

# Organizational Justice among School Principals within Israeli Arab Schools from the Teachers' Point of View

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**Abstract:** *This study aimed to explore the level of organizational justice among school principals within Israeli Arab Schools from the teachers' point of view. In order to achieve the objectives of the study, the descriptive correlation design was used where a questionnaire was developed for testing the organizational justice, it consisted of (26) items divided into (3) fields: distributive justice field with (8) items, procedural justice field and the Interactional justice field with (9) items. The questionnaire was applied to a sample of teachers within the Green Line in (30) schools divided into (3) educational stages, the elementary stage that consisted of (10) schools, the junior high school stage that consisted of (10) schools and the high school stage with (10) schools. The number of the sample members was (354) teachers from the (30) schools. The results showed that organizational justice in all its dimensions was in a high level; also, interactional justice among the principals within Israel from the teachers' perspective in all educational stages was in ranked first. This study proposed a number of recommendations that implies conducting studies on the study variables in different environments and compares them with other cultures such as Western culture. This study recommended also training principals on the right way to distribute tasks and roles among teachers.*

**Keywords:** Organizational justice, school principals

## 1. Introduction

Organizations are social systems where human are considered as the most important factors for effectiveness and efficiency; Therefore, they need effective and skillful managers and employees to achieve their objectives where organizations cannot succeed without their efforts and commitment (Rad & Yarmohammadian, 2006). One of the most important factors that can give the employee energy and motivation to make their best in order to achieve the organization's goals is the organizational justice, which describes the individual's perception of the fairness of treatment received from an organization and their behavioral reactions to such perception (Fernandes & Awamleh, 2006). The absence of justice and the spread of injustice in the policies, decisions and actions of any organization would lead to disastrous and destructive results on the personal level of individuals and at the general level in the organization. That would greatly and negatively affects the spirit of teamwork inside the organization. (Toremén, & Tan 2010).

Organizations aim to achieve the objectives through many means, including ensuring high quality of human elements, which confirms that human resources is one of the most important resources in organizations and considered as a source of competitiveness; so, the administration should invest in these resources to lift up the organization through achieving its objectives. Especially in educational institutions, the administration role in achieving organizational justice between teachers must be emphasized in order to achieve the highest degree of commitment from teachers, which serves the interests and objectives of the educational organization. (Cohen-Chaeash and Spector, 2001):

Despite the great number of researches in this context, the educational institutions have not received much attention in terms of organizational justice in the Arab schools within Israel.

In light of that, the current study examines the degree of practicing organizational justice among principals in Israel from the teachers' point of view.

## 2. Literature Review and Related Studies

The roots of organizational justice are attributed to the theory of equity, the theory suggests that organizational justice is a motivation for workers to have fair treatment where the principle of justice is to balance between inputs and outputs of the individual. (Adam, 1965).

The concept of Organizational justice has become popular in the organizations management practices that are used to describe the role of fairness as it directly relates to the work place, (Nasurdin & Khuan 2011). When the employees perceived that organization is fair in making allocation of the resources and decision-making and procedures then they will tend to be more committed to the objectives of the organization. (James 1993).

The belief of employees in the justice and fairness of practices in organization is one of the reasons that motivates them to support their efforts (Toremén & Tan, 2010).

Organizational justice has three dimensions (Cohen-Chaeash and Spector, 2001):

a) **Distributive justice:** Represents the perceived fairness of the outcomes that the individual receives for organization, where employees make use of social comparisons in assessing distributive justice.

- b) **Procedural justice:** Employees perception about the fairness of rules, procedures and decision making, if they are equally and consistently stated and performed by the administration. (Taber and Taylor 2003).
- c) **Interactional justice:** The way administration behaves towards employees, which is mainly related to the way managers treat them according to credibility and respect, it represents also the quality of interpersonal treatment received during the enactment of organizational procedures (Rego&Chuna, 2006).

### 3. Problem Statement

Organizational Justice among School Principals in Israel within Arab Schools from the Teachers' Point of view

### 4. Operational Definition of the Term

**Organizational justice:** Defined as the value resulting from individual's realization of integrity and objectivity of the procedures and returns of the institution in which he works. The perceived organizational justice is the tendency of working individuals to be compared with their colleagues in the work. Justice consists of such dimensions (Distribution, Procedures and Interactional). (Ali, et al., 2014).

**The most important factors affecting the perception of organizational justice in the organizations are as following:**

- 1) Work environment
- 2) Polarization, selection and appointment
- 3) Salaries
- 4) Motivations
- 5) Promotions
- 6) Leadership style and supervision
- 7) Training
- 8) Performance evaluation
- 9) Transparency

#### Objectives of the study:

- Identify the degree of practicing organizational justice among school principals in the Northern District according to the teachers' point of view.
- To study the differences in perception of organizational justice between male and female teachers in the Israeli Arab Schools

#### Hypothesis of the study:

H1: There is a low level of organizational justice among school principals in the Israeli Arab Schools according to the teachers' point of view.

H2: There is a significant difference between the organizational justice perception of male and female teachers.

#### Study sample

This study sample include 354 male and female teachers working in Israeli within Arab Schools, divided into three stages (Elementary, junior high school and high school ).

#### Study Tools

To achieve the study goals, and after reviewing the theoretical literature and the previous studies that are related

to the organizational justice like (Leorborke, *et al.*, 2014), (Cirake&Baskan, 2015), (Barakat, 2016) and (Bed Jolie with others, 2015). the researcher had developed a questionnaire from two parts, the first one related to the demographic changes, which include (gender, experience, and academic qualification).the second part include organizational justice that included four main fields; Distributive justice, which involved eight paragraphs, The procedural justice, which involved nine paragraphs, The interactional justice, which involved nine paragraphs.

### 5. Methodology

Descriptive Study Method was used in this study, To see the Organizational justice among School principals within Israeli Arab Schools from the teachers point of view.

#### Study variables

The study variables include the following:

#### 1) Dependent variables:

- a) Gender ( male /female)
- b) Academic qualification (Bachelor/ post graduate)
- c) Years of experiences: with three levels (from 1-10, from 11-20, more than 21 years).

#### 2) Independent variables: including organizational justice among school principals in the Israeli Arab Schools.

### 6. Statistical Analysis Technique of Data

**Table 1:** Shows the means and the standard deviations for the study fields in decreasing order according to the arithmetical averages

**Table 1:** The means and the standard deviations for the study fields in descending order according to the means

NO	Fields	Mean	Standard deviation	Degree
1	Interactional justice	4.10	.770	High
2	Procedural justice	3.90	.799	High
3	Distributive justice	3.84	.793	High
4	Organizational justice	3.95	.754	High

As shown in the table (1), the means for the study fields' came with high degrees, where the interactional fields got the first place with the highest mean about (4.10) then the procedural justice in the second place with (3.90), whereas, the organizational justice got the last place with a mean of about (3.95) with a high degree. Both of the researchers explained these results in many reasons that could present the modern administration in schools to make sure to build good social relationships with the teaching staff, also, it could show a developing in leadership theories from classic to modern Principals are more open to the staff ideas and give them opportunities to express their opinion according to their role in the daily school life, they make them share in decision making, in planning and drawing school strategy. Principals are more close to the staff and its needs, and there are equal opportunities in promotion, rewards are dividing equally according to the teacher skills and abilities. (**stand rejected**).

Table (2) Shows the mean and the standard deviations differences between male and female teachers

**Table 2:** Shows the mean and the standard deviations differences according to the gender variable

type	N	Mean	S.D.	Sig.
Male	165	3.96	.759	Non Sig.
Female	189	3.93	.751	

The researcher attributed this finding, which showed no statistically significant differences in the impact of gender on male and female teachers. The impact was similar on both genders in achieving justice in their institutions, how the rules and laws are applied fairly and equally between the genders. These results are based on the principals' aspiration to a fair vision in managing their institutions effectively in order to achieve the desired goals.

Table (3): shows the mean and the standard deviations differences according to the experience variable.

**Table 3:** The mean and the standard deviations differences according to the experience

Type	N	Mean	S.D.	Sig.
1-10 y.	110	3.98	.724	Non Sig.
11-20 y.	129	3.95	.800	
21-more	115	3.91	.733	

The study revealed that there are no statistically significant differences in the impact of experience. The researcher explains why the promotion in schools is more dependent on the personal skills and abilities of the teachers. This is due to equal opportunities. It can be said that personal relationships are important in determining and appointing office holders. The younger age introduces the spirit of youth and motivation, which is reflected positively on the educational process and the educational climate. The new reform in the education system did not give importance to the years of experience, but stressed the results of the evaluation for teachers, especially the new ones who are trying to prove themselves to progress in the ladder grades. Training and training courses for teachers contribute significantly to build the professional identity of teachers, giving them the ability to compete for any position in the school (**stand rejected**).

## 7. Conclusion

- 1) The results showed that organizational justice in all its dimensions was in high level, and the dimension of interactional justice among the principals in Israel from the teachers' perspective in all educational stages was in the first rank.
- 2) The study revealed that there are no statistically significant differences in the impact of experience
- 3) The study revealed that there are no statistically significant differences in the impact of gender.

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