

Investigating the Relationship between Organizational Justice, Job Involvement and Work Performance among Secondary School Teachers in Chabahar; Iran

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ABSTRACT

The present study was conducted with the aim of investigating the role of organizational justice in the job involvement and work performance of secondary school teachers in Chabahar city. The research method was descriptive and correlational. The statistical population includes all secondary school teachers in Chabahar who were teaching in the academic year 2023-2024. Among the target population, 130 people were selected by available sampling method. The collection tools included Niehoff & Morman's organizational justice questionnaires, Lodahl & Kejner's job involvement and Patterson's job performance. Data were analyzed through Pearson correlation test and multiple regression. The results showed that there is a positive and significant relationship between organizational justice and job involvement, and the components of procedural justice and distributive justice were able to explain the variance related to job involvement ($p < 0.01$). Also, the results showed that there is a significant relationship between organizational justice and teachers' job performance, and procedural justice had the largest contribution in explaining job performance variations ($p < 0.01$). Conclusion: The existence of organizational justice in the workplace expresses the importance of the organization to the employees, therefore, increasing the level of organizational justice increases job involvement and the desire of employees to provide high quality performance.

Introduction

Teachers are the pillars of society and the architect of any educational system. The entire education system depends on the quality, competence, dedication and personality of the teachers. They are the pillars of the society, who are responsible for educating young people from different walks of life. No program, policy or system of educational reforms can be implemented without the willing and active co-operation of teachers. Teachers who have continuous and beneficial participation and involvement in their work are a great asset to their community (Mehta & Sharma, 2022). Job involvement is an important job-related behavior and indicates the extent to which a person is personally connected to their job (Huang et al, 2019). Job involvement is a positive and satisfying state of mind characterized by enthusiasm, dedication, and focused and determined participation (Sittar, 2020). Lodahl & Kejner (1965) described job involvement as a person's psychological attachment to their work that affects their sense of self-worth (Subhani & Srilatha, 2019). Employees' job involvement is a reflection of their psychological presence. The level of awareness, communication, participation and focus of people on performing their duties is



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referred to as psychological presence ([Siddique et al., 2022](#)). Teachers' job involvement not only affects their performance and professional development, but also plays an important role in the academic progress and physical and mental development of students. ([Zang & Feng, 2023](#)).

In order to continue its operations and achieve its goals, the education institution depends on the performance of its employees in addition to job involvement ([Limon & Sezgin-nartgun, 2020](#)). Job performance is the level of success of employees in completing their work. Performance is not an individual characteristic, such as talent or ability, but rather a manifestation of the talent or ability itself. Performance is a manifestation of ability in the form of real work or is the result of work achieved by employees in carrying out tasks and work originating from the company ([Nursyifa et al., 2023](#)).

Robbins and Jendje (2013) defined performance as the activities or tasks performed by an individual, which subsequently contribute to the achievement of the organization's goals in a given period. In the school system, the sum of the efforts that teachers make in educational and non-academic fields shows the performance that leads to the achievement of educational goals ([Chrisdianto & Respati, 2019](#)). As believed by Panda and Mohanty (2003), it is generally accepted that teachers' job performance plays a significant role in terms of the educational learning of students and their academic performance ([Kumari & Kumar, 2023](#)).

Productivity in education is largely dependent on providing a suitable and beneficial work environment for employees, especially teachers. Therefore, conditions must be provided in which human resources are motivated, use their abilities and prepare to perform their job duties ([Efanga et al., 2015](#)). One of the effective factors that play an important role in the level of job involvement and teachers' performance is organizational justice. In the education system, teachers work hard to meet both their individual goals and the expected duties and responsibilities of schools. The level of this hard work may vary according to teachers' understanding of justice. In other words, fairness and consideration of ethical rules in the decisions taken, methods and distribution of resources positively affect the level of work participation and performance of teachers ([Alev, 2021](#)). In organizational literature, the concept of organizational justice was first introduced by Greenberg (1987). He introduced organizational justice according to how an employee judges the behavior of the organization and the resulting attitude and behavior ([Greenberg, 1987](#)). Organizational justice was defined as a psychological feeling of whether individuals in an organization believe they are treated fairly by the organization ([Huang et al., 2024](#)). Organizational justice is defined as a guide that determines the worker's rights and responsibilities and fair sharing of both benefits and indictment in a planned way ([Kamran & Thomas, 2021](#)). Organizational justice includes distributive justice, procedural justice and interactional justice. ([Patras et al., 2020](#)).

Distributive justice refers to people's sense of justice about pay distribution. The higher the actual pay, the higher its utility value, the more attractive it is to individuals, and the relatively higher the sense of justice ([Zhou & Ma, 2022](#)). Also, employees are concerned about justice in the decision-making process, which is called procedural justice, and finally interactional justice, which refers to interactions and behavior with employees in the organization ([Kaur, 2016](#)). Studies have shown that distributive justice is a significant predictor of pay satisfaction, and performance appraisal satisfaction ([Lambert et al., 2019](#)). Procedural justice is an important predictor of organizational commitment, job satisfaction, citizenship behavior, absenteeism and turnover ([Day, 2011](#); [Özgenel et al., 2022](#)) and interactional justice is an important predictor of trust and evaluation of power in the organization ([Leineweber et al., 2017](#)).

Overall, organizational justice has a strong effect on work-related outcomes. The results of examining the relationship between organizational justice and job involvement show that there is a positive relationship between organizational justice and job involvement, and organizational justice acts as a significant predictor for this level of involvement ([Huang et al., 2024](#); [Ahamed et al., 2023](#)). Also, all three dimensions of justice; Distributive, procedural and interactional justice play a key role in the greater participation of employees in their jobs in organizations ([Shrestha, 2019](#)). The research results of [Akintayo & Ayodele \(2012\)](#), and [Ahmadi \(2011\)](#) indicated the existence of a significant relationship between procedural justice and job involvement. In domestic studies, the research results of [Golmohammadnejad Bahrami et al \(2019\)](#) indicate the existence of a positive relationship between organizational justice and job

involvement. In the study of [Fereydoni et al \(2016\)](#), there was a relationship between organizational justice and job involvement, and the components of distributive and procedural justice were able to explain the variance related to job involvement.

Also, in examining the relationship between organizational justice and teachers' job performance, studies have shown that high levels of organizational justice are related to job performance and the implementation of distributive, procedural and interactive justice can positively increase teachers' performance ([Hermanto & Srimulyani, 2022](#)). The research results ([Fiaz et al, 2021](#); [Wang et al, 2014](#)) showed that organizational justice significantly affects the organization's performance and low organizational justice leads to job insecurity and low job performance. Also, among the three dimensions of organizational justice, interactional justice was the best predictor of work performance among employees ([Wang et al., 2010](#)). Researches have reported procedural justice as an effective predictor of job performance and positive organizational results ([Khtatbeh et al, 2020](#); [Gillet et al, 2013](#)). [Lavelle et al \(2009\)](#) in their study aimed at investigating the effect of commitment and procedural justice on organizational citizenship behavior showed that there is a significant and strong relationship between procedural justice and work performance in employees. In Iranian research, the research results of [Imen Ghushchi et al \(2023\)](#) in the study of the relationship between organizational justice and job performance in education employees indicate the effect of procedural justice and interactional justice on job performance. [Maroofi et al \(2019\)](#) aimed to investigate the effect of organizational justice on employee performance showed that organizational justice has a positive and significant effect on job performance and that interactional justice, procedural justice, and distributive justice were able to predict employee performance, respectively. The research results of [Haghighi et al \(2010\)](#) showed that employees' perceptions of the degree of compliance with distributive and procedural justice had an effect on their performance, but a strong relationship was not found between employees' perceptions of the degree of compliance with interactive justice and employee performance.

The Ministry of Education is one of the most important organizations in the sustainable development of countries as a body responsible for the training of skilled human resources for changing societies. However, there are many problems in the heart of the educational system, including the lack of human resources, especially teachers, multiple schools, the unfavorable condition of schools in deprived areas, etc. Also, lack of motivation of employees, poor performance, and repetitive activities and far from creativity and lack of attention to the needs and goals of employees are other problems of this organization ([Imen Ghushchi et al, 2023](#)). Therefore, considering the importance of organizational justice, job involvement and work performance in domestic and foreign researches and the importance of examining these components in the education teachers of Chabahar city, considering that this city is one of the less privileged regions in the country, and it may have some shortcomings, it is necessary to examine these issues in the current research. The implementation of this research makes clearer the importance of organizational justice and its role in the job involvement and work performance of teachers and offers suggestions to solve the deficiencies. Therefore, the present study has made the main goal of investigating the role of organizational justice in the job involvement and work performance of secondary school teachers. In line with this basic goal, the specific goals of this research are as follows:

- Determining the relationship between organizational justice and job involvement among secondary school teachers
- Determining the relationship between organizational justice and work performance among secondary school teachers

Method

Sample and Sampling Method

The present research method was descriptive and correlational. The statistical population of the research consisted of all the teachers working at the secondary level in Chabahar city in the academic year of 2023-2024, and 130 people were selected as the sample size using available sampling method. Data collection

tools were collected using three questionnaires of organizational justice, job involvement and job performance.

Tools Used

- A) Organizational justice questionnaire:** The organizational justice questionnaire was presented by Niehoff & Morman (1993). This questionnaire has 20 questions that are graded on a 5-point Likert scale from completely disagree (1) to completely agree (5). This questionnaire includes three dimensions: distributive justice (questions 1 to 5), procedural justice (questions 6 to 11), and interactive justice (questions 12-20). The reliability of this questionnaire in the study of [Nooralian et al \(2015\)](#) was estimated to be 0.80 through the internal consistency method of Cronbach's alpha coefficient. Also, to determine the construct validity of this scale, confirmatory factor analysis has been used, and the goodness of fit indices confirmed the perfect fit of the model with the observed data ([Esmaeili et al, 2015](#)). In the present study, the reliability of distributive justice, procedural justice, interactional justice and the whole questionnaire was reported using Cronbach's alpha coefficient of 0.84, 0.88, 0.93 and 0.93, respectively.
- B) Job involvement questionnaire:** Job involvement questionnaire was created by Lodahl & Kejner in 1965. This tool determines how much time a person spends with his job and how much his work engagement is. This questionnaire has 20 questions, which are graded on a Likert scale from completely disagree (1) to completely agree (4). Questions 10, 13, 14, 16, 18 and 19 are scored inversely (from completely disagree (4) to completely agree (1)). In the research of Kamkar & Madani (2010), this questionnaire was piloted on 21 people from the society statistically, after determining the Cronbach's alpha coefficient, its reliability was confirmed as 0.86. This questionnaire was prepared based on the theoretical and research background, and the reliability of the conflict questionnaire was confirmed again by four experts Job was reported using Cronbach's alpha coefficient, 0.87.
- C) Job performance questionnaire:** Job performance questionnaire was created by Patterson (1970). This questionnaire contains 15 items that are used to measure the job performance of employees. The scoring of the questionnaire is in the form of a 4-point Likert scale, where 1, 2, 3, and 4 points are considered for the options "rarely", "sometimes", "often" and "always". To be the range of scores and points of each subject is between 1 and 60. In the research of Aslanpoor Jokandan et al (2012), the reliability of the job performance questionnaire was obtained through Cronbach's alpha and Bisection method, respectively, 0.86 and 0.79. The validity of this scale was also obtained by correlating with a general researcher-made question, $r = 0.61$ at a significance level of $p < 0.001$. In the present study, the reliability of the occupational performance questionnaire was reported as 0.94 using Cronbach's alpha coefficient.

Procedure

In order to carry out this research, after referring to the schools of the city and coordinating with the school principals, a sample was selected to complete the questionnaires from the teachers who were willing to participate in the research. From an ethical point of view, the researcher considered himself obliged to obtain the consent of people for cooperation and to provide them with information to know the research objectives. It was also avoided to mention the names of the people in the questionnaire and the researcher pointed out that the questionnaires are only used for conducting the intended research.

In the current research, descriptive statistics methods (mean and standard deviation) were used to analyze the data. In order to investigate the relationship between research variables, Pearson's correlation test and stepwise regression analysis were used. SPSS software was used to perform the mentioned analysis.

Results

Table 1 - Demographic characteristics of the selected sample.

Variable	Group	n	Percentage
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Gender	Male	56	43.1
	Female	74	56.9
Level of Education	Bachelor	61	46.9
	Master	66	50.8
	PhD	3	2.3
Job Experiences	work under 5 years	23	17.7
	6 to 10 years	43	33.1
	11 to 15 years	20	15.4
	16 to 20 years	27	20.8
	Over 21 years	17	13.1

Descriptive statistics (arithmetic mean and standard deviation) and correlation coefficients regarding variables are presented in Table 2 below.

Table 2 - Descriptive Statistics and Correlation Coefficients Regarding Variables.

Variables	Mean	SD	Job involvement	Job performance
Distributive Justice	15.14	3.85	0.309 **	0.253 **
Procedural Justice	21.39	4.88	0.402 **	0.399 **
Interactional Justice	33.03	7.16	0.336 **	0.330 **
Organizational Justice	69.57	13.28	0.418 **	0.398 **
Job Involvement	58.42	8.24		
Job Performance	53.32	7.12		

** Correlation is significant ($p < .01$)

As seen in Table 2, distributive justice ($M=15.14$, $SD=3.85$), procedural justice ($M=21.39$, $SD=4.88$), interactional justice ($M=33.03$, $SD=7.16$), organizational justice ($M=69.57$, $SD=13.28$), job involvement ($M=58.42$, $SD=8.24$), and job performance ($M=53.32$, $SD=7.12$) perception levels are high. This result can be interpreted as teachers' perception of justice in schools, their involvement towards their profession, and their level of job performance with the school in general.

Table 2 shows correlation coefficients; A moderate positive correlation found between distributive justice and job involvement ($r=.309$, $p < .01$); procedural justice and job involvement ($r=.402$, $p < .01$); interactional justice and job involvement ($r=.336$, $p < .01$); organizational justice and job involvement ($r=.418$, $p < .01$); There is a moderate positive correlation between distributive justice and job performance ($r=.253$, $p < .01$); procedural justice and job performance ($r=.399$, $p < .01$); interactional justice and job performance ($r=.330$, $p < .01$); organizational justice and job performance ($r=.398$, $p < .01$).

The results of the stepwise multiple regression analysis conducted to determine the relationship between organizational justice in job involvement and job performance are presented in Table 3 and 4. Values of tolerance and VIF were reported to check the collinearity between independent variables (tolerance = 0.888 and VIF = 1.125). Therefore, the independent variables are not collinear and regression can be used.

Table 3 - Stepwise Regression model coefficients to predict job involvement.

Model	R	R ²	R ² change	F	B	SE	β	T	p
Procedural Justice	0.40	0.16	0.16	24.690*	0.568	0.142	0.336	3.984	0.0001
Distributive Justice	0.44	0.19	0.03	15.507*	0.421	0.180	0.197	2.337	0.02

Dependent variable: job involvement, * $p < .01$

As seen in Table 3, in the stepwise multiple regression analysis, the results showed that in the first step, the procedural justice component was able to explain 16% of the variance of job involvement, which reached 19% with the addition of the distributive justice component. The component of interactive justice did not meet the conditions to enter the equation and was left out of the equation. Procedural justice with a value of (Beta = 0.336, $p = 0.0001$) had the largest contribution in predicting job involvement, and then distributive justice with a value of (Beta = 0.197, $p = 0.02$), was a positive predictor of job involvement.

Table 4 - Stepwise Regression model coefficients to predict job performance.

Model	<i>R</i>	<i>R Square</i>	<i>F</i>	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>P</i>
Procedural justice	0.39	0.15	24.237*	0.583	0.118	0.399	4.923	0.0001

Dependent variable: job performance, * $p < .01$

As seen in Table 4, in the stepwise multiple regression analysis, it is found that the Procedural justice entered the regression equation and explained 0.15 variance for job performance. Procedural justice with a value of (Beta=0.399, $p=0.0001$) had the largest contribution in predicting job performance. The standardized beta coefficient showed that if procedural justice changes by one standard deviation job performance changes by 0.39 standard deviations in the same direction. Other variables (distributive justice and interactional justice) did not have the conditions to enter the regression equation and were removed from the equation.

Discussion

The purpose of this research was to determine the predictive role of organizational justice in relation to job involvement and job performance. Based on the results of the descriptive statistics of the research, teachers' perception of organizational justice, job involvement and job performance is at a high level. This finding can be interpreted in such a way that teachers think that justice in schools is generally equal and fair, and their job participation and work performance are high in relation to their schools. The correlation results showed that there is a direct and meaningful relationship between the dimensions of organizational justice and job involvement of secondary school teachers. This finding is consistent with the results of other researches ([Huang et al, 2024](#); [Ahamed et al, 2023](#); [Golmohammadnejad Bahrami et al, 2019](#); [Fereydoni et al, 2016](#)). According to the findings of this research, it can be said that the existence of justice in education and the increase of teachers' perception of organizational justice increases the level of their job participation in schools. Also, the results showed that among the components of organizational justice, procedural justice and distributive justice have the largest contribution in predicting job involvement. This finding is consistent with the research results of [Shrestha \(2019\)](#), [Fereydoni et al \(2016\)](#), [Akintayo & Ayodele \(2012\)](#), and [Ahmadi \(2011\)](#). They stated that fairness in the distribution of wages, impartiality of organizations when determining procedures affecting employees, fair treatment in determining work schedules, salaries, workload, job responsibilities and rewards increases employee participation in the workplace.

In explaining the relationship between organizational justice and the role of procedural justice in job involvement, it can be said that Perceived organizational justice can make teachers have a sense of belonging to the organization, so they are more willing to devote time and energy to the work. When teachers perceive fairness within their organization and feel that they are being treated justly, a natural sense of belonging and meaningful connection to the organization develops ([Huang et al, 2024](#)). When the organization treats teachers fairly in terms of policies, distribution, information, etc., teachers feel respected by the organization for their work and receive fair economic returns. If teachers perceive this exchange to be fair, they will be motivated to contribute more to the organization, thus improving their work engagement ([Mubasher et al, 2022](#)). Also, in explaining the effect of distributive justice on job conflict, it can be said that, distributive justice is based on the idea of employees' perception of how an organization distributes and allocates resources. According to him, distributive justice is contributed to equity theory and they are interchangeably used where employees compare the ratio of what they get (the outcomes of the job) to the ratio of what they give (input and contribution). If it is found out that outcomes are considered to be less than others doing the same job and have the same contribution, in this case the inequity exists ([Karim and Baset, 2020](#)). In general, distributive justice focuses on outcomes. Any injustice in terms of wages and products affects the feelings of employees. All these emotions affect employee behavior and lead to poor performance or lack of engagement at work ([Suhartatik et al, 2020](#)). Therefore, the findings of this study show that in order to increase the level of teachers' job involvement, education should consider organizational justice in all its functions.

Another finding of the current research indicated that there is a positive and significant relationship between organizational justice and its components with job performance. This finding is consistent with

the results of other studies ([Hermanto & Srimulyani, 2022](#); [Fiaz et al, 2021](#); [Wang et al, 2014](#); [Imen Ghushchi et al, 2023](#); [Maroofi et al, 2019](#); [Haghighi et al, 2010](#)). The relationship between organizational justice and job performance can be explained based on the social exchange theory of Ghosh et al (2017). Social exchange focuses on the fair treatment of the employees that induces the positive attitude towards the work performance ([Hyder et al, 2022](#)). When employees perceive the fair treatment, they respond more promptly by contributing toward the organizational and performance goals ([Zhang et al, 2014](#)). Various studies ([Bonyadi & Mehdinezhad, 2022](#); [Ekingen, 2021](#); [Widyanti et al, 2020](#)) argued justice to be associated with the satisfaction, commitment and proactive behavior towards in-role as well as the extra role performance. When the employees receive the justice from the organization, they show higher levels of trust and cooperation increases. ([Chen et al, 2015](#)). Obviously working with more level of trust and cooperation will make the employees more motivated towards the workplace therefore their in-role performance increases ([Hyder et al, 2022](#)).

Also, in the current research, among the dimensions of organizational justice, procedural justice was a positive predictor for job performance. This finding is in line with other researchers conducted in this field ([Khtatbeh et al, 2020](#); [Gillet et al, 2013](#); [Haghighi et al, 2010](#); [Lavelle et al, 2009](#)). In explaining the role of procedural justice in the job performance of teachers, we can refer to the theory of equality. When employees feel that there is procedural justice in the organization, according to the theory of equality, they try to compensate for the feeling of equality with positive behaviors and increasing the quality or quantity of their performance ([Khtatbeh et al, 2020](#)). Lambert's research (2003) showed that when the procedures are fair from the employees' point of view and are applied consistently without considering personal interests and based on accurate information, and the interests of all participating organizational departments are considered and ethical standards and norms should be observed ([Lambert et al., 2019](#)). The fair perception of the procedures makes the employees believe that the decision-making methods, how to distribute the incomes among the employees or how to deal with the complaints and conflicts are fair, so the employees show more commitment and responsibility towards their organization, their intention to stay in the respective organization increases and finally their performance increases ([Dar & Raja, 2014](#); [Bohluly Zynab et al, 2010](#)).

According to the results obtained from the present research, it was found that teachers' perception of organizational justice increased their job involvement and was also an important factor in increasing their job performance in school. From this point of view, increasing job involvement through equal and fair treatment in the distribution of resources is considered important. In addition, by increasing organizational justice, it can be ensured that teachers will increase their level of performance. Therefore, it can be said that job involvement and positive work performance of teachers in schools can help to effectively achieve educational goals by increasing productivity. The findings of the present study can be effective in the direction of how to implement educational policies and manage teachers. Focusing on procedural and distributive justice and creating a healthy evaluation system in schools can guide, and lead teachers in the process of completing educational work and improving the quality of teaching and work to achieve evaluation standards. Therefore, it is assumed that in schools, before making decisions or publishing new rules, the opinions of teachers should be carefully listened to, their dignity and worth should be considered, and fair decisions should be made from their perspective and from their resources. Only when all teachers are involved in the standard setting process and justice is done to them, can they be creative and motivated in their work.

The present study has several limitations. First, the sample only included first and second secondary teachers in Chabahar city. Second, the study is cross-sectional in nature and is unable to support a strong causal claim. Therefore, it is suggested to conduct research in other statistical societies and longitudinal design to investigate causal relationships. The general suggestion from the research can be stated as follows: in order to promote the job involvement and positive performance of their teachers, educational organizations, including schools, should provide the context for the development of organizational justice in their work environment and make fair decisions in adopting procedures among all teachers should be the basis of the principals' priorities.

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