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**THE RELATIONSHIP BETWEEN PERCEIVED ORGANIZATIONAL JUSTICE AND JOB SATISFACTION WITH ORGANIZATIONAL COMMITMENT ON WOMEN PHYSICAL EDUCATION AND NON PHYSICAL EDUCATION TEACHERS**

**\*Elham Dehghani Tafti<sup>1</sup>, Hossein Poursoltani Zarandi<sup>2</sup> and Akbar Afarinesh Khaki<sup>3</sup>**

<sup>1</sup>Department of Physical Education and Sport Science, Taft Branch, Islamic Azad University, Taft, Iran

<sup>2</sup>Department of Sport Management, Payame Noor University

<sup>3</sup>Department of Sport Management, South Tehran Branch, Islamic Azad University, Tehran, Iran

\*Author for Correspondence

**ABSTRACT**

The main purpose of this study was to investigate the relationship between perceived organizational justice and job satisfaction with organizational commitment on women physical education and non physical education teachers. The population of this study is consisted of all Yazd city women physical education and non physical education teachers. The sample of this study was 334 teachers that selected through sample random sampling and according to Morghan table. In this study Organizational justice questionnaire (Rego and Cunha, 2006), Organizational commitment questionnaire (Allen and Meyer, 1990), Job satisfaction questionnaire (Wisocky and Kromm, 1996) were used. The results indicate there is positive significant relationship between organizational justices with organizational commitment on physical education teachers. Again, the result indicates that there is not significant relationship between job satisfactions with organizational commitment physical education teachers. Again, result indicates there is positive significant relationship between organizational justices with organizational commitment on non physical education teachers.

**Keywords:** *Perceived Organizational Justice, Job Satisfaction, Organizational Commitment, Women, Physical Education, Non Physical Education Teachers*

**INTRODUCTION**

Organizational justice indicates the examination of fairness within organizational parameters and emerges through work in social psychology focused at insight at fairness aspects in social interactions (Greenberg, 1990). Fairness provided to employees by their respective organizations is believed to be the commonly explored field and it remains the focus of several researchers. Thus organizational justice has vital implications on employees and their organizations (Greenberg, 1990b). Initial studies regarding to organizational justice remained concentrated on distributive justice. Adam (1965) in his equity theory presented this form of organizational justice.

As per equity theory, a person observes others in a societal settings, analyzes his perceived ratio of input to outcome with the ratio (same fractions) of others. If the referent ratio is similar to that of perceived ratio of his own input to outcome then Equity exists. Conversely inequity exists if there is unequal input to outcome proportion between referent and individual. The feeling of unfairness prevails that is experienced by both parties. Subsequent attempts are made by both parties to resolve this imbalance and behavioral or psychological efforts are made. Altering job performance is a behavioral change in attempt to create this balance (Raymond *et al.*, 2006). Similarly he may react psychologically by changing self or referent input to outcome proportion (Greenberg, 1990). Factors like that of organizational commitment, pay satisfaction, trust and pay satisfaction are related to distributive justice (Cohen-Charash and Spector, 2001). The focus on organizational justice then moved from distributive justice (justice related to decision outcome) to that of procedural justice (justice related to processes that subsequently transformed into outcome of decisions (Thibaut and Walker, 1975). Scholars observed that distributive justice alone could not deal with employees fair procedure quest (Greenberg, 1990). Folger and Konovsky (1989) conducted a survey to evaluate the effect of procedural and distributive justices on 217 first-line employees

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regarding their decisions on pay raises. Respondents gave their opinion relating to procedural justice, distributive justice, supervisors trust, proportion of salary increase, organizational commitment and satisfaction related to pay. The results of the survey yielded that perceptions related to procedures regarding pay hikes made a distinctive contribution towards trust in supervisors and organizational commitment. Sweeney and McFarlin (1993) have précised a structural model that explained that distributive justice got related to personal-referenced outcomes like pay satisfaction and procedural justice remained related to organizational referenced outcomes like organizational commitment. The above stated two-factor organizational justice was then added with another type of justice, known as interactional justice (Bies and Moag, 1986). Aquino (1995) pointed out in his study that organizational commitment, withdrawal behavior and trust in management are the factors that are affected by interactional justice.

Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individual's feelings and emotions about their job and how their job affects their personal lives. There is no one definition that sums up job satisfaction but there are many theories on what contributes positively or negatively to those feelings. Today's man is facing, as never before, the crisis of existing and adjustment. To survive and overcome this present crisis, the need of the hour is grooming up a courageous, bold, physically, mentally, emotionally, socially and intellectually strong individual. Physical Education is the agency, which fulfilling this social obligation very effectively by providing comprehensive and diverse physical education programs. The importance of physical education is helping out the man from various selves created problems arising out of modernization of the society cannot be undermined. Under these circumstances the importance of physical education teacher has increased manifolds. (Lal, 2004) Physical education teachers are the mentors of youths and sportsperson who are the future of any nation. They are responsible to mold the behavior of the youth and develop the total personality and performance (Sharma, 2000).

Organizational commitment is an important means of determining employees' organizational goals, participation in organizational management and activities, and creative and innovative attributes for the organization (Durna and Eren, 2005). Organizations expect their employees to make significant efforts, to be motivated and to take initiative (Uygur, 2007). Organizational commitment was defined by Grusky (1996) as an individual's attachment to an organization. Özsoy *et al.*, (2004) identified organizational commitment as prioritizing the organization's interests rather than the individual's interests. McDonald and Makin (2000) described organizational commitment as a contract between a person and an organization. Organizational commitment has also been defined as employees' belief in and adoption of the high-level aims and values of the organization. It implies that employees are willing to make intense efforts for the goals of the organization and that they strongly desire to remain members of the organization (Mowday *et al.*, 1982). Organizational commitment has also been identified as acts resulting from an individual's attachment (Alotaibi, 2001) and as a function of compliance between the individual and the organization (Bateman and Strasser, 1984). There are many definitions of organizational commitment in the literature because researchers specialize in various disciplines and address this subject in the context of their particular fields (Bayram, 2005). Thus, there are different ideas about the structure of relationships between employees and an organization and about how these relationships develop (Mathieu and Zajac, 1990). There are three different types of commitment in the literature on organizational commitment. Affective commitment is found in the relationship between individual values and organizational values that makes individuals emotionally attached to organizations and gives them a sense of satisfaction in being members of an organization (Wiener, 1982). Continuance commitment develops as a result of employees' investments in their organizations. In this situation, the employee thinks that he or she has invested time and efforts and thus is obliged to stay with the organization. Normative commitment is an individual's feeling of moral obligation to stay with an organization. People with higher normative commitment think that they must stay with an organization (Meyer and Allen, 1997). According to Meyer *et al.*, (1993), these three dimensions of commitment should be evaluated together to understand employees' attachment. Klendauer (2009) found that all organizational justice dimensions have significant relationship with manager's commitment but Interactional justice have

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highest effect on commitment. Andrew *et al.*, (2009) indicate that perceived justice by increasing satisfaction lead to high level of commitment. Mantler and Murphy (2005) indicate that there is positive significant relationship between distributive and procedural justice with emotional commitment, job satisfaction. Daniel *et al.*, (2010) indicate that there is positive significant relationship between organizational justices with job satisfaction. Therefore, the main purpose of this study was to investigate the relationship between perceived organizational justice and job satisfaction with organizational commitment on women physical education and non physical education teachers.

## **MATERIALS AND METHODS**

### **Participant**

The population of this study is consisted of all Yazd city women physical education and non physical education teachers. The sample of this study was 334 teachers that selected through sample random sampling and according to Morghan table.

### **Measures**

**Organizational Justice Questionnaire (Rego and Cunha, 2006):** This questionnaire consisted of 17 items and 5 subscales including distributive justice in reward, distributive justice in roles, procedural justice, interactional justice and informational justice.

Participants were required to indicate, on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree), whether the statement was true of them. The Alpha Cronach coefficient for this questionnaire was 0.82.

**Organizational Commitment Questionnaire (Allen and Meyer, 1990):** This scale consisted of 39 items with 5 subscales including emotional commitment, continuous commitment, and normative commitment. The Alpha Cronach coefficient for this questionnaire was 0.75.

**Job Satisfaction Questionnaire (Wisocky and Kromm, 1996):** This questionnaire consisted of 39 items and 5 subscales work, supervisor, coworker, promotion and payment. Alpha Cronach coefficient for this questionnaire was 0.79.

### **Methods**

The method of the study is descriptive correlational. The data was collected using questionnaires and through field study procedure. Descriptive statistics were used for describing and categorizing raw data and for measuring Mean, frequency, SD and table drawing.

Multiple regression and Pearson correlation coefficient was used. For analyzing data the SPSS software was applied and 93% of confidence level was considered.

## **RESULTS AND DISCUSSION**

As the results of table 1 indicate that among participants 91 individuals are physical education and 273 are married. Also, in case of academic degree among sample the highest frequency is related to BA/BSc. Moreover, 69 teachers have 16-20 teaching experience.

As table 2 indicates there is positive significant relationship between organizational justices with organizational commitment on physical education teachers. Also, there is positive significant relationship organizational justice between emotional commitment ( $r=0.36$ ), contentious commitment ( $r=0.41$ ) and normative commitment ( $r=0.43$ ).

Again, the result indicates that there is not significant relationship between job satisfactions with organizational commitment physical education teachers. Also, the results indicate that among organizational commitment subscales only there emotional commitment ( $r=0.21$ ) have positive significant relationship with job satisfaction on physical education teachers.

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**Table 1: Descriptive statics**

Variable		Frequency	Percent
<b>Field of Study</b>	Physical education	91	31.2
	Other	201	68.8
	Total	292	100
<b>Martial status</b>	Single	19	6.5
	Married	273	93.5
	Total	292	100
<b>Academic degree</b>	Diploma	5	1.7
	Associate degree	18	6.2
	BA/BSc	211	72.3
	M.A	57	19.5
	Phd	1	0.3
	Total	292	100
<b>Job experience</b>	Under 5 years	41	14
	6-10 years	38	13
	11-15 years	32	11
	16-20 years	69	23.6
	21-25 years	58	19.9
	Total	292	292

**Table 2: Correlation coefficient between organizational justice and job satisfaction with organizational commitment subscales physical education teachers**

Variables	Statistics	Organizational commitment	Emotional commitment	Contentious commitment	Normative commitment
Organizational justice	R	0.56	0.36	0.41	0.43
	Sig	0.001	0.001	0.001	0.001
Job satisfaction	R	0.14	0.21	0.07	0.06
	Sig	0.19	0.04	0.51	0.56

As table 3 indicates there is positive significant relationship between organizational justice with organizational commitment on non physical education teachers. Also, there is positive significant relationship between emotional commitment ( $r=0.17$ ), contentious commitment ( $r=0.34$ ) and normative commitment ( $r=0.35$ ). Again, there is not significant relationship between job satisfaction with organizational commitment on non physical education teachers. Also, there is not significant relationship between job satisfactions with organizational commitment.

**Table 3: Correlation coefficient between organizational justice and job satisfaction with organizational commitment subscales non physical education teachers**

Variables	Statistics	Organizational commitment	Emotional commitment	Contentious commitment	Normative commitment
Organizational justice	R	0.42	0.17	0.34	0.35
	Sig	0.001	0.02	0.001	0.001
Job satisfaction	R	-0.01	0.05	-0.009	-0.04
	Sig	0.87	0.51	0.90	0.56

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**Table 4: Regression analysis in order to prediction of organizational commitment**

Model	B	SD	$\beta$	T	P
N	2.39	0.14		17.64	0.001
Organizational justice	0.26	0.04	0.42	6.60	0.001

As table 4 indicate organizational justice can explain 0.42 of organization commitment on physical education teachers.

**Conclusion**

The main purpose of this study was to investigate the relationship between perceived organizational justice and job satisfaction with organizational commitment on women physical education and non physical education teachers. Organizational justice is a key factor associated with the success of every organization. In order to keep employees satisfied, committed, and loyal to the organization, the organization needs to be fair in its system regarding distributive justice, procedural justice, and interactional justice. When employees feel that they are treated fairly by the organization in every aspect, they are inclined to show more positive attitude and behaviors like job satisfaction. There is positive significant relationship between organizational justices with organizational commitment on physical education teachers. It means that high levels of perceived organizational justice among teachers cause to high levels of job commitment. This result is in line with Klendauer (2009), Andrew *et al.*, (2009) findings. The other results of this study indicate that there is positive significant relationship organizational justice between emotional commitment ( $r=0.36$ ), contentious commitment ( $r=0.41$ ) and normative commitment ( $r=0.43$ ). Again, the result indicates that there is not significant relationship between job satisfactions with organizational commitment physical education teachers. Also, the results indicate that among organizational commitment subscales only there emotional commitment ( $r=0.21$ ) have positive significant relationship with job satisfaction on physical education teachers. Emotional commitment is commitment to the emotional and psychological dependence to the organizations. Therefore, staff's with high emotional commitment to the organization's continued cooperation and attempt to reach to the organization's goals.

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