

Organizational Justice and Organizational Commitment among Secondary School Teachers

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Abstract—The purpose of this study is to find the relationship between organizational justice (OJ) and organizational commitment (OC) among secondary school teachers. The sample consisted of 98 teachers working in 8 public secondary schools. OJ consists of three dimensions, namely, distributive justice (DJ), procedural justice (PJ), and interactional justice (IJ) which were used to measure the level of perception of justice among teachers, whereas to determine the level of commitment among teachers, the study used OC questionnaire. Pearson correlation and regression analysis methods were used to find the relationship and the impact of OJ on OC. The main findings of the study indicated that there is a positive and significant relationship between OJ dimensions and OC; DJ found highly correlated with OC. However, PJ and IJ positively and significantly predicted OC among secondary school teachers. The study could provide some significant literature contributions on the OJ and OC of secondary school teachers in developing countries.

Keywords—Organizational commitment, Organizational justice, Secondary school, Teachers.

I. INTRODUCTION

One of the most valuable characteristics of individuals residing in contemporary cultures is to lead orderly lives. People have created many organizations to guide personal existence. Of all these organizations, the most significant is the job that individuals have to undertake to guide their lives. Working in structured institutions has made some ideas essential in academic experiences. Two of these ideas stand out; organizational justice (OJ) and organizational commitment (OC) (Buluc and Gunes, 2014). Justice based on the cultural interchange paradigm (Blau, 1964). Since inequality linked to adverse perceptions of the workforce, sound therapy leads to pleasant feelings. Research demonstrates that justice has positive implications for employee commitment (Suliman and Kathairi, 2013). Researchers believe that OJ is a multidimensional paradigm that involves distributive justice (DJ) (whose organizational resources are what), procedural justice (PJ) (how corporate resources are shared/distributed), as well as interactional justice (IJ) (interpersonal diagnosis during corporate contact resources) (Cropanzano et al., 2002). However, according to Buluc and Gunes, 2014, for both teachers and students, OJ is a vital concept. However, the performance and efficiency of educational institutions depend on OJ and OC and consider as fundamental concepts (Ahmad and Jameel, 2018; Buluc and Gunes, 2014).

There is considerable literature on the link between these OJ elements and their implications. In addition, research shows that DJ and PJ relate to commitment (Cohen-Charash and Spector, 2001) and IJ (Elamin, 2012).

Most of the past studies conducted in the public administration field, such as among correctional officers/staff (Griffin and Hepburn, 2005; Lambert, 2003; Lambert et al., 2019) or among police officers (Crow et al., 2012; Qureshi et al., 2017) and there is a lack of the previous studies in the education field, particularly among school teachers (Buluc and Gunes, 2014). However, limited studies conducted in the Middle East countries (Elamin, 2012; Suliman and Kathairi, 2013; Raewf and Thabit, 2018; 2015; Massoudi and Hamdi, 2017), particularly in the Iraqi setting.

The Iraqi education system facing several challenges, decades of war and underinvestment in Iraq, has damaged what was once the region's most exceptional education scheme, significantly curtailing Iraqi children access to value teaching. There are nearly 3.2 million Iraqi young children out of the school (Jameel, 2018a; 2018b; Jameel and Mohammed, 2016; UNICEF, 2018). Children and educators encountered war trauma, displacement, and loved people's loss. Such injury has a long-lasting psychological effect that can influence learning procedures and skills. Schools operate several "changes" in displacement or infrastructure affected

regions, where it is challenging to deploy skilled professors to work at such places (UNICEF, 2019; Jameel et al., 2017; Jameel and Ahmad, 2018; Mahmood et al., 2019). Our study focuses on one of these cities which suffered from wars and displacement.

The present study aim is to find out relationship between OJ elements and OC and its impact on secondary school teachers with reference to Heet City, the province of Al Anbar, Iraq.

II. LITERATURE REVIEW

A. OC

OC in the field of management and organization is one of the most researched institutional behaviors studied in organs and organizations for a long time (Cohen, 2007). Yet, concepts have value and meaning contradictions. OC implies workers' OC, their perception of themselves as belonging to the institution, and their perception of themselves as an unchangeable portion of the institution (Wallace, 1995). OC relates to the connection between the employee and the working organization in general (Lambert et al., 2019; Mowday et al., 1982); affective commitment (AC) means a psychological relationship to the organization, including organizational recognition (i.e., corporate prestige, integration of its objectives, and acceptance of its fundamental principles) and readiness to make efforts to aid the organization (Mowday et al., 1982). This volunteer bond reflects mutual desires and policies among the individual and their institutions (Mowday et al., 1982). If the staff regards the organization as handling them positively, they are more inclined to bind the organization psychologically. In comparison, those who think that the employer or organization treats them poorly or unfairly will leave from the organization (Meyer and Allen, 1997).

B. OJ

Justice is among the most real cultural requirements. It is also the foundation for all right conduct. The notion of fairness is a crucial component of society. OJ refers to the concept of the working environment (Greenberg, 1982). OJ relates to the perception that the employer treats staff justice and fairly (Lambert et al., 2019). Three critical aspects of OJ are DJ, PJ, and IJ.

C. DJ

DJ is anticipated to provide a fair proportion of behavior and results (benefits and expenses). Expenses and profits are allocated based on employee performance. DJ Relates to the perception of reasonable and equitable organizational results (such as salaries, advantages, allocation of shifts, work appraisals, position assignments, bonuses and occupational restraint) (Greenberg, 1982; Griffin and Hepburn, 2005).

In determining equity, staff relates the importance of their job outputs, such as hard work, dedication, and enthusiasm, to the results or benefits they receive from their organizations (Elamin, 2012). The results or benefits obtained are increased

salaries, promotions, and appreciation. If the staff thinks that the results of choice are unreasonable, they may clash with their organization (Mohd Kassim et al., 2018).

It is essential to recognize that equity and not equality are the basis of DJ (Greenberg, 1990). Equality implies that all employees are handled the same, regardless of their attempts or effect. Equity means that the result is determined by an individual worker's initiatives and input (Qureshi et al., 2017). Under the equity exchange principle, an individual assesses the organizational output based on inputs and compares these with the results of other workers in similar situations and what is considered as just (Greenberg, 1990).

D. PJ

PJ refers to how the results are allocated, not the results themselves. PJ Refers to the preconception that the systems and processes used by the organization to achieve remarkable results should be just and fair (Greenberg, 1982; Qureshi et al., 2017). Most employees want accurate, open and honest processes used to determine distribution results regardless of the outcome. The mechanism could be as essential and more essential than results itself (Greenberg, 1990). Furthermore, an unfair method can still achieve the right outcomes (Lambert, 2003). Staff not only assesses the honesty of decision-making processes immediately affected by the organizational process but also assesses significant results affecting other employees.

E. IJ

Bies and Moag, 1986, created an IJ which relates to determine the character of an appropriate way of doing business. Bies and Moag, 1986, discerned six features that echo interaction judicial judgments are as follows: Sincerity, disappointment avoidance, kindness, regard for human rights and behavioral freedoms, and decision-making. The first five features are therapy elements, while the last one is explained. IJ concerns the fairness of the partnership between managers and employees (Buluc and Gunes, 2014).

III. HYPOTHESES DEVELOPMENT

A. OJ and OC

In the field of social exchange theories, the one between OJ and OC is one of the most rigorously researched relations in management literature. Drawing on social exchange theories, the reciprocity rule predicts that workers may reciprocate good or fair treatment with the organization or its managers by committing themselves to the organization (Lavelle et al., 2009). OJ and OC are so closely linked that they are often called the social exchange relationship indicators (Colquitt et al., 2013).

Although the commitment factors were extensively studied by organizational psychologists (Cohen, 2007), an interest in identifying the background of engagement is still a precious research effort, especially since engaged employees offer modern organizations practical advantages. The commitment was usually regarded from an attitudinal view, in which the

worker demonstrates organization identity, participation, and trustworthiness (Porter et al., 1974). OC was, therefore, postulated as “powerful faith in and recognition of the organization’s objectives and principles, readiness to make significant efforts on behalf of the organization, and a clear desire to preserve organizational citizenship” (Porter et al., 1974). Researchers agree that organization justice is a predicate of organization commitment (Aryee et al., 2004). Nevertheless, the differential impacts of justice elements on OC dimensions were not studied in the context of Iraq. We motive such expertise will not only add to literature but also guide organizational exercise as to which sort of justice should gain full expenditure when a certain amount of commitment is required. Researchers explore OC as a three-dimensional notion (Meyer and Allen, 1991), namely, AC, continuance commitments (CC), and normative commitment (NC). Although interconnected, in their perspective, they are unique (Meyer et al., 2002; Steijn and Leisink, 2006) while AC mirrors staff mental connection with the organization, ongoing commitment interventions have tangible advantages and NC, reveal a sense of coercion to proceed with the work process (Kumasey et al., 2017; Meyer and Allen, 1997).

Research demonstrates that OJ is usually in line with AC rather than continuity or NC (Crow et al., 2012; Loi et al., 2006). The evidence is plentiful that PJ is a helpful predictor of organizational involvement, as cognitive processes generate the impression that staff will receive the right proportion of organizational performance if they conduct well, despite the reality that current benefits are unreasonable (Loi et al., 2006). This result is compatible with the view of cultural return, which emphasizes natural comportment reciprocity (Blau, 1964). This indicates that research is conducted to uncover the distinctive impact of DJ, PJ, and IJ on each of the three elements of Iraqi setting. For instance, we believe that organizational strategies and procedures have consequences on each element of the engagement: Strategies and procedures on human resources that improve the self-worth of staff are linked with the growth of AC; apparent costs of failure in human resource activities are related to CC, and the expected need to settle owing is also connected with NC (Meyer and Allen, 1997).

In this respect, we anticipate that the three elements of OJ will encourage staff to create their corresponding concentrations of commitment because the knowledge of distribution, procedure, and interaction may lead a team to show beneficial behavior. Several studies confirmed the impact of OJ components on OC (Al-Kilani, 2017; Buluc and Gunes, 2014; Crow et al., 2012; Lavelle et al., 2009; Mohd Kassim et al., 2018; Rahman et al., 2016; Thabit and Raewf, 2018; 2016). Thus, we hypothesize that:

H₁: DJ relates positively to OC.

H₂: PJ relates positively to OC.

H₃: IJ relates positively to OC.

IV. METHODOLOGY

This study is a cross-sectional survey and has tried to figure out the direct link between and impact between OJ

components and OC among academic staff in secondary schools. The data collection method was collected using a structured questionnaire for the current study. The sample size of the study was 210 teachers who taught in 8 public secondary schools in Heet City, the province of Al Anbar, Iraq, during the academic year 2018–2019. Stratified random sampling choice depending on the total of teachers at each school, has been implemented. Total questionnaires applicable 98, the data were coded and analyzed in version 23 of the Social Sciences Statistical Package. The instruments of this study are as follows:

A. OJ

OJ dimensions measured by 15 items which developed by Crow et al., 2012, each dimension has 5 items DJ, PJ, and IJ. The study used 5-point Likert scale strongly disagree to strongly agree.

B. OC

OC factor consists of this study from 5 items developed by Crow et al., 2012, to evaluate this factor among teachers in secondary school. The 5-point Likert scale strongly disagree to strongly agree has been deployed.

V. ANALYSIS AND RESULTS

A. Demographic Descriptive

Table I illustrates the demographic results; most of the responded was male with 60% and other females; however, most of the teacher’s age was between 40 and 49 years old. Bachelor degree with 80% of teachers. Tenure was 11–15 years around 35% and equal to or more than 26 years around 33%, Table I, for more details.

TABLE I
DEMOGRAPHIC DESCRIPTION

Variables	Count	Column n%
Gander		
Male	59	60.2
Female	39	39.8
Age		
Below 30	4	4.1
30–39	36	36.7
40–49	42	42.9
50–59	11	11.2
60 and above	5	5.1
Qualifications		
Bachelor	80	81.6
Master	9	9.2
Diploma	6	6.1
PhD	3	3.1
Tenure		
<10 years	11	11.2
11–15 years	34	34.7
16–20	8	8.2
21–25	13	13.3
Equal to or more than 26 years	32	32.7

N=98

B. Validity and Reliability

Table II displays the Cronbach’s alpha results and factor loading, all the factors with an acceptable level of reliability which exceed the recommended level 0.7 by Nunally and Bernstein, 1978. However, factor loading exceeds the recommended level 0.5 by (Hair et al., 2010), see Table II.

C. Correlation Analysis

The Pearson correlation was executed as displayed in Table III in the calculation of the path of connection among the independent factors (DJ, PJ, and IJ) and dependent factor (OC). All three dimensions of OJ have a positive and significant correlation with each other and with OC. However, the DJ has a positively and significantly correlated with OC on a strong level of $r = 0.828$. Similarly, PJ and IJ have a positive and significant correlation with OC ($r = 0.651$ and 0.759).

D. Regression Analysis

The purpose of regression analysis is to find the impact of OJ dimensions on OC. Table IV illustrates the results of the regression analysis in this study.

DJ has a positive and significant impact on OC among secondary schools teachers on the level of $\beta = 0.797$ and

$P < 0.05$, the similar results were reported by Rahman et al. 2016. Thus, H1 has accepted. Similarly, PJ has a positive and significant impact on OC among secondary schools teachers with $\beta = 0.546$ and $P < 0.05$, the same finding was reported with Rahman et al. 2016, which reported that PJ has a positive impact on OC. Thus, H2 accepted. The last hypothesis has been accepted H3 due to the result of a positive and significance level with $\beta = 0.637$ and $P < 0.05$. The matching result reported by Al-Kilani, 2017. However, the coefficient showed that R^2 is 0.735. This result indicates that DJ, PJ, and IJ explain 73.5% of the variance in OC.

VI. DISCUSSION

The purpose of this study was to find the impact of OJ dimensions on OC among secondary school teachers this purpose has achieved. The results of the survey indicate that secondary school teachers with a propensity to show good feelings toward DJ, PJ, and IJ show a higher level of OC. Meanwhile, results indicated that there is a positive and significant relationship between OJ dimensions and OC, Table III, correlation analysis, while DJ has a strong correlation with OC with high level, $r = 0.828$. This result shows when DJ increases, OC level increases by 0.828. Similarly, with PJ and IJ have a strong correlation with OC. Similar results reported by (Lambert, 2003; Rahman et al.,2016) while, like PJ, the institution’s institutional outcomes, such as OC, would be more closely related.

Moreover, the dimensions of OJ significantly predicted OC among teachers. Similar results have been reported by Buluc and Gunes, 2014; Rahman et al. 2016, which reported that OJ significantly predicted OC. According to the findings of the study, teachers have favorable views of OJ in secondary schools that can be translated principals that handle teachers equally. However, the most important term for the development of a healthy and harmonious job environment is OJ. According to the study results, secondary school teachers also have high levels of institutional commitment. OC is essential in organizational success.

Furthermore, OC consists of some crucial aspects that are a strong belief in, or recognition of, the organization’s goals and principles, the willingness to work hard for and maintain an organization’s representative. It indicates that commitment is also an essential concept for education and particularly for schools. Should involvement of teachers in organization commitment upon embrace and recognition of the aims and principles of the school, efforts to achieve those objectives and preparation to continue within the organization will lead to achieving high teaching quality and more commitment among academic staff.

TABLE II
VALIDITY AND RELIABILITY

Variables	Items	Factor loading	Cronbach’s alpha
OC	OC1	0.895	0.845
	OC2	0.892	
	OC3	0.903	
	OC4	0.921	
	OC5	0.623	
DJ	DJ1	0.934	0.844
	DJ2	0.835	
	DJ3	0.860	
	DJ4	0.872	
	DJ5	0.860	
PJ	PJ1	0.752	0.903
	PJ2	0.878	
	PJ3	0.816	
	PJ4	0.852	
	PJ5	0.812	
IJ	IJ1	0.719	0.855
	IJ2	0.885	
	IJ3	0.881	
	IJ4	0.768	
	IJ5	0.768	

DJ: Distributive justice, PJ: Procedural justice, IJ: Interactional justice, OC: Organizational commitment

TABLE III
CORRELATION

Variables	DJ	PJ	IJ	OC
DJ	1	0.566**	0.649*	0.828**
PJ		1	0.778**	0.651**
IJ			1	0.759*
OC				1

**Correlation is significant at 0.01 level (two tailed). *Correlation is significant at 0.05 level (two tailed). DJ: Distributive justice, PJ: Procedural justice, IJ: Interactional justice, OC: Organizational commitment

TABLE IV
REGRESSION

Hypotheses	Beta	P-value	Sig.	Remark
DJ→OC	0.797	0.000	<0.05	Supported
PJ→OC	0.546	0.000	<0.05	Supported
IJ→OC	0.637	0.001	<0.05	Supported

$n=98$, $R=0.841$, $R^2=0.735$. Std. error of the estimate 0.525. DJ: Distributive justice, PJ: Procedural justice, IJ: Interactional justice, OC: Organizational commitment

VII. CONCLUSION

OJ and OC are fundamental concepts if the quality and productivity of educational institutions taken into account. The fair treatment of the principal would positively affect not only the teacher's loyalty to his/her school but also job satisfaction, morale, and the school environment. OJ and OC are highly correlated in the present study. Furthermore, it is showed that OJ is an indicator of OC. The work discussed here makes some significant literature contributions on the OC of secondary school teachers in Iraq. Furthermore, this research extended OJ investigation among school teachers, particularly secondary school teachers, to examine whether teachers affect their OC of three dimensions of OJ. However, this study would enrich the body of knowledge in the context of Iraq, which suffers from the lack of studies conducted in the education field.

RECOMMENDATION

Research carried out to date shows that OJ and OC are basic concepts for academic institutions. The perceptions of teacher justice as far as schools and administrators are concerned to have a positive impact on their commitment. In this context, teachers' commitment to their organizations and performance will increase if the directors treat teachers equally.

LIMITATIONS AND FUTURE STUDY

The study faced some limitations such as a low response from the teachers only 46% responded. Meanwhile, the study conducted among eight public schools which cannot generalize the result to all Iraqi secondary schools, a future study could be conducted with more sample size and find the causal effect between the OJ and OC such as satisfaction.

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