

## Relationship between Understanding of Organizational Justice and Organizational Citizenship Behavior of Tehran Physical Education Teachers

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### Abstract

Organizational citizenship behavior is defined as completely voluntary behaviors which staffs conducted them beyond their vocation and task expectations and organizational justice is served as how to deal with staff so that they can feel fair action including understanding of justice in payments and equality in organizational procedures and intra-personal behaviors in organization. The principle goal to conduct present research is to determine relationship between organizational justice and organizational citizenship behavior and their aspects among Tehran physical education teachers. Research community statistical samples were including 1275 people from which 305 ones were selected randomly. Research was conducted in description and correlational manner. In order to data collection, organizational justice standard questionnaire of Niehoff and Moorman1993 and organizational citizenship behavior questionnaire of Organ1988 were used which questionnaire consistency obtained about 0.75 and 0.78 respectively by Cronbach's alpha. Findings showed that there is a significant and positive correlation between organizational justice understanding and

organizational citizenship behavior ( $p < 0.01$ ,  $r = 0.182$ ). Results of regression analysis indicated that interactional and procedural justice dimensions perform as organizational behavior predictors ( $p < 0/01$ ,  $r = 0/263$  &  $r = 0/151$ ).

**Keywords:** organizational justice, organizational citizenship behavior, physical education teachers, Tehran province

### Introduction

To understand whether justice is existed or not is one of the concepts conceivable in milieu especially in organizational milieus, leading to developing too many studies field in organizational behavior (Fernandes & Awamleh., 2006). Justice embankment is one of the most important effective factors on organization survival and its long term healthy consistency, hence, justice has been specially focused in organizational discussions (Greenberg & Robert ., 2001). Justice is a concept amalgamated to community and is predominant on most of life aspects. This belief is outbreak in country that everything outcomes must be along the justice, justice mostly is conceptualized in this organization and is served as organizational justice (Farmer et al., 2003). The organizational term put forwarded firstly by Greenberg (1987). He

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defines organizational justice as fairly organization dealing to their staffs. Organizational justice explains and classifies individuals feeling about their fairly behavior to themselves and others (Saunders., 2006). Researchers have classified organizational justice in three aspects of distributional, procedural and interactional (Cherash & Spector., 2001). Distributional justice is referred into conceived fair of results determinant processes like how to make a decision on payments and promotions. Interactional justice also is referred to individuals understanding from intrapersonal behaviors quality during organizational procedures (Chelladurai., 2006). The organizational term firstly coined by organ et al 1983, nonetheless, Katz and Kahn already focused on this subject while distinguishing innovative behaviors, spontaneous and role performance at (1978) and before them Chester Bernard pointed out cooperation conception tendency at 1938 (Podsakoff et al., 2000). Organizational citizenship behavior is a voluntary and extra-task behavior affects organization effective increased yield and it is not organized directly and indirectly by official award system. Since efficiency increases has been one of the managers obsessions and issues, organizational citizenship behavior cognition and its effective factors affected by them can be an efficient and useful step in this route (Morkoczy & Xin., 2004). The most valid offered classification about organizational behavior is put forwarded by organ 1988 applied in various researches. These include altruism, conscientious, sportsmanship, courtesy and civic virtue. Altruism is a voluntary behavior its principle aim is to help others organizations staffs considering organizational relations or functions like voluntary help to new, low-experienced staffs and absent or busy staffs. Conscientious aspect is a voluntary behavior forward to helping to organization where staffs go ahead beyond

of their required demands like doing voluntary behaviors along with main functions, keeping organizational regularities and not wasting work times. Sportsmanship represents staff tendency tolerance to condition which having the least ideal condition without complaint. Courtesy aspect is consisted of activities help to prevent occurring vocational issues in relationship to the others. Civic virtue reflects some behaviors implying conscientious individual participation in organization affairs and his validation for the organization (Bragger et al., 2005). Also organ 1988 states that staffs responses to organizational in justice by diminishing organizational citizenship behaviors. So to reduce these behaviors might be served as a response against to injustice directly affects anti-citizenship behavior. Citizenship behaviors involved wide varieties of reactions like destructive actions, stealing, avenge, quarrel, aggression and even humor. In order to prevent these behaviors emerging, to uprooting organizational injustice is essential (Pearce & Giacalone., 2003). There have been too many studies on relationship between organizational justice and organizational citizenship behavior. Skarlicki (1996) showed that managers of units who have learned organizational justice principles, has been evaluated as impartial individual on the staff viewpoint and this is led to showing more organizational behavior from subaltern about their work unit. Results of Kidder research (2002) indicated that there is a relationship between organizational citizenship behavior and sexuality. Yilmaz et al (2009) while doing a research pointed out that teachers are fraught with positive understanding from organizational justice and organizational justice understanding has relationship to mastering but it not had any relation to sexuality and scholarship filed. Results of Tanova research (2009) showed that there is significant relationship between organizational justice components and citizenship behavior. Park

and yang (2009) concluded that justice components exert direction and positive effect on organizational citizenship behavior, vocational satisfaction and organizational pledge. Ishak et al (2009) while conducting a research among banking staff and supervisors in Malaysia, concluded that there is not a significant relationship between organizational justices to organizational citizenship behavior. Pareke (2011) carried out a research as cause and effect relationship of organizational justice, vocational satisfaction and organizational citizenship behavior and concluded that organizational justice and vocational satisfaction are correlated positively and significantly. Based on research results it is seems that organizational justice is one of the determinant factors of vocational outcomes like satisfaction, organizational commitment and citizenship behavior (Moorman et al., 1993). Researches showed that organizational citizenship behavior is a field-dependent variable (Organ., 1988). so different expectation can be inferred from this variable in different organizations (Podsakoff et al., 2000). In educational organizations such as schools there is high coordination among teachers and school individual's goals and this coordination ensure high organizational citizenship behavior. Above mentioned coordination is weak in none-educational center or completely absent (Dipaola et al., 2001). Differentiating teachers official and organizational citizenship behavior is difficult but this problem is trivial in non-educational organizational. Also teacher's commitment in relation to students is emotional, retrospective and moral one and kind and good teachers are too solicitous about students teaching and learning. These characteristics make their organizational citizenship behavior much more emotional, retrospective and moral than others non-educational staffs (Oplatka., 2006). So more embankments about research in educational organizations and

organizational citizenship behavior and also effective variables on them like organizational justice and how to understand organizational justice by physical education teachers and its relationship to their ultra-task performance has substantial importance. In present research there has been an attempt to researchers in an educational center find that how to understand organizational justice? What is their organizational citizenship behavior level? Or is there any relationship between organizational justice and organizational citizenship behavior of Tehran physical education teachers?

### **Method**

Present research is fall into description and correlational filed and it is in applied research in terms of objective.

### **Community and sample**

This research statistical subset includes all Tehran physical education teachers in benefited schools of 19 regions have been teaching during 2011-2012. Their number is 1275 people from which eventually 305 people participating in test, selected as classified random sampling method.

### **Research tools**

Research tools are included researchers-made questionnaires for demographic variables (sex, scholarship level, service seniority, age), organizational justice standard questionnaire from Niehoff and Moorman (1993) evaluating three organizational justice aspects by 20 questions. Also standard questionnaire of organizational citizenship behavior from Organ (1988) evaluating five organizational citizenship behaviors aspects using 18 questions were applied. In organizational justice Questionnaire and citizenship behavior, responses were coded based on likert measuring scale and in a five options range completely agree=1 and completely discord =5 and scoring was inversely which highest=1 and the least=5 and moderate=3 organizational citizenship

behavior and justice. In order to determination, research questionnaires were taken by some management professors having required revises were distributed among attendants. So questionnaire hand over has been content ones. In order to evaluate research questionnaire consistency, a primary sample include 45 questionnaires were pretested and then using data obtained from questionnaire, Cronbach's alpha for organizational justice was 0.75 and for distributional, procedural and interactional justice it obtained about 0.90, 0.51 and 0.76. Also Cronbach's alpha value for organizational citizenship behavior was 0.78 and for components of altruism, conscientious, sportsmanship, courtesy and civic virtue it obtained about 0.59, 0.67, 0.70, 0.81 and 0.61.

#### Data analysis

Numbers of 305 questionnaires finally were analyzed and in order to analysis data from questionnaire, description statistic methods like mean and standard deviation were used to data description. Also in order to determine relationship between research variables from some parametrical tests, Pierson correlation coefficient and uni-variable regression analysis test. In order to investigate scores differences

between parameters, independent t test, variance analysis test and Tukey test have been used.

#### Result

Description findings related to 305 participants in this study showed that, 113 (37%) and 192 (63%) have been men and women respectively from which (n=60, 19.7%) had less than five years servicing seniority, (n=27, 8.9%) between 6-10 years, (n=38, 15.5%) between 11-15, (n=62, 20.3%) between 16-20 year, (n=51, 16.7%) between 21-25 and (n=67, 22%) had servicing seniority more than 26 years. Results related to scholarship level indicated that (n=7, 2.3%) more than diploma, (n=54, 17.7%) associated degree, (n=192, 63%) bachelor and (n=52, 17%) had master science degree. Findings related to age showed that (n=62, 20.3%) between 20-30 years, (n=121, 39.7%) between 31-40, (n=96, 31.5) between 41 to 50 and (n=26, 8.5%) had 51 years age. As it is shown in table 1, mean score for teachers understanding from organizational behavior is 54.91 showing moderate level. Also distributional, procedural and interactional justice mean is 19.49, 13.17 and 22.24% respectively in which distributional justice.

Table 1. research variables description data and their aspects

Variables and aspects	Civic virtue	Courtesy	Sportsmanship	Conscientious	Altruism	Citizenship behavior	Interactional justice	Procedural justice	Distributional justice	Organizational justice
Mean	8.30	4.71	5.99	7.60	7.77	34.39	22.24	13.17	19.49	54.91
Standard deviation	2.24	1.62	2.03	2.35	2.55	6.83	4.97	3.25	4.23	7.92

Table 2. results of scores mean difference of organizational citizenship behavior and justice

variable	age		Scholarship level		Servicing seniority		Sexuality	
	P	F	P	F	P	F	p	F
<b>Organizational justice</b>	0.002	5.16	0.000	12.39	0.001	4.43	0.228	-1.209
<b>Citizenship behavior</b>	0.018	3.405	0.382	1.025	0.289	3.128	0.539	-0.615

Table3-results of Pierson correlation test between organizational justice and citizenship behavior and their aspects

Variable and aspects	Interactional justice	Procedural justice	Distributional justice	Organizational justice
<b>Organizational citizenship behavior</b>	r= 0.263** sig = 0.000	r= 0.151** sig = 0.008	r= -0.084 sig = 0.145	r= 0.182** sig = 0.001
<b>Altruism</b>	r= 0.166** sig = 0.004	r= 0.289** sig = 0.000	r= 0.067 sig = 0.241	r= 0.263 ** sig = 0.000
<b>Conscientious</b>	r= 0.151** sig = 0.008	r= 0.123* sig = 0.032	r= -0.063 sig = 0.276	r= 0.111 sig = 0.052
<b>Sportsmanship</b>	r= 0.050 sig = 0.382	r= 0.018 sig = 0.761	r= -0.063 sig = 0.274	r= 0.005 sig = 0.930
<b>Courtesy</b>	r= 0.022 sig = 0.699	r= 0.056 sig = 0.329	r= -0.270** sig = 0.000	r= -0.107 sig = 0.061
<b>Civic virtue</b>	r= 0.391** sig = 0.000	r= -0.066 sig = 0.249	r= -0.013 sig = 0.815	r= 0.211** sig = 0.000

\*p&lt; 0.05    \*\*p&lt;0.01

Table 4. results of regression analysis test to predict organizational citizenship behavior

Predictor variable	Criteria variable	Sig	F	R <sup>2</sup> Δ	R <sup>2</sup>	β
Organizational justice		0.001	10.8	0.030	0.033	0.182**
Distributional justice	Organizational citizenship behavior	0.145	2.130	0.004	0.007	-0.084
Procedural justice		0.008	7.03	0.019	0.023	0.151**
Interactional justice		0.000	22.50	0.066	0.069	0.263**

\*\*p < 0.01

means is less than moderate and low level but interactional and procedural justice is located higher than moderate and high level. Organizational citizenship behavior mean score is 34.39 and also mean score for altruism, conscientious, sportsmanship, courtesy and civic virtue are 7.77, 7.60, 5.99, 4.71 and 8.30 respectively which are above than moderate and high level.

As table 2 findings show, relationship between organizational justice understanding of teachers based on sexuality is not significant ( $p > 0.05$ ), But relationship between organizational justice understanding based on servicing seniority, scholarship level and teachers age is significant ( $p < 0.01$ ). In determining relationship between teachers organizational citizenship behavior based on sexuality, servicing seniority and scholarship levels, findings showed that there is not any significant relationship ( $p > 0.05$ ), but investigation of teachers organizational citizenship behavior basin on age indicated that relationship is significant ( $p < 0.05$ ).

As it is seen in table 3, relationship between organizational behavior, justice

and their aspects indicated that there is a significant relationship between organizational behavior and justice, civic virtue and altruism ( $p < 0.01$ ), But there is not significant relationship between organizational justice, conscientious, sportsmanship and courtesy ( $p > 0.05$ ). Also by evaluating organizational justice and citizenship behavior, there is a significant relationship between organizational citizenship behavior and procedural, interactional justice ( $p < 0.01$ ) but there is not significant relationship between organizational citizenship behavior and distributional justice ( $p > 0.05$ ). There is a significant relationship between procedural justice and altruism, conscientious at levels of ( $p < 0.05$ ) and ( $p < 0.01$ ) respectively. also There is a significant relationship between Interactional justice and altruism, conscientious, civic virtue ( $p < 0.01$ ). Distributional justice relationship to courtesy is negative significant ( $p < 0.01$ ). in table 4 it is seen that beta coefficient obtained from predictor variable, organizational justice, procedural-interactional justice is 0.182, 0.151 and 0.263 respectively and shows high significant level ( $p < 0.01$ ). but beta

coefficient obtained from distributional justice is  $-0.084$  and it is not significant ( $p > 0.05$ ).

### Discussion and conclusion

As a whole, while determining relationship between organizational citizenship behavior and organizational justice understanding it was observed that there has been positive and significant correlation between these two variables and significant relationship of understanding organizational justice and fair thoughts as a procure key for organizational citizenship behavior in Tehran physical education teachers which is in line with Tanova (2009), Chu et al (2005) and Erturk (2007) researches. But it is not in line with Ishak et al (2009) research. As it was indicated in present research, justice understanding of Tehran physical education teachers was moderate which has been in high level in procedural and interactional aspect and it is believed that it is true. But it was in low level in terms of distributional justice aspect and it is believed that distributional justice is not conducted. Namely Tehran physical education teachers believed that distributional justice in paying benefit and salary based on responsibility, experience, scholarship level, trainings, attempts because of vocational pressure and difficulties is injustice. But teachers feel that justice is landed on designing to make some consistent decisions and ways of decision making and clearing decision and level of referendum from teachers in relation to made decisions about them and self-confidence of teachers in organization as a whole organization procedures are in high justice. Also physical education teachers understand that direct manager or supervisors considered their attitudes and take over personal biases and offer some explains about decisions and behave to courtesy to them namely teachers understand interactional justice highly and it was found that there was strong positive and significant correlation but between

distributional justice to organizational citizenship behavior there was not any significant correlation. Results of regression analysis showed that organizational justice is related to the aspect of interactional and procedural justice to organizational citizenship behavior variations and they play a role as organizational citizenship behavior predictors and interactional justice has high contributions in predicting organizational citizenship behavior but it has not shown any significant relationship on distributional justice, namely high and low teachers understanding from present procedures and interactions, leads to increase or decrease their organizational citizenship behavior and it is effective in emerging organizational citizenship behavior and presumably level of distributional justice lonely does not affect organizational citizenship behavior. This was confirmed by Robinson et al (2004) and it is not in line with park and Yoon research results (2009). Given that physical education teachers have conceived presence of procedural and interactional in high level and significant relationship of these two aspects to altruism, conscientious and civic virtue shows organizational citizenship behavior level in studied teachers. This result is not beyond expectation for professional teachers activities. These findings are in line with those of Tang and Ibrahim (1998), Bogler and Somech (2004) and Soner Polat (2009). The most convincing for insignificant relationship of organizational justice to sportsmanship, courtesy and conscientious is that physical education teachers behavior to their colleague and withstanding against adverse conditions without complaint and doing ultra-task probably relays on some origins far from justice in organization like physical education teachers personality characteristics, ethic and educational position and their activity and occupations in educational center distinguishing them from staffs working in non-educational

centers. Always teachers being expected to attempt much more to make progress forwarded to school purposes specially students' progress. In respect to obtained results it might be to say that most of Tehran physical education teachers are in moderate and high level in term of appearing ultra-task behaviors in different aspects. It means that they are responsible while doing their tasks, advocate their colleague to do their task, they try to improve educational conditions and considered others condition while doing their work, do not complaint about task difficulties. In respect to negative relationship between distributional justice with courtesy, the most principle reason is that in spite of low distributional justice in organization, teachers attempts to prevent emerging some work difficulties in relation to others colleague communication and to dealing and respecting others right is in high level and since distributional justice was low in organization that's why among teachers courtesy had the highest position. According to findings on demographic variables, women and men physical education teachers had not any difference in terms of their justice understanding level and they understood organization justice in a same level. but low educated physical education teachers had the highest organization justice understanding and the more education level in teachers, the less justice understanding among them and aged teachers had the highest understanding from justice in organization and it is means that aged teachers having much more servicing seniority and low education certificate than others, had more justice understanding and also new employed young teachers having small servicing seniority had the more organizational justice understanding. Moderate aged teachers having average servicing history and higher education certificate had the least justice understanding which is not in line with Elovainio research 2004 and it is

confirmed by Yilmaz et al (2009). There was not any difference between men and women teachers in respect to organizational citizenship behavior appearing but in terms of age classes, aged teachers had shown higher organizational citizenship behavior than younger ones which is in line with Garg and Rastogi (2006) study on age and it is not confirmed by Kidder (2002) research in terms of sexuality. Present research is the first one on physical education management dealing with extensively relationship between organizational justice understanding and organizational citizenship behavior of al Tehran physical education teachers and in case of teachers dissatisfaction from organizational justice it should be a serious reviewing in organizational results distribution, results distribution procedures and ways of manager's relationship to teachers. Understanding organizational justice is one of the management modern concepts shaped in forward to considering human labor and its benefits have been studied in different researches. Hence it is recommended that these concepts be focused too much to shedding its benefit lights brightly for organization.

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