

Chapter 52

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

Monsuru Babatunde Muraina
Al-Hikmah University, Nigeria

ABSTRACT

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.

INTRODUCTION

Over the years, there has been an increase in the research interest in the concepts of organisational justice. This is based on the fact that many scholars and researchers believed strongly that organisational justice improves overall organizational effectiveness, prudence, efficacy and efficiency. Besides, concerned about the sensitivity of issues relating to fairness in any human interaction, Greenberg (1990) introduced

DOI: 10.4018/978-1-5225-3153-1.ch052

the concept of Organisational Justice to describe the important role of justice (or fairness) as it directly relates to the work environment. More specifically, Moorman, (1991) maintains that Organisational Justice relates to the perception of employees as to whether or not they have been treated fairly at the workplace. Hence, the Organisational Justice construct has conceptualised as a having three major dimensions: distributive justice, procedural justice, and interactional justice (Greenberg, 1990). The terms fairness and justice have been used interchangeably in the context of organizations (Miller et.al. 2012). In the last four decades, numerous studies have been conducted on organizational justice, and several reviews (Greenberg 1990; Cropanzano & Greenberg 1997; Colquitt et.al. 2001; Cohen-Charash & Spector 2001; Chang & Dubinsky 2005) and a review of reviews (Nowakowski & Conlon, 2006) have appeared in academic literature. The main reason for continued interest in organizational justice is that it is a key factor in understanding attitudes and behaviors of employees in organizations (Cropanzano et.al. 2001). In recent years, scholars from many countries around the globe have shown interest in the organizational justice issues. Most of these studies have been carried out in business and industrial organizations. This study makes its contribution by (a) using all four of the dimensions of organizational justice-distributive, procedural, interpersonal and informational justice, (b) including three attitudes and behaviors-job satisfaction, organizational commitment, and turnover intention, (c) investigating in a set of human service organizations, and (d) applying social exchange theory and multifocal perspective.

BACKGROUND

The history of higher education in Nigeria dates back to 1932 with the establishment of Yaba higher College, Lagos in 1932. Meanwhile, as the case may be in University education, the recommendations of Asquith and Elliot Commissions marked the turning point in the history of university education in the country. The outcome of which led to the establishment of university College, Ibadan in 1948 (Fafunwa, 1974; Taiwo, 1980; Osokoya, 1989 & Muraina, 2014). Therefore, over the years, there has being sporadic growth and development of higher educational institutions in Nigeria. It should be noted that higher education in Nigeria is being provided in the Colleges of education, polytechnics and monotechnics, as well as universities. The major goal of higher education or tertiary education is to improve the manpower requirements of the country (FRN, 2013).

Over the years, higher educational institutions have experienced high level of organisational injustice in terms of employment and recruitment of staff (academic and non-academic), admission of students, favourism, chauvinism, promotion and others. For instance, during the colonial era, foreign expatriates were largely employed into Nigerian institutions of higher learning and highly paid compared to their Nigerian counterparts. The former were also favoured in promotion and general condition of services than the latter. Therefore, there is no gain saying the fact that organisational injustice is as old as man himself.

In the recent past however, within the realm of education and especially after independence, the need to identify factors that predict lecturers' effectiveness in pedagogical delivery and research development became more critical to educational success and one of the factors that can lead to enhanced overall higher education performance in this dynamic world of today is ensuring and promoting organisational justice in school.

Quality is a slippery concept, which implies different things to different people (Pfeffer & Coote, 1991). Quality refers to the standard of a phenomenon when it is compared to other things like it: how good or bad something is, that is, to be of good/poor/top quality or of a high standard. Quality control

25 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/quality-control-and-standards-of-organisational-justice-in-nigerian-higher-education/186619

Related Content

Cohort Programming

James E. Witte, Iris M. Saltiel and Maria Martinez Witte (2009). *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training* (pp. 276-285).
www.irma-international.org/chapter/cohort-programming/19979

Teacher Professional Development: Remote Podcasting and Metacognitive Strategies

Tsung-Jui Tsai and Ya-Chun Shih (2014). *Remote Workforce Training: Effective Technologies and Strategies* (pp. 82-111).
www.irma-international.org/chapter/teacher-professional-development/103186

Entrepreneurship Education in Engineering Curriculum: Some Insights Into Students' Viewpoints

Mukta Mani (2021). *Research Anthology on Business and Technical Education in the Information Era* (pp. 1105-1123).
www.irma-international.org/chapter/entrepreneurship-education-in-engineering-curriculum/274416

Fundamentals of Presentation

(2012). *Technical Writing, Presentational Skills, and Online Communication: Professional Tools and Insights* (pp. 126-143).
www.irma-international.org/chapter/fundamentals-presentation/64131

Delivering a Presentation and More

(2012). *Technical Writing, Presentational Skills, and Online Communication: Professional Tools and Insights* (pp. 144-166).
www.irma-international.org/chapter/delivering-presentation-more/64132