The study on relationship between organizational justice and job satisfaction in teachers working in general, special and gifted education systems

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Abstract

In many years social researchers found organizational justice plays an important role in organizational processes and job satisfaction. In this research 300 male and female teachers in normal, special and NODET guidance schools chose by random sampling method. They responded researcher-made organizational justice scale and job satisfaction questionnaire (Minaee and Vismeh, 1380). Findings of this research support there is a significant correlation between organizational justice and job satisfaction in teachers working in general, special and gifted education systems.

Keywords: Organizational Justice, Job satisfaction, Teachers.

1. Introduction

Organizational justice is as a basis for the process of organizational effectiveness and job satisfaction of employees (Rawls, 1971; Moorman in 1998, Lambert 2003).

One of the types of organizational justice is distributive justice that refers to the fairness of outcomes and results to which employees will receive (Moorman, 1997). Other type of organizational justice is procedural justice that this kind of justice states the fairness of procedures used to determine of these outcomes (Greenberg, 1987).

The third type of organizational justice is called interactional justice and the way in which organizational justice is taken by supervisors to subordinates.

This kind of justice is related to aspects of the process of communication (Such as courtesy, honesty and respect) between sender and receiver of justice. Since the justice administration is determined by behaviour, management, it can say this type of justice is related to the cognitive, emotional and behavioural reactions than the manager or supervisor (Hossein Zadeh, 2007; Veselinovska, 2012; Çoklar & Bagcı, 2010).

Job satisfaction is an issue that it allocated the most organizational behaviour studies both theoretical studies and practical research (Spector 1977, quoted Klassen 2010).

Accomplished researches show that organizational justice is a predictor of many of the organizational variables that the most important of them, it can be named employee job satisfaction (Yaghoubi & Saqayyan nezhad, 2009).
Job satisfaction is the structure that is used widely in organizational behavior. Interest to the structure of job satisfaction to the extent that comes from its relationship to other organizational outcomes such as work absenteeism, organizational commitment, leave work and staff performance (Moorman, 1997).

A number of Industrial and Organizational psychologists are interested in this point that job dissatisfaction may be associated with health and welfare of employees. This claim can actually be related to the fact that job dissatisfaction may be a cause for serious diseases and even death (Greenberg, 1990). The findings emphasize to this point that perception of organizational justice has a positive effect on motivation, attitude and behavior of the staff toward organization.

In this regard, it can be said that if teachers' perceptions of organizational justice is positive, their organizational commitment to the organization will increase. So that would be useful practices distributive justice, procedural justice and interactional justice in schools to change (Yavuz, 2010; Hussein, 2010).

Teachers' perceptions of their jobs to be significantly correlated with perceptions of their students. Working with students who are smart and talented, predicts positive job satisfaction while working with students who have learning difficulties, has a negative impact on job satisfaction (Lobosco & Newman, 1992).

The problem is that different groups of teachers, how to understand the organizational justice? Teachers in various normal and exceptional groups may experience different conditions. In Exceptional Education, teachers need to be more tolerant.

The teachers who work in an environment where in some person's opinion has not social acceptability, they experience great stress in contrast, result of working in such environment is praise of the families of these children.

Working of these teachers in our belief is also desirable. However, Teachers employed in National Organization for Development of Exceptional Talents (NODET) schools experience another type of stress, they are incurred a lot of pressure in the classroom while teacher in special schools, will tolerate little pressure of the students. In NODET schools, teachers deal with students who are excellent and so the teacher is responsible to answer their questions.

The other hand, in some person's opinions teachers who work in NODET schools have more desirable social prestige. In this regard, in this research the following questions were analyzed.

1. How level Teachers' perception of organizational justice is?
2. What is the teachers' job satisfaction?
3. Is there a correlation between perception of organizational justice and its components with job satisfaction of teachers?
4. Is it different justice perceptions among teachers of normal, special and NODET schools?
5. Is there difference among the rate of teachers’ job satisfaction in normal schools, special and NODET?

2. Method

2.1. Sample

Statistical society of this research includes all male and female teachers in normal, special and NODET guidance schools in four areas of the city of Karaj.

The sampling methods was done as a stratified random. For this reason firstly, with referring to the Department of Education of the four areas of the city of Karaj, the list of special, normal and NODET guidance schools and also the number of male and female employed teachers in this section was obtained.

With regard to the size of the statistical community, number of teachers participating in any of the groups (normal, special and NODET) 100 people were selected.

2.2. Measures

Two scale were used in this research: The Job satisfaction scale, The Scale of organizational justice researcher made
2.2.1. Job satisfaction scale
This questionnaire is designed by Vismeh (2005) and it has 30 buoys. Its Similarity coefficient is 0.81. Factor analysis results of environmental and personal factors in the questionnaire is shown that these two factors wholly are explained 35.1 percent of the total variance of the scale scores. Ferguson's delta index for this scale has been calculated that its value is 1 which is excellent. All these evidences suggest the validity. It should be noted that the load factor of less than 0.3 are not reported.

2.2.2. Scale of organizational justice researcher made
This scale is made by the researcher to evaluate organizational justice of teachers for Iranian culture that have 20 buoys in the four degree of Likert items of strongly agree, agree, disagree, fully disagree and it is composed of three sub-scale, interactive justice, distributive justice and procedural justice.
This questionnaire is derived of two questionnaires organizational justice Colquitt (2001) and organizational justice questionnaire Niehoff & Moorman (1993) that in continue more about them will be explained.

OJS questionnaire
This scale was made by Colquitt (2001) to evaluate the organizational justice that have 20 buoys in the four degree of Likert items of strongly agree, agree, disagree, fully disagree and it is composed of four subscale, interactive justice, distributive justice, procedural justice and informational justice.
English version of this questionnaire is translated into Japanese and has performed over 229 personnel in Japan (OJS-J).Accomplished exploratory factor analysis supported of four subscale of questionnaire. Internal consistency of this questionnaire was 0.96 and Reliability of test - and test had coefficient within the class 0.91. Niehoff & Mormon questionnaire
This scale was made by Niehoff & Moorman in 1993 that has 20 buoys and it is composed of three small-scale, distributive justice, procedural justice and interactional justice. Cronbach's alpha is calculated for distributive justice 0.72 to 0.74, for Procedural justice 0.85, and for Interactive justice 0.92. (Niehoff & Moorman, 1993).

3. Results

First question: What are teachers' perceptions of organizational justice?

<table>
<thead>
<tr>
<th>Organizational justice</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>low perceptions of organizational justice</td>
<td>157</td>
<td>55/1</td>
<td>59/1</td>
</tr>
<tr>
<td>high perceptions of organizational justice</td>
<td>157</td>
<td>44/9</td>
<td>68/3</td>
</tr>
<tr>
<td>Total</td>
<td>284</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

According to table 1 average of scores of teachers' organizational justice is 63/21. People who their score is below 66, they are considered to have a lower perception of organizational justice, more than 55 percent of teachers have lower grades of 66. So in response of the first question of research can be said teachers' perceptions of organizational justice is less than average.

Second question: What is the teachers' job satisfaction?

<table>
<thead>
<tr>
<th>job satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>low job satisfaction</td>
<td>70</td>
<td>25/3</td>
<td>57/2</td>
</tr>
<tr>
<td>high job satisfaction</td>
<td>214</td>
<td>74/6</td>
<td>70/2</td>
</tr>
<tr>
<td>total</td>
<td>284</td>
<td>100</td>
<td>66/9</td>
</tr>
</tbody>
</table>
According to table 2 average of scores of teachers' job satisfaction is 66.9. In this table, people who their scores is more than 60, they are considered to have a higher job satisfaction. Results of table show that over 74 percent of teachers who their score is higher than 60. Hence in response of the second question of research can be said the rate of teachers' job satisfaction is higher than average.

Third question: Is there a correlation between perception of organizational justice and its components with job satisfaction of teachers?

Table 3. Correlations between measures of job satisfaction and organizational justice and its components

<table>
<thead>
<tr>
<th>scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- job satisfaction</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2- organizational justice</td>
<td>0/503**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3- distributive justice</td>
<td>0/427**</td>
<td>0/842**</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4- Procedural justice</td>
<td>0/412**</td>
<td>0/914**</td>
<td>0/669*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5- interactive justice</td>
<td>0/502**</td>
<td>0/920**</td>
<td>0/653**</td>
<td>0/765**</td>
<td>-</td>
</tr>
</tbody>
</table>

Just as in Table 3 is observed the relationship between organizational justice and job satisfaction at the level 0/01 is significant. So in response of the third question of research should be stated that there is relationship between the perceptions of organizational justice and job satisfaction of teachers.

The fourth question: Is it different justice perceptions among teachers of normal, special and NODET schools?

Table 4. The summary of one way variance analysis to compare teachers' perceptions of organizational justice

<table>
<thead>
<tr>
<th>Resources</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Level significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>1121/077</td>
<td>373/692</td>
<td>1/703</td>
<td>0/167</td>
</tr>
<tr>
<td></td>
<td>280</td>
<td>6124/282</td>
<td>219/403</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table 4, value of the observed F for the variable perceptions organizational justice is 1.703. In response of the fourth question in attention to Level significantly greater than 0.05 can be said there is no difference in rate of perceptions of organizational justice among teachers of normal, special and NODET schools.

The fifth question: Is there difference among the rate of teachers’ job satisfaction in normal schools, special and NODET?

Table 5. The summary of one way variance analysis to compare teachers’ job satisfaction

<table>
<thead>
<tr>
<th>Resources</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Level significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>2346/472</td>
<td>782/157</td>
<td>3/835</td>
<td>0/010</td>
</tr>
<tr>
<td></td>
<td>280</td>
<td>57108/535</td>
<td>203/958</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Table 5, according to obtained value of F 3.835 in the 0.05 is significant. The research is based on the non-zero difference in job satisfaction among the three schools normal, special and NODET schools will be rejected. Therefore, there are significant differences in rate of job satisfaction at least between the two groups. Hoc Tukey test was used to determine which a significant difference between groups is. The results showed that the difference between normal and special schools with a mean difference of 5.433 and standard deviation of 2.056 in the alpha level of 0.05 is significant. This means that the average job satisfaction in special schools is higher than normal schools.

4. Conclusion and Discussion
Findings about the first question showed that the rate of teachers' perceptions of organizational justice is less than average. The perception of injustice that comes from the negative inequality is lead to feelings of anger and distrust in organizations. About the procedural justice, if employees feel that supervisors in the organization, have done a fair manner of the assessment, the rate of confidence to them will increase. Also, likely the positive view of justice procedures to be positively associated with higher levels of trust in organizations. Also, fair procedures adjusted unintended consequences of the distrust of employees. Fair and equitable treatment of persons in the organization and interactional justice in interpersonal relations in organizations can also cause higher levels of trust in the organization. In general, prevalence of unfair treatments reduces people's mood and stimulate individuals against the social system (Sanders and Turnhil, 2003). Findings about the second question showed that the rate of teachers' job satisfaction is more than average. Kaldi has been shown in research that Teachers in higher age groups, higher education and higher income and naturally higher social status have higher levels of job satisfaction. Sharifi (2007) in the research found that there is a direct relationship between job satisfaction and marital satisfaction. Raymond (2009) in the research examined the relationship between organizational justice and job satisfaction and its components over 231 employees in Hong Kong within 25 working days. The findings indicate that there is positive and significant relationship between organizational justice and job satisfaction and its components. According to the Top research findings, it can be inferred that the components such as education, age, marital satisfaction and environmental variables such as social status, Organizational justice are effective in the level of job satisfaction. Findings about the third question showed that there is a correlation between perceptions of organizational justice and job satisfaction of teachers. These findings are coordinated with results which mediating role of procedural justice and distributive justice on the interaction variables Manager - employee, job satisfaction, organizational commitment and intention to leave jobs in the hotel industry were examined. Results of this research emphasized that distributive justice has a strong effect on procedural justice and negatively associated with leaving a job. Procedural justice had direct and positive impact on job satisfaction. Although the procedural justice was associated negatively with organizational commitment and positively with intention to leave jobs (hyung 2000). According to research results that are consistent with the findings of current research can be concluded that too researches have supported the relationship between job satisfaction and organizational justice. Findings about the fourth question showed that there is no difference in rate of perceptions of organizational justice among teachers of normal, special and NODET schools. Research has been conducted by Žynalpoor, Sheikhi and Mir Kamaly (2010) on 120 teachers from schools in Bandar Abbas, showed that two components of distributive justice and interactive justice have a significant and positive correlation with the four components of job satisfaction with names of supervision, cooperation, payment and promotion and also component of procedural justice has a significant positive correlation with all aspects of job satisfaction. Multiple regressions demonstrated as well as significant influence of interactive and distributive justice on job satisfaction.
Findings about the last question showed that job satisfaction in special schools is higher than normal schools. Raschec (2006) has been examined the rate of job satisfaction among teachers in state and non-profit elementary schools. Results showed that there is significant difference in job satisfaction of teachers according to school type (state and non-profit). Teachers of non-profit schools were more satisfied than state schools.

References


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