



Relationship between organizational justice and altruism in the education sector in India

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Abstract. *Purpose.* The purpose of this paper is to investigate the relationship between organizational justice and altruism, which is one of the dimensions of organizational citizenship behavior (OCB), among faculty members in Indian higher educational institutions. *Methodology.* A questionnaire was administered with a sample size of 460 faculty members. The data obtained from the survey were analyzed using the statistical package for the social sciences version (SPSS.20). To examine the relationships between the dimensions of organizational justice and altruism, we employed Pearson's Correlation. Furthermore, regression analysis was used to assess the level of correlation between organizational justice and altruism. The collinearity test was used to determine the collinearity effect between the sub-types of organizational justice. *Findings.* The study findings indicate a significant correlation between the four dimensions of organizational justice and altruism. The relationship was found to be highly significant. This means that the data supported all four hypotheses, indicating that faculty members in higher educational institutions who perceive fairness are more likely to demonstrate a greater level of altruistic behavior. *Research implications.* The study provides a significant contribution to the improvement of employees' altruistic behavior through organizational justice practices. It also enhances the overall quality and productivity of higher educational institutions. *Value of results.* By fostering a culture of inclusivity and fairness, this study will help to create a more just and harmonious society. Overall, this paper represents a significant contribution to the advancement of knowledge and the betterment of society.

Keywords: altruism; faculty members; organizational commitment; organizational justice.

Introduction

The concept of justice encompasses the notions of righteousness and fairness in actions and behaviors (Colquitt et al., 2001). The concept of "organizational justice" was first introduced by J. Greenberg within the realm of organizations. It speaks about how employees feel about how fair organizational policies and decisions are, as well as how these feelings affect employees' behavior

(Greenberg, 1987; 1990). In an organization, fairness perception is very important. How employees perceive justice within the organization has a substantial influence on its performance and success by increasing trust between employer and employees, fostering collaboration and teamwork, raising the level of employee citizenship behavior and decreasing conflict between employer and employees (Cropanzano et al., 2007; Eka et al., 2022; Hoy, Tarter, 2004; Pekurinen et al., 2017).

Hence, organizational justice has been regarded as an essential prerequisite for the efficient operation of organizations (Greenberg, 1990). Furthermore, it is worth noting that it stands as the most thoroughly researched field within the realm of organizational behavior (Colquitt et al., 2003).

This concept has received empirical validation through various studies. Specifically, equitable treatment has been shown to have significant impacts on employee attitudes, including satisfaction and commitment, as well as individual behaviors such as absenteeism and citizenship behavior (Colquitt, 2001). Additionally, it has been found to influence individual work engagement (Minh et al., 2020). Organizational justice (OJ) is widely recognized as a crucial requirement for the efficient functioning of organizations (Greenberg, 1990). Consequently, it has garnered significant attention and emerged as one of the most extensively studied domains within the field of organizational behavior (Colquitt et al., 2001). The importance of organizational justice in ensuring the smooth functioning of organizations cannot be overstated. Its significance lies in its ability to foster a fair and equitable work environment, which in turn enhances employee contentment, dedication, and overall organizational performance. Unsurprisingly, organizational justice has become a focal point of research in the field of education. Fairness or equity plays a crucial role in shaping employees' attitudes and behaviors within the education sector (Tung, Dung, 2018). Equity, as a fundamental concept, entails the equitable and impartial treatment of all employees, irrespective of their background or hierarchical position within the organization. When employees perceive fair treatment, they are inclined to display positive behaviors, such as heightened levels of job contentment, dedication, and productivity. The absence of OJ in organizational settings may lead to a decline in altruistic behavior among employees (Cohen, Avrahami, 2006; Moorman, 1991; Rahman, Karim, 2022). To ensure the long-term sustainability of higher educational institutions (HEIs) must establish policies that optimize faculty members' performance. This can be achieved through the implementation of human resource policies that prioritize equitable rewards, encourage teacher participation in decision-making processes, and foster harmonious interpersonal relationships with colleagues and superiors (Hermanto, Srimulyani, 2022). Consequently, understanding and addressing the issue of fairness is of utmost importance in fostering a conducive and harmonious work environment within the field of education.

The objective of this study is to investigate the impact of OJ dimensions on the altruistic behavior of faculty members in HEIs in India. Based on the objective, the research question is, "what is the impact of organizational justice on the altruism of faculty members in Higher Educational Institutions in India?"

Literature review

Organizational justice

In 1987, J. Greenberg introduced the concept of organizational justice (OJ), which refers to an employee's assessment of an organization's behavior and its subsequent impact on their attitude and actions. Fairness in outcome distribution, decision-making processes, and treatment are the primary focus of the OJ study. The concept of organizational justice can be traced back to the equity theory proposed by J. S. Adams (Adams, 1965). According to this theory, people make fair judgments based on the amount they give (input), contrary to the amount they receive (output). Equity theory

also provides a framework for understanding how individuals perceive fairness in social exchanges. As per this theory, “individuals confidently evaluate the ratio of their inputs (e.g., effort, time, skills, resources) to outcomes (e.g., rewards, recognition, benefits) with the ratio of others involved in the exchange”.

Organizational justice has been defined in various ways by researchers. Some describe it as the fairness of the decision-making processes, while others see it as the fairness of the results of such processes. The concept of justice encompasses the notions of righteousness and fairness in actions and behaviors (Colquitt et al., 2001). OJ has the potential to enhance organizational productivity, profitability, and employee morale (Latan, Ramli, 2014). According to R. E. Gopanzano and J. H. Stein, the concept of justice or fairness pertains to the ethical, legal, religious, and equitable correctness of an action or decision (Gopanzano, Stein, 2009). Individuals are attuned to fairness in diverse situations in their daily lives. OJ encompasses the fair treatment of individuals within educational institutions, ensuring equity, transparency, and accountability (Tsai et al., 2020). By upholding organizational justice, educational institutions can foster a positive and inclusive environment that promotes trust, satisfaction, and commitment among all faculty members, ultimately enhancing the overall effectiveness and success of the educational system.

In the evolution of the concept of organizational justice, various perspectives have been put forth, including the four-factor views. In terms of the chronological development of these justice factors, distributive justice takes precedence as it originated from the equity theory (Colquitt, 2001). Procedural justice follows as the second factor, as proposed by J. Thibaut and L. Walker (Thibaut, Walker, 1978). Interactional justice which includes interpersonal justice and informational justice, is considered the third and fourth factors (Bies, Moag, 1986).

The perception of fairness is a major aspect that motivates people to achieve at a higher level (Rokhman, Hassan, 2012). Employees are always concerned about their institutional position, and as a result, they demonstrate their highest potential and performance, which helps them to shape positive behavior toward institutional actions (Khuong, Hoang, 2016). The equity theory suggests that employees endeavor to maintain a state of equity or balance between the inputs they provide to their job and the results they receive from it, about the perceived input-to-output ratio of their colleagues (Adams, 1965). Essentially, individuals engage in a comparative analysis of their job inputs and outcomes with those of their peers and take corrective measures to address any perceived imbalances (Gilliland, 1993). Therefore, the equity theory encompasses three fundamental concepts: firstly, the belief that individuals value fair treatment; secondly, this belief motivates individuals to maintain fairness in their relationships; and thirdly, the concept of social comparison, whereby equity or inequity is perceived about co-workers or comparable others (Carrell, Dittrich, 1978). The phenomenon expressed by the equity theory is referred to as the “equity norm”. Furthermore, it is argued that individuals experiencing inequity would experience greater cognitive dissonance than those in inequitable situations (Carrell, Dittrich, 1978).

Significant characteristic features of organizational justice

Organizational justice encompasses several dimensions that contribute to a fair and equitable work environment:

- firstly, distributive justice ensures that rewards and resources are allocated fairly among employees based on their contributions and performance;
- secondly, procedural justice centers around the equitable nature of the processes and procedures employed for decision-making and conflict resolution within an organization;
- thirdly, interactional justice emphasizes the significance of courteous and thoughtful treatment of employees by both supervisors and colleagues;

- lastly, informational justice involves providing employees with accurate and timely information regarding decisions and changes that may affect them.

These features collectively foster a sense of fairness and trust within the organization.

Dimensions of organizational justice

Organizations must understand and prioritize the OJ dimensions to foster a positive work environment and promote employee well-being. The identification of four significant dimensions of OJ has been accomplished by researchers. These dimensions include distributive, procedural, interpersonal, and informational.

Distributive justice. This pertains to the expectations of employees regarding the allocation of organizational savings, which is determined by a genuine evaluation and the outcomes delivered (Organ, Moorman, 1993). R. L. Cohen defines justice as the fair allocation of outcomes to employees based on their expectations. Distributive justice is founded on three principles: equity, equality, and needs (Cohen, 1987). Equity places a greater emphasis on remunerating employees by their contributions, and can therefore be perceived as a manifestation of capitalist justice, wherein the ratio of one's inputs to one's outcomes is considered. Conversely, equality ensures that every employee receives identical compensation.

Procedural justice. Procedural justice, refers to the fairness and impartiality of the procedures used in decision-making processes (Greenberg, Tylor, 1987). It emphasizes the importance of adhering to established rules and regulations, ensuring transparency, and providing individuals with an opportunity to voice their concerns and be heard. Procedural justice is intricately linked to equity theory, wherein individuals evaluate the fairness of their treatment by comparing their contributions and rewards with those of others. By ensuring that procedures are transparent, consistent, and unbiased, organizations can promote a sense of trust and confidence among their employees, which can lead to greater job satisfaction, improved performance, and reduced turnover.

Interpersonal justice. Interpersonal justice refers to how organizations demonstrate respect and politeness toward their employees (Holtz, Harold, 2013). 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". It encompasses the principles of respect, dignity, and equality, ensuring that all parties are treated with fairness and impartiality. By upholding interpersonal justice, organizations foster positive relationships, enhance trust, and promote a harmonious work environment. Equity theory posits that individuals' perception of interpersonal justice, encompassing biased treatment, favoritism, or lack of respect, engenders a heightened likelihood of perceiving inequity and experiencing negative emotions. Consequently, organizations ought to accord primacy to cultivating a milieu of interpersonal justice, thereby augmenting employee satisfaction, motivation, and overall well-being. This objective can be attained through the implementation of equitable and transparent policies, impartial decision-making procedures, and the provision of respectful treatment to all personnel. By adhering to these principles, organizations can foster an environment that nurtures fairness and equality, ultimately benefiting the holistic welfare of their workforce.

Informational justice. Informational justice is to ascertain whether employers are obligated to provide workers with satisfactory explanations, with a particular focus on the aspects of timeliness, expertise, and truthfulness (Cheung, 2013). Informational justice "focuses on explanations provided to people that convey information about why procedures were used in a certain way or why outcomes were distributed in a certain fashion". Informational justice, a component of equity theory, pertains to the perceived fairness of the information. When individuals believe that the information used to determine their outcomes is accurate and complete, they are more likely to perceive the distribution of outcomes as

fair. Conversely, when individuals perceive that the information used to determine outcomes is biased or incomplete, they are more likely to perceive the distribution of outcomes as unfair. Therefore, ensuring informational justice is crucial for maintaining perceptions of fairness in organizations.

Organizational citizenship behavior

Organizational Citizenship Behavior (OCB) is a term that “encompasses anything positive and constructive that employees do, of their own volition, which supports co-workers and benefits the company”. OCB is defined as the employees’ voluntary behaviors to help others and benefit the organization. OCB involves performing behaviors that are beneficial and discretionary. In general, employees who exhibit frequent OCB may not necessarily be the highest performers, but they are recognized for their willingness to exceed the minimum expectations and go above and beyond in their job duties.

In recent years, OCB has developed as a major area for study (Aslam, 2012; Alkahtani, 2015; Bogler, Somech, 2023; Chhabra, Mohanty, 2006; Hamsani et al, 2019; Novianti, 2021; Uwa, 2022). It has been stated that the “willingness of individuals to contribute cooperative efforts to the organization was indispensable to effective attainment of organization goals” (Barnard, 1938). C. Barnard argued that individuals differ in their willingness to contribute to the “cooperative system”. OCB is defined as “an individual’s behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (Cohen, 1987). The description of OCBs or helping behaviors encompasses three crucial characteristics (Organ, 1988). Firstly, OCBs are regarded as discretionary actions that are not explicitly outlined in the job description and are undertaken by employees based on their personal choices. Secondly, OCBs surpass the mandatory requirements specified in the job description. Finally, OCBs have a positive impact on the overall effectiveness of an organization. In 1988, D. W. Organ put forth a framework consisting of five dimensions of OCB: altruism, courtesy, civic virtue, conscientiousness, and sportsmanship.

Altruism

“Altruism, deeply ingrained in Indian philosophy since ancient times, has only recently gained recognition in the Western world. Its origins can be traced back to the early 1800s when it was acknowledged as the moral duty of individuals to prioritize the well-being of others over their own” (Valsala, Menon, 2023). Altruism, an integral component of organizational citizenship behavior, is a selfless act demonstrated by individuals within an organization. It involves going beyond one’s job requirements to assist colleagues. Altruism, the selfless concern for the welfare of others, is a noble trait that promotes empathy and compassion. In the realm of education, addressing the issue of overburdened staff requires a first step of altruism. Altruistic behaviors can manifest in various forms, such as offering support, sharing knowledge, or volunteering for additional tasks. These acts not only foster a positive work environment but also enhance teamwork, cooperation, and overall organizational effectiveness.

Altruism is defined as a pro-social behavior where an individual voluntarily assists another at a personal cost (Brief, Motowidlo, 1986). It is characterized by an unselfish approach to the welfare of individuals. In the field of education, embracing altruism can help alleviate the burden on staff and promote a culture of support and collaboration (Olive, 2008).

The social exchange theory provides one of the most effective frameworks for explaining employee’s altruistic behavior (Organ, 1997). The main idea behind social exchange theory is a reinforcement of compensation. When an employer provides special profit to the employee, he feels that he should compensate. In the promotion of OCB, exchange relations play an important role (Organ, 1988). Employees who believe these exchanges are fair tend to become more dependent on

the organization. This dependence strengthens OCB. Employees who believe that these exchanges are unjust reduce their dependence on the organization and adjust their relationships as a level of economic exchange (Jahangir et al., 2004). When a person is motivated to act in the hope of receiving something in return and that behavior is voluntary and helpful to one another, then social exchange occurs (Blau, 1964). The equitable treatment of supervisors towards their subordinates fosters employee citizenship, as it establishes a social exchange relationship between them (Organ, 1988). When supervisors treat their employees with fairness, a norm of reciprocity is established, leading to social exchange. D. Organ posited that organizational citizenship behavior (OCB) is a viable means for employees to reciprocate such treatment. The employers provide monetary bonuses, employee discounts, performance bonuses, competitive salaries, added vacation days, quality health insurance, benefits, etc. to their employees. In the case of reciprocity, the employees exhibit altruistic behavior to help their colleagues who are absent and with heavy workloads. Thus, the employees return the same to the employers which is based on the social exchange theory. Empirical research established the evidence of this reciprocity (Alkailani, Aleassa, 2017; Ajlouni et al., 2021; Suharto et al., 2022; Hermanto, Srimulyani, 2022).

Theoretical framework and hypotheses development

Organizational justice and altruism

Organizational justice refers to employees' perception of the congruence between what they are entitled to receive and the actual rewards received from the organization (Minh et al., 2020). Therefore, the assessment of organizational justice among faculty members pertains to the extent to which they perceive a correspondence between their entitled rewards and the actual rewards they receive from their respective institutions. This assessment encompasses various aspects, such as fair treatment, equitable distribution of resources, and transparent decision-making processes. Academic institutions must prioritize organizational justice, as it directly impacts faculty members' job satisfaction, commitment, and overall well-being.

The features of perceptions of fair exchange within an organization or the key tenets of equity theory encompass several crucial aspects. Firstly, individuals evaluate the fairness of their input-output ratio, comparing their contributions to the rewards received. Secondly, the perception of fairness is influenced by the social comparisons made with others in similar positions. Thirdly, individuals tend to strive for equity and may adjust their inputs or outcomes to restore balance. Additionally, the perception of fairness is not solely based on objective measures but also subjective evaluations. Lastly, the level of satisfaction and motivation within an organization is greatly influenced by the perceived fairness of exchanges.

The study conducted by B. Guven and A. Gursoy aims to establish a correlation between dimensions of OJ and OCB, specifically focusing on altruism (Guyen, Gursoy, 2014). S. Suharto with colleagues employed structural equation modeling as a data analysis method to examine the impact of OJ on altruistic behavior within the public sector of rural credit banks in Lampung Province (Suharto et al., 2022). The findings of this research indicate a direct and favorable relationship between organizational justice and altruistic behavior. The utilization of structural equation modeling as a robust analytical tool further enhances the validity and reliability of the study's findings. Empirical evidence supports the impact of fairness perceptions on organizational citizenship behavior (OCB). Studies have found a strong connection between employment and pay equity and voluntary behavior, while M. A. Konovsky linked altruism with procedural justice (Konovsky, 2000; Moorman et al., 1993). Recent research has also established a positive relationship between justice perceptions

and altruism supporting D. W. Organ's theory that employees who feel fairly treated are more likely to exhibit voluntary behavior (Alkailani and Aleassa, 2017; Ajlouni et al., 2021; Suharto et al., 2022; Hermanto, Srimulyani, 2022). These results have implications for organizations seeking to promote a culture of fairness and encourage altruistic actions among their employees. The failure to recognize and promote fairness can have detrimental effects on the overall morale and motivation of individuals within the professional sphere. Professionals must cultivate a culture of fairness, as it not only enhances the likelihood of altruistic actions but also contributes to the overall success and well-being of the organization and its members.

The fair distribution of resources, just decision-making procedures, courteous interpersonal exchanges, and transparent communication of information collectively cultivate a culture of selflessness among faculty members, thereby fostering greater cohesiveness within the educational institution. The importance of promoting equity in all facets of institutional governance amplifies the overall efficacy and triumph of higher education institutions.

This section reveals that faculty members who perceive fairness are inclined to display altruistic behavior. To further explore the relationship between organizational justice dimensions and altruism in higher educational institutions, the following hypotheses are proposed.

Hypotheses

H1: Procedural Justice (PJ) is associated with Altruism (ALT) positively.

H2: Distributive Justice (DJ) is associated with Altruism (ALT) positively.

H3: Interpersonal Justice (INTJ) is associated with Altruism (ALT) positively.

H4: Informational Justice (INFJ) is associated with Altruism (ALT) positively.

All of the above-mentioned hypotheses can be illustrated by using the proposed model presented in Figure 1.

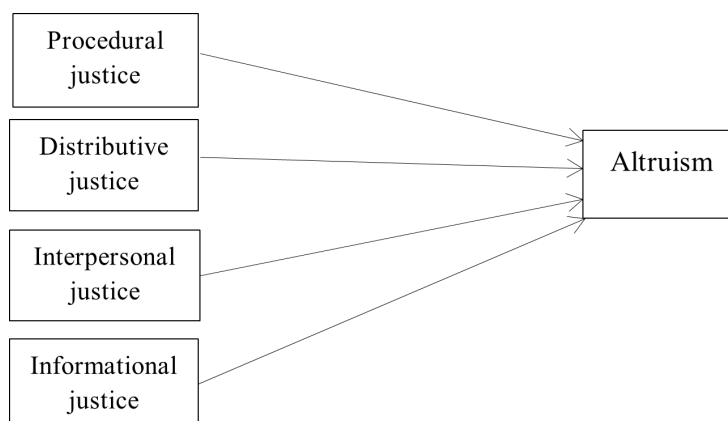


Figure 1. Proposed model

Methodology

Research design

Our design is descriptive type. This study has chosen widely used measures of OJ and altruism. The scale was administered for measuring OJ (Colquitt et al., 2001). This scale includes 24 items using four components of OJ. The OJ questionnaire has been used by previous researchers in the hospital sector of China (Lv et al., 2012). The OJ questionnaire was tested to be valid and reliable. The Altruism questionnaire was developed by P. M. Podsakoff with colleagues including five items (Podsakoff et al., 1990). The response scale was modified so that each item was graded on a five-point Likert scale ranging from strongly disagree ("1") to strongly agree ("5").

Sampling design

The sampling frame is inextricably related to the population and functions as a comprehensive list of components from which the sample is selected (Cooper, Schindler, 2006). The selection of samples for this survey has been conducted, taking into consideration the following criteria:

- faculty members should be in the age group of 21-30 years, 31-40 years, 41-50 years, and 51 years and above;
- the sample frame consists of a list of faculty members working in India's higher educational institutions.

Sample size

A total of 1000 questionnaires were sent across the various universities, with 460 completed questionnaires collected. The ultimate sample size was 460.

Demographic profile of respondents

The demographic profile of 460 faculty members is identified according to gender, age, qualification, job tenure, and designation. The overall sample of 460 consisted of 57.9% male and 17.1% female. The age range of 31-40 had the highest number of respondents, with a total of 151 individuals, accounting for 24.6% of the sample. The highest qualification among the respondents was a PhD, with 268 individuals, representing 43.7% of the sample. In terms of designation, most respondents, 288 individuals or 43.2%, held the position of assistant professor. Additionally, a significant portion of the respondents, 150 individuals or 24.5%, had a tenure ranging from one to five years in higher educational institutions. For a detailed breakdown of the sample's demographic details, please refer to Table 1. The faculty members of various higher educational institutions were sent a Google form to fill in the questionnaire. The academic purpose of the study was explained to faculty members and their responses were kept confidential.

Table 1. Demographic details

Parameters	Parameter values				
Gender	Males 57.9%	Females 17.1%			
Age	21-30 Years 14.0%	31-40 Years 24.6%	41-50 Years 19.6%	51 years and above (103) 16.8%	
Educational qualification	M Phil 3.1%	PhD 43.7%	Post Doctoral 4.9%	Post Graduation 22.2%	Any Other (7) 1.1%
Designation	Asst. Professor 14.7%	Asst. Professor 43.2%	Professor 17.1%		
Job tenure	1 – 5 24.5%	6 – 10 16.8%	11 – 15 12.2%	16 – 20 5.5%	Above 20 years 11.6%

Data collection

The research has exclusively relied on primary data, without incorporating any secondary data sources. Several higher education institutions were contacted to facilitate inquiries into the patterns related to the dimensions of organizational justice and altruism. The sample consisted of faculty members working in higher educational institutions in India. A total of 1000 questionnaires were sent across the various universities, with 460 completed questionnaires collected. The ultimate sample size was 460.

Data analysis

For data analysis, the statistical package for social science (SPSS 20) version is applied. The various tools and methods used in the study are reliability tests, descriptive statistics, regression analysis, and collinearity tests and for hypothesis testing correlation analysis was applied.

Results

Reliability test

The internal consistency reliabilities of the measured constructs were as follows: procedural justice (0.74), distributive justice (0.73), interpersonal justice (0.72), informational justice (0.70), and altruism (0.79). Cronbach's Alpha was employed to assess the reliability of the questionnaire, and a satisfactory outcome was established if it surpassed the threshold of 0.60 (Churchill, Peter, 1984). The findings of Cronbach's Alpha, as illustrated in Table 2, provide substantial evidence of its validity, with values exceeding 0.70. Consequently, the instrument proved suitable and reliable for conducting the research.

Table 2. Study results on scale reliability

Variables	Number of items	Cronbach's alpha value
Organizational justice	20	.791
Procedural justice	7	.745
Distributive justice	4	.736
Interpersonal justice	4	.726
Informational justice	5	.701
Altruism	5	.791

Correlation analysis

Table 3 indicates the correlation between altruism and procedural justice, altruism and distributive justice, altruism and informational justice, and altruism and interpersonal justice are .310, .277, .326, .326 respectively. The statistical analysis reveals a significant correlation ($p < .01$) between altruism and all four types of justice, namely procedural, distributive, informational, and interpersonal justice. The significance level is .000, which means the relationship is highly significant (Kothari, 2004).

Table 3. Relationship between organizational justice dimensions and altruism

Variables	(A)	(PJ)	(DJ)	(IntJ)	(InfJ)
Altruism (A)	1				
Procedural justice (PJ)	.310**	1			
Distributive justice (DJ)	.277**	.565**	1		
Interpersonal justice (IntJ)	.326**	.454**	.445**	1	
Informational justice (InfJ)	.326**	.521**	.476**	.694	1

Hierarchical regression analysis

Table 4. Hierarchical regression results of the impact of organizational justice dimensions from an impact of demographic variables

Model	Organizational justice					Change Statistics				
	R	R ²	Adjusted R ²	Std. Error	R ² Change	F Change	df1	df2	Sig. F Change	
1	.074a	.005	-.006	12.14382	.005	.493	5	454	.781	

a. Predictors: (Constant), designation, gender, qualification, job tenure, age

Multiple regression analysis

Multiple regression results of the impact of organizational justice on altruism you can see in the Table 5.

Table 5. Multiple regression results of the impact of organizational justice on altruism

Variables	Altruism behavior			Sig.
	<i>B</i>	β	<i>T</i>	
Gender	-.264	-.036	-.805	.422
Age	-.147	-.049	-.731	.465
Educational qualification	.233	.077	1.661	.098
Designation	.330	.088	1.514	.131
Job tenure	-.232	-.113	-1.912	.057
Distributive justice	.087	.083	1.534	.126
Procedural justice	.072	.121	2.163	.031
Interpersonal justice	.155	.144	2.357	.019
Informational justice	.098	.123	1.912	.057
<i>R</i>	.412			
<i>R</i> ²	.170			
<i>F</i>	20.108			
Sig	.000			

Note: Dependent variable: altruism

Collinearity test

Collinearity describes the situation in which the predictor variables are significantly connected (Johnston et al., 2018). According to R. Johnston with colleagues, the variance inflation factor (VIF) is below 2.5, indicating a significant collinearity (Johnston et al., 2018). According to Table 5, the VIF for specified independent variables is less than 2.5 indicating that there is considerable collinearity between these variables.

Table 6. Collinearity test

Model	Collinearity Statistics	
	Tolerance	VIF
Distributive justice	.999	1.001
Procedural justice	.991	1.009
Interpersonal justice	.996	1.004
Informational justice	.986	1.014

Dependent variable: Altruism.

Discussion

The SPSS version 20 output indicates a correlation significance value of 0.00 between organizational justice dimensions and altruism. Because the significance value is < 0.05 then H_1 is accepted. This means that there is a significant correlation between procedural justice and altruism. The correlation coefficient value between PJ and ALT is .310 which is higher. Employees who are more altruistic themselves would perceive relations in the organization as more just (Podsakoff et al., 2000). This data supported hypothesis 1.

The correlation value between DJ and ALT is .277. The positive value of correlation is higher as it indicates more altruistic employees would perceive more outcome distribution (Moorman, 1991). This data supported hypothesis 2.

The correlation value between interpersonal justice and altruism, and informational justice and altruism is .326. These positive values of correlation is higher which indicates that more treatment of employees and adequate information leads to more altruistic behavior, without any expectation of reward (Chou et al., 2013). This data supported hypothesis 3 and hypothesis 4.

Table 4 presents hierarchical regression analysis examining the impact of OJ dimensions from an impact of demographic variables including gender, age, educational qualification, designation, and job tenure, which explain 5% of the variance ($R^2 = 0.005$). The addition of OJ dimensions to the model resulted in a significant increase in explanatory power which provides a comprehensive understanding of the relationships between the variables.

Table 5 presents the findings of a multiple regression analysis examining the influence of organizational justice on altruistic behavior. In this model, it is observed that there exists a negative correlation between altruism and educational qualification (.233), as well as altruism and designation (.330), among the control variables. This finding implies that faculty members who possess higher educational qualifications and hold top designations are less inclined to display altruistic behavior.

There is a negative relationship between gender and altruism (-.264), age and altruism (-.147), and job tenure and altruism (-.232). These findings are congruent with previous research on the relationship between gender and altruism, indicating that women tend to display higher levels of altruism compared to men. A multitude of studies have consistently demonstrated that women are more inclined to partake in selfless acts and demonstrate prosocial behavior (Simmons, Emanuele, 2007). Women are often socialized to be nurturing and caring, which may contribute to their higher levels of altruism. Additionally, cultural expectations and gender roles may influence women to prioritize the well-being of others. It has been also observed that there exists a negative relation between age and altruism, which may be attributed to a decline in empathy and a change in priorities as individuals grow older.

The negative relationship between job tenure and altruism may be due to a decrease in job satisfaction and a lack of motivation to engage in altruistic behaviors. The standardized regression coefficient indicates that job tenure ($\beta = -.113$, $t = -1.912$). The p -value is .057, which is higher than the significance level of 0.05. Hence, we can conclude that job tenure does not have a meaningful and positive effect on altruism. The beta coefficient for educational qualification is 0.77 with a t -value of 1.661. The p -value of .098 exceeds the significance level of 0.05, leading to the conclusion that educational qualification does not positively impact altruism.

A positive correlation exists between altruism and other predictive factors such as distributive justice (.087), procedural justice (.072), interpersonal justice (.155), and informational justice (.098). The findings suggest that faculty members exhibit a higher degree of altruistic behavior when they perceive equity in the allocation of incentives, decision-making procedures, interpersonal interactions with colleagues and superiors, and communication of information. This implies that promoting a sense of justice and fairness within the academic environment may foster a greater inclination towards altruism among faculty members.

Specifically, the standardized beta value for DJ is .083, PJ is .121, INTJ is .144, and INFJ is .123. This indicates that INFJ has a slightly greater impact within the model, as it exhibits a higher standardized beta value. The standardized regression coefficient indicates that PJ ($\beta = .121$, $t = 2.163$, $p < 0.05$) significantly predicts altruism. A positive and statistically significant relationship was found between PJ and ALT. This finding suggests that as PJ increases by one unit, satisfaction levels are expected to rise by 0.121 units. In other words, as the perception of PJ improves, faculty members' altruistic behavior also increases. The beta coefficient for distributive justice on altruism is .083 with a significance level of .126, indicating that the effect is not statistically significant at the 0.05 level. Hence, it can be said that distributive justice does not exert a positive influence on altruistic behavior. The standardized regression coefficient shows that interpersonal justice ($\beta = .144$, $t = 2.357$, $p < 0.05$) has a significant impact on altruism. There is a positive and statistically significant relationship between INTJ and ALT. This means that for every one-unit increase in INTJ, satisfaction levels will increase by 0.144 units. The beta coefficient for informational justice on altruism is .123

with a significance level of .057, indicating that the association is not statistically significant at the .05 level. Consequently, it can be inferred that INFJ does not have a significant impact on altruism.

T value: The *t*-test is utilized to evaluate the impact of independent variables in the model. A significance level below 0.05 is typically considered indicative of statistical significance. In the present model, the significance levels associated with the variables DJ and INFJ exceed .05, suggesting a negative effect on altruism. These variables are deemed highly insignificant. Conversely, the significance levels of PJ and INTJ fall below .05, indicating a positive impact on altruism. These variables are considered statistically significant.

R: The value of the multiple correlation coefficient (*R*) in Table 5 represents the relationship between the independent variables (predictors) and the dependent variable. It has been determined that the predictors (PJ, DJ, INTJ, and INFJ) exhibit a multiple correlation of 0.412 with the dependent variable, altruism.

The study's findings suggest that the dimensions of organizational justice exert a significant impact on altruistic behavior. Specifically, faculty members who perceive a sense of justice within the organization are more likely to display altruistic behavior towards the educational institution. This outcome is congruent with previous research (Alkailani, Aleassa, 2017; Ajlouni et al., 2021; Suharto et al., 2022; Hermanto, Srimulyani, 2022). The promotion of a culture of altruism within the educational institution is facilitated by the faculty's perception of equitable resource allocation, decision-making processes, respectful interpersonal interactions, and transparent communication of information. This perception of fairness can enhance faculty cohesion, ultimately leading to the overall effectiveness of the higher educational institution.

Concluding remarks

This study aimed to ascertain the correlation between the dimensions of OJ and the altruistic behavior of faculty members in Indian higher educational institutions. According to the result of correlation analysis and regression analysis, there exists a positive relationship between procedural justice and altruism, distributive justice and altruism, interpersonal justice and altruism, and informational justice and altruism. Justice encompasses a broad spectrum of issues, including promotions, decision-making, task assignments, reward distribution, and all forms of social exchange. As a guiding principle, justice ensures fairness and equity in all aspects of organizational operations. Upholding justice is essential for fostering a harmonious and productive work environment, as it instills trust and confidence among employees. Therefore, organizations must prioritize the maintenance of justice to promote a culture of respect, integrity, and accountability, which ultimately contributes to the achievement of organizational goals and objectives.

Theoretical implication

The findings of our study are supported by the existing literature showing perception of fairness at the workplace impacts altruism (e.g., Cohen, Avrahami, 2006; Moorman et al., 1993; Konovsky, 2000; Farh et al., 1997; Organ, 1988). This work contributes in terms of testing the social exchange theory and equity theory. These theories illuminate the connection between OJ and altruism. The findings suggest that employees who perceive justice are more likely to engage in altruistic behavior. Workers who exhibit a high degree of altruism are more likely to exhibit a high level of justice (Yang, Wei, 2022).

This research examined the social exchange theory and equity theory, which elucidate the correlation between organizational justice (OJ) and altruism, and posit that OJ has a favorable impact on altruistic behavior (Güven, Gürsoy, 2014). The findings of this study substantiate the existence of a significant association between OJ and altruism, as posited by these theories (see section 3).

This is the first study to look into the relationship between four different dimensions of organizational justice, namely procedural justice, distributive justice, interpersonal justice, and informational justice, and one specific dimension of organizational citizenship behavior, altruism.

This study provides recommendations for fostering a positive work environment that encourages altruistic behaviors among faculty members in Indian higher educational institutions.

The current study's findings have important implications for future research on organizational justice and altruism among faculty members within the framework of social exchange theory. It is worth noting that there is a dearth of literature on these variables in the Indian context. Prior research has considered interactional justice to be a single-dimensional construct, however, this study has analyzed the individual influence of both interpersonal justice and informational justice on organizational citizenship behavior (OCB), thereby making a significant contribution to the field.

Practical implication

This research has practical implications for university administrators to establish and implement development practices that foster a culture of altruism and fairness among faculty members.

The knowledge of organizational justice and altruism may be used by managers to reduce negative workplace behaviors and increase effective workplace behaviors. Managers should work on creating favorable circumstances for the development of OJ, and altruism.

Effective altruism promotes the notion of individuals thoroughly contemplating all causes and actions and subsequently engaging in behaviors that yield the most substantial positive outcomes by their values. This approach can be widely implemented across scientific endeavors, corporate enterprises, and policy initiatives, thereby potentially resulting in the preservation of human lives (MacAskill, 2015).

Altruism catalyzes inspiration among the younger generation, as it encourages them to shift their attention toward external matters and enables them to appreciate the importance of assisting others. Positive qualities such as kindness, compassion, gratitude, and empathy have the potential to manifest and flourish within individuals (Misir, 2022).

The study's limitation is that it did not incorporate other aspects of OCB, such as conscientiousness, sportsmanship, courtesy, and civic virtue. Although we have carried out the regression analysis by taking the dimensions of OJ, however, there is a limitation of collinearity by taking the demographic variables such as gender, age, educational qualification, and job tenure. Including these variables in future research could potentially enhance the accuracy and comprehensiveness of the study's findings. It is suggested that the researcher should collect and evaluate data from other sectors such as the banking sector, hospital sector, and corporate sector in future studies.

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Appendix

Organizational justice scale (20 items) (Colquitt, 2001)

Sl. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1.	Have you been able to convey your thoughts and feelings during those procedures?					
2.	Have you had any effect on the (result) of those procedures?					
3.	Have those processes been followed consistently?					
4.	Were those procedures unbiased?					
5.	Were those processes based on correct information?					
6.	Have you tried to appeal the (decision)? Have you arrived as a result of such procedures?					
7.	Have the procedures adhered to ethical and moral principles?					
8.	Does your (outcome) represent your efforts?					
9.	Is your (outcome) acceptable for the job you've done?					
10.	Is your (outcome) commensurate with your contributions to the organization?					
11.	Is your (result) justified in light of your performance?					
12.	Has (he/she) been courteous to you?					
13.	Has (he/she) treated you with dignity?					
14.	Has (he/she) treated you with respect?					
15.	Has he/she avoided making inappropriate remarks or comments?					
16.	Has (he/she) been open and honest in his/her interactions with you?					
17.	Has (he/she) thoroughly explained the procedures?					
18.	Were (his/her) justifications for the procedures appropriate?					
19.	Has (he/she) communicated information promptly?					
20.	Has (he/she) appeared to personalize (his/her) information to individuals' specific needs?					

Altruism scale (five items) (Podsakoff, Mackenzie, Moorman, Fetter, 1990)

Sl. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
I display organizational citizenship behaviors						
A1	I assist people who have a tremendous workload.					
A2	I am always willing to help those around us.					
A3	I assist those who have been absent.					
A4	I am eager to assist individuals who have workplace difficulties.					
A5	Even though it is not compulsory, I assist in orienting newcomers.					

Связь между организационной справедливостью и альтруизмом в секторе образования в Индии

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Аннотация. *Цель.* Целью данной статьи является исследование связи между организационной справедливостью и альтруизмом, который является одним из измерений организационного гражданского поведения (ОГП), среди преподавателей индийских высших учебных заведений. *Методология.* Анкетирование проводилось на выборке из 460 преподавателей. Данные, полученные в ходе опроса, анализировались с использованием статистического пакета для социальных наук (SPSS.20). Для изучения связи между измерениями организационной справедливости и альтруизма мы использовали корреляцию Пирсона. Кроме того, регрессионный анализ использовался для оценки уровня корреляции между организационной справедливостью и альтруизмом. Тест на мультиколлинеарность использовался для определения эффекта коллинеарности между подтипами организационной справедливости. *Результаты.* Результаты исследования указывают на значительную корреляцию между четырьмя измерениями организационной справедливости и альтруизмом. Связь оказалась весьма значимой. Это означает, что данные подтверждают все четыре гипотезы, указывая на то, что преподаватели в высших учебных заведениях, которые воспринимают справедливость, с большей вероятностью продемонстрируют более высокий уровень альтруистического поведения. *Исследовательские выводы.* Исследование вносит значительный вклад в улучшение альтруистического поведения сотрудников посредством практик организационной справедливости. Оно также повышает общее качество и производительность высших учебных заведений. *Ценность результатов.* Способствуя культуре инклюзивности и справедливости, это исследование поможет создать более справедливое и гармоничное общество. В целом эта статья представляет собой значительный вклад в развитие знаний и улучшение общества.

Ключевые слова: альтруизм; преподаватели; организационная приверженность; организационная справедливость.