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Analyzing of the relationships between behaviors related to organizational justice, organizational commitment, and organizational citizenship¹

Ahmet Cezmi Savas²
Abdurrahman Angay³
Mehmet Alp⁴

Abstract

In this study, the relation between organizational commitment and organizational justice notions which are effective on teachers' organizational citizenship is demonstrated. This research is a descriptive study in correlational survey method. In the study, high schools in the city centre of Gaziantep were examined, and consisting of 283 teachers. The study was carried out on the easily accessible sample. The data were collected by using a personal data form, organizational justice, organizational commitment and organizational citizenship tools. The data were analyzed with correlation and multiple linear regression methods. In a middle or large scale, positive and meaningful relations between organizational justice, organizational commitment and organizational citizenship the perceptions of teachers were examined. Whether personal and vocational factors are effective on organizational citizenship, or not, was also examined. It was confirmed that organizational justice directly affects organizational citizenship, and also organizational commitment is a partial mediation predictor to organizational citizenship. According to findings obtained, various suggestions were made.

Keywords: Organizational citizenship, organizational commitment, organizational justice, mediation effect.

Introduction

Recent researches had shown that an organization needs a healthy organizational culture to survive and to increase its success rate. It is thought that if people use technology to reach the organization's goals, and if the notion of justice is important in the organization, dedication to the organization and organizational citizenship notions will increase.

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² Assoc. Prof., Zirve University, Education Faculty, cezmisavas@gmail.com

³ Ph.D. Candidate, Zirve University, Education Faculty, halitnuman72@gmail.com

⁴ Ph.D. Candidate, Zirve University, Education Faculty, alpkimya@hotmail.com

The structures consisting of at least two people, the common purpose and relationship of which are the same are called organization (Gibson, Ivancevich, Donnelly and Konopaske, 2002). According to Öztekin, organizations are the structures in which every individual works co-operatively, work sharing and share of duties are factors involved in this, the purpose of which is defined in advance (Öztekin, 2002). Organizational behaviour is the interaction between personal and in-group behaviour of people who compose the organization and outer space (Cook and Hunsaker, 2000). Behaviour, attitude and performance of individuals within the organization form the working area of organizational behaviour (Vasu, Stewart and Garson, 1998). Organizational justice means that personnel find it reasonable that the functioning and process of the organization is balanced, and the managers are fair and sincere, and what they do is reasonable (Dessler, 1999). Organizational justice is the expectations from the organization in return for what the personnel did to reach the organization's goals (Nam, 2008). The most important requirement for the fulfilment of organizational functions is the notion of justice. The justice to be in the workplace is described with the term "organizational justice" (Greenberg, 1990). Organizational justice represents the justice individuals perceive in their own organization. Justice which personnel participate in the policy of the organization, payment systems, who are privileged when they go on holiday are all related to organizational justice (Cropanzano and Greenberg, 1997). The notion of organizational justice is essential to decision making and the distribution of the resources to be able to be fair (Greenberg, 1987). Organizational justice not only means distribution of resources, it also means the strategy of the company, a fair distribution of moral and material values, developing relationships, to be respectful for individual's personality and values (Cremer, 2005). For a long time, in most of justice related research, distributive justice and operative justice have been the focus. Bies and Moag (1986) defined a retrieval type of justice called transactional justice. Colquitt (2001) claimed that transactional justice is divided into two as interpersonal and informative justice. Distributive justice has been defined as to lay off and the fair distribution of the use of public resources (Adams, 1965). In other words, distributive justice means that the results which the personnel got are fair and to give the right owed to everyone. The personnel contribute to the organization as much as their knowledge, ability and experience allows, and they expect the equivalent of their contribution from the management (Demirel and Seçkin, 2011). In a study by Folger and Cropanzano (1998), it is stressed that the loss of meaning in the justice perception of the personnel will result in decrease of performance in the workplace, decrease in the quality of work, and increase in stress and theft. Organizational justice notion is related to the distribution of resources such as wage, prize, pay rise or promotions are fair or not.

People compare the wage they get to the wages of others do and they evaluate whether the distribution is fair or not. If they have no information about the wage that the others get, they question whether their own wage is enough or not. Through these comparisons, the person evaluates the distributive justice (Cropanzano and Greenberg, 1997; Walumbwa et al., 2009). Procedural justice is the idea of evaluation of the rate of fairness by studies in terms of taking decisions and distribution of processes and prizes (Cropanzano and Stein, 2009). Folger and Cropanzano (1998) defined procedural justice as the methods applied during determining the objectives and the perception of justice on the process. The processes can be evaluated in terms of consistency, to avoid prejudice, truth, corrigibility and morality (Leventhal, 1980). According to Lambert (2003), while distributive justice is related with results, procedural justice is related with the course or method. It is a notion which is related with being just among the ones who are in the process of deciding (Bies and Moag, 1986). Interpersonal justice reflects the respect and proper authority behaviour level during implementing the procedures (Colquitt, 2001). Interpersonal justice during which managers implement procedures related to organizational activities, are the characteristics of attitudes and behaviour that an employee faced (Liao and Tai, 2006). Interpersonal justice requires the respect of managers to employees, giving them value, acceptance and being sensitive to the employee. Otherwise, interpersonal interaction injustice can lead to reaction against the leaders of the employees (Özdevecioğlu, 2003). Taking into account the operations related to the organizational activity, the provision of enough information to employees is defined as informative justice (Cohen-Charash and Spector, 2001). Biased or behaviour assessed against what they do not have enough information to individuals is agreed as general. Fear and doubt of the unknown can affect the attitudes and behaviour of individuals in a negative way (Doğan, 2002).

Another important factor of organizational behaviour is commitment. Organizational commitment, one of the attitudes of the employees regarding the workplace is identified as employees' a high level of acceptance belief to their organization's goals and values, the desire to show intensive efforts for organization purposes, a strong desire to stay in the organization and to maintain the membership of the organization (Mowday, 1979). Organizational commitment is a notion of the employee intertwined with the whole efficacy, goal, structure and the process success of the concept (İbicioğlu, 2000).

There is a mutual correlation between the engagement of employee and organization. The more the organization is fair to its employee, the tighter the connection of employee to the organization will be (Fischer, 2004). Organizational commitment is affected by several factors.

Schwenk (1986) defines these factors as work experience of people in the past, situative, organizational-functional and personal-demographic factors. An emotional tendency to the organization is described as commitment. Some writers gave some definitions to commitment such as, not being able to take the risk of leaving the group, sense of responsibility to the organization or sense of necessity of continuity (Buchanan, 1974; Meyer and Allen, 1997).

The notion of organizational commitment is defined as a combination of features such as, to believe the goals and values of the organization deeply, to be willing to show enthusiasm to challenge and to be willing to continue to work there (Allen and Meyer, 1990; Finegan, 2000; Greenberg, 2005; McShane and VonGlinow, 2005; Morrow, 1983; Mowday, Porter and Steers, 1979; Newstrom and Davis, 1993; O'Reilly III and Chatman, 1986; Robbins and Coulter, 2003; Tsui and Cheng, 1999). Organizational commitment is also accepted as loyalty of an employee to the organization, to identify himself/herself with it and the tendency or desire to be permanently employed there (Robbins and Coulter, 2003). It stresses the level of desire to identify himself/herself with the organization (Newstrom and Davis, 1993). Tsui and Cheng (1999) discusses the organizational commitment of teachers as;

1. To believe the goals and values of the school deeply and to accept them
2. To be willing to do something important for the school
3. To be a member of the school or to show a sincere enthusiasm to be working there.

The employee whose level of organizational commitment is high makes an effort more than expected to fulfil the goals of the organization (Jones and George, 2003). Because the employee, whose level of organizational commitment is high, contributes to fulfil the goals of the organisation, affective commitment and high performance will develop (DuBrin, 2006). Organizational commitment is accepted as an important factor on organizational impact and advantage (Beck and Wilson, 1997). The research shows that the employee whose level of organizational commitment is high makes more effort than the ones whose level of organizational commitment is low (Kök, 2006). Moreover, Meyer and Allen (1991) discuss the organizational commitment in three different groups such as affective commitment, continuance commitment and normative commitment. Affective commitment is defined as identification of the employee with the organization, affective commitment to the organization, concern for the goals of organization. The employee who has affective commitment feels positive regarding the organisation and takes pleasure in being a member of that organization. The employee who develops a deep affective commitment continues to work in the organization for the fact that he/she wants (Meyer and Allen, 1991; Allen and Meyer, 1990). Continuance commitment is the kind of combination that

identifies to be aware of the consequences of leaving from the organization. It is affected by factors like lack of commitment and absence of alternatives. The people who have continuance commitment stay with the organization because of their needs (Meyer and Allen, 1991; Allen and Meyer, 1990). Normative commitment is the combination of continuance which is a result of a sense of responsibility to the organization and necessity to stay with it. Experience and socialization within the organization are correlated with the sense of loyalty to it. The personnel whose sense of normative commitment is high feels like staying with the organization (Meyer and Allen, 1991; Allen and Meyer, 1990).

A survey on organizational citizenship behaviour started with the traditional point of view on which Dennis W. Organ defined in 1977 as “satisfaction provides performance”. This survey was a starting point for Thomas S. Bateman who developed a measure called “non-quantitative performance”. Chris A. Smith established organizational citizenship behaviour relations via his research by using this method (Çınar, 2000). There may be some effort or labour except for responsibility, duty and roles of the personnel in the organization. However, there is no a definite law nor rules for this term. Organizational citizenship is a concept of behaviours developed willingly and voluntarily by the personnel (Atalay, 2002). They are kinds of behaviour which are not described directly nor clearly, non-mandatory and contributes to the efficacy and productivity of the organization (Dilek, 2005). They are kinds of behaviour that are on the border or have an above level quality, and the ones which are not taken into consideration by the formal reward system of the organization (Atalay: 2002).

It is noted that employees help the ones who helped them and employees do not hurt the ones who helped them. According to the same philosopher, an employee who asks for help from others need to help the others first. Dennis W. Organ has included “reciprocity norm” in some of his studies on organizational citizenship behaviour. Chris A. Smith, Dennis W. Organ and Janet P. Near suggested that employees may accept organizational citizenship behaviour as a tool to respond to their managers. Similarly, Robert H. Moorman claimed that employees may increase their tendency to develop organizational citizenship behaviour when they need to respond to the fair attitude and behaviour of their management (İşbaşı, 2000). Moreover, Peter Michael Blau indicated that organizational citizenship output depends on the efficacy of organization and its employees, and their professional field is related to functional and organizational borders (Kara, 2009a). An employer who wants to strive for harmony in organizational and administrative events will be able to affect other employees’ personal quality on a large scale. However, employee may

have difficulty in self-denial to adapt himself to the situations (Kara, 2009b). In the literature, there are thinkers who argue that there are different dimensions of organizational citizenship.

Dennis W. Organ's altruism- consists of the attitudes of ones who cannot finish their duties on time or the ones who help their colleague who cannot solve their problem. Conscience- defines an attitude expected of a role model. Courtesy based information- affects the ones who will be affected informed or reported by an employee before a job or attitude. Civic virtue- is loyalty and interest to the organization at the highest rate. And volunteering and sportsmanship- is not to complain about the disturbance and impossibility, not to feel offended when the suggested ideas are not accepted by colleagues, to be optimistic, to prefer organization's benefits rather than personal ones, to be able to put aside personal ideas when necessary.

As a consequence of this study, it is hoped that the commitment of the employee in the organization and specifically of the teachers working at school will increase. Besides, they will show organizational citizenship attitude. In organizations, especially in the education sector, which is a service sector, efficiency and success are not only due to financial reasons. The inherent organizational justice provided by the administrative personnel (director, vice-directors etc.) who are some of the most important shareholders of the education sector will increase the commitment of teacher to the organization, and it will affect organizational citizenship directly or indirectly. At a school where behaviour such as altruism, conscience, courtesy based information, civic value, willingness and sportsmanship are displayed, they will lead to a positive school environment. It is obvious that employee, teachers, administration and students at this school will be peaceful, happy and positive, where conflicts are minimized, successful and efficient. At the end of this study, it has been hoped that the relation between organizational justice, organizational commitment and organizational citizenship to establish positive organizational culture will be evaluated, and to enlighten our teachers and administration for establishment of these behaviours.

Method

In this study, the perspective of teachers on organizational justice, organizational commitment and organizational citizenship notions, and the level of inter-effect are will be measured. The model of the study is the correlational model.

The study has been carried out by means of the correlational model, which is a research model that aims to identify the existence of change and its level between two or more factors (Karasar, 1991). The research group of the study consists of the teachers who work at primary

schools in Gaziantep in 2014-2015 school year. By applying easily accessible sampling method, 283 teachers have been contacted and the survey has been carried out.

Data collection tools

The organizational justice scale has been developed by Niehoff and Moorman (1993) to measure the level of perception of justice of teachers at their schools. It has been translated into Turkish and transcribed by Polat (2007). Polat (2007) found out the reliability coefficient of the scale as ,960 and in this study the reliability co-efficient has been calculated as ,953. It is evaluated as the higher the mark given by the scale, the related feature increases.

The three dimensional organizational commitment scale which was developed by Meyer and Allen (1991) and adopted by Wasti (2000) into Turkish is a likert type of scale 21 items which aims to measure affective commitment, which consists of seven items each, continuance commitment and normative commitment in all their aspects. The original form of the scale has been prepared according to 7-level rating. In this study it has been applied in 5-likert form. There are also some other studies that use 5-level rating. The analysis in this study show that it is valid and reliable in 5-level rating form (Boylu et al., 2007; Gündoğan, 2009) In this study, the reliability coefficient has been found as ,864.

To measure the organizational citizenship scale organizational citizenship attitudes, Organizational Citizenship Behaviour Scale (OCB-C) which was developed by Podsakoff, his friends (2000) and Morrison (1994) and adopted into Turkish by Türker (2006). This scale consists of 19 items in total. Dimensions of organizational citizenship behaviour are altruism, conscientiousness, courtesy, civic virtue and sportsmanship. Questions related to these parts are measured via 5-level Likert scale. As a consequence of reliability analysis held in this part, the reliability coefficient has been estimated as ,904.

Statistical Analysis

The data was analysed using SPSS 17.0 statistics software. Data was analyzed using hierarchical multiple linear regression. Before starting the analysis, data was examined in terms of missing values, outliers, normality, multiple changes. In other words, the assumptions of the analysis were tested.

Data was analysed using the method of correlation and multiple linear regression. In the study model, while we were analysing the effect of independent variables such as organizational justice and organizational commitment which predicts the organizational citizenship notion of

dependent variable teachers, gender, age and hierarchical multiple regression analysis in which the seniority of variables are controlled was conducted. The model planned to be tested: “To analyse the mediation effect of organizational both organizational commitment notions of teachers on the relationship between organizational justice and justice and organizational citizenship behaviours of the teachers”

In this study, organizational commitment mediation effect of teachers has been studied when their organizational citizenship notion predicts their organizational justice notion level.

The mediation effect, which was first explained by Baron and Kenny (1986) can be defined as a condition that means the third variable in the relationship between each of the two variables. Between two variables that mediate the third variable in the relationship or to say that there is an indirect effect is dependent on certain conditions.

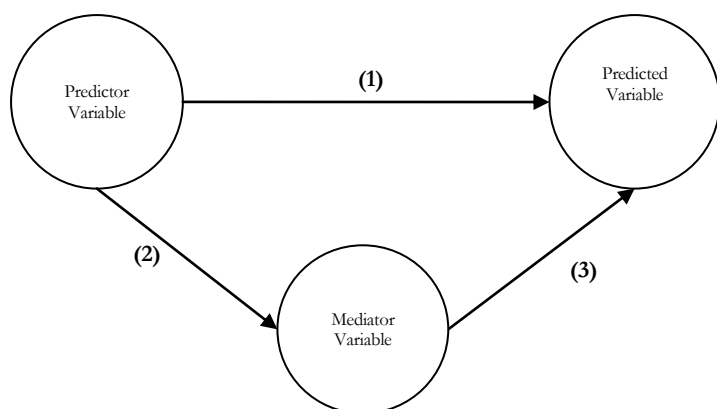


Figure1. Mediation effect in Baron and Kenny model

As shown in Figure 1, assume that we have three variables such as (P) Predictor, (C) Predicted/Criterion and (M) Mediator. Baron and Kenny (1986) said that the following four conditions must be fulfilled in order to prove the mediation effect by regression analysis (1) P predicts C significantly (2) P predicts M significantly (3) M predicts C by controlling P effect (4) By controlling effect of M, the prediction of P on C will decrease significantly or this relationship becomes statistically insignificant.

In the 4th step, on condition that the prediction of P on C becomes insignificant, M is called “full mediating” variable, and if there is a significant decrease in prediction of P on C, A is called “partially mediating” variable (Frazier, Tix and Barron, 2004). In can be said in partial mediation effect that both P has direct effect on C and it has indirect effect through M. In this kind of model, without controlling the effect of P on C, indeed, is the total of direct and indirect effects.

There are 14 different means of testing methods in the literature to test the significance of the mediation effect. The Sobel test, which is quite common in books and articles, and determined to produce the most reliable results was used in this study (Şimşek, 2007).

Findings

Demographic Characteristics of the Participants

Personal characteristics, gender, marital status, age, and frequency and percentage according to seniority of teachers participating in the study are given in Table 1.

Table 1. Frequency and percentage of groups participating in the study considering demographic variables.

Variables	Categories	N	%
Gender	Man	169	59,7
	Woman	114	40,3
Marital Status	Married	221	78,1
	Single	62	21,9
Education	Degree	187	66,1
	Masters	96	33,9
	Between 20-28	94	33,2
Age	Between 29-34	82	29,0
	35 and over	107	37,8
	9 and under	94	33,2
Seniority	Between 10-19	82	29,0
	20 and over	107	37,8
Total		283	100,0

Referring to Table 1, according to the gender difference, it was observed that there is a greater number of male among the teachers who participated in the study. According to the education variable, it is observed that the number of teachers who has masters' degree is as about half as the graduate degree ones. According to the age variable, the young and middle-aged teacher ratio is close to one another. However, it is observed that the proportion of experienced teachers is higher. And according to seniority, seniority of teachers with years of service was found to be much higher than those with less.

Relationships Between Organizational Justice, Organizational Commitment, and Organizational Citizenship

Wherein there is the correlation, which is applied to investigate the impact on organizational justice and organizational citizenship of teachers and to investigate the effect of the level of influence through organizational commitment, findings and the results of the hierarchical multiple regression analysis. In the test analysis conducted as follows, while examining the level of teachers' organizational citizenship, it was taken as a model of control variable of organizational justice.

Table 2: Organizational Justice and Organizational Commitment notions of Teachers' Correlation Analysis Results Regarding Their Organizational Citizenship

	Organizational Justice	Organizational Commitment	Organizational Citizenship
Organizational Justice	1		
Organizational Commitment	,393**	1	
Organizational Citizenship	,456**	,587**	1

According Table 2, as a result of the Pearson correlation analysis which is applied to determine whether there is a significant relationship between organizational citizenship points, organizational justice and organizational commitment scores. There was found to be a positive and significant relationship between organizational justice and organizational citizenship ($r = ,456$; $p < .01$), and a positive and significant relationship ($r = ,587$; $p < .01$) between organizational commitment and organizational citizenship. Accordingly, organizational the justice and organizational commitment of teachers will affect the positive aspects of their organizational citizenship.

Table 3. The results of the hierarchical multiple regression analysis regarding Organizational Justice and Organizational Commitment notions Organizational Citizenship concept of teacher.

Model		Dependent Variable: Organizational Citizenship					
Independent Variables		B	Std. Hata	Beta	t	p	F
1 st step	(stable)	2,509	,196		12,795	,000	
	age	,070	,071	,099	,984	,326	
	gender	,054	,065	,045	,832	,406	
	seniority	-,012	,011	-,116	-1,143	,254	15,955 ***
	education	,112	,068	,089	1,654	,099	
	organizational justice	,319	,039	,447	8,258	,000	
	<hr/>						
2 nd step	(stable)	1,379	,204		6,749	,000	
	age	,059	,061	,084	,969	,333	
	gender	-,017	,057	-,014	-,297	,766	
	seniority	-,012	,009	-,112	-1,272	,204	
	education	,154	,058	,123	2,637	,009	96,734***
	organizational justice	,186	,036	,261	5,192	,000	
	organizational commitment	,458	,047	,494	9,835	,000	

$\Delta R^2 = ,201^{***}$ (* $p < .05$, ** $p < .01$, *** $p < .001$)

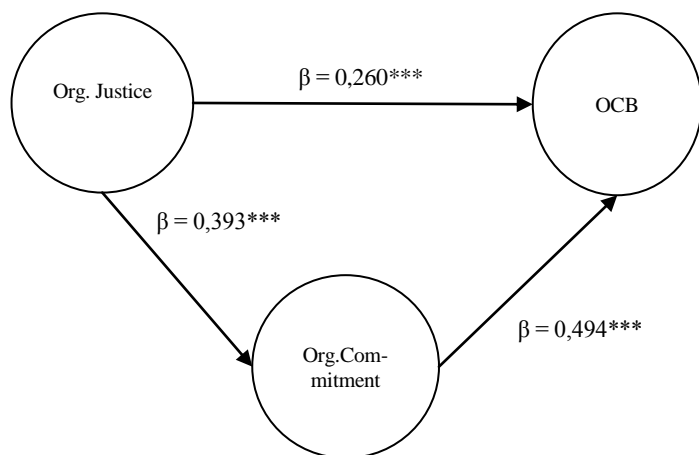
As shown in Table 3, after controlling the demographic variables gender, education, age, seniority and teachers' organizational justice variables in Step 1, the organizational commitment scores of teachers were added to the model with direct identification (enter) method in Step 2. As a result of the hierarchical multiple regression analysis, after organizational commitment is included into the model, the impact of organizational justice on organizational citizenship as dropped from $\beta = ,447$ to $\beta = ,261$. Once organizational commitment is added to the model, the reduction of the impact of organizational justice, but this effect is still significant shows that emotional labour is a partial mediator variable in this relationship. So, there is both direct impact and an impact through organizational commitment on organizational justice.

To apply the Sobel test regarding the significance of the effect found, some of the data in Table 3 has been entered into the program MedGraph-I of Jose (2003), and Table 4 below has been constructed.

Table 4. Sobel Test Analysis results for the teachers' organizational justice perception in predicting Organizational Citizenship regarding their of significance Mediation perception of Organizational Commitment.

Type of Mediation	Partial
Sobel Z value	5,555
Significance	0.000
Direct impact	0,260
Indirect impact	0,196
Total impact	0,456

As Table 4 shows, in Medgraph-I program, the Sobel test done by entering some of the data in Table 3 for the significance of the impact, the impact of organizational commitment appears to be significant at level $p < .001$. When we look at the overall results of the analysis performed to determine the effects of mediation, the total impact of organizational justice on the organizational citizenship is $\beta = .456$. When organizational commitment is checked, organizational citizenship has $\beta = .26$ a direct effect on the organizational justice. The difference $\beta = .196$ is due to the influence of organizational commitment as indirect effect. These mediation effects and overall model is shown in Figure 2. In the figure, predicting each of the variables is shown with a one-way arrow. Standardized beta coefficients in the regression table are displayed on the arrow.



(* $p < .05$, ** $p < .01$, *** $p < .001$)

Figure 2. Regarding the impact on organizational justice and organizational citizenship variables of teachers, mediation effect of their organizational commitment levels and standardized beta coefficient is.

As shown in Figure 2, predicting organizational citizenship teacher of teachers their perceptions of organizational justice has partial mediation effect on organizational commitment ($Z = 5,555744$, $p < .001$), accordingly, it can be said that organizational justice affects their

organizational citizenship directly, but it is also effected indirectly through their organizational commitment. Organizational justice of teachers has a direct and indirect effect on organizational citizenship.

Discussion and conclusions:

As a result of Pearson correlation analysis conducted to determine if there is a significant positive relationship between organizational justice points and organizational citizenship and organizational commitment points to a positive and significant relationship ($r=,456$, $p<.01$) was found between organizational justice and organizational citizenship. r rate derived from Cohen (1998) and Huck (2008) correlation analysis indicates a low relationship if the rate is between 10 and 29, a moderate relationship if the rate is between 30 and 49, and it indicates high relationship if the rate is between 50 and 1.0. Accordingly, we can conclude that there is a moderate level, to Cohen and Huck's, relationship between organizational justice and organizational citizenship. Some conducted research that has the quality to support our research can be given as examples. For example, organizational justice effects, workers' behaviour, business performance and organizational success (Cropanzano et al., 2007); their organizational recovery and performance (Baldwin, 2007); their organizational citizenship (Jafari and Bidarian, 2012); their productivity (Nichoff and Moorman, 1993; Forret and Love, 2008); their organizational behaviours (Bies, 1987).

Again, according to the results of the Pearson correlation analysis, there has been a positive and significant relationship ($r= ,587$, $p<.01$) between organizational commitment and organizational citizenship. Although the rate found is a moderate correlation one to Cohen and Huck, the relationship between organizational commitment and organizational citizenship is stronger than the relationship between organizational justice and organizational commitment. Teacher's commitment to the organization turns out to be more decisive and effective in their organizational behaviours. Accordingly, organizational justice and organizational commitment of teachers will affect their positive aspects of organizational citizenship. Organizational commitment (Halis et al., 2007) has been demonstrated by studies to affect many positive organizational outcomes such as performance of employees within the organization (Randall, 1990; Mathiue and Zajac, 1990); organizational citizenship (Bolat and Bolat, 2008) and business performance (Steyrer et al., 2008). It has also been shown by the research that it has effect on organizational climate and employee satisfaction (Chathoth et al., 2007; Dundar and Tabancali, 2012) and on organizational outcomes (Kath et al., 2010); it effects job satisfaction (Lee et al., 2013) and organizational commitment (Demirel, 2008; Taşkın and Dilek, 2010; Celep and Yılmaztürk, 2012).

In this study, it was found that teachers' perceptions of organizational justice influences their organizational citizenship in a positive and significant way ($\beta = .456$; $p < .001$). Organizational justice, affects teachers' organizational citizenship directly in a significant way ($\beta = .456$; $p < .001$), and it is effected indirectly due to partial mediating effect of organizational commitment ($Z = 5.555$; $p < .001$). The more successfully organizational justice within the organization structure of the school is implemented, the more organizational commitment of teachers will increase, and so will their organizational citizenship to that extent.

Overall, the more the perception of organizational justice of teachers within the organization and structure of school is positive, in other words, if organizational justice can be performed efficiently in the structure of the organization, the more organizational citizenship of teachers there is.

Recommendations to practitioners: When organizational justice is provided, the idea of organizational citizenship will change directly positively so that their behaviours such as helping a colleague who cannot finish a work or solve the problem will increase. Teachers will fulfil the role behaviours more than they are expected. A teacher will inform the people that will be affected and will warn without any expectations before a job or behaviour to be done by another teacher within the organization. The teacher will show the highest level of commitment and interest in the organization as a whole, and fulfil the duties and responsibilities without complaining of discomfort and inability related to the organization.

They will be optimistic by providing a positive contribution to the organizational climate, they go beyond their own interests for the realization of the objectives of the organization, and they set aside their individual opinions when necessary, they may self-sacrifice to the organization.

Recommendations to researchers; It has been found in this research that organizational commitment which was detected predicting experimental stages of organizational justice is an intermediary predictor. Research may investigate whether there are mediation effects of some other variables. Researchers may also examine result variables such as job satisfaction, performance taking them as dependent variables.

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