

THE INVESTIGATION OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL JUSTICE AND ORGANIZATIONAL COMMITMENT FROM THE PERSPECTIVES OF ZAHEDAN CITY'S HIGH SCHOOL TEACHERS

Zahra Norikia* & Mohammad Ghasemi**

Abstract: This research was conducted to investigate the relationship between organizational justice and organizational commitment from the perspectives of Zahedan city's high school teachers. The research method is descriptive and correlational. The population consists of 285 high school teachers of Zahedan city in 2014 who were selected by stratified random sampling among all high school teachers of Zahedan city. To collect the data, the organizational Justice questionnaire of Ahmadi (2001) and the organizational commitment questionnaire of Porter and Steers (1974) were used. The content validity was assessed for the study. Also, the reliability of organizational justice and organizational commitment variables were 81% and 88% respectively. To analyze the research questions, inferential statistics such as Pearson correlation and regression and one sample t test were used. Studies showed that the correlation of organizational justice and organizational commitment was $r = 0/51$ which was significant at the confidence level of 99%. The findings suggested that the correlation coefficient of organizational commitment and interactional justice ($r = 0/31$), procedural justice ($r = 0/25$) and distributive justice ($r = 0/41$) were significant with organizational commitment at the level of 99%. The results showed that in investigation of predictive variables of organizational commitment, distributive justice was the first predictive priority, because this variable could predict 17 percent of organizational commitment change. In the second step, interactional justice and distributive justice predicted 30% of organizational commitment change altogether i.e. they could add 13% to the prediction of previous variable. In the third step, procedural justice along with previous two variables predicted 34% of organizational commitment change. In addition, the results demonstrated that organizational commitment and organizational justice in high school teachers of Zahedan are high.

Key words: organizational justice, organizational commitment, teachers, school

INTRODUCTION

The issue of justice has always been one of the most important concerns of human beings and different scholars. The concept of justice being broad is applied specifically in all areas. Justice also exists in all aspects of human life from personal life to complicated social organizations, especially those of government and

* Department of Management, Faculty of Humanities, Zahedan Branch, Islamic Azad University, Zahedan, Iran

** Assistant Professor, Department of Management, University of Sistan and Baluchestan, Zahedan, Iran

administrative systems. Justice is critical for the life and survival of social systems which cause the existence of social elements. While injustice results in separation and destruction of them (Alvani, pourezzat, Sayyar, 2009).

Researchers believe that organizational justice concerns people's perception of fairness or unfairness within an organization. On the other hand, employee's perception of fair behaviors has led to the identification of three different types of justice in the organization including; distributive justice, procedural justice, and interactional justice (Cropanzano and *et al.*, 2001).

Generally the theories and researches on organizational justice have been conducted on three major topics. The first topic is on distributive justice, the second one is on procedural justice and the third is on interactional justice (Azgoli, 2004). According to the documents these three types of justice are accepted by authors and researchers. These three aspects or types of justice, alongside each other, create perceived fairness of individuals in the workplaces (Golparvarand Nadi, 2010).

Distributive justice: the perceived fairness of organizational outcomes (Forrt and Sue Lowe, 2008). Distributive justice refers to the fairness of the outcomes that employees have (Mac farlin, 1993). Procedural justice: Procedural justice refers to the justice received from methods used in decision makings. These decisions concern the outcomes and allocations (Olsen and *et al.*, 2006). Procedural justice is the fairness of decision making process in allocating the outcomes (kenouski, 1993). Interactional procedure: it refers to the quality of behavior towards individuals which can be understood by anyone (Afjeh, 2006, p. 332). Interactional justice refers to the interactional behavior which includes trust in relations and behaviors with respect (Folger & Cropanzano, 1998).

RESEARCH HYPOTHESES

The Main Hypothesis

There is a relationship between organizational justice and organizational commitment of high school teachers of Zahedan city.

Sub-hypotheses

1. There is a relationship between Procedural justice and organizational commitment of high school teachers of Zahedan city.
2. There is a relationship between Distributive justice and organizational commitment of high school teachers of Zahedan city.
3. There is a relationship between Interactional procedure and organizational commitment of high school teachers of Zahedan city.
4. The amount of organizational commitment of high school teachers of Zahedan city is low.

5. The amount of organizational justice of high school teachers of Zahedan city is low.

METHODOLOGY

The method of a research depends on the goals and nature of the research as well as the possibilities of implementation. Considering the topic of the research which is the investigation of the relationship between organizational justice and organizational commitment from the perspectives of Zahedan city's high school teachers, the descriptive and correlational method were used. The population of the research concludes all high school teachers of Zahedan city in 2014, so the first region of the city includes 138 male teacher and 275 female and the second region includes 180 male and 410 female teachers who were selected by stratified random sampling. The estimated sample size of this study was based on random sampling; 285 subjects as the samples of the study were selected among which 117 teachers were selected from the first region and 168 teachers were selected from the second region and the questionnaires were distributed. The questionnaire contains 18 questions on organizational justice which is adapted from Ahmadi (2001) on the Likert scale of 7 points. Questions 1-5 are about distributive justice, Questions 6-10 concern procedural justice, and questions 11-17 concern interactional justice. Reliability of the questionnaire is assured by Cronbach's alpha 0.83. To measure organizational commitment, a questionnaire designed by Steers and Porter (1974) was used which contains 15 questions. The questionnaire contains a 7 point scale including: 1: strongly disagree. 2: somewhat disagree. 3: slightly disagree. 4: neither agree nor disagree. 5: slightly agree. 6: somewhat agree, 7: strongly agree. Questions 1, 2, 4, 5, 6, 7, 8, 10, 13, and 14 are scored as the above points and questions 3, 7, 9, 11, 12, and 15 are scored reversely. The minimum score of a questionnaire is 15 and the maximum is 105. The higher score shows the more commitment to the organization. The content validity was assessed for the study. In content validity, experts decide on how well the questions of the questionnaire measure the construct. To determine the validity, the questionnaire was given to 5 educational science professors and after their examination, the questionnaire was confirmed by the supervisor. To calculate the reliability, first the questionnaires were distributed among 30 participants and then collected. Cronbach's alpha was used to calculate the reliability. The following table shows the coefficient alpha for each questionnaire.

Table 1
The amount of coefficient alpha to determine the reliability of the variables

<i>Number</i>	<i>Variables</i>	<i>Number of questions</i>	<i>alpha</i>
1	Organizational justice	30	0.81
2	Organizational commitment	15	0.88

The above table shows that coefficient alpha for organizational justice and organizational commitment is 81% and 88% respectively.

FINDINGS

Inferential statistics

To analyze research questions, we used inferential statistics such as Pearson correlation and regression. It is worth mentioning that all statistical analysis was carried out by means of SPSS software, version 21.

The investigation of hypotheses

Hypothesis 1: There is a relationship between organizational justice and organizational commitment of high school teachers of Zahedan city.

Table 2
The results of descriptive statistics and correlation coefficient of organizational justice and organizational commitment

Sig	r.512**	Standard deviation	Mean	Number	Variables
0		7.12953	102.708	285	organizational justice
		6.97871	93.3083	285	organizational commitment

The results of the table shows that the mean and standard deviation of manager's organizational justice are 102/70 and 7/12 respectively. Also, the mean and standard deviation of manager's organizational commitment are 93/30 and 6/97 respectively. Besides, the above table shows that the correlation of organizational justice and organizational commitment is $r = 0/51$ which is significant at the confidence level of 99% ($P < 0.01$). So, statistically speaking, there is a direct and significant relationship between organizational justice and organizational commitment.

Hypothesis 2: There is a relationship between aspects of organizational justice and organizational commitment of high school teachers of Zahedan city.

Table 3
Correlation coefficient of organizational justice aspects and organizational commitment

Organizational commitment	Distributive justice	Interactional justice	Procedural justice
r	.415**	.311**	.253**
Sig	.000	0.01	0.05

The results of the above table shows that the correlation coefficient of organization commitment with interactional justice is 0.31 ($r = 0.31$), with procedural

justice is 0.25 ($r= 0.25$) and with distributive justice is 0.41 ($r= 0.41$) which are significant at a confidence level of 99%. Thus, there is a direct and significant relationship between organizational justice and organizational commitment.

Hypothesis 3: aspects of organizational justice can predict the organizational commitment of high school teachers of Zahedan city.

Investigating the predictor variables of high school teacher’s organizational commitment of Zahedan city, we used stepwise regression and the results are shown in the following table.

Table 4
Summary of regression patterns of organizational justice aspects for predicting organizational commitment of teachers

<i>Sig</i>	<i>t</i>	β	<i>F</i>	R^2	<i>R</i>	<i>variables</i>	<i>Step</i>
000/0	4/95	0/41	24/52	0/17	0/41	Distributive justice	1
000/0	5/90	0/45	24/52	0/30	0/55	Distributive justice+	2
	4/71	0/36	25/58	0/34	0/58	Interactional justice	3
000/0	6/45	0/49	24/52			Distributive justice+	
	2/79	0/24	25/58			Interactional justice+	
	2/64	0/23	20/25			Procedural justice	

The results of the table showed that in investigation of predictive variables of organizational commitment, distributive justice was the first predictive priority, because this variable could predict 17 percent of organizational commitment change. In the second step, interactional justice and distributive justice predicted 30 % of organizational commitment change altogether i.e. they could add 13% to the prediction of previous variable. In the third step, procedural justice along with previous two variables predicted 34 % of organizational commitment change. I.e. procedural justice has added 4 percent to the prediction of previous variable.

Hypothesis 4: the amount of organizational justice of high school teachers of Zahedan city is low.

Table 5
The results of single group t test concerning the amount of organizational justice of high school teachers of Zahedan city

<i>Sig.</i>	<i>d.f</i>	<i>t</i>	<i>Test value</i>	<i>SD</i>	<i>M</i>	<i>N</i>	<i>variable</i>
000/0	284	47.183	72	7.12953	102.708	285	the amount of organizational justice

Results the above table shows that the mean and standard deviation in relation to the organizational justice of high school’s teachers in Zahedan is 102.70 and

7.12 that from the test mean is more. And this difference with $t=47.18$, $d.f=284$ and $sig=0.000$ is the probability significant in 99%. So can be conclude that organizational justice of high school teachers in Zahedan is the upper limit.

Hypothesis 5: the amount of organizational commitment of high school teachers of Zahedan city is low.

Table 5
The results of single group t test concerning the amount of organizational commitment of high school teachers of Zahedan city

<i>Sig.</i>	<i>D.f</i>	<i>t</i>	<i>Test value</i>	<i>SD</i>	<i>M</i>	<i>N</i>	<i>variable</i>
0/000	284	52.284	60	6.97871	93.3083	285	the amount of organizational commitment

Results the above table shows that the mean and standard deviation in relation to the organizational commitment of high school teachers in Zahedan is 93.30 and 6.79 that from the test mean is more. And this difference with $t=52.28$, $d.f=284$ and $sig=0.000$ is the probability significant in 99%. So can be conclude that organizational commitment of high school teachers in Zahedan is the upper limit.

DISCUSSION

Hypothesis 1 and 2: There is a relationship between aspects of organizational justice and organizational commitment of high school teachers of Zahedan city.

According to the results correlation of organizational justice and organizational commitment is $r=0.51$ which is significant at the confidence level of 99% ($P<0.01$). So, statistically speaking, there is a direct and significant relationship between organizational justice and organizational commitment. Also, the correlation coefficient of organization commitment with interactional justice is 0.31 ($r=0.31$), with procedural justice is 0.25 ($r=0.25$) and with distributive justice is 0.41 ($r=0.41$) which are significant at a confidence level of 99%. Thus, there is a direct and significant relationship between organizational justice and organizational commitment.

These findings are in lines with the findings of Naami and Shekarshekan (2006), Zeinalsome'e (2003), Lio and Nihan (1992), Parnian (1999), Eskandari (2008) and Oscarliki (2001). These researchers have also found a direct and significant relationship.

Hypothesis 3: aspects of organizational justice can predict the organizational commitment of high school teachers of Zahedan city.

The results showed that in investigation of predictive variables of organizational commitment, distributive justice was the first predictive priority, because this

variable could predict 17 percent of organizational commitment change. In the second step, interactional justice and distributive justice predicted 30% of organizational commitment change altogether i.e. they could add 13% to the prediction of previous variable. In the third step, procedural justice along with previous two variables predicted 34% of organizational commitment change. I.e. procedural justice has added 4 percent to the prediction of previous variable. These findings are compatible with the findings of Qafouri, Sefadrani and Golparvar (2009). In a study entitling "the relationship between organizational justice aspects and organizational commitment among the Municipality staff of the Isfahan city", they found out that organizational justice and its three aspects have a positive significant correlation with all fields of organizational commitment including; affective organizational commitment, normative organizational commitment, and continuous organizational commitment. The results of multiple regression showed that three types of organizational justice I.e. distributive justice, procedural justice, and interactional justice have a multiple correlation with organizational commitment.

Hypothesis 4: the amount of organizational justice of high school teachers of Zahedan city is low.

The results shows that the mean and standard deviation in relation to the organizational justice of high school's teachers in Zahedan is 102.70 and 7.12 that from the test mean is more. And this difference with $t=47.18$, $d.f=284$ and $sig=0.000$ is the probability significant in 99%. So can be conclude that organizational justice of high school's teachers in Zahedan is the upper limit.

Hypothesis 5: the amount of organizational commitment of high school teachers of Zahedan city is low.

The results shows that the mean and standard deviation in relation to the organizational commitment of high school's teachers in Zahedan is 93.30 and 6.79 that from the test mean is more. And this difference with $t=52.28$, $d.f=284$ and $sig=0.000$ is the probability significant in 99%. So can be conclude that organizational commitment of high school's teachers in Zahedan is the upper limit.

CONCLUSION

The efficiency and development of an organization depend largely on the correct use of human being; thus as organizations extend more, the problems are also added. Some managers believe that they can satisfy employees with rewards and encouraging. Perhaps managers think that employees are subordinates and must accept their commands. Nowadays employees are under financial pressure and pay more attention to economic issues; however, they are interested in fulfilling a pleasant task and demand more independence so that they can gain self-esteem. People seek for justice in their social relations and work places. We assume that

inequality leads employees to compensate for the injustice. Almost all members of an organization want to be good employees and when their organizations are free from discrimination, they feel good. So if we create a fair procedure in the organization, employees will regard themselves equal to others. Those who feel equal are more satisfied and at the end are more committed towards the responsibilities and goals of the organization. Considering the challenges that educational organizations are faced with, obtaining organizational justice and improving organizational commitment, are some strategic requirements in success, survival and services of organizations which are achieved in long term. Identifying the effects of organizational justice on organizational commitment and also identifying the effective elements on organizational commitment, managers would be able to improve, manage and plan organizational commitment in the organization. Therefore this study investigated this fact among the high school teachers of Zahedan city. The results showed that achieving organizational justice and its aspects, increase the organizational commitment among managers and have a positive significant effect on them.

SUGGESTIONS

1. Applying systems such as evaluation based on performance, corporate management system, systems free from discrimination, achieving organizational justice, designing promotion and appropriate promotion, organizational support and effective leadership, one can enhance the organizational commitment of employees.
2. It is recommended to managers and officials to improve the quality of working, job satisfaction, job promotion opportunities, training courses, challenge and design the job properly
3. Since organizational justice and organizational commitment of teachers are related, and Organizational commitment reflects the desire, need and obligation to continue working in the organization, managers must be fair in pay, promotion and regulations, procedures, decisions, and distribution of facilities.
4. Considering qualifications and justice in offering promotions and appointments
5. Implementing the system of meritocracy in assigning posts and responsibilities and improving resource managements in order to increase the efficiency of educational system, job satisfaction and organizational commitment.
6. Setting up Conferences, seminars and workshops on organizational justice in education, to promote the knowledge of teachers.
7. Improving social networking at work through the establishment of appropriate staff selection system.

8. Improving self-control among teachers by reducing regulation, which ultimately increases Organizational commitment of teachers.

References

- Afjeh A. (2001), Philosophical principles and theories of leadership and organizational behavior. Tehran: designing books of study Social Sciences.
- Azgoli M. (2004), Historical theories and research on organizational justice. *Mesbah Journal*, 46: 133-115.
- Carson, K. D., Carson, P. P., & Bedian, A. G. (1995), Development
- Cropanzano, R., & Greenberg, J. (1997), "Progress in Organizational Justice: Tunneling Through the Maze. In I. T. Robertson, & C. L. Cooper (Eds.)", *International Review of Industrial And Organizational Psychology*, No. 12, pp 317-372, NY: Wiley.
- Eskandari, N. (2009), The investigation of the relationship between equality and organizational justice and job attachment among teachers of Arsanjan province, MSc thesis, Industrial and Organizational Psychology, Islamic Azad University.
- Folger, R & Cropanzano, R. (1998), "organizational justice and human resources management. thousand oaks, London.
- Forret M, Sue Love M. (2008), Employee justice perceptions and coworker relationships. *Journal: Leadership & Organization Development*, 29(3) : 248-260.
- Golparvar, M. (2006), Motives of organizational justice in employees and managers, examining some offices and organizations of Isfahan city, *Mesbah journal*, NO. 65.
- Kinicki A, Kreitner R (2006), *Organizational behavior : key*
- Konovsky, M. A., & Cropanzo R. S., (1993), "perceived fair of employee drug testing as a predictor of employee attitude of job performance." *Journal of Applied Psychology*, V76, (5), pp 698-708.
- Liou, K. T., Nyhan, R. (1994), Dimension of Organizational Commitment in the Public Sector, *Public Administration Quarterly*, 18, 99-118.
- Mcfarlin, D. B., Sweeny, P. D., (1993), "Distributive and procedural justice as predictors of satisfaction with personal and organizational outcome," *Academy of Management Journal*, Marquett University, V35(3), pp. 626-638.
- Nami G, HShokreshkan. (2007), Organizational justice and organizational citizenship behavior of simple and multiple relationships in an industrial organization of employees in Ahwaz. *Journal of Educational Science and Psychology*, 3 (1): 92 -79.
- Olson B. J, Nelson D. L, Parayitam S. (2006), Managing aggression in organizations: what leaders must know. *Journal : Leadership & Organization Development*, 27(5) : 384-398.
- Parnian, A. (1999), To investigate the perceptions of employees based on Adams' Equity Theory, ground formation and its relationship with organizational commitment, MA thesis in educational management, Ferdowsi University of Mashhad.
- Pourezat, AA (2003), "Designing policy to achieve social justice based on the rules of Alavi administration".
- Skarlicki, D.P., (2001), Cross Cultural Perspective of Organizational Justice, *International Journal of Conflict Management*, Vol. 12, no. 4, pp 292-300.