

Exploring the link between Distributive Justice and Innovative Behavior. Organizational Learning Capacity as a Mediator

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Abstract Justice in an organization is related with several favorable outcomes at both individual and organizational levels. Employees with a perception of fairness in the workplace are likely to engage in more innovative behaviors. Innovation is considered as the key concept for organizational survival and success, and employees' innovative behaviors may be the most important resource in this regard. In order for an organization to adopt an innovative climate, a learning capacity is required since information is essential to innovation. Therefore, the purpose of the present study is to determine whether distributive justice is related with innovative behaviors of employees and whether organizational learning capacity plays a mediating role in such relationship. The study data were obtained using questionnaires and analyzed in SPSS and AMOS software programs. The study results demonstrated a significantly positive relationship between distributive justice and innovative behavior as well as a mediating effect of organizational learning capacity on this relationship.

Key words Distributive justice, innovative behavior, mediator, organizational learning

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1. Introduction

The economic conditions have changed considerably in the present era due to globalization and technological advances, compelling organizations to seek innovative and differentiated products and services. Within this scope, organizations are in need of an advantage to cope with the competitive market and develop new innovative processes in all sectors. Innovation has been acknowledged as an activity fostering economic development since the industrial revolution (Heffner, 2006). Innovation is typically featured as a capital for organizations and it has been mostly described as “an idea, a product, or process, system or device that is perceived to be new to an individual, a group of people or firms, an industrial sector or a society as a whole” (Rogers, 1995, p. 276). In other words, innovation is the means to maintain an advantage in a competitive environment (Prajogo and Ahmed, 2006). Besides innovative ideas, innovative behavior includes the will to explicate and try those ideas, namely the action. In this sense, employees' actions are likely to be influenced in the presence of rewards to such behaviors, interdepartmental collaboration, supervisor support, organizational justice and organizational learning resources.

The knowledge economy, the term widely used for this era, makes information almost the single source for organizations to generate and sustain innovative activities. In this context, organizational learning is the process of acquiring knowledge. This has shifted the focus to learning processes in recent years with all the changes occurring in the business world including diversified labor, information technologies and changing economies. Since learning plays a vital role, it becomes critical how it is linked to successful innovative activities that determine the success of an organization (Verdonschot, 2005). Organizational learning is a form of resource capability based on knowledge and has gained a considerable amount of attention in a quickly transforming and severely competitive environment (Carrillo and Gaimon,

2004). Organizational learning refers to the process of obtaining, combining and developing information among the members of an organization (Dixon, 1992; Huber, 1991). From this standpoint, organizational learning processes consist of key elements supporting activities of information generation, which involves seeking, developing, comprehending and producing novel information on products, services, methods and techniques (Verdonschot, 2005).

The other variable that can affect innovation in an organization, distributive justice represents benefits and burdens or rewards and costs which have an influence on each member of a group or an entity (Cook and Hegtvedt, 1983; Deutsch, 1985). Distributive justice is the type of justice most commonly recognized (Zainalipour *et al.*, 2010). It is simply concerned with how the fairness of outcome is perceived (Cohen-Charash and Spector, 2001). Distributive justice, the perception of outcome fairness, results from particular actions of the organization, such as promotions, bonuses and layoffs (Fortin, 2008).

In light of this theoretical background, the present study aims to establish the relationship between distributive justice and innovative behavior and the mediating effect of organizational learning capacity on such relationship.

2. Literature review

Distributive Justice

Justice in an organization is a multidimensional concept involving almost everything within an organization such as recruitment stages, financial conditions, promotion opportunities and supervisor behaviors. In the literature on organizational behaviors, organizational justice is generally classified into distributive justice, procedural justice and interpersonal justice who also include interactional and informational justice (Colquitt *et al.*, 2005).

As a subdimension of organizational justice, distributive justice is the employees' fairness perceptions within an organization. Such perceptions are about the degree to which the outcomes and procedures are fair. Fairness perception is of significance for employees due to its impact on employee attitudes and behaviors, resulting in positive or negative consequences. The reason why employees place so much importance on distributive justice is that it assures optimum consequences for the individual over the long term (Brockner and Wiesenfeld, 1996; Skitka 2003; Tyler *et al.*, 1997). Accordingly, when outcomes are allocated fairly, individuals have confidence that their outcomes will be ensured.

Distributive justice is concerned with whether the goods and resources with social values are fairly allocated and whether the outcome received by an individual is fair (Froclih, 2007). Such allocation can be realized through many principles (Deutsch, 1985) though the focus has been mostly on equity and equality rules. The equity rule refers to rewarding directly proportionate to each individual's contribution (Adams, 1965), whereas the equality rule is about group sharing where all members are rewarded irrespective of any individual contribution (Deutsch, 1975). Although both rules are considered as the fairest means of resource allocation, the value of either of these rules may vary by groups (Mannix *et al.*, 1995). The perception of equality between the inputs and outputs is based on one's comparison of himself/herself with the others. When the outcomes are allocated consistently with the job allocation, then it is considered fair (Fortin, 2008).

The equity rule is usually preferred by the groups focusing on efficiency (Leung and Park, 1986; Levanthal, 1976). Based on the equity theory (Adams, 1965), individuals' beliefs that rewards are comparable to their real contribution drive them to be more committed to the existing relationship even if there is uncertainty. In brief, equity is the core to distributive justice and inequity, in turn, results in dissatisfaction as well as other damaging outcomes such as compromised commitment, disrupted exchange and troubled adaptation, all of which would lead to serious problems in the relationship (Adams, 1965). Depending on whether the group is consisted of individuals or entities, the respective outcomes may be at the individual level (e.g. salary increase, job security, promotion opportunities and working conditions) or at the organizational level (e.g. organizational commitment, loyalty, identification or performance). Distributive justice mainly involves inducing an efficient collaboration in order to enhance the well-being of each individual in economic, social and psychological terms.

The potency of distributive justice is affected by the quality of the exchange members' relationships with each other, cognitive mediators, the quantity of the inputs to the purpose, and other circumstantial,

individual or social factors (Cook and Hegtvedt, 1983). Accordingly, organizations should be especially careful about regulating monetary distribution, recruitment and policy-making strategies because of their effect on fairness perceptions of members within an organization (Colquitt *et al.*, 2005).

Based on the research of the last three decades on justice perception in an organization, the justice assessment of an employee results in several organizational behaviors; job satisfaction, engagement, trust, collaboration and citizenship behaviors (Cohen-Charash and Spector, 2001; Colquitt *et al.*, 2001). Shih and Susanto (2011) suggested that innovative employees with a perception of distributive justice are likely to be satisfied since they believe the desired outcomes are met by the organization. The study by Janssen (2000) demonstrated that employees who believe that there is a fair balance between rewards and efforts are more innovative when responding to high levels of job demands.

Innovative Behavior

Innovative behavior represents the personal characteristics of an employee within particular activities performed (West and Farr, 1989; Scott and Bruce, 1994; Yuan and Woodman, 2010). It refers to the whole of an employee's intentional behaviors for producing, developing and implementing novel ideas within a work position, entity or organization, which contributes to the role performance, the entity or the organization (West and Farr, 1989; Janssen, 2000).

It is sometimes defined as involving two main stages, initiation and implementation (De Jong and Den Hartog, 2007). The differentiating point of these two stages is the adoption of the idea, which refers to the making of a decision for an innovative action. The initiation stage ends with idea generation, whereas the implementation stage ends with its realization (King and Anderson, 2002). The initiation requires the presence of issues to be solved (Scott and Bruce, 1994). Accordingly, the presence of issues is the very first step of creating novel ideas (Janssen, 2004). Once an idea is created, that idea should be marketed for support to implement as a product, method or service (Kanter, 1988).

There are various definitions of innovation and innovativeness. For instance, Peters and Waterman (1982) claim that innovation is a way of organizational response to various environmental changes, whereas Rogers (2003) defines it as a novel idea, product or service adopted in an organization. Some scholars, in turn, regard innovativeness as an organizational trait consisting of multiple dimensions. In this sense, Dundon (2005) suggested four dimensions of innovation, which are creativity, strategy, application and profitability. Despite many different definitions and approaches, the literature seems to agree that innovation is essential in a competitive business environment, which makes it one of the most significant predictors of organizational performance (Wheelwright and Clark, 1992; Bueno and Ordoñez, 2004). Innovation results in a greater share of the market, enhanced efficiency, increased growth and greater revenue (Shefer and Frenkel, 2005). Innovation also allows organizations to provide differentiated products and services, which is eventually related to increased financial performance (Zahra *et al.*, 2000).

Innovative behavior, in turn, was defined by Åmo and Kolvereid (2005) as “an initiative from employees concerning the introduction of new processes, new products, new markets or combinations of such into the organization” (p. 8). Innovative behaviors can be triggered by the organizational learning process, the changes of external environment and the characteristics of the individual (Åmo and Kolvereid, 2005; Glynn, 1996). Specifically, the innovative performance of an individual is mainly affected by two critical factors; individual and organizational factors. In this regard, the conceptualization of Scott and Bruce (1994) for innovative behaviors of an individual proposes that both individual attitudes and organizational practices of management have an impact on the cognitive stages of innovation that further influence innovative behaviors of an individual.

In this sense, an organization should create an environment that encourages individual innovative behaviors which would contribute to the organization, ultimately leading to an organizational innovation. For instance, an individual working in an organization that provides learning resources and supports information sharing will be likely to express his/her novel ideas to the other members of the organization and try to implement such innovative ideas.

Although there is limited research on individual innovative behavior relative to organizational innovation (Zhou and Shalley, 2003), innovative behaviors have been related to several organizational attributes and outcomes. In this regard, recent research has started to focus on the link between innovative

behaviors and organizational justice. Suliman (2013) demonstrated that justice perception has a key role in how employees perceive the innovation climate in workplace and such climate has a significantly positive impact on readiness to innovate. Likewise, Kim and Lee (2013) found a significant effect of organizational justice on innovative work behavior. The study by Hsu and Wang (2015) also demonstrated positive correlations between perceived justice and idea generation, marketing and practice in innovative work behavior. Due to the major role of employees as determinants of organizational success in a highly competitive business world and based on the theoretical background, organizational justice is likely to foster innovative behaviors of employees, as formulated in the hypothesis:

H1: Distributive justice has a positive effect on innovative behavior.

Organizational Learning Capacity

Organizations always pursue new strategies and techniques to gain a competitive advantage. In stable environments, efficiency is usually based on standardized principles, labor division and management control (Grant, 2005). Nevertheless, the business environment is not that stable anymore due to constant changes and organizations have to produce novel strategies for gaining an advantage in such competition (Chirico and Salvato, 2008). It is argued that organizations' coping mechanisms with the existing external opportunities and dangers pass through learning and therefore they should acquire information and the ability to enhance their current and future performance (Child *et al.*, 2005; Ortenblad, 2001). Indeed, Geus (1988) indicated that an organization's single competitive advantage toward the future is the extent to which its members can learn and the speed of that learning compared to their rivals. Organizational learning has been also proposed by several scholars as an effective way of gaining and maintaining such advantage and performance (Mavondo *et al.*, 2005; Senge, 1990; Sinkula *et al.*, 1997).

Learning capacity is a multidimensional concept implicating information processing directed at transformation and development (Jerez Gomez *et al.*, 2005). Accordingly, it is possible to develop an organizational learning capacity through two dimensions, the information (what is learned) and the learning process (how the information is learned) (Lopez *et al.*, 2005). Learning was defined by Senge (1990) as the way to acquire the soul of being human. The learning capacity has been regarded as a key constituent for organizational efficiency, growth and innovativeness. Therefore, it seems highly reasonable that organizations are continuously in a search for conditions to build and develop such capacity (Lipshitz *et al.*, 2002). Learning capacity involves not just adapting changes but also acting in advance (McGill & Slocum, 1993; Senge, 1990). In order to possess such capacity within its body, an organization should adopt a strategy enabling novel ideas and be open to collective testing (Leonard-Barton, 1992). An openness propensity allows new perspectives, which in turn enables innovation and improved knowledge (Senge, 1990; Sinkula, 1994; Slocum *et al.*, 1994).

Organizational learning, which has become popular recently, has been mostly discussed in a conceptual framework and the empirical research has remained limited. This fact has been recognized also by organizational learning researchers (Easterby-Smith and Araujo, 1999; Huber, 1991; Tsang, 1997; Dyck *et al.*, 2005). However, multiple researchers have suggested that the learning capacity of an organization leads to improved innovative ability, which in turn enhance the competitiveness and performance of that organization (Baker and Sinkula, 1999; Huber, 1991; Keiser and Koch, 2008). Based on prior research, innovation is related to producing, adopting and implementing novel ideas, products and services (Damanpour, 1991; Drucker, 2002), and it is based on the learning orientation of an organization (Baker and Sinkula, 1999; Calantone *et al.*, 2002). Previous research also suggests that organizational learning has both direct and indirect influence on organizational performance since an organization can attain an improved position for competition and an enhanced performance through an innovative climate produced by learning (Baker and Sinkula, 1999; Bates and Khasawneh, 2005; Huber, 1991). A greater level of investment in learning is related with enhanced innovative orientation and activity (Ussahawanitchakit, 2008).

The literature review also indicates that organizational learning is a vital component of competitive edge in small and medium enterprises, which are considered the sources of novel strategies and innovativeness (Jones and Macpherson, 2005; Saru, 2007). Organizational learning capacity can also be considered as an approach to enhance innovativeness. The study by Calantone *et al.* (2002) investigated the influence of learning orientation and found that learning orientation positively affected corporate

innovation based on path analysis. In light of this background, the present study formulates the following hypotheses:

H2: Organizational learning capacity has a positive effect on innovative behavior.

H3: Organizational learning capacity has a positive effect on distributive justice.

H4: Organizational learning capacity mediates the relationship between distributive justice and innovative behavior.

3. Methodology of research

3.1. Research Goal

The present study aims to establish the relationship between distributive justice and innovative behavior and the mediating role of organizational learning capacity in such relationship. According to the model developed for this purpose, it is assumed that distributive justice has a positive effect on innovative behavior, and organizational learning capacity mediates the relationship between distributive justice and innovative behavior.

3.2. Participants and Procedure

A sample of 400 participants (144 female, 132 male, X no response) working in the aviation sector was selected by convenience sampling. Mean age was XX years (SD= XX). Study data was collected using a set of questionnaires consisting of 36 items in total. The questionnaires were completed online by the participants. Questionnaires were collected over a period of XX weeks.

3.3. Measures

The first group of questions covered demographic variables such as age and gender, as well as questions determining the educational status and work experience of the participants. The second group of questions included items from the questionnaires on distributive justice, innovative behavior and organizational learning capacity.

Innovative behavior was measured using a 6-item instrument developed by Scott and Bruce (1994). The questions were rated on a five-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). Sample items from this instrument include “I generate creative ideas” and “I am innovative”. The Cronbach’s alpha of the scale was 0.89.

Distributive justice was measured using a 9-item instrument developed by Niehoff and Moorman (1993). The questions were rated on a five-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). Sample items from this instrument include “Job decisions are made by the manager in a biased manner” and “To make job decisions, my manager collects accurate and complete information”. The Cronbach’s alpha of the scale was 0.91.

Organizational learning capacity was measured using a 21-item instrument developed by Teo-Wang *et al.* (2006). The questions were rated on a five-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). Sample items from this instrument include “All activities that take place in business transaction processes are clearly defined” and “My firm is susceptible to new technology and/or method to do business”. The Cronbach’s alpha of the scale was >0.70.

4. Results

4.1. Statistical Data Analysis

SPSS for Windows 22.00 and AMOS 22.0 software programs were used to analyze and interpret the survey responses collected in the research. Factor analyses were applied to the questionnaires used in the research and the Cronbach's alpha values were calculated. The adequacy of three instruments for the factor analysis was assessed in SPSS program, and confirmatory factor analyses were performed separately in AMOS program. The path analysis of the model created using structural equation modeling was performed using AMOS software program.

4.2. Confirmatory Factor Analysis of Instruments Used in the Model

For each instrument, confirmatory factor analysis (CFA) was used to investigate whether measurement models were individually significant using AMOS 22.0 software program. The results revealed that the measurement models were acceptable. Then, the adequacy of the whole model was evaluated using goodness of fit indices. As the sample size increases, especially in samples greater than 200, the Chi-Square (χ^2) value is found higher and the statistical significance level of the Chi-Square (χ^2) test is found lower (Bollen, 1989; Fornell and Larcker, 1981; Bagozzi *et al.*, 1999). The confirmatory factor analysis of the instruments used in the research and the acceptability of the general models tested were assessed by using degree of freedom-adjusted Chi-Square (χ^2) value (Chi-Square value/degree of freedom), other goodness of fit indices and standardized residual covariance matrix values (Bayram, 2013).

4.3. Confirmatory Factor Analysis of Distributive Justice

The confirmatory factor analysis of the 8-item distributive justice scale revealed that the data had an excellent fit to factor analysis with its single-factor structure, KMO=.942 and Bartlett's test p value ($p < 0.05$). The variance explanatoriness rate was 76.7%.

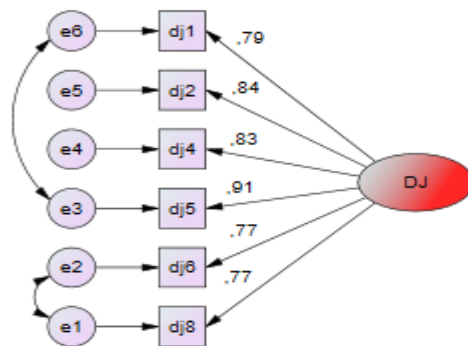


Figure 1. (DJ) Distributive Justice Scale CFA

CFA was found significant since the model test values from the confirmatory factor analysis were χ^2 (20.37) and χ^2/df (2.862). Additionally, the goodness of fit indices **GFI** (.921), **CFI** (.956), **RMSEA** (.068) were within the acceptable limits, and therefore, the CFA result was considered applicable.

4.4. Confirmatory Factor Analysis of Innovative Behavior

The confirmatory factor analysis of the 6-item innovative behavior scale revealed that the data had an excellent fit to factor analysis with its single-factor structure, KMO=.911 and Bartlett's test p value ($p < 0.05$). The variance explanatoriness rate was 77.2%.

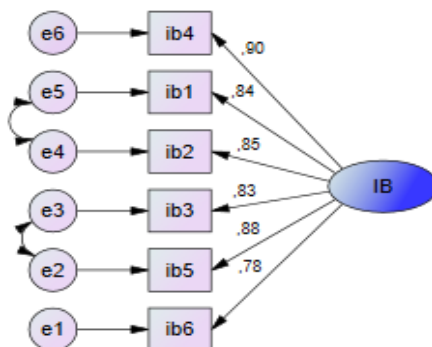


Figure 2. (IB) Innovative Behavior Scale CFA

The confirmatory factor analysis of the innovative behavior scale was found significant since the model test values from the confirmatory factor analysis were χ^2 (16.819) and χ^2/df (2.403). The goodness of fit indices **GFI**(.945), **CFI** (.994), **RMSEA** (.071) were within the acceptable limits, and therefore, the CFA result of the innovative behavior scale was applicable.

4.5. Confirmatory Factor Analysis of Organizational Learning Capacity

The confirmatory factor analysis of the 21-item organizational learning capacity scale revealed that the data had an excellent fit to factor analysis with its three-factor structure, KMO=.964 and Bartlett's test p value ($p < 0.05$). The variance explanatoriness rate was 75.16%.

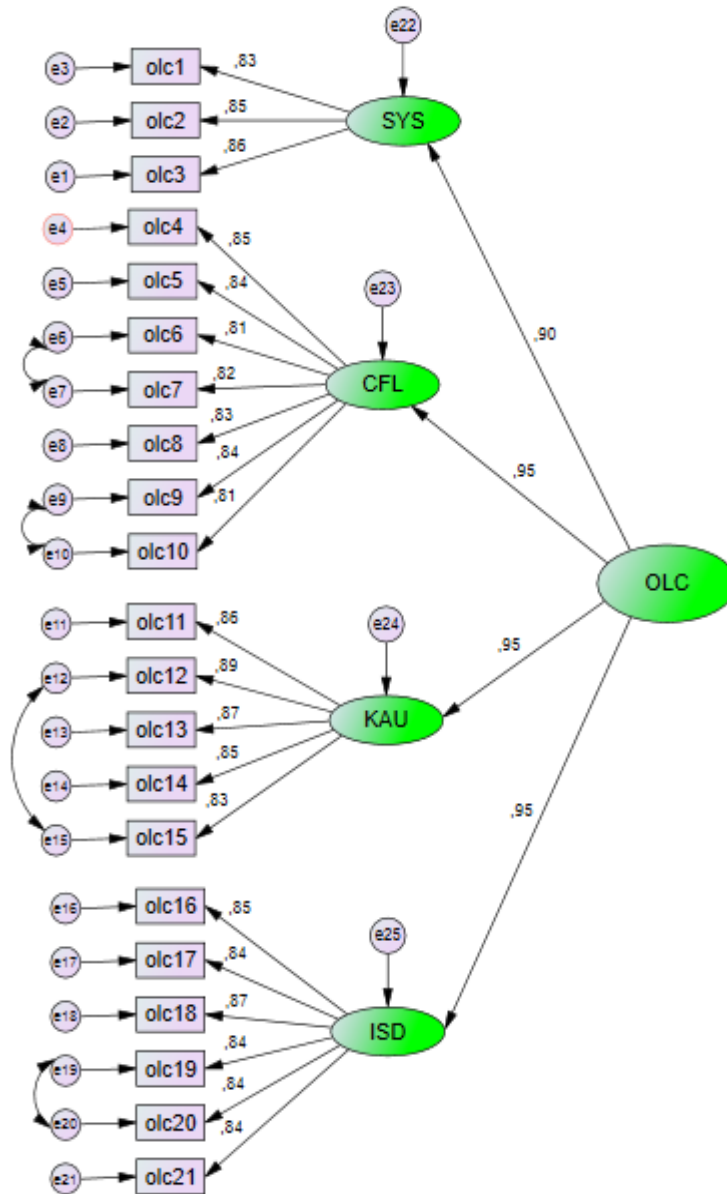


Figure 3. (OLC) Organizational Learning Capacity Scale CFA

The confirmatory factor analysis of the organizational learning capacity scale was found significant since the model test values from the confirmatory factor analysis were χ^2 (606.45) and χ^2/df (3.351). The goodness of fit indices **GFI** (.902), **CFI** (.9503), **RMSEA** (.073) were within the acceptable limits, and therefore, the CFA result of the organizational learning capacity scale was applicable.

4.6. The Effect of Organizational Learning Capacity on Innovative Behavior (Model I)

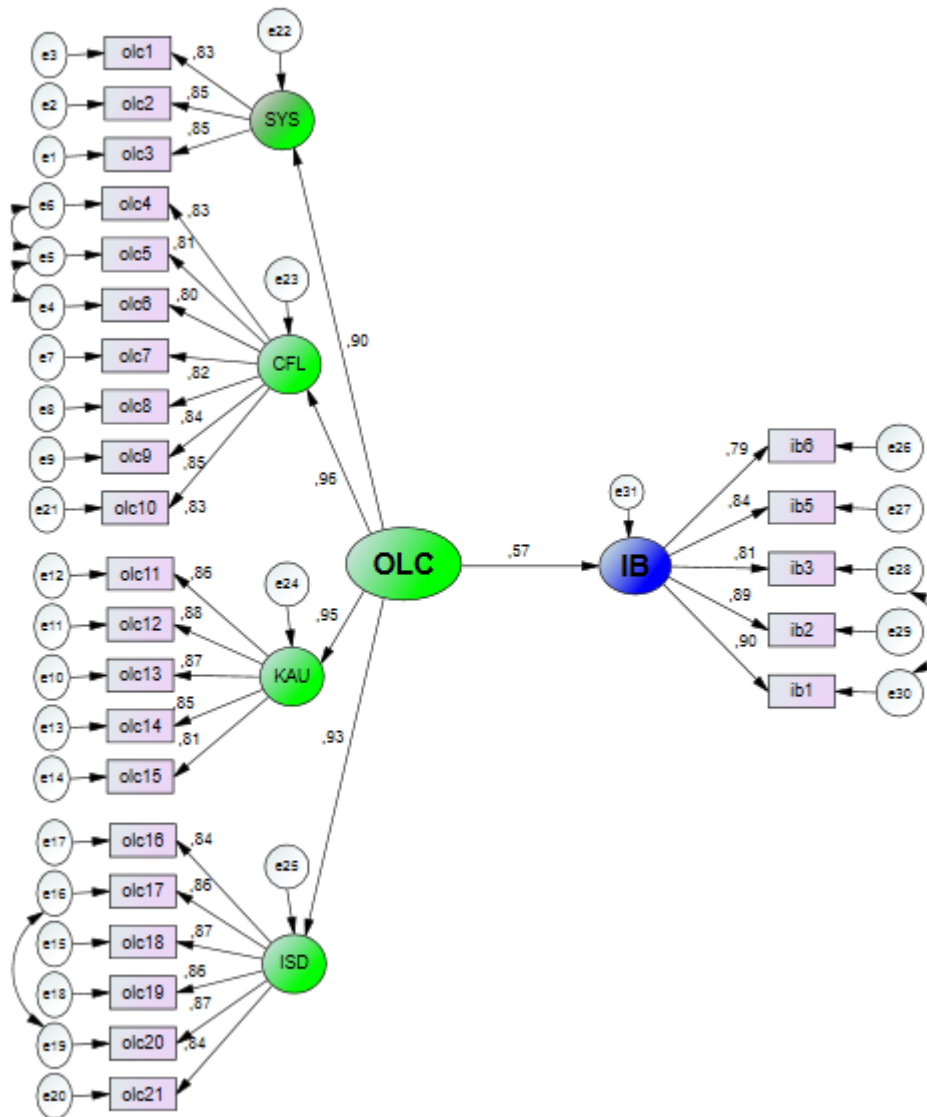


Figure 4. The Effect of OLC on IB

The model for the effect of organizational learning capacity (OLC) on innovative behavior (IB) was found significant since the model test values were χ^2 (855.366) and χ^2/df (2.950). The model was within the acceptable limits since the goodness of fit indices were **GFI** (.912), **CFI** (.954), **RMSEA** (.075) and **SRMR** (.0475). The model for the effect of organizational learning capacity (OLC) on IB was applicable based on both the Chi-Square test result and the goodness of fit indices. The regression coefficient was (.859, $p < 0.05$) regarding the effect of organizational learning capacity (OLC) on innovative behavior (IB) from the estimate values, and therefore, the effect was considered statistically significant.

4.7. The Effect of Distributive Justice on Organizational Learning Capacity (Model II)

The model for the effect of organizational learning capacity (OLC) on distributive justice (DJ) was found significant since the model test values were χ^2 (837.691) and χ^2/df (2.676). The model was within the acceptable limits since the goodness of fit indices were **GFI** (.910), **CFI** (.952), **RMSEA** (.077) and **SRMR** (.0411).

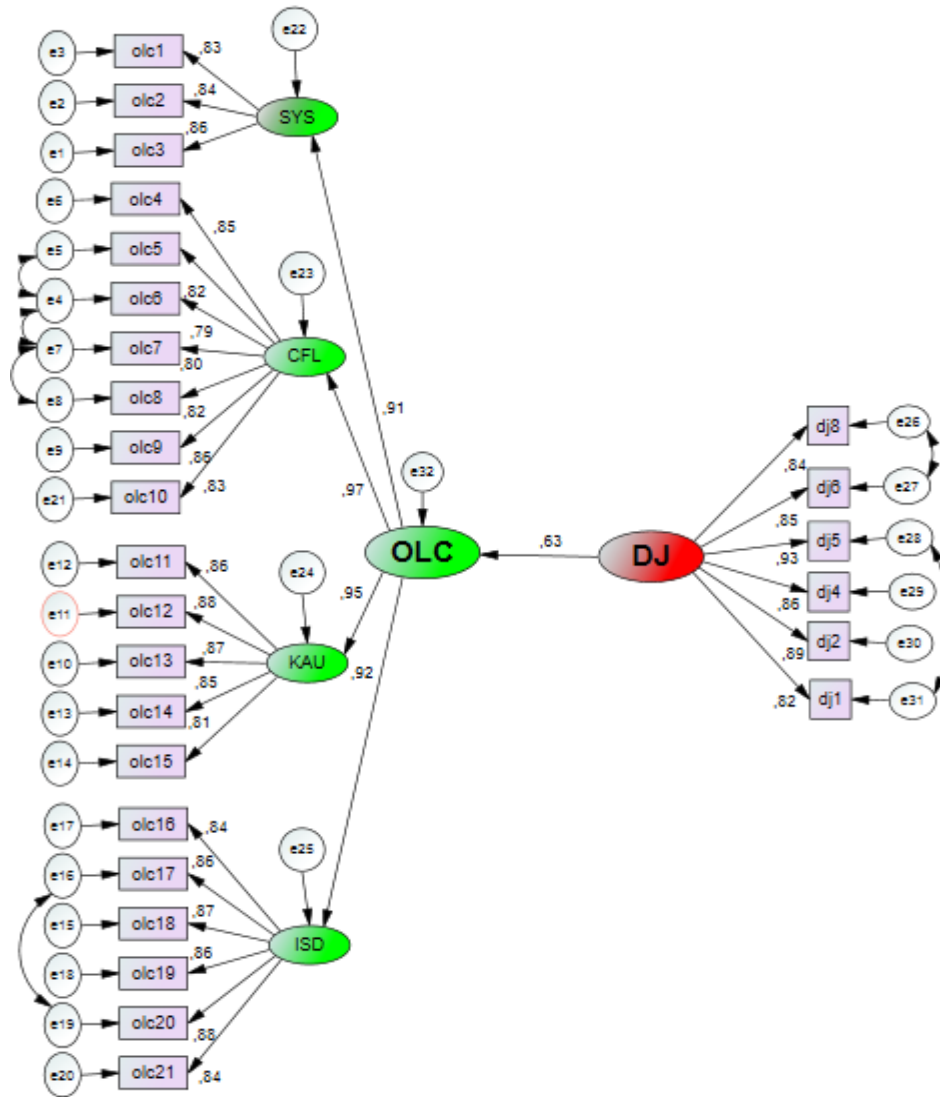


Figure 5. The effect of DJ on OLC

The model for the effect of organizational learning capacity (OLC) on distributive justice (DJ) was applicable based on both the χ^2 / df ratio and the goodness of fit indices. The regression coefficient was (.496, $p < 0.05$) regarding the effect of organizational learning capacity (OLC) on distributive justice (DJ) from the estimate values, and therefore, the effect should be considered statistically significant.

4.8. The Effect of Distributive Justice on Innovative Behavior (Model III)

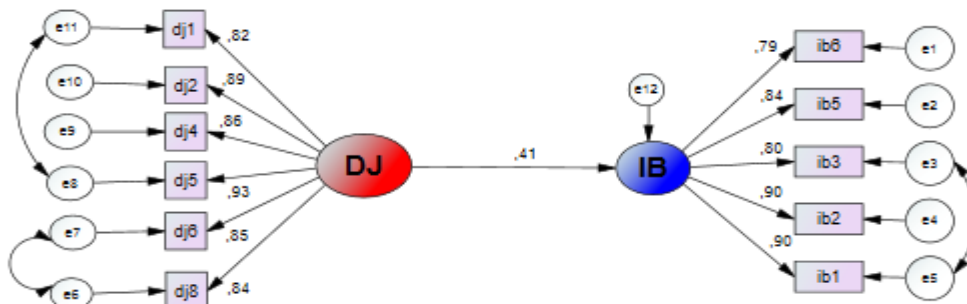


Figure 6. The Effect of DJ on IB

The model for the effect of distributive justice (DJ) on innovative behavior (IB) was found significant since the model test values were χ^2 (78.868) and χ^2/df (1.972). The model was within the acceptable limits since the goodness of fit indices were **GFI** (.952), **CFI** (.985), **RMSEA** (.059) and **SRMR** (.0320). The model for the effect of distributive justice (DJ) on innovative behavior (IB) was applicable based on both the χ^2/df ratio and the goodness of fit indices. The regression coefficient was (.288, $p < 0.001$) regarding the effect of distributive justice (DJ) on innovative behavior (IB) from the estimate values, and therefore, the effect should be considered statistically significant.

4.9. The Mediating Effect of Organizational Learning Capacity on the impact of Distributive Justice on Innovative Behavior

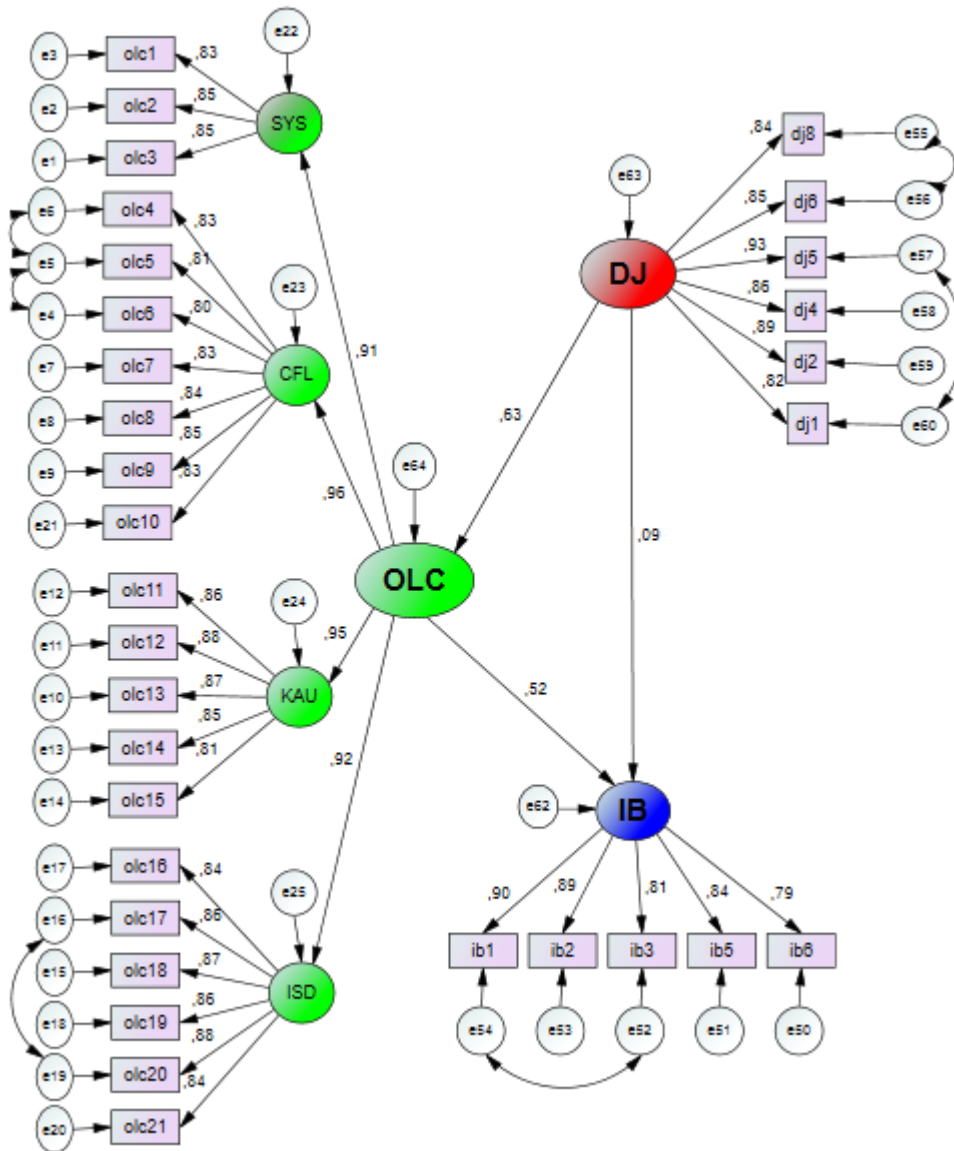


Figure 7. The mediating effect of OLC on the impact of DJ on IB

The model for the mediating effect of organizational learning capacity (OLC) on the impact of distributive justice (DJ) on innovative behavior (IB) was found significant since the model test values were χ^2 (1116.38) and χ^2/df (2.475). The goodness of fit indices were **GFI** (.789), **CFI** (.926), **RMSEA** (.073) and **SRMR** (.0461), and close to but outside the acceptable limits. The regression estimate values of the models for the singular effects and the mediation model are presented in the following table in detail.

Table 1. Regression Coefficients Calculated from the Singular Models and the Mediation Model

Model	Endogenous	Effect	Exogeneous	Non-standardized coefficients	Standardized coefficients	z	p
Model 1	IB	←	OLC	.505	.572	8.927	***
Model II	OLC	←	DJ	.496	.630	10.284	***
Model III	IB	←	DJ	.288	.414	6.548	***
Mediator	IB	←	OLC	.495	.517	10.266	***
	OLC	←	DJ	.458	.629	6.680	***
	IB	←	DJ	.061	.087	1.239	.215

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

The data of Model 1, in which the effect of organizational learning capacity (OLC) on innovative behavior (IB) was examined, revealed that the effect is significant ($p < 0.001$). The data of Model 2, in which the effect of distributive justice (DJ) on organizational learning capacity (OLC) was examined, revealed that the effect is significant ($p < 0.001$). The data of Model 3, in which the effect of distributive justice (DJ) only on innovative behavior (IB) was examined, revealed that the effect is significant ($p < 0.05$).

Upon these statistically significant relationships in the singular models, the model for the mediating effect of OLC on the impact of distributive justice (DJ) on innovative behavior (IB) was tested as a structural equation model. In the mediation model, the effect of distributive justice (DJ) on organizational learning capacity (OLC) was significant ($p < 0.001$) with a regression coefficient (.495), and the effect of organizational learning capacity (OLC) on innovative behavior (IB) was significant ($p < 0.001$) with a regression coefficient (.495), while the effect of distributive justice (DJ) on innovative behavior (IB) was statistically insignificant with $p > 0.05$. Distributive justice (DJ) had a significant effect on IB in the singular relationship, whereas the effect of distributive justice (DJ) on innovative behavior (IB) became insignificant ($p > 0.05$) when organizational learning capacity (OLC) mediation was added to the model. Therefore, it is possible to state that the effect of distributive justice (DJ) on innovative behavior (IB) becomes insignificant when organizational learning capacity (OLC) acts as a mediator.

5. Discussions and conclusions

The present study investigated whether distributive justice is related with innovative behavior and whether organizational learning capacity has a mediating effect on such relationship. The results demonstrated that distributive justice is significantly and positively related with innovative behavior, and organizational learning capacity has a fully mediating effect on the distributive justice-innovative behavior relationship. We believe that the present study specifically contributes to the extant literature on organizational management and behavior by showing the significant influence of an organizational climate with justice and learning capacity on innovation.

The first finding of the present study, as assumed in Hypothesis 1, established a significantly positive relationship between distributive justice and innovative behavior. This finding suggests that employees who develop fairness perceptions in a workplace are engaged in more innovative behaviors. This is in agreement with Janssen (2000) and Hsu and Wang (2015), who have also established positive correlations between justice perceptions and innovative behaviors. Innovation is very critical to organizations since it plays a key role in an organization's success and survival. Organizations of the present age are faced with increasing demands and changes in a competitive market, forcing constant renewal and diversification. For this purpose, organizations need to create and produce novel products and services, and innovative work behaviors of their employees may serve as a very significant resource in this regard. Distributive justice, in turn, refers to the fair allocation of resources and outcomes within an organization and is important for employees because they desire to receive the optimum outcomes in the long term (Brockner and Wiesenfeld, 1996; Skitka, 2003). Accordingly, this finding advances the knowledge on innovative behavior related to employee perceptions in a workplace. Future studies may explore other subdimensions (procedural and interactional) of organizational justice to reveal how other types of justice affect innovative behaviors and may compare all subdimensions of organizational justice in this context.

The second finding of the present study found that organizational learning capacity is significantly and positively related with innovative work behavior and distributive justice, as assumed in Hypotheses 2 and 3. This is in line with the studies by Awang *et al.* (2014) and Park *et al.* (2014), who established a significantly positive relationship between learning organization and innovative work behaviors. Innovative behaviors are completely discretionary behaviors that are not involved in role descriptions, and include idea generation, promotion and implementation (Janssen, 2000). Therefore, it is important to work in an environment that supports and encourages innovativeness. This makes a positive organizational learning climate valuable because innovation is related to information acquisition which can be derived from learning. This finding may further contribute to the literature on the determinants of innovation. Future studies may investigate other organizational impacts of organizational learning capacity such as organizational survival or organizational identification.

The last finding of the present study established that organizational learning capacity causes the impact of distributive justice on innovative behavior to become insignificant. In other words, organizational learning capacity fully mediates the relationship between distributive justice and innovative behavior, as assumed in Hypothesis 4. This suggests that distributive justice is no longer required for employees to exhibit innovative behaviors when organizational learning capacity exists. This seems reasonable since innovation is related with novel idea creation and adoption and novel ideas result from learning new information. This finding may present a new approach to the literature regarding the mediating effects of organizational learning capacity since, to the best knowledge of the authors, there is no study specifically examining the mediating role of organizational learning capacity in such relationship. Future studies may examine the relationships of this variable with procedural and interactional justice, and explore the individual determinants and outcomes of organizational learning.

Based on the results of the present study, we recommend organizations to review their existing strategies or formulate new ones especially regarding human resources practices to enhance employees' perceptions of fair treatment. In this context, organizations may pay special attention to provide equal financial benefits to equal job positions, review their promotion criteria and develop policies considering fairness issues. Additionally, organizations or managers should support a creative work environment and promote willingness to learn as it allows employees to develop new capabilities. Since innovative behaviors are intentional behaviors of employees, yet benefit the organization, organizations may consider offering extra benefits or rewards to their employees in order to trigger innovative actions. Human resources management may also invest in establishing the internal and external factors affecting organizational learning capacity and formulate strategies on enhancing such capacity.

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