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Does the Employee Perception of Organizational Justice in the Education Sector Affect the Satisfaction of Service Recipients?*

Eğitim Sektöründe Çalışanların Örgütsel Adalet Algıları Hizmet Alıcıların Memnuniyetini Etkiler Mi?

Mete YILMAZ[1], Senay YÜRÜR[2] ve Hakan BALTACI[3]

[1]*Bilim Uzmanı, Yalova Üniversitesi, Lisansüstü Eğitim Enstitüsü, İşletme Anabilim Dalı, Yönetim Organizasyon Programı, Yalova, mete.yilmaz@yalova.edu.tr,* orcid.org/0000-0002-1735-4505
[2]*Prof. Dr., Yalova Üniversitesi, Yalova İktisadi ve İdari Bilimler Fakültesi, İşletme Bölümü, Yalova, senay.yurur@yalova.edu.tr,* orcid.org/0000-0002-3859-9827
[3]*Arş.Gör., Yalova Üniversitesi, Yalova İktisadi ve İdari Bilimler Fakültesi, İşletme Bölümü, Yalova, hakan.baltaci@yalova.edu.tr*, orcid.org/0000-0003-0276-2781

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ABSTRACT

The subject of this research is whether the perceptions of employees towards the organization affect service recipients in enterprises within the service sector. In this context, the study examines the impact of organizational justice perceptions on the satisfaction of service recipients. In other words, this study examines whether the attitudinal and behavioral consequences of treating employees fairly or unfairly are reflected not only on the manager or organization that is seen as the source of this behavior, but also on the customers who are the recipients of the service. For this purpose, a study was conducted on 62 teaching staff and 147 students who were receiving courses or consultancy services from relevant academic staff in the education sector, which is one of the sub-branches of the service sector. The research data were collected by face-to-face survey method. The findings of the study show that teachers' perceptions of procedural justice positively affect students' satisfaction, while teachers' perceptions of distributive justice and interactional justice do not have an impact on students' satisfaction. As a result, it's observed that the satisfaction levels of students who receive services from teaching staff who perceive the procedures and processes in their organizations as fair are higher.

Anahtar Kelimeler
Örgütsel Adalet, Hizmet Alıcısı, Hizmet Alıcıların Memnuniyeti

ÖZ

Bu araştırmanın konusu, hizmet sektöründe yer alan işletmelerde, çalışanların örgüte yönelik algılarının hizmet alıcılarını etkileyip etkilemediğidir. Bu doğrultuda çalışmada örgütsel adalet algılarının hizmet alıcılarının memnuniyetine olan etkisi incelenmektedir. Bir başka ifade ile bu çalışmada çalışanlara adil ya da adaletsiz davranılmasının çalışanda oluşturabileceği tutumsal ve davranışsal sonuçlarının, sadece bu davranışın kaynağı olarak görülen yöneticisi ya da örgütlerine karşı değil, hizmet alıcı olan müşterilere de yansıyıp yansımadığı incelenmektedir. Bu amaçla hizmet sektörünün önemli alt dallarından biri olan eğitim sektöründe, 62 öğretim elemanı ve ilgili öğretim elemanlarından ders ya da danışmanlık hizmeti almakta olan 147 öğrenci üzerinde bir araştırma yürütülmüştür. Araştırma verileri yüz yüze anket yöntemi ile toplanmıştır. Çalışmanın bulguları öğretim elemanlarının prosedür adaleti algılarının öğrencilerin memnuniyetini pozitif yönde etkilediğini gösterirken öğretim elemanlarının dağıtım adaleti ve etkileşim adaleti algılarının ise onlardan ders ya da danışmanlık hizmeti alan öğrencilerin memnuniyetine bir etkisi olmadığını göstermektedir. Sonuç olarak örgütlerindeki prosedürleri ve süreçleri adil olarak algılayan öğretim elemanlarından hizmet alan öğrencilerin memnuniyet düzeylerinin daha yüksek olduğu görülmektedir.

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Sorumlu yazar/Corresponding author: Mete YILMAZ, mete.yilmaz@yalova.edu.tr

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1. Introduction

In the service sector, where interpersonal relationships are intensively experienced, the emotions, perceptions, attitudes, and behaviors of the employees providing the service are crucial due to their close contact with customers during the service delivery process (Homburg and Stock, 2004). The reason for this is that in service industries characterized by intense interpersonal interactions, service providers have a strong influence on customers perceptions and satisfaction (Maxham and Netemayer, 2002). It is known that employees tend to treat customers the same way they are treated themselves (Schneider et al., 1994). Therefore, how employees are treated in service organizations will determine how they will treat customers. Thus, one way to ensure customer satisfaction is to provide job satisfaction to the employees delivering the service or to increase their level of job satisfaction (Brown and Lam, 2008). In this regard, organizational justice is one of the prominent concepts in ensuring employees' job satisfaction (Chegini et al., 2019; Al-Zu'bi, 2010).

The concept of justice is important for both internal and external organizational processes, and employees who perceive their organizations as fair tend to exhibit attitudes such as higher organizational commitment (Konovsky and Cropanzano, 1991), greater job satisfaction (Yürür, 2008), and positive professional behaviors such as higher organizational citizenship behavior (Organ and Moorman, 1993). These attitudes and behaviors are thought to lay the groundwork for the reactions of service recipients (who may be referred to as consumers, patients, or students depending on the sector), such as satisfaction with the service provided, willingness to repurchase, and the intention to recommend the service. It is known that employees' perceptions of organizational justice influence various attitudes and behaviors, including organizational commitment, trust in management, job performance, organizational citizenship behavior, and counterproductive behaviors (Colquitt, 2012). Furthermore, when employees perceive their organizations as fair, it helps them view themselves as members of the organization, become more sensitive in their relationships with colleagues, and fosters trust-based relationships within the workplace (Yılmaz and Taşdan, 2009). Masterson's (1998) "trickle-down model" explores the multi-step connections between employee perceptions and customer perceptions.

The concept of organizational justice is examined in three dimensions: Distributive Justice, Procedural Justice, and Interactional Justice. The first of these, distributive justice, refers to employees' perceptions of fairness regarding the distribution of organizational resources (Cropanzano et al., 2001). Procedural justice, on the other hand, is defined as employees' perceptions of fairness concerning the methods, tools, and processes used in decision-making related to their organizational gains (Folger & Cropanzano, 1998). While procedural justice describes the structural nature of decision-making processes in organizations, interactional justice refers to interpersonal social exchanges (Yürür & Nart, 2016). Bies (2001) argued that individuals' perceptions of justice are based on the quality of interpersonal treatment received during the execution of procedures and conceptualized this as interactional justice.

It concludes that employees with high perceptions of distributive and perception of procedural justice tend to show greater organizational commitment and prosocial behaviors, which significantly impact customers' emotional responses, such as satisfaction, willingness to repurchase, and intention to recommend. Ultimately, when employees are treated fairly within organizations, they are likely to treat the customers they serve fairly and exhibit the treatment that customers expect. In other words, employees with high perceptions of justice are more willing to exert extra effort, thus meeting customers' expectations to a greater extent. Therefore, treating employees fairly will positively impact customer satisfaction levels (Bowen et al., 1999).

The main motivation of this study lies in the fact that although the relationship between organizational justice and customer satisfaction has been addressed in various international studies (Umar et al., 2017; Martínez-Tur et al., 2006; Campbell and Finch, 2004), no scientific research has been encountered in the national literature regarding the relationship between employees' perceptions of justice and customer satisfaction. Therefore, considering that the context in which employees and service recipients operate has an impact on their perceptions, emotions, or behaviors, investigating how these relationships are shaped within the cultural, social, or economic context of Türkiye could contribute to the existing literature. In other words, in a high power distance culture like Türkiye (Hofstede, 1980; Sargut, 2015), employees who develop negative feelings towards their organizations or managers may redirect these feelings towards the customer by reflecting them in the quality of service they provide, since they may not be able to directly express these feelings due to cultural constraints. Conversely, employees who are dissatisfied due to perceived organizational injustice or managerial unfairness might refrain from directing their reactions towards service recipients, especially considering the cultural traits of Turkish society that tend to see students as our children (Hofstede, 1980; Sargut, 2015), as they may feel it is inappropriate to direct their frustration at them.

Based on this, the study aims to explore how employees' perceptions of organizational justice affect the satisfaction of service recipients. It focuses on whether these perceptions are reflected in the service behaviors of employees and, if so, to what extent these attitudes and behaviors influence the satisfaction of service

recipients. Therefore, the study seeks to answer questions such as: Do service sector employees who perceive their organizations as just or unjust translate these perceptions into behaviors that may influence service recipients? If they do, to what extent do these attitudes and behaviors influence the satisfaction of service recipients?

2. Literature Review

2.1. Service Sector Employees and Customer Satisfaction

Services are intangible and, since there is usually no physical product that emerges after the service is provided, services can be seen as the performance of the employee rather than as objects (Parasuraman et al., 1985). Employee satisfaction is a determinant of customer satisfaction, and since employee satisfaction indirectly affects financial performance (Chi and Gürsoy, 2009), the performance of the employee providing the service is critical for companies. One of the factors that determine employee performance is how employees are treated. The tendency for employees to treat others as they are treated themselves can be extended to customers, meaning that employees are likely to treat customers the same way they are treated. Therefore, how employees are treated by both customers and their own organization will also affect how employees treat customers (Schneider et al., 1994). It is important to note that the behavior of the customers they serve directly influences the behavior of service employees, particularly those who engage in face-to-face communication with customers (Yürür et al., 2011).

From the organizational perspective, Schmit and Allscheid (1995) suggested that the service environment, supported by upper management's operational and human resources practices, leads to positive effects through employees. They argued that this would result in a higher intention to provide service to customers, which ultimately improves customer perceptions of service quality and increases customer satisfaction. In their study, Chi and Gürsoy (2009) also indicated that satisfied employees are highly motivated to provide good service to customers. According to the service profit chain model, employee satisfaction, loyalty, and commitment affect customer perceptions of product and service value, which in turn impacts customer satisfaction and loyalty (Sasser et al., 1997). Additionally, the theory of emotional events suggests that positive and negative events experienced by employees in the workplace lead to emotional reactions that shape employee behavior (Fisher and Ashkanasy, 2000). Events that cause positive emotions lead to positive attitudes and behaviors, while those that cause negative emotions lead to negative attitudes and behaviors. Therefore, how organizations treat their employees, who represent the organization and have direct contact with customers, is crucial for the organization's success. In this context, the concept of organizational justice is important as it positively influences employees' trust in the organization (Chen et al., 2015), job satisfaction (Ibrahim and Perez, 2014), organizational commitment (Colquitt, 2012), and other positive outcomes.

2.2. Organizational Justice and Customer Satisfaction

The concept of social justice was first adapted to organizations by Greenberg (1987) and began to be used as a concept called "organizational justice" to define the role of justice in work environments and workplaces. Organizational justice is fundamentally concerned with how employees determine whether they are being treated fairly in their jobs and how these determinations affect other job-related variables (Moorman, 1991). It has been argued that discussions on how a person should behave toward others and how resources should be distributed among individuals lead to the conclusion that legal arrangements are needed regarding the distribution of resources and relationships between individuals in a community (Yürür, 2018). Folger and Cropanzano (1998) defined organizational justice as the employees' perception of fairness regarding the distribution of organizational gains, the procedures used to make distribution decisions, and the social rules regulating interpersonal relationships.

Organizational justice has the potential to create positive effects for both organizations and employees. These include increased trust and commitment, improved job performance, more organizational citizenship behavior, higher customer satisfaction, and reduced conflict (Cropanzano et al., 2007). In addition to these positive attitudes and behaviors, a high perception of justice leads to positive attitudes and behaviors in employees, while employees who perceive their organization or managers as unjust or who experience unfair procedures in resource distribution develop negative attitudes (e.g., job dissatisfaction, Yürür, 2008). Negative attitudes and emotions can lead employees to not work in favor of the organization or even act against it (Cohen-Charash & Spector, 2001). For example, when employees feel they are not receiving fair compensation for their efforts, such as when they perceive wage inequality, they may attempt to gain unfair profits from the employer's earnings to reduce or eliminate the perceived wage injustice (Greenberg, 1990).

The foundation of this study is based on the Equity Theory (Adams, 1965) and the Social Exchange Theory (Blau, 1964). The main theme of Equity Theory is how perceptions of inequality arise among employees in an organization and how they respond when they perceive inequality (injustice). The theory considers material or economic outcomes when forming justice judgments (Folger & Cropanzano, 1998). According to the theory, if employees perceive their organization as fair and just, their motivation is positively affected, while the opposite situation leads to negative outcomes (Beugre & Baron, 2001; Cropanzano & Byrne, 2001). That is, when an individual perceives injustice, they may reduce their contributions or seek to increase their gains in an effort to restore fairness (Adams, 1965). Therefore, it can be expected that employees who perceive injustice might respond by reducing their efforts, such as by cutting down on class time or not allocating enough time to students (as a way to reduce their contributions), which in turn may affect student satisfaction.

While the Equity Theory relatively neglects interpersonal relationships and processes by conceptualizing them purely in outcome-focused terms, the Social Exchange Theory (Blau, 1964) is considered to have a more relationship-centered approach (Martinez-Tur et al., 2006). According to this theory, individuals not only consider the economic importance of outcomes but also the socio-emotional value in social exchanges (Cropanzano et al., 2001). The theory offers important contributions to understanding and explaining the exchange relationships between employees and their organizations or managers (Yürür, 2019).

Moreover, organizational justice practices can be the final result within organizations, and employees' attitudes and behaviors may also lead to other outcomes at both the customer and organizational levels (Masterson, 1998). According to the Social Exchange Theory, when organizations provide social benefits or gains to employees, they are inclined to reciprocate positively. In other words, when employees feel they are treated fairly, they will strive to perform beyond their job descriptions (Yürür & Mengenci, 2014). As a result, employees who perceive their organization as just are likely to develop a sense of reciprocity, leading to greater organizational commitment (Masterson, 1998; Colquitt, 2012), organizational citizenship behavior (Cohen-Charash & Spector, 2001), and lower turnover intention (Rupp & Cropanzano, 2002; Tingül & Yürür, 2020). When employees perceive fairness in the organization, they are likely to have more positive attitudes not only towards the organization but also towards their work and work outcomes (Moorman, 1991). Compared to employees treated unfairly, those treated justly are more likely to have higher job performance, exhibit more organizational citizenship behaviors, demonstrate more commitment, and have lower turnover intentions (Rupp & Cropanzano, 2002). Additionally, perceived unfair distribution within organizations leads to negative attitudes and behaviors such as violence, anger, and frustration (Beugre, 2002).

Naktiyok and Küçük (2003) found that employee satisfaction levels related to distributional justice outcomes, such as pay/promotions, and factors related to organizational practices and ergonomic conditions, led to an increase in overall customer satisfaction. When employees perceive their organization's practices and procedures as "treating them well" and providing a sense of community in the workplace, customers report receiving high-quality service (Schneider et al., 1994). Bowen, Gilliland, and Folger (1999) suggested that when organizations treat employees fairly, they, in turn, treat customers fairly, which they referred to as the "spillover effect."

Masterson (2001), in his "trickle-down model," examined the reflection of employee perceptions on customer perceptions and concluded that employees with high perceptions of distributive and perception of procedural justice show high organizational commitment and prosocial behavior, significantly influencing customers' emotional reactions such as satisfaction, willingness to repurchase, and intention to recommend. Another study in the service sector found that distributive justice, perception of procedural justice, and interactional justice are directly and indirectly related to employees' overall perceptions of justice and customer satisfaction (Severt & Rompf, 2006).

Looking at the situation in higher education institutions, there are no different results from other service sectors. In other words, the satisfaction of students, who are the service recipients, is significantly influenced by the justice perceptions of university employees. A study conducted at a university in Finland found a significant relationship between university staff's perceptions of justice and student satisfaction (Reunanen & Taatila, 2021). Okumuş and Duygun (2008) revealed a positive and significant relationship between students' perceived service quality and their satisfaction. Given that one of the important determinants of service quality is the quality of the courses and relationships with faculty members, when service quality improves—i.e., when the behavior of courses and faculty members improves—student satisfaction is likely to increase.

Based on these theories and research findings, the hypotheses of the study can be expressed as follows:

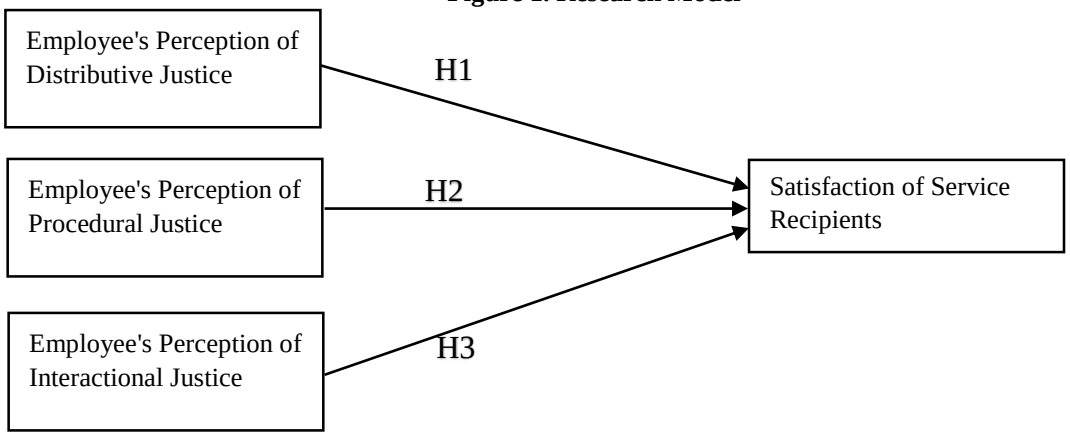
H1: The distributive justice perceptions of service sector employees positively affect the satisfaction of service recipients.

H2: The perception of procedural justice perceptions of service sector employees positively affect the satisfaction of service recipients.

H3: The interactional justice perceptions of service sector employees positively affect the satisfaction of service recipients.

These hypotheses aim to understand how justice perceptions in organizations shape the interaction between employees and customers, and how they influence customer satisfaction.

Figure 1. Research Model



3. Research Methodology

3.1. Population and Sample of the Study

Convenience sampling was employed to conduct the research in the service sector. The main reason for this, as mentioned above, is that services are consumed at the moment of production, customers are involved in the production process, and there is intense communication between the service provider and the customer during the service delivery process (Murdick et al., 1990). Therefore, in service organizations, all behaviors and emotions of employees who are in face-to-face communication with customers can be directly observed and felt by the customers. In the education sector, which is a subfield of the service sector, the service is provided over a long period. Hence, the social interaction between employees, such as teachers, and service recipients, such as students, is critical. This research, which analyzes how employees' perceptions of fairness or unfairness regarding their organizations affect the satisfaction of service recipients, was conducted at a university for these reasons.

In the study, the convenience sampling method was chosen, and survey forms were distributed by hand to academic staff with titles such as Professor, Associate Professor, Doctoral Faculty Member, Instructor, and Research Assistant Doctor and to students who receive courses or consultancy services from them and applied face-to-face. The collected faculty and student surveys were numbered and matched with a special coding system, data entries were made and the confidentiality of the survey responses was ensured. A total of 209 individuals, including 62 faculty members and 147 students, were surveyed.

3.2. Data Collection Instrument

In this study, which investigates whether faculty members' perceptions of organizational justice influence the satisfaction of the students they teach or advise, two different scales were used: one to measure faculty members' perceptions of organizational justice and another to measure student satisfaction, as service recipients. Data were collected from two different sources: faculty members and students. While the faculty members' perceptions of their institution were assessed, student satisfaction levels were measured by gathering data directly from the students. The benefit of this design is the collection of data from two different sources, which helps ensure data security and minimizes the impact of common method variance (Masterson, 1998).

In this study, data were collected using surveys. To assess faculty members' perceptions of organizational justice, the organizational justice scale developed by Colquitt (2001) was used, which has previously been utilized in Turkish (Yürür & Mengenci, 2014; Yürür & Nart, 2016). The Organizational Justice Scale consists of four dimensions and 20 statements: seven items for perception of procedural justice, four for distributive justice, four for interpersonal justice, and five for informational justice. However, factor analyses conducted in previous studies (Yürür & Mengenci, 2014; Yürür & Nart, 2016) showed that the scale exhibited a three-factor

structure. In this study, the same factor structure was found, and the scale was included in the analysis as a three-factor model.
To measure student satisfaction, a 14-item version of the Student Satisfaction Scale, developed by Masterson (1998), was translated into Turkish and nd used in this research by conducting a validity and reliability analysis.

4. Data Analysis

After reviewing the data for missing values, the data were analyzed using SPSS 29 software. The results of the factor analysis, correlation analysis, and regression analysis are presented below.

4.1. Demographic Data

Demographic data related to the faculty members are presented in Table 1.

Table 1: Demographic Data of Faculty Members

Features	**N**	**%**	**Features**	**N**	**%**
Gender			**Marital Status**		
Female	18	29	Married	13	21
Male	44	71	Single	49	79
Academic Title			**Managerial Status**		
Research Assistance PhD	10		Manager	24	38,7
Teaching Assistance	12		Non-Manager	38	61,3
Asst. Prof.	20		**If Manager, Position/Role**		
Assoc. Prof.	12		Deputy Head of Department	6	9,7
Prof.	8		Head of Department.	9	14,5
Number of Times the Course Was Previously Taught by the Relevant Instructor			Deputy Dean/Deputy Director	7	11,3
0	7	11,3	Dean/Director	2	3,2
1	7	11,3	Vice Rector	0	0
2	16	25,8	**Faculty Members' Age**		
3	1	1,6	Average Age	41,5	
≥ 4	31	50			

Demographic data regarding the students are shown in Table 2.

Table 2: Demographic Data of Students

Features	**N**	**%**	**Features**	**N**	**%**
Gender			**Number of Courses Taken in Previous Years from the Relevant Instructor**		
Female	66	44,9	0*	21	14,3
Features	81	55,1	1	43	29,3
Current Education Status			2	26	17,7
Associate Degree	15	10,2	3	24	16,3
Bachelor's Degree	125	85	≥ 4	33	22,4
Master's Degree	6	4,1	**Number of Weekly Courses Taken from the Relevant Instructor**		

Doctoral Degree / PhD	1	0,7	1	16	10,9
Type of the Course Taken			2	50	34
Required Course	134	91,2	3	26	17,7
Elective Course	13	8,8	4	25	17
			≥ 5	30	20,4

*Students who have "0" number of courses taken from the relevant instructor in previous years are taking courses from the relevant instructor for the first time.

4.2. Factor Analysis Results

In the study, exploratory factor analysis was conducted to identify the main dimensions of the variables included. To assess the suitability of the data for factor analysis, both the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were utilized. A KMO value of .60 or above is generally considered acceptable for factor analysis. In this study, the KMO value was found to be .869, indicating that the sample size was adequate for conducting factor analysis. Moreover, the results of Bartlett's test were statistically significant ($\chi^2(496) = 6171.172$, $p < .001$), suggesting that the correlations among the variables were sufficiently strong to justify proceeding with factor analysis. Following the confirmation of data suitability, the total variance explained by the extracted factors was calculated as 75.119%, indicating a high explanatory power of the factor structure. To examine the organizational justice and student satisfaction scales, exploratory factor analysis was performed using the Varimax rotation method. Items with factor loadings below 0.50 were eliminated, as recommended by Hair et al. (2006). The results revealed that the organizational justice scale comprised three distinct factors, while the student satisfaction scale demonstrated a one-factor structure, resulting in a total of four factors: distributive justice, procedural justice, interactional justice, and student satisfaction. The detailed factor analysis results and corresponding Cronbach's Alpha values are presented in Table 3.

Table 3: Factor Loadings and Reliability Values

Expressions	**Factor Loading**			α
Student Satisfaction (SS)				,951
I am satisfied with this instructor.	,881			
I would recommend my friends to take courses with this instructor.	,857			
I wish I had taken this course with a different instructor. (Reverse coding.)	,832			
I am willing to take another course with this instructor.	,805			
I would recommend this instructor to other students.	,868			
I would take another course from this instructor.	,839			
I would tell other students not to take courses with this instructor. (Reverse coding.)	,862			
I believe this instructor is a good educator.	,872			
I would not take a course from this instructor again. (Reverse coding.)	,884			
The instructor gave me my due.	,824			
Overall, I think the instructor treated me fairly.	,894			
I believe the instructor treated students fairly in class.	,829			
I do not think I was treated fairly by the instructor. (Reverse coding.)	,792			
Instructor Procedural Justice (IPJ)				,794
I am able to express my opinions and feelings in university processes (e.g., decision-making processes).		,802		
I have an impact on the outcomes of the processes at the university.		,628		
The processes at the university are applied consistently.		,827		
The processes at the university are applied free from bias.		,639		
The processes at the university are based on accurate and consistent information.		,828		
I can request corrections to the outcomes of the processes at the university.		,643		

Instructor Distributive Justice (IDJ)			,879
The rewards I receive from my work are worth the effort I put in.	,817		
The rewards I receive from my work are commensurate with the tasks I complete.	,810		
The rewards I receive from my work reflect my contributions to the organization.	,883		
Considering my performance, the rewards I receive are fair.	,841		
Instructor Interactional Justice (IIJ)			,946
My supervisor treats me kindly.		,919	
My supervisor values me.		,894	
My supervisor is respectful towards me.		,945	
My supervisor avoids making unfair comments and criticisms towards me.		,901	
My supervisor is sincere in their interactions with me.		,915	
My supervisor clearly explains the processes.		,900	
My supervisor's explanations of the processes are reasonable.		,907	
My supervisor communicates the details of the processes in a timely manner.		,863	
My supervisor tailors their communication according to the individual needs of others.		,764	

α: Cronbach alfa

The organizational justice scale has been distributed across three dimensions. The statement related to perception of procedural justice, "The processes at the university comply with ethical and moral standards" (item 7), was excluded from the analysis as it did not fit within the appropriate dimension. The student satisfaction scale demonstrated a one-dimensional structure, and the statement "I am satisfied with this instructor" (item 4) was also excluded from the analysis as it did not fit within the suitable dimension. To test the internal consistency and reliability of the structures formed through factor analyses, Cronbach's alpha coefficients for the structures were calculated. The Cronbach's alpha values of the scales ranged from 0.794 to 0.951, which were found to be acceptable (Nunnally, 1978).

4.3. Descriptive Statistics and Correlation Analyses

Descriptive statistics for the variables of the four-factor structure obtained through exploratory factor analysis were provided, and the relationships between these variables were analyzed. The analysis revealed that the majority of the relationships were significant and at an acceptable level ($p < 0.01$). Pearson correlation analysis showed that there was a significant positive relationship between faculty members' perceptions of perception of procedural justice and student satisfaction at the 0.01 level ($p < 0.01$). Similarly, a significant positive relationship was found between faculty members' perceptions of distributional justice and student satisfaction at the 0.05 level ($p < 0.05$). These results suggest that the relationship between faculty members' perceptions of perception of procedural justice and student satisfaction is stronger compared to the relationship between distributional justice perceptions and student satisfaction. Furthermore, no relationship was found between faculty members' perceptions of interactional justice and student satisfaction (see Table 4).

Table 4: Descriptive Statistics and Correlation Values

	Avg.	**Sd.**	**PJ**	**DJ**	**IJ**	**SS**
Proscedural Justice (PJ)	3,83	,515	1			
Distrubutive Justice (DJ)	3,81	,929	,196*	1		
Interactional Justice (IJ)	4,26	,578	,552**	,284**	1	

Student Satisfaction (SS)	4,29	,684	**,236****	**,166***	,083	1

*. $p<0.05$
**. $p<0.01$

4.4. Regression Analysis of Faculty Members' Organizational Justice Perceptions and Their Impact on Student Satisfaction, and Hypothesis Testing

A multiple regression analysis was conducted to investigate the cause-and-effect relationship between variables, and the results are presented in Table 3. The analysis revealed that the model, which considers faculty members' perceptions of distributional justice, perception of procedural justice, and interactional justice as independent variables and student satisfaction as the dependent variable, was generally significant ($F = 4.021$, $p < 0.01$). According to the regression analysis results, a positive relationship was found between perception of procedural justice and student satisfaction ($\beta = 0.265$, $p < 0.01$). Thus, hypothesis H2 was supported. However, no statistically significant relationship was found between distributional justice, interactional justice, and student satisfaction. Therefore, hypotheses H1 ($\beta = 0.143$, $p > 0.05$) and H3 ($\beta = -0.105$, $p > 0.05$) were not supported.

Table 5: Regression Analysis of the Impact of Faculty Members' Organizational Justice Perceptions on Student Satisfaction

Independent Variables	**Dependent Variable: Student Satisfaction**		
	Beta	**T**	**P**
Procedural Justice	,265	2,754	,007*
Distributive Justice	,143	1,711	,089
Interactional Justice	-,105	-1,061	,291
R^2	.078		
Adjusted R^2	.058		
F	4,021		
P	,009*		

* $p< 0,01$
H1: The perceptions of distributional justice by service sector employees positively affect the satisfaction of service recipients. (Not Supported.)
H2: The perceptions of procedural justice by service sector employees positively affect the satisfaction of service recipients. (Supported.)
H3: The perceptions of interactional justice by service sector employees positively affect the satisfaction of service recipients. (Not Supported.)

5. Discussion and Conclusion

This study, conducted to determine the effects of service sector employees' perceptions of organizational justice on customer satisfaction, was carried out in the education sector, one of the important subfields of the service sector. In this context, the research was conducted at a public university with academic staff and students who had received lessons or consultancy services from them.
The first finding from the research is that faculty members' perceptions of procedural justice—as employees in the service sector—positively affect the satisfaction of students as service recipients. Although the effect size (Adjusted $R^2 = .058$) is not particularly strong, a linear relationship can still be observed regarding student satisfaction. Therefore, it can be inferred that employees who perceive the processes, procedures, and work practices in their organizations as fair are more likely to provide better service to their recipients. When interpreted from the perspective of equity theory (Adams, 1964), this suggests that faculty members respond by increasing their contributions in proportion to the fair procedures or processes within their organizations, and students receiving lessons or consultancy services from faculty members with high perceptions of perception of procedural justice report higher satisfaction. This finding is consistent with previous studies in

the literature (Schneider et al., 1994; Schmit and Allscheid, 1995; Masterson, 1998; Reunanen and Taatila, 2021). Based on these results, it can be said that faculty members who perceive resource distribution or decision-making processes as fair in their organizations reflect these perceptions in their behaviors toward students. Conversely, it can also be said that faculty members who perceive procedures as unjust lead to less satisfaction among their students. These findings may indicate that the target similarity model (Lavelle et al., 2007) does not hold uniformly across all organizational settings, aligning with ongoing discussions in the literature. According to this model, employees respond to the source of injustice, meaning that injustice originating from the organization causes a reaction to the organization, while injustice originating from a manager leads to a reaction against the manager. However, in this research, faculty members reflect their feelings/attitudes or behaviors about the justice or injustice of procedures within their institutions to the students, even though students are not responsible for or providers of these just or unjust practices. This finding suggests that faculty members' perceptions of justice regarding organizational processes may be reflected in their service behaviors, and that the target similarity model may not hold true in all cases.

The second finding of the research shows that the perceptions of distributional justice by faculty members have no effect on the satisfaction of students who receive services from them. That is, whether faculty members perceive the distribution of organizational resources as fair or unfair does not affect the satisfaction of students taking their courses. In contrast, Martinez-Tur et al. (2006) found that distributional justice is a strong predictor of customer satisfaction. In a similar study, Severt and Rompf (2006) also showed that distributional justice is directly and indirectly related to employees' general justice perceptions and customer satisfaction. When questioned about resource distribution justice, many employees think about the salary they receive in return for their contributions. Since the salaries in the study are determined not by the employee's organization but through collective bargaining and inflation adjustments, this might explain the result. It is also possible that the faculty members did not consider the distribution practices of their own university when responding to the questions. This may be why no relationship was found between faculty members's perceptions of distributional justice and the satisfaction of service recipients. This also implies that the potential influence of this dimension in other sectors should not be disregarded.

The third finding of the research reveals that there is no effect of faculty members's perceptions of interactional justice on the satisfaction of students who receive services from them. In other words, the perceptions of faculty members regarding whether their interactions with managers are fair or unfair have no effect on the satisfaction of students receiving lessons or consultancy services from them. Although this result is consistent with Masterson's (1998) study, numerous studies in the literature have found that interactional justice has an impact on customer satisfaction (Schmit and Allscheid, 1995; Bowen et al., 1999; Severt and Rompf, 2006; Reunanen and Taatila, 2021).

One possible reason for the lack of an effect of interactional justice on customer satisfaction is the difference in the perception of managers between the public and private sectors. Additionally, the lack of clarity regarding which manager the faculty members considers when responding to questions (e.g., department head, director, dean, or rector) may also be a contributing factor. That is, respondents might have been confused about which manager to consider when answering, as some might have thought of the department head as their immediate supervisor, while others might have thought of the top management of the university. Therefore, it is recommended for future research with university faculty members samples to make questions about managers more specific and guide respondents on which managerial level they should consider when responding.

A strength of this study is that the surveys were conducted in face-to-face interviews rather than online or remote methods, which allowed for more reliable data collection. Additionally, the study benefited from collecting data from two different sources: organizational justice perceptions of faculty members were collected from the staff themselves, while student satisfaction was measured by gathering responses from students who had received services from the respective faculty members. This method provides advantages in terms of data security and minimizes the common method variance effect, resulting in more realistic data. However, the study's limitation includes the small number of faculty members and students involved, and the fact that it was conducted at only one public university.

Additionally, since factors such as salary, promotion, and benefits, which shape distributional justice, are more influenced by organizations in the private sector than in the public sector, and considering that the perception of managers in the private sector is likely to be stronger due to performance dynamics, future studies could be conducted with private sector employees to achieve different results.

6.Limitation and Future Researches

This study investigates the effect of faculty members' perceptions of organizational justice on the satisfaction of the students receiving services. In constructing the model, the focus was particularly on examining the

relationships between the dimensions of justice—distributive, procedural, and interactional justice—and service recipient satisfaction. However, a frequently addressed concept in the literature that could also be relevant to this research—'employee job satisfaction'—was not included in the model (Al-Zu'bi, 2010; Chen et al., 2010). From this perspective, the exclusion of the employee satisfaction variable may be considered a limitation of the study. In this regard, future research could incorporate employee job satisfaction into the model, allowing for a more comprehensive examination of the effect of organizational justice on service quality. This would also enable the testing of potential mediating relationships among justice perceptions, employee satisfaction, and service recipient satisfaction.

In this study, data were collected through a face-to-face survey method. This approach may have enhanced the quality of the data, as it allowed the researcher to interact directly with the participants. However, the possibility that students, in particular, may have felt hesitant to answer questions about their instructors could have limited the sincerity of their responses. In addition, the use of a convenience sampling method carries the risk that the sample may not fully represent the target population. Accordingly, the findings should be interpreted with consideration of their contextual limitations.

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Ethics, Declarations and Statements

1. Regarding the Ethics Committee Approval;

☑**.** The authors of this study declare that they have obtained the ethics committee approval certificate with the decision number 2022/46 dated April 27, 2022, from the Yalova University Human Research Ethics Committee.

2. The authors of this study acknowledge that they adhere to the principles of research and publication ethics.

3. The authors of this study accept full responsibility for the use of images, figures, photographs, and similar documents.

4. This work has a similarity report.