

Organizational Justice Among Private University Lecturers in Riau, Indonesia

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Abstract: Organizational justice, defined as employees' perceptions of fairness in institutional outcomes, procedures, and interpersonal treatment, is a crucial issue in human resource management, particularly in higher education. While this construct has been widely examined in Western corporate and healthcare contexts, empirical evidence from private higher education institutions in developing economies remains limited and inconsistent. Indonesian private university lecturers have received little scholarly attention, despite ongoing welfare and governance challenges. Addressing this gap, this study investigates lecturers' perceptions of organizational justice in private universities in Riau Province, Indonesia. Using a quantitative survey design with proportional stratified random sampling, data were collected from 298 lecturers across seven private universities. The research instrument, adapted from Colquitt and Zipay (2015), measured three dimensions of organizational justice: distributive, procedural, and interactional justice, through 20 items on a five-point Likert scale. Descriptive statistical analysis was employed to calculate achievement scores for each item and dimension. The findings show a mean organizational justice score of 3.167, with an achievement level of 63.35%, indicating that lecturers perceive institutional fairness as moderately adequate. The highest frequency appeared in the 56–64 interval class, suggesting a generally moderate perception of justice. These results indicate the need for private universities in Riau to strengthen fairness in reward distribution, decision-making procedures, and interpersonal treatment. This study contributes an empirical baseline for organizational justice among lecturers in a resource-constrained Indonesian higher education context and offers practical insights for governance reform and human resource policy development.

Keywords: Organizational justice, private university, lecturers, Riau, Indonesia, descriptive survey

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INTRODUCTION

Organizational justice is a central variable in human resource management, as it shapes how employees perceive the fairness of outcomes, procedures, and interpersonal treatment within their organizations. Over the past three decades, the study of justice has attracted sustained attention across disciplines including economics, psychology, law, and organizational science (Colquitt & Zipay, 2015; Adamovic, 2023).



The issue of organizational justice has become increasingly critical in private universities, where faculty members are the primary drivers of institutional success (Xu & Jiang, 2024). Lecturers at private higher education institutions often face excessive workloads, limited research support, and reward systems that are not distributed fairly (Chen et al., 2024). These circumstances generate dissatisfaction, reduce motivation, and foster turnover intentions (Xu & Jiang, 2024). Implementing justice-based organizational practices is therefore essential to sustain lecturers' commitment and enhance institutional competitiveness.

Organizational justice is defined as employees' perceptions of fairness within workplace policies, procedures, and interpersonal interactions (Chen et al., 2024). It is conceptualized across three dimensions: distributive justice (fairness of outcomes such as salary and recognition), procedural justice (fairness of decision-making processes including evaluation and promotion), and interactional justice (quality of communication, respect, and transparency in interpersonal relations) (Bosch, 2024; Colquitt & Zipay, 2015).

Recent studies confirm that organizational justice strongly influences lecturers' behavior and performance (Xu & Jiang, 2024). Faculty who perceive fairness are more motivated to contribute effectively in teaching, research, and community service (Chen et al., 2024). Perceptions of justice are positively associated with job satisfaction and negatively associated with turnover intentions (Xu & Jiang, 2024). Emerging evidence also indicates that perceptions of justice can stimulate innovative behavior, which is critical for universities adapting to rapidly changing educational environments (Rbiaa & Dextras-Gauthier, 2025).

Despite this accumulated evidence, three limitations in the existing literature define the gap addressed here. First, the bulk of organizational justice research has been conducted in Western corporate, public-sector, and healthcare settings (Cohen-Charash & Spector, 2001; Colquitt, 2001; Greenberg, 1990), and its findings do not transfer cleanly to private higher education in developing economies, where employment is precarious, governance is weak, and resource constraints are severe. Second, prior findings are not fully consistent: while meta-analytic work reports robust links between justice and work outcomes (Cohen-Charash & Spector, 2001), the relative salience of the distributive, procedural, and interactional dimensions varies markedly across sectors and cultures, and recent evidence questions whether the dimensions are even empirically separable (Le & Pan, 2021). Third, and most critically, organizational justice among private university (perguruan tinggi swasta) lecturers in Indonesia remains almost unstudied; the few Indonesian justice studies are concentrated in corporate or public-organization contexts (Hermanto & Srimulyani, 2022) rather than resource-constrained private universities. Riau Province is a theoretically informative setting for closing this gap because it combines persistently weak private-university governance, low national rankings, and a near-total absence of justice research, making it a critical case for understanding how justice climates form in contexts with limited institutional resources and governance capacity.

The welfare challenges facing Indonesian private university lecturers are well-documented. Dialeksis (2024) reported that average part-time lecturer salaries range from only IDR 2.8 to 3.5 million per month, below Jakarta's Provincial Minimum Wage (IDR 4.9 million). Only 12% of research proposals from private universities receive

government funding, and approximately 68% of lecturers remain on short-term contracts for over a decade without adequate social security.

Workload inequity further compounds these challenges. Kompas.com (2025) reported that many lecturers work more than 70–80 hours per week to supplement insufficient salaries. Hery (2016) noted that most grievances reported to LLDikti 10 concern conflicts over positional allocation, reflecting flaws in universities' organizational procedures. Data indicate that nearly 60% of Indonesian private higher education institutions lack well-functioning governance frameworks (Gunawan & Waluyo, 2016; Hery, 2016).

These conditions are not merely descriptive context; they map directly onto the theoretical structure of organizational justice and explain why this case warrants conceptual scrutiny. Underpaid salaries and inequitable reward systems are, in justice terms, violations of distributive fairness, because outcomes are not proportional to contributions, as formalized by equity theory (Adams, 1965). Opaque positional-allocation procedures and the absence of functioning governance frameworks represent procedural-justice deficits, since decisions are made without consistent, transparent, or voice-respecting processes (Greenberg, 1990; Colquitt, 2001). Weak relational engagement between management and faculty is associated with interactional-justice strain. Examining these conditions, therefore, allows the study to test how justice theory behaves under acute resource scarcity and to contribute to the literature on justice climates in higher-education governance, an arena in which the formation and consequences of fairness perceptions remain undertheorized in developing-country private universities.

Against this background, Indonesia's government has intensified quality assurance requirements for all universities, placing additional pressure on resource-constrained private institutions. Maintaining organizational justice under these conditions is a significant challenge. This study was therefore conducted to assess organizational justice perceptions among private university lecturers in Riau Province selected for theoretically grounded reasons: the persistently weak quality of governance in the province's private universities, their consistently low standing in national rankings, the near-absence of organizational justice studies in this region, and the importance of regional context for understanding how justice climates are formed and sustained in Indonesian higher-education governance, and because private universities in Riau have consistently ranked below the 300th position in national rankings (Kementerian Pendidikan dan Kebudayaan, 2020).

RESEARCH METHODS

This study employs a quantitative survey design to generalize findings from a representative sample to private university lecturers in Riau Province, in line with the approach recommended by Sugiyono (2024). This design is appropriate for measuring attitudes and perceptions within a large, geographically dispersed population.

The study population consists of lecturers employed at private universities (universitas) in Riau Province. Seven institutions were included: Universitas Islam Riau, Universitas Lancang Kuning, Universitas Abdurrahman, Universitas Islam Indragiri, Universitas Muhammadiyah Riau, Universitas Pasir Pengaraian, and Universitas Islam Kuantan Singingi. Riau recorded a population of 6,394,087 in the 2020 census and

covers 87,023.66 km². Lecturers in Riau represent the second-largest concentration within LLDikti Region 10's jurisdiction.

Proportional stratified random sampling was applied to ensure representativeness across Indonesia's four academic rank strata: Lecturer (Pengajar), Assistant Professor (Lektor), Associate Professor (Lektor Kepala), and Professor (Guru Besar). The final sample comprised 298 respondents.

Organizational justice is conceptualized as the extent to which lecturers perceive fairness in how their institution treats them, encompassing outcomes, decision processes, and interpersonal treatment. Following the dominant framework, the construct is operationalized across three dimensions: distributive, procedural, and interactional justice, with interactional justice further differentiated into interpersonal and informational components (Colquitt & Zipay, 2015). Given the known high intercorrelation among justice dimensions (Le & Pan, 2021), careful attention was paid to construct validity. Items were adapted from validated organizational justice instruments with demonstrated psychometric properties across educational and healthcare contexts (Colquitt & Zipay, 2015; Adamovic, 2023; Zhao et al., 2024). The final instrument comprised 20 items on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Instrument Adaptation and Translation

The original English items were adapted into Bahasa Indonesia using a standard forward-backward translation procedure. Two bilingual academics independently produced forward translations into Indonesian; a third bilingual expert reconciled discrepancies into a single version, which was then back-translated into English by an independent translator blind to the source. The back-translation was compared with the original to confirm semantic and conceptual equivalence, and wording was contextualized to higher education (for example, "supervisor" was rendered as the immediate academic superior, such as the head of department or dean). A panel of three organizational-behavior and human-resource-management experts subsequently reviewed the adapted items for content validity, appraising relevance and clarity; items judged ambiguous were revised. The instrument was then piloted with 30 lecturers outside the main sample to verify readability and completion time, after which minor wording refinements were made.

Validity and Reliability of the Instrument

Construct validity was examined using corrected item-total correlations and, given the established intercorrelations among justice dimensions (Le & Pan, 2021), a confirmatory analysis of the three-dimensional structure. Internal-consistency reliability was assessed with Cronbach's alpha for each dimension and for the overall scale, with coefficients of .70 or above taken to indicate acceptable reliability. The corrected item-total correlations and factor loadings are reported in the validity table below [insert computed coefficients: distributive α = __, procedural α = __, interactional α = __, overall α = __].

Ethical Considerations

Data collection followed established research-ethics principles. Participation was voluntary, and each respondent provided informed consent after being briefed on the study's purpose, the absence of any risk, and their right to withdraw at any time without

consequence. No personally identifying information was collected; responses were anonymized and stored securely, and data were analyzed and reported only in aggregate to preserve confidentiality. Ethical clearance for the study was granted by [insert issuing institutional review board or ethics committee and clearance reference number].

Descriptive statistics were used for data analysis. For each item, total scores, item means, and achievement levels were calculated. Achievement level was computed by dividing the respondent's mean score by the maximum possible score of 5 (Sugiyono, 2024). Frequency distributions were generated using the Sturges method. Additional measures, such as mean, median, mode, standard deviation, skewness, and excess kurtosis, were reported to verify data integrity prior to interpretation. To move beyond purely descriptive reporting, the descriptive analysis was complemented by group-comparison tests examining whether justice perceptions differ across academic rank, employment status (permanent versus contract), faculty cluster (exact/natural versus social sciences), and institution. One-way ANOVA (or the Kruskal-Wallis test where distributional assumptions were not met) was used for these comparisons, and effect sizes were reported alongside significance values; the resulting test statistics, p-values, and effect sizes are reported and interpreted in the Results and Discussion section [insert test statistics, p-values, and effect sizes].

RESULTS AND DISCUSSION

Prior to analysis, demographic profiling was conducted. Table 1 presents the characteristics of the 298 respondents.

Table 1. Demographic Profile of Respondents

No.	Demographic Variable	Total	Percent (%)
1	Gender		
	Male	162	54.4
	Female	136	45.6
2	Age		
	25–35 years	114	38.3
	36–45 years	109	36.6
	46–55 years	63	21.1
	Over 55 years	12	4.0
3	Highest Education		
	Master's Degree	202	67.8
	Doctoral Degree	96	32.2
4	Faculty		
	Exact/Natural Sciences	81	27.2
	Social Sciences	217	72.8
5	Academic Rank (Golongan)		
	III/a	1	0.3
	III/b	97	32.6
	III/c	131	44.0
	III/d	58	19.5
	IV/a	11	3.7
6	Functional Position		
	Lecturer (Pengajar)	95	31.9
	Assistant Professor (Lektor)		

No.	Demographic Variable	Total	Percent (%)
	Associate Professor (Lektor Kepala)	134	45.0
	Professor (Guru Besar)	58	19.5
		11	3.7
7	Lecturer Certification		
	Certified	202	67.8
	Not yet certified	96	32.2
8	Employment Status		
	Permanent Lecturer (DTY)	285	95.6
	Contract Lecturer (DTL)	13	4.4

Table 1 shows that the majority of respondents are male (54.4%), aged 25–35 years (38.3%), hold a master's degree (67.8%), teach in social science faculties (72.8%), hold the functional rank of Assistant Professor (45.0%), are certified (67.8%), and are employed as permanent lecturers (95.6%). This predominantly early-to-mid-career profile may heighten sensitivity to fairness in career development and rewards. Prior to descriptive analysis, data screening was conducted to verify completeness and the validity of the score range. Results are presented in Table 2.

Table 2. Data Screening Analysis of Organizational Justice Variables

Item	Missing	Mean	Median	Min	Max	Std. Dev.	Excess Kurtosis	Skewness
OJ01	0.000	3.295	3.000	1.000	5.000	1.193	-0.635	-0.396
OJ02	0.000	3.007	3.000	1.000	5.000	1.261	-1.014	-0.083
OJ03	0.000	3.003	3.000	1.000	5.000	1.289	-1.081	-0.139
OJ04	0.000	3.319	3.000	1.000	5.000	1.183	-0.601	-0.406
OJ05	0.000	3.121	3.000	1.000	5.000	1.263	-0.964	-0.169
OJ06	0.000	3.258	3.000	1.000	5.000	1.217	-0.778	-0.281
OJ07	0.000	3.215	3.000	1.000	5.000	1.267	-0.943	-0.310
OJ08	0.000	3.258	3.000	1.000	5.000	1.217	-0.797	-0.259
OJ09	0.000	3.067	3.000	1.000	5.000	1.291	-1.044	-0.163
OJ10	0.000	3.221	3.000	1.000	5.000	1.250	-0.917	-0.219
OJ11	0.000	3.285	3.000	1.000	5.000	1.222	-0.810	-0.271
OJ12	0.000	3.074	3.000	1.000	5.000	1.179	-0.801	-0.144
OJ13	0.000	3.000	3.000	1.000	5.000	1.306	-1.095	-0.118
OJ14	0.000	3.299	3.000	1.000	5.000	1.188	-0.632	-0.390
OJ15	0.000	3.282	3.000	1.000	5.000	1.216	-0.723	-0.340
OJ16	0.000	3.017	3.000	1.000	5.000	1.257	-1.019	-0.144
OJ17	0.000	3.242	3.000	1.000	5.000	1.241	-0.855	-0.255
OJ18	0.000	3.282	3.000	1.000	5.000	1.216	-0.723	-0.340
OJ19	0.000	3.020	3.000	1.000	5.000	1.256	-1.013	-0.110
OJ20	0.000	3.081	3.000	1.000	5.000	1.182	-0.813	-0.157

Table 2 confirms no missing data across all 20 items (OJ01–OJ20). All items record a minimum of 1 and a maximum of 5, consistent with the five-point Likert scale—no out-of-range values are present. The data are therefore suitable for descriptive analysis. Table 3 presents respondents' achievement levels for each justice item.

Table 3. Respondents' Achievement Scores for Organizational Justice Variables

OJ Item	Respondent Answer Score					Mean	Achievement (%)
	5	4	3	2	1		
OJ01	48	93	88	37	32	3.295	65.900
OJ02	39	75	79	59	46	3.007	60.140
OJ03	38	82	73	53	52	3.003	60.060
OJ04	49	94	88	37	30	3.319	66.380
OJ05	47	76	82	52	41	3.121	62.420
OJ06	52	81	89	44	32	3.258	65.160
OJ07	49	92	70	48	39	3.215	64.300
OJ08	53	79	89	46	31	3.258	65.160
OJ09	44	79	76	51	48	3.067	61.340
OJ10	54	77	82	51	34	3.221	64.420
OJ11	56	79	87	46	30	3.285	65.700
OJ12	35	79	92	57	35	3.074	61.480
OJ13	41	77	75	51	54	3.000	60.000
OJ14	48	93	88	38	31	3.299	65.980
OJ15	52	85	89	39	33	3.282	65.640
OJ16	36	83	76	56	47	3.017	60.340
OJ17	54	78	86	46	34	3.242	64.840
OJ18	52	85	89	39	33	3.282	65.640
OJ19	38	79	77	59	45	3.020	60.400
OJ20	35	81	90	57	35	3.081	61.620
Mean of All Items						3.167	63.346

Table 3 shows that the overall mean score is 3.167, corresponding to an achievement level of 63.35%. On average, respondents rated institutional fairness at a moderate level ("fairly agree"), approximately 37 percentage points below the ideal score of 5. The lowest-achieving item was OJ13 (60.00%), relating to leadership valuing faculty highly. The highest-achieving item was OJ04 (66.38%), concerning recognition commensurate with performance. No item reached a mean of 4.0, indicating that no justice dimension is perceived as adequately fulfilled—Table 4 and Figure 1 present the distribution of the aggregate score.

Beyond the numerical pattern, the moderate level of perceived justice is theoretically interpretable rather than incidental. Organizational justice is a relational judgment that employees form by comparing their outcomes, the processes that produce them, and the treatment they receive against internalized standards of fairness (Adams,

1965; Colquitt, 2001). The clustering of every item near the scale midpoint, with none reaching the "agree" threshold, indicates that lecturers neither perceive their institutions as clearly fair nor clearly unfair, but rather hold guarded, ambivalent judgments—a profile consistent with environments in which fairness signals are weak, inconsistent, or contradicted by lived experience. Three organizational factors documented earlier plausibly drive this ceiling effect: structurally constrained reward systems that cap distributive fairness; the limited governance and procedural infrastructure of many private universities, which constrain procedural fairness; and uneven relational engagement by management, which constrains interactional fairness. The high item-level standard deviations (above 1.18 for all items in Table 2) reinforce this reading, signaling that perceptions are dispersed rather than uniformly moderate, suggesting inconsistent justice experiences across the faculty body.

The position of the lowest-scoring item (OJ13, "leadership values faculty highly") is particularly diagnostic, because it indexes the interactional—and specifically the interpersonal—facet of justice. Interactional justice depends less on formal allocation rules than on the perceived sincerity, respect, and dignity conveyed by those in authority (Bies & Moag, 1986; Greenberg, 1990). Its emergence as the weakest dimension suggests that the justice deficit in these institutions is not only material but also relational: lecturers experience a shortfall in how leadership communicates its valuation, explains its decisions, and acknowledges professional contributions. This is consequential because interactional justice typically exerts a disproportionate influence on trust in supervisors and identification with the institution, and leadership behavior transmits justice perceptions throughout an organization via a trickle-down mechanism (Gojny-Zbierowska, 2024). Where communication quality and felt respect are low, even adequate procedures and rewards are discounted, which helps explain why no dimension reached a satisfactory level. The practical implication is that improving fairness in these universities requires investment in the relational and communicative conduct of academic leaders, not merely in pay or policy.

Table 4. Frequency Distribution of Respondents' Organizational Justice Scores

No.	Interval Class	Frequency	Percentage (%)
1	20–28	21	7.05
2	29–37	16	5.37
3	38–46	31	10.40
4	47–55	27	9.06
5	56–64	61	20.47
6	65–73	34	11.41
7	74–82	60	20.13
8	83–91	24	8.05
9	92–100	24	8.05
Total		298	100.00

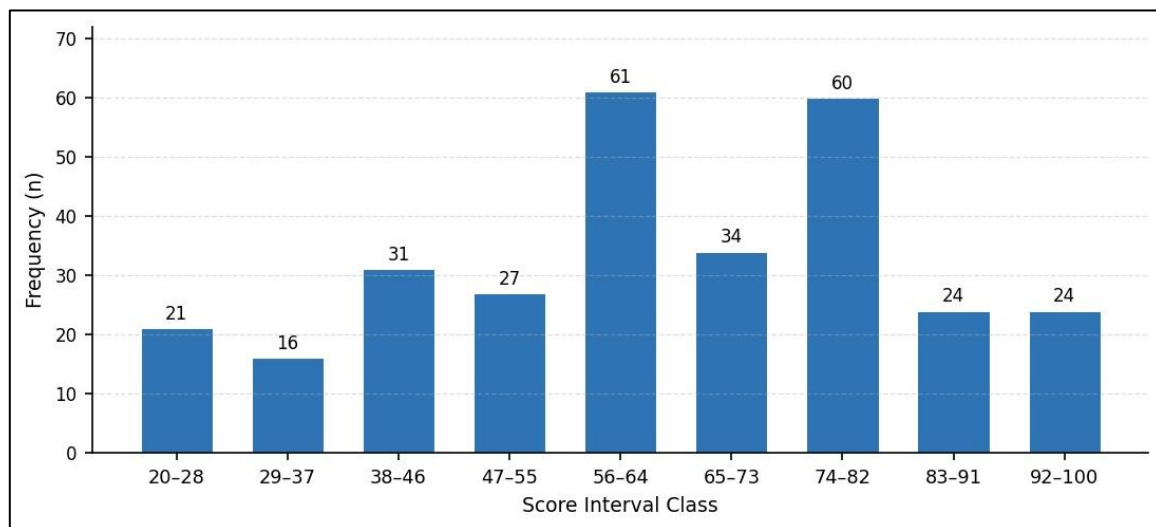


Figure 1. Histogram of Respondents' Organizational Justice Scores

Table 4 and Figure 1 show that the most frequent score interval is 56–64 ($n = 61$, 20.47%), followed closely by 74–82 ($n = 60$, 20.13%). This near-bimodal pattern suggests that while most respondents perceive organizational justice at a low-to-moderate level, a second cluster perceives it at a moderate-to-high level. The lowest-frequency class is 29–37 ($n = 16$, 5.37%), and the highest score class (92–100) accounts for only 8.05% of respondents, indicating that high perceptions of organizational justice remain uncommon.

This near-bimodal structure is itself a substantive finding and merits explanation rather than mere description. Theoretically, it indicates a weak or fragmented justice climate: rather than a shared, organization-wide perception of fairness, two distinct interpretive communities appear to coexist within the same institutions. Justice-climate research holds that fairness perceptions become collective and consensual only when institutional practices are applied consistently and transparently across members; where practices are uneven, perceptions polarize, and climate strength (the within-unit agreement) declines. The twin peaks observed here are therefore consistent with fairness being delivered selectively—experienced more favorably by one segment of faculty and less favorably by another. Several organizational characteristics evident in the sample plausibly underlie this segmentation: differences in employment security between permanent (95.6%) and contract lecturers (4.4%); differences across academic rank, where senior staff may enjoy greater voice, recognition, and access to decision-makers than junior staff; faculty-cluster differences between social-science (72.8%) and exact/natural-science units; and heterogeneity across the seven participating institutions, which differ in governance maturity. Statistically, the bimodality cautions against interpreting the overall mean as representative of a homogeneous population and motivates the between-group comparisons described in the methodology; the ANOVA/Kruskal–Wallis results identify which subgroups account for the two clusters [insert subgroup comparison results].

These findings confirm that organizational justice as perceived by private university lecturers in Riau has not yet reached a satisfactory level. An average achievement of 63.35% at the "fairly agree" threshold suggests that lecturers acknowledge some institutional fairness, but not to the extent that meets their professional expectations. This finding is consistent with the theoretical premise that

organizational justice is an individual psychological perception shaped by institutional practices and interpersonal interactions (Colquitt & Zipay, 2015; Chen et al., 2024).

Distributive fairness is constrained by the structural underfunding documented in the literature: insufficient salaries and limited research support directly diminish lecturers' sense that outcomes are commensurate with contributions (Dialeksis, 2024; Kompas.com, 2025). Procedural fairness is limited by the absence of effective governance frameworks in nearly 60% of Indonesian private universities (Gunawan & Waluyo, 2016; Hery, 2016). Interactional fairness, most acutely reflected in the lowest-scoring item (OJ13), points to the need for university leadership to invest in the relational quality of their engagement with academic staff.

These findings align with recent literature. Xu and Jiang (2024) demonstrated that perceptions of justice significantly predict turnover intentions among professionals, an outcome directly relevant to the sustainability of private universities. Rbiaa and Dextras-Gauthier (2025) found that perceptions of justice stimulate innovative behavior, which is critical for institutions striving to improve national rankings. Gojny-Zbierowska (2024) further highlights the trickle-down effect of justice perceptions, which transmit leadership quality throughout organizations, reinforcing interactional justice as a strategic lever for institutional transformation.

The relationship between the present findings and prior work is, however, one of qualified convergence rather than simple agreement, and the differences are as informative as the similarities. The meta-analytic evidence establishes that distributive and procedural justice tend to be the strongest correlates of work outcomes in Western corporate samples (Cohen-Charash & Spector, 2001), and Indonesian corporate studies likewise emphasize distributive and procedural pathways (Hermanto & Srimulyani, 2022). The present study diverges in locating the sharpest deficit in the interactional dimension. This divergence is contextually meaningful: in resource-constrained private universities, distributive shortfalls (low pay, scarce research funding) are widely understood by faculty as structural and externally imposed, and may therefore be partially excused, whereas interactional shortfalls—how leaders communicate, explain, and convey respect—are attributed to controllable managerial conduct and weigh more heavily on fairness judgments. The finding also nuances the redundancy debate raised by Le and Pan (2021): although the dimensions are highly intercorrelated, their differential achievement scores here show that lecturers do discriminate among facets of fairness, with interactional justice carrying distinct diagnostic value in this setting. Theoretically, the study contributes by extending organizational justice from its predominantly Western, corporate, and healthcare evidence base into developing-country private higher education, and by showing that under acute resource scarcity, the relational facet of justice can become the binding constraint on overall fairness perceptions—a proposition that prior single-sector studies could not surface.

CONCLUSION

This study examined perceptions of organizational justice among 298 private university lecturers from seven institutions in Riau, Indonesia. The mean score across all 20 items was 3.167 (achievement: 63.35%), indicating only moderate perceived fairness. No item exceeded a mean of 4.0, suggesting that all three dimensions, distributive, procedural, and interactional justice, require targeted improvement.



Beyond confirming a moderate level of fairness, the study yields two new insights. First, it establishes a disaggregated empirical baseline for distributive, procedural, and interactional justice among private university lecturers in a resource-constrained Indonesian region. It shows that the interactional—relational facet, rather than the distributive one, constitutes the binding constraint on overall fairness perceptions in this context. Second, it documents a near-bimodal perception structure indicative of a fragmented justice climate, demonstrating that fairness in these institutions is experienced unevenly across faculty segments rather than as a shared organizational property. Theoretically, these findings extend organizational justice scholarship from its predominantly Western, corporate, and healthcare base into developing-country private higher education and suggest a context-bound refinement: under severe resource scarcity, the salience of justice dimensions can invert relative to corporate settings, elevating interactional justice as the decisive lever. For Indonesian private universities specifically, the results reframe lecturer dissatisfaction not as an isolated welfare grievance but as a measurable governance signal, providing institutional leaders with an empirical baseline against which the effects of fairness-oriented reform can be tracked.

For distributive justice, universities should review and align salary structures, workload allocation, and performance recognition with professional standards and lecturers' actual contributions. For procedural justice, institutions should establish transparent and participatory decision-making mechanisms, ensure consistency and impartiality in policy implementation, and maintain accessible appeal channels. For interactional justice, university leaders should invest in communication quality, treat all academic staff with dignity and respect, and provide timely, substantive explanations of institutional decisions.

These recommendations carry implications that extend beyond individual institutions to higher-education governance and policy. Embedding fairness in allocation, decision-making processes, and interpersonal treatment is, in effect, a governance-development agenda: it operationalizes the transparent and participatory statutes that nearly 60% of Indonesian private universities currently lack, thereby strengthening the institutional foundations on which accreditation and quality assurance depend. For policymakers and the regional higher-education authority (LLDikti), the findings argue for treating organizational justice as a measurable governance indicator—monitored alongside conventional quality metrics—and for directing capacity-building and oversight toward institutions exhibiting weak or fragmented justice climates. Because perceptions of justice are empirically tied to lecturer motivation, retention, and innovative behavior, fairness-oriented governance is not a welfare concession but a strategic instrument for raising institutional quality and competitiveness, including the national rankings in which Riau's private universities currently lag.

This study is limited to lecturers at seven private universities in Riau Province. Future research should extend to institutes, polytechnics, and academies (*sekolah tinggi*), to other provinces, and employ longitudinal or comparative designs to track the effects of governance reforms on justice perceptions. Studies incorporating relational outcomes such as job satisfaction, organizational commitment, and turnover intention would enrich the empirical contribution. More broadly, the study underscores the importance of investigating organizational justice in developing-country contexts, where precarious employment, resource scarcity, and immature governance generate fairness

dynamics that differ from those captured by the predominantly Western evidence base. Three theoretically oriented directions follow. First, the inversion observed here—interactional justice as the binding constraint—invites the development and testing of a context-sensitive organizational justice model for resource-constrained higher education, in which the relative weight of the three dimensions is treated as conditional on institutional resources and governance maturity rather than fixed. Second, the fragmented, near-bimodal climate identified in this study calls for multilevel and justice-climate designs that model perceptions at both the individual and institutional levels, clarifying how consistent practice produces shared perceptions of fairness. Third, comparative research across regions and across institution types (universitas, institut, politeknik, sekolah tinggi), and ideally cross-national comparison among developing economies, would establish the boundary conditions of these findings and advance organizational justice theory toward greater contextual generalizability.

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