

Original Paper

The Investigation of Organizational Justice Relationship with Managers' Self-Efficacy

(Case Study: Applied Scientific Educational Institutions in Northern of Iran)

Mohammad Taleghani^{1*} & Ataollah Taleghani²

¹ Department of Industrial Management, Rasht Branch, Islamic Azad University, Rasht, Iran

² Department of Mechanical and Industrial Engineering, Toronto Metropolitan University, Toronto, Canada

* Mohammad Taleghani, Associate Professor, Department of Industrial Management, Rasht Branch, Islamic Azad University, Rasht, Iran

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Abstract

The aim of the present study, the relationship between thinking styles and abilities of the individual employee organizations Education office is Rasht City. All staff education research population administrative Rasht City of sample included 490 men and 215 women who randomly—selected class. To gather the data from the two questionnaires assessing thinking styles and abilities of individual staff questionnaires were used. Cronbach's alpha coefficient of 95% and Thinking Styles Inventory capabilities of individual employees was estimated at 96%. Data from the descriptive statistics (mean and standard deviation) and inferential statistics (multiple regression analysis to test the main hypothesis of the study and test specific hypotheses to test and Pearson correlation test and KS-test and ANOVA Friedman test, camera test Watson) was used. Overall relationship between the changing styles and interpersonal skills combined with the ability to confirm a relationship was found between styles and between levels of utopian thinking, pragmatic-oriented analysis, and fact-oriented capabilities of individuals with confirmed. And the Friedman test with the highest correlation was found. At the end of the pragmatic thinking in the form of summary, discussion, conclusions, several recommendations in connection with the results in real-world applications and continues to pursue similar studies in the future are presented.

Keywords

thinking styles, personal empowerment, organizational justice, applied scientific educational institutions

1. Introduction

In Management studies also discuss about ways of thinking and perception of employees has allocated a special place in their (Hashemi, 2009). Wiles in 1992, provides a definition of the style of thinking: Thinking style is pattern of character behavior, which occurs in the work and activities of the organization, and others would recognize it. Variables affecting the formation of thinking styles include culture, age, gender, parents' thinking style, and job (Hasanpour, 2010).

5 patterns about thinking style by Harrison and Bramson (2002) has provided that (Combination thinking, idealistic thinking, pragmatism thinking, analytical thinking, realistic thinking) have been identified. In terms of people with combination thinking style, every man for his own has no particular point of view and is always function of others; hence they are similar to idealists. People with idealistic thinking style influenced by goals and high standards, have valuable attitudes to issues and people. In the role of manager of an organization are looking to assimilate and agreement between people (Hasanpour, 2010). Pragmatic People often show a great deal of wit and speed to the success of the ideas of others. They are people with big and long-term plans but tend to be practical and short-term thinkers and they have phased approach to life. The analysts seem calm, hardworking and probably cold and hardly predictable. They see the world logical and regular and believe to the logic and a right way to do things, and their strategy is the scientific and analysis method. Realist people tend to have strong and honest look and the most important strategy is experimental exploration that is cornerstone of realism (Keshtkaran, 2009).

The most important and most vital asset of any organization is its human resources. The quality and capabilities of human resources, the most important factor of survival and the existence of the organization. Enable human resources, create capable organizations. Enable organizations is an environment that employees in different groups, in carrying out their activities cooperate with each other. Enable employees benefit to the organizations and themselves. They feel more targeted jobs or their lives and their involvement are directly related to continuous improvement in systems and processes in the workplace. Capable organizations, employees with a sense of excitement, property and honor, do their best innovations and thoughts. Capable organizations, employees with a sense of excitement, property and honor, do their best innovations and thoughts. In addition, they work with a sense of responsibility and prefer interests of the organization to their interests. Capable employees are with high self-esteem, creative, talented, creative and reliable. They are able to use critical thinking skills such as revealing, test assumptions and assessments of offered reasons and organizations despite having Capable staff can reach the organizational goals and provide staff growth (Abdolahi & Naveh ebrahim, 2007).

1.1 Literature Review

Thinking in the first years of life from parents, teachers and members of the group or groups that person depends on them acquired. Individual see method of the behavior of its family and friends and coordinate

itself with their thinking and behavior. With increasing age, imitates thinking style of celebrities or those who are admired (Khanian, 2009).

Thinking styles are not the ability but they are a preference to apply the abilities. If there was no difference between thinking styles and abilities, it was not necessary to speak about the concept of thinking styles. Life selection requires a balance between thinking styles and abilities. Consistent between thinking styles and abilities, is created a rising force that is much greater than the sum of its parts. Humans have multiple patterns for thinking styles. People in the flexibility of their thinking styles are different. Thinking styles change during the life, for education, and have socialization and measurable characteristics; valuation of thinking style in terms of location is relative and it's right and wrong is a relative thing (Emamipour, 2009).

According to Harrison and Bramson thinking styles include:

- a) Combination thinking style (fusion oriented) that integrated-oriented people integrate. They like to discover several things that may be irrelevant for others and to find ways that they can comply with a new and innovative combination. Integration-oriented would like to enter the challenge and are always suspicious even when you do not see any reason for it (Hasanpour, 2010).
- b) Analysts thinking style: The analysts seem calm, hardworking and probably cold and hardly predictable. They see the world logical and regular and believe to the logic and a right way to do things, and their strategy is the scientific and analysis method (Harrison & Bramson, 2002).
- c) Idealistic thinking style: People with idealistic thinking style influenced by goals and high standards, have valuable attitudes to issues and people. People with idealistic thinking style consider a wide range of perspectives and are seeking ideal solutions. They have holistic view (Harrison & Bramson, 2002).
- d) Realistic thinking style: Realist people tend to have strong and honest look and the most important strategy is experimental exploration that is cornerstone of realism. Realistic People are dependent to the facts and expert opinions and are interested to coherent conclusions (Harrison & Bramson, 2002).
- e) Pragmatic style of thinking: Pragmatic People often show a great deal of wit and speed to the success of the ideas of others. Pragmatists are more flexible than others and show empowerment (Keshtkaran, 2009).

Empowerment is a valuable and complex tool that fifty years of research has proven that its proper application can have a phenomenal impact on organizational performance and job satisfaction (Nikodim et al., 1994).

Empowerment is the perception that the definition of it is easy and impossible. Everyone nurtures a picture of it in their mind, but in reality, few people aware of it. Therefore, to understand the empowerment of persons, issues such as power and control should be studied in a historical context and should resolve obstacles in along the way of empowerment; because one of the main obstacles to

empowerment, is a fundamental tension between the need for autonomy and the need for organizations to control people (Vanies, 1993).

Conscious and planned integrated of “knowledge and insight” could be considered to empower individuals and thus could extended “the structural approach of empowering” to education for Knowing and could extended “the functional approach of empowering” to education for applying and could considered “ethical approach of empowering” in two other teaching of life skills, group life, specially (Ameri, 2010).

There are two types of empowerment, individual empowerment and organizational empowerment .In the individual empowerment, staff work with skills without the direct presence of a supervisor. At this stage, staff’s analysis power is growing, and can respond to questions and problems and find solutions. Also, person is capable to set its behavior in the new position and is responsible for its performance and decisions (Ameri, 2010).

In the organization empowerment that is for managers, they can develop an organization’s overall plans. They decide what is done by whom and how. Managers are aware of their duties and are responsible for guiding employees. At this stage leadership skills can be taught to employees who have successfully passed the empowerment of the individual.

1.2 Previous Research

- Kaffashi and Hataminajd (2009) have done their research entitled “Review and explain the affecting factors the ability of the social security medical staff of Golestan province in 2009” and to identify, roots and prioritize the affecting factors the ability of staff and outlining the practical framework for the protection of human resources and their increasing Productivity and offering more favorable medical services to people. Finally, according to the results, three areas of delegation of authority and attract participation in organizational affairs, appropriate feedback on employee performance, improve the quality and quantity of education, professional competence of staff, and ultimately attract participation all employees in the enterprise information, have the highest priority in empowering employees were distinguished.
- Jahanban (2008) have been carried out in an article titled “approach, dimensions and framework of educational managers assessment” to determine the dimensions of empowerment training managers, in order to provide an appropriate framework for state school principals. The results show that the most important dimensions of empowerment of school principals are as follows: Information and communications technology, human relations, met cognition, development of partnerships, cognitive, management practices, transparency, modeling, common vision, gratitude, self-efficacy, and self-management.
- Bakhtiari and Ahmadi Moghadam (2010) have done in his article titled “The role of management strategies in ability of managers” to determine the role of management strategies in ability of managers. The aim of the present study is applied and descriptive is a survey. The results show that effective management strategies for empowerment of managers include role

clarity, provision of resources, reward, support, performance evaluation, information technology, leadership style and the structure. Considering that the transparency of the role has most affected and structure has the lowest impact on the empowerment of managers.

- The results of Poorkyani and Shahilo (2010) to assess the thinking styles of school principals revealed that there is a significant difference between managers' thinking styles there in terms of level of education. But was not observed significant difference between thinking styles based on gender and service record.
- Research findings of Omidvar and Chari (2008) to evaluate thinking styles of students showed that between thinking styles, only in style of legislation thinking in terms of gender there is a significant difference.

1.3 Research Hypothesis

1.3.1 The Main Hypothesis

There is a relationship between the various styles of thinking and staffs' individual ability level on administrative organization of education.

1.3.2 The Sub Hypothesis

- 1) There is a relationship between combination thinking style and staffs' individual ability level.
- 2) There is a relationship between idealistic thinking style and staffs' individual ability level.
- 3) There is a relationship between pragmatic thinking style and staffs' individual ability level.
- 4) There is a relationship between analytical thinking style and staffs' individual ability level.
- 5) There is a relationship between realistic thinking style and staffs' individual ability level.

2. Methodology

The research method is descriptive from correlational type because this research is aimed to study the relationship between thinking styles and individual ability of employees. The study population included all employees of administrative organization of Education in Rasht City in 2021-2022 academic years, that the number is 490 people. The number of sample is 215 by Morgan table and sampling method in this study is stratified random sampling.

Most data and information necessary to analyze the data and test hypotheses were collected through questionnaires. Although in some cases documents in order to collect data is used because of necessity. In the present study to descriptive analyze the data, statistical indexes such as frequency, mean, standard deviation and drawing on diagrams and editing table As well as for inferential analysis of data, multiple regression analysis to test the main hypothesis of this study and Pearson correlation test to test specific hypotheses and Friedman to prioritize component of thinking styles and analysis of variance to test for significance of regression coefficients and Kolmogorov-Smirnov test to test the normality of variables and Durbin-Watson test were used; as well as data obtained were analyzed by using SPSS software.

3. Result

3.1 Statistical Analysis and Hypothesis Testing

3.1.1 Descriptive analysis of research data

Table 1. Descriptive Statistics of Research Data

	Combination	Idealistic	Pragmatic	Analytical	Realistic	Individual ability level
The number of data	215	215	215	215	215	215
Mean	2.99	2.88	3.02	3.00	3.04	2.98
Standard Deviation	1.141	.908	.831	.874	.958	.531
Absolute value of the maximum deviation	.085	.048	.071	.076	.046	.062
The highest positive deviation	.085	.003	.047	.043	.039	.046
The highest negative deviation	-.069	-.048	-.071	-.076	-.046	-.062
Z	1.243	.700	1.040	1.109	.668	.941
Significance level	.091	.710	.229	.171	.764	.373

As the result of the goodness fit test of Kolmogorov-Smirnov is determined, the significance level (Table 1) of each the research components are more than .05 percent that is an indication of rejecting the null hypothesis and samples follow a normal distribution.

3.1.2 Comprehensive Analysis of Research Data

The main hypothesis: There is a relationship between the various styles of thinking and staffs' individual ability level on administrative organization of education.

Table 2. Pearson Correlation between the Variables of Thinking Styles and Individual Ability Levels

		Thinking styles	Individual ability level
Thinking style	Pearson correlation coefficient	1	.47
	Significance level		.000
	The number of data	215	215
Individual ability level	Pearson correlation coefficient		1
	Significance	.000	
	The number of data	215	215
Individual ability level	Sample size	Mean	Standard Deviation
	215	2.98	.531
Thinking styles	215	2.99	.699

Table 2 shows there are a significant relationship between the variables of thinking styles and individual ability level, statistically ($r=.470$, $p<.05$). It is also a positive correlation but is not a strongly correlation; because how much the correlation coefficient be more its oval is thinner; So, because the significant level is smaller than .05 then calculated correlation coefficients are significant, statistically. So, the hypothesis based on there is a relationship between the various styles of thinking and staffs' individual ability level in administrative organization of education in the Rasht City is confirmed.

The first hypothesis: There is a significant relationship between combination thinking style and staffs' individual ability level.

Table 3. Pearson Correlation between Combination Thinking Style and Individual Ability Level

		Combination thinking style	Individual ability level
Thinking style	Pearson correlation coefficient	1	-.024
	Significance level		.731
	The number of data	215	215
Individual ability	Pearson correlation	-.024	1

level	coefficient		
	Significance	.731	
	The number of data	215	215
	Sample size	Mean	Standard Deviation
Individual ability level	215	2.98	.531
Combination thinking style	215	2.99	1.141

According to the table Pearson correlation coefficient is equal to ($r=.024$) that this amount is very low. Because how much the correlation coefficient be more the graph is thinner and the correlation between two variables will be the greater. Then according to table, the amount of significant level is more than 5 percent so the first hypothesis is rejected that it means there is no significant relationship between combination thinking style and staffs' individual ability level.

The second hypothesis: There is a significant relationship between idealistic thinking style and staffs' individual ability level.

Table 4. Pearson Correlation between Idealistic Thinking Style and Individual Ability Level

		Idealistic thinking style	Individual ability level
Thinking style	Pearson correlation coefficient	1	.543
	Significance level		.000
	The number of data	215	215
Individual ability level	Pearson correlation coefficient	.543	1
	Significance	.000	
	The number of data	215	215
	Sample size	Mean	Standard Deviation
Individual ability level	215	2.98	.531
Idealistic thinking style	215	2.99	.908

Table 4 shows there are a significant relationship between idealistic thinking style and individual ability level, statistically ($r=.543$, $p<.05$). It is also a positive correlation; because the significant level is smaller than .05 so calculated correlation coefficients are significant, statistically. So, the hypothesis based on there is a relationship between idealistic thinking style and staffs' individual ability level in administrative organization of education in the Rasht City is confirmed.

The third hypothesis: There is a relationship between pragmatic thinking style and staffs' individual ability level.

Table 5. Pearson Correlation between Pragmatic Thinking Style and Individual Ability Level

		Pragmatic thinking style	Individual ability level
Thinking style	Pearson correlation coefficient	1	.328
	Significance level		.000
	The number of data	215	215
Individual ability level	Pearson correlation coefficient	.328	1
	Significance	.000	
	The number of data	215	215
Individual ability level	Sample size	Mean	Standard Deviation
	215	2.98	.531
Pragmatic thinking style	215	3.02	.831

Table 5 shows there are a significant relationship between pragmatic thinking style and individual ability level, statistically ($r=.328$, $p<.05$). It is also a positive correlation; because the significant level is smaller than .05 so calculated correlation coefficients are significant, statistically. So, the hypothesis based on there is a relationship between pragmatic thinking style and staffs' individual ability level in administrative organization of education in the Rasht City is confirmed.

The fourth hypothesis: There is a relationship between analytical thinking style and staffs' individual ability level.

Table 6. Pearson Correlation between Analytical Thinking Style and Individual Ability Level

		Analytical thinking style	Individual ability level
Thinking style	Pearson correlation coefficient	1	.542
	Significance level		.000
	The number of data	215	215
Individual ability level	Pearson correlation coefficient	.542	1
	Significance	.000	
	The number of data	215	215
Individual ability level	Sample size	Mean	Standard Deviation
	215	2.98	.531
Analytical thinking style	215	3.00	.874

Table 6 shows there are a significant relationship between analytical thinking style and individual ability level, statistically ($r=.542$, $p<.05$). It is also a positive correlation; because the significant level is smaller than .05 so calculated correlation coefficients are significant, statistically. So, the hypothesis based on there is a relationship between analytical thinking style and staffs' individual ability level in administrative organization of education in the Rasht City is confirmed.

The fifth hypothesis: There is a relationship between realistic thinking style and staffs' individual ability level.

Table 7. Pearson Correlation between Realistic Thinking Style and Individual Ability Level

		Realistic thinking style	Individual ability level
Thinking style	Pearson correlation coefficient	1	.449
	Significance level		.000
	The number of data	215	215
Individual ability level	Pearson correlation coefficient	.449	1

	Significance	.000	
	The number of data	215	215
	Sample size	Mean	Standard Deviation
Individual ability level	215	2.98	.531
Realistic thinking style	215	3.04	.958

Table 7 shows there are a significant relationship between realistic thinking style and individual ability level, statistically ($r=.449$, $p<.05$). It is also a positive correlation; because the significant level is smaller than .05 so calculated correlation coefficients are significant, statistically. So, the hypothesis based on there is a relationship between realistic thinking style and staffs' individual ability level in administrative organization of education in the Rasht City is confirmed.

4. Discussion

The aim of this study is investigating the relationship between types of thinking style and individual ability level of Education and training employees. Chao and Huang (2002) in their study reported that teachers and female students more than their male counterparts prefer the style of idealism, but this report is about more preferring of men to use thinking styles of pragmatism and combination. This result is consistent with the findings of Emamipoor and Saif (2003), SaifHashemi (2003), Moghimi (2008), Palut (2008), Denison and Delice (2001), Zhang (2002).

In the present study to investigate the relationship between thinking style and individual ability levels have been paid that that four styles (styles thinking of idealistic, pragmatic, realistic and oriented analytic) have been had a relationship with the individual capabilities that the impact of each styles is respectively the thinking style of pragmatic, realistic, oriented analytic and idealistic and only a thinking style of combination is not associated with individual ability level.

4.1 Research Limitations

- Weakness of a culture of research in Education and Training, lack of interest and motivation and lack of necessary cooperation with the researcher.
- Limitation of content regarding individual abilities of employees caused that the researchers use the content of ability.
- Lack of ensure and heart trust to the researcher about confidentiality of the answers.

4.2 Suggestions for Future Research

- Doing similar research in the broader level of community.

- Education is the most important factors that plays a major role in enhancing the ability of staff and managers with proper planning should provide acquisition development opportunity of intellectual skills for staff.
- Creation or strengthen the Inbox or system of suggestions for getting comments of staff.
- The use of social reinforcement, encouragement and verbal feedback to increase confidence
- Nurture of experiences and personal Dominance of employees in dealing with problems and challenges
- Necessary provision of needed resources to increase individual ability of employees

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