
ORGANIZATIONAL JUSTICE, TRUST, IDENTIFICATION AND ITS RELATION WITH ACADEMIC STAFF' CITIZENSHIP BEHAVIOR

Ahlam El-Shaer¹, Sahar Hassan Helaly²

Assistant Professor¹, Lecturer²

Nursing Administration, Faculty of Nursing, Mansoura University, Egypt^{1,2}

ABSTRACT

Background: Organizational justice, trust and identification deals with the academic staff perception of fairness, rewards, relation and participating in a decision-making process that strengthening employees to provide large effort above the expectations of official role as organizational citizenship. It is individual behaviors, which are helpfulness, well-meaning and cooperation among faculty members and avoid undesirable acts to improve the skills of academic staff. **Aim** Identify the relationship of organizational justice, trust, and identification with academic staff citizenship behavior. **Design:** Descriptive correlation was utilized. **Setting:** Faculty of nursing- Mansoura University. **Subjects:** all nursing academic staff at nursing faculty during the academic year 2017-2018 and not have managerial position (160). **Tools:** Four tools were used: organizational justice scale, organizational trust scale, Organizational Identification Questionnaire and Organizational Citizenship Behavior Questionnaire. **Result:** High percent 43.8%, 61.9% & 80% of academic staff had high level of organizational trust, identification and citizenship behavior respectively, while (47.5%) of them had moderate level of organizational justice. Academic staff had high level of organizational citizenship behavior were high feeling of justice, trust and identification. Statistically significant correlations were found between organizational citizenship behavior with organizational justice, trust and identification. **Conclusion:** Organizational justice, trust and identification are significant for academic staff citizenship behaviors. Correlation was found between Organizational citizenship behaviors with organizational justice, trust and identification. **Recommendation:** The efforts of improve academic staff's perceived organizational justice, trust and identification should be exerted by Faculty management through: provides equal chance for academic staff to participate in the process of decision making.

Keyword: Academic Staff, Citizenship Behavior, Organizational Justice, Organizational Identification, Organizational Trust

INTRODUCTION

Any organization as faculty is largely dependent upon its academic staff in seeking for success. In turn the performance of academic staff depends on their management, seniors, and peers support they are getting in their work environment. If the environmental culture promotes sharing, recognizing, cooperation, appreciating the individuals' contribution and fostering harmony, trusting their employees, and achieving justice through treating their staff fairly, the faculty is in real sense strengthening employees to spend large effort more than expectations official role for their organization success (Demir, 2015).

Term of justice is used generally to express righteousness or fairness. Justice concept plays an essential role in form citizens' attitudes. It means that fair and just treatment the staff from their organization. Organizational justice identifies perceptions fairness that academic staff feels they have been treated by the organization. Three interrelated sub dimensions are formed organizational justice which show in distributive, procedural and interactional justice. Distributive justice is the staff perception of outcomes that gets in justice manner. In other words, the staff can be view distributive justice if everyone working at the same organization is treated equally and rewarded or punished for what they are doing only (Imamoglu, Inc, Turkan, and Atakay, 2019).

Procedural justice is the justice perceived by the staff toward the ways by which outcomes are stated. Lastly, interactional justice shows fairness that the staff feel in organizational processes through their interpersonal interaction. Likely, staff perception of interactional justice increases through the fairness of their manger attitude and behavior in dealing with them through processes. So, the staff perceive the fairness if they share in the process until if the result was not satisfied for them. (Imamoglu et al, 2019). Because of the realization the importance of fairness as a issue to understand the behaviors of academic staff in organizations. It also communicates the message of respect and dignity to academic staff that makes them feel trust and proud to be members of a particular faculty (Asadullah, Akram , Imam , and Arian , 2017).

Although, justice of organizational is among main dimensions that can evaluate faculties in the path of effectiveness as a competitive advantage. Trust is considered as a one of the vital, constructive ingredients to provide faculties' effectiveness and the competitive advantage for them. On one side, trust represent to the confidence in integrity, personality and authenticity of a person. On other side, trust from organizationally speaking is understood as being openness of individuals voluntary towards vulnerability with other in

their workplace. Organizational trust, the trust in supervising process and trust in workplace colleagues, represents as essential factors for obedience towards procedures of safety intended to promote work environmental safety. Trust in Organization is an important dimension that plays a large role in the process of achieving safety organizational systems. The academic staffs that have a greater confidence in the organization thus, are more obedience to decisions making when feeling that they are being handled right. Organizational trust may also refers to expectation or beliefs of person about actions in the future that will be benefit or suitable for his or her interest . The believing that trust is one of major elements for organization well-being is true, which is often required in some uncertainties situation. It was found that to obtain trust, interactional justice may be the main source of employees trust to their leader (Utami, Bangun, and Lantu, 2014).

Ethical values are the character of good faculty, so it is important to understand the relation between trust and organizational identification. Organizational identification is a cohesive force for maintaining the relationship between employee and employer in today's increasingly complex and boundary less organizations. To enhance will of staff for contributing to organization, the management must promote organizational justice; especially, suitable interpersonal treatment, fair wages and wellbeing from direct leader to their subordinates can help them to feel importance, identity and consequently create unique worth of employees themselves (Asadullah et al, 2017).

Organizational identification is the process of incorporated the attributes set that perceived included in an organization into self-concept of employee, producing the feeling of unity or participate fate between the individual and organization. Moreover, elevate self-esteem, self-knowledge, , and self-consistency have been considered as impulses for identification, expert have also mention that fundamental needs such as the desire for safety and reduce of uncertainty may be driven for identification. Social identification is a special case by which self-identity of employee is gain to a worthy extent from one's organization. When a staff strongly match with his/her organization, this link contains the grounds of attitudes and behaviors of employee in support of and consistent with the objectives of organization. At individual-level, there are number of antecedents to organizational identification that had outlined by scientists that interrelated significantly with the concept of organizational trust. For example, organizational identification is linked to safety desire of individual, reduces uncertainty feeling and a sense of order, and are concepts which form the center of trust of relationships. Other scientists have linked procedural justice within the

organization with organizational identification, which focused on justice of treatment and correct procedures for dealing with change. While procedural justice and organizational trust that perceived are featured constructs, the axiomatic link between the two has been well authenticated in the literature (Campbell and Im, 2015).

Organizational identification has stand out as indicator of outcomes that various at level of individual and organizational, either straight or through other variables playing as mediating role, such as organizational citizenship behaviors. Organizational citizenship behavior is a build that know as individual behavior that is optional, the formal reward system is not directly or explicitly recognized, and that in the general enhance the effective organization functioning'. Through this meaning there are three basic sign of organizational citizenship behavior: First, voluntary behavior of the individual. Second, the behavior must be giving benefits from perspective of an organization. Third, the multidimensional of organizational citizenship behavior (Podsakoff, Whiting, & Blume, 2014).

When the resource has allocated and rewards had determined by organization, employees may personally see this unfair, and may try to make balance the unfair through reducing input; often they don 't select the input that effect directly with work performance, because decrease this input type can affect their reward in future . On the contrary ,individual reward cannot affected by reducing organizational citizenship behavior, and lower its cost; in addition to organizational citizenship behavior can present or not, which is totally voluntary selected by themselves of employees, so mostly they are probably try to decrease such as this behaviors when they face unfair (Guangling, 2011).

In the present, faculties are more depend on their staff that are want to participate and promote change successful and are willing to help voluntarily their coworkers. Organizational Citizenship Behavior (OCB) is a benefit concept to show these voluntary staffs' behaviors that are over anticipations of their official role performance. So, citizenship behavior has a crucial role in understanding the organizational culture of faculties. For any faculty, it is significant and pressing to maintain and keep staff of excellent in order to enhance performance of organization. However, elevate the pays only to resolve the problem of citizenship behavior is not the suitable method; it is needful to concentrate on the impact of non-monetary factors (Zeinabadi and Salehi, 2011).

Although, numerous studies confirm positive relation that found between organizational citizenship behavior and identification. But in the years recently, the prevailing method has been exploration the relationship among organizational justice or

perception of trust and organizational identification in social identity form as well as organizational citizenship behavior (Demir, 2015). The precise relationship between justice, trust and identification of organization requires more studies to excessive clarification and investigation. So, the study was to investigate the relationship between organizational justice, trust, and identification with citizenship behavior of academic staff.

Significance

Faculty members occupy many and many roles and bear many goals that they strive to achieve it. This is their role as a teacher, as a researcher to develop science in addition to their role in the development, services and welfare of society. All these roles require many scientific, professional skill preparations and appropriate positive environment with full of justice, trust and identification, which motivating them to exert their maximum efforts and higher levels of organizational citizenship behaviors to achieve success and excellence for their faculty. Organizational justice, trust and identification deal with the perception of employees about payoff, outcomes, relation and sharing in decision-making process. On the other hand, organizational citizenship is a volunteer action of individual that are enhance and support the organization common goals. Such actions include provide help of other, well-disposed and collaboration among members of organization. These behaviors aimed to prevent devastating and unwanted actions in the organization and to get better the capacity and skillfulness of staff in addition to the faculties' productivity. Although, organizational justice, trust and identification are old studied topics in administration field, but generally; it has been ignored in the field of educational administration. So, the present study aimed to provide further analysis of these variables in high education.

AIM OF STUDY

To identify the relationship of organizational justice, trust, and identification with academic staff citizenship behavior at faculty of nursing - Mansoura University.

Research questions

- What are the academic staff perceptions for organizational justice, trust, and identification?
- What is the organizational citizenship behavior as perceived by academic staff?
- Are there relationship between organizational justice, trust, identification and citizenship behavior with personal characteristics of the academic staff?

- What are the relationships between organizational justice, trust, and identification with academic staff citizenship behavior at faculty of nursing- Mansoura University?

SUBJECTS AND METHOD

Design

Descriptive correlation design was used.

Setting

The study was conducted at Faculty of Nursing - Mansoura university that composed from 8 departments; Nursing Administration department, Med-Surgery, Pediatrics nursing, Community Health nursing, Psychiatric and mental health nursing, Woman health nursing and midwifery department, Critical care and emergency nursing department, Geriatric nursing department.

Subjects

All nursing academic staff working at Nursing of Faculty during the academic year 2017-2018 and not have managerial position. They are 160 nursing academic staff (41demonstrators, 50 assistant lecturers, 65 lecturers and 4 assistant professors). Professors were not included in the study because most of them had managerial position.

Tools of data collection:

Four tools were used for data collection.

Tool I: Organizational Justice Scale

This tool was developed by Niehoff and Moorman (1993) which composed of two divides. **The first divide** aimed to gather personal characteristics of the subject such as age, years of experience, scientific position and specialty area. **The second divide** included 9 items to assess subjective perceptions of staff regarding distributive justice (3 items), procedural justice (3 items) and interactional justice (3 items). The possible responses were (3) for agree, (2) for uncertain and (1) for disagree.

Scoring of tool:

Scores were calculated and classified into three levels, High (>75%), Moderate (50%-75%), Low (<50%), according to cutoff point (50%)

Tool II: Organizational Trust Scale

This scale adopted by **Lenard et al. (2002)** and **Tzafirir , Harel, Baruch & Dolan, (2005)** It consisted of 9 items to measure organization trust (3 items), Supervisory trust (3 items) and colleagues trust (3 items). The possible responses were (3) for agree, (2) for uncertain and (1) for disagree.

Scoring of tool:

Scores were calculated and classified into three levels, High (>75%), Moderate (50%-75%), Low (<50%), according to cutoff point (50%)

Tool III: Organizational Identification Questionnaire

It was adopted by **Cheny and Tompkins (2009)** and **Dutton et al. (1994)**. This questionnaire comprised of (10) items to assess two dimensions namely, Attractive identification (5 items) and Correlative identification (5 items). The possible responses were (3) for agree, (2) for uncertain and (1) for disagree.

Scoring of tool:

Scores were calculated and classified into three levels, High (>75%), Moderate (50%-75%), Low (<50%), according to cutoff point (50%)

Tool IV: Organizational Citizenship Behavior Questionnaire

It was developed by **Fox and Paul (2011)**, which contained 12 items to assess organizational citizenship behavior as perceived by the academic staff. The possible responses were (3) for agree, (2) for uncertain and (1) for disagree.

Scoring of tool:

Scores were calculated and classified into three levels, High (>75%), Moderate (50%-75%), Low (<50%), according to cutoff point (50%)

Content validity and reliability:

Data collection tools were translated into Arabic and content validity and relevance tested by a jury who were 5 academic staff from Faculty of Nursing at Mansoura University and Tanta University. The necessary modifications were performed.

Content validity index (CVI) for tools of the study: Organizational justice dimension were Distributive justice (0.883) Procedural justice (0.894) Interactional justice (0.865), Organizational trust were Faculty trust (0.912) Supervisory trust (0.897) Co-worker trust (0.879), Organizational identification were Attractive identification (0.895) Correlative identification (0.882) and Organizational Citizenship Behavior were (0.843)

Pilot study

Conducting pilot study on 10% of academic staff (16) randomly selected from different departments at faculty of nursing and was excluded from the sample to ascertain clarity and feasibility of tools and modifications were done based on their responses.

Ethical consideration

An official permission from Faculty responsible authority was obtained prior to the data collection. Academic staff informed consent was obtained after explaining the purpose of the research and they have the right to withdrawal from the study any time. Assuring the respondents that the data would be treated in strict confidence.

Filed of work

The sheet was distributed to fill, each sheet needs 15-20 minutes to be completed and period of data collection extended over 2 months from the beginning of February to the end of March 2018. All subjects interviewed for explaining the aim of the study.

Statistical Analysis

After data collection completing, tabulated the data and subjected to statistical analysis by SPSS in general (version 19) and Microsoft Office Excel for handling of data and presented in graphic. Quantitative variables are presented by Mean, Standard Deviation (SD), and Range (Maximum – Minimum). F-test (One Way Anova) was used to compare between more than two groups. Standard linear regression analyses were conducted. Pearson's correlation coefficient was used to test correlation between variables. Significance level was considered at $P < 0.05$.

RESULT:

Table (1): illustrates personal characteristics of the study subjects, 38% of the subject in age group (25-30 year), most of them 36% have experience years from 1-5. Also, high per cent 40% of academic staff were lecturer and 22%, 17% & 16% of them working on (Pediatric nursing, Community health and Medical surgical) departments respectively.

Table (2): Distribution of organizational justice, trust, identification as perceived by academic staff. The table mentioned that, (46.6%) of academic staff were disagree with distributive justice in the faculty, while high per cent 61.2% of them were agree with interactional justice and as a total organizational justice more than 44% were agree. In relation to total organizational trust, 42.6% of academic staffs were agree and more than 45% of them were agree with faculty and co-worker trust, while high per cent 41.6% of them were not sure regarding supervisor trust. More than half of academic staffs were agreed about attractive, correlative and total organizational identification. Lastly, the majority 71% of them were agreed toward organizational citizenship behavior.

Table (3): Present levels of organizational justice, trust, identification, and citizenship behavior as perceived by academic staff. High percent 43.8%, 61.9% & 80% of academic staff had high level of organizational trust, identification and citizenship behavior respectively, while (47.5%) of them had moderate level of organizational justice.

Table (4): Relationship between organizational justice, trust, identification and citizenship behavior with personal characteristics. The result displays statistically significant relation between organizational justice, trust, identification and citizenship behavior with demographic characteristics of academic staff. Regarding age, younger staff had higher mean scores for organizational justice, trust, identification and citizenship behavior than older staff. Also, less experienced academic staff had high mean scores for organizational justice and trust, while experienced academic staff had high mean scores for identification and citizenship behavior. In relation to position, lecturers' staff had the highest mean scores regarding organizational justice, trust, identification and citizenship than other position group. Academic staff working in Pediatric nursing department had the highest mean scores organizational justice, trust, identification and citizenship.

Table (5): show matrix correlation between sub-scales of organizational justice, trust, identification, and organizational citizenship behavior. Highly statistically significant correlations were found among sub-scales of organizational justice, trust, identification, and organizational citizenship behavior.

Table (6): show total correlation between organizational justice, trust and identification with organizational citizenship behavior as perceived by academic staff. Statistical significant correlations were found between organizational justice, trust and identification with organizational citizenship behavior.

Table (1): Personal characteristics of the study subjects (n= 160).

characteristics	No	%
Age (year)		
< 25	11	6.9
25 – 30	61	38.1
31 – 36	54	33.7
37 – 42	26	16.3
> 42	8	5.0
Experience (year)		
1-5	58	36.2
6-10	44	27.5
11-15	44	27.5
16-20	11	6.9
21-25	3	1.9
Scientific position		
Demonstrator	41	25.6
Assistant lecturer	50	31.3
Lecturer	65	40.6
Assistant prof	4	2.5
Specialty area		
Nursing administration	18	11.3
Medical surgical	26	16.3
Paediatric nursing	36	22.5
Geriatric nursing	16	10.0
Community health	28	17.4
Critical and emergency nursing	17	10.6
Psychiatric and mental health nursing	6	3.8
Woman health nursing and midwifery	13	8.1

Table (2): Distribution of organizational justice, trust, identification and citizenship behavior as perceived by academic staff (n= 160).

Items	Disagree		Not-sure		Agree	
	No	%	No	%	No	%
Distributive justice	75	46.6	36	22.6	49	30.8
Procedural justice	46	28.3	48	30.2	66	41.5
Interactional justice	15	9.2	47	29.6	98	61.2
Total organizational justice	45	28	44	27.5	71	44.5
Faculty trust:	44	27.5	44	27.5	72	45
Supervisor trust:	36	22.7	67	41.6	57	35.7
Co-worker trust:	31	19.4	54	33.5	75	47.1
Total organizational trust	37	23.2	55	34.2	68	42.6
Attractive identification:	24	14.7	47	29.3	89	56
Correlative identification:	18	11.1	49	30.6	93	58.3
Total organizational identification	21	12.9	48	30	91	57.1
Total organizational citizenship behaviour	15	9.3	32	19.7	113	71

Table (3): Levels of organizational justice, trust, identification, and citizenship behavior as perceived by academic staff (n= 160).

Levels	No	%
Organizational trust		
High (21 – 27)	70	43.8
Moderate (15 - 20)	61	38.1
Low (9 - 14)	29	18.1
Organizational justice		
High (21 – 27)	61	38.1
Moderate (15 - 20)	76	47.5
Low (9 - 14)	23	14.4
Organizational identification		
High (24 – 30)	47	29.4
Moderate (17 - 23)	14	8.8
Low (10 - 16)		
Organizational citizenship		
High (28 – 36)	128	80.0
Moderate (20 – 27)	30	18.7
Low (12 – 19)	2	1.3

Table (4): Relationship between organizational justice, trust, identification and citizenship behavior with personal characteristics of academic staff (n= 160).

personal Characteristics	Organizational justice	organizational trust	organizational identification	organizational citizenship
	Mean±SD	Mean±SD	Mean±SD	Mean±SD
Age				
▪ <25	19.45±5.53	20.63±3.52	25.45±3.64	28.72±3.55
▪ 25-30	17.86±3.62	18.36±4.23	21.98±4.77	31.44±3.89
▪ 31-36	22.74±5.07	23.00±5.20	27.90±4.16	33.09±4.56
▪ 37-42	17.23±2.65	16.92±3.89	23.15±5.84	29.76±4.03
▪ >42	17.12±3.52	16.37±2.55	22.00±8.21	29.00±3.33
F value / P value	12.94 / 0.000**	12.60 / 0.000**	11.56 / 0.000**	5.14 / 0.001**
Years of experience				
▪ 1-5 y	17.63±3.81	18.94±4.17	23.44±5.12	31.08±3.78
▪ 6-10 y	19.50±4.38	19.68±4.46	24.52±4.33	31.65±3.97
▪ 11-15 y	22.45±5.37	21.72±6.46	26.00±6.47	32.18±5.27
▪ 16 -20	17.36±2.57	17.36±2.46	21.72±6.87	29.27±3.95
▪ >20	19.00±3.60	16.00±4.35	28.00±2.00	31.00±4.35
F value / P value	8.23 / 0.000**	3.25/0.01**	2.39 / 0.05*	1.15/0.33
Position				
▪ Demonstrator	17.39±3.71	18.80±4.11	22.31±5.02	30.87±4.19
▪ Assistant lecturer	19.16±4.45	19.10±4.86	23.72±4.98	31.26±4.45
▪ Lecturer	21.06±5.19	21.21±5.38	26.70±5.08	32.12±4.20
▪ Assistant professor	19.25±2.98	13.75±2.62	17.25±8.84	27.50±4.43
F value / P value	5.49 / 0.001**	4.77/0.003**	9.49/0.000**	1.94/0.12
Department				
▪ Nursing administration	17.94±3.99	17.22±4.26	20.66±5.30	30.55±2.87
▪ Medical-surgical nursing	16.53±3.20	18.30±3.84	23.26±4.68	32.61±4.06
▪ Pediatric nursing	23.91±5.18	24.00±4.86	28.08±3.79	33.63±4.72
▪ Geriatric nursing	17.37±4.16	18.00±5.01	24.00±5.15	30.43±3.34
▪ Community health	20.42±3.54	19.85±5.18	23.75±6.67	31.53±3.91
▪ Critical nursing	18.64±4.24	17.94±4.46	23.76±5.25	28.82±5.06
▪ Psychiatric nursing	17.50±2.58	17.33±3.20	19.00±4.47	28.16±2.78
▪ Woman health and midwifery	17.76±2.80	19.76±3.11	27.00±3.41	29.92±3.61
F value / P value	10.02/0.000**	6.72 / 0.000**	6.01/0.000**	3.88/0.001**

**P<0.01

Table (5): Matrix correlation between sub-scales of organizational justice, trust, identification, and organizational citizenship behavior as perceived by academic staff (n= 160).

	Distributive	Procedural	Interactional justice	Faculty trust	Supervisor trust	Co-worker trust	Attractive identification	Correlative identification
Distributive	1							
Procedural	0.73**	1						
Interactional justice	0.37**	0.47**	1					
Faculty trust	0.72**	0.63**	0.55**	1				
Supervisor trust	0.65**	0.63**	0.48**	0.74**	1			
Co-worker trust:	0.44**	.35**	0.32**	0.52**	0.55**	1		
Attractive identification	0.53**	0.50**	0.44**	0.67**	0.56**	0.48**	1	
Correlative identification	0.45**	0.42**	0.36**	0.55**	0.47**	0.43**	0.78**	1
Organizational citizenship behavior	0.42**	0.45**	0.31**	0.46**	0.46**	0.47**	0.34**	0.39**

**P<0.01

Table (6): Total correlation between organizational justice, trust, identification, and organizational citizenship behavior as perceived by academic staff (n= 160).

Variable	Organizational Citizenship Behaviour.	
	r	p-value
Organizational Justice	0.479	0.000**
Trust	0.544	0.000**
Identification	0.391	0.000**

DISCUSSION:

Trust, justice and identification are an important for building blocks in creating and encouraging academic staff working in their faculty to exert more effort over standard as citizenship behaviors. The finding of the present study revealed that a statistically significant correlation was found between organizational justice, trust, and identification with academic staff citizenship behavior. Academic staff that had high level of organizational citizenship behaviors was high perceived of justice, trust, and identification.

This may be due to the staffs believed that they share in decision of organization and behave that work treated them fairly; this may improve citizenship behavior of the academic

staff. And the more the staffs perceive their organization as just, the higher the level of citizenship behavior. Organizational citizenship behavior that viewed at a desire to extend further effort for the benefit of organization, and a strong willingness to keep linked as member in organization may stem all from the impressions positively granted by fair procedures and perceptions of fairness, building trust for college and organizational identification.

The results of the present study go in the same line with that of Guoudarzvank (2011) who referred that there was a positive relationship between organizational justice and organizational citizenship behaviors among employees of public hospitals in Rasht. Along with previous results the study conducted by Zeinabadia & Salehi (2011) in public primary schools in Tehran offers novel support for the allegation that predicting teacher OCB focused on procedural justice, trust, job satisfaction and organizational commitment as important social exchange indicators for it.

Moreover, the study results support the hypothesis that said the justice of organization positively influence employee's citizenship behavior of organization by organizational identification (Guangling, 2011). Also, Chen and Jin, (2014) found that justice distributive and interpersonal justice effect positively on organizational citizenship behavior.

This result also congruent with the study done by Demir (2015) among Turkish pre-school teachers, who stated that there was a statistically relation in staff's organizational citizenship behavior with organizational trust and identification. Researchers Zeinabadia & Salehi (2011) suggested that college with high levels of staff identification, organizational justice and trust can be expecting to benefit from a more coherent atmosphere of work and high cooperation level, altruism, sharing and effort on behalf of the organization, including citizenship behaviors' levels.

Present study results are agree with another work inspecting the connect amongst organizational identification, justice, trust and organizational citizenship behaviors, which reveal that organizational identification, trust moderate employee OCB relationship (Srivasta and madan 2016). Podsakoff et al. (2009) confirmed that perceived organizational justice has association significant positively with organizational identification and trust; added to that organizational trust and identification in the hospital are associated positively with organizational citizenship behavior.

Meanwhile, in contradiction with the foregoing results, Karriker and Williams (2009) reported that distributive and procedural justice were not significantly related to OCB among working adult employees in United State of America.

Regarding organizational justice among academic staff, the present study shows that, the organizational justice that has highest value of perception appears in interactional justice added to that the second highest value was for procedural justice while the last was for distributive justice. And as a total near half of them were agree with faculty organizational justice and had moderate level of justice perception.

This may be due to implementation of procedures in the organization include the openness communication of the organization , voluntary acts of staff and being respectful toward them. Academic staffs in college of nursing treated with respect from their superior and discuss the content and implication of decision with them very clear. Staffs feel happy when they are informed about the working of the organizations and when administrators respect them. On the other hand, the academic staff believed their compensation is less to standard and their rewards and job responsibility unfair.

This result was in accordance with Buluc (2015) who has reported that the highest mean score belongs to interactional justice while the lowest mean score belongs to distributive justice among academic staff members from eight faculties of a state university in Ankara.

This result was also congruent with Turhan, Koprulu, and Helvaci (2016) who stated that interactional justice appears has the highest value of organizational justice perception. This due to that the staffs perceive the quality of the behaviors toward themselves and the rewards and gains they are given as a result of their energy they spend for the organization at an average level. In response to interactional justice which is to be the highest level of justice in the organization, this indicates that there is a kindly relation between supervisor and subordinates and deal in petting way.

Moreover, Olkkonen and Lipponen (2006) also stated that perceptions of organizational justice influence the justice to individuals provide positive social identity-relevant information. More specific, justice transfer to individuals the respect in their group and that they can be proud as members in this group. Organizational justice is fair treatment of organizations with employees that viewed in organizational connections and procedural

fairness with analyses and compare load of work, schedules of work, levels of payment, benefits to grasp the well-being (Fernandez & Awamleh, 2006).

Many studies congruent with the present study on that organizational justice effect of employees attitudes and behaviors. Organizational justice Long has been believed important for effective processes and management by managers and administrators of faculties. Organizational justice has been essential concept and practice in the field of organizational theory and behavior, (Caron, Ben Ayed and Vandenberghe 2013)

In relation to organizational trust, the result of the present study revealed that more than one third of the academic staffs were agree with faculty and co-worker trust, while the high percent of them were not sure regarding supervisor trust. As a total, more than one third of them had high level of trust.

This may be due to that the variance in trust in management over job and relational variables such as job autonomy and supervisory support can be explained based on the degree of fairness feeling of the staff regarding organization's performance appraisal system and job security, Organizational trust also is affected by overall policies and procedures of faculty when staff participating in relationship of trust with their organization, direct reciprocates OCB to individual and institution leading to organization functioning smoothly. Moreover, academic staff in their faculty believed that is trust worthy, their faculty takes care of them and fair to all staff and they were sure that their co-worker will help them to solve their problems, will give their hands when they needed and confidence in their co-workers job skills.

The finding was consistent with the study done by Singh and Srivastava (2016) who reported that the role of trust in supervisors and colleagues as a dimension of trust cannot be undermined, in addition to other factors related to job and climate of organization. and discovered that trust on colleagues was a tool in expecting more addition role behavior done directed towards an individual while, trust in supervisor revealed OCB directed towards both an individual and organization as opinions of 303 participants from all different managerial levels, working in different companies in services and manufacturing sector.

The results confirmed the past result which indicated that the organizational trust is associated with all the dimensions of organizational citizenship behavior. Also, Bayraktar (2017) mentioned that the perception of trust have an intermediate level of value in

supporting staff competent and the trust perception was found to have the highest average and organizational justice increase as staff' perception of trust in manager increases.

The result in relation to organizational identification; the study result indicate that more than half of the academic staff were agreed about attractive and correlative identification and as a total organizational identification, most of them had high level of identification. From the point of view of the researchers, this may be due to that the staff in the faculty identify more strongly with their organization and have a motivated strongly to think and handle problems of workplace from the view point of group interest' and they can define themselves in terms of connection strongly with and belonging deeply to the group.

Added to that they are more attracting to their faculty, they feeling proud of existence at their faculty as a member, image of it, and they have emotional strongly connection to it. They also take the faculty issues as their personal issues and it's their responsibilities to make it more competitive. The staff behaves more from the organization 'perspectives when they more connected with their organization.

Academic staff also believed that their hard work can be estimated in their college, continuing work in it can improve their work capabilities and they are happy the idea of continuing working in the future at this faculty. This finding was consistent with the study done Riketta (2005), who found that the staff have a great organizational identification will celebrate and perform through the norms and values of perspective of group, even if the work contract or methods of control does not request it clearly, because they have integrated their self-concept with the group norms and values.

Karanika-Murray, Duncan, Pontes, & Griffiths, (2015) stated that existence as a member of a specific organization that describing the domains of employee work (cognitions, attitudes, and behaviors) are linked to its values and goals. More specific, their feeling of being focused, integrated, connected and at the end identification. Also, the study congruent with Foreman, Silvestri, Whetten, and Bubenzer (2020) who demonstrate that Employees who have with their organization a strong identification are evaluates the organization positively, wanted to work continue for it and to exert their effort more best to advantage the organization.

Moreover, the finding of the study was consistent with the study done by Srivastava and Madan (2017) that proved that the organizational identification will have a positively significant effect on staff organizational citizenship behavior among middle-level managers

from various organizations sector of private and public in Delhi National Capital Region. Also, Demir (2015) found that the organizational identification plays important role in enhancing organizational citizenship behaviors among preschool teachers and it do as an integrated mediate technique of organizational citizenship behaviors, and perceived organizational justice among teachers.

Organizational citizenship behavior among academic staff at faculty of nursing Mansoura University, the present result show that high percent of the academic staff were agreed toward citizenship behavior and had high level of organizational citizenship behavior. Academic staff at faculty of nursing, Mansoura University provides help to their colleagues who have heavy workloads and the new employees, provide personal interest of the job of their colleagues, attendance at work is more than the norms, perform duties that are not needed but which improve college image, attend meeting that are voluntary but considered important. When staffs do something voluntary, it has mostly positive outcomes.

The present result is confirmed by Organ, Podsakoff, and MacKenzie (2005), who saw that OCBs are a specific type of work behavior that are identified as behaviors of individual that are benefit to the organization and are discretionary not explicitly or directly identified by the authoritative system of reward.

These results also were confirmed by Jung and Hong (2008) who said that OCBs determines basically the willingness of employees to provide the effort and collaborate to contribute to the productivity, employee satisfaction, customer satisfaction, and quality. In the same point Foote et al. (2005) illustrated that OCBs of universities teachers are very high as the results reveal this. As teachers with high OCBs will be become high cooperative, very supportive and merciful in problems solving of students and do the education which is more outclass the quality of education level that is beneficial for the universities.

In agreement of the present study, Turhan et al (2016) has reported that the level of the staff's perception about organizational citizenship behavior is found to be near the highest level. Moreover, Lee, Kyoung- Kim, Hyung Kim (2013) supposed that staff could execrate OCB when they feeling fairness in the process of decision-making, having care and support from leaders and perceive simplicity of the organizational process.

The study done by Alim and El-Sayed (2017) at faculty of nursing in Port Said University, said that accreditation of faculty contributed to high feeling of OCB,

organizational commitment, and organizational trust among most of the academic staff. Also, a descriptive study conducted in Upper Egypt universities by Abdalla et al. (2013), who found that almost all demonstrators and assistant lecturers agree on organizational commitment and OCB.

The result in relation to Personal data, according to the present study, younger and less experienced academic staff had high mean scores for organizational justice and trust, while older and experienced staff had high mean scores of identifications. A logical explanation from the researcher view for this is that because older employees present in the organization for a long time period than other younger employees they are more likely to have spotted situations or experiences violation of trust on management.

The finding of the present study is in agreement with the study done by Chen et al (2016) who indicated that older employees were less trust on managers than new employee. On the other hand, in the same result, the average grade of trust increased along with participant' length time of tenure, with participants employed for more than ten years registered the highest mean rank of trust, as contrary with those employed for one year or less in relation to trust, have the lowest mean rank.

In addition to this, Lecturer had the highest mean scores regarding organizational justice, trust, identification and citizenship behaviors than other position group. Yilmaz and Tasdan, (2009) stated that according to field of study, teachers perceptions of organizational citizenship did not turn with seniority and sex and the teacher opinion about organizational citizenship were positively. Also, Mohammad Amin et al. (2013) and Uzonwanne (2014) failed in their research to discover a significant relationship between OCB and level of education.

A meaningful negative relationship between OCB and its dimensions with level of education were confirmed by another study that carried out by Uzonwanne (2014). There is inconsistent with Nadiri and Tanova (2010) showed in their work that a positive statistical relationship was found between educational statuses with OCB.

CONCLUSION

As we can see, organizational justice, trust and identification are significant for academic staff citizenship behaviors. It is natural and certain that those academic staff who believe that they have behaved in a fair manner, treated respect and sharing in decision

have much more positive attitudes towards their job, and exert high Organizational citizenship behaviors as helping others, liking the job, and attempts to protect their faculty. Younger and less experienced academic staff was more perceived for organizational justice and trust, while older and experienced academic staff was more perceived for identification and citizenship behavior. Correlation was found between Organizational citizenship behaviors with organizational justice, trust and identification. Academic staffs that exert high citizen behavior were high feeling of justice, trust and more identification in their faculty.

RECOMMENDATIONS

- Management of faculty should exert the efforts to enhance academic staff's organizational justice perception through: implementing fair policies, start from resources and compensation allocation fairly and provide similar chance for academic staff to share in process of the decision making.
- Developing academic staff's organizational trust perception by ensure that rights and benefits are satisfied for the staff. The faculty should make effort to problem solving of their staff by provide needed resources, provide support to their staff enough and fair. The faculty to receive trust from the staff must be demonstrating its trust and support for them.
- Raise academic staff's high awareness on organizational identification through: Supplying a significant work connection with academic staff corresponds to their values. Permit for their staff to use their experience and perform their duties, and this can elevate potential of the staff. Improving the work relationship of professional and communication between academic staff and the faculty. Building a system for always support to staff to eliminate feeling of isolation and helpless at work

REFERENCES

Abdalla, S. M., Mohamed, F. R., & Araf, S. M. (2013). Organizational citizenship behaviors among teaching staff at nursing faculties in Upper Egypt. *Journal of American Science*, 7, 9:347–363

Alim, M. M. A., & El-Sayed, R. I. (2017). Organizational attributes and its relation to organizational citizenship behavior among academic nursing staff. *Egypt Nurs J*, 14(1): 25-30

Altuntas, S., & Baykal, U. (2010). Relationship between nurses' organizational trust levels and their organizational citizenship behaviors. *Journal of nursing scholarship*, 42(2), 186-194.

Asadullah, M. A., Akram, A., Imran, H., & Arain, G. A. (2017). When and which employees feel obliged: a personality perspective of how organizational identification develops. *Revista de Psicología del Trabajo y de las Organizaciones*, 33(2), 125-135.

Bayraktar, H. V., & Girgin, S. (2017). Investigation of the Relation between Trust in the Manager and Organizational Justice. *Journal of Education and Practice*, 8(8), 208-217.

Buluc, B. (2015). The relationship between academic staff's perceptions of organizational justice and organizational citizenship behaviors. *Studia Psychologica*, 57(1), 49-62

Campbell, J. W., & Im, T. (2015). Identification and trust in public organizations: A communicative approach. *Public Management Review*, 17(8), 1065-1084.

Caron, I., Ayed, A. K. B., & Vandenberghe, C. (2013). Collective incentive plans, organizational justice and commitment/Regimes collectifs de remuneration variable, justice organisationnelle et engagement/Regimenes colectivos de remuneracion variable, justicia organizacional y compromiso. *Relations Industrielles/Industrial Relations*, 68(1), 95-120.

Chen, C. H. V., Wang, S. J., Chang, W. C., & Hu, C. S. (2008). The effect of leader-member exchange, trust, supervisor support on organizational citizenship behavior in nurses. *Journal of Nursing Research*, 16(4), 321-328.

Chen, H., & Jin, Y. H. (2014). The effects of organizational justice on organizational citizenship behavior in the Chinese context: The mediating effects of social exchange relationship. *Public Personnel Management*, 43(3), 301-313.

Cheney, G., & Tompkins, P. K. (1987). Coming to terms with organizational identification and commitment. *Communication Studies*, 38(1), 1-15.

Demir, K. (2015). The Effect of Organizational Justice and Perceived Organizational Support on Organizational Citizenship Behaviors: The Mediating Role of Organizational Identification. *Eurasian Journal of Educational Research*, 60, 131-148.

Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative science quarterly*, 239-263.

Fernandez C and Awamleh R. (2006): Impact of organizational justice in an expatriate work environment. *Management Research News*; 29(11): 701-712.

Foreman P, Silvestri C, Whetten D, and Bubenzer Ph (2020): Organizational identity comparison, organizational identification, and organizational commitment. *Academy of Management Annual Meeting Proceedings*; (1):210-39

Fox S and Spector E. (2011): Organizational citizenship behavior checklist, Loyola University Chicago, University of South Florida.

Guangling, W. (2011). The study on relationship between employees' sense of organizational justice and organizational citizenship behavior in private enterprises. *Energy Procedia*, 5, 2030-2034.

<http://dx.doi.org>

Goudarzvandchegin, M., Gilaninia, S., & Abdesonboli, R. (2011). Organizational justice and organizational citizenship behavior case study: Rasht public hospitals. *International Journal of Business Administration*, 2(4), 42.

Imamoglu, S. Z., Ince, H., Turkcan, H., & Atakay, B. (2019). The effect of organizational justice and organizational commitment on knowledge sharing and firm performance. *Procedia Computer Science*, 158, 899-906.

Jung, J. Y., & Hong, S. (2008). Organizational citizenship behaviour (OCB), TQM and performance at the maquiladora. *International Journal of Quality & Reliability Management*. 25 (8), 793-808.

Karanika-Murray, M., Duncan, N., Pontes, H. M., & Griffiths, M. D. (2015). Organizational identification, work engagement, and job satisfaction. *Journal of Managerial Psychology*.

Karriker, J. H., & Williams, M. L. (2009). Organizational justice and organizational citizenship behavior: A mediated multifoci model. *Journal of management*, 35(1), 112-135.

Kim B (2019): Unstable jobs can't cultivate good organizational citizenship behaviors: The sequential mediating role of organizational trust and identification. *Journal of Environmental Research and Public Health*; 16(2019).

Lee, U. H., Kim, H. K., & Kim, Y. H. (2013). Determinants of Organizational Citizenship Behavior and Its Outcomes. *Global Business & Management Research*, 5(1), 54-65

Lenard Ch, Joanne C, Wayne J. (2002): The development and consequences of student project groups. *Journal of Marketing Education*; 24:24-34.

Nadiri, H., & Tanova, C. (2010). An investigation of the role of justice in turnover intentions, job satisfaction, and organizational citizenship behavior in hospitality industry. *International journal of hospitality management*, 29(1), 33-41..

Niehoff, B. P., & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management journal*, 36(3), 527-556.

Olkkonen, M. E., & Lipponen, J. (2006). Relationships between organizational justice, identification with organization and work unit, and group-related outcomes. *Organizational behavior and human decision processes*, 100(2), 202-215.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2005). *Organizational citizenship behavior: Its nature, antecedents, and consequences*. Sage Publications.

.Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual-and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of applied Psychology*, 94(1), 122.-141.

<https://doi.org/10.1037/a0013079>

Riketta, M. (2005). Organizational identification: A meta-analysis. *Journal of vocational behavior*, 66(2), 358-384..

Singh, U., & Srivastava, K. B. (2016). Organizational trust and organizational citizenship behaviour. *Global Business Review*, 17(3), 594-609.

<http://gbr.sagepub.com>

Srivastava, S., & Madan, P. (2016). Understanding the roles of organizational identification, trust and corporate ethical values in employee engagement–organizational citizenship behavior relationship: A study on Indian managers. *Management and Labor Studies, 41*(4), 314-330.

Turhan, M., Köprülü, O., & Helvacı, I. (2016). The Relationship between academic staff's perception of organizational Justice and demographic factors: A Case Study in Foundation Universities in Turkey. *International Review of Management and Business Research, 5*(4), 1406-1413

Tzafir, S. S. (2005). The relationship between trust, HRM practices and firm performance. *The International Journal of Human Resource Management, 16*(9), 1600-1622.

Utami, A. F., Bangun, Y. R., & Lantu, D. C. (2014). Understanding the role of emotional intelligence and trust to the relationship between organizational politics and organizational commitment. *Procedia-Social and Behavioral Sciences, 115*, 378-386.

<http://dx.doi.org/10.1016/j.sbspro.2014.02.444>

Uzonwanne, F. C. (2014). Organizational citizenship behavior and demographic factors among oil workers in Nigeria. *Journal of Humanities and Social Science, 19*(8), 87-95.

Yilmaz. K., Tasdan M., (2009). Organizational citizenship and organizational justice in Turkish primary schools. *Journal of educational administration, 47*(1), Pp. 108-126.

Zeinabadi, H., & Salehi, K. (2011). Role of procedural justice, trust, job satisfaction, and organizational commitment in Organizational Citizenship Behavior (OCB) of teachers: Proposing a modified social exchange model. *Procedia-Social and Behavioral Sciences, 29*, 1472-1481.

العدالة التنظيمية والثقة وتحديد الهوية وتأثيرها على سلوك مواطنة أعضاء هيئة التدريس

د. / أحلام محمود الشاعر¹ ، د. سحر حسن هلال²

الخلاصة

تتعامل العدالة التنظيمية والثقة وتحديد الهوية مع تصور أعضاء هيئة التدريس لمكافآت الإنصاف والعلاقة والمشاركة في عملية صنع القرار التي تعزز الموظفين لتقديم جهد كبير يفوق توقعات الدور الرسمي كمواطنة تنظيمية. وهي سلوكيات فردية تتمثل في المساعدة والتعاون بين أعضاء هيئة التدريس وتجنب الأعمال الغير مرغوب فيها لتحسين مهارات أعضاء هيئة التدريس . **الهدف:** التعرف على علاقة العدالة التنظيمية والثقة والتوافق مع سلوك أعضاء هيئة التدريس من حيث المواطنة. **التصميم:** تم استخدام الارتباط الوصفي. المكان: كلية التمريض جامعة المنصورة. **عينة الدراسة:** جميع أعضاء هيئة التمريض بكلية التمريض خلال العام الدراسي 2017-2018 وليس لديهم منصب إداري (160). **الأدوات:** تم استخدام أربعة استبيانات منظمة: مقياس العدالة التنظيمية ، مقياس الثقة التنظيمية ، استبيان تحديد الهوية التنظيمية واستبيان سلوك المواطنة التنظيمية. **النتيجة:** 43.8% و 61.9% و 80% في المنه من أعضاء هيئة التدريس لديهم مستوى عالٍ من الثقة التنظيمية والتعرف وسلوك المواطنة على التوالي ، بينما (47.5%) منهم يتمتعون بمستوى متوسط من العدالة التنظيمية. يتمتع أعضاء هيئة التدريس بمستوى عالٍ من سلوك المواطنة التنظيمية وكانوا يشعرون بالعدالة والثقة والهوية. وهناك ارتباطات ذات دلالة إحصائية بين سلوك المواطنة التنظيمية مع العدالة التنظيمية والثقة والهوية. **الخلاصة:** تعد العدالة التنظيمية والثقة وتحديد الهوية شيئا مهما لسلوكيات مواطنة أعضاء هيئة التدريس. هناك علاقة ذات دلالة إحصائية بين المتغيرات والسمات الشخصية للعينة كما أيضا وجدا ارتباط بين سلوكيات المواطنة التنظيمية مع العدالة التنظيمية والثقة والهوية. **التوصيات:** يجب أن تبذل إدارة الكلية جهودًا لتحسين العدالة التنظيمية المتصورة للموظفين الأكاديميين والثقة وتحديد الهوية من خلال: توفير فرصة متساوية لأعضاء هيئة التدريس للمشاركة في عملية صنع القرار.