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## The relationship between organizational justice perceptions and job satisfaction levels

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### Abstract

The purpose of this research is, determine the relationship between teachers organizational justice perceptions and job satisfaction levels, at the primary school. This is a survey research. Fatih providence of the city of Istanbul has been specified as the target population of the study and totally 314 teacher's data has been examined within the scope of the research by reaching the 55 grade school in the providence. In the research, Organizational Justice Scale, which was developed by Niehoff and Moorman (1993) is used for specifying the Organizational Justice Level in the grade schools and Education Manager's Job Satisfaction Level Survey which is developed by Balci (1985) is used for specifying for Teacher's Justice Scale. During analyzing of the data; descriptive statistical methods; arithmetic average ( $\bar{x}$ ), standart deviation (s), per cent (%), parametric analysis; t-test and one-way analysis of variance (ANOVA), post hoc Turkey, pearson correlation analysis are used. According to the findings of the research; in the direction of opinions of the teachers in the target population, organizational justice 'often' perceived fair. Teachers' perceptions of organizational justice is the highest size of the interactional justice. Teachers' job satisfactions 'moderately agree' level. It is determined that teachers job satisfaction level is the most in term of interpersonal, the least in term of wage. There is a positive, mid level (average) and significant relation between organizational justice and job satisfaction. Organizational justice perceptions doesn't differ accordingly the variaces; sex, marital status, professional seniority and age. Organizational justice perception shows any difference among the duration of working at the same school. Job satisfaction shows any difference among age, marital status and professional seniority however; doesn't show the duration of working at the same school and sex variance.

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### 1. Introduction

Organizational justice, industrial organizational psychology, human resource and organizational attitudes were examined in recent years (Colquitt et al, 2001).

Nowadays, organizational justice concept and attitudes towards to workers has had a new meaning and it is more vital and central (Robinson, 2004).

First organizational justice concept was announced as a reward and punishment in an organization. Then applying the rules and the process equally were added. And lastly human relations and the interaction were added and then that was come out.

With the result of that research, organizational justice can be defined as awards and punishments, rules, process,

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communication and interaction was applied equally or not (Polat, 2007). Greenberg analyzed organizational justice dimension in fairness of gains, processes, people relations (Greenberg, 1990).

Spector (1997), job satisfaction is defined as workers satisfaction degree in their job, and the workers satisfaction degree determines job satisfaction.

Family, school, workplace and social environment are the places where people in search of justice. Starting from that research organizational justice can be raised if they are behaved fairly and their organizational dependency and productivity can be raised and by the way job satisfaction trust to management and their job request and performance can be raised too (Yılmaz & Sevinç, 2004).

The current changes and developments most affected the education system. All the social structure are affected by the education system that makes education system important because the input and the output of the education system is human (Argon, 2010).

Teachers should be motivated towards to their job. It is expected teachers to have high performance when they have job satisfaction. Indirectly that affects the input of the education system positively.

That research is aiming to define the organizational justice and job satisfaction that are important for the organization. That research is also aiming to raise the effect of policies in that organizations by determining the relations between the organizational justice and job satisfaction level of the teachers.

## 2. Method

### 2.1. Participants

The population of the study included 1709 teachers employed in 55 official primary schools in the 2010-2011 academic year attending primary schools in Fatih area of Istanbul. The sample of the study is totalled 314 teachers; 208 (66.2%) were women and 106 33.8(%) were men in 55 different primary school.

### 2.2. Data Collection Tools

Data of the research were gathered by “Organizational Justice Scale” developed by Niehoff and Moorman (1993) and ‘Educational Manager’s Job Satisfaction Level Survey’ developed by Balci (1985).

### 2.3. Procedure

Necessary permits have been replicated a sufficient number of measurement tools to be used. That measurement tool was applied in March and April months of 2010-2011 Academic year. Applications were sent in a sealed envelope to schools by the Fatih district directorate of education.

### 2.4. Data Analysis

The data collected via the questionnaires have been analyzed statistically with “arithmetic mean”, “t test”, “one-way variance analysis (ANOVA), ‘pearson correlation analysis’ and post-hoc Tukey on the computer using SPSS17.0

## 3. Findings

In line with the sequence of the sub questions of research, the following results were obtained:

### 3.1. The Primary School Teachers’ Levels of Organizational Justice Perception

The descriptive statistics of the research are summarized in Table 1.

Table 1: Descriptive Statistics of The Primary School Teachers’ Levels of Organizational Justice Perception

	N	$\bar{x}$	S
Distributive Justice	314	3,624	0,885
Procedural Justice	314	3,693	1,018
Interactional Justice	314	3,902	0,969
Organizational Justice	314	3,739	0,893

The primary school teachers’ point average of “Distributive Justice,” factor is  $\bar{x} = 3.624$  “Procedural Justice” factor is  $x = 3.693$  ‘Interactional Justice’ factor is  $x = 3,902$  and ‘Organizational Justice’ factor is  $x = 3,739$ . The result of the study indicated that the teachers find justice “often” at distributive justice, procedural justice, interactional justice and organizational justice.

For ‘distributive justice (p=0,531 t=0,627), procedural justice (p=0,552 t=0,596), interactional justice (p=0,736 t=0,337)’ dimensions and ‘organizational justice (p=0,579 t=0,555)’, there is not a meaningful difference between male and female primary school teacher’ perceptions (p>.05).

For ‘distributive justice (p=0,533 F=0,700), procedural justice (p=0,272 F=1,307), interactional justice (p=0,104 F=2,069)’ dimensions and ‘organizational justice (p=0,224 F=1,395)’, there is not a meaningful difference between professional seniority and primary school teachers’ organizational justice perceptions (p>.05).

For ‘distributive justice (p=0,385 F=0,959) dimension and ‘organizational justice (p=0,076 F=2,596)’, there is not a meaningful difference between duration of working at the same school and primary school teachers’ organizational justice perceptions (p>.05). For procedural justice (p=0,037 F=3,322) dimension, there is a significant difference between duration of working at the same school and primary school teachers’ organizational justice perceptions. Teachers who work 1-3 years at the same school find justly more than who work 4-6 years at the same school (p=0,045 p<.05). For interactional justice (p=0,041 F=3,216) dimension, there is a significant difference between duration of working at the same school and primary school teachers’ organizational justice perceptions. Teachers who work 4-6 years in the same school find justly more than who work 7 years and more at the same school (p=0,041 p<.05).

For ‘distributive justice (p=0,223 F=1,508), procedural justice (p=0,356 F=1,037), interactional justice (p=0,071 F=2,674)’ dimensions and ‘organizational justice (p=0,162 F=1,833)’, there is not a meaningful difference between age and primary school teachers’ organizational justice perceptions (p>.05).

For ‘distributive justice (p=0,074 t=1,790), procedural justice (p=0,704 t=0,381), interactional justice (p=0,444 t=0,766)’ dimensions and ‘organizational justice (p=0,313 t=1,011)’, there is not a meaningful difference between marital status and primary school teachers’ organizational justice perceptions (p>.05).

### 3.2. The Primary School Teachers’ Levels of Job Satisfaction

The descriptive statistics of the research are summarized in Table 2.

Table 2: Descriptive Statistics of The Primary School Teachers’ Levels of Job Satisfaction

	N	$\bar{x}$	S
Job and job specifications	314	3,387	0,958
Wage	314	2,054	0,938
Development potentialities	314	2,376	0,955
Working conditions	314	2,428	0,930
Interpersonal relations	314	3,756	0,859
Organizational environment	314	3,631	0,940
Job satisfaction	314	2,939	0,652

The primary school teachers’ point average of “Job and job specifications,” factor is  $\bar{x} = 3.387$  “Wage” factor is  $x = 2.054$  ‘Development potentialities’ factor is  $x = 2,376$  ‘Working conditions’ factor is  $x = 2,428$  ‘Interpersonal relational relations’ factor is  $x = 3,756$  ‘Organizational environment’ factor is  $x = 3,631$  and ‘Job satisfaction’ factor is  $x = 2,939$ .

Teachers’ job satisfaction is ‘moderately agree’ conclusion that the level has been reached. Dimensions of job satisfaction examined wage, working conditions and development potentialities are ‘somewhat agree’, job and job specifications is ‘agree moderately’ interpersonal relations and organizational environment are ‘agree’ conclusion that the level has been reached.

For ‘Job and job specifications’ (p=0,095 t=-1,676), ‘Wage’ (p=0,925 t=-0,094), ‘Development potentialities’ (p=0,984 t=0,021) ‘Working conditions’(p=0,824 t=-0,223) ‘Interpersonal relations’ (p=0,364 t=0,909) ‘Organizational environment’(p=0,655 t=-0,448) dimensions and ‘job satisfaction’ (p=0,699 t=-0,387), there is not a meaningful difference between male and female primary school teachers’ job satisfactions levels (p>.05).

For ‘Job and job specifications’ (p=0,173 F=1,670), ‘Wage’ (p=0,088 F=2,198), ‘Development potentialities’ (p=0,397 F=0,991) ‘Interpersonal relations’ (p=0,374 F=1,042) there is not a meaningful difference between

professional seniority and primary school teachers' job satisfaction levels ( $p > .05$ ). For working conditions ( $p = 0,002$   $F = 5,162$ ) dimension, there is a significant difference between professional seniority and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is higher among the teachers with 11-15 years seniority, and lower among teachers with other seniority years (1-5 year seniority, 6-10 year seniority). For organizational environment ( $p = 0,028$   $F = 3,807$ ) dimension, there is a significant difference between professional seniority and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is higher among the teachers with 11-15 years seniority, and lower among teachers with 1-5 years seniority. For job satisfaction ( $p = 0,028$   $F = 3,073$ ), there is a significant difference between professional seniority and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is higher among the teachers with 11-15 years seniority, and lower among teachers with 1-5 years seniority.

For 'Job and job specifications' ( $p = 0,430$   $F = 0,846$ ), 'Wage' ( $p = 0,276$   $F = 1,294$ ), 'Development potentialities' ( $p = 0,408$   $F = 0,900$ ) 'Working conditions' ( $p = 0,097$   $F = 2,348$ ) 'Interpersonal relations' ( $p = 0,546$   $F = 0,606$ ) 'Organizational environment' ( $p = 0,283$   $F = 1,268$ ) dimensions and 'job satisfaction' ( $p = 0,307$   $F = 1,184$ ), there is not a meaningful difference between duration of working in the same school and primary school teachers' job satisfactions levels ( $p > .05$ ).

For 'Job and job specifications' ( $p = 0,173$   $F = 1,670$ ), 'Development potentialities' ( $p = 0,397$   $F = 0,991$ ) 'Interpersonal relations' ( $p = 0,374$   $F = 1,042$ ) and organizational environment ( $p = 0,028$   $F = 3,807$ ) dimensions there is not a meaningful difference between age and primary school teachers' job satisfaction levels ( $p > .05$ ). For working conditions ( $p = 0,002$   $F = 5,162$ ) dimension, there is a significant difference between age and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is lower among the teachers with 21-30 years and higher among teachers with other years (31-40 years, 41 years and more). For wage ( $p = 0,028$   $F = 3,807$ ) dimension, there is a significant difference between age and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is lower among the teachers with 21-30 years and higher among teachers with 31-40 years. For job satisfaction ( $p = 0,028$   $F = 3,073$ ), there is a significant difference between age and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is higher among the teachers with 31-40 years and lower among teachers with 21-30 years.

For 'Job and job specifications' ( $p = 0,394$   $t = 0,853$ ), 'Wage' ( $p = 0,664$   $t = 0,435$ ), 'Development potentialities' ( $p = 0,087$   $t = 1,720$ ) and 'Working conditions' ( $p = 0,064$   $t = 1,858$ ) 'dimensions there is not a meaningful difference between marital status and primary school teachers' job satisfactions levels ( $p > .05$ ). For 'Interpersonal relations' ( $p = 0,020$   $t = 2,330$ ) dimension, there is a significant difference between marital status and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is lower among the single teachers and higher among married teachers. For 'Organizational environment' ( $p = 0,016$   $t = 2,416$ ) dimension, there is a significant difference between marital status and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is lower among the single teachers and higher among married teachers. For 'job satisfaction' ( $p = 0,024$   $t = 2,271$ ), there is a significant difference between marital status and primary school teachers' job satisfaction levels ( $p < .05$ ). Teachers' level of job satisfaction is lower among the single teachers and higher among married teachers.

### 3.3. The relationship between organizational justice perceptions and job satisfaction levels

Pearson correlation analysis of the research are summarized in Table 3.

Table 3: Pearson Correlation Analysis of The relationship between organizational justice perceptions and job satisfaction levels

		Organizational Justice
Job Satisfaction	r	0,645
	p	<b>0,000*</b>
	N	314

There is a positive significant correlation between primary teachers' organizational justice perceptions and primary teachers' job satisfaction levels ( $p < .05$ ).

Result, proves that when teachers' organizational justice perceptions raise their job satisfaction level raise as well, and also when their job satisfaction level raise their organizational justice perceptions raise too. When the behaviours that raises the organizational justice level raise the job satisfaction level of the teacher raise too. In a school schools directors behaviours and respect to teachers honest and close behaviour affect the perception of organizational justice. If the perception of organizational justice is raise that motivates teacher and raise their job satisfaction level.

Similarly to that research, in the research of Zainalipou et. all (2010) there is a positive relations between teachers' organizational justice perceptions and teachers' job satisfaction level. According to researches teachers attitudes to organizational justice and also raise their job satisfaction level.

#### 4. Conclusion

The teacher who works at same school 4-6 years are more trust their school's managers than the teacher who works in that school 1-3 years. 7 and more years seniority teachers think that their managers are more kind, respectful and sincere more than 4-6 years seniority teachers. That is because the director of the school has known the teachers for a long time.

1-5 years seniority teachers are an idealistic way to begin the task, with high expectations and these expectations don't correspond business environment, then job satisfaction levels decrease. 11-15 years seniority teachers in the business environment to perform the expectations of higher levels of job satisfaction can be interpreted as levels increase.

It might say that the more experience level the teacher have the higher job satisfaction level. They will have and also it might say that experienced teacher know the working environment that is why their job satisfaction level is higher than unexperienced teachers. There might be some education and seminars for the unexperienced teachers. In the research of Ronen (1978) unexperienced teacher starts working with high job satisfaction but the job satisfaction level increases after 2-5 years. But 6 years or more experienced teacher job satisfaction level raises (Sun, 2002).

According to evidences; teachers' 21-30 years wants to earn more money than 31-40 years teachers it might be say that for this 21-30 years teachers needs are more than 31-40 years teachers. On the other hand when someone get older also he has more experience level with that he begins to earn more money. Older teachers have more experience level and also they adapt the work environment and they don't have too much expectations from the job and so they have higher job satisfaction level (Tok, 2004). Between 21-30 years teachers want to work in better conditions. When teachers get older they adapt the work conditions and they determine their expectation. According to that with that their job satisfaction level gets higher.

Married teacher job satisfaction level is higher than divorced or single teachers. Marriage provide a regular life and that makes higher the job satisfaction level.

By making seminars that based on the relationships between organizational justice and job satisfaction may make directors more awareness. In addition teachers' wages, the employee rights, working conditions, social requirements, improvements in the overall levels of job satisfaction can be increased. That research just to evaluate the primary school's perception. Secondary teachers views can be taken to make the research comprehensive.

As a result of the research, such as job satisfaction and organizational justice, which besides process of the organization quantitative research techniques, qualitative research techniques are also thought to be more useful.

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