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## **Comparing Organizational Justice and Organizational Trust of Physical Education Teachers in Public and Private Schools of Bandar Abbas**

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**Abstract** The present study aimed to compare the organizational justice and organizational trust teachers of physical education in governmental and non-governmental schools of Bandar Abbas to come into force. The method of the present study is that the purpose of causal-comparative and field study was conducted. The population consists of all physical education teachers in governmental schools and non-governmental schools. According to statistics in 1393, including 253 cases of which 170 governmental school and 83 nongovernmental schools working in statistical Bashnd. Nmvnh 185 (Using morgan table and returned questionnaires of 102 governmental and 83 Non- governmental schools) physical education teachers Bandar city education Department. The survey questionnaires to collect data on organizational justice (Niehoff and moorman, 1993) which includes distributive justice ( $70/0=\alpha$ ), procedural justice ( $76/0=\alpha$ ), interactional justice ( $87/0=\alpha$ ), organizational trust scale (in, 2003) ( $75/0=\alpha$ ) and demographic questionnaire. Exploratory factor analysis was used to ensure the validity of the approved and also the sports management professionals. Manova was used to analyze the test data. The findings of statistical analysis as follows. The distributive justice, procedural justice, interactional justice, significant difference was found between physical education teachers in governmental schools and non governmental, and most of these components was higher in the non-governmental school teachers. This difference was statistically significant variable in the discussion as well as organizational trust and confidence in government teacher are more private school teachers.

**Keywords:** organizational justice. Distributive justice, procedural justice, interactional justice, organizational trust, physical education teachers

### **Introduction**

In the current period, organizations have found a prominent place in the cultural and social structure of communities. Many essential activities related to life are done in the organizations, and life is almost impossible without the various organizations. However, gaining success and comprehensive progress and providing relief and comfort will not met due to the existence of organizations. To achieve this, efficient and effective organizations are needed (Naami, 2002). One of the important and key issues examined in organizations is motivating employees to work more. Motivation and its related issues have allocated to themselves one third of scientific journals due to the importance they have gained (Cooper and Robertson, 1996). Managers should seriously pay attention to the subject of organizational justice since they are expected to be the advocator of the moral principles of the organization, organizational justice is the principle of good relationship between clients and employees, organizational justice increases the effectiveness of the organization and there are legal consequences of injustice in managerial activities in organizations. Organizational justice is analyzed and experienced in various organizational activities based on the consequences of the society for units and people, decision making process to determine these consequences to different parts and the relationship

of these consequences and processes between groups and people (Chelladurai, 2008).

The concept of justice has been important among human beings and human societies from distant years, either unconsciously in the mind or evidently in the behavior. One of the most stable results in literature related to justice is the fact that human beings have more positive and appropriate reaction to methods in which they believe justice is met (Cropanzano and Baron, 1991). Researchers have tried to make assumptions about the formation and nature of perceived justice due to the effect of perceiving justice on the satisfaction and performance inside the organization.

Naturally in this area, speculation has been done about the tendency of human beings to justice, such as the pattern of self-interest which says that the fair and equitable results and procedures are deemed worthy because of the eventual positive effects for the person (Shapiro et al 5, 1993). According to another explanation, as the pattern of group value and respect, the amount of relevant motivations with individual and group identity which lie under the cover of fair procedures, is the infrastructure of human tendency to justice (Tyler 6, 1989). Other patterns such as theory of Adams Equity Theory determines the expectation that people have of justice (perceived) within the community or organization with an emphasis on fairness principle and equitable distribution of facilities and methods of decision-making.

Organizational justice (distributive, procedural and interactional justice) and its various fields are the predictor of many organizational variables such as absenteeism, turnover, organizational commitment, and organizational trust and so on. The study of fairness and justice in organizations has started with Adams activities on the theory of fairness (1965). Numerous theories other have been presented due to weakness of Adams Equity Theory to explain focused discussions on equity and organizational justice (Zein Abadi and Salehi, 2011). In general, results of Cohen Karash and Spector showed that perceptions related to justice can be based on one of the principles of Need, Equality or Fairness. Mental belonging to any of these criteria (fairness, equality and need) will have different behavioral consequences.

Based on the clear evidence besides the concept of justice, there is another variable such as organizational trust that may be in relationship with each other due to the relationship with the dimensions of perceived justice besides its role in the effectiveness of team work.

The concept of trust is widely used in international trade literature (Li, 2005). Trust or lack of trust is a key issue in the current sports organizations that has become increasingly important. Confidence is a positive expectation in the person that others do not work against it in word, in deed and in the intentions.

People are expecting from others to not to act opportunistically and benefit them in organizations. In fact, they should have the ability to trust (Robbins, 2005).

The importance of trust in supervisor has been known to researchers for at least four decades with the basic searches in books and experimental articles. During this period, the trust that people have in supervisors has been an important concept in sports organizations and related fields (Dirks and Ferrin, 2002). Now more than ever, the effectiveness of management and leadership is based on the ability to gain the trust of followers. In addition, modern management methods such as authority delegation and the use of working groups require trust for effectiveness (Robbins, 2005; translated by Omidvaran).

Trust between management and employees will have a significant effect on the quality of management in government agencies. Therefore, the decline of trust in governmental organizations is one of the problems that cause employees with lack of motivation and indifference and delayed implementation of the programs.

On the other hand, in a study Erturk (2007) showed that complete trust in supervisor adjusts the

relationship between organizational justice and organizational citizenship behavior. The study of Dir Kuzu Ferrin (2002) provides a estimation of early relationships between trust in supervisor and antecedents, consequences and key correlates. Dir Kuzu Ferrin expresses that trust is a key concept in several leadership theories. Change seeking and charismatic leaders create trust in their followers (Podsakoff et al., 1990). Also, the perception of the staff of that leaders help boosting trust is important for leadership effectiveness (Bass, 1990; Hogan et al., 1994). In his contemporary organizational theory and research, Kramer (1999) notes that trust moves on from its fringe position to the main core of the organization.

In a study, Farhang et al (2014) sought the effectiveness of job rotation and its relationship to organizational justice and organizational trust among nurses of Social Relief hospital in Zahedan. The statistical population of this study included all nurses of Social Relief hospital in Zahedan who were working with job rotation system for some years and their number was as 96 people in 2012. The results showed the effectiveness of job rotation among nurses of Social Relief hospital of Zahedan is at an appropriate level and organizational justice and trust are at the acceptable rate. There is a significant and direct correlation between the effectiveness of job rotation variable and organizational justice and its dimensions. There is a significant and direct correlation between the effectiveness of job rotation and organizational trust and vertical trust dimensions and its institutional trust. But there is not a significant relationship with the horizontal trust dimension. There is a direct and significant relationship between organizational justice and organizational trust and its dimensions. In a study, Islami (2013) studied the relationship between organizational justice and organizational trust in the Department of Sport and Youth in Keman province. Results, besides the confirmation of the relationship, showed that a positive and significant relationship between overall organizational justice, distributive justice, procedural justice and interactional justice with organizational trust. There are multiple relationships among the triple components of organizational justice with organizational trust. In an article, Khatibi et al (2011) studied the components of organizational justice in the National Academy of Olympic and Paralympics. Their results showed that distributive justice has a significant positive correlation in rewards with distributive justice in tasks. Procedural justice and distributive justice and have a significant positive relationship in rewards and information equity. Informational justice has a positive and significant relationship with distributive justice in tasks and distributive justice in rewards. But ere is no significant relationship among the four components of organizational justice with interpersonal justice. Also, there is no significant relationship between procedural justice and distributive justice in tasks.

Regression analysis results showed that all five studied components have the ability to predict organizational justice. Vinhaus (2013) did a study entitled as the trust and mutual relationship in creating interpersonal and intra-organizational commitment in cooperation small business. In this research, the trust and mutual relationships are present in cooperation hierarchies usually with different severity. The aim of this study was to investigate the interpersonal and intra-organizational commitment in the field of cooperation small business, emphasis on the role of trust and mutual relationships as the precursor to commitment, and also as the final sponsor between the cooperative companies in the cooperation small business. The presented theoretical model was tested using structural equation modeling in a sample of small businesses in the tourism industry. Results showed that a positive relationship is provided between the companies in regard to the role of trust and mutual relationships in creating commitment. Kocaeli (2012) did an investigation entitled as the relationship between organizational trust, multidimensional organizational commitment and perceived

organizational support in educational organizations. The study was conducted among 315 teachers from 18 public elementary schools and the data, using regression, showed that there is a significant correlation among variables and the results were different based on gender and women had greater commitment in this organization than men. In terms of perceived organizational support, perceived organizational support was in most teachers, most of whom were committed to their organization and the perceived organizational support and organizational commitment was more in women than in men. No significant differences were found with regard to other demographic characteristics. Tanase et al (2012) wrote an article entitled as Organizational Trust as predictor of mental and physical health in a Romanian oil company. In this paper, validation model is designed based on self-expression and organizational trust with mental and physical health criteria. Participants were 128 female and male employees with an average age of 25 to 52 years. The results showed that organizational trust is predictor of mental and physical health.

Accordingly, based on the results about the presence of these variables and their comparison with the effectiveness and efficiency of an important organization such as Education Department, and knowing that most of the conducted studies in this area are scattered and done separately and that most of these studies have been conducted in Western countries, generalizing the results to other countries is questionable. The question is whether there is a difference between organizational justice and organizational trust among physical education teachers in public and private schools of Bandar Abbas?

### **Methodology**

the present study is applied and causal-comparative research. The statistical population of the study consisted of all physical education teachers working in public and private schools of Bandar Abbas. The sample size of the study in public schools was obtained according to Morgan table and sampling error of 5% as 114 samples. From this obtained sample, 12 questionnaires were not returned. For this reason, the sample is 102 people. But in non-governmental schools, the sample was considered as all because samples were obtained below 60 in Morgan table.

Organizational justice Niehoff and Moorman (1993) questionnaires which are 20-question standardized questionnaire were used to collect information and include three components of distributive justice, procedural justice and interactional justice. Exploratory factor analysis was performed to ensure the validity of structures. The reliability of the questionnaire was obtained as 0.88. The organizational trust questionnaire of Raders (2003) contains 9 questions that has been translated and prepared by Moshfeghi (2009) in Iran. Cronbach's alpha coefficient for questions of organizational trust variables is obtained as 0.754.

Data analysis method in this research is at two levels of descriptive and inferential statistics. At the level of descriptive statistics, statistical features such as frequency, mean and standard deviation are used and in the inferential part, MANOVA variance tests were used. In all the data analysis levels, the analyses are done using SPSS software.

### **Results**

the results of the descriptive analysis will be discussed first to learn more about the nature of the research variables and recognizing patterns of data. According to table 1, the obtained mean (SD) in organizational trust was the highest as 2.71 (0.69) and in the organizational justice was the lowest as 1.58 (0.47) (Table 1).

**Table1.** Mean and standard deviation of organizational justice and its components and organizational trust

Index	Number	Mean	Standard deviation
<b>Organizational justice</b>	185	1.58	0.47420
<b>Distributive justice</b>	185	1.65	0.56798
<b>Procedural justice</b>	185	1.62	0.51325
<b>Interactional justice</b>	185	1.75	0.48243
<b>Organizational trust</b>	185	2.71	0.69526

Inferential findings: In Table 2, the results of mean and standard deviation of the research variables of MANOVA test are presented in order to test the hypotheses.

**Table2.** Mean and standard deviation of organizational justice and its components and organizational trust separately in teachers of physical education in public and private schools

	Teacher kind	Mean	Standard deviation	Number
<b>Organizational justice</b>	Public	1.41	0.33	102
	Private	1.79	0.51	83
	Sum	1.6	0.47	185
<b>Distributive justice</b>	Public	1.38	0.34	102
	Private	1.87	0.62	83
	Sum	1.64	0.57	185
<b>Procedural justice</b>	Public	1.44	0.38	102
	Private	1.87	0.51	83
	Sum	1.65	0.51	185
<b>Interactional justice</b>	Public	1.59	0.41	102
	Private	1.92	0.49	83
	Sum	1.76	0.48	185
<b>Organizational trust</b>	Public	2.48	0.50	102
	Private	2.91	0.79	83
	Sum	2.71	0.68	185

Multivariate analysis of variance was used to test the hypothesis. Table 3 shows the results of multivariate analysis of variance on the dependent variables (mental health and coping strategies). Table 4 shows the results of ANOVA in the context of MANOVA to compare the dependent variables scores (organizational justice and organizational trust) among physical education teachers of public and private schools.

**Table3.** ANOVA in MANOVA context on the research variables scores (organizational justice)

Index	Resource	Sum of squares	Degree of freedom	Mean square	F	Level of sig.	Eta <sup>2</sup>	Non-concentrated P	Test power
<b>Model</b>	Organizational justice	2.315 <sup>a</sup>	1	2.315	12.954	0.001	0.183	12.954	0.943
	Organizational justice	149.513	1	149.513	836.594	0.001	0.935	836.594	1.000
<b>Teachers</b>	Organizational justice	2.315	1	2.315	12.954	0.001	0.183	12.954	0.943
<b>Errors</b>	Organizational justice	10.366	183	0.179					
<b>Total</b>	Organizational justice	162.194	185						

**Table4.** ANOVA in MANOVA context on the research variables scores (distributive justice)

Index	Resource	Sum of square s	Degree of freedom	Mean square s	F	Level of sig.	Eta <sup>2</sup>	Non-concentrated P	Test power
<b>Model</b>	Distributive justice	3.894 <sup>c</sup>	1	3.894	15.587	0.001	0.212	15.587	0.943
	Distributive justice	160.534	1	160.534	642.557	0.001	0.917	642.557	1.000
<b>Teachers</b>	Distributive justice	3.894	1	3.894	15.587	0.001	0.212	15.587	0.973
<b>Errors</b>	Distributive justice	14.490	183	0.250					
<b>Total</b>	Distributive justice	178.918	185						

**Table5.** ANOVA in MANOVA context on the research variables scores (procedural justice)

Index	Resource	Sum of square s	Degree of freedom	Mean square s	F	Level of sig.	Eta <sup>2</sup>	Non-concentrated P	Test power
<b>Model</b>	Procedural justice	2.755 <sup>d</sup>	1	2.755	13.139	0.001	0.185	13.139	0.946
	Procedural justice	161.001	1	161.001	767.814	0.001	0.930	767.814	1.000
<b>Teachers</b>	Procedural justice	2.755	1	2.755	13.139	0.001	0.185	13.139	0.946
<b>Errors</b>	Procedural justice	12.162	183	0.210					
<b>Total</b>	Procedural justice	175.918	185						

**Table6.** ANOVA in MANOVA context on the research variables scores (Interactional justice)

Index	Resource	Sum of square s	Degree of freedom	Mean square s	F	Level of sig.	Eta <sup>2</sup>	Non-concentrated P	Test power
<b>Model</b>	Interactional justice	1.913 <sup>e</sup>	1	1.913	9.486	0.003	0.141	9.486	0.857
	Interactional justice	181.755	1	181.755	901.115	0.001	0.940	901.115	1.000
<b>Teachers</b>	Interactional justice	1.913	1	1.913	9.486	0.003	0.141	9.486	0.857
<b>Errors</b>	Interactional justice	11.699	183	0.202					
<b>Total</b>	Interactional justice	195.376	185						

**Table7.** ANOVA in MANOVA context on the research variables scores (Organizational trust)

Index	Resource	Sum of squares	Degree of freedom	Mean squares	F	Level of sig.	Eta <sup>2</sup>	Non-concentrated P	Test power
<b>Model</b>	Organizational trust	2.623 <sup>g</sup>	1	2.623	5.946	0.018	0.093	5.946	0.669
	Organizational trust	102.891	1	102.891	426.429	0.001	0.880	426.429	1.000
<b>Teachers</b>	Organizational trust	2.623	1	2.623	5.946	0.018	0.093	5.946	0.669
<b>Errors</b>	Organizational trust	25.587	183	0.441					
<b>Total</b>	Organizational trust	456.980	185						

The results in the tables above show that the one-way analysis variance in organizational justice variable ( $F= 12.954$  and  $p= 0.001$ ) and organizational trust variable ( $F= 5.946$  and  $p= 0.018$ ) are significant. So, research hypotheses indicating that differences between public and private schools teachers of physical education in both dependant variables are confirmed.

### Conclusion

As was observed, the first hypothesis compares distributive justice in any of the physical education teachers in public and private schools. According to the results of the study findings and the significant correlation, there is a difference observed in physical education teachers in public and non-governmental schools in distributive justice ( $F= 15.58$  and  $p= 0.001$ ). In this field, both groups have different distributive justice. The findings are consistent with results of Wang Gangling (2011), Dokonenk (2010), Layponin et al (2004), Pillay et al (2001), Khatibi et al (1390), Ashjae et al (2009) and Ramin Mehr et al (2009).

Since distributive justice has relationship with fair judgment of result distribution such as payment level or points out to promotion opportunities in an organizational context and trust in organization which includes the mental state of the person to the results of the organization work, it can provide the field of silence and indifference of staff due to the fate of the organization plans, the lack of effective perceive and understanding between manger and employees and can have different interpretation and movements of the managements' messages.

According to the results of the study findings and the significant correlation, there is a difference observed in physical education teachers in public and non-governmental schools in procedural justice ( $F= 13.13$  and  $p= 0.001$ ). And both groups have different procedural justice in this field. These results are consistent with results of Zein Abadi and Salehi (2011), Fernandes and Avameleh (2006), Di Kremer (2005), Cole and Flint (2004), Pillay et al (2001), Ramin Mehr et al (2009), khaksar (2008) and Nasri nasrabadi (2007). Since procedural justice indicate the performing of justice the performance of which is based on just procedures and observance of justice and equity in procedures should provide equal chance for everybody and can be consistent with either organizational trust or the lack of organizational trust.

According to Lind (1998), procedural justice distinguishes between the decision-making process and its results and particularly stresses the participation in decision-making procedures. Therefore, if organization allows people who affect the decisions to state their points of views about the subject and present their information about making decisions, people feel that their

interests are save in long term and the process of decision making is fair, so trust in organization is shaped in them. According to the results of the study findings and the significant correlation, there is a difference observed in physical education teachers in public and non-governmental schools in interactional justice ( $F= 9.48$  and  $p= 0.001$ ). And both groups have a different interactional justice in this field. The results of this research are consistent with results of Wan Dajky et al (2011), Bell et al. (2006), Wang et al (2006), Cole and Flint (2004), AFarhang et al (2014) Ganji Nia et al (2010) and Rezaian and Rahimi (2008). In explaining this hypothesis, it can be said that interactional justice is related to interpersonal relationships that employees receive form the decision makers and the amount of explaining decision making process and since in this form of organizational justice, the interpersonal aspect of organizational actions especially the way of managers and supervisors communication and interactions with employees are emphasized. It has a relationship with the organizational trust which is one of the components of social capital and is the requisite of the formation of links and social equations.

According to the results of the study findings and the significant correlation, there is a difference observed in physical education teachers in public and non-governmental schools in organizational trust ( $F= 5.94$  and  $p= 0.018$ ). And both groups have different organizational trust in this field. The results of this research are consistent with results of Tanase Kocaeli (2012) et al (2012), Harrison and Doerfel (2006), Islami (2013) Gholipour et al (2009), Akbari (2008) and Manteqi et al (2007). In explaining this hypothesis, it can be said that: trust has direct or adjusting effects on a variety of optimal behavioral outcomes and behavioral consequence variables. In their review, trust modifies the effects of other determinants or behavioral consequences because trust provides the conditions under which certain outcomes are more likely to occur. Also, trust is the creator of relationship that cause more benefits of knowledge transfer, collaborative learning, and sharing of risks and associated costs by reviewing and using opportunities.

Like most other studies, this study was also confronted with restrictions. The major limitation of this study was related to the use of self-report questionnaires, lack of controlling confounding variables due to the research being causal-comparative, lack of participants' motivation to fill out the questionnaire due to the large number of questions, differences in conditions and characteristics of each of the Departments of Education in Bandar Abbas city. Moreover, due to the present research results, it is suggested that if sport organizations provide the staff equally in justice in interactions, procedures and rewards. They show more responsibility, chivalry, philanthropy, respect and reverence and the organization will observe more efficiency and desirable environment.

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