

Determine the Relation between Perception of Organizational Justice and Level of Organizational Commitment: Study Case of Teachers

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Extensive Summary

Introduction

A number of factors influence organizations' achievement of their aims and targets. One of these factors employees' satisfaction of work environment. Satisfaction of employees depends upon some organizational factors. The most important ones are organizational justice and organizational commitment. A higher level of organizational commitment cannot be expected in an organizational setting where there is no justice.

One of the most important subjects that lead organizations to be successful is to provide a fair working environment by offering employees equal opportunities. Previous studies demonstrated that a fair education environment affected teachers' commitment levels to organization. In other words, teachers' higher organizational commitment levels depend on their higher perception of justice.

The concept of justice, its presence in all social environments is very important, is a value with central importance for organizations. Organizational justice has long been accepted by social scientists that it is necessary for employees' personal work satisfaction and for organizations to carry out their activities effectively and injustice must be seen as a source of problem in organizations (Greenberg, 1990;399).

The objective of this research is to determine the relationship between teachers' perception of organizational justice and their organizational commitment levels. The relationship between organizational justice and organizational commitment constituted the main problem of the research. The perception of justice that leads to a number of problems in work environment by influencing productivity of teachers working in educational organizations will be investigated and the way it affects teachers' organizational commitment levels will be set forth. In addition, a comparative study will be carried out in terms of variables such as public and private schools, gender, working hours and branch.

The following hypotheses will be tested basing on the aim of the research

H₁: There is a relationship between teachers' perception of distributional justice and their organizational commitment levels.

H₂: There is a correlation between teachers' perception of procedural justice and their organizational commitment levels.

H₃: There is a relationship between teachers' perception of interactional justice and their organizational commitment levels.

H₄: Concerning the gender variable; there is a difference between teachers' perception of (a) distributional justice, (b) procedural justice, (c) interactional justice and (d) their organizational commitment levels.

H₅: Concerning the working hours variable; there is a difference between teachers' perception of (a) distributional justice, (b) procedural justice, (c) interactional justice and (d) their organizational commitment levels.

H₆: Concerning the variable of type of school being worked in; there is a difference between teachers' perception of (a) distributional justice, (b) procedural justice, (c) interactional justice and (d) their organizational commitment levels.

H₇: Concerning the branch variable; there is a difference between teachers' perception of (a) distributional justice, (b) procedural justice, (c) interactional justice and (d) their organizational commitment levels.

Methods

Scope and Sample

The scope of research is comprised of teachers serving in public and foundation schools affiliated with Ministry of National Education in Turkey. A sample was taken due to the difficulty in reaching study group. Study group consists of the teachers working in seven (7) geographic regions. The teachers in study group were selected from Marmara, Central Anatolia, Aegean, Black Sea, Mediterranean Sea, Eastern Anatolia and Southeastern Anatolia regions. During determining the number of sample a simple coincidental sampling formula was utilized.

Data Collection

In research the primary and secondary data resources were utilized. Written resources such as previous studies, articles, theses etc carried out on this topic were scanned. In the light of these studies a questionnaire aimed to determine the likely relationship between students' perception of organizational justice and their organizational commitment was applied. The data collection tool consists of three sections. The demographic characteristics of teachers included in research took place in the first section; the perception of justice scale that measures teachers' perception levels related to organization justice in the second section; and the organizational commitment scale in the third section.

Data Analysis

700 questionnaires involving The Perception of Organizational Justice Scale and Organizational Commitment Scale were sent to the regions within study group that were identified coincidentally before through manual delivery, cargo and mail. Of these

questionnaires 679 returned and subjected to evaluation. The data obtained from research were interpreted using various statistical analyses consistent with the aim of research (frequency, mean, t-test, Ona-Way Anova, Pearson's Correlation).

Fiddings and Comments

The relationship between study group's perception of distributional justice and its organizational commitment level was scrutinized and it was found significant (0.01) and severe ($r=.359$). In other words, there was a remarkable relationship between distributional justice and organizational commitment. The significance of the correlation coefficient found in analysis was considerably high ($p=0.000$) and H_1 hypothesis was supported with sufficient evidence.

The relationship between study group's perception of procedural justice and its organizational commitment level was examined and it was found significant ($p<0.01$) and severe ($r=.461$). A remarkable relationship was found between procedural justice and organizational commitment. The significance of the correlation coefficient found in analysis was considerably high ($p=0.000$) and H_2 hypothesis was supported with sufficient evidence.

The relationship between study group's perception of interactional justice and its organizational commitment level was scrutinized and it was found significant ($p<0.01$) and severe ($r=.414$). A remarkable relationship was found between interactional justice and organizational commitment. The significance of the correlation coefficient found in analysis was considerably high ($p=0.000$) and H_3 hypothesis was supported with sufficient evidence.

Conclusion

The results obtained at the end of the research were supporting the problem of research. Furthermore, the results obtained from analysis and tests are as follows;

1. The significance of the relationship between teachers' perception of distributional justice and their organizational commitment level was found considerably high and H_1 hypothesis was supported. It can be said that the organization commitment level will elevate as the perception of distributional justice increases.
2. The significance of the relationship between teachers' perception of procedural justice and their organizational commitment level was found considerably high and H_2 hypothesis was supported. The increase in perception of procedural justice is the indication of a likely increase in organizational commitment.
3. The significance of the relationship between teachers' perception of interactional justice and their organizational commitment level was established considerably high and H_1 hypothesis was supported with sufficient evidence. The increase in perception of interactional justice is the indication of a likely increase in organizational commitment.