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Injustice and its relations with anger and aggression in organizational and educational settings

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Among affective factors leading to aggressive behaviour, anger (Granic & Butler, 1998) and injustice seem to be closely linked and to play an important role (Baron, Neumann & Geddes, 1999 ; Miller, 2001). However, few researches have studied the relation between those three factors. Indeed, empirical investigations conducted in organizations showed significant links between injustice and workplace aggression, without particularly taking into account anger in this relationship. At the same time, studies conducted in school settings identified significant links between anger and aggression, but did not take account of injustice in this relationship. The aim of this research is to examine the relation between injustice (distributive, procedural, interactional), anger (State-Trait), and aggression ; both in organizational and educational settings.

A first field study was conducted in a sample of 128 employees (mean of age : 37,43 years). Factorial analysis of results revealed three factors of organizational injustice : interactional (45,34%), procedural (8,47%) and distributive (7,91%). All of studied factors were positively correlated. Nevertheless, a multiple regression analysis yielded that interactional injustice ($p < .01$) and State-anger ($p < .05$) most predicted interpersonal aggression in the workplace.

A second study, conducted in a sample of 156 school students (mean of age: 12,52 years), investigated the same relationship. Factorial analysis of results revealed two main factors of injustice in regards with school context : interactional injustice (23,80%) and procedural injustice (9,50%). All of studied factors were also correlated, and multiple regression analysis yielded that procedural injustice ($p < .001$) and Trait-anger ($p < .001$) most predicted school aggression.

Findings from these studies suggest that interactional injustice seems to be a stronger predictor of aggression in organizational setting, whereas procedural injustice seems to be more predictive in educational setting.