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The Role of Organizational Justice and Three Dimensions on Departments of Physical Education in Iran

Farshad Emami*¹, Mahdi Talebpour², Mehrdad Feysi Masooleh³, Reza Afshari Sadr⁴

1. Department of Physical Education, Pune University, Pune, India

2. Department of Physical Education and Sport Science, Ferdowsi University of Mashhad, Mashhad, Iran

3. Department of Civil Engineer, Sanati Sharif University, Tehran, Iran

4. Deptment of Human Scientifics, Eslamic Historical group, University of Shahid Beheshti, Tehran, Iran

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* **Corresponding author at:** Department of Physical Education, Pune University, Pune, India.

E-mail: f_emami2007@yahoo.com, Tel.: +91 986 042 44 83

Abstract

Background: Justice is one of the vital elements of any kind of social association. With consideration of this importance, continued voluntary presence of the individual in groups, depends on their perception of fairness observation and justice dimensions.

Materials and Methods: The present study from the aim point of view is functional and it is descriptive-correlation from the method view of data collection and it is causal-comparative due to the relation between research variables and one of its significant advantages is the capability of generalizing its results.

Results and Discussions: Regarding results of this study the Maximum Score for Organizational Justice is 95. The research findings indicate that the Mean and Standard Deviation of Organizational Justice among 201 people is M= 66.38, SD=6.91. Regarding to Scope of Staff M= 63.33, SD=7.30, Scope of Members of Faculty M= 69.30, SD=5.61 and also Scope of Management M= 67.32, SD=5.58. Thus, in this module the Minimum Score was 45 and the maximum score was 85. Referring to the table 4.13, it can be noticed that the Mean of Organizational Justice in the population of Iran which is at the Medium and just above the average level. The results of the data analysis indicated that concerning P-Value according to Pearson Correlation Coefficient among the Distributional Justice (P=0.000, r = 0.600), Procedural Justice (P=0.000, r = 0.709) and Interactional Justice (P=0.000, r = 0.771) had a significant correlation with Organizational Justice in the module of Iran.

Conclusion: Results of this study included that employees, who think that salary, reward and promotion of members of organization are based on justice will probably have more job satisfaction.

Key Word: *Organizational Justice, Distributional Justice, Procedural Justice and Interactional Justice*

Introduction

The theories related to justice have been developed along with the promotion and progress of human societies and its scope has been expanded from the theories of religions and philosophers to experimental researches. After industrial revolution and mechanization of human societies, organizations have ruled over human life. All human beings are directly dependent on organizations throughout their life span and even today, one cannot imagine having a life without organizations (Colquitt, 2001). Justice is one of the vital elements of any kind of social association. With consideration of this importance, continued voluntary presence of the individual in groups, depends on their perception of fairness observation and justice dimensions. For this purpose, if the members of one group or social system have more equitable understanding of that systems' behavior, so they have greater commitments and attachment (affection) for its association, presence and development (Chegini, 2009). However, justice has always been considered throughout the history as a fundamental need for mankind's cumulative life. Nowadays, considering the role of organizations in mankind's social life, the role of justice has been revealed more and more. In modern organizations, managers cannot be indifferent to this spectrum, because justice has always been considered as a mankind's need, similar to other fundamental needs (Taylor, 2005). Since a long time, justice has been one of the most important subjects and concerns of human and intellectuals in various sciences. Organizational Justice has been developed in recent years which include the Distributive, Interactional, Procedural theories. In recent decades, the Organizational Justice subject has been one of the most referred topics in Organizational research and which is researched extensively in Management, Practical Psychology and Organizational Behavior Courses (Scandura, et al., 1999). The knowledgeable and expert people believe that, the success of organization, especially official organization is in creative performance, motivated and satisfied employees, who are informed about organizations' objectives in order to fulfill their demands, try to achieve this significance. Justice behavior is something that employees expect it according to time investment and their abilities in an organization. These individuals' expectations are followed with a great concern for the leaders as they must concentrate on the amount of justice which is realized by their

employees, because in this way the managers will be able to bring into effect the individuals' abilities by creating favorable atmosphere (Chelladurai, & Hums, 1994).

Organizational Justice Term was coined by Greenberg in 1970 for the first time. He believes that Organizational Justice consists of three dimensions which includes Distributive Justice, Procedural Justice and Interactional Justice and is explained briefly in the following:

Distributive Justice

One kind of Organizational Justice is Distributive Justice that refers to the equitability of the consequences and results received by the employees. Distributive Justice conceptualizes the fairness judgment of outcomes allocations, like payment level or promotion opportunity in an organization context. Adams's equality theory is the source of this idea. Adams emphasized on fairness perception of outcomes that is the Distributive Justice in this work. This theory demonstrates that the individuals consider one relative balance as a desirable result with comparison of given / their received amount with given one - their colleagues' received amount (Cropanzano, & Greenberg., 1997).

Procedural Justice

Procedural Justice is a justice that is fulfilling the requirements of the employees of an organization by adopting fair procedures. It means apart from being fair in basic concept of law, the process within which the justice is supposed to get result from, must be fair too. The observation of fair procedures and justice in fulfillment procedure must provide the equal winning opportunity for all the people. Thus we can say that justice demands the explicitness of laws and when the procedure of law's fulfillment is fair that possibility of enjoyment from law will be possible for everybody easily. Procedural Justice means the equality perception of methods which are used for distributing compensation of payment and merits. The Procedural Justice has two objectives: first it protects the individuals' interests, thus in the long period of time they achieve what they deserve. Therefore this procedural equality is accompanied by the result of decision such as satisfaction, agreement and responsibility (Folger, 1977).

Interactional Justice

The third domain of Organizational Justice is Interactional Justice; which is a kind of Procedural Justice and refers to equitable encounter with an employee in the form of official approved methods. Interactional Justice emphasizes on the interpersonal decision making aspect, particularly equality of decision makers' behavior in decision making process. Interpersonal behavior includes the trust in relationship and individuals' treatment with humbleness and respect. Suitable enacting of procedures is defined for justifying a decision with five behaviors: inadequate attention to employees' data, preventing personal bias, harmonic use of decision making criterion and the on time feedback. These factors have an important role in employees' perception from equality, admitting the decisions and tendency towards the organization (Ishak, & Alam, 2009).

The study will provide useful information to educators who are charged with preparing business and behavioral curriculum and to training and development managers in corporations who are concerned with developing their employees' soft skills. Despite the increase in attention given to the study of workplace commitments, there still appears to be considerable confusion and disagreement about what commitment is where it is directed, how it develops and how it affects behavior (Jordan, & Turner, 2007). Thus, this study tries to look at the impact of Organizational Justice towards the development of commitment among academicians in a higher leaning institution. Additionally, and perhaps foremost with regards to corporate managers, results of this study might provide helpful information in the selection and interview process for potential team members and new employees (Deutsch, 1975).

Materials and Methods

The present study from the aim point of view is functional and it is descriptive-correlation from the method view of data collection and it is causal-comparative due to the relation between research variables and one of its significant advantage is the capability of generalizing its results. In this research the statistical population contains all Departments employees of Physical Education in Iran (11 departments), according to the size and access to the statistical population, 201 people were selected by randomly with the adequate allocation.

For analyzing data, descriptive statistic (mean and median and mode) were used and for analyzing data SPSS18 was used (significant level $p \leq 0.05$ was considered).

In the present research, in order to analyze the data, the descriptive statistics, central tendency index (average), scattering index (deviation standard), number, percentage, tables and charts were used for describing the results. To determine the relationship between Organizational Citizenship Behavior and Demographic Information Pearson Correlation Chi-Square was used. All these tests are performed with the use of the version 17 of S.P.S.S statistical pack.

Results

In this study, Evaluation of Age among three scopes of Management, Members of Faculty and Staff in the module of Iran is shown in the table below:

Table 1. Description of Age in Department of Physical Education

Groups	Number	Mean	SD	Minimum	Maximum
<i>Staff</i>	81	37.55	8.71	22	55
<i>Members of Faculty</i>	68	39.86	8.19	25	58
<i>Management</i>	52	43.28	5.56	33	57
<i>Total</i>	201	39.30	8.12	22	58

Data in table 1 indicates that Mean and Standard Deviation of participants Age for Scope of Staff (N=81), M= 37.55, SD=8.71, Scope of Members of Faculty (N=68), M= 39.86, SD=8.19 and Scope of Management (N=52), M= 43.28, SD=5.56

respectively, In total, Mean and Standard Deviation of age in the module of Iran (N=201), M= 39.30, SD=8.12 was obtained.

Description of Gender among three Scopes of Management, Members of Faculty and Staff in the module of Iran is shown in the table below:

Table 2. Description of Gender in Department of Physical Education

Groups	Number	Gender	Frequency	Percent
Staff	81	Male	41	50.6
		Female	40	49.4
Members of faculty	68	Male	62	92.6
		Female	5	7.4
Management	52	Male	40	76.9
		Female	12	23.1
Total	201	Male	144	71.6
		Female	57	28.4

Data in table 2 shows that among the 81 participants in Scope of Staff 50.6% Male (41 people) and 49.4% Female (40 people), in the 68 participating of Members of Faculty 92.6% Male (62 people) and 7.4% of Female (5 people) and from 52 participants of scope of Management 76.9% Male (40 people), 23.1% Female (12 people), in total (N=201)

in the module of Iran 71.6 % Male (144 people) and 28.4% Female (57 people) are respectively.

Evaluation of Educational Qualification among three Scopes of Management, Members of Faculty and Staff in the module of Iran is shown in the table below:

Table 3: Description of Educational Qualification in Department of Physical Education

participants of Management 55.8% have a Higher

Groups	Number	Educational Qualification	Frequency	Percent
Staff	81	Basic Education	42	51.9
		Higher Education	29	48.1
		Doctorate	-	-
Members of Faculty	68	Basic Education	-	-
		Higher Education	26	38.2
		Doctorate	42	61.8
Management	52	Basic Education	-	-
		Higher Education	29	55.8
		Doctorate	23	44.2
Total	201	Basic Education	42	20.9
		Higher Education	94	46.8
		Doctorate	65	32.3

To describe the data of Educational Qualification in the module of Iran, among the 81 participants of Staff, 51.9% have a Basic Education and 48.1% have a Higher Education, Among the 68 participants of Members of Faculty 38.2% have a Higher Education and 61.8% have a Doctorate and also among 52

Education and 44.2% have a Doctorate. On the whole among three scopes that are among 201 people 20.9% have a Basic Education and 46.8% have a Higher Education and 32.3% are Doctorate.

Description of Organizational Justice and three dimensions among the Scopes of Management, Members of Faculty and Staff in the module of Iran is shown in Department of Physical Education:

Table 4: The Score of Organizational Justice in Department of Physical Education

Groups	Number	Organizational Justice & Subdivision	Mean	SD	Min	Max
Staff	81	Distributional Justice	16.65	1.83	10	22
		Procedural Justice	16.98	2.44	10	22
		Interactional Justice	29.70	5.31	20	42
		Organizational Justice	63.33	7.30	45	82
Members of Faculty	68	Distributional Justice	18.29	2.21	14	24
		Procedural Justice	19.51	2.50	14	25
		Interactional Justice	31.50	3.83	22	42
		Organizational Justice	69.30	5.61	58	85
Management	52	Distributional Justice	17.23	2.53	12	24
		Procedural Justice	18.46	2.27	13	23
		Interactional Justice	31.63	3.22	25	41
		Organizational Justice	67.32	5.85	57	85
Total	201	Distributional Justice	17.35	2.26	10	24
		Procedural Justice	18.22	2.64	10	25
		Interactional Justice	30.81	4.44	20	42
		Organizational Justice	66.38	6.91	45	85

Scoring of Organizational Justice in Department of Physical Education as Mean and Standard Deviation has been presented in the table 4. The Maximum Score for Organizational Justice is 95. The research findings indicate that the Mean and Standard Deviation of Organizational Justice among 201 people is M= 66.38, SD=6.91. Regarding to Scope of Staff M= 63.33, SD=7.30, Scope of Members of Faculty M= 69.30, SD=5.61 and also Scope of Management M= 67.32, SD=5.58. Thus, in this

module the Minimum Score was 45 and the maximum score was 85. Referring to the table 4, it can be noticed that the Mean of Organizational Justice in the population of Iran which is at the Medium and just above the average level. Statistical findings for relationship among the Organizational Justice and Various Dimensions in Department of Physical Education are given in the table 5.

Table 5. Correlation among the Organizational Justice and Various Dimensions in Department of Physical Education

Variable	Mean	SD	N	Distributional Justice	Procedural Justice	Interactional Justice	Organizational Justice
1. Distributional Justice	17.35	2.26	201	-			
2. Procedural Justice	18.22	2.64	201	0.386 \neq 0.000** \pm	-		
3. Interactional Justice	30.81	4.44	201	0.190 0.007*	0.268 0.000**	-	
4. Organizational Justice	66.43	6.91	201	0.600 0.000**	0.709 0.000**	0.771 0.000**	-

The results of the data analysis indicated that concerning P-Value according to Pearson Correlation Coefficient among the Distributional Justice (P=0.000, r = 0.600), Procedural Justice (P=0.000, r = 0.709) and Interactional Justice (P=0.000, r = 0.771) had a significant correlation with Organizational Justice in the module of Iran. Thus, the hypothesis of

the researcher is that there exists a significant correlation within these variables (P<0.05) was confirmed and it means that there exists a positive and meaningful significant relationship. The results of the data analysis indicate that among the Distributional Justice, Procedural Justice, Interactional Justice, had significant correlation with Organizational Justice in Department of Physical Education. It means that there exists a positive and

meaningful significant relationship within Organizational Justice with Various Dimensions of Organizational Justice in Department of Physical Education, which are in direct proportion in all aspects. According to the hypothesis test, the existence of Distributive Justice causes indication of Organizational Justice; it means that, judgment and understanding of individuals' outcomes of fair distribution such as levels of payment or promotion opportunities make individuals work beyond their duty time without any expectation and also the organization never pays them in return. In general, if the perception of fairness in the way of distribution of resources improves in staff on average, Organizational performance will also be improved in them.

Conclusion

According to the outcomes of this research, the Justice in Organization plays an important role in organization. Generally, fair treatment with employees by an organization leads to their high responsibility and commitment to the organization and their over role citizenship behavior. On the other hand the staff members, who feel injustice, most probably leave the organization or show themselves in low levels of organizational responsibility, and even, they may start abnormal behaviors like taking revenge. Therefore the perception of, how employees judge about fairness in their organization, and how they respond to understanding of justice or injustice, is one of the important matters for administrators and managers of Physical Education College and Department that there should be more effort to increase perceptions of employees about Organizational Justice by making transparent rules, procedures and organizational policies which are related to job and it explains procedures of resource allocation and rewards of organization. Then, based on program goals and mission of the organization, making comprehensive program to improve and develop job attitudes, feeling of opting for voluntary services spontaneously, finally brings the efficiency as well as efficacy to the activities of the organization. Analysis of results in Department of Physical Education indicated that staff members like fair and unequivocal payment and promotion system.

Judgment and understanding of employees about fair distribution and outcomes, such as levels of payment or promotion opportunities make employees work beyond their duties without any expectation and also the organization never pay them in return. In general, if the perception of fairness in the way of resources distribution improves in staff, on average, Organizational Behavior will be improved in them. Thus, employees who think that salary, reward and promotion of members of organization are based on justice will probably have more job satisfaction.

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