

## THE RELATIONSHIP BETWEEN ORGANISATIONAL CITIZENSHIP BEHAVIOUR AND THE PERCEPTIONS OF ORGANISATIONAL JUSTICE IN A TVET COLLEGE

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### ABSTRACT

*Organisational justice has created an interest amongst scholars in the contemporary world since it is closely associated with the perceptions of individuals regarding the existence of fairness within organisational settings. The primary objective of this study is to examine and explore the relationship between organisational justice and organisational citizenship behaviour in a selected TVET college in Gauteng. Organisational justice has an impact on organisations when employees perceive unfair treatment in the workplace resulting in negative emotion and behaviour. Unfair treatment or injustices not only diminish job performances but also decrease the quality of workmanship and degree of cooperation among workers. In light of this, this study attempted to contribute to the literature by investigating the link between organisational justice and organisational citizenship behaviour among academic staff in a TVET college. The study employed a questionnaire for data collection. Thirty lecturers, out of a total of 65, took part in the study. Pearson Correlation Coefficient was used for data analysis. The results show that there is significantly no relationship between organisational justice and organisational citizenship behaviour.*

*The researcher, therefore, recommends possible ways to amend the situation.*

**Keywords:** equity, organisational citizenship behaviour, organisational justice, technical vocational education and training (TVET)

## 1. INTRODUCTION

The South African TVET sector is known as the fastest growing industry in training and development in South Africa. It is the third largest contributor to GDP in South Africa with a contribution of around 18.1% and is also one of the providers of skills, training and development in South Africa, providing more than 15% of the total active workforce of the country (Buys & Van Niekerk, 2014). Organisational justice has captured the attention of scholars in recent years. It is associated with the perceptions and reactions of an individual to the presence of fairness in an organisation and captures individual feelings or evaluations as morally correct rather than as something prescriptive (Cropanzano & Greenberg, 1997). The concept of justice emerges in various organisational contexts, such as payment plans, selection and placement, evaluation policies and so forth (Greenberg, 1990). Yet what is central to these various *milieux* is the individual's perception of whether or not they are being treated fairly and justly. Fairness is an influential factor behind various positive job outcomes such as turnover intentions, organisational citizenship behaviours (OCBI) and commitment. Thus, the presence of organisational justice is advantageous for both the individual and the organisation (Cropanzano & Greenberg 1997:150).

The perceptions of fairness are crucial to explore as they have consistently been associated with employees' attitudes and behaviours related to work that can either lead to withdrawal behaviours or can motivate a person to go beyond the call of duty, as well as to demonstrate citizenship behaviours (Greenberg, 1990:402). The perceptions of unfairness can make people indulge in acts of defiance targeted towards the source, thereby resulting in less commitment and dissatisfaction that eventually results in lower performance (El Akremi, Vandenberghe & Camerman, 2010). Conversely,

the perceptions of being treated fairly benefit the organisation in terms of profitability (Baldwin, 2006:10), through organisational commitment, improved job performance, engagement of employees into organisational citizenship behaviour, trust in supervisors and management and reduced conflicts (Cohen-Charash & Spector, 2001:280-389; El Akremie et al., 2010; Konovsky, 2000 and Rhoades & Eisenberger, 2002).

Although the TVET sector makes up an increasingly larger percentage of vocational skills development and vocational training provision in the South African economy (Coetzee, 2005:9), limited research was found on organisational justice in the TVET sector in South Africa. In addition, since the TVET sector is composed of a diverse group of employees, limited research was found investigating similarities or disparities and factors that contribute to the financial services industry. Moreover, the antecedents of organisational justice are not well-documented and represent a significant gap in the literature. Furthermore, several characteristics of TVET colleges, as compared to other organisational behaviour settings, suggest the need to examine the relationship between organisational justice and organisational citizenship behaviour in this context (Butt & Atif, 2015:36). In addition, despite the importance of service behaviours influencing customer perceptions of service quality and customer satisfaction, relatively little research has focused on identifying factors that affect organisational justice behaviours (Rahim, Magner, Antonioni & Rahman, 2001:333).

Against this background, this study will thus focus on the nature, extent and impact of organisational justice and organisational citizenship behaviour within the TVET colleges in the Gauteng Province.

## **2. PROBLEM STATEMENT**

The TVET sector plays a critical role in the economic development and growth of the country, as well as reducing unemployment through the provision of skills and development. The problem within the TVET sector

is that senior managers and employees are not fully conversant with what constitutes organisational justice and injustices, which creates an environment of misunderstanding that is not conducive to effective work relations (Buys & Van Niekerk, 2014:110). Lown, Osler, Phillips, Strahan and Sufi (2000) are of the opinion that managers and supervisors in TVET colleges often create a platform of favouritism and employees display negative attitudes. Managers are unconsciously unaware of causal effects such as chronic absenteeism and sick leave. Employees in TVET colleges, especially academic employees, are expected to work longer hours and even during weekends in order to complete work assignments. Employees who are employed on a contractual basis perceive unfair allocations of work amongst permanent and contracted employees. Employees on the same levels have also perceived forms of favouritism and unequal treatment amongst those employed full-time as opposed to those employed on a contractual basis. These perceived injustices such as favouritism, nepotism, unfair dismissal, and tokenism, create a situation where employees are unjustly treated. These employees often retaliate by displaying negative attitudes.

The quality of work is compromised owing to poor work performance and disciplinary hearings are increasingly being challenged in appeals to the CCMA, even though it is sometimes not clear what constitutes a dismissible offence. Jones (2009: 114) researched counterproductive work behaviours and found that employees tend to direct a desire for revenge towards the source of the perceived injustices and may exhibit a resolve for reprisals. This has been seen to cause disastrous consequences such as increased employee absenteeism, absence without leave, and even theft and sabotage by employees. Bolino, Turnley and Niehoff (2004:236) suggest that when employees are unhappy, they can display negative attitudes that can affect overall work operations. This leads to the following main research question to be addressed in this study: *What is the nature, extent and relationship between organisational justice and organisational citizenship behaviour in a TVET college in Gauteng, South Africa?*

### **3. RESEARCH OBJECTIVES**

#### **3.1 Primary objectives**

The main objective of this study is to examine the relationship between organisational citizenship behaviour and organisational justice in a TVET college.

#### **3.2 Secondary objectives**

The study has the following sub-objectives:

- To identify the perceptions of organisational justice in a selected TVET college.
- To examine the levels of organisational citizenship behaviour in the selected TVET college in Gauteng.
- To make recommendations based on the study's findings.

### **4. LITERATURE REVIEW**

#### **4.1 Organisational justice**

##### **4.1.1 Clarification of organisational justice concept**

Cropanzano and Greenberg (1997:58) state that justice is a common theme that provides a framework within which individuals and institutions interact. Organisational justice refers to roles in the workplace; employees' perceptions of the fairness of decision-making and decision-making processes, and the influence of these perceptions on workplace behaviour (Moorman, 1991:845). Muchinsky (2003:314) further explains that organisational justice concerns itself with the fair treatment of people within organisations. It can be regarded as a limited form of social justice, that can be defined as being the fair and proper administration of laws that conform to the natural law that all persons, irrespective of ethnic origin, gender,

possession, race and religion, should be treated without prejudice. Fairness can be questioned both in the processes followed as well as in decisions being made. Organisational justice could be divided into three distinct dimensions, namely, distributive, procedural, and interactional justice, which is further divided into interpersonal and informational justice (Greenberg & Baron, 2008:44).

#### **4.1.2 Distributive justice**

Distributive justice is primarily concerned with how the outcomes of the organisation appear in terms of fairness (Maiese, 2013:51). It thus relates to the degree to which decisions by managers are fair in terms of distribution and allocation of outcomes, for example, promotions and salaries. It also relates to the degree to which managerial decisions allocate rewards in an equitable and fair manner to employees (Niehoff & Moorman, 2010:354). Distributive justice focuses on people's beliefs that they have received a fair amount of pay and recognition, which could have a great impact on employees' work satisfaction and motivation levels. Employees thus exert their efforts on their jobs and expect to be fairly compensated in return. Employees compare their input to output ratio and if there are any imbalances, they perceive that distributional injustice has taken place.

#### **4.1.3 Procedural justice**

Procedural justice refers to the means by which outcomes are allocated, but not specifically to the outcomes themselves, by establishing certain principles specifying and governing the role of participants during the decision-making process (Solum, 2004:14). Procedural justice thus refers to the degree of fairness during the process of making decisions or creating procedures, and relates to those perceptions that affect employees, as well as the degree of fair methods and guidelines used when allocation decisions are made (Niehoff & Moorman, 2010:356). Procedural justice and employees' perceptions of fairness of the procedures can be improved if employees are afforded opportunities to voice their views in the decision-making process.

The rules that are used should be consistently and equally applied amongst all employees and based on accurate information.

#### **4.1.4 Interactional justice**

Muzumdar (2012:31) states that interactional justice refers to how one person treats another. A person is considered interactional if he or she appropriately share information and avoids rude or cruel remarks. According to Colquitt (2001:428), there are two aspects of interactional justice. The first part is called informational justice and refers to whether one is truthful and provides adequate justification when things go wrong. The second part is called interpersonal justice and refers to the respect and dignity with which one treats others.

#### **4.1.5 Antecedents of organisational justice**

An understanding of events that arouse a sense of injustice in organisations could allow one to appreciate the richness of justice dynamics. Bies (2001:104) and Cohen (2015) researched organisational justice and identified the following categories of injustice:

- Derogatory judgments refer to any wrongful or unfair accusation about one's work performance or employees being stigmatised by being labelled by the employer as trouble-makers or traitors.
- Deception could also arouse a sense of injustice. If employees have placed their trust in an employer, they reveal their vulnerability. If this vulnerability is misused, it can trigger a sense of outrage.
- Invasion of privacy occurs where additional employee information is disclosed by the employer. Employers who use employees to spy against each other are viewed as committing fundamental betrayal that results in the shattering of trust.
- Disrespect can take a variety of forms, such as inconsiderate actions, abusive words and coercion. Abusive words or actions can be exchanged in the form of rudeness, public criticism, or the berating

of employees. Name-calling and actions which are deliberately intended to embarrass and humiliate can also be considered abusive.

Another significant abusive action, which could lead to perceptions of injustices, includes prejudicial statements such as racist or sexist remarks. Being a target of these kinds of insults can arouse a sense of injustice (Bies, 2001:105). Coercion refers to the psychological effect that management practices might have on employees, where an employer compels an employee to perform a task which they both know will provoke a sense of injustice. Cropanzano and Ambrose (2001:135) propose that the employee will compare his or her expectations to the actual outcome to exercise this judgment. Employees will feel that the outcome was fair if his or her expectations have been met or exceeded. However, when expectations are violated and the outcomes fall short of what was anticipated, he/she would experience a sense of injustice. Procedures in which people are treated differently are also considered as being unfair. Cropanzano and Ambrose (2001:138) found that three rules could be applied in the distribution that could be considered as fair, namely, equity, equality and need.

An equity rule suggests that everyone should receive the same reward for their contribution. The equality rule states that all are equal and should have an equal chance of receiving a particular outcome or reward. Some individuals may quite fairly receive more favourable treatment than another if it is used to address an imbalance. Distribution could be allocated to meet the employee who has the most need.

Muchinsky (2003:316) warns that these types of disagreements on what is fair or unfair are not uncommon. Organisations should typically seek to gain consensus regarding which rule is the fairest to follow when distributing rewards and by different rules. Fairness perceptions play an important role in employees' decisions to co-operate. Cropanzano and Ambrose (2001: 120) regard organisations as sources of both economic and socio-emotional benefits, and it is important to individuals how rewards are distributed. Workplace benefits can be categorised into two types, namely, economic and socio-emotional. Economic benefits are relatively concrete and can be easily



quantified into money. The manner in which the distribution is made and the final outcome, is evaluated by the individual. Socio-emotional benefits are symbolic and concerned with an individual's identification, standing and status within a group. Perceptions are formed on whether the procedure and distribution process is fair or not (Anik, Aknin, Norton & Dunn, 2010:19).

Gilliland (1994:701) proposes that fair treatment is associated with favourable work attitudes and higher job performance. Cropanzano, Prehar and Chen (2002:324) found that procedural justice relates to trust in top management, while interactional justice pertaining to interpersonal treatment is directly related to the quality of the manager who treated the employee fairly. The crucial factor in understanding the beneficial effect of interactional fairness is the quality of the leader-member relationship.

## **4.2 Organisational citizenship behaviour**

### **4.2.1 Organisational citizenship behaviour**

This describes an employee's voluntary commitment within an organisation that is not part of his or her contractual tasks and is usually discretionary in nature (Berber & Rofcanin, 2012:198). Organisational justice is among the major issues which are valued by most employees. This is because the concept is related to organisational output and variables such as organisational citizenship, loyalty and motivation (Love & Forret 2008: 255). According to Williams, Pitre and Zainuba (2002:53), there are some preconditions and premises of organisational citizenship behaviours. The primary condition is the perceptions of the workers about decisions and practices. Williams et al. (2002:57) further assert that a positive mind increases the possibility of performing certain organisational citizenship behaviour. In this context, the psychological conditions of employees are among the most important factors determining the relationship between organisational justice and organisational citizenship behaviours (Giap, Hackermeir, Jiao & Wagdarikar 2005).

Organisational justice is strongly linked to employees' willingness to engage in behaviours helpful to the organisation. A meta-analysis by Colquitt, (2001:389) indicates that perceptions of organisational justice are related to several important work attitudes. Cohen-Charash and Spector (2001:303) also found that distributive, procedural and interactional justice are all positively related to organisational citizenship behaviour. Citizenship behaviours improve organisational effectiveness by providing high performance in qualitative and quantitative censuses. (Trunckenbrodt, 2000: 237). Podsakoff, MacKenzie and Bommer (1996:136) suggest that citizenship behaviours improve organisational performance by increasing effectiveness through greasing the engine and reducing the friction. According to Moorman (1991:851), the evaluation of employees by their superiors, and their perceptions towards fairness determine their organisational behaviour, and employees who perceive fair practices of managers provide more organisational citizenship behaviours. Konovsky and Pugh (1994:658) conclude that trust towards managers strengthens the relationship between procedural justice and organisational citizenship behaviours.

Organ (1988) proposes five dimensions of OCB:

1. Altruism
2. Courtesy
3. Sportsmanship
4. Conscientiousness
5. Civic virtue

These are discussed in the next sub-section.

#### **4.2.2 Types of Organisational Citizenship Behaviour**

Previous researchers have included various dimensions and elements of work behaviour in an effort to conceptualise OCB. Next is an attempt to summarise the commonalities of OCB in the literature that was reviewed.

***Altruism:*** Altruism in this context includes all discretionary behaviours that concern helping other people with an organisationally relevant task or problem (Organ, 1988:8). These helping behaviours are relevant to co-workers and supervisors. For example, doing the work of an absent employee, or helping an employee who has been absent so that the workload can be shared and the task completed (Organ, Podsakoff & Mackenzie, 2006:18). Morrison (1994:1553) included behaviours such as helping to orientate new employees, volunteering to do things and helping employees outside of the department.

***Courtesy:*** Courteous behaviour towards supervisors and co-workers can prevent problems from occurring. An example of courteous behaviour would be if an employee notices something which can potentially cause problems and which no one else has noticed, hence she/he will point it out so that the problematic situation does not actually occur (Organ et al., 2006:24).

***Conscientiousness:*** Conscientiousness captures an employee's willingness to go beyond minimum requirements. Conscientiousness is more impersonal than altruism, where the action is more generalised compliance in terms of how one should behave (Organ, 1988:10). Compliance or cooperative behaviours by employees who are always punctual and do not take unnecessary time off is also deemed conscientious. This employee will not only strictly comply with the rules but more importantly will comply with the spirit of the rules (Organ, 2006:19). Morrison (1994:1553) includes behaviours such as not spending time on personal calls, not engaging in non-work-related talk and coming to work early or not taking excessive time off.

***Sportsmanship:*** Sportsmanlike behaviour can be summed up as an employee who never gives a minute's trouble (Organ, 1988:11). This employee will focus on the positive rather than the negative in the organisation. Employees who display sportsmanship do not complain about trivial matters or express resentment or complain about necessary changes that are implemented by management. He/she will make the best of every situation such as tolerating occasional inconveniences (Organ et al., 2006:22). Morrison (1994:1553)

includes not blowing problems out of proportion as part of sportsmanlike behaviour.

***Civic virtue:*** Civic virtue encompasses constructive involvement and responsible participation in the life of the organisation. For example, the employee stays informed about what is going on in the organisation such as attending meetings and keeping abreast of news within the organisation. He/she will offer suggestions for ways to improve operations (Organ et al., 2006:25). Morrison (1994:1553) refers to similar civic virtue behaviour as involvement and keeping up. Involvement includes behaviours such as attending voluntary functions and helping to organise get-togethers. Keeping up refers to assessing what is best for the organisation, reading announcements and keeping abreast of changes in the organisation.

***Conscientious initiative:*** Conscientious initiative, as conceptualised by Borman (2004:239), includes taking the initiative to accomplish objectives even when it is not part of the employee's own duties, and persisting with extra effort in spite of difficult conditions. This type of employee develops his/her own knowledge and skills, takes advantages of opportunities within or outside the organisation, and uses his/her own time and resources when necessary showing conscientious initiative.

***Personal support – OCBI:*** Personal support categorised by Borman (2004: 239), includes assisting others by offering advice, showing them useful information, and performing some of their work. Personal support also includes cooperating with others by accepting suggestions and placing team objectives ahead of personal interest.

Williams and Anderson (1991:601-602) categorise behaviour directed towards the co-worker, which immediately benefits specific individuals, as OCBI. OCBI will indirectly contribute to the organisation as well when employee displaying OCBI help others who have been absent and take a personal interest in their colleagues.

## **5. RESEARCH DESIGN AND METHODOLOGY**

A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process (Bryman, 2012:40) and this will have considerable influence on lower level methodological procedures such as sampling and the use of statistical packages. The research design for this study is a case study approach. The study will focus on the FET college as an example. This form of research design is appropriate for the study because the researcher shall be conducting the research alone. Bell (1999) states that a case study approach is predominantly suitable for individual researchers for the reason that it enables one facet of a research problem to be analysed in some depth within a short time.

### **5.1 Research approach**

A quantitative approach was considered suitable for this study because the research aim was to test the relationship between two variables (Tashakkori & Teddlie, 2003). This approach is in line with Eldabi, Irani, Paul and Love (2002:65), who explain that quantitative research methods involve an analysis of data that is employed in the examination of connections amongst variables.

### **5.2 Population and sampling**

The population in this study was made up of all the FET college employees. In total, the college has approximately 70 employees and the sample for this study was drawn from this population. Sample size determines the statistical precision of the findings and provides a basis of the estimation of sampling error. Usually, the larger the sample the greater the chances of getting more precise and robust statistical results (Terre Blanche, Durrheim & Painter, 2006:236). The sample comprised 30 employees at the selected TVET college.

In this study, purposive sampling was adopted; this means that the units to be observed will be selected based on the researcher's judgment about which one will be able to select participants that have an idea of the working practices at the selected TVET college in Gauteng. Struwig and Stead (2001:111) eloquently argued that purposive sampling could be selected on the basis of expert judgement. The researcher is more likely to choose what they believe to be the best sample for that particular study, depending on the researcher's judgment. Zikmund (2003:382) describes purposive sampling as the type in which the researcher selects the sample to serve a specific purpose.

### **5.3 Data collection**

This study used questionnaires to collect data. Questionnaires served as the primary means for data collection from the employees at the selected TVET college. The questionnaires were handed over to lecturers and after they completed answering the questionnaires the respondents submitted them in the staff room. The researcher took them from the staff room where they were held by the secretary.

### **5.4 Questionnaire design**

Minor adaptations were made in order to fit the questionnaire to the current research context and purpose. The questionnaire was divided into three sections:

1. Section A: Demographic information
2. Section B: Organisational citizenship behaviour
3. Section C: Organisational justice

The questionnaire was designed with 38 items, based on previous work relevant to this study. All the measurement items were measured on a 5-point Likert-type scale that used 1=strongly disagree to 5=strongly agree to express the degree of agreement.

## **5.5 Pilot study**

The questionnaire was pre-tested at another TVET college in the Gauteng Province. The questionnaire was not pretested at the college to avoid sensitizing the population. Five lecturers took part in the pilot testing. The respondents were satisfied with the questionnaire and they understood the questions.

## **5.6 Reliability and validity of the measuring instrument**

Reliability refers to the consistency of a measure (Patton, 2002). The researcher ensured that the study was reliable. The research is considered to be reliable if the same results are obtained repeatedly when the questionnaire is re-administered or repeatedly tested. One way the researcher did this to ensure the reliability of this study was by drawing an accurate representation of the sample. Also, a pilot study was conducted first and then later the study was conducted. The researcher also ensured that the research documents used for analysis were reliable and had not been tampered with.

In attempts to minimize errors in measurement, there is a need to ensure construct validity. Construct validity refers to the extent to which a measure adequately assesses the construct it purports to assess (Nunnally & Bernstein, 1994). It is evaluated by empirically testing the hypothesis of the study. This study measured construct validity using both convergent and discriminant validity. Convergent validity is concerned with the degree to which the scale items show homogeneity within the same construct measured. Thus, for convergent validity to exist and be validated, an item is expected to correlate with other items that measure the same constructs. In this study, convergent validity is assessed by testing whether individual item loadings for each corresponding research construct are above the minimum threshold value of 0.5.

## **5.7 Data analysis**

Microsoft Excel, statistical software, was used to code the data from all respondents. After coding, SPSS, a statistical tool for data analysis, was used to analyse the data. The analysis was in the form of figures, charts, and tables. An in-depth analysis of the data collected enabled the researcher to arrive at conclusions on whether organisational citizenship behaviour is related to perceptions of organisational justice, and whether the relationship has any effect and practical significance. Spearman ratio correlation analysis was also used to determine the relationship that exists between the study variables and measure the strength of association between the two ranked variables. Data gathered was analysed and conclusions reached to determine whether there was a relationship in the study variables

## **6. EMPIRICAL RESULTS OF THE STUDY**

Descriptive and inferential statistics are used to illustrate and explain the results. Descriptive statistics in the form of bar graphs, pie charts, figures and tables are used to aid the analysis of data and make the results clearer. Inferential statistics are used to present and discuss the results in relation to the study hypotheses. Before the results are presented the reliability coefficient of the instruments used to measure the study variables are presented.

### **6.1 Internal consistency**

#### **6.1.1 Cronbach's alpha for organisational justice**

The Cronbach's alpha for the questions which were measuring organisational justice is 0.92, which shows the questionnaire was highly reliable.



### 6.1.2 Cronbach's alpha for organisational citizenship behaviour

The Cronbach's alpha for the questions which were measuring organisational citizenship behaviour is 0.95, which shows the questionnaire was highly reliable.

## 6.2 Descriptive statistics

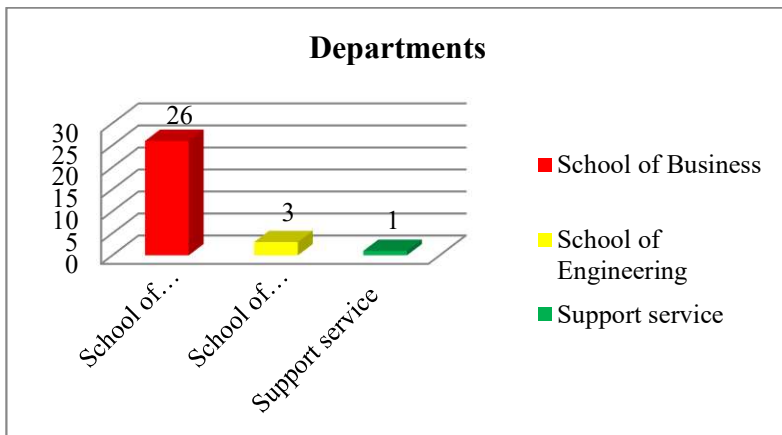
### 6.2.1 Gender

The majority of the respondents (90%,  $n = 27$ ) were female respondents, while male respondents comprised 10% of the respondents ( $n = 3$ ).

### 6.2.2 Job status

The sample was representative of a larger number of permanent workers to that of contract workers. Permanent workers comprised 87% ( $n=26$ ) compared to 13% ( $n=4$ ) contract workers.

### 6.2.3 Departments

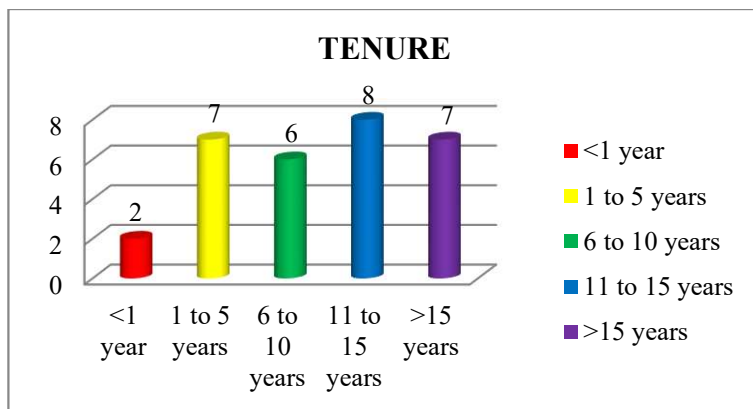


**Figure 1: Departments distribution of respondents**

Figure 1 illustrates the different departments the respondents worked under. The graph depicts that the majority of the respondents, 87% (n=26) are from the School of Business department, whilst 10% (n=3) worked under the School of Engineering. One respondent (3%) worked under the Support Service department.

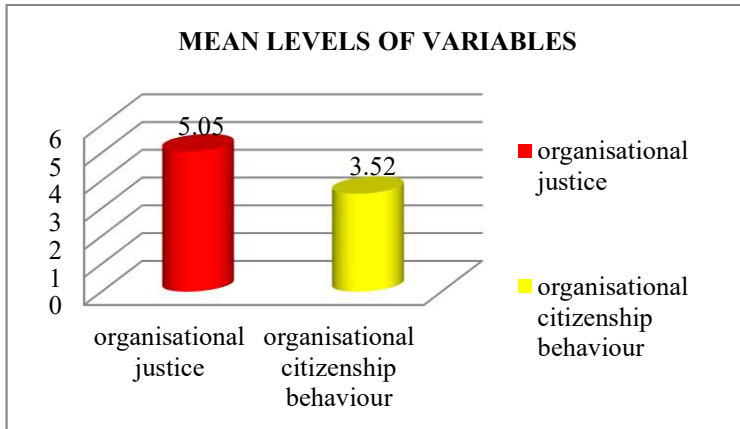
#### 6.2.4 Tenure

Figure 2 shows that the majority of the respondents (n=8 or 27%) fall in the 11 to 15 years working experience category, and 7 respondents (23%) fall in the 1 to 5 years working experience category, similarly with those in the more than 15 years working experience category. Six respondents (20%) fall in the 6 to 10 years working experience category, while two respondents (7%) fall in the less than 1-year working experience category.



**Figure 2: Tenure of respondents**

### 6.3 Mean levels



**Figure 3: Mean levels of study variables**

Figure 3 shows the mean levels of the study variables. Organisational justice had a mean level of 3.52 while organisational citizenship behaviour had a mean level of 5.05.

### 6.4 Inferential statistics

Correlations on organisational citizenship behaviour and organisational justice on demographics are illustrated in Table 1.

**Table 1: Correlations on organisational citizenship behaviour and organisational justice on demographics**

<b>SPEARMAN CORRELATION CO-EFFICIENTS, N = 30</b> <b>PROB &gt;  R  UNDER H0: RHO=0</b>		
	<b>Organisational justice</b>	<b>Organisational Citizenship Behaviour</b>
<b>Job status</b>	0.14774 0.4359 <sup>1</sup>	0.38596 0.0352
<b>Tenure</b>	-0.42360 0.0197	0.05917 0.7561
<b>Department</b>	-0.12137 0.5229	0.08195 0.6668
<b>Gender</b>	-0.17384 0.3582	-0.12863 0.4981

Table 1 shows the correlation between demographics and the variables in the study; organisational citizenship behaviour and organisational justice. Gender and departments respondents worked under did not have any correlation with organisational citizenship behaviour and organisational justice.

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<sup>1</sup> P-value  
[162]

## 6.5 ANOVA test for organisational justice

Table 2 shows the results of an ANOVA test for the length in service of an employee and organisational justice. The results show that there is no significant difference ( $F=1.36$ ;  $Pr>F=0.2754$ ) on the levels of organisational justice within the various categories of the length in service of employees. This implies that all the employees, regardless of their years of service in the company, do not differ on organisational justice. The resultant model shows that only 17.9% of the variation in organisational justice is being explained by the length of service of an employee.

**Table 2: ANOVA Test for comparison of means for organisational justice**

Variable	Levels	N	Mean	Group	R-Square	Pr>F
<b>Experience</b>	< 1 year	2	5.1667	A	0.178893	1.36 0.2754
	2 - 5 years	7	5.1746	A		
	6 - 10 years	6	5.3333	A		
	11 – 15 Years	8	5.0208	A		
	> 15 years	7	4.6825	A		
<b>Department</b>	Business	26	5.0748	A	0.014123	0.19 0.8253
	Engineering	3	4.8704	A		
	Support Services	1	4.9444	A		

## 6.6 T-Tests for mean gender differences

There were no significant differences ( $Pr>F>0.05$ ) between males and females on organisational justice and organisational citizenship behaviour.

**Table 3: T-Tests for mean gender differences on organisational justice and organisational citizenship behaviour**

Variable	Levels	N	Comparison By	Mean Levels Scale: 1	t value	Pr >  t
<b>Gender</b>	Male	3	Organisational Justice	5.0741	-0.08	0.9380
	Female	27		5.0473		
<b>Gender</b>	Male	3	Citizenship Behaviour	3.15	0.76	0.4536
	Female	27		3.5704		

A pooled T-Test was used due to equality of variances.

### 6.7 T-Tests for mean type contract differences

There were no significant differences ( $Pr > F > 0.05$ ) between permanent and temporal employees on organisational justice and organisational citizenship behaviour.

**Table 4: T-Tests for mean gender differences on organisational justice and organisational citizenship behaviour**

Variable	Levels	n	Comparison By	Mean levels	t Value	Pr >  t
				Scale: 1 -		
<b>Contract</b>	Perm	26	Organisational Justice	5.0363	-0.34	0.7350
	Temp	4		5.1389		
	Perm	26	Citizenship Behaviour	3.4365	-1.45	0.1589
	Temp	4		4.125		

A pooled T-Test was used due to equality of variances.

## 6.8 Hypothesis testing

**Table 5: Spearman correlation coefficients of Organisational Justice (OJ) and Organisational Citizenship Behaviour (OCB)**

Dimension	OJ	OCB
1. OJ	-	$\rho=-0.11494$ $P=0.5453$
2. OCB	$\rho=0.11494$ $P=0.5453$	-
Items marked with (*) are significantly reliable/acceptable		

### 6.8.1 Hypothesis 1

$H_0$ = Organisational justice has no significant correlation with the organisational citizenship behaviour of employees in organisations.

$H_1$ = Organisational justice has a significant correlation with organisational citizenship behaviour of employees in organisations.

Table 5 shows the correlations of the study variables. It shows that there is no significant relationship between organisational justice and organisational citizenship behaviour ( $\rho=0.11494$ ;  $p=0.5453$ ). Hence the alternative hypothesis is rejected in favour of the null hypothesis.

## 6.9 Summary of the results

The first hypothesis was tested by means of the Pearson Product Moment Correlation technique. Results showed that there is no significant relationship between organisational justice and organisational citizenship behaviour ( $\rho=0.11494$ ;  $p=0.5453$ ). Hence the alternative hypothesis was rejected in favour of the null hypothesis.

This study disapproves of the association between organisational justice and organisational citizenship behaviour at the selected TVET college. The study carried out by Greenberg (1990) suggested that organisational justice researchers may have the potential to explain many of the organisational outcome variables. In other words, there is no straightforward answer that explains the relationship between organisational justice and organisational citizenship behaviour. There can be a positive, a negative, or there may be no relationship at all, as was the case in this study.

This study has proved that there is no correlation between the two variables. The results of this study differ with the results of studies that were carried out in the developed world. The results suggest that there are other factors besides perceptions of OJ, beyond the scope of this research project, which may influence levels of OCB at the selected TVET college. The difference in the results might be caused by the different working conditions to which employees in the developed and developing world are exposed. The working environment in the developing world is well conducive for workers and their rights are respected. This is not the case in developing countries like South Africa.

#### **6.10 Limitations of the study**

- The limited sample is a limitation as it focused on one college in Gauteng. Further studies are recommended in other provinces.
- The closed-ended questionnaire as administered which limited the opinions of the respondents.
- Participation in this study was voluntary, and the employees who advocated fairness and citizenship behaviours may have responded more readily than others, thus resulting in sample bias.



## **7. CONCLUSIONS AND RECOMMENDATIONS**

The results obtained from the present study indicated that there is no relationship between organisational justice and organisational citizenship behaviour in the selected TVET college. This has some implications on the manner with which employees are treated at the FET college. The reason why it might be like that is because of the lack of job security at the college.

### **7.1 Managerial implications**

It is suggested that the selected TVET college promotes justice and that managers at the selected TVET college should mitigate desires for revenge by treating employees with dignity, respect, and by promoting interpersonal justice. When managers show respect for their employees, they practise effective management and help to shape positive employee views of fairness at the workplace (Dailey & Kirk, 1992:314).

### **7.2 Future research directions**

Several TVET colleges must be included as a sample in the study to ensure generalisation of the research findings. Having TVET colleges from other provinces for future studies will enable the generalisation of the research findings, rather than relying on one TVET college which was a limitation in this study. Future researchers should also use various research methods to gather data and adopt other methods such as interviews. This will enable more data to be gathered and allow researchers to substantiate findings.

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