

Research Article

THE RELATIONSHIP BETWEEN MANAGERS' ORGANIZATIONAL JUSTICE AND PERFORMANCE OF FIRST-GRADE HIGH SCHOOL TEACHERS IN TEHRAN, IRAN

Fatemeh Ghodsian and *Amir Hossein Mehdizadeh

Educational Management Team, Islamic Azad University, Education Faculty, Islamshahr Branch-Iran

**Author for Correspondence*

ABSTRACT

This research was mainly focused on the relationship between managers' organizational justice and the performance of first-grade high school teachers in Tehran. It was an applied-descriptive research which has done through correlation method. The population was also included of all first-grade high school managers and teachers in Tehran (8600 teachers and 690 managers). By applying Cochran's sample size formula and multi-stage cluster sampling, it is selected 367 teachers and 241 managers as the sample. The data were collected by the questionnaire, and Nihof and Mormen questionnaire (1993) which its validity and reliability confirmed by reliability method and Cronbach's alpha (0.78 and 0.85). For the data analysis, it has been used Pearson's correlation, multiple Regression analysis and Fisher's Z test. The results showed that there is positive and significant relationship between the managers' distributional and procedural justice and the performance of first-grade high school teachers in Tehran. However, there isn't such relationship between interactional justice of managers with the performance of teachers which is mostly affected with distributional justice comparing procedural and interactional justice.

Keywords: *Organizational Justice, Managers, Performance of Teachers*

INTRODUCTION

Following unstable and changing situation at present time, it is inevitable for organizations to pay attention mostly on their own resources in order to reach the utmost efficiency and effectiveness and ultimately to their own perceived goals. It is probable that ones' attitude can influence their efficiency and performance (Hagigi *et al.*, 2009). It should be mentioned that teachers are vital basis of education system and it may hardly sound attainable to reach to innovation in education system unless the appropriate qualitative changes are done on teachers, beforehand (Rauf, 2007). If a teacher acts well, it will be reflected in the learning process of students (Niknami, 2009). Therefore, it is important to care about the professional development of teachers for students' learning process which is so nowadays. This performance is defined in different ways and each expert pointed out its special features. Armstrong (2007) defined the performance as reaching to perceived qualitative and quantitative goals (Mirsepari, 2008). In oxford dictionary, it is described as "to perform, handle, performance of each regular and committed matter" (Hagigi *et al.*, 2009). In another definition, the performance is a set of relevant behaviors with job which ones act (Fathiazar, 2007). Bernadin (1995) believed that performance is the outputs or the results of the tasks, because they have the most powerful relationship with the organization's strategic goals, customer's satisfaction and economic involvement. Brumabach (1988) has more comprehensive attitude to this performance which is consisted of behaviors and results. He proposed that performance is the transformation of thought to action, not only means to reach merely to the results, but also it is the consequences that have been taken from mental and physical activities and can be considered aside from the results (Armstrong, 2007). Avalos (2005) characterized different development features of teachers' professional performance, namely appropriate preparation, basic knowledge for facilitating learning of children, providing appropriate learning contexts, using of different behavior management strategies for learners, making effective relationship with beneficiaries of school, being professional and self-awareness.

In general, the development of teachers' performance is defined as his/her ability to meet the needs and demands of training process to the sufficient level, by a uniform set of knowledge, skill, attitude and

Research Article

perception in a way to exactly express the performance and thoughts of the teacher (Niknami and Karimi, 2009). Despite this fact, the determinant factors related to the teachers' performance are not only attributed to the behavioral traits namely as knowledge, skills and personality but also the organizational features are also affected the teachers' performance or any other individuals in each organization.

Therefore, social sciences experts have longer been found the importance of organizational justice as the basic and necessary matter for the effectiveness of employees' organizational processes. They said that justice is the fundamental health factor in social institutes (Rezaeian, 2005). This fact is also confirmed in educational organizations. The results shown that the management style of managers (Yasin *et al.*, 2014), organizational health (Saqqayyan *et al.*, 2009), job security (Sqayyan, 2011) and other organizational factors are related to the effectiveness of teachers' performance. So it is necessary to take note such factors beside to the development of skills and knowledge of teachers by their education in order to promote the teachers who pave the way for enhancement of learning-process of students, finally.

Hence, organizational justice has widely studied in management, applied-Psychology and organizational behavior courses. The researches implied that the justice processes play an important role in organization and the quality of behaviors with people in organization may affect the beliefs, emotions, attitudes and the employees' behaviors (Parker and Kohlmeyer, 2005). Actually, due to the consideration of universal organization role in human social lives nowadays, so the role of justice in organization has been revealed accordingly (Naderi *et al.*, 2010). Justice is an abstract word which is the important concept in philosophy and theory. In other words, this word is available anywhere human and human institutions are existed. The more sophisticated the social institutions, the more justice exist. Justice means discipline and manner in lexical term and defined as "put everything in its place" in philosophy. Justice defined as the law in human attitude. Because justice is "to behave according the law". This definition which is the most comprehensive concept, which can be consisted of all fair phenomenon and behaviors. It is equivalent to justice in French and English languages and *Justitia* in Latin. In oxford dictionary, justice is described as maintaining the rights by accomplishment of authority, power and defending the rights with consideration of bonus and punishment. But the closer to our goal, is the meaning of justice as equality, equity, judgment with accuracy and truthfulness, and other similar contexts.

The organizational justice proposed earlier by Greenberg in 1887. He believed that the organizational justice is related to the employees' perception about equity in organization. In other words, this theory described ones' feelings about fairness of their behaviors towards themselves and others which consider the effectiveness of performance of organizations and also organizational justice as the ones' satisfaction there, as psychological query which emphasized on their perception about equity in workplace (SeyedJavdin *et al.*, 2008). The theoretical development on the field of organizational justice, showed that the researchers have been studied this point in three different dimensions in organizations (as Folger said in 2007):

- Procedural justice
- Distribution justice
- Interactional justice

Distributional Justice

Distributional justice is the perception of an individual in regards of the amount of justice in allocation and distribution of resources (such as social, emotional and economical resources) and bonus. However, the definitions given to distributional justice have mostly emphasized on instrumental or economical dimensions of fairness of the results and it has been considered equivalent to ones' reaction towards economical allocations, in many researches. Therefore, it can be said that individual perceptions of such results which are fair or unfair, considered as the distributional justice mechanism. As Taylor found in 1984, there is powerful correlation index between distributional justice and satisfaction in organizations (Sadeghi, 2014). Distributional justice emphasizes on allocation of resources to individuals, units and groups. These resources can be consisted of salary, bonus, facilities, supportive services, budget allocation (Rocba, 2008) and showed one's perception about the amount of justice in distribution and allocation of resources and also bonus (Rezaeian, 2005).

Research Article

Procedural Justice

Folger and Kanovsky (1989) believed that procedural justice is related to ones' perception about procedures with decision-making content for their service compensation. These procedures can be associated with assessment of ones' performance in different levels of organization, how the revenues distribute with employees and/or how encounter with complaints and disputes (Naderi *et al.*, 2010). Equity perceptions in organization don't merely influence by the results, but also affect by the process for reaching the results. This theory proposed that people can look beyond the results of short-term decision. Therefore, inappropriate results seem acceptable when it is imagined that the using process was fair. Justice accomplishment requires taking of the fair and just procedures, means the process which is supposed to create justice, should be also fair, putting aside the basis and content of law which must be fair.

Justice and equity must provide equal opportunities for everybody in the accomplishment procedure. So it can be said that justice requires precision and definite law and its accomplishment procedure is fair when it can put forward the use of law for everybody at ease. Baron and Greenberg believed that scientist have considered two dimensions for procedural justice:

- a) Structural dimension of procedural justice: how the decisions must be taken so that seems fair. It is important to take note that this dimension doesn't consider the kind of decisions but how the decisions shall be taken.
- b) Social dimension of procedural justice: Greenberg believed that in spite of the importance of structural dimension of procedural justice, it should be said that it is not all-inclusive in regards of every concepts of this matter. In other words, the quality of interpersonal behavior of decision-making individuals with employees is the key factor when the judgment about the amount of justice consideration in organizational procedures is in attention.

Interactional Justice

This concept has earlier used by two researchers under the names of Bies and Moag (1986). They believed that Interactional justice is another kind of justice which is distinguished from distributional and procedural justice in terms of concept and pointed out especially on social action of procedure. The fact is that people are sensitive to the quality of behavior towards them in personal and mutual relations and also the structural dimensions of the decision-making process (Rezaeian, 2005). In other words, Interactional justice showed the difference between equity in formal procedures and equity in the interpersonal and mutual relationships (Sadeghi 2014).

This justice proposed that the quality of interpersonal behaviors is so much effective for determination of equity judgments, along procedures' accomplishment. The given justifications or explanations influence the perception of equity concepts and increase the probability of decision-making procedures to be seen as fair. Interpersonal behaviors are consisted of reliability and behaviors of individuals in modest and respectful manner.

The appropriateness of procedures is defined by four behaviors namely sufficient consideration to employees' data, prevention of personal prejudice, compatible use of decision-making criteria, on-time feedback and justification of a decision. Interactional justice has two dimensions:

- a) Interpersonal dimension in which one should be polite and respectful. The managers should act with trust and respect when encounter with their employees
- b) Social responsibilities and expectations dimension showed that ones' tolerance of unfair results would be increased with their justifications. It means that ones' expectation from a dimension of organizational justice, can affect the employees' behavior towards reaction to other dimensions of organizational justice (Hagigi *et al.*, 2009).

In typology of organizational justice, it is considered information, emotional and linguistic justice, as well. But they are not common comparing those three previous kinds (Sadeghi, 2014). Greenberg (1993) divided interactional justice into two separate interpersonal and information factors.

Therefore, Colquitt (2001) suggested the four-dimension model of justice which is consisted of distributional justice, procedural justice, interpersonal justice and information justice.

Research Article

Interpersonal justice consisted of respect, kindness and it is far from politics of authorities in the organization. However, information justice pointed out the clear decision-making, explanation and sufficient reasons for them. The researchers believe that clear and obvious explanations about the procedures by which the consequences are allocated, lead to the promotion of justice perception in the individuals. These explanations require information for assessment of structural dimension of decision-making processes on the basis of relative and logical information and reasons and have sufficient legitimacy, in order to empower the justice perception of the individuals.

In fact, information justice explained actors' behavior that transfers the information in the way that shown the amount of fair information in the society in terms of location, time and situation. Information justice will be reached through location, time and method of granting of needed information. In general, information justice emphasized more on individual statements and behavior who are as the decision-making ones, for insisting on systematic and/or structural features of procedures and the results (Sadeghi, 2014). The research showed that there is relation between three kinds of justice (interactional, distributional and procedural justice). According to the opinion of many researchers and scientists, education of the teachers is an important factor for creating appropriate situation in reaching to educational goals. This is the teacher who is able to compensate even for the textbooks' weakness and shortcomings of educational facilities or rather make the training process as the inactive and unattractive one, with his/her inability to teach appropriately (Shabani, 2004). Regarding to this point, Rauf (2007) acknowledged that the teachers are the most significant factor in the education process in regards of education qualitative planning. Though, other inputs of school also influences the educational outputs, but not comparable with the emphasis on the teachers' role.

Therefore, each activity which causes enhancement of efficiency in this group can have universal effect on all educational system, considering the significant role of teachers in development process of children. Hence, the relationship between the organizational justice of the managers and the performance of first-grade high school teachers in Tehran is considered in this research.

MATERIALS AND METHODS

Population, Sample and Sampling Method

As this research is focused on investigation of organizational justice of the managers with the performance of first-grade high school teachers in Tehran, so it is used applied-descriptive method in correlation analysis. The population was included of all managers and teachers of first-grade high school teachers in Tehran during academic year of 2014-15, who worked in schools of both sexes (8600 teachers and 690 managers). The sample was selected by using of Cochran's model and multistage cluster sampling method as it was 608 ones (367 teachers and 241 managers).

Research Tools and Data-Collection Method

In this research, it has been used from 20-item questionnaire of organizational justice of Niehoff, and Moorman (1993) which was included of sub-measures of distributional, procedural and interactional justice and alpha value has reported 0.78 in distributional justice, 0.82 in procedural justice and 0.64 in interactional justice-in order to collect the data of organizational justice. Furthermore, the results of questionnaire of Kashani (2011) were used for investigation of teachers' performance in which Cronbach's alpha was 0.76 in this questionnaire. Considering the importance of learning index of the students in teachers' assessment, it is also used the first-semester test results of the students in lessons of mathematics, science, literature and religious theories and the grades in each lesson was the second factor for the assessment of the teachers' performance on it.

RESULTS AND DISCUSSION

Results

Research Hypothesis

Research hypothesis was the relationship between the managers' organizational justice and the performance of first-grade high school teachers in Tehran.

Research Article

According to the mentioned statistics Table 2, the relationship of the managers’ distributional justice with the performance of first-grade high school teachers in Tehran is 0.49 and procedural justice of managers is 0.38 which is significant at $P \leq 0.01$. Therefore, there is positive and significant relationship between distributional and procedural justice of managers with the performance of the first-grade high school teachers in Tehran and more these justice, the better the performance. Whereas, the relationship of interactional justice of managers with the performance of first-grade high school teachers in Tehran was 0.14 which was not significant. Therefore, there is no significant relationship between interactional justice of managers and the performance of first-grade high school teachers in Tehran.

In order to discuss about the role of component of managers’ organizational justice (distributional and procedural) in the performance of first-grade high school teachers in Tehran, it is used multi-variable Regression analysis with “simultaneous” method, and the results shown in Table 3.

Table 1: Descriptive index for organizational justice components

Dimension	Average	Standard deviation (sd)
Distributional justice	15.42	0.85
Procedural justice	47.74	3.77
Interactional justice	23.09	5.21

Table 2: Correlation index between components of the managers’ organizational justice with the teachers’ performance

Variables	Correlation index (R)	Significant level (Sig)
Managers’ distributional justice	0.49	0.0001
Managers’ procedural justice	0.38	0.001
Managers’ interactional justice	0.14	0.37

Tables 3 and 4 showed the Regression index of procedural and distributional justice for the teachers’ performance. The correlation index (R) reported as 0.43 which means that the procedural and distributional justice have interactional relationship with each other as 0.43 with variation value (performance).

F-scale is significant at $P \leq 0.01$ in this relationship, means that distributional and procedural justice prediction variable can predict grade variations in performance variable, by interaction with each other. R^2 is 0.18 which means that 18% of grade variations are predictable in grade performance of teachers by interaction of two predicted variables (distributional and procedural justice). The separated investigation of Beta-scale showed that the effects of distributional justice are more than another variation in the interactive relationship. This factor has the prediction power of 0.51 for teachers’ performance, means that if one grade increases in the standard grade of distributional justice, 0.51 grade will be reached in standard performance grade.

The prediction power of procedural justice is 0.23 for performance and if one grade increases in the standard grade procedural justice, 0.23 grade will be reached in standard teachers’ performance.

Furthermore, it was used Fisher’s Z test for the discussion that if there is significant difference between the managers’ organizational justice and the performance of teachers in terms of sex. The reported results are shown in Table 5.

Table 3: The results of correlation index and the index of determination components of managers’ organizational justice

Model	R	R2	F	Sig
1	0.43	0.18	7.66	0.0001

Research Article

Table 4: The results of Regression components of managers’ organizational justice and performance of teachers

Model one	B	Beta	T	Sig
Distributional justice	1.54	0.51	5.03	0.0001
Procedural justice	0.67	0.23	1.18	0.003

Table 5: Correlation index of managers’ organizational justice with the performance of teachers in terms of sex separation

Groups Variables	Female R	Sig	Male R	Sig
Managers’ organizational justice with the performance of teachers	0.44	0.0001	0.39	0.0001

The comparison of the correlation in both groups has been done by significant correlation test of two independent groups (Z-Fisher). This Z-value has computed by the following formula:

$$Z = \frac{Zr1 - Zr2}{\sqrt{\frac{1}{n1-3} + \frac{1}{n2-3}}} \quad Z = \frac{0.47 - 0.41}{\sqrt{\frac{1}{201-3} + \frac{1}{8169-3}}}$$

By comparing of the correlation of two groups with Z-Fisher test, it is shown that Z-value is 0.6 in sample group which is lower than Z threshold of $\alpha=0.05$ (1.64). So, there is no significant difference at correlation of two variables in both groups.

The main purpose of this research is focused on the relationship of the managers’ organizational justice with the performance of first-grade high school teachers in Tehran. The earlier findings showed that there is positive and significant relation between the managers’ distributional and procedural justice and the performance of first-grade high school teachers in Tehran. However, there is not such significant relation between managers’ interactional justice and the performance of teachers and the effect of distributional justice is more than procedural and interactional justice on the performance of teachers. The results showed that there is no significant difference between the managers’ organizational justice and the performance of teachers in terms sex separation.

Regarding to the distributional and procedural justice, the findings of this research is compatible with the findings of others as following: Mirzaaqayi (2010), Ismaili (2011), Asadi (2012), Khamr (2013), Nabatchi (2007), Roca (2008), Deconinck (2010), Al-Zu’bi (2010), Mohamed (2013) though the findings related to the interactional justice is compatible with Hagigi *et al.*, (2009), Barati *et al.*, (2009) but it is not compatible with Naderi *et al.*, (2010), Saghaeian (2011), Zapata-Phelan *et al.*, (2008).

It can come to conclusion that when the teachers feel injustice due to their managers’ inappropriate performance and considering the fact that the consequence of teachers’ performance directly influence the set of school in general, so they won’t change the quality of their performance for compensation of this inappropriate behavior of their managers, because they don’t characterize the set of school for this fault.

REFERENCES

Al-Zu’bi HA (2010). A study of relationship between organizational justice and job satisfaction. *International Journal of Business and Management* 5(12) 102-109.

Armstrong M (2007). *Performance Management: Key Strategies and Practical Guidelines Paperback*, 3rd edition, ISBN 0749445378.

Armstrong M (2008). *Performance Management; Basic Strategies and Practical Guidelines*, translated by Nasser Mirsepassi, Ismail Kavooosi (Terme publications).

Asadi M (2012). Components of organizational justice verify compliance with Islamic principles and its relation to quality of work life and performance of education and training of high school teachers in the education area. A thesis.

Research Article

Avalos B (2005). Learning to teach in the knowledge society: The case of chill, in Juan Manuel Moreno, Learning to teach in the knowledge society, Final Report World Bank.

Barati H, Arizi H and Khori A (2009). The relationship between simple and multiple organizational justice and job performance of employees in Esfahan Steel Company. *Journal of Landscape Management* **33** 9.

Bernadin HK, Kane JS, Spina JDR and Johnson DL (1995). Performance appraisal design, development and implementation. In: *Handbook of Human Resource Management*, edited by Ferris GR, Rosen SD and Barnum DJ (Blackwell) Cambridge, Mass.

Bies RJ and Moag JF (1986). Interactional justice: Communication criteria of fairness. In: *Research on Negotiations in Organizations*, edited by Lewicki RJ, Sheppard BH and Bazerman MH (Greenwich, CT: JAI Press) **1** 43–55.

Brumbach GB (1988). Some ideas, issues and predictions about performance management. *Public Personnel Management*, Winter 387–402.

Colquitt JA, Noe RA and Jackson CL (2002). Justice in teams: antecedents and consequences of procedural justice climate. *Personnel Psychology* **55**(1) 83-109.

Deconinck JB (2010). The effect of organizational justices, perceived organizational support & perceived supervisor support on marketing employee level of trust. *Journal of Business Research Management Review* **12**(4) 555- 578.

Fathiazar Z (2007). Strategy management problems within the education system Exceptional Children, a research project under the supervision of the Research Department from all over the country.

Folger R and Konovsky MA (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. *Academy of Management Journal* **32** 115-130.

Greenberg J (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. *Organizational Behavior and Human Decision Process* **54** 81-103.

Hagigi MA, Ahmadi I and Raminmeh H (2009). The effect of organizational justice on employee performance, corporate Management of Organizational Culture. *A Quarterly Journal* **7**(20) 101-79.

Ismaili Behbehani T (2011). The relationship between transformational and transactional leadership styles with job performance and organizational citizenship behavior organizational justice brokered cement factory PA, MA thesis, Islamic Azad University, Marvdasht Branch, Iran.

Kashani A (2011). Compare the performance of teachers, graduate teachers with other teachers, master's thesis, Islamic Azad University of Branch Central Tehran.

Khamr M (2013). The relationship between organizational justice and burnout effectiveness of school physical education teachers in Zahedan. Master Thesis, Faculty of Physical Education and Sport Sciences, Islamic Azad University, Taft Branch, Iran.

Mirzaaqayi M (2010). The relation between antecedent variables job motivation, organizational justice and job satisfaction and job performance of the employees represented by Saipa Diesel, Master Thesis, Faculty of Human Sciences, Isfahan University, Iran.

Mohamed SA (2013). The Relationship between Organizational Justice and Quality Performance among Healthcare Workers: A Pilot Study. Available: <http://www.hindawi.com/journals/tswj/2014/757425/>.

Nabatchi T, Bingham LB and Good DH (2007). Organizational justice and workplace mediation: A six-factor model. *International Journal of Conflict Management* **18**(2) 148-174.

Naderi V, Hoveyda R, Siyadat A and Naderi MR (2010). The relationship between organizational justice component of Esfahan Oil Refining Co. employee performance evaluation. *New Educational Approaches Journal* **5**(2) 97-112.

Niehoff BP and Moorman RH (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management Journal* **36**(3) 527-256.

Niknami M and Karimi F (2009). Professional qualifications of teachers in public education. *Journal of Education and Curriculum Development*, Islamic Azad University, Khorasgan Branch **23** 66-79.

Parker PJ and Kohlmeyer JM (2005). Organizational Justice and Turnover in Public Accounting Firms: a Research Note. *Accounting, Organizations and Society* **30** 357-369.

Research Article

Rezaeian A (2005). *Waiting for Justice and Equity in the Organization* (Tehran: Samt Publication).

Rauf A (2007). Evaluation of the global movement to improve teacher training, development of educational technology. *Monthly Journal* **141** 9.

Roeba C (2008). Perceive organizational support and employee performance: the mediating role of organizational commitment and organizational citizenship behavior, Toronto, 2008, North American society for sport management conference (NASSM). *Journal of Business and Management* **5**(12) 102–109.

Saqayyan Neghad S, Yagobi M, Gorgi H, Norouzi M and Rezaei F (2009). Relationship between organizational justice and job satisfaction and organizational commitment among hospital staff. *Health Management Journal* **35** 17.

Sqayyan Gh (2011). The relationship between organizational justice, job security and job performance administrative staff National Iranian Drilling Company in the city of Ahvaz, Master Thesis, Faculty of Education and Psychology, Islamic Azad University of Shiraz.

Sadeghi Y (2014). The relationship between employees' perceptions of organizational justice and job rejection based on three factors Bardvyk plateau distribution in Qom province. *Twenty-ninth International Conference on Electricity, Iran*.

Shabani Z (2004). A comparative study of teacher education programs in Iran and several countries. *Journal of Education* **20**.

Seyed Javadin SR, Farahi MM and Taheri Attar Gh (2008). Understanding the impact of organizational justice on job satisfaction and organizational aspects, magazine business, first period.

Yasin A, Abbasian A and Yasin T (2014). Distributive leadership style of managers on the performance of secondary school teachers in the city of Mehran, providing a model of the new approach in Educational Administration. *Quarterly Journal* **4**(13) 194-181.

Zapata-Phelan Cindy P, Colquitt Jason A, Scott Brent A and Livingston Beth (2008). Procedural justice, interactional justice, and task performance: The mediating role of intrinsic motivation. *Organizational Behavior and Human Decision Processes*, Available: www.elsevier.com/locate/obhdp.