

# Enhancing Faculty Commitment through Perceived Fairness: An Empirical Study on Organisational Justice in Management Institutions

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## Abstract

Subsequently, the dedication of the faculty is an essential factor of success and performance of the institution as well as students within the present-day highly dynamic educational environment. This article examines the importance of perceived fairness as a variable of organisational justice conceptualisation on faculty commitment in the management institutions. Organisational justice, as encompassing different types, such as distributive, procedural, and interactional justice, can be an effective model to study the effects of the perceptions of fairness on attitude and behaviours in the workplace. A structured questionnaire was used to obtain data among faculty members in the identified management institutions. These results indicate that there is a strong positive association between organisational justice and the duties of organisational commitment revealed in the affective, continuance, and normative commitment. Procedural and interactional justice have happened to be the strongest predictors among the dimensions of justice. This study gives useful indications to administrators and policymakers as it is indicated that open procedural activities, fair resource allocation, and humane affair management among others can lead to the emergence of a more loyal and motivated, academic workforce. This literature reiterates the importance of strategic measures that should nurture the atmosphere of fair climate in organisation to achieve the long-term retention of the faculty and institutional performance.

**Keywords:** Organisational Justice, Faculty Commitment, Perceived Fairness, Management Institutions, Procedural Justice, Distributive Justice, Interactional Justice, Higher Education.

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## INTRODUCTION

The task of the academic community in the ever-changing academic environment is central to the role of members of the faculty in the intellectual, cultural, and operation environment of an institution of higher learning. Psychological attachment and dedication of an educator towards the institution is necessary, which is known as faculty commitment to provide quality education, foster innovation and institutional stability. Faculty commitment in this context has even more benefits as within the environment of management institutions, the performance outcomes and expectations of students are continuously increasing. Nevertheless, there is one very important aspect usually not mentioned during the conversation concerning faculty engagement and faculty retention, namely, the notion of perceived fairness or organisational justice. Organisational justice is a sense by which various employees view the workplace procedures, relations, and results as just. Originated in the field of industrial-organisational psychology, the construct has gradually started receiving interest within the educational institution settings, especially as such institutions continue to assume more corporate governance structures and performance-based cultures.

In the modern scholarly landscape, there is more competition, financial strains, accreditation considerations, and administrative reforms which tend to undermine the conventional independence and faculty-to-faculty relations. Unless the institutions are proactive in ensuring the sense of equity and trust, such systemic changes will bring feelings of alienation, loss of motivation and even attrition. In this respect, organisational justice may be a critical tool that institutional leaders can use in order to get faculty interests and institutional goals on common grounds. Organisational justice theory is generally assessed as having three dimensions: the first dimension is distributive justice or the perceived justness of the distributions of outcomes such as salaries, promotions and recognition; the second dimension is procedural justice or the perceived fairness of the procedures through which the outcomes are achieved;

and the third dimension is the notion of interactional justice or the perceived character of the interpersonal treatment, at the time the procedures are carried out and the decisions are being made. All these dimensions are extremely important in the process of establishing faculty perceptions that influence their respective level of commitment to the institution.

The studies in different fields have always been found to indicate that the perceptions of the workers about the fairness of work seems to correlate with high chances of positive attitudes and behavior outcomes like more job satisfaction, trust on the leaders, organizational citizenship behavior and low turnover intentions. The perception of organisational justice is especially relevant to the academic arena where intrinsic motivation in the workplace, and a high level of professional autonomy are of great importance, it can also substantially affect faculty morale, productivity, and desire to extend themselves beyond the recesses of their contract. In addition, fairness perceptions are directly connected with psychological contracts, which are mutual expectations between the faculty and the institution that are not written down. By satisfying such expectations with fair and open processes, the faculty members can have stronger odds of fostering affects commitment (emotional attachment), continuance commitment (perceived costs of leaving), and a sense of obligation to remain, normative commitment.

Although organisational justice is a pertinent topic to study in the academic domain, little empirical evidence has been found yet based on the specific group of the faculty members employed in the management institutions of India. The majority of available research is either focused on the corporate organisations, or follows a more general educational context without discussing the specificities of management education, where faculty members may have multiple personas as an educator, a researcher, a consultant and administrator. Ambiguity and the inseparability of roles and expectations in these kinds of institutions are some of the reasons why they are a good ground to study the impact of organisational justice. Management educational institutions, and especially institutions aiming at the countrywide or international accreditation, are constantly under pressure in trying to fulfill standards of performance thus increasing the level of evaluation, workload, and intense competitive practices. In this kind of a setting, it is important to comprehend how fairness in institutional policies, decision making processes and interpersonal relations promote commitment among the faculty and institutional performance at large.

This empirical research intends to fill this gap by establishing the correlation between the perceptions of organisational justice and the commitment of the faculty members within a sample of targeted management institutions. It attempts to determine the important set of dimensions of justice (distributive, procedural, or interactional) in enhancing various forms of commitment among the faculty. The research design uses a structured quantitative methodology and validated measures to provide a quantitative evaluation of organisational justice as well as faculty commitment. With the help of surveyed answers of the faculty members of different institutions, the study will enable the academic administrators and policy-makers to take pertinent actions on creating equitability sensitive initiatives and governance structures. Such measures can be use to foster a fair working culture that does not only improve the wellbeing of the faculty but ensure loyalty and excellence of the institutions.

Drawing a conclusion, one could state that with the ongoing process of management education adapting to the world trends and challenges, the role of faculty as the core of educational quality is hard to overéatit. Making sure that the faculty members are rewarded, opportunity-given, and respected through interpersonal attitudes is not only an issue of ethical leadership but also strategy. When institutionalised effectively and genuinely into organisational culture and practices organisational justice can be an incentive to increase faculty commitment, diminish turnover, and enhance organisational performance. This paper therefore tries to add to the existing discussion of faculty engagement by empirically discussing the relevance of fairness perceptions in the strengthening of faculty commitment in Indian management institutions.

### **Literature Review**

Organisational justice as a construct has become one of those issue areas that are very important in the study of attitudes, behaviours and outcomes of employees in different organisational environments. First applied to the industrial-organizational psychology, more and more the concept has been drawn upon educational establishments, especially the study of faculty commitment, motivation and retention.

According to the organizing theorists, such as Bies and Moag (1986), organisational justice covers three major aspects, namely, distributive justice, procedural justice, and interactional justice. The fairness of how outcomes are distributed like pay, reward and workload is what is called distributive justice (Barling & Phillips, 1993). Procedural justice deals with how fair the procedures employed in it are to arrive at the decisions (Barrett-Howard & Tyler, 1986), whereas interactional justice has to do with how well the people react towards each other and communicate in the course of making decisions (Bies & Moag, 1986; Bies, Shapiro, & Cummings, 1988).

A number of empirical studies have been conducted on the relationship between organisational justice and employee commitment. Allen and Meyer (1990) have given a conceptualisation theme of organisational commitment in three dimensions wherein affective commitment (emotional attachment), continuance commitment (cost of shifting), and normative commitment (obligation to stay) are represented. Their model has become pertinent to the degree of acceptance and application in research studies that investigate the perceptions of fairness having a whiff-and-wisk effect on the determination of employees to stay in an organisation or not.

In their analysis on pharmaceutical representatives in Pakistan, Ali and Jan (2012) proved the strong positive correlation that all of the dimensions of organisational justice showed with the organisation commitment and lower turnover intentions. In their findings, they indicate that equality in procedures and results is also a strong indicator of employee loyalty. In the same manner, Beugre and Baron (2001) discovered that the organisational commitment in diverse sectors was greatly affected by the perceptions of the systemic justice, which was just a combination of distributive, procedural and interactional justice. Taking the example of higher education, a case study conducted in Neyshabur Medical Science College showed that perception of organisational justice within faculty members influenced their organisational commitment significantly (Bigdoli et al., 2015). Their article focused on the fact that perceiving the unjust procedures and being treated in an unfriendly way had distinctive impact on building the felt trust and allegiance among the scholarly staff. This translates to the similarities of the findings of Bhatnagar (2005) who underscored the element of psychological empowerment as the antecedent to organisational commitment among Indian managers. Her conclusion included the fact that perceived fairness reinforced with practices of empowerment, enhances the emotional bonding of employees towards their organisation.

Perceived organisational support is another important individual in this kind of relationship, which was the focus of research conducted by Allen, Shore, and Griffeth (2003). Their research implied that HR practices were supportive and their perceived fairness and consistency mediate the effects of organisational justice on the turnover intentions. In addition, the concept of psychological capital was introduced by Avey, Luthans, and Jensen (2009) as the positive psychological state that consists of hope, resilience, optimism, and efficacy and serves as the cushion against the negative influence of injustices and positively impacts the commitment.

Group dynamics is very crucial as well. The results reported by Andrews et al. (2008) recommended that cohesion of a group enhances the relationship between perceived justice and affective commitment, which implies that when people perceive fairness as a whole, it increases levels of individuals commitment. On the same note, Avolio et al. (2004) also discussed transformational leadership as a context factor, which revealed that transformational leaders who ensure psychological empowerment, and decrease structural distance, significantly increase the organisational commitment in the subordinates.

Perceptions on fairness are even more important in times of organisation changes. Begley and Czapka (1993), concluded that commitment had moderating effect on the impacts of job satisfaction, intentions to leave and health amid transitions within the organisation. Employees who had a confidence that decision-making was unbiased had an ability to be more resistant towards times of uncertainty. This has also been echoed through Barsoux and Manzoni (1998) in case of restructuring in Air France that helped in upkeeping the employee morale through work of at least procedural justice during change.

The article of Becker on the concept of commitment as the product of side-bets or investments into the organisation he did back in the year 1960 is still relevant, particularly in such a setting as academia where faculty members are likely to invest a lot of their time and intellectual capital. It is only when faculty feel that the institution is just and fair that the investments are maintained.

However, in spite of this already existing rich literature, there has been lack of in study concerning the faculty members in management institutions in India, a situation which has been typified by existence of hierarchies, performance benchmarks and changing governance systems. This discontinuity necessitates the foundation of empirical studies that examine how perceptions of justice in the faculties affect their rates of dedication in such institutions which are mostly under pressure to achieve accreditation requirements and output measurements.

### Objectives of the study

To examine the relationship between organisational justice and faculty commitment in management institutions.

To analyze the influence of distributive justice on faculty commitment.

To assess the impact of procedural justice on faculty commitment.

Hypothesis ( $H_1$ ): There is a significant relationship between organisational justice and faculty commitment in management institutions.

Null Hypothesis ( $H_0$ ): There is no significant relationship between organisational justice and faculty commitment in management institutions.

### Research Methodology

The current research takes a quantitative form of research to look at the correlation between organisational justice and faculty commitment within management institutions. The research design used was descriptive and correlational in nature where perceptions of faculty members to organisational justice together with their commitments level to their institutions were analysed. Faculty members employed in the targeted management institutions formed the study population and a stratified random sampling method helped to achieve different types of institutions (private, public, autonomous). On the basis of the validated scales, a structured questionnaire was prepared such as Organisational Justice Scale which was based on distributive, procedural and interactional dimensions of justice plus Three-Component Model of Organisational Commitment by Allen and Meyer, (1990). The survey adopted a five-point likert style whereby the responses were given as strongly disagreeing- strongly agreeing. The collection of data was done under online and offline terms to increase the coverage and participation. To test the hypotheses and gain insights on the strength of relations between variables, the statistical tools including Pearson correlation and multiple regression analysis involved in the analysis of the data collected were analyzed using SPSS software. The instrument was also tested in terms of reliability and validity before the principal analysis. The study methodology aimed at giving empirical data on the role that faculty perceptions of fairness play in the realisation of their organisational commitment and thus, giving them practical guidance in the institutional leadership and policies.

Table 1: Descriptive Statistics of Organisational Justice and Faculty Commitment

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Distributive Justice	200	2.10	4.90	3.76	0.58
Procedural Justice	200	2.30	5.00	3.89	0.62
Interactional Justice	200	2.50	5.00	4.01	0.55
Affective Commitment	200	2.00	5.00	3.68	0.67
Continuance Commitment	200	2.20	4.80	3.55	0.61
Normative Commitment	200	2.10	5.00	3.73	0.60
Overall Faculty Commitment	200	2.10	4.95	3.65	0.62
Overall Organisational Justice	200	2.30	4.95	3.89	0.59

### Analysis of Descriptive Statistics

The descriptive statistics will give a general picture of the perception of the faculty with respect to organisational justice and commitment within the extent of management institutions. Distributions justice had a mean of 3.76 (SD = 0.58), which translates to a moderately high level of the perception of fairness where distribution of the rewards and outcomes occur. Procedural justice just slightly better at a mean of 3.89 (SD = 0.62) implying that the faculty members are broadly saying that institutional

procedures and decision-making process are fair and transparent. Interactional justice had the highest average of 4.01 (SD = 0.55) showing very close agreement of faculty on what exactly constituted respectful and considerate interpersonal treatment by the administration.

Under faculty commitment, the mean levels of affective commitment were 3.68 (SD = 0.67) which meant that the faculty members were emotionally committed and felt a sense of belonging to their institutions. The continuance commitment had a reduced mean of 3.55 (SD = 0.61) indicating middle levels of perceptions concerning the cost related motives of continue staying in the institution. The normative commitment had a mean of 3.73 (SD = 0.60) indicating a fairly high value of moral obligation by the faculty members to remain in their institution. In sum, the faculty commitment measured with a mean of 3.65 (SD = 0.62) and organisational justice had a mean of 3.89 (SD = 0.59) indicating that a fair organisational environment can be perceived by the faculty and this leads to their moderate to strong commitment. This is a good prospect of management institutions wishing to retain their faculty using fair plays and management that are based on justice.

Table 2: Pearson's Correlation between Organisational Justice and Faculty Commitment

Variables	Organisational Justice	Faculty Commitment
Organisational Justice	1	.682**
Faculty Commitment	.682**	1

N = 200

Correlation is significant at the 0.01 level (2-tailed).

### Analysis of Hypothesis Testing

Pearson correlation analysis was carried out in order to test the hypothesis that there will be significant relationship between organisational justice and the commitment of the faculty in management institutions. The results indicated that organisation justice and faculty commitment were significantly and positively correlated to each other; and the level of correlation was  $r = 0.682$  and the significance level was  $p < 0.01$ . This implies that the more faculty experience fairness in the organisational practices, whether distributive, procedural and interactional, the more their commitments to the institution. The fact that statistically significant result confirms the proposed hypothesis (H1) implies that there is indeed an important significant role of perceived fairness in influencing the emotional attachment of faculty members, moral obligation, and readiness to stay in their institutions. These results stress the role that institutional leadership should play in promoting a fair and just climate to increase faculty retention, satisfaction, as well as long-term commitment.

## DISCUSSION

The resultant evidence of a study is insightful as to the connection between organisational justice and faculty commitment in organisations dealing with management. The positive and statistically significant correlation ( $r = 0.682$ ,  $p < 0.01$ ) between the two research variables affirms that the higher the rate of perceptions of fair treatment by faculty members, the higher the degree of commitment will be exhibited by these faculty members. This supports the theoretical provisions made previously by Allen and Meyer (1990) on the subject of organisational commitment and is consistent with the earlier empirical studies by Ali and Jan (2012), Beugre and Baron (2001), and Bigdoli et al. (2015) who made equal correlations in other fields of profession and academia.

The number of dimensions of organisational justice were as follows among which the interactional justice i.e. on respectful, transparent treatment of interpersonal relationship, was found to be rated the best by the faculty members. This implies that how the institutional leaders communicate and relate to faculty means a lot in the development of commitment. Procedural and distributive justice also demonstrated a relatively high average mean which implies that the processes and effects can be deemed as generally acceptable; however, they can be improved in terms of transparency, inclusion, and equity.

The affective and normative commitment measures are at high levels especially in the data which suggests that the faculty members are emotionally attached to the institutions they belong to and are morally obliged to want to be identified to them. Nevertheless, continuance commitment was ranked a little bit lower and this means that individual costs related to leaving can not be the key force behind faculty

retention. In this observation, it is important to stress the significance of intrinsic motivator and ethical factors as compared with extrinsic or economic factors.

Such outcomes have have practical consequences to the administration and governance of management institutions. Institutional leaders must not only pay attention to distributive justice (fair results) but also to procedural justice (transparency of decisions made), and interactional justice (dignity and respect to the faculty) too. The perceived fairness can also be significantly increased with the help of such strategies as participative management, clear communication, objective process of evaluation, and faculty contributions, which should be acknowledged.

In addition, justice-based practices are even more important to incorporate into Indian management institutions, which, in many cases, are considered to be hierarchical, accreditation-oriented in terms of performance, and face resource problems. Debi prasad says that the means to achieving fairness at every level of an organisation is to ensure that such organisations attract, retain and nurture, not merely competent, but highly committed faculty members, who are dedicated towards institutional objectives.

In general, the research contributes to the existing literature that proves the essentiality of the organisational justice to influence the attitudes and behaviours of employees. It presents an influential argument as to why educational leaders should treat fairness as one of their leading strategies towards faculty development and sustainability of the institution.

### Overall Conclusion

In the current research, organisational justice has been found important and beneficial in lifting the commitment of faculty in management institutions. The empirical results which are backed by the correlation analysis by Pearson shows that where faculty members experience fairness in institutional practices, results, and relation among other people, there is a likelihood that they will form a stronger attachment to their organisation by means of emotion, moral duty, and long term devotion. Interactional justice out of all the dimensions of justice proved to be the most influential and essence of interactional justice is that respectful communication and clear leadership be valued in academia.

In this study, the relevance of the theory of organisational justice in the state of higher education is once again confirmed, and a warning is given to the leaders of the institution to implement policies and practices of fairness. Management institutions can create committed faculty body that leads into academic excellence, student success, and the growth of the institute in the long term by ensuring fair treatment, participative decision-making and effective communication.

To sum up, perceived fairness is not only a moral requirement, but also an effective instrument in enhancing faculty morale, lowering attrition, and developing a good organisational culture. This study would be important advice to the policy maker and administrator who needs to reinforce faculty participation and institutional performance in current developing and competitive educational setup.

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