

The Degree to which Procedural Justice Affects the Organizational Commitment of Teachers in the Northern District – Israel

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Abstract: *The current study aimed to identify the degree of the procedural justice affects the organizational commitment among the teachers in the Northern District Israel. The study sample consisted of (220) male and female teachers in the Arab schools in Israel; to achieve the objectives of the study, the researcher used the analytical, descriptive approach where he prepared a questionnaire as a tool for data collection from the members of the study sample. After conducting the appropriate statistical methods, the researcher in this study concluded the following results: there is a very great degree in the level of the organizational commitment among the teachers in Northern District in Israel, The results also indicate that the teachers who belong to their schools are very committed, Their schools follow the fair approach in the practices, procedures and decisions, which will bring justice and equity to the teachers, According to the results, the study recommended the need to maintain and strengthen this degree through continuing and preserving this status and conducting studies on the organizational commitment and its relationship to other demographic variables, such as the educational level, the educational stage, and the type of school.*

1. Introduction

The school is considered as one of the most important educational organizations that aim at educating human beings and helping them to develop and expand all aspects of their personality (mental, physical, psychological, spiritual and social), according to their ability, readiness, tendencies and trends, with this growth directed at the right social destination. In order for the school to function properly, physical and human resources are needed (Rashidi, 2010). Organizational commitment represents the strong and emotional feeling of the organization in which the employee works through his absolute belief in the goals and values of the organization, and the constant desire to make all possible efforts to preserve it (Kadiresan et al., 2015).

Organizational commitment is one of the most important indicators of human behavior that is characterized by complexity, which includes all processes as well as intellectual, motor, emotional and social activities, where individuals do to compliment and adapt. The school is considered as one of the most important educational organizations that aim at educating human beings and helping them to develop and expand all aspects of their personality (mental, physical, psychological, spiritual and social), according to their ability, readiness, tendencies and trends, with this growth directed at the right social destination. In order for the school to function properly, physical and human resources are needed (Rashidi, 2010). The environment he lives in, satisfy his needs, and solve his problems.

Procedural justice has received considerable attention from researchers in human management, focusing on its role in influencing employee attitudes directly and developing work, and concluding that the degree of awareness of organizational justice workers directly affects employee attitudes, Which include organizational commitment, affiliation and job satisfaction (Kumar et al., 2009). Khan et al. (2010) have noted that the process of employees' awareness of organizational justice is affecting their relationship with each other and their relationship with the

organization, thus affecting their output and behavior. In addition, Cheng and Liao (2009) indicated that the process of attention to justice contributes positively to the development of the degree of performance of people and develop confidence between employees and management.

There are many interpretations and definitions of the variables related to the study such as organizational commitment and regulatory procedural justice. The researchers stressed the importance of these two variables being linked to each other because of the strong relationship between them. Despite extensive research on this subject, there has been little attention in terms of organizational procedural justice and organizational commitment in educational institutions in the Arab sector in the Northern District.

2. Literature Review and Related studies

It is important to note that the impact of studies on procedural justice has been widely analyzed and studied in many western countries, but this has not been directly addressed in other cultures. Ting (2014) notes that research into the impact of organizational functional justice should be extended to all West and East countries of the and various institutions in these countries.

Khan (2010) stated that procedural justice involves the perceptions of employees of their institution towards equality by relying on the classification of multiple views of employees. Justice has been defined as "the method or method used by the individual to judge the fairness of the method used by the manager in dealing with staff at both the humanitarian and the functional level (Khan, et al., 2010).

Harris (2009) defined the organizational commitment as the process of linking employees in the organization, since they regard the commitment as a sense of loyalty and belonging to the institutions they work in by clarifying the value of work and integration into it. Through search in many researches related studies, a number of studies were found that dealt with the research variables represented in the

organizational commitment and procedural justice. Some of these studies are as follows.

Shrivastava (2017) conducted a study aimed at identifying the relationship between procedural justice, organizational commitment, and self-efficacy of a group of teachers in India who teach in extra class behavior. The study sample included 128 managers, 643 teachers,) Were selected from primary and secondary schools. In order to achieve the objectives of the study, the researcher used descriptive statistical method. The results of the study showed that there is a direct relationship between self-efficacy and procedural justice with the organizational commitment.

As Jiang, Golan and Brooks (2017) conducted a study aimed at revealing the relationship between organizational commitment, organizational trust, and organizational justice in three different cultures: Australia, China and South Korea. The study sample included individuals working in universities in these countries The results of the study showed that there is a strong and statistically significant relationship between the organizational commitment and the procedural justice and that the confidence in the work is considered a mediator between them. The results showed that there is a strong relationship between the careful commitment Mai and procedural justice and distribution in China and South Korea, and regulatory confidence is considered a mediator between procedural justice and organizational commitment. While the results showed that there is a strong relationship between regulatory commitment, procedural justice and distribution in China and South Korea, and that organizational trust is a mediator between procedural justice and organizational commitment.

Ari and others (Ari, et al., 2017) conducted a study aimed at identifying the levels of organizational commitment and perception of organizational justice among a group of teachers of physical education in Turkey. The sample included 524 teachers. The results of the study showed that there is a high perception among the group of academics regarding justice in the procedural and interactive dimensions, and the results showed that there is a high perception among academics regarding the organizational commitment in the emotional dimension. The results also indicated a moderate relationship between the dimensions of organizational commitment and organizational justice.

Rahman and Shehzad and others (2016) conducted a study aimed at detecting the impact of organizational justice on the organizational commitment. The sample of the study is (500) staff of employees in educational institutions in Pakistan, and researchers used the descriptive method of survey. The results show that there is a strong and positive relationship between organizational commitment and organizational justice, and as results also indicate that the contribution of distributive justice is twice the procedural justice towards the organizational commitment.

3. Problem Statement

Procedural Justice and its relationship with organizational commitment from the teachers point of view

Operational Definition of the Term

Procedural justice

Taber and Taylor (2003) defined social justice as "the fairness of the ways and means employed by managers, through which decisions are made on allocation of resources. This is done by effectively examining the procedures and methods used by organizations to assess Performance of employees and ensuring fairness in their management. The virtual relationship between duties and institutional measures is the result of the existence of reciprocal standards in the institution and the theory of social exchange.

Organizational commitment

Organizational commitment is an important element in achieving objectives, stability and innovation in institutions, which will increase the interest of researchers to study the subject of functional commitment and its impact on the behavior of individuals and factors affecting it. Many researchers agreed that organizational commitment emerges as a result of interaction between individuals' personalities and behaviors and their characteristics, as well as prevailing regulatory factors, labor pressure, the general environment, and societal indicators (Rego & Chuna, 2006; Harris, 2009)

Research questions

- 1) What is the level of organizational commitment of school teachers in the Northern District- Israel from their point of view
- 2) Is there a statistically significant correlation between the degree of procedural justice in principals in the Northern District and the degree of teachers' organizational commitment?

Study sample

This study sample include (220) 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, the researcher had developed a questionnaire from two parts, The **first** one related to the demographic changes, which include (gender, academic qualification). The **second** part include Procedural justice that included (8) items, and organizational commitment that included (18) items paragraphs.

Methodology

Descriptive Study Method was used in this study, To see the Procedural justice and its relationship with organizational commitment from the teachers point of view.

Study variables

Dependent variables

Gender (male /female)

Academic qualification (Bachelor/ post graduate).

Independent variables: Procedural justice and its relationship with organizational commitment within Israeli Arab Schools.

4. Discussion and Results

The table shows that the female number was the higher with a percentage of 53.3%, while the males were 47.7% from the study sample.

Table 1: Distribution of the sample of the study according to the gender variable

Variable	Level / category	Number	Percentage%
Gender	Male	105	47.7
	female	115	53.3
	Total	250	100

Table 2: The means and standard deviations of the areas of the organizational commitment filed arranged in descending order by the means

No	Rank	Paragraphs	Mean	Standard deviation	Level
4	1	The reputation of the school concerns me	4.72	.572	Very high
6	2	Always attend school.	4.58	.666	Very high
18	3	Management relationship is built on mutual respect	4.46	.786	Very high
7	4	I prefer the public interest over the personal interest.	4.41	.756	Very high
8	5	I am proud to be attending this school	4.41	.792	Very high
14	6	I am ready to keep up with the latest developments to achieve the school's objectives.	4.41	.722	Very high
10	7	I make a great effort to help the school to achieve its goals	4.40	.724	Very high
12	8	I am ready to do any task that gave to me in the school	4.40	.712	Very high
1	9	I encourage parents to register their children in the school	4.38	.802	Very high
2	10	I will participate in the school activities	4.38	.755	Very high
13	11	My school is an organization that is good to work in	4.38	.817	Very high
16	12	I invest my time effectively.	4.33	.723	Very high
9	13	I am following up the administrative and organizational affairs of the school	4.27	.834	Very high
3	14	The school motivates me to provide the best performance.	4.23	.848	Very high
17	15	I have the willing to stay at my school until I retire	4.22	.975	Very high
11	16	I have the willing to work in the school outside the working hours	4.02	.975	High
15	17	The justice organizational climate in the school makes teachers committed to their goals	3.99	1.000	High
5	18	If I has the chance to work in the school after retire I will agree	3.79	1.282	High
		Organizational Commitment	4.32	.581	High

This field includes (18) paragraphs, to identify the level of organizational commitment of the teachers in Arab schools in Israel. The sample members see that the level of organizational commitment was very high, and the total mean was (4.32), the means and standard deviations have been extracted for each paragraph of the field.

The table shows that the values of the means for this field ranged between (3.79-4.72), which is generally very high. Paragraph (4), which states (The reputation of the school concerns me) ranked first with a mean of (4.72) and a standard deviation of (.57), followed by the second paragraph, which states (Always attend school). With a mean of (4.58) and a standard deviation of (.666)

The paragraph (5) that states "If I has the chance to work in the school after retire I will agree" was ranked last with a mean of (3.79) and a standard deviation of (1.282), which reflects the very high level of distributive justice.

This result is attributed to the teachers' belief in the decisions and actions taken in a fair and transparent manner. Thus, the employees succeed in performing the tasks entrusted to them in an effective and worthy manner. The male and female teachers also believe in the goals of their organization, and working hard to achieve the goals and vision. The previous result is existed in paragraph (10) that

1. What is the level of organizational commitment of school teachers in the Northern District from their point of view?

In order to answer this question, the mean, standard deviations and ranks were extracted from the study sample responses on the level of organizational commitment of schoolteachers in the Arab schools in Israel from their point of view, as follows:

states, "I make a great effort to help the school to achieve its goals" with a mean of (4.40). Paragraph (16), which states (I invest my time effectively) has a mean of (4.33), the principals' awareness of the importance of the partnership, which creates a high spirit and morale among the teachers, and then increases the commitment and belonging of the teacher will increases his efforts regardless of the financial value achieved by the organization (Awad and Oran, 2007). Through the results, it was noted that teachers are aware of the importance of maintaining their work as a source of livelihood; teachers are subjected to evaluation annually where the possibility of getting faire is existed. In the globalization context, the competition between schools has increased. One of the criteria that measure the quality of the school is the educational climate where the teachers are the most important part of it through their hard work to achieve the goals of the school and follow all the developments and innovations to give them to their students. This requires a degree of commitment. The fact that each renewal is introduced to the school requires additional work and training and rehabilitation courses.

This can be seen in paragraphs (14) that states, "I am ready to keep up with the latest developments to achieve the school's objectives" with a mean of (4.41), and paragraph (11) that states, "I have the willing to work in the school outside the working hours" with a mean of (4.02). In

addition, paragraph (12) that states, "I am ready to do any task that gave to me in the school" had the same idea with a mean of (4.40).

The researcher believes that the relationship between principals and teachers is based on mutual respect, which is clearly reflected in the high degree of commitment of teachers (Pedgoli et al., 2015). This is stated in paragraph (18) that states, "Management relationship is built on mutual respect" with a mean of (4.46). Building social relationships between teachers and management strengthens cohesion, understanding, enhances the spirit of teamwork, reduces negative competition among teachers and highlights efforts among individuals in the interest of the organization and its objectives. This can be seen in paragraph (7) that states, "I prefer the public interest over the personal interest" with a mean of (4.42).

The principals realization of what is related to organizational justice and their work to achieve it is a protective wall in front of the latest developments because teachers are the cornerstone in reaching the desired goals. Achieving justice provides the principal with teachers committed to their responsibility and works to achieve the school vision; this is reflected in paragraph (15) that states, "The justice organizational climate in the school makes teachers committed to their goals" with a mean of (3.99).

Paragraph (3) that states, "The school motivates me to provide the best performance" came with a mean of (4.23). This is due to the high efficiency of teachers, in addition to the internal control, self-commitment and maintenance of the job, as well as by the prevailing positive educational teaching, the procedures of transparent policy and their fairly implementation, regardless of the demographic variables.

This stands out in both paragraph (1) that states, "I encourage parents to register their children in the school" with a mean of (4.38) and paragraph (4) that states, "The reputation of the school concerns me" with a mean of (4.72) a high degree of organizational commitment that is due to the job security..

This is attributed to the clear policy in the Ministry of Education that the funding of the school and the granting of the hours of the owners are in accordance with the number of students in the school and the reputation of the school, which encourage parents to register their children in the school guarantees the teacher continuity in work or increase in the proportion of the job or promotion.

It was noted that teachers are working intensively and seriously to ensure the superiority of their school in the educational and social fields to gain the confidence of the people on one hand and to win the respect of the principal on the other.

While paragraph (5), which states "If I has the chance to work in the school after retire I will agree" came in the last rank with a mean of (3.79), this result explains that teachers are aware that they cannot work after retirement, it also needs special approval and it is rarely granted.

The result of the study in this question was consistent with the studies of Kean et al., (2017), Ari et al. (2017), Mousa & Ruth (2016).

2. Is there a statistically significant correlation between the degree of procedural justice and the degree of teachers' organizational commitment?

Pearson correlation coefficients were extracted between the level of teachers' organizational commitment and the level of procedural justice practice among school principals in the Northern District in order to answer these questions as the following:

Table 3: Pearson correlation coefficients between the level of organizational commitment of teachers and the level of exercise of procedural justice

Fields	Organizational Commitment	Procedural justice
Procedural justice	.886**	1
Organizational Commitment	1	.886**

The results of Table (3) indicate that there is a correlation relationship at the level of significance ($\alpha < 0.05$) between the field of procedural justice (macro) and the area of organizational commitment, as the value of the correlation reached (0.866). The results of the study showed that there is a positive correlation between organizational commitment and procedural justice. This result is attributed to the organizational behavior of the teachers. In the case that the teacher feels justice, equality of opportunity, distribution, incentives, rewards and distribution of tasks, he has high levels of commitment towards the school in which he works in order to achieve the objectives of the institution and thus achieve its success. Employee commitment is one of the major keys to success in any organization. The more justice the administrator practices, the higher level of commitment of teachers offer to the school. Moreover, if leadership is given many powers, work will be encouraged within the team that will raise the level of commitment. This is because teachers consider themselves to be real members of the school and an important part of the decision-making process and the result of the study that indicates that there was a positive and moral relationship between procedural justice and organizational commitment agreed with the results of the studies of Arogundade et al., 2015, Srinivansan & Selvi, 2016).

The results of the present study indicate that there is a correlation relationship at the level of significance ($\alpha < 0.05$) between the field of procedural justice and organizational commitment, as the value of the correlation reached (0.866).

The existence of high levels of procedural justice in the schools which were investigated in terms of taking action and applying it, spreading the spirit of team work and equal opportunities, and following the principle of partnership in making and implementing the decision and allocating tasks and bonuses in an equal manner, raises the levels of organizational commitment.

In terms of procedural justice, it is linked to the organizational commitment in a positive and direct manner. The results of the study indicate that the teachers who

belong to their schools are very committed. Their schools follow the fair approach in the practices, procedures and decisions, which will bring justice and equity to the teachers. Some of the studies reviewed by researchers such as Srivastava, 2017, Jiang and Golan & Brooks (2017) stressed the importance of procedural justice.

5. Conclusions

- 1) There is a very great degree in the level of the organizational commitment among the teachers in Northern District in Israel.
- 2) The teachers who belong to their schools are very committed; Their schools follow the fair approach in the practices, procedures and decisions, which will bring justice and equity to the teachers.
- 3) There is a correlation relationship at the level of significance between the field of procedural justice and the area of organizational commitment.

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