

Relationship between Organizational Justice and Employee Turnover Intentions among Employees of Public Universities

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ABSTRACT

Globally, universities enhance economic productivity through teaching, research and outreach. Despite this contribution, retention of competent employees has become more challenging to managers of universities in Kenya as is indicated by a previous study that university academic and non-academic staff turnover is 12% and 11% respectively; which is way above the acceptable 5% for the functional staff. Whereas studies show that turnover is influenced by organizational justice (OJ) there still exists dearth knowledge about the predictive validity of organizational justice perceptions in its total components on turnover intentions. The study sought to determine the relationship between organizational justice and employee turnover intentions among the employees of public universities in western Kenya. Guided by Equity theory, it was conceptualized that independent and dependent variables are organizational justice, and employee turnover intentions respectively. Out of a population of 4,986 comprising academic and non-academic staff, a sample of 372 was drawn determined by Yamane's formula. Study results were: Organizational justice had a positive significant $R^2=.972$, ($P=.000$) indicating that it accounts for 97.2 % variance in turnover intentions. Its elements namely distributive justice ($\beta = -.305$, $p = .001$); procedural justice ($\beta = .120$, $p=.171$) interactional justice ($\beta = -.808$, $p= .000$); R^2 changes from .637($p=.000$) to .945 ($p=.000$). The level of OJ indicated by distributive justice, procedural justice and interactional justice was low and this led to high levels of turnover intentions. It is recommended that the public universities' efforts on organizational justice be increased because a high level of organizational justice attenuates turnover intentions.

Keywords: Relationship, Organizational Justice, Employee turnover intentions, Public Universities

INTRODUCTION

In the contemporary world, universities are faced with complex challenges Frese and Fay (2000). With increasing pressure of globalization, technology, international competition, changing employment relationships and increasing workforce diversity, universities these days are facing several problems, with many of them struggling for survival. According to Frese and Fay (2000), "The major expenditure that most universities are facing is the cost of labor in the form of employees that are highly qualified, innovative and competitive for long run success of the organization".

Employee turnover occurs when employees leave their jobs and must be replaced. Replacing exiting employees is costly to organizations and destructive to service delivery. It is therefore imperative for management to reduce, to the minimum, the frequency at which employees, particularly those that are crucial to its operations leave. Therefore the concern of any organization is not only to attract the best talents or skills but also to manage employee retention.

Retention is a voluntary move by an organization to create an environment which engages employees for long term (Chaminade, 2007). The main purpose of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on productivity and service delivery. However, retention of high performing employees has become more challenging for managers as this category of employees frequently move from one job to another since they are being attracted by more than one organization at a time. Hendricks (2006); notes that employees with scarce skills are in great demand and are becoming difficult to source. When these categories of employees are eventually sourced, they

become even more difficult to retain not only in the public sector but also in the private sector. The private sector managers admit that one of the most difficult aspects of their jobs is the retention of key employees in their organizations (Litheko, 2008). Most of the time when these employees move, they migrate to competing organizations with the knowledge and trade secrets acquired from their former employers thereby creating an even more critical situation for the latter (Abassi and Hollman, (2000). Empirical studies such as Stovel and Bontis (2002) have shown that employees, on average switch employers every six years. This situation demands that management should identify the reason/s for this frequent change of employment by employees. Once this reason/s has been identified, management can then devise retention strategies that will help in keeping essential employees for a rather longer tenure. Theoretical arguments link job dissatisfaction to turnover intentions and subsequent turnover. A low level of justice perceptions greatly creates dissatisfaction.

Organizational justice examines employees' perceived fairness in the workplace. The fostering of justice is an important requirement for the effective delivery of the core university services Kashyap *et. al.* (2007). Organizational justice has been examined as a three-dimensional construct consisting of (1) distributive justice, (2) procedural justice, and (3) interactional justice. Distributive justice relates to the perceived fairness of reward allocation and has been mentioned as the beginning of organizational justice. Byrne and Cropanzano (2001). Distributive justice evolved from equity theory, Adams (1965). Adams viewed the relationship between employee and organization as a social exchange. Employees contribute time and effort to the organization (inputs) and in return receive compensation and benefits (outcomes). Employees' perceptions of equity or inequity are based on a social comparison with a reference person or group. Procedural justice examines the process by which rewards are allocated. The basis for procedural justice was Thibaut and Walker's (1975) work regarding litigants' perceived justice in legal proceedings. A key component of procedural justice is voice (Folger 1977). Allowing participants a voice in the proceedings can mitigate the outcome. Thus, even if the outcome is unsatisfactory to participants, allowing a voice in the process can alleviate dissatisfaction hence reduce turnover.

The critical nature of a university in provision of its core mandate, and the fact that organizational justice is managerially controllable, suggests that this construct merits careful consideration. Despite the expected benefits of employee retention for longer tenure, little is known about organizational justice and its relationship with employee turnover much as studies point out that it has an effect on job satisfaction. No

study has established the status of combined organizational justice elements namely (distributive, procedural and interactional justice) and their joint relationship with turnover intention.

Globally, employee turnover has been a challenge to most organizations. Workforce turnover presents a dilemma to all companies around the world. Some estimate that the cost of losing and replacing a single employee can equal more than twice that employee's salary, with costs increasing further based on the departing employee's seniority. Ramlall (2003) estimates the cost of employee turnover as 150% of an individual employee's annual salary. This cost can be substantial especially when high profile employees or high number of employees is involved. Workforce challenges vary by industry, location, and other differentiating factors, but rising employee turnover rates affect virtually all employers. For example, Millennials, who now make up the majority of the workforce in USA, change jobs more frequently than previous generations. Compdata Surveys & Consulting in their latest survey done in March 2018 tracked turnover rates from more than 30,000 US employers. Alarming, within the last seven years alone, voluntary turnover has risen steadily across all industries, increasing from 9.1% to a whopping 13.5% since 2010. That represents a 48% increase in voluntary turnover, clearly indicating the fact that employees are now in the driver's seat in today's highly competitive labor market. Gallup estimates Millennial turnover costs the US economy \$30.5 billion a year. According to Compdata Surveys & Consulting, Tech companies (software, not hardware) had the most turnover in 2017 with a 13.2% rate. Retail-a historically high-churn sector follows closely behind at 13.0%, while media/entertainment (11.4%), professional services (11.4%), and government/education/nonprofit (11.2%) round out the top five. Over the last few years, these sectors have consistently seen the highest turnover rates.

Locally, employee turnover has its fair share of challenges both in private and public sectors, manufacturing and services industries. This study is being undertaken within the context of Kenyan public universities. Kenya gained independence from the British colonialists in 1963. By independence, it had one university college (University College of Nairobi) which was affiliated to the University of East Africa. It became a fully-fledged University in 1970. From one public university, there are currently thirty one public universities and thirty three private universities. Universities, whether public or private, are training grounds for students undertaking various comprehensive courses in order to translate theory into practice (Adeniji, 2011). For an academic institution, its most talented and highly skilled employees are the faculties. Committed and competent faculties are

valuable to an institution because they can ensure that good education is being delivered to the clients (i.e. students). This is important because it increases the reputation of the institutions, which in turn lead to the successful future of not only the institution, but also the students and overall economy (Echevarria, 2009). However, retaining talented faculties is not easy, especially in the current economic conditions, whereby all academic institutions are competing for faculties at the global level. For example, a university in the USA, International Journal of Economic Perspectives ISSN 1307-1637 © International Economic Society <http://www.econ-society.org>. University of Wisconsin-Madison, reported in 2016 that they are able to retain only 77 percent of the faculty members who were offered a job elsewhere (Brown, 2016). The demand for highly talented and skilled faculty has enhanced their mobility (Ng'ethe *et al.*, 2012). According to Blazer, (2006) it has been found that about 20% of faculty members leave the job after three years and about 30% of them leave the profession after five years. The problem of employee retention is even more significant for the public universities. The public universities are facing harsh competitions from the private universities

Objective of the Study

The study sought to determine the relationship between organizational justice and employee turnover intentions among employees of public universities in Kenya.

MATERIALS AND METHODS

Research Design

The study adopted a cross-sectional survey type of correlation design. Correlation is aimed at determining nature, degree and direction of relationships. The design tested hypotheses and met the objectives of the study. Survey was viewed as being suited for such research (Sekaran 2006). The approach is effective in handling research which needs information from different people and there is convenience of comparison. Survey is also important where the purpose of the study is to determine the extent to which variables relate to each other (Nachmias & Nachmias 2008) and provides both logical inferences. The beginning of a research is the specification of research paradigm after defining the topic of concern. Research paradigm is a broad view or perspective of a study (Taylor *et al.*, 2006) or patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigations is accomplished (Weaver and Olson, 2006). Dill and Romiszowski (1997) advanced the importance of research paradigm. They highlighted its functions as those of defining how the world works, how knowledge is extracted from this world and how one is to think, write, and talk about this knowledge and; defining the type of questions to be asked and the methodologies to be used in answering them. They

also argued that a paradigm structures the world of the academic worker and provides its meaning and its significance. The study used both quantitative and qualitative methodology and a positivist approach. This was due to the belief that research focuses on facts, examines causality and fundamental laws and then simplifies elements (Armstrong 2009). Positivism is referred to phenomenology because it can address a wide range of situations at the same time it may be relevant to policy decisions if statistical data is aggregated in large samples (Easterby-Smith *et al.*, 1991). The quantitative paradigm is also in tandem with the main purpose of the study (Creswell 2014), which is to investigate the relationship between job satisfaction, and employee turnover intentions in public universities of western Kenya. The use of a mixed method design that involves both quantitative and qualitative approaches will enrich the study and more particularly considering that the two variables (organizational justice and employee turnover intentions) are behavioural in nature.

Sample and Venue

The study was conducted in 5 public universities in western Kenya region. Western Kenya region comprises 8 Counties namely: Kisumu, Siaya, Kakamega, Migori, Homabay, Vihiga, Busia and Bungoma formerly Western and Nyanza provinces, located at (0°30'N 34°40'N). It covers 20013.4 kms² with a population of 9,792,196 (Kenya National Bureau of Statistics 1999) There are 5 public universities in western Kenya region namely: Jaramogi Oginga Odinga University of Technology, Kibabi University, Maseno University, Masinde Muliro University of Science and Technology and Rongo University. In the recent past, public universities in Kenya have continued to experience increasing employee turnover rates. According to Republic of Kenya National Bureau of Statistics in 2014, public universities in Kenya have experienced a 12% turnover of employees with Western Kenya region leading. This is considered high based on the recommendation by International Centre for Human Development at below 2%. The total study population consisted of employees of public universities in western Kenya region. The 5 public universities in western Kenya have a total employee population of 4,986 Stratified random sampling was used to obtain a sample from each university. This was done by first getting the population of academic and non-academic staff of each university. Using proportional allocation to determine the number of staff per stratum per university, a total of 142 academic staff and 230 non-academic staff were sampled. There after simple random sampling was used to select respondents. Simple random sampling is that method of drawing a portion or sample of a population so that each member of the population has an equal chance of being elected (Wolhuter *et al.*, 2003:26). Stratified random sampling facilitates achievement of the desired representation of various

sub groups within a population of distinct categories of different sizes (Mugenda 2008).

Data Collection Instruments

This study used a structured questionnaire designed to reflect employee attitudes and perceptions towards their level of job satisfaction and turnover intentions. The instrument was adapted from Rusbult *et al.*, (1988) and Saunders *et al.*, (1992) for job satisfaction and turnover intentions respectively. For this study, the items tapping the theoretical constructs were developed based on the literature review. Questionnaire items for the five job satisfaction constructs were scored along a five (5) point Lickert scale ranging from 1 = “strongly dissatisfied” to 5 = “very satisfied” with number (3) = “somewhat agree”. With respect to dependent variable (turnover intentions), respondents scored along a five (5) point Lickert scale ranging from 1= “strongly disagree” to 5 = “strongly agree” with number (3) being “somewhat agree”. Keeping the original format, higher scores on the scale suggest high perception levels of job satisfaction. The questionnaire captured the main study items and was used to obtain the primary data from the sample. Lickert scales were used because they communicate interval properties to respondents and therefore produce data that can be assumed to be interval scaled (Madsen, 1989). A five point scale was considered sufficient and used throughout because reliability is not enhanced in any way by higher resolution scales (Forker *et al.*, 1997). Further, an interview schedule was used to collect qualitative primary data in the form of narrations. Secondary data was collected through review of existing documented information.

Piloting

To achieve reliability, Masinde Muliro University of Technology was randomly selected for pilot study. Convenient sampling was used to select 10 respondents comprising of four academic and six non-academic staff. (Cohen, Manion, & Morrison, 2013). Isaac and Michael (1995) suggested 10 – 30 participants for a pilot test. Piloting was important for the study in detecting possible flaws in the questionnaires. The reliability of the instruments was estimated after the pilot study using the Cronbach’s reliability coefficient (Cronbach 1951), which is a measure of internal consistency. According to George and Mallery (2003), an instrument that has more than .70 Cronbach’s Alpha is considered to be very reliable given the high internal consistency. No rule was used to determine the number of respondents used (Melopdy and Herzberg, (2008). However care was taken to isolate the respondents selected for participation in the pilot test. Questionnaires were personally administered to the selected pilot test respondents upon introduction and collected immediately upon completion or depending on the respondent’s wish. The respondents who wished to complete the questionnaire later were

allowed two or three days to ensure that they did not forget. Interpretation was given to the respondents where it was required or requested. Upon collection of the filled questionnaires, they were inspected for completeness then coded for processing using SPSS. Data generated from the pilot study revealed that all the employees were married and that Five employees were within the age bracket of (31-40) One within (41-50), Two within (26-30), One within (18-25) and the remaining One was within the bracket of over 50. The analysis also revealed that Eight had achieved university education while two had achieved Tertiary College level. Six of them had attained between 10-15 years of experience, Three had attained between 5-10 years while only One had attained between 0- 4 years of experience.

Data Collection Procedures

The data collection instruments were printed out and packed and a letter of introduction was obtained. Identification and training of five research assistants was done. A pre-visit to the five public universities purposely to identify any significant challenges that might arise as well as to declare intention to serve the research instruments and to prior identify the respondents was done. The research assistants personally administered the data collection instrument accompanied by a letter of introduction to the respondents. Most questionnaire forms were collected immediately they were completely filled by the respondents. However, some respondents had wished that they be collected later. These respondents were given a week to complete filling the forms.

Data Analysis Procedure

Data was prepared or analysed by editing, coding, categorizing and recording in the numerical order of objectives (Churchil & Lacabucci, 2004; Sekaran and Bougie, 2009). The Statistical Package for Social Sciences (SPSS) version 24.0 was used to process and analyse data. Hypotheses were tested at 5% level of significance ($p = 0.05$) whereby null hypothesis with a p-value that was < 0.05 was rejected while one whose p-value was > 0.05 was accepted. Qualitative data was analysed using descriptive statistics whereas quantitative data was analysed using inferential statistics. This approach was deemed appropriate since descriptive methods tend to be stronger in validity but weak in reliability whereas inferential statistics tend to be stronger in reliability but weak in validity (Kibwage 2002, Odondo *et al.*, 2007). Moreover Bubbie (1986) indicates that the use of both methods aids the researcher in gaining a higher degree of reliability and validity. Descriptive statistics involved the computation of frequency distribution, mean, and standard deviation was used to summarize the data so as to indicate their explanatory capacity.

RESULTS													dissatisfied for three constructs namely: Distributive	
	N	1		2		3		4		5				
Frequencies and percentages		f	%	f	%	f	%	f	%	f	%	Mean (μ)	SD	
Because of dissatisfaction at work place I have often thought of quitting my job in the university.	372	23	6.2	35	9.4	44	11.8	62	16.7	208	55.9	4.07	1.269	
I often dream about getting another job that will better suit my personal needs	372	26	7.0	33	8.9	43	11.6	63	16.9	207	55.6	4.05	1.287	
Its highly likely for me to accept another job at the same compensation level should it be offered to me.	372	26	7.0	32	8.6	41	11	64	17.2	209	56.2	4.07	1.282	
I am frequently emotionally agitated when arriving home after work	372	26	7.0	32	8.3	42	11.3	64	17.2	209	56.2	4.07	1.279	
I often spend valuable hours outside workplace	372	26	7.0	32	8.6	43	11.6	61	16.4	210	56.5	4.07	1.286	
Valid N (list wise)												4.066	1.281	

Extent of organizational justice among employees of public universities in western Kenya

Organizational justice refers to employee perceptions of fairness in the workplace. These perceptions can be classified into three categories: distributive, procedural and interactional.

Distributive justice is the fairness associated with decision outcomes and distribution of resources. The outcomes or resources distributed may be tangible (e.g., pay) or intangible (e.g., praise). Perceptions of distributive justice can be fostered when outcomes are perceived to be equally applied.

Procedural justice is the fairness of the processes that lead to outcomes. When individuals feel that they have a voice in the process or that the process involves characteristics such as consistency, accuracy, ethicality, and lack of bias then procedural justice is enhanced.

Interactional justice refers to the treatment that an employee receives as decisions are made and can be promoted by providing explanations for decisions and delivering the news with sensitivity and respect.

The extent of organizational justice was measured using 18 items on a summated scale ranging from (1) to (5) where (1) represents strongly dissatisfied, (5) represents very satisfied and (3) represents somewhat

justice, Procedural justice and interactional justice. Each construct was measured by 6 items. The findings reveal that the level of organizational justice in public universities in western Kenya is “low” in regard to distributive justice ($\mu = 2.47$), procedural justice ($\mu = 2.01$) and interactional justice ($\mu = 2.49$). The overall mean score for all the 18 items on the level of organizational justice was (μ) =2.246 with a standard deviation (SD) of .88 indicating “low” levels of organizational justice. The SD value of .88 indicates a less variation implying near similarity in the responses on the level of organizational justice

Table1: The extent of employee turnover intentions

1=St disagree, 2= Disagree, 3= somewhat disagree, 4= Agree, 5= strongly agree **Source:** Survey Data 2020

This implies that even though the means for all items indicate they were rated low ($2.01 \leq \mu \leq 2.49$), the spread of the responses from the mean of each item were close, implying that universities human resource management practices regarding organizational justice are almost similar.

Extent of turnover intentions among employees of public universities in western Kenya

An employee turnover intention was conceptualized as the dependent variable in this study. It was indicated by ambition/impatience, dissatisfaction/frustration with the status quo and low commitment/boredom/disappearing acts. Respondents were asked to state the extent to which they agreed with statements about employee turnover intention. The responses were elicited on a 5 point Likert scale of 1 to 5 representing (1- Strongly disagree, 2- Disagree, 3- Somewhat agree, 4, Agree; and 5- Strongly agree). Higher scores on the scale reflect higher levels of turnover intentions. Table 1 presents the results.

A total of five items were used to measure employee turnover intentions among public universities in western Kenya. The mean response score for all the items was 4.066 meaning they strongly agreed with the statements and implying very high turnover intentions should opportunity arise. Besides, the mean standard deviation for the items is (1.281) with the least being 1.269 for the item “Because of dissatisfaction at work place I have often thought of quitting my job in the university” and the highest being 1.287 “I often dream about getting another job that will better suit my personal needs”. This indicates a minimal overall deviation of responses from the mean response. Majority of the respondents (80.5 %,) agreed that they often spend valuable hours outside workplace. This implies a totally demoralised worker who may quit anytime opportunity knocks. The descriptive results arising from the analysis of the extent of employee turnover intentions through its five items were further supported by findings from the interviews conducted with some of the senior university officers and analyzed qualitatively. When asked if they would consider quitting the university should opportunity arise, majority (about 90%) agreed that they would give it a quick consideration. They further cited existence of injustices in regard to distributive, procedural and interactional justices as the major reasons for a quick consideration to quit should

opportunity arise. They also concurred that they seldom attend important board/committee/senate meetings but if they do, they don’t contribute.

Table 3 Organizational justice and employee turnover intentions

a Organizational justice predictors (constant) Distributive justice ,Procedural justice and Interactional justice.

Source: Survey Data 2020

The results arising from the two analyses therefore provide sufficient indicator that public universities have very high propensity to employee turnover. The intentions are high, only opportunities are being waited for. The results are consistent with (Abassi and Hollman, 2000; Hewitts Associates, 2006; Sherman *et al.*, 2006; (Ineson, Benke, & László, 2013) who highlighted the reasons for employee turnover in the organizations.

The relationship between organizational justice and employee turnover intentions among the employees of public universities in western Kenya region

This research objective two sought to determine the relationship between organizational justice and employee turnover intentions among the employees of public universities in western Kenya region.

The hypothesis postulated that organizational justice does not have statistical significant relationship with employee turnover intentions. Consequently, a multiple regression model was hypothesized. The construct scores were estimated by obtaining the mean response score of all items per case under each construct. After testing assumptions of multiple regressions, the study established a linear relationship between organizational justice and employee turnover intentions as shown on tables 2 and 3.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.085	.022		278.187	.000
1					
Distributive justice	-.381	.109	-.305	-3.488	.001
Procedural justice	.156	.114	.120	1.371	.171
Interactional justice	-.846	.029	-.808	-28.834	.000

a. Predictors: (Constant), Interactional, Procedural, Distributive

b. Dependent Variable: Turnover intentions

Source: Survey Data 2020

The results of the regression model on table 2 shows that organizational justice which is indicated by distributive justice, procedural justice, and interactional justice has a very strong significant correlation ($R = .986$). $R^2 = .972$ and is also significant. Similarly, the adjusted $R^2 = .972$ and is also significant. The shrinkage in this case is 0.00 (0.972 - 0.972) which is a below the level of 0.5 suggested by Field (2005), confirming that the model is valid, has stability for prediction and predicts variance of employee turnover intentions at 97.2%.

Table 3 presents the analysis of the organizational justice constructs. The constructs have beta standardized coefficients and p values as follows: distributive justice ($\beta = -.305$, $p = .001$); procedural justice ($\beta = .120$, $p = .171$) and interactional justice ($\beta = -.808$, $p = .000$). Beta coefficients represent the degrees to which the independent variables each explain the dependent variable. Therefore, distributive justice ($\beta = -.305$, $p < 0.05$) and interactional justice ($\beta = -.808$, $p < 0.05$) are both negatively significant predictors of turnover intentions while procedural ($\beta = .120$, $p > 0.05$) is insignificant predictor of employee turnover intentions.

The unstandardized and standardized beta coefficients of distributive and interactional justice imply inverse relationships with turnover intentions since their coefficient values are negative.

Depending on the organizational justice scale which ranged from (1) to (5) where (1) represents strongly dissatisfied, (5) represents very satisfied and (3) represents somewhat satisfied, and for turnover intentions scale of 1 to 5 representing (1- Strongly disagree, 2- Disagree, 3- Somewhat agree, 4- Agree; and 5- Strongly agree), increase in any of the two scales causes decrease or attenuation in the variables. This means that a unit increase of each causes decrease in turnover intentions equivalent to respective coefficient value and vice versa. Therefore, a unit increase in distributive justice causes 0.381 units decrease in turnover intentions, a unit increase in interactional justice causes 0.846 units decrease in turnover intentions while a unit increase in procedural justice causes insignificant change in employee turnover intentions if others were to be held constant.

This means that whenever a university or organization invests in enhancing distribution and interactional justice, then there would be a reduction in turnover intentions and the negative outcomes of turnover.

The results reveal that organizational justice explains turnover intentions by 97.2% which is very high. This implies that turnover intentions are contingent upon the organizational justice perceptions created by university authorities.

DISCUSSION

The findings of this study; that organizational justice explains turnover intentions by 97.2% variance is in conformity with J. Stacy Adams Equity theory which posits that perceived fairness at work place generates increased employee satisfaction hence increased retention.

This result is in conformity with Folger (1977) who postulates that allowing participants a voice in the proceedings can mitigate the outcome. Thus, even if the outcome is unsatisfactory to participants, allowing a voice in the process can alleviate dissatisfaction hence reduce turnover intentions. It is also in conformity with Bies and Moag (1986) who asserts that organizational justice contains items measuring truthfulness and justification from along with items measuring timeliness, specificity, and reasonableness as also proposed by Shapiro, Buttner, and Barry (1994).

While an investigation by Halil Nadiri & CemTanova (2010) on the role of justice in job satisfaction and organizational citizenship behavior in hospitality industry revealed that distributive justice tended to be a stronger predictor of all of the study variables compared to procedural justice, this study however, found interactional justice as a stronger predictor than distributive justice. These findings suggest that the perceived interactional unfairness of an organization (in this case public universities) may have more impact on employee turnover intentions than the perceived personal outcomes that employees receive. This is probably so because we are in an era where majority have embraced and embedded the value of interaction through information technology. Positive interactions increase good feelings, increase morale and improve work satisfaction. Negative interactions create confusion, anxiety, tension and uncertainty, which adversely affect work efficiency and thus eventually create turnover intentions. Leaders, managers and human resources professionals should not leave workplace interactions to chance but should instead take time, energy and resources to help everyone in the organization develop the skills for positive interactions.

This result further suggests that university authorities and other organizations may have to facilitate positive interactions within their respective organizations by modelling behaviours that result in great experiences for instance by taking a negative scenario and transferring it into a positive interaction for everyone. An example is team building exercises which can transform a negative dynamic between two employees who did not understand each other before the exercises, into a dynamic in which these two employees walk away from the exercise with a new appreciation of the others point of view. The university authorities need to upscale their investments towards enhancing interactional fairness by putting in place

appropriate corresponding policies and regulations governing this measure of justice.

Previous reviews by Ponnu and Chuah (2010), Alptekin *et al.*, (2016) and Agbaeze, Ogbo & Uche (2018) focused their studies on organizational justice and employee commitment; both HalilNadiri & CemTanova (2010) and Hasan Ali Al-Zu'bi (2010) investigated organizational justice and job satisfaction. Hasan Ali Al-Zu'bi (2010) in his study further investigated the role of justice and organizational citizenship behavior. Moorman (1991) also focused on the relationship between organizational justice and organization citizen behaviors. Only Khan *et al.*, (2016) explored the effect of distributive, procedural and interactional justice on Employees' job turnover using observational investigations which has a limitation of being too subjective and dependent on the role of the researcher hence may make the research findings unreliable.

The current study departed from observational investigation and instead used cross sectional survey and both quantitative and qualitative method to avoid being subjective. Its findings determined that organizational justice explains turnover intentions in public universities by 97.2% variance which is a very strong relationship. It also determined that only distributive and interactional justice had impact on turnover intentions while procedural had no impact. The null hypothesis that organizational justice does not have statistical significant relationship with employee turnover intentions was therefore rejected. Therefore, the contribution of this study are the findings on how organizational justice impact on turnover intentions.

CONCLUSIONS

From the findings, conclusions are that the level of organizational justice is low among the employees of public universities in western Kenya. Likewise, public universities have not yet put sufficient emphasis on distributive and interactional justice. These two phenomena explain the finding that public universities have very high propensity to employee turnover evidenced by its high levels of turnover intentions.

RECOMMENDATION(S)

Findings of this study have important implications for institutions of higher learning and practitioners. Based on the findings the study has the following recommendations:

- i. The management of universities should develop policies aimed at enhancing distributive, Procedural and interactional justice levels so as to enhance employees'

- ii. Managers must take all necessary steps to ensure that supervisors follow justice guidelines. For this reason, organizational training should have the dual aim of increasing awareness among management regarding the deleterious effects of injustice, while at the same time supporting their efforts to introduce and enforce fair procedures, treatment and outcomes.
- iii. It is critical for management to take steps to devise new policies and/or overhaul existing policies to create an environment in which injustice is minimized. One option might be to explain the decision-making process behind such things as pay raises and promotions. Specifically, the management of public universities should enhance procedural and interactional justice by ensuring that proper procedures such as those for recruitment, disciplinary procedures, and so on are followed so that historical injustices at work place are attenuated.
- iv. Vital informational documents that constitute the right of a worker such as Terms of Service etc should not be held by the employer as this may amount to a violation of a right but should be available to the worker on time. Such transparency with employees about policies and standards would most likely increase morale and encourage an atmosphere of trust and partnership between management and employees. In short, the organization must strive to lessen the effects of job stressors by creating a positive work culture and instituting credible standards of fairness.
- v. it is essential for organizations to develop organizationally sponsored programs that provide closer support to employees so that they can build a positive perception of interpersonal justice. This might be in the form of encouraging workers to openly discuss their job stressors, emotional demands and emotional exhaustion with their supervisors and coworkers. In other words, interpersonal justice might be the most important component of organizational justice in encouraging work outcomes such as job satisfaction, organizational loyalty and work performance because employees prefer to rely on formal and/or informal communication with their immediate supervisors rather than organizational mandated norms and policies.

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