Original Article

Relationship Between Perceived Organizational Justice and Dimensions of Organizational Commitment Among Physical Education Teachers

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ABSTRACT

The purpose of this study is to evaluate the relationship between perceived organizational justice and organizational commitment of physical education teachers in West Azerbaijan province. Research method is descriptive-correlation conducted using the field method. Statistical population includes physical education teachers in West Azerbaijan which are 1091 persons. The sample number according to Morgan table is calculated as 285 persons. Stratified random sampling method is used. Data collection tool is perceived organizational justice questionnaire and organizational commitment questionnaire. The perceived organizational justice questionnaire by Niehoff and Moorman contains 22 close-end questions. To measure organizational commitment, Meyer and Allen model containing 24 questions is used. Reliability coefficient of the perceived organizational justice and work ethics questionnaires through Cronbach's alpha is respectively, 0.834 and 0.896. The results showed that there is a significant relationship between dimensions of organizational justice (including distributive justice, procedural justice, interactive justice and interpersonal justice) except for distributive justice, and organizational commitment at level of P≤0.05, based on the F coefficient respectively with participation rates of 20%, 15% and 0.7%. Among the demographic variables (gender, marital status, employment history, education level), the level of education affected relationship between perceived organizational justice and organizational commitment and there was no significant difference between the elements of justice (distributive, procedural and interactive and interpersonal) in terms of gender, work experience, education, type of employment and working field.

Keywords: Perceived organizational justice, Organizational commitment, Physical education teachers, West Azerbaijan.

Introduction

Organization is a social system whose sustainability and survival depends on a strong link between its constituent elements. Perceived injustice has devastating effects on the collective spirit, since it overshadows dedication and motivation of human resources and staff. Injustice and unfair distribution of outcomes and outputs of the organization undermines staff morale and reduces their spirit of endeavor. Therefore, establishing justice is a key of survival and sustainability of the development flow of organization and employees. Thus, a main task of management is maintaining and developing fair practices in managers, and sense of justice in staff. Considering justice, particularly in staff management practices (distribution of rewards, political relations, promotions, and appointment) is important for personnel. In development of fair treatment process, and more important, in shaping sense of justice in employees, it is important to recognize how behavior based on justice influences organizational behavior, including organizational commitment, job satisfaction, organizational citizenship behavior, etc. studying justice in the workplace has dramatically increased in recent years. Studies have shown that justice processes play an important role in the organization and how to deal with people may influence their beliefs, feelings and attitudes. Due to the extent of the consequences of justice, examining perceptions of justice in organizations is interesting for many researchers of human resources, organizational behavior and organizational / industrial psychology. Organizational justice is related to the employee's perspective that whether the organization deal with them with justice or not? The overall organizational justice theories and research are detectable in three main waves. First wave is centered on distributive justice, the second wave is based on procedural justice, and the third wave is based on interactive justice. Based on evidence, at least these three types of justice have been accepted by experts and scholars. These three dimensions or aspects of justice, interacting with each other, create the overall justice perceived by the people in the workplace. Distributive Justice is perceived justice of organizational outcomes. Procedural justice is concerned with justice in the methods used to make decisions about the allocation and outcomes. Interpersonal Justice is related to the quality of interpersonal behavior that is felt by every person (Afjeh, 1385, p 332). Organizational justice research has shown that many potential variables related to organizational civil behavior are explained by organizational justice, and one of the most important consequences of organizational justice that has recently been considered is organizational civil behavior and different aspects of it. Organizational civil behavior is behavior that is intended to help colleagues or organizations. Several investigators have proposed five dimensions of organizational civil behavior (OCB). These dimensions include altruism, loyalty, humility, and courage and citizens dignity. Work ethics is a behavioral in favor of the organization, not oneself. It is related to the extent that the person chooses high goals for himself/herself to obtain successful results of work and create targeted behaviors.

Organizational commitment is one of the important variables considered in the organizational literature in the past few years. Organizational commitment can be simply defined as belief in the values and goals of the organization, a sense of

loyalty, moral obligation, heart desires, and feeling the need to stay in the organization. In general, studies of organizational behavior deal with organizational commitment in three ways and argue that commitment as a psychological state has three distinct components, which requires a willingness and commitment to continue working in an organization. The most complete model of the dimensions of organizational commitment has been made by Allen and Meyer. These two researchers define organizational commitment as: A mental state that indicates a desire (emotional commitment, continuous commitment) and the requirement for employment in the organization (normative commitment). So based on Allen and Meyer, organizational commitment has three dimensions as follows:

1. Emotional commitment: it refers to the emotional attachment to the organization and its goals. In other words, emotional commitment is conceptualized as an emotional feeling for the dependence of staff on organization, identification with it, and involvement in the organization. People with strong emotional commitment remain employed in the organization because they want to be members of the organization.

2. Normative commitment: it is a set of internalized normative pressures to act in a way that one believes to be morally correct. In this dimension of commitment, the person continues to do his/he job since knows it as his/her duty and responsibility. People who are more normally committed to their organization are more likely to sacrifice for their organization and do greater effort to serve it, and are attracted to it and spend considerable proportion of their energy to pursue organizational goals.

3. Continuous commitment: this view considers benefits of the job and costs resulting from turnover. In other words, in this kind of a commitment, person remains committed to the organization because of the high costs of leaving the organization. Person's attachment in this perspective is not based on emotion or feeling towards the organization (e.g., emotional commitment), or on normative beliefs about the tasks, duties and responsibilities (normative commitment), but the third concept of commitment is based solely on economic and practical considerations. Although all three types of organizational commitment refers to the probability of remaining individuals in their organizations, but the nature of belonging and attachment to the organization is quite different, and it depends on the type of organizational commitment. Now, according to the fact that in academic resources one of the variables that can affect the level of commitment is organizational justice, the aim of this study is to know whether this variable can affect the level of organizational commitment of physical education teachers in West Azerbaijan province? Essentially what is status of teachers' understand of justice? So, with the understanding of relationship between justice and organizational commitment among physical education teachers in West Azerbaijan province, we offer strategies for improving organizational commitment of physical education teachers.

Research hypotheses

1. There is a significant relationship between components of perceived organizational justice and dimensions of organizational commitment of physical education teachers in West Azerbaijan province.

2 There is a significant relationship between components of perceived organizational justice and dimensions of normative commitment of physical education teachers in West Azerbaijan province.

3. There is a significant relationship between components of perceived organizational justice and dimensions of continuance commitment of physical education teachers in West Azerbaijan province.

4. There is a significant relationship between components of perceived organizational justice and dimensions of emotional commitment of physical education teachers in West Azerbaijan province.

Research methods, statistical population, and data collection measures

This research is method descriptive correlation. The population consists all Physical Education Teacher of Azerbaijan (1091 people), among them, according to Morgan, 285 people are selected through stratified sampling. Required data for this study are collected through two questionnaires as follows:

A) perceived organizational justice questionnaire: a set of 30 questions based on standard questionnaire and previous research were developed, and after a preliminary review with research supervisor, number of questions declined to 25. The questionnaire then was examined by experts and professors of Educational Science and Management for measuring validity, and their comments and suggestions were applied and questionnaire questions reduced to 22. The results of factor analysis of the perceived organizational justice questionnaire also confirmed four principal components of distributive justice, procedural justice, interactive justice and interpersonal justice, where 71% of the variance for questions were extracted. 903% = KMO and Bartlett's (P) test showed that the sample size is adequate, and desired factors exist in population. Orthogonal rotation or factor loadings higher than 3%, gives our four desired components.

B) Organizational Commitment Questionnaire: for this questionnaire, 40 questions were selected based on questions related literature and previous research, and after a preliminary review with supervisor, number of questions declined to 25. The questionnaire then was examined by experts and professors of Educational Science and Management for measuring validity, and their comments and suggestions were applied and questionnaire questions reduced to 24. The results of factor analysis of the organizational commitment questionnaire also confirmed three principal components of emotional commitment, continuance commitment and normative commitment, where 42% of the variance for questions were extracted. 829% = KMO and Bartlett's (P) test showed that the sample size is adequate, and desired factors exist in population. Orthogonal rotation or factor loadings higher than 3%, gives our three desired components.

Research Findings

Findings from the present study are investigated in the framework of the proposed hypotheses.

First hypothesis

There is a significant relationship between components of perceived organizational justice and dimensions of organizational commitment of physical education teachers in West Azerbaijan province.

MANOVA analysis of the relationship between each component of perceived organizational justice with all organizational commitment components is presented in Table 1.

Table 1. Results of Manova analysis of relationship between each dimension of perceived organizational justice and organizational commitment

components of perceived organizational justice	Wilks Lambda	F coefficient	Degree of freedom	Significance level	subscription rate	Statistical power
Distributive justice	0/97	2/35	3	0/07	0/02	0/58
Interactive justice	0/79	23/95	3	0/000	0/20	1/00
Procedural justice	0/84	17/04	3	0/000	0/15	1/00
Interpersonal justice	0/92	7/75	3	0/000	0/07	0/98

F coefficient in Table 1 indicates that a there is a significant relationship between interactive justice (P =0.000) with a subscription rate of 20%, procedural justice (P =0.000) with a subscription rate of 15%, and interpersonal justice (P =0.000) with a subscription rate is 07% and the total components of organizational commitment. Therefore, hypothesis is confirmed in three cases. There was no significant relationship between distributive justice and organizational commitment. Therefore, the first hypothesis was not confirmed in one case.

The statistical power is also higher than 8, which shows sufficient sample size to test this hypothesis.

Second hypothesis

There is a significant relationship between components of perceived organizational justice and dimensions of normative commitment of physical education teachers in West Azerbaijan province. MANOVA analysis of the relationship between each component of perceived organizational justice and normative commitment is presented in Table 2.

Table 2. Results of Manova analysis of relationship between each component of perceived organizational justice and normative commitment

Predictive variables	Criteria variable	F	P	R	R^2	B	t	P
Distributive justice						0/028	0/500	0/617
Procedural justice	Normative commitment	39/957	0/000	0/588	0/346	0/297	4/663	0/000
Interactive justice						0/452	6/384	0/000
Interpersonal justice						0/085	-1/799	0/073

According to Table 2, the F test statistic for the relationship between justice components and normative commitment is 39.957 which is significant at (99 percent)

level. R^2 value shows that 34% of the variance in normative commitment is explained by components of organizational justice. Also a look at the coefficients suggests that procedural justice (0.297= β) and interactive justice (0.452= β) can positively and significantly predict normative commitment.

Third hypothesis

There is a significant relationship between components of perceived organizational justice and dimensions of continuous commitment of physical education teachers in West Azerbaijan province. MANOVA analysis of the relationship between each component of perceived organizational justice and continuous commitment is presented in Table 3.

Table 3. Results of Manova analysis of relationship between each component of perceived organizational justice and continuous commitment

Predictive variables	Criteria variable	F	P	R	R^2	B	t	P
Distributive justice	Continuous commitment	43/653	0/000	0/620	0/384	0/012	0/216	0/829
Procedural justice						0/320	5/176	0/000
Interactive justice						0/492	7/176	0/000
Interpersonal justice						-0/153	-2/311	0/022

According to Table 3, the F test statistic for the relationship between justice components and continuous commitment is 43.653 which is significant at (99 percent) level. R^2 Value shows that 38% of the variance in normative commitment is explained by components of organizational justice. Also a look at the coefficients suggests that procedural justice (0.320= β), interactive justice (0.492= β), and interpersonal justice (0.153= β) can positively and significantly predict continuous commitment.

Fourth hypothesis

There is a significant relationship between components of perceived organizational justice and dimensions of emotional commitment of physical education teachers in West Azerbaijan province. MANOVA analysis of the relationship between each component of perceived organizational justice and emotional commitment is presented in Table 4.

Table 4 results of Manova analysis of relationship between each component of perceived organizational justice and emotional commitment

Predictive variables	Criteria variable	F	P	R	R^2	B	t	P
Distributive justice	Emotional commitment	/33355	0/000	0/664	/4410	0/129	/4624	0/014
Procedural justice						0/178	/0223	0/003
Interactive justice						0/278	/2534	0/000
Interpersonal justice						0/261	/1204	0/000

According to Table 4, the F test statistic for the relationship between justice components and normative commitment is 55.333 which is significant at (99 percent) level. R^2 value shows that 44% of the variance in emotional commitment is explained by components of organizational justice. Also a look at the coefficients suggests that distributive justice (0.129= β), procedural justice (0.178= β), interactive justice (0.278= β) and interpersonal justice (0.261= β) can positively and significantly predict normative commitment.

Discussion and conclusion

This study examines the relationship between perceived organizational justice components based on Niehoff and Mormon model, that consists distributive justice, procedural justice, interactive justice, and interpersonal justice components, and Allen and Meyer's model of organizational commitment that has emotional commitment, continuance commitment and normative commitment components. Analysis of the collected data indicates that the average perceived organizational justice and organizational commitment is suitable for physical education teachers, and there is a significant relationship between the components of organizational justice and organizational commitment except for distributive justice component. Also there is a significant relationship between the dimensions of organizational commitment and organizational justice, and the three components of organizational justice dimensions are significantly associated with organizational commitment. Moreover, there is no significant difference between views of physical education teachers on organizational justice in terms of demographic characteristics other than

education characteristics, and there is no significant difference between views of physical education teachers on organizational commitment in terms of demographic characteristics.

Findings from Table (1): the results of the relationship between organizational justice and organizational commitment components presented in Table 1, results indicate a significant relationship between interactive justice (P =0.000) with a subscription rate of 20%, procedural justice (P =0.000) with a subscription rate of 15%, and interpersonal justice (P =0.000) with subscription rate of 07% and all component of organizational commitment. Thus, this hypothesis is confirmed in three cases. There was no significant relationship between distributive justice and organizational commitment, so first hypothesis was not confirmed in this case. Results of this hypothesis are consistent with research results of Sayyar (208), where his research results indicate that there is a significant relationship between overall organizational justice and organizational commitment, Khatibi (1388) that argues there is a significant positive relationship between organizational justice and organizational commitment components, and Kumar et al. (2009), that indicate there is a significant positive relationship that between distributive and procedural justice and organizational commitment. In a study conducted by Yaghoubi et al. also the overall organizational justice has a significant relationship with organizational commitment. Findings from Table (2): the relationship between perceived organizational justice and each component of normative commitment is presented in Table 2. The results indicate that there is significant relationship between all components of organizational

justice and normative commitment (P =0.0001) and hypothesis is generally confirmed. However, among the four components of organizational justice, three components of procedural justice, interactive justice and interpersonal justice have a significant and predictor relationship with normative commitment. Findings from Table (3): the relationship between perceived organizational justice and continuous commitment is presented in table 3. The results indicate that there is significant relationship between organizational justice components and continuous commitment (P =0.001), and hypothesis is generally confirmed. Among the four components of organizational justice, components of procedural justice and interpersonal justice have a significant and predictor relationship with continuous commitment.. The result is inconsistent with results of Madani and Zahedi (2005) and Yaghoubi and colleagues (2009) since they did not find a relationship between organizational justice and continuous commitment.

Findings from Table (4): the relationship between each of the components of perceived organizational justice and emotional commitment is presented in Table 4. The results indicate that there is significant relationship between all the components of organizational justice, and emotional commitment (P =0.0001), and hypothesis is generally confirmed. And among component of organizational justice, distributive justice has a significant relationship with emotional commitment. Results of the study is consistent with findings of Yaghoubi and colleagues (2009) since they also found a significant relationship between organizational justice and emotional commitment.

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