

HOW TO DEVELOP HUMAN CAPITAL THROUGH ORGANIZATIONAL JUSTICE, ORGANIZATIONAL CITIZENSHIP BEHAVIOR, AND ORGANIZATIONAL COMMITMENT

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Abstract

Research background: Higher education faculty members who perceive fairness and equity can demonstrate citizenship behavior and they can develop feelings of belongingness and cohesiveness which will assist them to build intellectual assets and appreciate human capital. This study enhances the professional well-being of faculty members by enhancing their human capital, with a specific focus on the importance of their skills, knowledge, and abilities.

Purpose: The study aimed to assess the degree to which organizational commitment (OC) serves as a mediator in the relationship between organizational justice (OJ) and organizational citizenship behavior (OCB).

Research methodology: The data analysis was conducted using path analysis, and the data processing was carried out using Smart PLS 3.0. This study employed quantitative methods and involved a sample of 470 faculty members from higher educational institutions (HEIs) in India, selected using a purposive sampling technique.

Results: The research results suggest that there exists a favorable correlation between OJ, OCB, and OC.

Novelty: The novelty of this research lies in its ambitious pursuit of creating an extensive knowledge repository, fostering a culture of research-oriented learning, and providing invaluable insights that will empower the future generation to propel the academic sector forward.

Keywords: Higher Educational Institutions; Human Capital; Organizational Citizenship Behavior; Organizational Commitment; Organizational Justice

JEL classification: O40, O43, O50

Introduction

Human capital encompasses a wide range of activities, including the accumulation of knowledge, skills, abilities, experience, intelligence, training, and competencies possessed by individuals both individually and collectively within a population (Mubarik et al., 2022). Human capital can be classified into three primary forms: Knowledge capital, Social capital, and Emotional capital and these are of utmost importance in the progress and success of individuals (Shela et al., 2023). Researchers emphasize the significance of knowledge being derived from an individual's intellect and integrated into pertinent works (Engelbart, 2023). The intellectual capacity of a teacher can be assessed based on different aspects within the classroom, such as the knowledge they share, the placement of students, the research conducted, and the publication of scholarly articles in indexed journals within the realm of higher education institutions (Paudel, 2021).

Education however is the foundational building block of human civilization and development. To attain excellence in human development, a nation has to invest in human resources who are responsible and accountable for human development. Traditionally, teachers have been endowed with the profound responsibility of transforming educational systems. But, it is often seen in real life, that there is very little attempt to undertake developmental initiatives to transform the teachers towards eventuating high-quality autonomous organization citizenship behavior. The purpose is to see that such teachers get engaged in institutions to bring excellence in teaching and learning, research and publications, and extensions of knowledge such that human capital is enriched and appreciated perpetually. OCB is rooted in Blau's (1964) social exchange theory, wherein employees exhibit OCB upon perceiving reciprocation from their employers. According to social exchange theory, individuals establish and sustain relationships that involve not only economic transactions but also socio-emotional exchanges. These relationships operate on a cycle of reciprocity over time, wherein one party reciprocates the positive actions of another party. Moreover, individuals experience a sense of ease when the exchange between parties is equitable and balanced (Blau, 1964; Gouldner, 1960). Homans (1958) introduced several propositions that conceptualize social behavior as a transaction that involves both tangible and intangible commodities, such as time, effort, money, status, power, approval, and more. Homans, Blau, and Emerson are considered the key contributors to the social exchange theory (SET). They define social exchange as "an action-reaction system of exchange based on reward mechanisms for value exchange". Kelley (1959) proposed the concept of the "social psychology of groups" as a converging notion. According

to Emerson, SET is a sociological method that is best defined as an economic investigation into non-economic social events. While Blau focused more on technical economic analysis, Homans delved into the psychology of instrumental behavior. SET focuses on direct social interactions among individuals, categorized into trust, commitment, reciprocity, and power.

Integrating social exchange theory (Blau, 1964), it is expected that justice reforms will bring about transformations in the dynamics between employees and employers. These changes will lead to employees experiencing a stronger sense of connection and a feeling of obligation to reciprocate, thereby demonstrating commitment. The relationship between employees and the organization is formed through a continuous cycle of reciprocity, where fair treatment (justice) from the organization fosters dedicated (committed) employees who are more likely to engage in future interactions with the organization (Blau, 1964). The study also aims to investigate the influencing factors of OCB by conducting a thorough literature review. The two key factors identified are organizational justice and organizational commitment.

This paper expands the concept of social exchange theory to apply to academic institutions of higher learning, where it is felt that OJ, OCB, and OC are supposed to be more predominant to attain high-quality performance. The concepts of OCB, OJ, and OC are thoroughly analyzed from the standpoint of social exchange theory, and a multitude of empirical evidence substantiates the claims put forth by this theory (Cropanzano et al., 2017).

Higher education plays a pivotal role in positively influencing a nation's human development index (HDI), primarily through the education index (Peercy, Svenson, 2016). The education index, a key component of the human development index, serves as a reliable indicator of a country's progress in providing quality higher education opportunities. The current discussion emphasizes many common characteristics that are important to most emerging economies and occur to varying degrees. Gaurav and Ashwani (2017) identified these characteristics as economic backwardness, low income, insufficiently utilized natural resources, agricultural supremacy, primary exports, insufficient capital and traditional techniques, illiteracy and skill shortages, demographic pressure, underemployment, disguised unemployment, inappropriate institutions, and social fragmentation and distortion based on caste, community, and religion. The HDI is a valuable instrument for evaluating and contrasting the advancement of nations, illuminating the obstacles encountered by economically disadvantaged countries (Yin et al., 2023). HDI is a holistic metric that assesses the overall development of a nation, considering diverse indicators including life expectancy, education, and income (Ivanova et al., 1999).

By incorporating these factors, the HDI offers a holistic perspective on a country's development by presenting the Human Development Index Value of Top and Highest Rank

Countries compared to India in 2023, the Human Development Index Value of India from 2015 to 2023, and the Human Development Index Chart of Top Countries in 2023. Despite the apparent economic growth and human development in India, there has been a consistent decline in the Human Development Index (HDI) scores. GDP and human growth in India are not progressing in tandem or at a similar pace.

Table 1. Human Development Index Value of the Top and Highest Ranked Countries Compared to India in 2023

HDI rank	Country	HDI value 2023
1	Switzerland	0.962
2	Norway	0.961
3	Iceland	0.959
4	Hong Kong, China (SAR)	0.952
5	Australia	0.951
6	Denmark	0.948
7	Sweden	0.947
8	Ireland	0.945
9	Germany	0.942
10	Netherlands	0.941
11	United Kingdom	0.929
12	Japan	0.925
13	United States	0.921
14	China	0.768
132	India	0.633

Source: Human Development Report 2022, UNDP.

In 2023, a comparative analysis of the HDI values between India and the top-ranking countries will be conducted. This examination aims to shed light on the disparities and similarities in human development achievements. India's position on the 2022 Human Development Index was 132nd out of 191 countries, with a decline in performance attributed to a decrease in education.

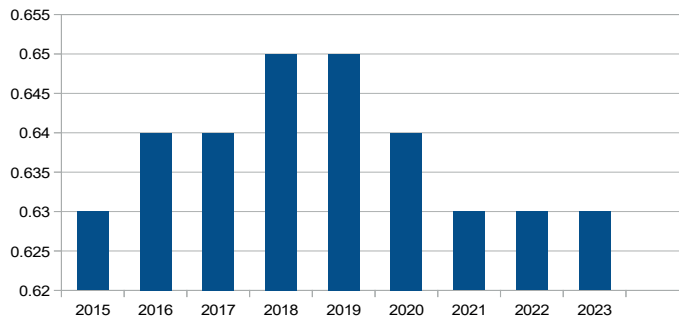


Figure 1. Human Development Index Value of India from 2015 to 2023

Source: Human Development Report 2022, UNDP.

India has been ranked at the 132nd position in the global index, with a score of 0.633. This ranking is based on a comprehensive evaluation of various elements that form the overall development of a country. The score reflects the level of progress made by India in terms of economic growth, social development, and political stability. It can be observed that India achieved a composite Human Development Index (HDI) score of 0.633 in 2023 as compared to its 2015 score of 0.634 (Figure 1). India is categorized as having medium human development, with an HDI value of 0.633, which is lower than its 2020 report value of 0.645. In 2018 and 2019, India's HDI value increased to 0.65 (HDR, 2022).

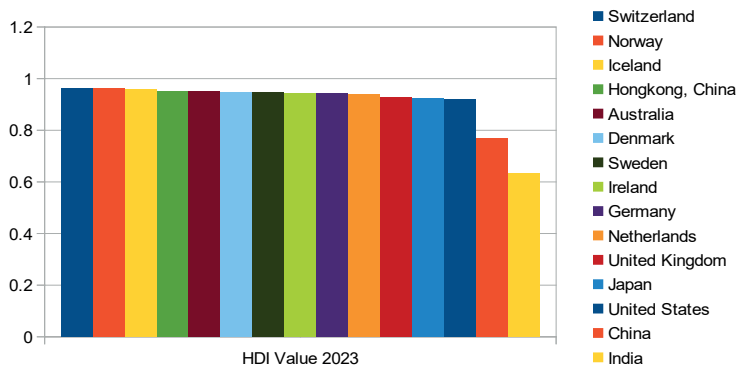


Figure 2. Human Development Index Chart of the Top Countries in 2023

Source: Human Development Report 2022, UNDP.

According to the HDI report (2022), ratings of 0.8 and above reflect developed nations. Because India is an extremely diverse nation with distinct socio-economic roots and

cultural beliefs, the education system of the country has a highly unique issue. Low earnings, poor quality of life, huge poverty, severe unemployment, and inadequate and unsustainable growth are important characteristics of underdevelopment (Agrawal, 2003). The HDI for India is 0.63, which gives the country a rank of 132nd out of 191 countries. Even though there is a decrease in the annual growth rate of GDP, most economists consider India as a major contributor to the global economy and a rising economic superpower (Keshava, 2022). Therefore, it is proposed that Organizational Justice (OJ), Organizational Citizenship Behavior (OCB), and Organizational Commitment (OC) might be used to improve India's Human Development Index and place the country as one of the most developed nations in the world.

Barnard (1938), Organ (1988), Morrison (1994), Vanperen (1999), Wasposito and Minadaniati (2012), Gamage (2014), Ahmed and Khan (2016), Panicker et al. (2018), Jahanzeb and Mohanty (2019), Jain and Rizvi (2020), D'Souza et al. (2023) investigated OCB and its outcomes, such as OJ and OC which are important areas of the study. The absence of OJ may lead to a decline in employees' levels of citizenship performance (Moorman et al, 1993). The faculty members who perceive fairness and equity can demonstrate citizenship behavior and they can develop feelings of belongingness and cohesiveness which will assist them in building intellectual assets and appreciate human capital. Therefore, it appears that OJ is essential in facilitating the accomplishment of organizational goals and the improvement of organizational performance (Farh et al, 1997). The need for committed employees who are interested in participating in organizational development, exhibiting OCBs, and going above and beyond their roles and responsibilities is therefore extremely crucial (Howladar, Rahman, 2021). Greater commitment can lead to improved feelings of belonging, productivity, greater career progression, and better remuneration. Although OJ, OCB, and OC have been explained in considerable detail their relationships to contribute to the enrichment of the state-of-the-art are very limited. There is very little attempt by the owners of educational systems to develop the citizenship behaviors of faculty members.

To secure the enduring existence of higher educational institutions in India, HEIS must formulate comprehensive policies that enhance faculty members' performance through human resource policies fair compensation, involvement of educators in the decision-making process, and fostering positive relationships with coworkers and supervisors (Hermanto, Srimulyani, 2022; Al Dulaimi et al., 2022). In contemporary workplaces, employees who perceive fairness are more inclined to display elevated levels of dedication and engagement toward their organization (Mihardjo et al., 2020). All of these reported that when employees perceive a sense of fairness and equity within an organization, there is a higher probability

among them to demonstrate organizational citizenship behavior and this fosters a greater sense of belongingness towards the organization. (Maidelis et al., 2022). The lack of sufficient resources, infrastructure, equity in the Gross Enrollment Ratio (GER), funding, highly qualified faculty, and research and innovation are significant factors contributing to the decline of higher education in India (Pitroda et al., 2006; Keshava, 2022). Therefore, it is crucial to take necessary measures to overcome these issues and enhance the overall quality of higher education in the country. It is imperative to enhance the performance of faculty members to ensure fairness within higher educational institutions. This will empower them to demonstrate good citizenship behavior and a strong commitment to the organization.

The objective of this research is to establish an extensive repository of knowledge by leveraging human capital, fostering research-oriented education, and offering valuable perspectives to advance the academic field for future generations.

The research questions that arise from the objectives are as follows:

1. What is the relationship between organizational justice and organizational commitment among faculty members at Higher Educational Institutions in India?
2. How does organizational justice relate to organizational citizenship behavior among faculty members at Higher Educational Institutions in India?
3. Is there a correlation between organizational commitment and organizational citizenship behavior among faculty members at Higher Educational Institutions in India?
4. Can organizational commitment mediate the effects between organizational justice and organizational citizenship behavior of university faculty members?

1. Literature review

Research shows that OJ, OCB, and OC positively predict performance, and create better social interactions and a sense of community between employees.

1.1. Organizational justice

According to Greenberg (1987), "Justice or fairness is the concept that an action or decision is morally correct and can be determined based on ethics, religion, fairness, equity, or law". Within organizations, justice encompasses perceptions of equitable compensation, equal prospects for advancement, and personnel selection protocols (Colquitt et al, 2001). The four

dimensions of justice encompass distributive justice, procedural justice, interpersonal justice, and informational justice.

Equity centers its attention on remunerating employees by their contributions, thereby embodying the principles of capitalist justice, which entails evaluating the proportionality between one's inputs and results (Ahmed et al., 2019).

The practical philosophy of Aristotle experienced a remarkable revival in the twentieth century. This resurgence is evident in his virtue ethics and political philosophy, which primarily focuses on the theory of constitutions (Chroust, Osborn, 1941). Aristotle links justice with the concept of reciprocity based on proportion rather than the Pythagorean idea of reciprocity as an exchange of arithmetically equal values (Ambrosi, 2007). According to Aristotle, an exchange is considered just when the items exchanged are proportional to the merits or contributions of the parties involved. If the parties are equal and engage in an exchange, justice is achieved when the benefits exchanged are of equal value. This results in a relationship of balanced reciprocity. However, if the parties have unequal merits relevant to the transaction, justice is achieved when the benefits exchanged differ in value to the differing merits of the parties. This leads to a relationship of imbalanced reciprocity, where the degree of imbalance can be assessed by comparing their respective merits. Aristotle emphasizes that justice is primarily about reciprocity, although this reciprocity may not always be of the balanced or arithmetic nature as he describes it.

Generally, individuals can utilize three principles to determine the fairness of their outcomes: equity, equality, and need (Ignatius, Bahsoon, 2023). According to Aristotle, distributive justice manifests in "the distributions of honor or money or other things that fail to be divided among those who have a share in the constitution for in these one man can have shared either unequal or equal to that of another" (Nwankwor, 2023). In this regard, Aristotle will also perceive justice as the principle of "treating equals in an equal manner and unequal in an unequal manner, implying that individuals receive what they truly deserve". From his perspective, people assess fairness by examining two ratios of outcomes to inputs. The initial ratio involves dividing an individual's outcomes by their inputs, whereas the second ratio involves dividing the referent's outcomes by the referent's inputs. For equity to be established, these two ratios need to be in balance. Equity theory presents an unexpected idea that individuals are not only concerned about being under-rewarded but also about being over-rewarded. If a person's ratio exceeds that of a referent, it indicates that the person receives more outcomes than his inputs. An equality allocation ensures that everyone receives an equal share, regardless of their contributions. This type of allocation is often used to promote group

harmony. On the other hand, equity allocations are more commonly used when the aim is to maximize productivity (Ignatius, Bahsoon, 2023). Another allocation principle is the need that offer outcomes based on a perceived shortfall.

Procedural justice pertains to the impartiality of the procedures that result in desired outcomes. It encompasses attributes including consistency, precision, ethical conduct, etc. Procedural justice includes formal and structural elements, such as rules and policies.

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” (Konovsky, 2000). Interpersonal justice emphasizes the quality of relationships and social interactions among people.

Informational justice “focuses on explanations provided to people that convey information about why procedures were used in a certain way and why outcomes were distributed in a certain fashion”.

1.2. Organizational citizenship behavior

According to Organ (1988), OCB is “an individual behavior which is discretionary and not recognized by the formal reward system and that in the aggregate promotes the effective functioning of an organization”. The dimensions of OCB encompass altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. According to Locey and Buddiga (2022), “Altruism is a unique form of behavior that is aimed at the benefit of others, it is usually self-defeating and is usually motivated by a desire to improve the welfare of others so that it is better without expecting appreciation”. It implies altruism is a desire to help others without self-interest. Individuals who possess a conscientious nature exhibit a strong commitment to accomplishing their future objectives. They demonstrate a sense of responsibility, reliability, and diligence in their work. Conscientiousness can be an indicator of success in academic achievement. It can improve learning motivation, self-regulation, higher perceived ability, higher effort, etc. Sportsmanship fosters a communal setting that facilitates the acquisition of personal social values and behaviors, thereby contributing to the development of a virtuous character and responsible citizenship. The practice of courtesy is crucial in fostering a harmonious and collaborative academic environment where individuals respect each other’s opinions and work towards common goals. Civic virtue serves as an indication of individual recognition of being a part of a larger community. It promotes a feeling of belonging and motivates individuals to actively engage in the community. Therefore, universities must promote and cultivate civic virtue among their students.

1.3. Organizational commitment

Organizational commitment refers to an individual's emotional connection and loyalty towards the organization they are associated with. There exist three distinct dimensions of organizational commitment, namely affective commitment, normative commitment, and continuance commitment. Affective commitment refers to the psychological attachment that employees develop with their organization (Alkhateri et al., 2018). An employee who is affectively committed exhibits a strong sense of identification with the organization's objectives and possesses a genuine desire to continue being an integral part of the organization (Jang, Kwon, 2021). The individuals remain with the organization because of feelings of obligation (normative commitment). The individual stays with the organization because he/she invests a great deal, in "advanced rewards" (Meyer et al., 1989). An individual can gain rewards, incentives, and other strategies. Employees who exhibit continuance commitment are more likely to remain with the organization for an extended period due to their sense of attachment (Minh et al., 2023). This emotional attachment can lead to a stronger connection between the employee and the organization.

2. Theoretical framework and hypotheses development

The Organizational Justice of faculty members in Higher Educational Institutions exhibits a positive correlation with Organizational Citizenship Behavior.

Previous research has postulated a correlation between OJ and OCB which has been substantiated by several studies. These findings align with the existing literature (Konovsky, 2000; Farh et al, 1997). According to Organ and Konovsky (1989), equitable allocation of resources, decision-making processes, and organizational procedures must be perceived by the employees to exhibit voluntary behavior. The finding regarding the relationship between OJ and OCB ($P < 0.01$), indicates that there is a significant correlation between the dimensions of OJ and the dimensions of OCB.

The findings are consistent with the previous research conducted by Jahanzeb and Mohanty (2019) which shows that the absence of the perception of OJ in the organization can lead to a fall in OCB perceptions. At a significance level of 0.01, the results indicate a favorable association between OJ and OCB.

The aforementioned theory suggests a hypothesis that can be stated as follows:

H1: Organizational justice has a positive impact on organizational citizenship behavior.

Organizational Justice is positively associated with the Organizational Commitment of faculty members in Higher Educational Institutions.

By fostering a sense of organizational fairness among workers, organizational commitment with favorable outcomes can be improved for organizations (Ahmed et al, 2019). Throughout their research Meyer et al., (1989) indicated that workers develop an emotional attachment to organizations and they realize that leaving the organization would entail a cost. In their study, Cohen-Charash & Spector, (2001) and Colquitt et al., (2001) demonstrated that when workers consider organizational procedures to be equal, they would be more committed to the organization and display greater satisfaction. The result indicates that there exists a positive correlation between OJ and OC ($p < 0.01$). The result is supported by earlier study findings (Cagliyan et al. 2017). The findings reveal a noteworthy association between the various dimensions of OJ (PJ, DJ, INTJ, and INFJ) and the dimensions of OC (AC, CC, and NC). This suggests that when faculty members perceive fairness in their treatment by the institution, they are inclined to remain in their current position, exhibit dedication towards their job, and willingly undertake additional responsibilities and tasks. It can be argued that employees who perceive injustice tend to have a diminished level of organizational commitment, which can potentially impede the overall success of the organization. Conversely, an organization that prioritizes justice is likely to foster a highly committed workforce.

The aforementioned theory suggests a hypothesis that can be stated as follows:

H2: Organizational justice has a positive impact on organizational commitment.

Organizational Commitment is positively associated with the Organizational Citizenship Behavior of faculty members in Higher Educational Institutions.

Theoretical support for OC, OCB relations was given by Scholl, (1981) and Wiener, (1982). (Kristof, 1996) supported these assumptions in his study, which found that employees who have a high alignment of their own principles and company principles are more inclined to participate in pro-social behaviors (e.g., OCB). A large number of empirical studies evidence supported the argument that the OC and OCB had a favorable relationship. OC plays a crucial role in employee success in a company such as being able to affect workers as job fulfillment, staff turnover, and citizenship behavior of the organization (Alkhateri et al., 2018). The findings indicate a significant positive association between the various dimensions of OC and the dimensions of OCB. It indicated that the faculty members, who feel emotionally committed and effectively dedicated to the organization, can demonstrate a high level of citizenship behaviors.

The aforementioned theory suggests a hypothesis that can be stated as follows:

H3: Organizational commitment has a positive impact on organizational citizenship behavior.

Organizational Commitment acts as a mediator between Organizational Justice and Organizational Citizenship Behavior. The Sobel test results revealed that Organizational Commitment mediates the connection between Organizational Justice and Organizational Citizenship Behavior significantly in the context of star-class hotels located within Colombo City and the Metropolitan Area (Gamage, 2014).

The aforementioned theory suggests a hypothesis that can be stated as follows:

H4: Organizational Commitment has a mediating effect between organizational justice and organizational citizenship behavior.

It is important to grasp the interconnections between various variables, as elucidated by a research framework that is built upon the theory and formulation explored in this study.

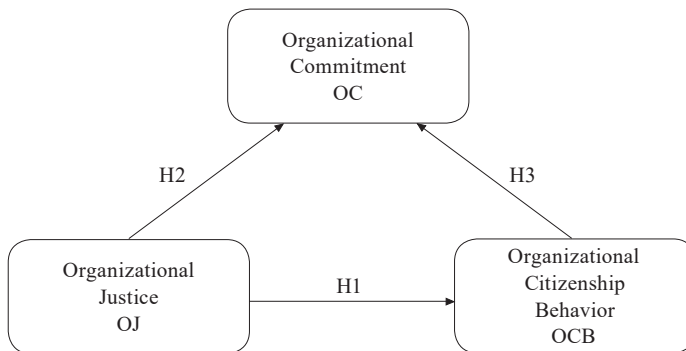


Figure 3. Research Model Framework

Source: own elaboration.

3. Methodology

3.1. Research design

The research design serves as a framework that illustrates the connections between variables in a study and guides the systematic investigation to gather empirical evidence. The research design involves the process of gathering and analyzing data, ensuring that it aligns with the study's objectives while maintaining efficiency in the approach (Kothari, 2004).

The research study utilized a descriptive research design, which proves to be adequate for evaluating issues as it enables the researcher to gather a significant volume of data (Gliner et al., 2011). The research integrated both quantitative and qualitative methodologies to collect extensive information. The researchers have emphasized the importance of using both quantitative and qualitative data in social science research (Tashakkori et al., 2020).

3.2. Epistemological positioning of the research

Epistemology is the theoretical framework that explores the methods and foundations of knowledge (Saunders et al., 2009). It raises the question of what constitutes acceptable knowledge within a specific discipline (Ugwu et al., 2021). This research adopts a positivist approach and integrates it with an interpretivist approach. It is positivist because the study formulated hypotheses and subsequently examined them through collected data and arrived at a conclusion using the deductive method. “The deductive approach involves the development of a theory that is subjected to a rigorous test through a series of propositions related to an existing theory whereas the inductive approach is used to explore a phenomenon, identify themes and patterns, and create a conceptual framework” (Saunders et al., 2009). By the deductive approach, the present research formulated hypotheses and subsequently examined them through the collected data on the constructs of OJ, OCB, and OC, before conducting data analysis.

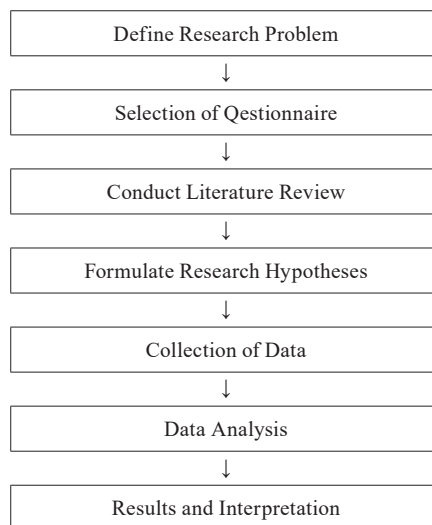


Figure 4. Research Design Process

Source: own elaboration.

3.3. Questionnaire development, administration, and data collection

An effective questionnaire should be brief and concise, (Kothari, 1999). A valid and reliable instrument offers researchers a means of self-evaluation and continual progress.

For measuring OCB, a questionnaire of Podsakoff et al. (1990) was used. This scale includes 24 items on five components of OCB. A 5-point Likert scale was used in this study. The OCB questionnaire has been used by previous researchers which was proved to be valid and reliable.

Table 2. Organizational citizenship behavior instruments used by researchers

Authors	Sectors	Sample
Eyupoglu, 2010	University sector (North Cyprus)	35
Rioux and Penner, 2001	Municipal corporation sector (Florida)	145
Kuehn and Al-Busaidi, 2002	Public and private sector organizations (Oman)	153
Das, 2021	Banking sector (India)	350
Jehanzeb and Mohanty, 2019	Five metropolitan cities (Pakistan)	379
Najafi et al., 2011	Higher education sector (Iran)	378
Qalati et al., 2022	Small and medium-sized enterprises (Pakistan)	405
Alghamdi et al., 2022	Banking sector (Pakistan)	252

Source: own elaboration.

The scale was administered for measuring OJ by Colquitt et al. (2001). This scale includes 24 items using four components of OJ. The OJ questionnaire has been used by previous researchers and it was tested to be valid and reliable.

Table 3. Organizational justice instruments used by researchers

Authors	Sectors	Sample
Turel et al., 2008	Customer services (Online experiment)	380
Sohail and Nuhu, 2010	Manufacturing firms (Saudi Arabia)	102
Curtis et al., 2012	University sector (China, Japan, Mexico, and the United States)	528
Rahman and Karim, 2022	Private universities (Bangladesh)	30,703
Shafi et al., 2021	Multiple sectors (engineering and construction, healthcare, education, and IT)	233
Budomo, 2023	BPO Companies (Tarlac and Clark)	360
Lv et al., 2012	Chinese hospitals (China)	241

Source: own elaboration.

In the research study, Allen & Meyer's OC scale (1991) was administered for measuring OC. This scale includes 18 items on three components of OC. The OC questionnaire has been used by previous researchers and the OC questionnaire was tested to be valid and reliable.

Table 4. Organizational commitment instruments used by researchers

Authors	Sectors	Sample
Salehi and Gholtash, 2011	Education sector (Iran)	341
Tadesse, 2019	Education sector (Ethiopia)	230
Alghamdi et al., 2022	Banking sector (Saudi Arabia)	252
Oamen, 2023	Hospital sector (Nigeria)	401
Alghamdi et al., 2022	Banking sector (Pakistan)	252

Source: own elaboration.

Previous researchers have utilized the questionnaire of OCB, OJ, and OC in their study, and they have demonstrated that their scale is valid and reliable. This has inspired us to incorporate this questionnaire into our study.

3.4. Sampling design

The technique employed for sampling was purposive sampling, a non-probability method where items are selected based on the judgment of the researchers (Rai, Thapa, 2015). One thousand questionnaires were distributed to different universities, resulting in 625 completed surveys, while 155 were deemed redundant and excluded. Consequently, the final sample size was 470.

3.5. Data collection

Primary data was collected for the study. Data was gathered from faculty members of Higher Educational Institutions using an online survey, specifically through email.

4. Data analysis

Descriptive analysis with the three-box method was employed for data analysis, while the measurement model test included validity and reliability tests. The structural model test involved the coefficient of determination, goodness of fit, and partial significant tests. Finally, hypothesis testing was conducted to either reject H_0 or accept H_a . The statistical analysis in the

study was conducted using Smart PLS 3.0 software and Structural Equation Modeling (SEM) with Partial Least Square (PLS) methodology.

The Times Higher Education – World University Ranking list for the year 2022–2023 reveals a disheartening fact: only 91 Indian Institutions are included in the top 1,422 University entries worldwide. In comparison, Japan has 50 universities, China has 71, the United Kingdom has 90, and the United States of America boasts a staggering 201 universities (The World University Ranking 2023). To provide a visual representation of the disparity in university rankings between India and the other top four regions, the researcher presents Figure 5 for a statistical analysis.

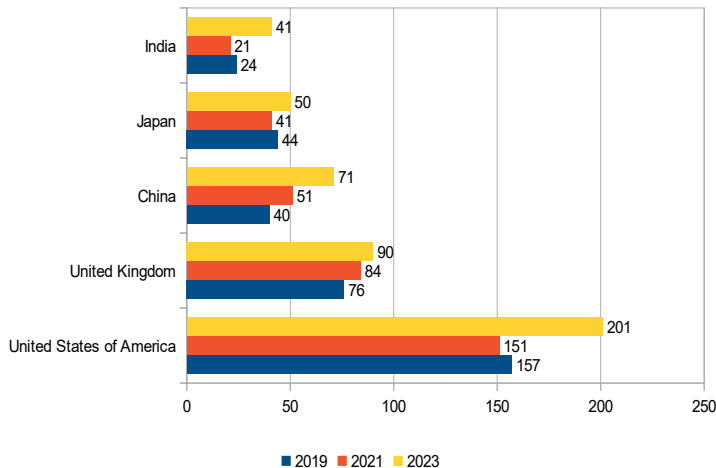


Figure 5. Comparative Analysis of the Total Number of Universities Ranked from the Top Four Regions in the World University Ranking List from 2019, 2021, 2023

Source: Times Higher Education World University Ranking Reports 2019, 2021, 2023.

Table 5. Outer Loadings of the Three Reflective Constructs

Variables	Organizational Justice	Organizational Citizenship Behavior	Organizational Commitment
1	2	3	4
Altruism 1	0.356	0.559	0.256
Altruism 2	0.312	0.584	0.221
Altruism 3	0.193	0.432	0.183
Altruism 4	0.321	0.570	0.191
Altruism 5	0.217	0.412	0.157

1	2	3	4
Conscientiousness 1	0.302	0.591	0.331
Conscientiousness 2	0.298	0.534	0.156
Conscientiousness 3	0.268	0.515	0.207
Conscientiousness 4	0.239	0.497	0.144
Conscientiousness 5	0.260	0.505	0.191
Sportsmanship 1	0.207	0.272	0.251
Sportsmanship 2	0.159	0.165	0.238
Sportsmanship 3	0.242	0.283	0.277
Sportsmanship 4	0.125	0.185	0.192
Sportsmanship 5	0.103	0.130	0.127
Courtesy 1	0.138	0.306	0.130
Courtesy 2	0.241	0.483	0.208
Courtesy 3	0.193	0.425	0.132
Courtesy 4	0.268	0.526	0.233
Courtesy 5	0.255	0.557	0.202
Civic Virtue 1	0.336	0.530	0.255
Civic Virtue 2	0.424	0.639	0.309
Civic Virtue 3	0.404	0.573	0.288
Civic Virtue 4	0.418	0.620	0.289
Procedural Justice 1	0.645	0.434	0.407
Procedural Justice 2	0.477	0.365	0.273
Procedural Justice 3	0.653	0.377	0.423
Procedural Justice 4	0.675	0.348	0.423
Procedural Justice 5	0.690	0.357	0.449
Procedural Justice 6	0.662	0.361	0.440
Procedural Justice 7	0.673	0.383	0.480
Distributive Justice 1	0.654	0.407	0.396
Distributive Justice 2	0.653	0.411	0.390
Distributive Justice 3	0.637	0.380	0.395
Distributive Justice 4	0.629	0.373	0.442
Interpersonal Justice 1	0.676	0.409	0.364
Interpersonal Justice 2	0.695	0.403	0.378
Interpersonal Justice 3	0.663	0.367	0.364
Interpersonal Justice 4	0.514	0.307	0.319
Informational Justice 1	0.620	0.361	0.358
Informational Justice 2	0.737	0.390	0.428
Informational Justice 3	0.697	0.395	0.374
Informational Justice 4	0.701	0.425	0.401

1	2	3	4
Informational Justice 5	0.658	0.391	0.433
Affective Commitment 1	0.465	0.261	0.668
Affective Commitment 2	0.484	0.380	0.672
Affective Commitment 3	0.113	0.093	0.100
Affective Commitment 4	0.039	0.068	0.043
Affective Commitment 5	-0.014	0.039	0.031
Affective Commitment 6	0.519	0.284	0.661
Continuance Commitment 1	0.296	0.302	0.468
Continuance Commitment 2	0.324	0.294	0.542
Continuance Commitment 3	0.220	0.204	0.525
Continuance Commitment 4	0.156	0.116	0.342
Continuance Commitment 5	0.155	0.239	0.274
Continuance Commitment 6	0.133	0.122	0.248
Normative Commitment 1	0.032	0.082	0.025
Normative Commitment 2	0.321	0.294	0.583
Normative Commitment 3	0.332	0.211	0.679
Normative Commitment 4	0.440	0.358	0.733
Normative Commitment 5	0.347	0.291	0.721
Normative Commitment 6	0.424	0.267	0.723

Source: own elaboration.

Table 6. Output Results of PLS Average Variance Extracted (AVE)

Variable	Average Variated Extracted (AVE)
Organizational Citizenship Behavior (Y)	0.226
Organizational Justice (X)	0.426
Organizational Commitment (Z)	0.265

Source: own elaboration.

Table 7. Croncbach's Alpha PLS Output Results

Variable	Cronbach's Alpha
Organizational Citizenship Behavior (Y)	0.838
Organizational Justice (X)	0.928
Organizational Commitment (Z)	0.821

Source: own elaboration.

Table 8. Results of the R-Square Value

Variable	R-Square	R-Square Adjusted
Organizational Citizenship Behavior (Y)	0.363	0.362
Organizational Commitment (Z)	0.374	0.374

Source: own elaboration.

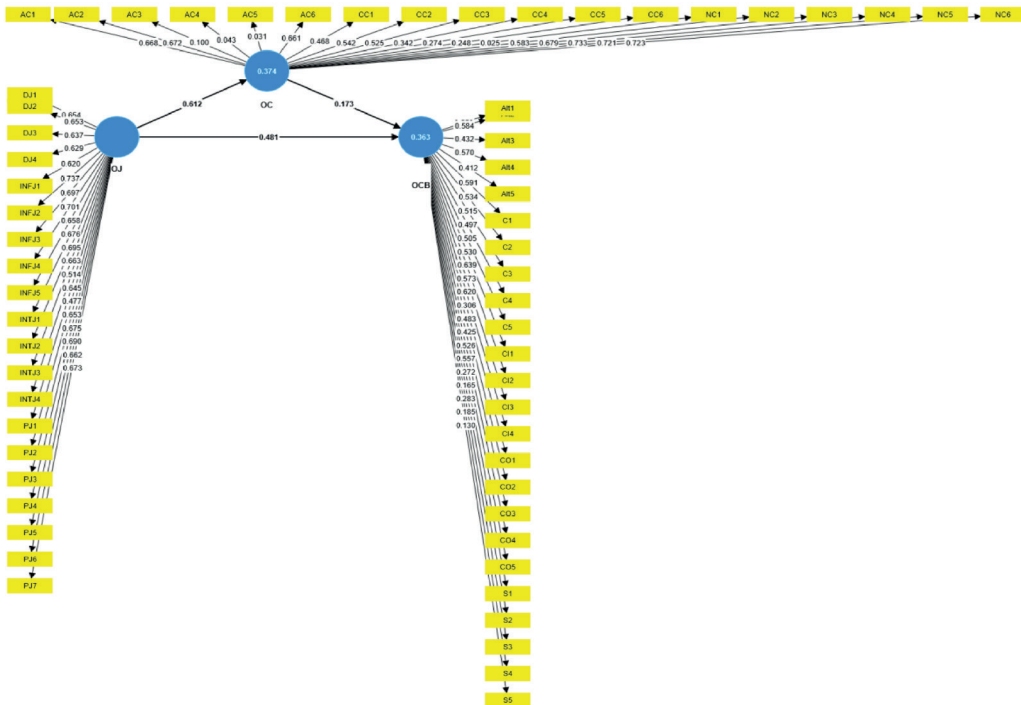


Figure 6. Structural models

Source: own elaboration.

Table 9. T-Statistics Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Organizational Justice → Organizational Citizenship Behavior	0.374	0.374	0.086	4.364	0.00
Organizational Justice → Organizational Commitment	0.631	0.633	0.042	14.924	0.00
Organizational Commitment → Organizational Citizenship Behavior	0.422	0.423	0.100	4.223	0.00

Source: own elaboration.

5. Results

The obtained results were derived from a comprehensive study that examined the impact of organizational justice on organizational citizenship behavior while considering organizational commitment as a mediating variable. The research employed a descriptive analysis and inferential analysis using the advanced Smart PLS 3.0 software.

From 2019 to 2023, the number of Indian universities experienced a gradual increase from 24 to 41. However, it is disheartening to note that India only accounts for a mere 4% of the total university entries in the world ranking list for (2023). What is even more concerning is the fact that out of the 1,422 world university entries, not a single Indian institution has managed to secure a position within the top 300 universities worldwide.

The cross-loading calculation results indicate that the loading value for each indicator item of a variable is higher than that of the remaining variables. This suggests that all variables demonstrate a higher level of discriminatory validity compared to the others. Consequently, it can be inferred that the variables of altruism, conscientiousness, sportsmanship, courtesy, civic virtue, procedural justice, distributive justice, interpersonal justice, informational justice, affective commitment, continuance commitment, and normative commitment are all valid.

The AVE values of the variables, including OCB, OJ, and OC are all less than 0.5. The AVE analysis presented in the Table indicates that the variables under investigation, including altruism, conscientiousness, sportsmanship, courtesy, civic virtue, procedural justice, distributive justice, interpersonal justice, informational justice, affective commitment, continuance commitment, and normative commitment, possess a high level of validity. The AVE values for each variable surpass the threshold of 0.5, suggesting that they are suitable for further examination. Hence, it can be deduced that the variables employed in the investigation possess validity and are amenable to further examination.

The R-square values for both the OCB and OC variables have been determined. The variable of organizational citizenship behavior explains 36.2% of the variance, indicating a significant impact of organizational justice on organizational citizenship behavior. The remaining 63.8% of the variance is attributed to factors such as rewards, decision-making processes, interpersonal treatment, and informational treatment.

The R-square value for the OC variable is 0.374, suggesting that 37.4% of the impact of organizational justice on organizational commitment can be ascribed to this variable, with the remaining 62.6% being influenced by other variables.

The study findings elucidate the structural framework of the interconnections among various constructs, enabling the researcher to estimate the *t* value through the utilization of a bootstrap internal structure model with repeated samples. Initially, it is imperative to establish the presence of all latent constructs. A coherent progression is ensured by scrutinizing the path coefficients within a structural model that has been implemented in the process of structural equation modeling. This is exemplified by the aforementioned model.

The reliability of the variables utilized is confirmed by Cronbach's alpha value, which surpasses 0.7 for all variables. The Cronbach's alpha value for the organizational justice variable is 0.928, which is the highest among all the variables. On the other hand, the organizational commitment variable has the lowest value of 0.821. A reliable questionnaire ensures consistent and stable responses from respondents. The research instruments utilized in assessing the variables of OJ, OCB, and OC are reliable based on the results of the reliability and validity assessments. The Cronbach's alpha value of each variable exceeded 0.8, meeting the criteria for a reliable instrument. Overall, the reliability and validity tests conducted on all indicators of each variable confirm the accuracy of the instruments used in this study.

6. Discussion

The objective of this study was to evaluate the extent to which organizational commitment acts as a mediator in the correlation between organizational justice and organizational citizenship behavior.

The study's results shed light on the basic structure of relationships between different variables, allowing the researcher to calculate the *t* value using a bootstrap internal structure model with multiple samples. A smooth flow is guaranteed by examining the path coefficients within a structural model that has been applied in the process of structural equation modeling. Based on the T-statistics findings, it can be observed that there is a favorable correlation between OJ and OCB, OJ and OC, and OC and OCB. The findings of the study indicate that organizational justice variables have a positive impact on organizational citizenship behavior, with a value of 0.374 or 37.4%. The *t*-statistics test, conducted using the SmartPLS 3.0 application, further reveals that the organizational justice variables significantly influence organizational citizenship behavior. The T-statistics analysis reveals a strong positive correlation, with a *T* statistic of 4.364 surpassing the critical *T* value of 1.986. This indicates that organizational justice significantly influences organizational citizenship behavior. The statistical significance with a *P* value of 0.00, which is lower than the standard threshold

of 0.05, emphasizes the significance of this finding. Consequently, it can be concluded that the alternative hypothesis (H1) is accepted. The study findings reveal that the presence of organizational justice has a favorable impact on the OCB of faculty members within Indian HEIs. The impact of fairness perceptions on OCB is supported by some empirical evidence. This study, similar to previous empirical research conducted by Jnaneswar and Ranjit (2021), Rahman and Karim (2022), and Choong et al. (2024), has provided evidence that there exists a favorable correlation between organizational citizenship behavior and organizational justice. The study by Organ (1988) suggests that changes in OCB can reflect employees' perception of fairness within the organization. A decrease in perceptions of justice may be linked to a decline in OCB. When faculty members perceive a high level of organizational justice, they are more likely to engage in OCB and provide assistance to students, thereby contributing to the fulfillment of the university's shared goals (Cohen, Avrahami, 2006; Moorman et al., 1993; Okpu, Eke, 2020). Hence, it can be inferred that organizational justice has a positive impact on organizational citizenship behavior. Thus, data supported hypothesis 1. This indicates fairness is shown through distributing outcomes equally to all employees in an organization, leading to increased citizenship behavior. When individuals are treated with respect, dignity, and fairness, and foster transparent communication, there is an increase in voluntary actions without the expectation of rewards.

The research has determined that organizational justice variables have a positive impact on organizational commitment, with a value of 0.631 or 63.1%. The t-statistics test, conducted using the SmartPLS 3.0 application, further reveals that the organizational justice variables significantly influence organizational commitment. The T count of 14.924 exceeds the T table value of 1.986, indicating a significant relationship. The relationship is supported by a P value of 0.000, which is lower than the significance level of 0.05. Consequently, the alternative hypothesis (Ha) is accepted. These findings are consistent with the research of Jang et al. (2021), which suggests that organizational justice has a favorable impact on organizational commitment. Thus, promoting a perception of fairness among faculty members will foster a strong dedication to achieving institutional objectives. When faculty members perceive fairness in outcomes, decision-making procedures, and interpersonal interactions, they will exhibit a long-term commitment to the educational institution.

This study is similar to previous empirical research conducted by Tella et al. (2007), Mihardjo et al. (2020), Sunaris et al. (2022), Ghaderi et al. (2023), and Supriya and Dadhabai, (2024) provided evidence that there exists a favorable correlation between organizational justice and organizational commitment. By promoting a culture of fairness within an organization,

organizations can enhance workers' commitment and achieve positive outcomes. This suggests that organizational justice plays a crucial role in fostering organizational commitment. Thus, data supported hypothesis 2. This indicates that fair treatment and equal distribution of resources in an organization play a crucial role in encouraging voluntary behaviors and fostering a sense of belonging among faculty members. When resources are allocated fairly, decisions are made transparently, and everyone is treated with equity, and faculty members are more likely to remain dedicated to the organization. This results in a deep emotional attachment to the organization, sustained dedication, and ongoing loyalty.

The study also reveals that the hypothesis testing of OC variables positively affects the OCB variables. The observed value for this impact is 0.422 or 42.2%. Furthermore, the t-statistics test results obtained from the SmartPLS 3.0 application demonstrate that the organizational commitment variables have a significant influence on organizational citizenship behavior. The T count of 4.223 exceeds the T table value of 1.986, indicating a significant relationship. Furthermore, the statistical significance is supported by the extremely low P value of 0.000, indicating a level of significance that is below the standard threshold of 0.05. As a result, it is reasonable to conclude that the null hypothesis (H_0) is refuted, and the alternative hypothesis (H_a) is upheld. These results are consistent with the study carried out by Polat (2009); Chhabra and Mohanty (2014); Yansyah et al. (2022); Nguyen et al. (2022); Kartiko et al. (2023), which emphasizes the favorable and noteworthy impact of organizational commitment on organizational citizenship behavior. Hence, it can be inferred that organizational commitment has a positive impact on organizational citizenship behavior. Thus, data supported hypothesis 3. This indicates committed faculty members are recognized for their willingness to assist others, possessing traits like benevolence, empathy, appreciation, and compassion. These traits enhance the perception of their effectiveness and dedication. Faculty members are committed to achieving their objectives in the long run and managing difficult circumstances without complaint. Moreover, they exhibit politeness and consideration towards others when participating in political activities.

Based on the data presented in Figure 5, OC was found to mediate the relationship between OJ and OCB. Similar to previous empirical studies, this study revealed that employee commitment is crucial in motivating voluntary actions and shaping a positive perception of organizational fairness (Jahanzeb, Mohanty, 2019). Consequently, it can be concluded that organizational commitment has a mediating impact on organizational justice and organizational citizenship behavior. Hence, the data provided support for hypothesis 4. This indicates fair treatment and equal distribution of resources in an organization promote voluntary behaviors

and foster a sense of belonging among faculty members. When resources are distributed fairly and decisions are transparent, individuals perceive fairness, leading to a higher likelihood of faculty members maintaining their commitment to the organization. Additionally, this commitment is strengthened by a strong emotional bond with the organization, resulting in a consistent demonstration of loyalty.

The developed OCB model, with its novel findings, presents a potential solution to the numerous challenges faced by these institutions. To enhance the role of OCB, it is crucial to consider indicators derived from research findings including coworkers' assistance, accountability for staff mistakes, employees' honest attitude, support from superiors, and trust in the educational institution. Implementing these changes effectively can significantly impact the managerial practices of higher educational institutions, ultimately ensuring their long-term sustainability.

Conclusions

The research aimed to evaluate the role of organizational commitment (OC) as a mediator in the link between organizational justice (OJ) and organizational citizenship behavior (OCB). The results suggest that OJ positively impacts OCB, OJ positively impacts OC, and OC positively impacts OCB. Furthermore, OC is found to act as a mediator between OJ and OCB. The study, conducted among a diverse sample of faculty members from Higher Educational Institutions in India, demonstrates a positive association between OJ and OCB, supporting H1. Additionally, the study shows a positive relationship between OJ and OC, supporting H2, as well as a positive association between OC and OCB, supporting H3. Furthermore, OC is found to act as a mediator between OJ and OCB, supporting H4. These findings emphasize the importance of fair treatment and equitable distribution of resources within an organization, as they contribute to the development of voluntary behaviors and a stronger sense of belonging among faculty members. When resources are allocated fairly, decisions are made transparently, and everyone is treated equitably, faculty members are more likely to form a deep emotional connection with the organization, uphold their dedication, and exhibit loyalty. Satisfied employees tend to form stronger commitments with their organization and show a greater willingness to contribute. Faculty members, in particular, are expected to exhibit voluntary behavior, prioritize the well-being of others, avoid expressing complaints, and actively engage in the organization's political activities. The emotional connection and sense of belonging that individuals develop with the organization can lead to behaviors that go beyond formal rewards but greatly contribute to its

effectiveness and efficiency. This psychological attachment can foster a desire for affiliation, and rewards, and also promote fairness by assisting others.

Charles Darwin a long time ago taught us that “It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change”. Therefore, our paper is an attempt in this direction that teachers must imbibe and practice in real-time to demonstrate OCB.

Higher educational institutions must establish an effective human resource management system, wherein the impact of OJ, OC, and OCB on the achievement of the institution’s goals is evident due to the enhancement of faculty performance. Higher educational institutions in India aspire to be the leading national capital market that bolsters the country’s economy. To tackle the current shortage of human resources in the capital market, these institutions need to focus on retaining their current talent. Developing programs that meet the needs and preferences of employees is a key strategy in accomplishing this goal. By doing so, higher educational institutions can foster a sense of loyalty and encourage faculty members to contribute more to their institutions.

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