

The relationship between teachers' perception of the justice of organizational behavior and the level of commitment to organizational citizenship

A field study on secondary teachers in the Qassim educational region.

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Abstract

The present study aimed to identify the level of Qassim secondary teachers' awareness of organizational justice, and to identify their level of organizational citizenship behavior. The study also aimed to explore the nature of the relationship between teachers' perception of organizational justice and organizational citizenship behavior in Qassim secondary schools, as well as any statistically significant relationships between teachers' perception of organizational justice, organizational citizenship behavior, and demographic variables including sex and type of qualification. The study adopted a descriptive research methodology, drawing on the descriptive survey approach. The sample of the study consisted of **368** secondary teachers in Qassim educational region. The study utilized a tool that was developed by Niehoff and Moorman (1993) to measure organizational justice. The tool also utilized the work of Podsakoff et al. (1990) to measure organizational citizenship behavior.

The study found that teachers' perceptions of organizational justice were average, while their level of organizational citizenship behavior was high. There was a positive correlation between organizational justice and organizational citizenship behavior. Statistically significant differences were found in the perception of organizational justice due to gender, while there were no differences due to experience and qualification. There were

also no statistically significant differences in organizational citizenship behavior attributed to the study variables.

Introduction

The human factor is one of the most important factors upon which an organization depends on in achieving its objectives. Currently, many organizations are seeking to maintain, develop, and increase this factor's efficiency, as it is the primary engine of all activities that transform inputs into outputs. Without attention to the human factor, an organization may fail in its inability to motivate employees to achieve organizational objectives.

The importance of the human factor is relevant to all organizations, including schools. Several researchers have been interested in the characteristics that increase the effectiveness of schools. Edmonds (1979) was among the first researchers who have identified factors that can overcome the negative effects of the social and economic levels of students. Edmonds identified five factors, including: (1) the strong educational leadership of the school principal, (2) high expectations for students' scientific achievement, (3) a focus on basic skills, (4) a positive environment, and (5) punctual and frequent evaluation of students (Cooper, 2010). Organizational justice is one of the elements of a positive school environment because it leads to increased efficiency and effectiveness within the organization. Specifically, studies have shown that organizational justice can explain many of the behavioral results of an organization (Greenberg, 1990). It can also play an important role in regulating the behavior of employees, as it may affect their beliefs, feelings, and attitudes, as well as increase their commitment and motivate them to do more than they are required (Colquitt et al., 2001; Goudarzvandchegini et al., 2011).

Unfortunately, there is a need for more decisions within organizations to be impartial, as achieving justice is one of the challenges faced by contemporary organizations. Beyond

organizational justice, behavior is also affected by organizational citizenship, as some researchers have found that organizational citizenship has strong and positive effects on the performance of an organization (Bolino et al., 2002; Cohen & Kol, 2004). Therefore, organizational justice and organizational citizenship behavior are important two areas of exploration that currently remain relatively unexamined within the education literature.

Educational institutions are one of the organizations that need organizational justice the most because they are the foundations of the country's progress. All other resources depend on the human factor, the learner. Teachers need this justice in the work environment, which in turn raises their productivity and motivates them to work for the benefit of the students, as a large part of the teacher's work should be voluntary.

Questions of the Study

The study attempted to answer the following questions:

1. What are teachers' perceptions of organizational justice in secondary schools in Qassim?
2. How much are teachers committed to organizational citizenship behavior in secondary schools in Qassim?
3. What is the nature of the relationship between the teachers' perceptions of the organizational justice and the level of commitment to the organizational citizenship behavior in secondary schools in Qassim?
4. What are the statistical differences in the relationship between the teachers' perceptions of the organizational justice and the organizational citizenship behavior due to the study variables(i.e., sex, type of qualification)?

Methodology of the Study

The study used a descriptive survey research approach, which was appropriate for its nature and objectives. Although description is the simplest goal of science, it is the most basic and the most able to achieve its objectives. Among the main tasks of descriptive

research is to enabling the researcher to achieve a deeper understanding of the phenomenon or problem under study.

Theoretical Framework of the Study

The following paragraphs describe the theoretical framework that was used to guide this study. The major headings of this section include: Organizational Justice: Its Concept, Types, and Principles; Organizational Citizenship Behavior: Its Concept and Different Classifications; and Theories That Explain the Relationship Between Organizational Justice and Organizational Citizenship Behavior.

Organizational Justice: Its Concept, Types, and Principles

Social justice is one of the most important issues that falls within the scope of justice. Social justice is a general sense of fair treatment of all individuals and groups in society, as well as the ability to take advantage of the benefits of the community without regard to class, gender, race, or culture (Fua, 2007). One of the main responsibilities of school principals is to ensure social justice in schools. Accordingly, as managers, school principals should contribute to the development of justice and equality among students, teachers, and school staff (Cunningham & Cordeiro, 2003).

Justice is the fundamental virtue of social organization (Rawls, 1971). Organizational justice is concerned with the development of the rules of distribution or making decisions on the acquisitions processes within the organization, including tasks, goods, services, rewards, penalties, wages, positions, opportunities, roles among staff, and the norms that form the basis of these rules (Folger & Cropanzano, 1998). It is further defined as staff perception of the extent of their dealings with justice in the organization, and how this perception affects the results, such as commitment and satisfaction, which is the employee's sense of justice in labor-related issues (Greenberg, 1990).

Colquitt et al. (2001) discussed two types of the organizational justice: (a) the justice of the equitable distribution of output, and (b) the justice of the procedures used for the distribution of product. However, most studies report three types of the organizational justice: (a) distributive justice, (b) procedural justice, and (c) interactional justice.

Distributive justice is a form of the organizational justice that focuses on an individual's sense that he or she received outputs that match the inputs provided by the work (Giap et al., 2005). This means that there is a fair proportion between the exerted career effort and the wages and financial and moral incentives provided to them.

Procedural justice is an individual's perception of the reasons behind decisions, and their thoughts about if those decisions are justified by the administration. Through procedural injustice it has been proven that the perception of organizational justices not limited to impartial results, but also to decision-making (Greenberg, 1990; Lind & Tyler, 1988). Accordingly, the process of decision-making and decision-taking must be consistent and non-biased (Johnson et al., 2005).

Finally, interactional justice is also an important consideration in the workplace because of the effects of fair treatment. It has a key role in developing the levels of belonging and confidence necessary for employees, which plays a significant role in the citizenship behaviors (Organ, 1990). Interactional justice can be defined as a method of management in the treatment of the individuals that takes into account the human side of the organizational practices (Cohen-Charash & Spector, 2001).

Organizational Citizenship Behavior: Its Concept and Different Classifications

There are several definitions of the organizational citizenship behavior. The first to develop the concept of the regulatory citizenship was Smith et al. (1983). They identified two dimensions of citizenship behavior, that is, the altruism and the absolute compliance.

Krishnan and Arora (2008) defined organizational as voluntary behaviors that increase the

organizational efficiency through the help of a co-worker or a supervisor in an organization. Despite its different definitions, we find that organizational citizenship behavior combines three main features. First, it is a voluntary behavior and not mandatory. Second, the behavior is of interest from the organization's perspective. Third, the behavior is multi-dimensional (Bogler & Somech, 2005).

Despite the growing interest in the organizational citizenship, there is no agreement on its dimensions. But among the most famous classifications is that of Oregon (Organ, 1990), which is as follows:

1. Altruism: A voluntary behavior of an individual that includes helping others with regard to work or solving a problem in the organization, even if this is not part of the individual's job. In schools, examples are when a teacher substitutes for another teacher, or when an expert teacher helps the new teacher, even when it is not a part of his or her responsibilities.

2. Conscientiousness: A voluntary behavior of an employee who exceeds expectations. In other words, it is the pure dedication to the organization and the respect of the work rules. In schools, an example is when teachers have time available to students outside the official working hours.

3. Sportsmanship: Sportsmanship is the lack of complaining in case of problems; that is, the positive behavior and a willingness to carry out additional tasks without complaints. In schools, it appears in the positive behavior of the teachers and their efforts to improve the education of students in spite of the large number of burdens and classes.

4. Courtesy: Courtesy means the undertaking of the implementation of commitments and cooperation with others. In schools, examples of this occur when teachers adhere to schedules and supervision of the yards.

5. Civic virtue: Civic virtue means having a thorough knowledge about the working systems in the organization, with a serious interest in its development in terms of the working methods, policies of the organization, and self-improvement. In schools, examples of this occur when teachers are keen to attend meetings and informal gatherings such as parent councils because this improves the image of the school, or when teachers attend courses to develop themselves for the sake of their students.

Theories That Explain the Relationship Between Organizational Justice and Organizational Citizenship Behavior

There are two theories that explain the relationship between organizational justice and organizational citizenship behavior, which include equity theory (Adam, 1965) and social exchange theory (Greenberg & Scett, 1996). Equity theory (Adam, 1965) states that individuals determine the value of their contributions or inputs in a job and compare them to the output they get from a job. This means that the individual compares the ratio of his or her inputs to outputs with that of others according to criteria such as skills and experience. According to this theory, the individual is trying to reduce internal tension due to the unfairness or the absence of justice. Based on the above, Organ (1990) argued that the organizational citizenship behavior of individuals is highly affected by the extent of their sense of justice of how they are treated in the organization when compared to their colleagues. Justice here does not mean necessarily mean equity because it is distinguished between the individual and the other workers.

Social exchange theory, one of the most influential paradigms in the organizational behavior, describes how relations between two parties (the individuals and the organization) develops over time (Greenberg & Scett, 1996). The focus of this theory is entrust and loyalty, and a mutual commitment between the two parties. When there is trust between the two, the individual employee becomes loyal and develops a sense of belonging to the organization.

The same occurs with some volunteer services, which also affect organizational citizenship behavior.

Population and Sample

Population

The study community included all secondary teachers during the second semester of the year in Qassim region 1434/1435AH. Their numbers reached 4200 male teachers and 2898 female teachers (Department of Education in Qassim Region 1434AH/1435 AH).

Sample

Because of the large size of the study community, the researcher took a simple random sample representative of the original community. A pilot of the study questionnaire consisted of 100 teachers of secondary teachers in Qassim region, of whom 58 were males and 42 were females. The main study sample consisted of 368 male and female teachers of secondary schools in Qassim. Table 1 shows the distribution of individuals in the study sample according to sex and type of qualification.

Table 1

Distribution of Study Sample's Sex and Type of Qualification

Sex	Number	Percentage	Qualification Type	Number	Percentage
Males	213	%57.9	Educational	323	%87.8
Females	155	%42.1	Non-educational	45	%12.2

Psychometric Terms of the Questionnaire

The researcher adopted a tool developed by (Niehoff & Moorman, 1993) to measure organizational justice in terms of its three dimensions (i.e., distributive, procedural, and

interactional). The researcher also utilized a scale developed by (Podsakoff et al., 1990) to measure organizational citizenship behavior in terms of its five dimensions (i.e., altruism, courtesy, sportsmanship, civic virtue, and conscientiousness).

Reliability of Internal Integrity

The reliability of the questionnaire is ensured by calculating the correlation coefficients between the degree of each phrase and the degree of each dimension to which it belongs, as show in Table 2.

Table 2

Correlation Coefficients Between Perception of Organizational Justice, Organizational Citizenship Behavior, and the Dimensions Belonging to Them

Distributive Justice		Procedural Justice Dependent		Altruism		Sportsmanship		Civic Virtue	
C.	Correlation	C.	Correlation	C.	Correlation	C.	Correlation	C.	Correlation
1	**0.710	11	**0.811	21	**0.754	31	**0.751	41	**0.794
2	**0.748	Interactional Justice		22	**0.785	32	**0.679	42	**0.856
3	**0.803	12	**0.837	23	**0.857	33	**0.801	43	**0.906
4	**0.658	13	**0.819	24	**0.831	34	**0.715	44	**0.827
5	**0.600	14	**0.859	25	**0.801	35	**0.639		
Procedural Justice		15	**0.857	Courtesy		Conscientiousness			
6	**0.669	16	**0.890	26	**0.779	36	**0.532		
7	**0.857	17	**0.776	27	**0.738	37	**0.653		
8	**0.856	18	**0.785	28	**0.729	38	**0.638		
9	**0.805	19	**0.831	29	**0.812	39	**0.651		
10	**0.832	20	**0.818	30	**0.851	40	**0.610		

**Function at a confidence level 0.01

It is clear that all the correlation coefficients of the figures of the questionnaire phrases and of the dimensions coefficients are statistically significant at the 0.01 level, which confirms the homogeneity of the dimensions phrases and their cohesion among themselves, as well as the correlation coefficients were calculated between the dimensions of the questionnaire and the total score, as shown in Table 3.

Table 3

Correlation Coefficients Between the Different Dimensions of the Study Tools

Dimensions	Perception of Organizational Justice			Organizational Citizenship Behavior				
	Distributive Justice	Procedural Justice	Interactional Justice	Altruism	Courtesy	Sportsmanship	Conscientiousness	Civic Virtue
Correlations Coefficients	**0.610	**0.882	**0.945	**0.736	**0.701	**0.393	**0.715	**0.648

It is clear from Table 3 that the correlation coefficients between the dimensions of the questionnaire in terms of organizational justice perception and organizational citizenship behavior, and the total score for each axis, are all statistically significant at the 0.01 level, which confirms the cohesion of the dimensions of the questionnaire in each axis.

Stability

Stability was ensured of the study tools using alpha-Cronbach coefficients for each dimension in the two-axis questionnaire, as well as in the case of the total score for each axis so that the result was as shown in the following table.

Table 4

Stability Coefficients of Organizational Justice Perception and Organizational Citizenship Behavior

Perception of Organizational Justice	Cronbach Alpha
Distributive Justice	0.747
Procedural Justice	0.891
Interactional Justice	0.944
Organizational Citizenship Behavior	
Altruism	0.938
Courtesy	0.865
Sportsmanship	0.839
Conscientiousness	0.760
Distributive Justice	0.790
Procedural Justice	0.860
Total Score	0.833

It is evident from the above table is that the questionnaire of organizational justice and organizational citizenship behavior with its dimensions and axes have satisfactory different

coefficients, which confirms its suitability for use in the current study.

Results of the Study and Their Interpretations

Study Question 1

The first question of the current study was “What are teachers’ perceptions of organizational justice in secondary schools in Qassim?” To answer this question, the averages and standard deviations of the weighted scores of the perception of organizational justice and its sub-dimensions of the high school teachers in Qassim were calculated. The study results were as shown below in Table 5.

Table 5
Averages and Standard Deviations of Perception of Organizational Justice and its Sub-Dimensions of the High School Teachers in Qassim

Organizational Justice	Average	Standard Deviation	Coefficient of agreement	Organizational Justice Level	Rating
Distributive Justice	2.710	0.791	%70.81	Average	3
Interactional Justice	3.317	1.053	%68.25	Average	1
procedural Justice	2.928	1.019	%65.20	Average	2
Organizational Justice (total)	3.049	0.851	%72.09	Average	

As shown in Table 5, the level of teachers’ perception of organizational justice in secondary schools in Qassim is average, as well as for the sub-dimensions. The coefficients of agreement (i.e., the homogeneity of responses) are high in the case of the total score and in the dimension of the distributive justice. This may be attributed to the satisfaction of teachers for salaries they get paid, and that these salaries fit with the effort exerted and also with the nature of the teachers’ cadre as the hiring on the fifth level is rather low in the case of the procedural and interactional justice. This reflects the centralization of the decision-making without the sharing the opportunity for teachers to participate or express their opinions, the

lack of objectivity in the implementation of the decisions, or to the favoritism in the procedures. These factors affect the treatment of the principal to the teacher, which in turn affect interactional justice.

Study Question 2

The second question of the current study was, “How much are teachers committed to organizational citizenship behavior in secondary schools in Qassim?” To answer this question, the averages and standard deviations of the weighted scores of the commitment to organizational citizenship behavior and its sub-dimensions of the teachers in secondary schools. The results are as shown as follows in Table 6.

Table 6

Averages and Standard Deviations of Organizational Citizenship and its Sub-dimensions of the High School Teachers in Qassim

Organizational Citizenship	Average	Standard Deviation	Coefficient of agreement	Organizational Citizenship Level	Rating
Courtesy	4.329	0.689	%84.08	Very High	1
Conscientiousness	3.682	0.723	%80.36	High	4
Altruism	3.800	0.779	%79.50	High	2
Civic Virtue	3.712	0.878	%76.35	High	3
Sportsmanship	1.955	0.782	%60.00	Low	5
Organizational Citizenship (total)	3.487	0.434	%87.55	High	

It is clear from the above table that the level of organizational citizenship of teachers in secondary schools in Qassim is generally high,. This may be due to the fact that teachers are paying organizational citizenship behavior special attention because of its impact on the students in particular, and on the school environment in general. This a reflection that education is a positive message.

Study Question 3

The third question of the current study states, “What is the nature of the relationship between the teachers' perceptions of the organizational justice and the level of commitment to

the organizational citizenship behavior in secondary schools in Qassim?"To answer this question, Pearson coefficients were calculated between the scores of perception of the organizational justice and its sub-dimensions of the secondary teachers in Qassim and their scores in the organizational citizenship and its sub-dimensions. The results were as described in the following table.

Table 7

Pearson Coefficients Between Organizational Justice and Organizational Citizenship

	Distributive Justice	Procedural Justice	Interactional Justice	Organizational Justice (total)
Altruism	**0.215	**0.233	**0.311	**0.303
Courtesy	0.038	**0.136	**0.198	**0.168
Sportsmanship	0.072-	*0.109-	0.107-	*0.116-
Conscientiousness	0.037	0.013	0.025	0.018
Civic Virtue	0.174	**0.204	**0.188	**0.219
Organizational Citizenship (total)	*0.112	**0.161	**0.196	**0.193

**Function at a confidence level 0.01

**a function at 0.05 level

It is clear from Table 7 that there are statistically significant positive correlations at the level of 0.01 and 0.05 level between organizational justice and its sub-dimensions except in the correlation between the organizational justice and its sub-dimensions along with conscientiousness of the organizational citizenship. There is a statistically significant negative correlation between the sportsmanship as a dimension of organizational citizenship and organizational justice (as a whole), as well as between them and the procedural justice as a dimension of organizational justice. Finally, there is a positive correlation between organizational justice as a whole and organizational citizenship behavior.

Study Question 4

The fourth question of the current study was, "What are the statistical differences in the relationship between the teachers' perceptions of organizational justice and organizational citizenship behavior due to the study variables (i.e., sex, type of qualification)? For sex (male, female), a *t*-test was used in the case of independent samples to detect significant differences

between the average scores of teachers, the study sample, in organizational justice and organizational citizenship behavior according to the gender(male, female).The results were as shown in Tables8 and 9.

Table 8

The Significance of Differences in Organizational Justice According to the Sex Variable

Organizational Justice	Level	Average	Standard Deviation	Temperature	"T" Value	Correlation Level
Distributive Justice	Males	13.563	4.014	366	0.067	Not Correlative
	Females	13.536	3.880			
Procedural Justice	Males	18.272	5.979	366	2.610	0.01
	Females	16.600	6.191			
Interactional Justice	Males	30.653	9.405	366	1.910	Not Correlative
	Females	28.748	9.489			
Organizational Justice (total)	Males	62.488	16.863	366	2.014	0.05
	Females	58.884	17.082			

It is clear from the table above, that there are significant differences at the level of 0.05 in the perception of organizational justice (total score) between the male and female secondary school teachers in Qassim, and the differences are in favor of the males. There are significant differences at the level of 0.01 in procedural justice as a dimension of organizational justice between the male and female secondary school teachers in Qassim, and the differences were in favor of males. There were no statistically significant differences in distributive justice and interactional justice as dimensions of organizational justice between the male and female secondary school teachers in Qassim. This may be attributed to the fact that both genders comply to the profession burdens and salaries (the distributive justice) of unified systems.

Table 9

The Significance of Differences in Organizational Citizenship Behavior Depending on the Variable Sex

Citizenship Behavior	Level	Average	Standard Deviation	Temperature	"T" Value	Correlation Level
Altruism	Males	18.948	3.899	366	0.298	Not Correlative

Citizenship Behavior	Level	Average	Standard Deviation	Temperature	"T" Value	Correlation Level
	Females	19.071	3.903			
Courtesy	Males	21.451	3.537	366	1.262	Not Correlative
	Females	21.909	3.315			
Sportsmanship	Males	10.183	4.140	366	2.347	0.01
	Females	9.219	3.513			
Conscientiousness	Males	18.516	3.693	366	0.676	Not Correlative
	Females	18.258	3.516			
Civic Virtue	Males	14.855	3.357	366	0.042	Not Correlative
	Females	14.839	3.725			
Citizenship Behavior (total)	Males	83.953	10.091	366	0.596	Not Correlative
	Females	83.297	10.887			

It is clear from Table 9 that there were no statistically significant differences in organizational citizenship behavior (total score) and its dimensions (altruism, civic virtue, conscientiousness, courtesy) between the male and female secondary school teachers in Qassim. There are significant differences at the level of 0.01 in the sportsmanship as a dimension of organizational citizenship behavior between the male and female secondary school teachers in Qassim, and these differences are in favor of males.

For the variable of type qualification (i.e., educational; non-educational), the *t*-test was used in the case of the independent samples to detect the significance of differences between the average scores of teachers, the study sample, in organizational justice and the organizational citizenship behavior depending on the type qualification variable (educational; non-educational). Results were as shown in Tables 10 and 11.

Table 10

The Significance of Differences in Organizational Justice Depending on Qualification

Organizational Justice	Level	Average	Standard Deviation	Temperature	"T" Value	Correlation Level
Distributive Justice	Educational	13.576	4.032	366	0.315	Not Correlative
	Non-Educational	13.378	3.366			
Procedural Justice ^s	Educational	17.375	6.094	366	1.628	Not Correlative
	Non-Educational	18.956	6.175			
Interactional Justice	Educational	29.638	9.551	366	1.155	Not Correlative
	Non-	31.378	8.858			

Organizational Justice	Level	Average	Standard Deviation	Temperature	"T" Value	Correlation Level
	Educational					
Organizational Justice (total)	Educational	18.926	3.989	366	0.980	Not Correlative
	Non-Educational	19.533	3.138			

Table 11

The Significance of Differences in Organizational Citizenship Behavior Depending on Qualification

Organizational Citizenship	Level	Average	Standard Deviation	Temperature	"T" Value	Correlation Level
Altruism	Educational	21.656	3.485	366	0.183	Not Correlative
	Non-Educational	21.556	3.209			
Courtesy	Educational	9.675	3.892	366	1.345	Not Correlative
	Non-Educational	10.511	4.026			
Sportsmanship	Educational	18.446	3.618	366	0.542	Not Correlative
	Non-Educational	18.133	3.634			
Conscientiousness	Educational	14.854	3.534	366	0.097	Not Correlative
	Non-Educational	14.800	3.382			
Civic Virtue	Educational	60.588	17.275	366	1.153	Not Correlative
	Non-Educational	63.711	15.002			
Organizational Citizenship (total)	Educational	83.557	10.579	366	0.588	Not Correlative
	Non-Educational	84.533	9.300			

As shown in Tables 10 and 11, there were no statistically significant found in the perception of organizational justice (total score) or its sub-dimensions depending on the type of qualification variable (educational; non-educational) to the secondary school teachers in Qassim. There were no statistically significant differences in organizational citizenship behavior (total score) or its sub-dimensions depending on the type of qualification variable (educational; non-educational) to the secondary school teachers in Qassim. This may be attributed to the fact that university study is enough to perceive both of organizational justice and organizational citizenship behavior.

Recommendations

In light of the findings of this study we recommend the following:

1. Be keen to apply the principles of the organizational justice in dealing with teachers because of their positive impact in supporting organizational citizenship behavior, especially in relation to:
 - A. The necessity to involve teachers in the decision-making process related to their career with clarifying the reasons and justifications for such decisions.
 - B. The necessity to take into account the human side of employment practices in the work environment.
 - C. The need to promote the concept and principles of organizational justice to the female teachers.
2. Enhance organizational citizenship behavior among teachers, especially with regard to the dimension of sportsmanship, by listening to teachers and solving problems before any escalation.
3. Inspire confidence among teachers through principals and supervisors because of their impact on organizational citizenship behavior. Confidence increases when teachers realize that the methods used to determine their rewards and tasks are fairer and more equitable.
4. Impart the school environment with attitudes and behaviors to help achieve organizational justice and develop organizational citizenship behavior through matching words with deeds. The relations between the school administration and all school staff need to be based on transparency and justice.
5. Have good selection for all teachers and school staff, and subject them to the continuous professional development, which would provide a space for fair management with organizations supporting organizational citizenship behavior.
6. Ensure that school administration contributes to activating the values of belonging, through being careful to find solutions to the existing problems, establishing the principle of justice,

and working to promote human relations, which supports the sense of belonging and citizenship behavior.

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