

Preface

Over the last three decades, higher education institutions have experienced enormous challenges and changes. In particular, institutions of higher education have been positioned as a means to contribute to the knowledge economy and gain a level of competitive advantage in the global marketplace by producing competent graduates. However, we realize that higher education is a complex social undertaking, and there is no easy way to analyze the many dimensions of the decision-making and policies involved. Nonetheless, we can begin with the simple characterization of higher education as a process involving the allocation and use of available resources to achieve research, teaching and learning, social and/or economic objectives using principles of organizational justice. In most higher education institutions, it is often observed that some institutions are undoubtedly better endowed than others in terms of, for example, the management and leadership style, qualification and experience of the management staff and the availability material resources.

Organizational justice and culture when applied to higher education, enhances the delivery of and access to knowledge, and improves the quality of management. It produces richer management outcomes when compared with bad leadership style. In the contexts of this book, organizational justice is concerned with fairness in the workplace. It worries itself with distribution of resources and distributive justice; and about fairness of decision-making procedures, interpersonal treatment and interactional justice. Edgar Schein in his 1992 book, *Organizational Culture and Leadership: A Dynamic View*, views organizational culture as a pattern of shared basic assumptions, which are invented, discovered, or developed by a given group as it learns to cope with the challenges and changes of external adaptation and internal integration that have worked well enough to be considered valid, and in turn, taught to new members as the correct way to perceive, think and feel in relation to a phenomenon.

Organizational justice and culture has significantly altered the methods, tools and content of higher education management/administration in several ways. Organizational justice requirements are increasing, in part because of the role in policies pertaining to effective higher education management. Yet, thousands of managers and faculty remain deficient in the use of organizational justice and institutional culture to advance higher education management. The global academic landscape is changing direction, from traditional methods to more sophisticated and advanced management methods. Thus, organizational justice and culture in higher education has resulted in more proactive and high quality methods in effective higher education management globally.

Organizational justice in present day higher education and the combination of institutional culture and traditional methods of management provides the most resourceful and effective leadership experience the world has ever witnessed. Organizational justice and culture in higher education is used to better position higher education. It is most often used to explain approaches that combine several different

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management, leadership, decision-making and policy delivery methods in higher education. It is also used to describe fairness of decision-making procedures and interpersonal treatment including interactional justice. It mixes various event-based activities in higher education, which is aimed at advancing higher education globally. Organizational justice and culture are perhaps the most narrowly used tools today to evaluate institutional effectiveness. However, with increasing pressure on higher education institutions to “do more with less,” organizational justice and culture can help to maintain or improve the quality of products and services delivery in higher education while at the same time significantly reduce cost of running higher education institutions. Perceptions on organizational justice and culture in higher education underlie modern day role of higher education managers. Furthermore, understanding how to move organizational justice and culture forward with a focus on quality, development, implementation, effectiveness as well as support would potentially enhance higher education management/administration. This handbook of research is a meeting point for the dissemination and explanation of research findings from practitioners, researchers and academicians to the multifaceted problems and changes associated with organizational justice and culture in higher education.

UNIQUENESS OF THE HANDBOOK

Unlike other books, the unique characteristic of this handbook is that it captures organizational justice and culture from a holistic perspective. It looks at the benefits that can be derived from the development, adoption, use and implementation of organizational justice and culture strategies in higher education from a broad perspective. In this handbook, we see the application of organizational justice and culture in higher education in developed and developing economies and how they embrace it to advance innovation in higher education management and development. This handbook aims to address ways in which knowledge capitalism is shaped, produced, and amended to meet international demands for productive employees. This handbook focuses on the role of higher education in higher education business management for value creation and competitive advantage, which will serve as a useful resource for academicians, professionals, researchers, and students.

TARGET AUDIENCE

The target audiences for this book include researchers, academics, professionals, students, and practitioners. This handbook is conceptualized as a reference text. A profound examination of organizational justice and culture in higher education, and the full development, use and implementation of it provides rewards for researchers, academics, professionals, and students because organizational justice and culture in higher education have impact on:

- Effective information dissemination and communication.
- Effective leadership and motivation in higher education.
- Effective organizational culture adoption and use.
- Effective organizational justice adoption and use.
- Global trend in higher education.
- Higher education management.

- Instructional effectiveness in higher education.
- Relationships and conflict management in higher education.
- Research and development in higher education.
- Theoretical debate of modern-day higher education.

Here is the summary of the structure of the book and its 18 chapters.

ORGANIZATIONAL JUSTICE PERSPECTIVES

Chapter 1: Organizational Justice – The Injustice in the Foundation of Organizational Citizenship Behavior within Higher Education Institutions

This handbook opens with a chapter that evaluated a wide range of human behaviors in the context of organizations, which can be explained by how the workplace perceives distributive, procedural, interactional, and relational fairness. That is why numerous researchers investigated the role of justice perceptions on job satisfaction, withdrawal behaviors, organizational citizenship behavior, organizational commitment, and productivity. However, there is a gap in the research arena regarding the role *guanxi* plays in organizational justice, especially in organizational injustice. Guanxi in organizational injustice, is a concept derived from the concept of network and the concept of nepotism. Network and nepotism (are more taboo and) are common topics of research in the arena organizational studies, whereas in the arena of education and higher education institutions, are still lacking. Guanxi is a form of social capital that aims to amass symbolic capital, and the more powerful one's symbolic capital, the more influential one's standing becomes.

Chapter 2: Effective Communication Processes – The Responsibility of University Management for Enhanced Organizational Justice (OJ)

The second chapter assessed the impact of effective communication on organizational justice (OJ) in the university system. Internet search revealed that there are no empirical studies on the impact of effective communication on OJ in general and in university system in particular. This ground-breaking research is intended to expand our understanding and proves to be a useful addition to the theme of this study. Communication is a characteristic common to all organizations. It is permanent, in that it is always happening, and yet it can happen so slowly that it is rarely ever noticed. On the other hand, certain communication processes, type and style have been forceful enough to draw immediate changes in organizations. To this end, quantitative assessment design was employed and questionnaire was used to measure effective communication processes and the three parts of OJ as it applies to the university system. Lecturers from four public universities responded to a questionnaire that employed a seven-point Likert-type scales. The study found that effective communication processes has positive impact on OJ. Lecturers perceived that their production and service output are not proportionate because of the unfair treatment as a result of the ineffective communication processes.

Chapter 3: The Effects of Mistreating Management Variability on Work Attitudes and Behaviors

The third chapter appraised the effects of mistreating management variability on work attitudes and behaviors, and the finding of the research indicate that individuals in a work unit are likely to develop negative attitudes and engage in deviate behaviors in response to a manager who is more mistreating toward some unit members but not toward others. These effects were found to be strong after explaining for each individual's personal experience of misuse from the manager. The findings are significant because they highlight the importance of mistreating management variability as a distinct unit-level construct. In sum, the findings highlight the importance of examining mistreating management at both the individual and unit levels of analyses. This research show that, in a work unit, non-targeted members are the cause of some of these negative outcomes because they are unfair interpersonal treatment of others. Organizations should educate managers on how contradictory interpersonal treatment of subordinates impacts the fairness of the work unit, and the negative implication on both targeted and non-targeted subordinates.

Chapter 4: The Roles of Organizational Justice, Social Justice, and Organizational Culture in Global Higher Education

The fourth chapter reveals the roles of organizational justice, social justice, and organizational culture in global higher education, thus describing the practical and theoretical concepts of organizational justice, social justice, and organizational culture; the significance of organizational justice in global higher education; the significance of social justice in global higher education; and the significance of organizational culture in global higher education. The appropriateness of organizational justice, social justice, and organizational culture is influential for global higher education that seeks to serve practitioners and researchers, increase educational performance, sustain competitiveness, and fulfill expected accomplishment in global higher education. The chapter argues that applying organizational justice, social justice, and organizational culture has the potential to improve educational performance and reach strategic goals in global higher education.

Chapter 5: Quality Control and Standards of Organisational Justice in Nigerian Higher Education – The Roles and Interplay of Various Agencies

In this chapter, organisational justice improves overall organisational effectiveness, prudence, efficacy and efficiency. Previous studies examined the relationship between organisational justice and job satisfaction in manufacturing companies. This study therefore x-rayed the quality control and standards of organisational justice in Nigerian higher education: the roles and interplay of various agencies. To do this, efforts were made to examine the concept, types and models of organisational justice. A brief history of higher education in Nigeria was discussed as well as the principles of organisational justice within the context of education, empirical studies on the link among organisational justice, job satisfaction, organisational commitment and turnover intention were reviewed and the roles of various agencies in ensuring quality and standards of organisational justice in Nigerian higher education. It was therefore recommended that there should be regular and periodic workshops, conferences, seminars and symposium for the heads of the various institutions of higher learning with a view to gearing them on the relevance of organisational justice in the effective management and administration of higher educational institutions.

Chapter 7: Renewed Image of Higher Education – Globalization of Higher Education through Organizational Justice and Culture

Rapid technological and scientific developments that have emerged in the second half of the 20th century have profoundly transformed societies, the environment, and human life. With globalization, technologies that require manhandling have transformed into technologies that require educated human labor. In order to reach a certain level of quality, globalization forces education institutions, especially higher education institutions, to change and transform. In this context, organizational justice and culture, formed commonly across institutions of higher education, are expected to improve and increase the quality of education. There is little research on the topic of organizational justice and culture in education organizations. There is almost no study on the impact of these two important concepts on higher education in our globalizing world. Therefore, from an analytical perspective, this section aims to explain the content summarized above and the dynamics through which organizational justice and culture impact the globalization of higher education.

Chapter 7: Angolan Higher Education, Policy, and Leadership – Towards Transformative Leadership for Social Justice

Since the end of the armed conflict in 2002, Angola has witnessed rapid socio-economic development characterized by the stabilization of macro-economic indicators. In this context, the government has been implementing important structural and economic reforms, including in the area of education. The purpose of this chapter is to reflect on these developments and the implication they might have on development of sustainable higher education, access, quality education, equity, leadership, and education policy. The chapter provides a brief comparative analysis of tertiary education funding among the countries of Southern Development Community (SADC) and other African countries in order to draw the attention of the decision makers about the relevance to invest more on education and protect the investments that the state has been making in education. In addition, the chapter calls for transformative leadership for social justice and change in organizational culture as an alternative avenue for enforcing current policies.

Chapter 8: Collective Bargaining as a Tool for Industrial Conflict in Organization and Conflict Resolution

This chapter identified that the major factor militating against organizational productivity is conflict between individuals or groups of individuals and the management. In any work situation, people are bound to have different interests and aspirations which may tend to conflict with each other. For example, management is committed to pursuing a goal of profit maximization policies, while the workers through their unions want higher wages and a lucrative welfare package which tends to result in higher cost of doing business to the management. At times, unions want effective participation in most organizational decisions, even at the expense of encroaching on areas that fall exclusively within the confines of management prerogatives. Management cannot but resist this unwholesome behaviour. In the process, conflict would ensue. Therefore, an important duty of line for managers to promote organizational productivity is through peaceful resolution of conflicts in the organization.

Chapter 9: The Relationship between Social Justice Issues and Emotional Intelligence (EI) – A Literature Review

This chapter discussed issues of injustice as often affecting the emotional, and in some cases, the physical well-being of a person. In recent years, researchers have begun to explore the role of Emotional Intelligence (EI) in creating awareness when it comes to social justice issues related to areas such as racism, sexism, heterosexism, etc. The purpose of this chapter is twofold: First, to concentrate on the area of social justice issues to find out what the literature has explored in terms of the role Emotional Intelligence (EI) might play when it comes to dealing with social oppression, and second, to advocate emotional intelligence traits that can be successfully used to cope with social oppression. We reviewed the literature as a way to deepen our understanding of how to foster “socially conscious” practices within the workplace. The chapter has implications for Human Resource Development (HRD) practitioners to remind them of the responsibility they have to encourage and welcome studies and practices addressing critical aspects such as social justice issues as a way to help ensure a productive and safe workplace. Through this review of the literature, we found that emotional intelligence traits, if practiced responsibly, can make society a better place for everyone to live and work in.

ORGANIZATIONAL CULTURE PERSPECTIVES

Chapter 10: A Forensic Psychological Perspective on Racism in Schools of Educational Leadership – Impact on Organizational Culture

Schools theoretically operate under a shared value of fairness in the workplace. The fairness includes a notable sense of egalitarian beliefs, values, and people who hold themselves out to be unprejudiced. When defensible and culturally responsive justice measures are applied in schools of education, leadership in Schools of Education must consistently demonstrate clear and convincing evidence of fairness. The chapter is an analysis of aversive or unconscious racism and in the ways that it might manifest itself through individuals in leadership positions. Evaluating the impact of the institutional racism. In the analysis of forensic psychological perspective, ways of using a forensic psychological approach to assess the stakeholders in the School of Education as it pertains to the experience of racism will be discussed. A forensic psychological portrait of racism in schools of education is examined. Finally, implications for practice, training, and research are discussed.

Chapter 11: Organizational Culture in Higher Education

Universities as higher education organizations have an academic and autonomous construction by performing education, basic and scientific researches, community’s duty functions that they take on, they improve a particular organizational culture. The organizational culture that a university has makes it different from other universities by its values, basic assumptions and norms, leaders and heroes, symbols and language, stories and legends, ceremonies and customs. In this study, the terms *organization* and *culture* were clarified first and *the culture of organization* and *organization culture in the higher education* was studied afterwards.

Chapter 12: The Impact of the Model Minority Culture in Higher Education Institutions – The Cause of Asian Americans’ Psychological and Mental Health

Asian American and Pacific Islanders (AAPIs) are one of the fastest growing ethnic communities in the United States. Often referred to as the model minority, first coined by William Peterson, in 1966, AAPIs in the U.S. number approximately 15 million and represent more than 100 languages and dialects. However, few studies have investigated psychological consequences of internalizing the model minority. The purpose of this chapter is delve into the other side of the model minority façade, the less glamorous side of model minority, one of the causes of Asian Americans’ psychological and mental health issues: the history of model minority, the concept of stereotype, and the various psychological and mental health issues, the reputation of the concept of psychological issues, and mental health services. While there is sacred empirical evidence in the support of the claim that direct causality exists between model minority and psychological and mental health issues, validities and correlations can be established, through the shared classification of diagnosed symptoms.

Chapter 13: The Mediating Effect of Organizational Culture, Size, and Structure on the Relationship between Innovations and Resilience in Selected Nigerian Universities

This chapter empirically investigated the mediating effect of organizational culture, size and structure on the relationship between innovations and resilience in selected Nigerian universities. The descriptive research design was adopted. The respondents comprised Heads of Departments, Deans of Faculties, Directors, Registrars and Deputy Registrars, and Vice Chancellors and Deputy Vice Chancellors. The analyses of the data involved the use of multiple statistical procedures: Percentages, Mean, Chi-square (hypotheses 1-6) and One-way Analysis of Variance (ANOVA). ANOVA was used to test hypotheses 7-12, using the statistical package for social sciences (SPSS) version 21. The research instrument was quantitatively analyzed and an overall Cronbach alpha coefficient of .845 was realized. In this study, we gathered that significant relationship exists between product innovation and situation awareness, keystone vulnerabilities and adaptive capacity. Process innovation impact on situation awareness, keystone vulnerabilities and adaptive capacity. In addition, relationships were found between administrative innovation and situation awareness, keystone vulnerabilities and adaptive capacity. Correspondingly, we found that organizational culture, size and structure has a significant moderating relationship between innovation and resilience. Nigeria universities like other developing counties universities need effective innovation programs.

Chapter 14: The Need for Separating University Management and Administration from Service Delivery – Reviewing Disability Policy at Four HEIs in Wales

This chapter looks at how suitable the current equality policies of Wales’s universities are to compete in the current economic climate and the changes needed to deliver best value to people with disabilities and all other taxpayers. The chapter makes the finding that universities are too bloated, by carrying out functions, which in Wales could be better handled by the public sector that is under direct control of the Welsh Government’s education minister. This would involve learning from how the telecoms and

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energy companies work UK wide, so that HEFCfW becomes an infrastructure provider, Estyn would become responsible for ensuring the equality of access to higher education and ensuring the standards of university education. Universities would thus consist mainly of teaching and research staff, optimising how they use the infrastructure to attract the most students to their degrees, which are homogenised. The chapter makes clear, however, that whilst this policy would likely work in Wales, it would be unlikely to in England, perhaps allowing “clear red water” between governments.

Chapter 15: What Does Culture of Higher Education Mean for Teacher Candidates? Turkish Sample

When a university is considered as an organization, the meaning of culture to students should be investigated to have knowledge of its organizational culture. In this qualitative study, it is aimed to examine university students’ perceptions of higher education culture via metaphors. Participants were 230 primary school teacher candidates enrolled in Faculty of Education, Ege University in Turkey. Researchers prepared a form to use as data gathering tool including the prompt “Higher education culture is like ... because ...”. In the study, the 5 common metaphors generated by four grades and these metaphors were freedom, youth, library, sea, and sun. Moreover, all participants generated 101 original metaphors. At the end of the analysis, metaphors were grouped into seven different categories; information environment, shaping the future, pathfinder, free, perpetual adapting itself, multi-cultural, exciting. To conclude, it could be said that most of teacher candidates have a positive perception about higher education.

Chapter 16: Faculty Motivation in Management Education

This chapter asserts that often some institutions though better endowed in terms of, the management, leadership style, qualification and experience of the faculty and staff, the availability of material resources, yet do not fare well as compared to those where there exists motivated faculty. This is because motivated faculty can drive excellence in institutions though quality teaching and research. Management Educational institutions are no exception. Management education has undergone radical changes in last few decades. The content, instructional methodologies and facilities are among the key indicators of change as is the background and motivation of people who choose to become management teachers. Moreover, in the light of higher education becoming more complex and institutions becoming social undertakings globally, what is it about teaching management education that makes outstanding teachers love their jobs? The chapter delves into these issues and focuses on faculty motivation in management education.

Chapter 17: Understanding and Managing Organisational Culture and Justice – Implications for Higher Education Institutions

This chapter highlights the importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be undermined. It focused on the understanding and managing organisational culture and justice: implications for higher education institutions. Organizational culture plays a critical role in creating a work environment where employees are committed and contribute to the success of the organization. Justice is a subjective and descriptive concept, in that it captures what individuals believe to be right, rather than an objective reality or a prescriptive moral code. As defined here, organizational justice is a personal evaluation about the ethical and moral

standing of managerial conduct. Research has shown that employees appraise three families of workplace events. They examine the justice of outcomes (distributive justice), the justice of the formal allocation processes (procedural justice), and the justice of interpersonal transactions they encounter with others (interactional justice). Over the years, universities worldwide have come under increasing pressures to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate as well as the broader post-industrial external environments. The unprecedented growth, complexity and competitiveness of the global economy with its attendant socio-political and technological forces have been creating relentless and cumulative pressures on higher education institutions to respond to the changing environment.

Chapter 18: Asians and the Myth of the Model Minority in Higher Education – A Psychocultural Reality in the 21st Century

According to the concluding chapter, when compared with African Americans, Latinos, and Native Americans, Asian are often attributed more positive attributions from the dominant culture. The developed stereotype, Myth of the Model minority (MMM), suggests Asian Americans achieve a higher degree of success than the general population. Under the internalized assumption of being psychologically trouble free, the MMM stereotype contributes to Asians being less inclined to proactively engage in help seeking behavior despite the presence of severe mental health concerns. Psychocultural examples relating to Asian Americans (e.g., Virginia Tech Shooter case) are reviewed to form a clinical and forensic psychological framework that offers a challenge as to why the MMM is problematic in higher education. The myths related to MMM and the experiences—positive or negative—of MMM are analyzed to encourage subsequent empirically-based applications for addressing MMM as well as serving as a caveat against using monocausal explanations or other thumbnail assessments of Asian American behavior in higher education.

CONCLUSION

I am deeply honored when IGI Global invited me to edit a handbook on organizational justice and culture, and I rose up to the challenge of eliciting chapters and working partnership with scholars worldwide. In total, there were over 31 submissions from which 18 were chosen, which has culminated into an excellent resource from 23 academicians from five continents. This book *Handbook of Research on Organizational Justice and Culture in Higher Education Institutions* is a coherent book. The approaches presented here derive primarily from contributors' background and experiences in higher education management and administration. Consequently, the scholars write to inform higher education managers/administrators, education planners, policy makers, researchers and students of the relationship and the advantages of taking an all-encompassing approach on issues of organizational justice and culture in higher education. This book conceptualizes leadership and management, and knowledge capitalism, skill and ability in higher education management worldwide.

In the course of editing this book, I endeavored to select multiple distinct perspectives on organizational justice and culture to make this book a complete reference text. With the believe that numerous

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audiences exist for any text, I trust that the academic community will find this volume a useful addition to existing literature on the impact of organizational justice and culture on higher education management.

Nwachukwu Prince Ololube
Ignatius Ajuru University of Education, Nigeria

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