

# **Organizational Justice Perception and Its Impact on Deviant Workplace Behaviour in the Case of Hawassa University Teachers, Ethiopia**

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## **ABSTRACT**

*Deviant workplace behavior is a prevailing and costly phenomenon in organizations. It includes a wide range of negative acts conducted by employees to harm the organization and its members. It is found in all types of organizations and in all levels of positions. The purpose of this study is to find out the relationship between justice perception of teachers and their deviant workplace behaviors. Specifically, status of justice perception and deviant workplace behaviors were observed. In this paper three forms of justice (distributive, procedural, and interactional justice) used as independent variable were as deviant workplace behavior used as dependent variable. Methodologically, to conduct this study online survey was applied for the time being difficult to get respondents personally because of worldwide pandemic covid-19. Data were analyzed by using descriptive and inferential statistics by the help of SPSS version 20. Descriptive statistics result shows that deviant workplace behavior are sever in the University context while justice perception of teachers were low. Correlation result shows the relationship between organizational justice perception and deviant behaviors were negative. The impact relation also shows us the decrease in perceived justice of teachers increase in their involvement in deviant workplace behavior. These indicate that since teacher perceive they are treated unfairly involvement in deviant workplace behavior is usual business. There for, as a suggestion University management should aware unfair treatment of teachers to reduce or to avoid deviant workplace behavior involvement and to improve the performance of the University.*

**Keywords:** *Deviant Workplace Behavior; Organizational Justice; Distributive Justice; Procedural Justice; Interactional Justice.*

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## **1.0 Introduction**

### **1.1 Background of the study**

Deviant Workplace Behavior (DWB) has been defined as voluntary behavior that violates significant organizational norms and in doing so, threatens the well-

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being of an organization, its members, or both (Robinson & Bennett, 1995). Hollinger & Clark (1983) define deviant workplace behavior as an act by the employee, which violates the standardized norms of the organization. According to the authors, there is a need to identify the deviant behaviors, which may affect the organization's productivity negatively (Robinson & Bennett, 1995). The deviant workplace behavior phenomenon has been the topic of several studies and this concept may arguably be considered the most fully developed among all other constructs of deviant behavior (Bennett & Robinson, 2000; Robinson & Bennett, 1995). The concept of property deviance and production deviance was first introduced by (Mangione & Quinn, 1974). However, these mentioned frameworks and classifications do not account for deviant acts of an interpersonal nature. Robinson and Bennett argued that an accurate typology of employee deviance should take into account not only the behaviors directed towards organizations, but also those that are directed towards individuals. Consequently, (Robinson & Bennett, 1995) empirically developed a comprehensive typology of deviant workplace behavior that includes all possible negative behaviors with the aid of a multidimensional scaling procedure and thereby validated potential methods for measuring workplace deviance. According to the forms of workplace deviance, production deviance and property deviance fall on the axis of organizational deviance from the minor to severe pole. Similarly, political deviance and individual aggression lie on the axis of interpersonal/individual deviance. One of the purposes of this study was to identify those workplace deviant behaviors in the case of Hawassa University teachers, Ethiopia.

Some researchers have explored that deviant workplace behavior occurs because of only individual attributes while others have explored situational factors like organizational inequities (Greenberg, 1990) inducing deviance. A few researchers have suggested a wide range of reasons for why employees engage in deviant workplace behaviors, (Fox *et al.*, 2001). Researchers in this direction have verily paid attention and noticed why employees get involved in deviant acts. This contention suggests that experiencing injustice is one of the big reasons for workplace deviance (Ambrose *et al.*, 2002). There is a body of research, known as organizational justice, which investigates how employees assess what is fair in an organization. The broad idea behind organizational justice is that employees are active observers in organizations – they see how rewards (and punishments) are allocated. Such allocations may be perceived as fair or unfair based on three things: whether someone deserves what they received (distributive justice), whether the allocation process was fair (procedural justice), and whether someone was treated with respect (interactional justice) (Colquitt *et al.*, 2001). Thus, to restore their sense of injustice; subordinates may often move and

decide to engage in acts of deviance (Henle, 2005). Hence, this paper is a small attempt to identify whether or not the organizational justice perception among university teachers explains workplace deviant behavior in Southern Ethiopia

## **1.2 Objectives of the study**

Based on the background mentioned, the main aim of this study was the justice perception of university teachers and the deviant workplace behavior in the case of Hawassa University, Ethiopia. Specifically, the study attempted to achieve the following objectives.

- To study the overall status of organizational justice perception and deviant workplace behavior in the case organization.
- To investigate the relationship between perceived organizational justice and deviant workplace behavior in the case organization.
- To study the impact of perceived organizational justice on deviant workplace behavior.
- To suggest a workable solution for reducing deviant workplace behavior and enhancing organizational justice.

## **1.3 Hypothesis**

To achieve the objective of the study, the researcher proposes the following hypothesis, which is tested according to the sample information by statistical methods. All the null hypotheses were analyzed by applying correlation and regression analysis techniques with a view to accept/reject them in support of their respective alternative forms of hypotheses.

H<sub>1</sub>: Distributive justice would have a negative and significant relationship with workplace deviance behavior.

H<sub>2</sub>: Procedural justice would have a negative and significant relationship with workplace deviance behavior.

H<sub>3</sub>: Interactional justice would have a negative and significant relationship with workplace deviance behavior.

## **1.4 Research needs**

Even if many studies are conducted in deviant workplace behavior, what forces the employees to behave in this manner remains unanswered because such behavior's severity has become high in different organizations. Moreover, most of the literatures remains industry specific. As a result of the same, a generalized picture has been

created regarding the nature of deviant workplace behavior. Given this understanding, it is important to study the deviant workplace behavior among service providers, particularly university teachers. Teachers are in the most significant jobs where one deviant behavior may dilute the reputation of the teacher himself as well as the university. These kinds of risks associated with the job may create a negative mindset if proper measures are not taken. It is important to judge this as it may help to devise new HR policies and practices to reduce the impact of this kind of behavior. Therefore, this study helps university managers to establish a just and fair environment to reduce deviant behavior and enhance positive organizational outputs.

## **2.0 Review of Literature**

In this part, the researcher gives emphasis to those past studies related to the objective of current studies. Reviewing deviant workplace behavior, organizational justice and its relation with deviant workplace behavior are the major concern of this part.

### **2.1 Definition and typology of workplace deviant behavior**

Robinson & Bennett (1997) define workplace deviance as- voluntary behavior that violates significant organizational norms and in doing so, threatens the well-being of an organization, its members, or both. Organizational deviance includes acts directed against the company or its systems, whereas interpersonal deviance consists of acts that inflict harm upon specific individuals. Workplace deviance includes a wide range of negative work behaviors, from subtle expressions of rebellion, such as gossiping and taking unapproved breaks, to more aggressive actions, such as aggression and violence (Bennett & Robinson, 2003). The distinction between organizational and interpersonal deviance has been empirically validated in a number of studies (Aquino *et al.*, 2001; Aquino *et al.*, 1999; Bennett & Robinson, 2000). The following authors proposed typologies of deviant behavior in different periods: Mangione & Quinn (1974) first introduced the concept of property deviance and production deviance. Wheeler (1976) distinguished serious and non-serious organizational rule-breaking. Hollinger & Clark (1982) built up a framework that was based on property deviance and production deviance. Robinson & Bennett's (1995) typology consists of two dimensions: the severity of the deviance and whether the deviance is intended to harm an individual or the organization as a whole. They then labeled the four quadrants formed by these dimensions production deviance, property deviance, political deviance, and personal aggression. Production deviance refers to

behaviors that directly interfere with work being performed in the organization – reading a newspaper instead of working, chatting excessively with co-workers, and so on. Property deviance refers to employees destroying or misusing an organization's property. Political deviance refers to milder interpersonal harmful behavior. The last quadrant, personal aggression, is more harmful interpersonal behavior.

### **2.1.1 Production deviance**

Production deviances are “behaviors that violate the formally prescribed norms delineating the minimal quality and quantity of work to be accomplished”. Being late to work, leaving early, taking excessive breaks, withholding effort, wasting resources, using drugs and alcohol in the workplace, and calling in sick when well (absenteeism) are forms of production deviance (Robinson & Benett, 1995). Withholding effort describes the incidence where an individual gives less than their full effort on a job-related task. An employee might withhold effort because he has negative views about the group or the organization (Kidwell, 1995). All these behaviors have an impact on the productivity of organizations. A survey disclosed that 29 per cent of supermarket employees have called in sick when they were well. Lateness and absenteeism are closely linked to each other. Those employees who are absent frequently also tend to be unpunctual (Everton *et al.*, 2005). A study of employees' reactions to frustrations at work (Storms & Spector, 1987) found that when employees perceived their organization as a frustrating place, they were more likely to call in sick when they were well, come back late from breaks, and engage in other similar behaviors. They called these “withdrawal behaviors” because such behaviors allow employees to withdraw physically and emotionally from the organization. Along with technological advancements used in organization, cyberloafing is also included as one of the production deviance recently studied by researchers (Lim, 2002).

### **2.1.2 Property deviance**

Property deviance describes “those instances where employees acquire or damage the tangible property or assets of the work organization without authority” (Robinson & Benett 1995). Property deviance harms organizations and is quite severe. Sabotaging equipment, accepting kickbacks, lying about hours worked, releasing confidential information, intentional errors, misusing expense accounts, and stealing from the company are forms of property deviance. Some of these acts are connected with direct costs for the organization since equipment has to be replaced. Furthermore, they can have consequences for productivity because work cannot be performed until the equipment is replaced (Robinson & Benett, 1995; Everton *et al.*, 2005).

### 2.1.3 Political deviance

Political deviance is “the behavior as engagement in social interaction that puts other individuals at a personal or political disadvantage.” Workplace incivility, showing favoritism, gossiping about co-workers, and competing non-beneficially are forms of political deviance (Robinson & Benett, 1995). Workplace incivility is bad-mannered and disrespectful behavior that harms, whether it is intentional or unintentional. There are numerous examples including being interrupted while speaking, receiving humiliating notes, and not being thanked when helping co-workers. Incivility is prevalent; in a survey, more than 55 per cent of workers confessed to having said something hurtful to co-workers. The consequences of such behavior are serious. Those who were or still are targets of this type of behavior are less satisfied with their jobs and are subsequently more likely to resign. Besides, they are more likely to be depressed or anxious. Workplace incivility can also result in other types of deviance. Absenteeism, stealing, doing work wrong intentionally and aggressive behavior are plausible outcomes. The consequences of workplace incivility are stronger, the stronger the incidences are. Even a relatively small incident can lead to a chain of events resulting in a very grave incident (Everton *et al.*, 2005).

### 2.1.4 Personal aggression

Violence that is initiated by co-workers can happen everywhere: no industry, no organization and no employee can exclude the occurrence of such behavior. Personal aggression is “behaving in an aggressive or hostile manner towards other individuals.” Sexual harassment, rape, verbal abuse, physical assaults, sabotaging the work of co-workers, stealing from co-workers, destroying the property of co-workers, and endangering co-workers are forms of personal aggression (Robinson & Benett, 1995; Everton *et al.*, 2005). Employees who have been the target of aggression by co-workers have more physical and emotional health problems and are less committed to their organizations. They tend to be depressed more often and have less job satisfaction than those who have not been victims of aggression. If the victims of such behaviors receive support, they report higher well-being and possess more positive feelings than those not supported (Everton *et al.*, 2005). While usually, individuals have the greatest costs from these types of behavior, in the end, organizations face costs as well. The costs result from lower productivity, lost work time, inferior quality, medical and legal expenses, and a damaged public image (Fleet & Griffin, 2006). There are approximately 300,000 incidences of workplace violence reported in the United States every year and even more, are never reported (Magyar, 2003). Workplace homicide is the fastest growing kind of homicide in the US (Fleet & Griffin, 2006).

## **2.2 Antecedents of deviant workplace behavior**

Even if the objective of this study were focus on organizational justice and workplace deviant behavior, it is essential to review other antecedents besides organizational justice. Different antecedents cause different types of deviant behavior. Nevertheless, indicating the factors linked to deviant behavior is a reliable advent to controlling the phenomenon (Robinson & Greenberg, 1998; Robinson & Bennett, 1995). The factors may be individual, social, interpersonal or organizational. An individual does not work for months or even years in an organization, without being influenced by his thinking, his beliefs, and his aspirations (Surowiecki, 2004). In predicting deviant workplace behavior, individual variables explain only a small part of the variance. In order to predict deviance, not only individual factors but also situational factors have to be taken into consideration. “Neither apples (people) nor barrels (organizational environment) by themselves account for as much variance in workplace deviance as both factors together.” The situational factors include both social and interpersonal factors, and organizational factors (Robinson & Greenberg, 1998). Employees’ behaviors in organizations are influenced by factors such as compensation, organizational goals, job design, and socialization. Norms and values imposed by organizations can induce an otherwise moral individual to commit unethical and deviant acts (Alzola, 2007). The Stanford Prison Experiment has shown that in the right situation, individuals are able to become sadistic and behave brutally towards others. Although the experimenters used several personality tests, they “were unable to predict (or even postdict) who would behave in what ways and why” (Alzola, 2007). Organizations offer an environment in which individuals can display deviant behaviors. Organizations provide people towards whom individuals can commit acts of interpersonal deviance (e.g., aggression). Individuals who already possess a predisposition towards deviant behavior could be stimulated by organizational settings to commit such behavior. Moreover, for individuals who were not prone to engage in deviant acts, organizational factors are often the trigger. Pressure and stress in the organization, counter norms, perceived unfair treatment, types of supervision, unfavorable culture and ethical climates, and the environment organizations operate in are some examples of possible triggers for deviance. Organizational variables are more likely to cause organizational deviance (Robinson & Bennett, 1995).

## **2.3 Organizational justice and deviant workplace behavior**

Organizational justice is a composite construct. It has been found to affect employees’ behavior in different ways. Keeping that in mind, researchers (Cropanzano

*et al.*, 2002; Greenberg, 1990) have elaborated three dimensions of organizational justice. The first dimension is related to resource allocation (distributive justice); the second is concerned with the process/procedure used (procedural justice) within the workplace, and the third is concerned with the interactions taking place between the supervisor and their subordinates (interactional justice). Even if there are other dimensions of organizational justice, most researchers focus on these three inclusive ones. In this study also, an attempt has been made to find out the relationship between those justice dimensions with workplace deviant behaviors in the case of Hawassa University teachers.

### **2.3.1 Distributive justice and deviant workplace behavior**

The equity theory (Adams, 1963) suggests that individuals need to maintain a view of their social and organizational worlds as just and predictable places. People assess the fairness of outcome distribution by comparing their contributions and outcomes against that of a referent (Adams, 1965; Cropanzano & Greenberg, 1997). Inequitable outcome allocation provokes perceptions of injustice, which not only creates psychological distress but also evokes behavioral responses among individuals. In other words, people not only express dissatisfaction over the violation of distributive justice norms but also react in some way. Deviant behaviors are one such reaction. The act can either be carried out directly (e.g., stealing) or symbolically (e.g., personal attack) (Greenberg & Alge, 1998). Early research on distributive justice shows that inequity in resource allocation is a primary motivation for various types of deviant acts. It is expected that actions taken as the result of an inequity assessment would be directed toward equity restoration (Adams, 1963). Distributive injustice was an essential cause for workers to commit theft, sabotage, or mutilation, as workers felt that the organization owed them.

Hollinger & Clark (1982) found that perceived inequities result in employee property and production deviance in a variety of industries. Due to its focus on outcome fairness, distributive justice was found to relate to certain behavioral outcomes, such as work performance and withdrawal, actions shown to be effective in restoring equity. Therefore, distributive justice should have implications for behavioral reactions which is why the researcher considers this study as a predictor of deviant behavior.

### **2.3.2 Procedural justice and deviant workplace behavior**

Procedural justice refers to the fairness of processes and procedures adopted within the workplace for the allocation of outcomes and for making important



decisions (Cropanzano *et al.*, 2002; Greenberg, 1990). The perceived injustice in organizational policies and procedures may tend employees to violate significant organizational norms discretionally (Pan *et al.*, 2018; Shkoler & Tziner, 2017). It means the injustice perception in policies and procedures might result in adverse consequences. Studies (e.g., Robinson & Bennett, 1995) have empirically evidenced that unfair policies and procedures for the allocation of resources (procedural justice) might cause destructive behaviors which may be in the form of organizational and interpersonal deviance. Unjust procedures adopted for the allocation of resources and rewards may cause retaliation in employees.

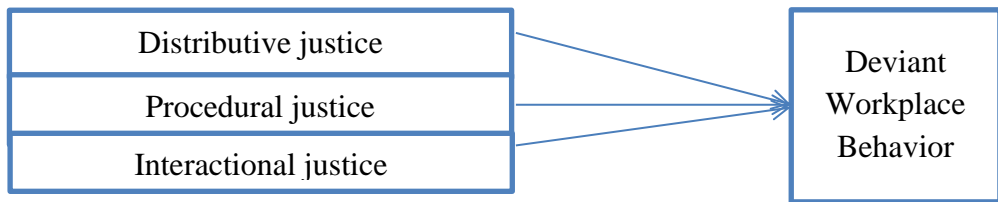
Researchers (Hershcovis *et al.*, 2007; Khan *et al.*, 2013) have argued that an individual who perceives injustice in procedures adopted for resource allocation and interpersonal treatment, tends to perpetrate workplace aggression. Based on the notion of exchange relationships and the norm of negative reciprocity, the perceived injustice in policies and procedures of the organization might lead employees to involve in some harmful acts. These harmful acts include sabotage, aggression, theft, withdrawal, and bullying (Kelloway *et al.*, 2010; Khattak *et al.*, 2018), which may either be directed towards organization (organizational deviance) or towards members of the organization (interpersonal directed). Therefore, in this study, an attempt was made in procedural justice to predict both those deviant behaviors towards organization and interpersonal.

### **2.3.3 Interactional justice and deviant behavior**

Colquitt (2001) defined it as the extent to which employees perceive that they are treated with dignity in their interpersonal interactions, such as being spoken to politely, without improper remarks or prejudicial statements. From the social exchange perspective, interactional justice, which generally reflects the quality of the exchange between the individual and his/her supervisor, has been found to be strongly and consistently associated with supervisor-directed workplace aggression (Baron *et al.*, 1999; Dupré & Barling, 2001). In addition, Jones (2009) found that interactional injustice from authority was significantly related to supervisor directed retaliation. When employees experience interactional injustice, they will be motivated to resolve this injustice.

## **2.4 Conceptual model**

Based on the above literature on the justice perception and deviant workplace behavior, the researcher develops the following models tested by empirical studies.

**Figure 1: Conceptual Model Developed by the Researcher**

### 3.0 Methodology

#### 3.1 Description of the study area received

Hawassa University (HU) is found in Hawassa City, southern part of Ethiopia. It was established in April 2000. Since 1976, the different colleges of HU started with the College of Agriculture. Merging three colleges has formed the university: Hawassa College of Agriculture, Wondogenet College of Forestry and Dilla College of Teacher Education and Health Sciences. HU has seven campuses (four in Hawassa and three outside of Hawassa – Wondo Genet, Awada and BensaDaye), five colleges and one Institute. In addition, it has a comprehensive specialized hospital. The current student population is 23,537 (undergraduate) and 1919 (postgraduate). There are 75 undergraduate, 80 masters and 7 PhD programmes. HU established seven technology villages (field sites). These have been established to extend outreach services to the community and are meant for the centre of technology transfer, field trials and also to disseminate the applied research results. The locations of the field sites include Dale, Borecha, Hawassa Zuria, Hawassa City, Hula, Wondogenet and Ziway (<http://www.hu.edu.et/>).

#### 3.2 Research design

A descriptive research design was employed in order to describe the characteristics of respondents and to determine the rates, mean and standard deviation of the variables used. Experimental or explanatory research will be used in order to explain the relationship between variables and to analyse the cause and association among the variables of the study.

#### 3.3 Sampling

Nowadays, all employees are stay at home because of the worldwide virus called Corona or COVID-19. Based on that, the researcher used a convenience-sampling method without concerning the method to determine the sample size. To get

appropriate respondents, the researcher used different social media like Facebook, WhatsApp and Telegram.

In addition, some respondents were reached through direct mailing and the researcher asked the identified respondents to share the questionnaire with others. Even if the researcher made the effort to get many responses, the study response was very low compared to the number of teachers in HU. The reason is, since most of the teachers are at home, they replied that poor internet connection leads to the document not opening. Others did not reply at all. Therefore, as a result, this study may not represent the real condition of the university as a whole with high accuracy.

### **3.4 Major variables and measures**

Organizational justice instruments developed by Moorman were used in the current study to examine the relationship between organizational justice perception and workplace deviant behavior among teachers at HU. The scale is a self-reported questionnaire which encompasses 20 items divided into four domains; distributive justice (5 items), procedural justice (6 items), and interactional justice (9 items). (Moorman, 1991). The organizational justice scale is a five-point Likert scale (1-5) ranging from strongly disagree to strongly agree. Workplace Deviance constructs were evaluated using the scale developed by Bennett & Robinson (2000). This measure assessed two dimensions: (i) interpersonal deviance and (ii) organizational deviance. The response description against each item was obtained on a 5-point Likert-type scale ranging from never (1) to always (5).

### **3.5 Data collection**

Currently, because of the spread of Coronavirus (COVID-19) like other countries, all Ethiopian universities are under lockdown. Therefore, the researcher used teachers who connected with emails and other social media. The questionnaire developed on the Google doc was sent to respondents on different social media and email.

### **3.6 Data analysis**

After the data were collected by the researcher for analysis purpose, the researcher applied Statistical Package for Social Sciences (SPSS). Statistical Package for Social Sciences (SPSS) were used for preliminary data analysis such as descriptive statistics and reliability test. In addition, correlation and regression were used to test the relationship among the variables of the study.

## 4.0 Analysis and Interpretation

### 4.1 Demographic characteristics of respondents

Data were gathered by sending a questionnaire to teachers teaching at Hawassa University, Ethiopia. Questionnaires were sent to many teachers via different social media and email and only 96 of them responded appropriately. For some of the non-responses, the respondents' reason given was that they are at home with poor internet connection and cannot open the google drive questionnaire. Other respondents either could not see the questionnaire or found difficulty in opening the file because of poor internet connection as the others said. Of the 99 respondents, 78% are male and 22% are female. 54 % of respondents are in the age group 31-40, 22% of them in the 41-45 age group, 12% of the teachers are aged below 30 and 10% above 45. As many as 42% of the teachers are not married and 58% of them are married. They also ranged in teaching experience as 46% of the teachers have an experience of 10-12 years, 20% more than 12 years and the rest below 10 years of teaching experience.

### 4.2 Reliability analysis

Reliability is an indicator of a measure's internal consistency. Consistency is the key to understanding reliability. A measure is reliable when different attempts at measuring something converge on the same result. The coefficient alpha ( $\alpha$ ) is the most commonly applied estimate of a multiple-item scale's reliability. Coefficient alpha ranges in value from 0, meaning no consistency, to 1, meaning complete consistency (all items yield corresponding values). Scales with a coefficient between 0.80 and 0.95 are considered to have very good reliability. Scales with a coefficient between 0.70 and 0.80 are considered to have good reliability, and an value between 0.60 and 0.70 indicates fair reliability. When the coefficient is below 0.6, the scale has poor reliability. Most statistical software packages, such as SPSS, will easily compute the coefficient. (Zikmund *et al.*, 2013). The reliability analysis of organizational justice, distributive justice, procedural justice and interactional justice and deviant workplace behavior (towards individuals and the organization) has been calculated through SPSS software and the result is given in Table 1.

Table 1 shows the reliability analysis of each study dimension. The Cronbach Alpha value indicates by how much an instrument is stable. By using Cronbach's alpha, the reliability of an instrument can be calculated. This table shows that distributive justice has a Cronbach's alpha of 79.5%, procedural justice has 76.7% and interactional justice has 93.4%. These are the three dimensions of organizational justice, which is the independent variable. Deviant workplace behavior toward

individuals has a Cronbach's alpha of 80.2% and deviant workplace behavior toward organizations has 87.5%. These are the dependent variables, and the overall reliability is 0.796.

**Table 1: Reliability Analysis**

Dimensions	No. of Items	Cronbach Alpha
Distributive justice	5	0.795
Procedural justice	5	0.767
Interactional justice	5	0.934
Deviant workplace behavior toward individuals	8	0.802
Deviant workplace behavior toward organizations	8	0.875
Overall reliability	31	0.796

*Source: Computed from collected data, 2020*

#### **4.3 Status of justice perception and deviant workplace behavior**

One of this research's objectives was to find out the status of perceived justice and deviant workplace behavior in the case of Hawassa University teachers. To achieve this objective, the researcher applies descriptive statistics, particularly mean and standard deviations. The mean and standard deviation of the status of each dimension in the study area are depicted as follows.

**Table 2: Descriptive Statistics of the Status of Both Justice Perception and DWB**

Dimensions	N	Mean	Std. Deviation
Distributive justice	96	2.90	.708
Procedural justice	96	2.41	.529
Interactional justice	96	2.53	.783
DWB toward individuals	96	2.70	.482
DWB toward organizations	96	2.91	.608
Overall justice perception	96	2.59	.520
Overall deviant workplace behavior	96	2.81	.472

*Source: Computed from collected data, 2020*

The descriptive Table 2 shows the status of both Hawassa University teachers' justice perception and deviant workplace behavior. Accordingly, in terms of justice perception, teachers indicate that they perceive a good situation of distributive justice with a mean value of 2.90 followed by interactional justice with a mean value of 2.53. Procedural justice occupies the least according to the respondents' response with a

mean value of 2.41. Overall justice perception is a mean value of 2.59, which is lower than overall deviant workplace behavior, which is 2.81. The deviant workplace behaviors directed towards the organization (DWBO) and towards individuals' (DWBI) mean scores were 2.91 and 2.70 respectively. It can be seen from the table, that deviant workplace behavior directed towards an organization (DWBO) is more prevalent as compared to deviant workplace behavior directed towards people (individuals) in the workplace. Deviant workplace behavior directed towards the organization means that the target of the deviant workplace behavior is the organization and not the individuals. It means that teachers in the university are found to indulge more in those deviant workplace behaviors that aim to harm the university rather than harming the other teachers or co-workers. Thus, teachers reported behaviors that directly interfere with the work being performed at the university and affect the performance of the organization and its growth. They might indulge in sabotaging equipment, stealing from organization property, lying about the hours worked, and so on. Clearly, these acts bring direct costs for the university in having to replace the stolen or damaged equipment and thereby hampering productivity because work cannot be done until replacement equipment arrives. Hence, the first objectives of the study, to identify the overall status justice perception and deviant workplace behavior among teachers working at Hawassa University, Ethiopia were achieved through descriptive data analysis. Results reveal that deviant workplace behaviors are quite prevalent among teachers at the university and that too up to a high extent. Using the internet in the workplace and withdrawal behavior incidences are high as compared to other organizational-oriented deviant behavior. Again, deviant workplace behavior directed towards the organization is more prevalent as compared to the deviant workplace behavior directed towards other individuals working at the university. Thus, deviant behaviors like lying about hours worked, neglecting to follow the boss's instructions, calling sick when they were not, using the internet for personal reasons during work hours and covering up mistakes are found to be quite prevalent in the organizations thereby calling university management for an immediate action.

#### **4.4 Correlation analysis**

The other objective of this paper is to determine the relationship between deviant workplace behavior and perceived organizational justice. For this purpose, Pearson correlation coefficients were computed amongst all study variables. To accomplish this, the researcher applied correlation analysis with the help of SPSS. The Pearson correlation coefficient can take values from -1 to +1. A value of +1 show that the variables are perfectly linear-related by an increasing relationship, a value of -1

show that the variables are perfectly-linear related by a decreasing relationship, and a value of 0 shows that the variables are not linear-related by each other. It is considered a strong correlation if the correlation coefficient is greater than 0.8 and a weak correlation if the correlation coefficient is less than 0.5 (Karl Pearson, 1936).

**Table 3: Correlation Coefficient of Study Variables**

		DJ	PJ	IJ	DWBI	DWBO	Over all OJ	Over all DWB
DJ	Correlation	1						
	Sig.							
PJ	Correlation	.148	1					
	Sig.	.149						
IJ	Correlation	.318	.602	1				
	Sig.	.002	.000					
DWBI	Correlation	.006	-.062	-.085	1			
	Sig.	.955	.546	.409				
DWBO	Correlation	-.128	-.309	-.259	.489	1		
	Sig.	.215	.002	.011	.000			
Over all OJ	Correlation	.598	.741	.898	-.069	-.202	1	
	Sig.	.000	.000	.000	.503	.048		
Over all DWB	Correlation	-.086	-.230	-.211	.826	.895	-.165	1
	Sig.	.004	.024	.039	.000	.000	.108	

Correlation is significant at the 0.05 level (2-tailed)

**Note:** DJ= Distributive Justice, PJ= Procedural Justice, IJ= Interactional Justice, DWBI= Deviant Workplace Behavior toward Individual, DWBO= Deviant Workplace Behavior toward Organization, OJ= Organizational Justice and DWB= Deviant workplace behavior.

The relationship was examined by applying the correlation analysis technique between overall organizational justice perception and overall deviant workplace behavior variables. The results in Table 3 show that there is a significant and negative correlation between overall deviant workplace behavior and overall organizational justice perception ( $r = -.165$ ). This result indicated that the higher the organizational justice perception by the university teacher, the lower is the tendency for them to get involved in deviant workplace behavior or vice versa. Although the strength of the relationship is small, but still, it is reflecting a negative relationship as expected. Overall organizational justice perception and deviant workplace behavior dimensions

(DWBI & DWBO) have negatively correlated with a correlation value of ( $r = -.069$  and  $r = -.202$ ). Deviant workplace behavior toward the organization (DWBO) has relatively the highest negative correlation with other justice variables ( $r = -.309$ ), with procedural justice, followed by interactional justice ( $r = -.259$ ), and distributive justice ( $r = -.128$ ).

It means that a positive change in the organizational justice perception induces a negative change in DWBO among university teachers. Also, deviant workplace behavior directed towards organizations tends to correlate more negatively with overall organizational justice perception (.202) as compared to deviant workplace behavior directed towards other individuals ( $r = -.069$ ). These results depicted a negative change or decrease.

Organizational justice induces a higher negative change in deviant workplace behavior directed towards organizations as compared to deviant workplace behavior directed towards other employees at the university. All the three dimensions of organizational justice perception (DJ=Distributive justice, PJ=Procedural justice and IJ= Interactional justice) were significantly and negatively correlated with overall deviant workplace behavior. The strength of the relationship of the dimensions of perceived organizational justice with overall deviant workplace behavior decreases from procedural justice ( $r = -.230$ ) to interactional justice ( $r = -.211$ ) and distributive justice ( $r = .086$ ).

This mean overall deviant workplace behavior has a high negative correlation with procedural justice, interactional justice and with distributive justice, respectively. The above table also shows the negative correlation between the perceived organizational justice dimensions and deviant workplace behavior dimensions. Results revealed that among organizational justice dimensions, procedural justice (PJ) was most strongly and negatively correlated with deviant workplace behavior toward the organization (DWBO) ( $r = -.309$ ) followed by deviant workplace behavior toward the individual (DWBI) ( $r = -.062$ ). It was strongly related with DWBO as compared to DWBI.

This result reveals that university teachers' propensity to engage in deviant workplace behaviors (like DWBO and DWBI) decreases with an increase in their ability to strike a balance between organizational justices. This shows that an increase in inter teacher perception leads to a decrease in deviant workplace behavior, which directly targets the organizations. Interactional justice (IJ) also negatively correlated with DWBO ( $r = -.259$ ) followed by DWBI ( $r = -.085$ ). It is strongly related with DWBO in comparison to DWBI. However, the distributive justice (DJ) dimension was a minor correlation with either DWBO or DWBI.



## 4.5 Regression analysis

Regression analysis is concerned with the study of the dependence of one variable, the dependent variable, on one or more other variables, the explanatory or independent variables, with a view to estimating and/or predicting the (population) mean or average value of the former in terms of the known or fixed (in repeated sampling) values of the latter (Gujarati, 2003). Whenever the researchers seek to find the impact of one or more variables on other variables, regression analysis was used. In this paper, regression analysis is used to know the impact of organizational justice perception on deviant workplace behavior among university teachers in the case of Hawassa University, Ethiopia. Based on the result, the researcher tests the proposed hypothesis of this study.

**Table 4: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.385 <sup>a</sup>	.149	.121	.570

- a. Predictors: (Constant), Interactional justice, Distributive justice, Procedural justice  
The purpose of this table is to show the overall impact of the independent variable on the dependent variable. In other words, the variation in the dependent variable is explained by the independent variable.

That means in this study, the case R Square value shows that 14.9% of the variation on the dependent variable (deviant workplace behavior) is explained by the independent variables (distributive justice, procedural justice and interactional justice).

Table 5 shows how significantly the model explains the dependent and independent variables. Based on that, in the current study, the variables significantly explain each other as indicated by Sig. value (.002). That means the independent variable (distributive justice, procedural justice and interactional justice) significantly explains the dependent variable (deviant workplace behavior).

**Table 5: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.221	3	1.740	5.349	.0002 <sup>b</sup>
	Residual	29.935	92	.325		
	Total	35.156	95			

**Table 6: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		$\beta$	SE	Beta		
1	(Constant)	3.357	.340		9.862	.000
	Distributive justice	-.112	.087	-.123	2.194	.031
	Procedural justice	-.259	.139	-.226	-1.869	.025
	Interactional justice	-.151	.098	-.194	-1.541	.027

a. Dependent Variable: DWB

Most of the time, researchers use this last regression output table to develop the equation and to test the impact of independent variables on the dependent one. 3.357 is constants which are factors that affect the dependent variable permanently. That means, even if low impact is on the other independent variables, the dependent variable affected by those factor in constantly. Accordingly, in the current study as depicted in the table, the equation and the relationship between each variable are shown as follows.

**Equation**

$$Y = 3.357 - 0.112(X1) - 0.259(X2) - 0.151(X3)$$

Where

Y = Dependent variable, in this case, deviant workplace behavior

X1 = Distributive Justice

X2 = Procedural Justice

X3 = Interactional Justice

Distributive justice (X1) and deviance workplace behavior: the Table 6 explains the findings of the regression analysis of distributive justice and workplace deviance, which shows the value of Beta and the P-value. Distributive justice is one of the dimensions of the independent variable and workplace deviance is taken as the dependent variable. The result of the regression analysis of these variables shows the value of -0.112 which shows that the 11.2% variation in dependent variable deviant workplace behavior is due to the independent variable, in this case, distributive justice and the remaining variation due to other factors. Beta of distributive justice and deviant workplace behavior is -0.112. The negative sign shows the fact that a decrease in the independent variable (distributive justice) will increase the dependent deviant workplace behavior variable and vice versa. The P-value for these variables is  $0.031 < 0.05$  which means that there is a significant relationship between interactional justice and workplace deviance. In this way, these results supports the hypothesis (H3) that

states that there exists a negative and significant relation between interactional justice and workplace deviance.

**Table 7: Over all Organizational Justice and Deviance Workplace Behaviour**

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		$\beta$	SE	Beta		
1	(Constant)	46.958	4.589		10.233	.000
	Distributive justice	-.184	.107	-.179	-1.711	.041

a. Dependent Variable: Overall deviant workplace behavior

Note: R2 value is =0.280

Table 7 shows the model summary of the regression for overall deviant workplace behavior and overall organizational justice. The R square value (coefficient of determination) indicates how much of the total variation in the dependent variable (deviant workplace behaviour) is explained by the independent variable (organizational justice). The R Square value is .280; means 28% of the variation in the dependent variable (overall deviant workplace behaviour) is explained by the independent variable (overall organizational justice variable). From the Table, it is clear that there is a significant relationship between the overall deviant workplace behaviour and overall organizational justice as  $p=0.41$  which is  $< .05$ . In addition, the negative sign of the slope indicates that this relationship is negative. In other words, an increase in the overall organizational justice of university teachers positively explains a decrease in overall deviant workplace behavior. Hence, based on that, the researcher can conclude that overall organizational justice negatively and significantly explains overall deviant workplace behavior.

## 5.0 Discussion

One of the great challenges facing organizations today is to maintain high workplace justice which is one great predictor of employees' deviant workplace behavior. In this respect, the current study aimed to examine the relationship between university teachers' perception of organizational justice and deviant workplace behavior in the case of Hawassa University, Ethiopia. The result indicates that there was a significant negative relationship between organizational justice perception and deviant workplace behavior. These results are in congruence with Mathur and

Padmakumari (2013) who detected that when teachers are treated fairly and valued by their supervisors and organizational management; they exert their maximum efforts to show positive behaviors such as less absenteeism and improvement in work outcomes. In other words, organizational injustice conveys a message to an employee's perception that the organization, superiors and colleagues (Greenberg, 2004) are not treating him or her fairly.

Comparable to this study result, early research on distributive justice shows that inequity in resource allocation is a primary motivation for various types of deviant acts. As mentioned in the result, distributive justice results from situations where individuals form a judgment of an unfair outcome. It is expected that actions taken as the result of an inequity assessment would be directed toward equity restoration (Adams, 1963). The social exchange theory has often been used in research on organizational behavior to explain the relationship between employees' perceptions and behavioral reactions (Robinson & Rousseau, 1994; Rousseau, 1995). This theory proposes that the parties in any given relationship seek balance and fairness in it. Employees who feel that they have been mistreated by the organization are likely to intensify their negative perceptions of it (Kickul, 2001) and may look for ways to retrieve the benefits they feel entitled to, in order to protect themselves from future mistreatment (Turnley *et al.*, 2004). Therefore, the result of this study also reveals that distributive justice should have implications for deviant workplace behavioral reactions.

The result of this study indicates the negative relationship between procedural justice and deviant workplace behaviors. The empirical findings of the study also supported these findings. When an employee perceives that the policies and procedures of an organization are unfair, they are more likely involved in deviant acts. These findings are in line with the findings of (Park *et al.*, 2015) and (Wu *et al.*, 2017). Like other study findings, therefore, the issue of procedural injustice is noticeable among university teachers at Hawassa University, Ethiopia. Furthermore, as depicted by (Eder & Eisenberger, 2008) these negative behaviors affect not only the performance of individual employees but also deteriorate the performance of the organization as a whole. Employees, while having the intention of revenge in the case of procedural injustice, will have no concern with the achievement of individual and organizational objectives. Therefore, it will certainly lead to poor performance and failure of the organization. In light of these, some scholars suggest that actions taken in response to procedural injustice should be intended toward organization-focused outcomes such as low organizational commitment and physical property destruction (Aquino *et al.*, 1999).

Among others, one of the findings of this study indicates an inverse relationship between interactional justice and deviant workplace behavior. According to Bies & Moag (1986), interactional justice refers to the quality of interpersonal treatment that employees experience when procedures are enacted. More specifically, Colquitt (2001) defined it as the extent to which employees perceive that they are treated with dignity in their interpersonal interactions, such as spoken to politely, without improper remarks or prejudicial statements. From the social exchange perspective, interactional justice, which generally reflects the quality of the exchange between the individual and his/her supervisor, has been found to be strongly and consistently associated with deviant workplace behavior (Baron *et al.*, 1999; Dupré & Barling, 2001). In addition, Jones (2009) found that interactional injustice from authority was significantly related to supervisor-directed revenge. When employees experience interactional injustice, they will be motivated to resolve this injustice.

Generally, previous research has shown that organizational justice perception explains the negative relation with deviant workplace behavior. A related study carried out by Skarlicki & Folger (1997) gives further support to the present research. Surveying manufacturing employees, his findings revealed that employees' feelings of less fairness in their jobs (distributive justice), less fairness in allocation policies (procedural justice) and less fair interpersonal treatment (interactional justice) were found to report more engagement in deviant workplace behaviors. The findings of this research are also in contention with the research done by (Ambrose *et al.*, 2002). Moreover, substantiated by the work of Ferris *et al.*, (2012), the present finding gets further support. Suggesting that perception of injustice can lower self-esteem, which leads to deviant behaviour. Support for the present research can also be found in the study done by Ahmadi *et al.*, (2011). They found that distributive justice and interactional justice had a negative relationship with cyberloafing, a form of organizational deviance.

## **6.0 Conclusion**

Considering the importance of teaching staff in universities, this research is investigating the effect of organizational justice perception on university teachers' deviant workplace behavior in the case of Hawassa University, Ethiopia. To achieve this study objective, the researcher developed an online questionnaire with the help of Google drive, since most of the respondents are out of the workplace at this time because of the worldwide transmitted pandemic virus Corona (COVID-19). Organizational justice has three dimensions namely distributive justice, procedural

justice and interactional justice, used as an independent variable of this study. In this study, the focus was on deviant workplace behavior toward individual and organization dimensions. All the variables' reliability is checked through Cronbach Alpha and all the variables are reliable.

Descriptive statistics show that the status of justice (procedural justice, interactional justice and distributive) is very low at the university, while a relatively high level of deviant workplace behavior is observed. Deviant workplace behavior directed towards the organization (organizational deviance) is more prevalent as compared to the deviant workplace behavior directed towards people (individual deviance) at the university. This means that teachers found to indulge more in those deviant workplace behaviors aim to harm the organizations rather than harming the other teachers or co-workers. Thus, teachers reported behaviors that directly interfere with the work being performed in the organization and affect the performance of the university and its growth, for example leaving early, using the organization's internet in the workplace, calling in sick when they are well and so on. They might involve in sabotaging equipment, stealing from the organization's property, lying about the hours worked and so on. Clearly, these acts bring direct costs to the university.

From the correlation analysis, it is discovered that distributive justice, procedural justice and interactional justice are negatively correlated with deviant workplace behavior. The correlation analysis just shows the positive and negative association among other variables. A high negative correlation was found between procedural justice and the deviant workplace behavior of teachers followed by interactional justice and deviant workplace behavior. A relatively low correlation was found between distributive justice and deviant workplace behavior. Based on that, the overall justice perception variable is negatively correlated with overall deviant workplace behavior.

The regression analysis is conducted to investigate the impact of one variable. In this case, the organizational justice perception of university teachers on other deviant workplace behavior. From the regression analysis, it is found that procedural justice has a highly negatively impact on deviant workplace behavior. Similarly, interactional justice negatively affects the workplace deviance of Hawassa University teachers and this relationship is also significant. Although the negative effect of distributive justice is found in the deviant workplace behaviors of teachers. Moreover, the impact of procedural justice and interactional justice is maximum on deviant workplace behaviors of teachers. Therefore, from the data analysis, it can be concluded that overall, organizational justice does have a significant and negative impact on the deviant workplace behavior of the teachers in Hawassa University, Ethiopia.

## **7.0 Suggestion and Further Research**

Based on the finding of the study and conclusion addressed, the researcher provides the following suggestions in order to enhance organizational justice and to minimize deviant workplace behavior. In order to attain distributive justice, distribute rewards equitably; do not allow reward programs to be disputed. Teachers should receive organizational outputs like promotions, salary increments, training and development opportunities, incentives and others based on fairness rather than other subjective measures. In other words, the university management should attain distributive justice by maintaining the balance between what the teacher provides and what their outcome should be. In this way, Hawassa University managers can minimize deviant workplace behavior.

The management must follow the organization's policies and procedures in all respects to attain procedural justice if they are serious about the achievement of organizational goals. Therefore, a positive perception will be developed in the minds of university teachers, that their organization cares about their wellbeing, which may further lead to hard work, high commitments, motivation and reduced deviant workplace behavior. Moreover, employees will not only perform according to standards but will perform creatively and will certainly move beyond the set standards. In order to enhance procedural justice, whenever the university can, allow teachers to be heard in processes. The manager should make sure that the procedures are unbiased and as valid as possible. In addition, Hawassa University managers should make sure that the procedures allow for corrections if errors occur. In order to maximize interactional justice, Hawassa University managers should be respectful of other teachers' dignity, and be sure to have "face time" with them. Communicate that incivility will not be tolerated. For any decision, if possible, announce the reason why a decision was made.

Despite maintaining organizational justice, the findings regarding the incidence of deviant workplace behaviors could possibly motivate organizations, specifically the human resource departments and recruitment agencies, to utilize measures to reduce deviant workplace behavior. Conducting frequent background checks while hiring teachers assumes that somebody who has been antisocial in the past will act in the same way in the future. The more the organizations conduct business in an ethical manner, the more positive that impact will be on the future of the country's economy. The more ethical the teachers in the university context, the less will be the incidences of deviant workplace behaviors to achieve a fast developing

economy. Therefore, in the university context, appropriate HR policies and practices could be a mechanism in the development of a formal program to promote, communicate, and align just and fair activities with the support of the university to reduce deviate workplace behavior.

Finally, this study implies that there is a further need to explore the relationship of organizational justice perception on deviant workplace behavior. If the study is conducted on universities throughout the country instead of one specific university then the results might be more impactful. In this study, the researcher applies only online questionnaires for data collection because of the difficulty to get people personally as a result of this current worldwide contagion COVID-19 but for future researchers when conditions become smooth to talk with people by eliminating “social distance issues,” interviewing and observations are an important method to get appropriate data. The relationship between organizational justice perception and deviant workplace behavior is negative proved in this study so it implies that universities’ management should take proper measures to maintain organizational justice in the teaching environment so that teachers can perform their jobs in a fair environment, which in return, might improve the overall performance of the university by reducing deviant workplace behavior.

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