerning the activities of CoDE?

3. Can you tell me how the perception of distributive/ procedural/ interpersonal/informational fairness has influenced the citizenship behaviour of course tutors?

4. What is your opinion on the effect of organisational justice on your citizenship behaviour?

5. Have you ever seen or noticed any of your colleague tutors going extra mile by way of exhibiting   citizenship behaviour in order to execute duties. What are some of the things they do?

6. What makes you think your coordinator/CoDE treat you with disgnity and respect?

7. How candid, honest and timely do coordinator/CoDE communicate information to you?

APPENDICES D

Krejcie and Morgan Sample Determining Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380

85	70	250	152	650	242	2200	327	50000	381
90	73	155	155	700	248	2400	331	75000	382
95	76	159	159	750	254	2600	335	1000000	384

Note: N is Population Size, S is Sample Size   Source: Krejcie &Morgan

1970