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Organizational justice and administrative management: an analysis from the perspective of human talent in university contexts

La justicia organizacional y gestión administrativa: un análisis desde la percepción del talento humano en contextos universitarios

Justiça organizacional e gestão administrativa: uma análise a partir da percepção do talento humano em contextos universitários

Abstract

Introduction: the performance of organizational justice plays a crucial role in shaping perceptions of fairness within educational institutions, directly influencing well-being and work commitment. **Objective:** to identify how administrative management affects the perception of organizational justice at the Technical University of Machala, considering three dimensions: distributive, procedural, and interactional. **Method:** a quantitative study was conducted with 400 faculty members and administrative staff, yielding a Cronbach's Alpha of 0.99, which indicates high reliability of the collected data. **Results:** perceptions of organizational justice vary across university groups; while faculty members report more favorable evaluations, administrative staff exhibit significantly lower perceptions. **Conclusion:** on average, 67.5% of respondents indicated that administrative management is positive across the three dimensions. This highlights the importance of implementing and strengthening equitable management strategies that foster a fairer and more productive organizational environment.

Keywords: Ecuador, higher education, equity, administrative management, organizational justice

Resumen

Introducción: el desempeño de la justicia organizacional juega un rol importante con respecto a percepción de equidad dentro de las instituciones educativas, influyendo directamente en el bienestar y el compromiso laboral.



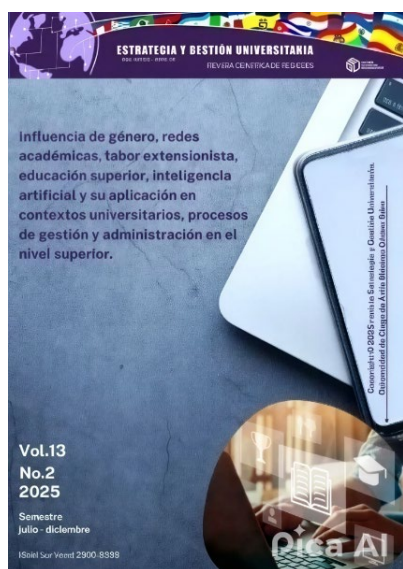
Objetivo: identificar cómo la gestión administrativa influye en la percepción de justicia organizacional dentro de la Universidad Técnica de Machala, considerando tres dimensiones: la distributiva, la procedimental y la interaccional. **Método:** a través de un estudio cuantitativo, aplicado a 400 profesores y empleados administrativos, se obtuvo un Alfa de Cronbach de 0.99, lo que refleja una alta confiabilidad en los datos recopilados. **Resultados:** la percepción de justicia organizacional varía entre los distintos estamentos universitarios, mientras que los profesores tienen una valoración más favorable, el personal administrativo presenta una percepción significativamente menor. **Conclusión:** en promedio, el 67.5% de los encuestados indican que es positiva la gestión administrativa en sus tres dimensiones, es por ello la importancia de implementar y mejorar las estrategias de gestión equitativas que fomenten un ambiente organizacional más justo y productivo.

Palabras clave: Ecuador, educación superior, equidad, gestión administrativa, justicia organizacional

Resumo

Introdução: o desempenho da justiça organizacional desempenha um papel fundamental na percepção de equidade dentro das instituições de ensino, influenciando diretamente o bem-estar e o comprometimento laboral. **Objetivo:** identificar como a gestão administrativa influencia a percepção de justiça organizacional na Universidade Técnica de Machala, considerando três dimensões: distributiva, procedimental e interaccional. **Método:** foi realizado um estudo quantitativo com 400 docentes e funcionários administrativos, obtendo-se um Alfa de Cronbach de 0,99, o que reflete alta confiabilidade dos dados coletados. **Resultados:** a percepção de justiça organizacional varia entre os diferentes segmentos universitários; enquanto os docentes apresentam avaliações mais favoráveis, os funcionários administrativos demonstram percepções significativamente menores. **Conclusão:** em média, 67,5% dos participantes indicaram que a gestão administrativa é positiva em suas três dimensões. Isso evidencia a importância de implementar e aprimorar estratégias de gestão equitativas que promovam um ambiente organizacional mais justo e produtivo.

Palavras-chave: Equador, ensino superior, equidade, gestão administrativa, justiça organizacional



Introduction

Organizational justice is relevant in the dynamics of educational institutions, as it directly influences motivation, job performance, and perceptions of equity among members of an institution. From the equity theory proposed by Adams (1965), it has been argued that employees evaluate justice based on their contributions and the benefits received, establishing comparisons with their colleagues. This perception impacts their level of satisfaction and commitment to the organization (Greenberg, 1990).

In the university context, organizational justice emerges as an essential factor in promoting organizational citizenship behavior (OCB). Das and Mohanty (2023) demonstrated, through an empirical study in higher education institutions, that when employees perceive justice in the distribution of resources, institutional procedures, and interpersonal treatment, they develop a greater willingness to voluntarily engage in actions that transcend their contractual roles. Such behavior strengthens collaboration, institutional commitment, and organizational efficiency, which is particularly relevant in educational contexts where human capital is the main asset. It is emphasized that OCB does not arise spontaneously but is deeply influenced by perceptions of equity and legitimacy in administrative practices and human resource management (Das & Mohanty, 2023).

Universities, as key agents of social development, must conceive human resource management from a transformative and integrative logic, moving beyond dichotomous approaches and embracing collaborative and interdisciplinary models. This entails rethinking administrative management as a strategic function that articulates resources, processes, and human relationships aimed at strengthening institutional commitment and organizational efficiency (Carvajal-Pérez, 2021).

From a university perspective, organizational management should focus on strengthening administrative practices that enable adequate planning, resource utilization, and evaluation of outcomes, as elements that directly impact the sense of equity and belonging among institutional actors. In this regard, Ramírez et al. (2023) argue that strategically oriented administrative management enhances organizational capabilities, fosters continuous improvement, and consolidates the achievement of objectives through human capital as a structuring axis.

Recent literature indicates that the perception of organizational justice is closely linked to employees' emotional experiences. Studies, such as that of Zavaleta et al. (2024), reveal that organizational commitment significantly increases when institutions promote a culture based on equity, transparency, and recognition. This perspective complements classical postulates by integrating the affective dimension of justice, highlighting its role in building healthy and sustainable work environments.

Sora et al. (2021) analyze how the perception of organizational justice can mitigate the negative effects of job insecurity on worker performance, particularly depending on the type of contract. Their study shows that when employees perceive justice in processes, decisions, and relationships within the organization, they are more likely to maintain adequate performance, even in contexts of job uncertainty, underscoring the value of equitable treatment in adverse times.

Since the establishment of the International Labour Organization (ILO) in the early 20th century, a decisive milestone was marked in labor history by institutionalizing global concern for workers' rights and conditions, placing social justice at the forefront of the debate. Although significant progress has been made in improving working conditions, fundamental challenges persist that affect the valuation and recognition of work in various contexts, as well as the expected social recognition in certain sectors.

Organizational justice finds its roots in the equity theory by Adams (1965), based on the principle of social comparison. However, it was Greenberg (1990) who formally introduced the term by referring to how workers perceive equity or inequity in their work environment. This perception is closely linked to equity and fairness in organizational interaction. Since the 1960s, interest in understanding how organizational practices impact employee attitudes and behaviors has increased, leading to the consolidation of organizational justice as a complex and multidimensional phenomenon.

Wiseman and Stillwell (2022) provide a comprehensive and updated view of the concept of organizational justice, proposing a clear typology that includes distributive, procedural, interpersonal, and informational justice. They emphasize that these dimensions depend not only on formal structures but also on everyday practices and leadership styles. They underline that high levels of perceived justice enhance motivation, reduce stress, and improve commitment, while its absence can erode organizational trust.

Quispe and Paucar (2020) enrich this perspective by highlighting key principles of scientific management, including planning, personnel selection, control, and execution, as essential pillars for efficient organizational management. Meanwhile, Galván-Vela (2024) emphasizes the need to maximize efficiency through division of labor, clear authority, defined responsibility, and organizational discipline. From this perspective, organizations are understood as social systems in which cooperation and effective communication are crucial for achieving strategic objectives.

In this sense, Amzulescu and Butucescu (2021) investigated how the perception of organizational injustice can lead to counterproductive work behaviors, noting that this link is mediated by job alienation. When employees feel that decisions and processes in their work environment are unjust, they commonly experience emotional disconnection from their tasks, which in turn increases negative attitudes such as absenteeism, disinterest, or low productivity.

Recent studies have shown that weak organizational management can have direct consequences on employee job satisfaction, especially in public institutions. Bernales-Mendoza et al. (2022) demonstrated that deficiencies in compliance with regulatory instruments translate into lower levels of commitment and well-being among employees. These findings reinforce the need to strengthen organizational structure from a systemic perspective, ensuring coherence between administrative processes and the work experience of human talent.

University management cannot be understood outside its contextual

particularities. As Hill (2022) states, higher education institutions must integrate innovation, ethics, and sustainability as pillars of their organizational model. In this regard, university administration is called not only to manage resources but also to create learning environments that strengthen institutional identity and enhance human talent, recognizing their experiences and capabilities as the driving force for institutional development.

From a strategic perspective, Gamarra et al. (2022) argue that the effectiveness of university administrative management depends on leaders' ability to establish strong connections with staff through clear and participatory communication processes. This view aligns with the concept of interactional justice, highlighting that the legitimacy of institutional decisions is strengthened when collaborators perceive that their opinions are heard and valued within the organizational system.

Coherent administrative management aligned with the principles of organizational justice not only fosters staff stability and commitment but also enhances institutional innovation capacity. As Martin et al. (2024) note, universities that develop organizational practices based on ethics and institutional learning are better positioned to face environmental challenges and respond effectively to contemporary social demands.

Organizational justice has generated significant interest across various fields of knowledge due to its key role in workplace dynamics. Numerous studies agree that it directly influences fundamental aspects such as workers' emotional health, their level of commitment to the institution, job satisfaction, as well as performance and collaborative attitudes within organizations. Table 1 summarizes relevant findings that illustrate how these perceptions of equity relate to individual and collective performance:

Table 1
Research on organizational justice and administrative management

Authors	Research findings
Adamovic (2023)	This review emphasizes that the central objective of organizational justice should be to create fair work environments. It recommends that future studies focus on combating workplace injustice through collaborations with organizations, developing applied research that generates sustainable structural changes.
Aliedan et al. (2022)	Analyzes how perceptions of distributive injustice and job insecurity, intensified during the COVID-19 pandemic, influence unethical behaviors by employees in favor of the organization. The study highlights that these conditions generate an increasing intention to leave the position, acting as a mediator between the perceived

unjust environment and dysfunctional behaviors adopted to protect job stability.

Cao (2022)

Examined how interpersonal injustice within the workplace can foster knowledge hiding behaviors among employees. The study revealed that when individuals perceive unfair treatment from colleagues or superiors, they are more likely to withhold valuable information as a form of protection or response. This effect intensifies in contexts with high stress levels due to high-performance work practices.

**Domínguez &
Hernández (2020)**

A favorable perception of organizational justice can become a driver for innovation within nonprofit organizations, fostering an environment of trust, openness, and collaboration that enhances staff commitment and facilitates the implementation of significant changes for institutional benefit.

**García-Rubiano et
al. (2023)**

Through structural model analysis, they show that perceptions of procedural and interpersonal justice enhance organizational commitment. They highlight that perceived justice is key to retaining talent and maintaining a healthy work environment in public institutions. They confirm that fair administrative management increases staff motivation and sense of belonging. The study reveals that clear communication, meritocratic processes, and participation in decision-making strengthen dimensions of organizational justice.

**Garnica et al.
(2022)**

Results showed that certain profiles, such as men, those with stable employment, and those linked to scientific areas, tend to manage their emotions better. Conversely, administrative staff exhibited higher stress levels compared to professors, who felt more capable of handling their tasks, especially when balancing family responsibilities or other activities.

**Martínez-Mejía et
al. (2022)**

Implicit expectations between employee and organization, along with perceived support, influence job burnout and the decision to stay or leave, revealing key factors affecting staff well-being and stability.

Muala et al. (2022)

They demonstrate that perceptions of organizational justice significantly reduce turnover intention. Their study highlights how factors such as workplace bullying, stress, and organizational silence mediate and moderate this relationship. Fair and equitable management contributes to improving the work environment and

talent retention in high-pressure settings like the health sector.

Pinedo et al. (2023)

Organizational behavior becomes an essential axis for assessing internal efficiency and collective performance, as it directly impacts service quality, productivity, and interaction dynamics among those within the organization.

Rodríguez et al. (2022)

The research demonstrated that overall organizational justice relates negatively to work stress, and this link is partially mediated by work-family conflict. Additionally, it provides evidence for the need to incorporate psychosocial well-being strategies.

Sikandar et al. (2022)

Their study shows that perceptions of organizational justice enhance job satisfaction and reduce turnover intention. In multicultural contexts, interpersonal justice plays a central role in generating collaborative and cohesive environments.

Sora et al. (2021)

The study validates that job insecurity negatively impacts performance, but this effect is mediated by perceptions of organizational justice. It highlights how the type of contract influences this relationship, providing relevant insights for designing fairer labor policies.

Trincado-Muñoz et al. (2020)

They highlight that organizational justice acts as a key factor in the relationship between customer orientation and job performance. Their research shows that when employees perceive a fair environment, both in processes and interpersonal treatment, they feel more motivated to adopt customer-centered behaviors, positively impacting their individual performance and the overall results of the organization.

Vera & Hinojosa (2025)

In the university context, there is a perceived absence of recognition for individual effort, leading to a widespread belief that regardless of the level of commitment or dedication, there will be no fair recognition. Simultaneously, there is a sense that even in cases of poor performance, no penalties will be applied. This perception has negatively impacted staff motivation, weakening their willingness to enthusiastically face daily responsibilities. Consequently, increases in staff turnover, a decline in service quality, and low job satisfaction levels have been observed.

Source: Authors' own elaboration.

The results of this research highlight the decisive role that institutional policies play in how employees perceive organizational justice, and how this



perception is reflected in critical factors such as commitment to the institution, motivation, job satisfaction, organizational identification, civic attitudes in the workplace, and reduced absenteeism. Despite the significance of these aspects, the academic literature linking administrative management with perceptions of organizational justice in the context of higher education remains limited. This gap underscores the need to generate knowledge that allows for a better understanding of how administrative practices affect the way both professors and administrative staff experience equity in their work environment.

Organizational justice should not be viewed as an isolated construct but rather as a reflection of an institutional culture capable of generating trust, participation, and transparency. León and Villanueva (2025) emphasize that solid institutions, both economically and organizationally, are those that can strategically guide human talent toward collective development, reducing turnover and improving institutional legitimacy through clear and equity-oriented management practices.

In the context of public organizations, strategic human resource management emerges as a decisive factor for achieving institutional efficiency and long-term sustainability. Various systematic studies demonstrate that appropriate planning, coupled with policies of inclusion, continuous training, and participatory leadership, not only enhances organizational performance but also strengthens the perception of equity among human talent (Quisque & Contreras, 2025). These practices contribute to generating more equitable work environments, enhance employee commitment, and favor a greater identification with institutional values and objectives. Integrating a strategic perspective on human resource management is crucial for understanding the construction of perceptions of organizational justice within public universities, where various profiles and labor expectations coexist.

Based on this, the present study aims to deepen the relationship between administrative management and organizational justice. Specifically, it proposes to analyze how these practices impact perceptions of justice within the Technical University of Machala, using its three fundamental dimensions as a framework: distributive (related to equity in resource allocation), procedural (linked to transparency in processes), and interactional (referring to interpersonal treatment and the quality of communication). The methodological approach adopted is based on an empirical analysis supported by surveys administered to professors and administrative staff, which will allow for the identification of similarities and differences in their perceptions. From the results, the study aims to propose institutional strategies aimed at strengthening internal equity, optimizing human resource management, and contributing to the establishment of a just, participative, and development-oriented organizational climate.

Methods and materials

This study adopted a quantitative approach with the objective of analyzing the perception of organizational justice at the Technical University of Machala during the year 2022. Data collection was conducted via structured surveys administered to a representative sample of 400 employees, including professors and

administrative staff, selected from a total population of 588 workers.

The methodological design was descriptive and correlational, allowing for the characterization of participants' perceptions and the exploration of possible relationships between the analyzed variables. The instrument used was a structured questionnaire built on a five-point Likert scale, specifically designed to measure perceptions of organizational justice across three key dimensions:

- **Distributive justice:** Evaluated perceived equity in the allocation of incentives, rewards, and opportunities for professional development.
- **Procedural justice:** Inquired about the valuation of administrative processes in terms of transparency, impartiality, and consistency.
- **Interactional justice:** Explored the quality of interpersonal treatment and communication received from management levels.

For data analysis, measures of central tendency (mean, median, and mode) were utilized, along with tests for group comparisons, to identify possible differences between the perceptions of professors and administrative staff. Statistical processing was carried out using Stata software, ensuring proper information management and rigorous analysis based on criteria for internal consistency and methodological validity.

Regarding instrument validation, a reliability analysis was conducted based on the results obtained from the survey. Given that the factors evaluated are designed to capture a common response trend, which is often not directly observable, consistent and stable measurements are essential, especially considering the representativeness of the sample. For this purpose, the Cronbach's alpha coefficient was employed, widely recognized as a statistical measure of internal reliability. This coefficient estimates the degree of coherence among the items comprising the same analytical dimension, functioning as a weighted average of the correlations between them. Its application provided sufficient evidence to support the internal consistency of the questionnaire, thus ensuring the robustness of the instrument used to evaluate perceptions of organizational justice. Based on the variances, Cronbach's alpha was calculated according to the following relationship:

$$\alpha = \left(\frac{k}{k-1} \right) \left[1 - \frac{\sum_{i=1}^k S_i^2}{S_t^2} \right]$$

Where:

S_i^2 = Variance of each factor

S_t^2 = Total variance of the factors

k = Number

The reliability of the instrument used in this study was evaluated through the calculation of the Cronbach's alpha coefficient, a widely accepted statistical measure for estimating the internal consistency of Likert-type scales. This coefficient allows for determining the extent to which items of the same construct

are correlated, thereby reflecting the homogeneity of the instrument. According to the criteria proposed by Christmann and Van Aelst (2006), a value greater than 0.70 is considered statistically acceptable and evidences adequate reliability of the measurement instrument.

The target population of the study consisted of academic and administrative staff at the Technical University of Machala (UTMACH), with a total of 588 individuals, including professors, workers, and administrative personnel. To ensure the representativeness of the results, minimum sample sizes were estimated: 74 surveys for the academic group and 60 for the administrative group, considering a margin of error of 10% and a confidence level of 95%. However, to strengthen the validity of the analysis, 250 surveys were administered to professors and 150 to administrative personnel, achieving a total of 400 valid surveys.

The sample selection considered only individuals with over three years of tenure within the institution as an inclusion criterion to ensure sufficient experience in the evaluated administrative processes. This methodological decision aligns with the statistical principle that a larger sample size reduces estimation error and strengthens the robustness of findings. Notably, with a margin of error of 5% and a confidence level of 99%, the formula for estimating population proportions indicated a minimum sample size of 312 surveys. Therefore, the decision to apply 400 surveys not only exceeds this threshold but also enhances the statistical validity of the study, providing a solid and reliable basis for analyzing the results.

Results and discussion

Table 2 presents the processing of data obtained from the factors evaluated in the questionnaire administered to the total sample of 400 participants. Each of the nine factors considered (incentive programs, workplace communication, performance evaluation, integration, working conditions, promotions, conflict management, among others) was addressed by 100% of the respondents. This total coverage ensures the integrity and consistency of the statistical analysis, allowing for a comprehensive representation of perceptions regarding the various dimensions of administrative management that influence organizational justice. The inclusion of these factors is relevant within the university environment, as they are key elements for assessing equity, process transparency, and the quality of labor relations within the institutional framework.

Table 2

Data processing by factors

Factors	N	Percentage
Incentives (PI)	400	100.0%
Workplace communication (CL)	400	100.0%
Disengagement of human talent (DTH)	400	100.0%

Evaluation (PE)	400	100.0%
Labor integration (IL)	400	100.0%
Improvements for working conditions (MCT)	400	100.0%
Promotion and career advancement (PAL)	400	100.0%
Complaints and claims (QR)	400	100.0%
Conflict management (MC)	400	100.0%

Source: Authors' own elaboration.

It is observed that 89.9% of the collected data corresponds to two main groups: professors and administrative staff. The difference in volume compared to the next most representative group is approximately four times smaller (see Table 3), reinforcing the predominance of these two blocks in the analyzed sample. While grouping only professors and administrative staff would exclude the remaining 10.1%, distributed across three smaller categories, this loss of information does not compromise the robustness of the analysis, as the excluded data represent a marginal fraction and do not alter the central trends identified in the study. This methodological decision allows for a comparative analysis focused on the two most relevant groups within the study population.

Table 3

Frequencies of roles by function

Function	Frequency (F)	Percentage (%)	Cumulative percentage
Professors	259	64.7	64.7
Administrative staff	101	25.2	89.9
Academic authorities	10	2.5	92.4
Administrative directors	20	5.1	97.5
Workers	10	2.5	100
Total	400	100.0	

Source: Authors' own elaboration.

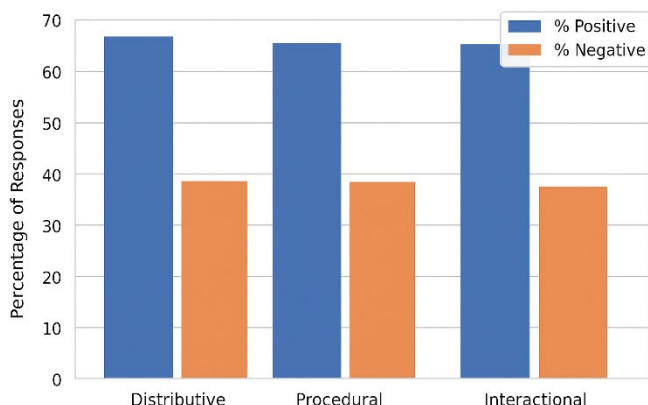
The analysis of Cronbach's alpha yielded a coefficient of 0.990 for the nine factors evaluated in a sample of 400 participants. This result indicates a high level of reliability in the collected data, validating the internal consistency of the scale used. The main findings of the study concerning the three dimensions of organizational justice allow for clear and comparative identification of the most relevant perceptions, as well as the population groups that exhibit higher levels of criticism. It is noted that, although the overall perception is positive, specific

challenges persist: in the distributive dimension, administrative staff report lower satisfaction; in the procedural dimension, weaknesses are concentrated in the complaint mechanisms; and in the interactional dimension, both populations agree on the need to improve organizational communication.

Figure 1 illustrates the proportion of positive and negative responses concerning the three evaluated dimensions of organizational justice. It is observed that the distributive dimension received the highest percentage of favorable perceptions (69.8%), followed by the interactional dimension (66.7%) and the procedural dimension (66.2%). These results suggest that respondents generally value equity in the allocation of incentives, interpersonal treatment, and the transparency of administrative processes; however, opportunities for improvement still exist. The obtained results are presented below:

Figure 1

Perception by dimension



Source: Authors' own elaboration.

Distributive Justice

In the distributive justice dimension, participants evaluated their perceptions regarding three fundamental components: opportunities for promotion and advancement, incentive programs, and improvements in working conditions. These aspects allow for understanding how collaborators value equity in the distribution of benefits, recognizing whether individual efforts translate into fair rewards within the institutional environment.

Regarding promotion and advancement programs, 66.5% of participants rated them as good or very good, while only 17.5% expressed a negative opinion. These data suggest a predominantly positive assessment regarding professional growth opportunities.

Concerning incentive programs, 62.25% evaluated them favorably, highlighting their influence on staff motivation. However, 17.5% expressed some

dissatisfaction, indicating the need to review and strengthen certain aspects of this component.

With respect to working conditions, such as access to infrastructure and technological resources, 66.5% expressed a positive perception, compared to 12.25% who voiced discontent.

Overall, the results indicate that the perception of distributive justice within the institution is largely favorable: 69.8% of respondents rated the analyzed programs positively. This suggests that collaborators directly associate organizational equity with the recognition of individual effort and the fair distribution of opportunities and benefits.

Procedural Justice

Procedural justice was analyzed based on participants' perceptions of three key aspects related to institutional management: performance evaluation processes, mechanisms for submitting complaints and claims, and the procedures applied in the termination of personnel. These elements allow for an assessment of the level of transparency, equity, and participation in the administrative decision-making processes within the organization. Regarding performance evaluation, 76.5% of respondents rated it as good or very good, reflecting a positive perception of the transparency and clarity of the criteria used to measure performance. This result suggests that the implemented processes are generally perceived as fair, objective, and aligned with the principles of institutional equity.

Concerning complaint and claim programs, 61.25% regarded the handling of workplace concerns and conflicts as positive, although 14.75% expressed dissatisfaction, indicating a need to strengthen communication channels and conflict resolution strategies.

The termination processes were rated as good or very good by 60.75% of participants, highlighting the formality and legality of the procedure. However, 12% expressed a negative perception.

The findings indicate that the perception of procedural justice is generally positive, with 66.2% of favorable responses. Nonetheless, the results suggest opportunities for improvement in communication and transparency in administrative processes.

Interactional Justice

Interactional justice was analyzed based on participants' perceptions of three fundamental dimensions: organizational communication, conflict management, and workplace integration programs. Regarding organizational communication, 69.5% of respondents rated it as good or very good, emphasizing the effectiveness of institutional information transmission and the clarity of messages conveyed by various hierarchical levels. However, 10.25% expressed dissatisfaction, highlighting opportunities for improvement in communication channels and flows, particularly regarding feedback and active participation from staff.

Conflict management received a positive evaluation of 64.25%, indicating that the institution promotes effective mediation strategies. Nevertheless, 12%

believed there are still areas for improvement. Workplace integration programs were favorably rated by 66.25%, underscoring their impact on organizational cohesion, although 11.75% expressed negative opinions.

Interactional justice received an overall positive evaluation, with 66.7% of favorable responses. This reflects that communication, conflict management, and workplace integration are well-regarded aspects within the institution, although opportunities for improvement in optimizing information flows and managing internal conflicts have been identified.

Comparison between Professors and Administrative Staff

A comparative analysis was conducted on the perception of organizational justice between professors and administrative staff at the Technical University of Machala. The results indicate that, for professors, the overall perception was positive, with a mode and median of 4 (Good) across all evaluated dimensions and an average standard deviation of 1.02, reflecting moderate dispersion in responses and a certain homogeneity in the group's opinion.

For administrative staff, a positive valuation was also evident, although slightly lower than that of professors, with a mode and median of 4, but with an average standard deviation of 1.14, indicating greater variability in perceptions within this group.

Overall, the results reflect a predominantly favorable perception of organizational justice within the institution. The distributive dimension was the highest rated, suggesting that employees perceive equity in the allocation of resources, incentives, and opportunities. However, the procedural and interactional dimensions presented opportunities for improvement, particularly regarding internal communication and conflict resolution mechanisms.

While the perceptions among professors and administrative staff are generally similar, the difference in response dispersion suggests that certain aspects of management may be interpreted or experienced differently by each group, which opens an important space for designing differentiated improvement strategies.

General results

The study results show that the professors at the Technical University of Machala predominantly hold a positive perception of organizational justice. In all evaluated dimensions, the median and mode were 4 (Good), suggesting a favorable and sustained valuation of administrative programs and processes by the professors.

Table 4

Main findings and critical groups

Dimension	Main finding	Most critical group
Distributive	Predominantly positive perception (69.8%)	Administrative Staff
Procedural	Performance evaluation well-rated; weaknesses in complaints	Administrative Staff
Interactional	Communication positively rated, but with areas for improvement	Both Groups (12% critical)

Source: Authors' own elaboration.

In terms of dispersion, the average standard deviation was 1.02, indicating moderate variability in responses. However, slight differences were observed between dimensions: incentive programs (1.15) and workplace communication (1.09) exhibited greater dispersion compared to aspects such as performance evaluation (0.92) and improvements in working conditions (0.90), where responses were more homogeneous.

Similarly, administrative staff shared a comparable perception, albeit with a slightly lower average rating. As in the academic group, the mode and median remained at 4 (Good) for all dimensions, though greater response variability was detected, with an average standard deviation of 1.14. The areas showing the most variability in this group were incentive programs (1.25) and organizational communication (1.20), suggesting the need to reinforce specific strategies in these areas.

In summary, the data reflect a general consistency in the perception of organizational justice among both groups, with a predominance of positive evaluations. However, the differences in response dispersion between professors and administrative staff indicate the existence of differentiated experiences that must be addressed through adjustments in institutional management, particularly regarding incentives, internal communication, and recognition processes. This interpretation of the results allows for progress toward a more equitable, transparent management tailored to the needs of different segments of the university community.

The findings confirm that the perception of organizational justice in university contexts is closely linked to commitment, motivation, and the satisfaction of human talent. This correlation has been addressed in various recent studies. For instance, García-Rubiano et al. (2023) underscore that a meritocratic administration, based on participatory processes and clear communication, enhances the sense of belonging and reduces the risk of employee turnover.

Likewise, the results of this study align with the assertions of Colquitt (2001) and Wiseman and Stillwell (2022), who emphasize that the perception of justice—across its distributive, procedural, interpersonal, and informational dimensions—



becomes a key determinant for strengthening institutional trust and reducing organizational stress.

Research such as that by Muala et al. (2022) provides evidence that environments perceived as just decrease the intention to resign, even in highly pressured sectors like public health. This is achieved by reducing workplace harassment and organizational silence, reinforcing the protective role of institutional justice over employee well-being.

The empirical model also validates the claims made by Cao (2022), who demonstrated that unjust management can lead to knowledge concealment within work teams, especially in contexts with high demands. This represents a direct threat to innovation and productivity in university settings.

Furthermore, it confirms the findings of Rodríguez et al. (2022), where the perception of organizational justice acts as a buffer against work-family conflict and, consequently, work stress. This mediation becomes critical in high-workload contexts like universities, where tensions between professional and personal life are common.

The study by Garnica et al. (2022) is also relevant, as it shows that job profiles with greater administrative burdens experience more stress than professors. This finding aligns with the slight difference detected in this study between professors and administrative staff, suggesting that a more differentiated and empathetic management approach could balance perceptions of institutional equity.

Finally, as proposed by Martínez-Mejía et al. (2022), the implicit expectations between employees and institutions, alongside the level of perceived support, directly impact emotional exhaustion and the decision to remain in the organization. This underscores the need for strategies that strengthen psychosocial ties and ensure fair practices as a transversal axis of university policy.

Conclusions

This research confirms that the perception of organizational justice, understood as the evaluation that collaborators make of equity in institutional processes, relationships, and decisions, is closely linked to the quality of administrative management. In the context of the Technical University of Machala, this relationship is expressed differently between professors and administrative staff, highlighting that while the management model seeks to address principles of equity and transparency, disparate perceptions persist that must be critically and constructively addressed.

The theoretical approach adopted, grounded in Adams' equity theory and Colquitt's organizational justice framework, allowed for an understanding that the perception of justice is not limited to distributive equity but also involves procedural fairness and the quality of interpersonal relationships. These findings are particularly relevant in the university context, where trust in institutional decisions is key to sustaining commitment, motivation, and workplace climate.

The research highlights the need to strengthen administrative management based on objective criteria, participation mechanisms, and more effective institutional communication. This implies reviewing incentive systems, improving channels for addressing complaints and claims, and promoting close leadership capable of building more humane and collaborative work relationships.

It is concluded that the consolidation of a culture of organizational justice is not only desirable but also strategic for institutional strengthening. Advancing toward this goal requires aligning strategic planning with the perceptions of human talent, promoting administrative processes that are not only efficient but also just, coherent, and sensitive to the realities of those who make up the university community.

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