

Chapter 4

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

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ABSTRACT

This 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.

INTRODUCTION

Education is an open system embedded in a complex social context (Berkovich, 2014). Higher education institutions come in the various kinds of shapes and sizes (Edgley-Pyshorn & Huisman, 2011). Organizations face the numerous challenges related to their survival, development, and growth (Suliman, 2013). Regarding organizational justice, the perceptions of fair treatment practically lead to the greater commitment and performance (Mirchandani & Lederer, 2014). By satisfying individual interests of fair treatment, leading through organizational justice provides benefits for employees, organizations, and their stakeholders (Gilliland, Gross, & Hogler, 2014). Social justice is one of the most significant topics within the range of organizational justice (Yılmaz & Tasdan, 2009). Social injustices in education are the result of the operation of multiple systems and levels in the structure of social arrangements (Clark,

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2006). Fostering social justice issues in schools is important because the social, political, and economic conditions are duplicated in schools (Zembylas, 2010).

Organizational culture is positively related to knowledge sharing (Michailova & Minbaeva, 2012). Organizational culture resembles the motion of the sea resulting from forces inside the earth, which are the values in organization (Luu, 2014). In global higher education, teachers have positive perceptions regarding organizational justice and organizational citizenship (Yılmaz & Tasdan, 2009). The convergence of precursors (e.g., organizational culture, ethics, and emotional intelligence) into knowledge sharing remains an initial area in knowledge management (KM) literature (Luu, 2014). The strength of this chapter is on the thorough literature consolidation of organizational justice, social justice, and organizational culture in global higher education. The extant literature of organizational justice, social justice, and organizational culture provides a contribution to practitioners and researchers in order to maximize the educational impact of organizational justice, social justice, and organizational culture in global higher education.

BACKGROUND

Organizational justice research has highlighted the importance of perceptions of justice for work behavior and motivation (Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Loi, Hang-yue, & Foley, 2006). Organizational justice is concerned with the rules developed to take decisions on the distribution of acquisitions (e.g., tasks, goods, services, rewards, punishments, wages, organizational positions, opportunities, and roles among employees) and societal norms that constitute the basis for organizational justice (Folger & Cropanzano, 1998). A strong emphasis on organizational justice is an important element of ethical organizations (Greenberg & Bies, 1992).

There has been a growing interest in social justice issues in education (McMahon, 2007; Place, Balenger, Wasonga, Pivral, & Edmonds, 2010; Theoharis, 2007). Educational leaders should act as the moral agents concerning social justice issues (Bates, 2006; Greenfield, 2004; Marshall, 2004). Educational leaders are continually urged to examine how educational problems are formed in a broad social context (Adams & Copland, 2005). Adopting a socio-ecological viewpoint on social justice efforts in education broadens the focus on leadership actions in schools and emphasizes the requirement to merge with complementary leadership actions in a broader social context (Berkovich, 2014).

A university's organizational culture influences students' overall educational experience (Florenthal & Tolstikov-Mast, 2012). Organizational culture can become fairly complex and can generate many subcultures, as there are the distinct groups of employees with similar interest (Vijayakumar & Padma, 2014). There is a growing evidence that employees from different socio-cultural backgrounds with different expectations and value systems differ in the way that they perceive and react to their organizational environments (Hassan & Hashim, 2011).

ROLES OF ORGANIZATIONAL JUSTICE, SOCIAL JUSTICE, AND ORGANIZATIONAL CULTURE IN GLOBAL HIGHER EDUCATION

This section reveals the practical and theoretical concepts of organizational justice, social justice, and organizational culture; the significance of organizational justice in global higher education; the sig-

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