Recovery Justice and Satisfaction in Higher Education: Moderating Effects of the Doctrine of the Mean

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Abstract: Does recovery justice always lead to satisfaction after a service failure? Service failure is the labour-intensive nature of many services, and it inevitably leads to heterogeneous outcomes, such as higher educational service in Hong Kong. Since recovery from service failures has always been an important topic to both scholars and service organizations, previous literature argues about the impact of cultural factors might exert such recovery effect for service users. However, there is a lack of studies that examined the effect of cultural factors with recovery justice on the satisfaction of service users. This study suggests a theoretical model based on justice theory designed to explain the relationship between recovery justice and satisfaction. Data was collected in a field survey of around two hundred and fifty Hong Kong tertiary students, who had read a scenario case of higher education service failure. The theoretical model is designed to be tested using partial least squares structural equation modelling. This study attempts to provide new insights regarding the impact of Chinese cultural factor (the doctrine of the mean - traditional Confucius interpersonal style with an emphasis on interpersonal harmony and connection) on student reactions to educational service recovery. It examines the moderating impact of the Chinese cultural factor in the perceived recovery justice - satisfaction link in the higher academic service domain. Service recovery strategies about the doctrine of the mean are recommended to the management of higher educational institutions.

Keywords: recovery justice, satisfaction, the doctrine of the mean