

The Relationship of Organizational Justice with Organizational Commitment: An Implementation in an Education Institution in City of Konya

Yadigarjon Gayipov

Doctoral Student

Department of Business Administration

Social Sciences Faculty of Selçuk University in Konya
Turkey

Assoc. Prof. Dr. Aykut Bedük

Associate Professor

Department of Business Administration

Faculty of Economic and Administrative Sciences
Selçuk University in Konya
Turkey

Abstract

Nowadays, the factor of human is the most important input for all of the organizations. From this aspect, the justice within the organization and the organizational commitment are undoubtedly the most important elements in using the human factor efficiently. In literature of Industry and Organizational Psychology, the organizational justice and the organizational commitment, which are very closely related, are defined as two variables. In this study, it is aimed to reveal the relationship between organizational justice and organizational commitment. The study data was obtained by using Organizational Justice Scale and Organizational Commitment Scale. It is aimed to find whether there is a relationship between the organizational justice perceptions and the organizational commitment levels of the teachers working in a private educational institution in city of Konya.

Keywords: Organizational Justice, Organizational Commitment

1. Introduction

Nowadays, when it is very hard to find sufficient number of qualified personnel, it is seen that the organizational commitment is one of the determining factors of continuity of the employees within the companies. In other words, the organizational commitment is becoming a more and more important issue because it explains the level of performance of the employees within the company and their tendencies about leaving their jobs (Watsi, 2003:4). During the process of creation of organizational commitment, one of the most important elements to ensure the development of the commitment is the perception of organizational justice. The organizational justice covers the perceptions of the employees about the accuracy of organizational decisions and implementations, and the impacts of these perceptions on the employees (İçerli, 2010:69). The efficiency of the perspectives of the employees to the organization is their acquisitions received as a return of their contributions to the organization. These acquisitions ensure the continuity and endurance of their relationships with the organization. Otherwise, the unhappiness emerges and they start to think that there is an unfair situation. Hence, through the negative attitudes of the employees, the disturbance emerges within the body of organization and there occur the conflicts. Moreover, this situation decreases the efficiency of employees. For this reason, the organizational justice must be given the necessary importance. The aim of this study is to evaluate whether there is a relationship between the organizational justice perceptions and the organizational commitment levels of the teachers working in a private educational institution in city of Konya. Also, the relationship of their perception towards their organization about the organizational justice with their organizational commitment was evaluated. In this study, we took place to literature part firstly and then to implementation part. The data was obtained by applying the surveys on teachers working in a private educational institution and then it is analyzed. By interpreting these analyses, it was tried to determine the relationship between organizational justice and organizational commitment.

2. Relationship between Organizational Justice and Organizational Commitment

In domestic and international literature, many researchers have investigated the relationship between organizational justice and organizational commitment. In many of the researches, positive relationships have been established between the operational justice and organizational commitment (Lemons and Jones, 2001: 269).

Through a study carried out by MBA students working in full-time jobs, it has been tried to determine the relationship between the operational justice and organizational commitment during making promotion decisions. In that study, a positive relationship has been found between these 2 variables. Moreover, according to the results of regression analysis, it has been seen that the negative or positive perceptions of the employees towards promotion decisions affect their commitment (Lemons and Jones, 2001: 272-275).

In study of Cohen-Charash and Spector (2001), they have tried to reveal the relationship of distributional operational and transactional justices with emotional continuity and normative dependencies. According to the results of performed meta-analysis, it has been revealed that the relationship between operational justice and emotional commitment has been found to be stronger than the relationship of emotional commitment with distributional and transactional justices. However, a negative relationship has been detected between continuity commitment and transactional and operational justices. As a result, it has been determined in this analysis method that all 3 types of the organizational commitment were in relation with all of the dimensions of organizational justice. In addition, although all the three organizational justice types could estimate the emotional commitment, the one indicating the best result was observed to be the transactional justice (Söyük, 2007: 24).

In a study carried out by military physicians, the relationship has been detected between all of the dimensions of organizational justice (distributional, operational and transactional) and all of the elements of the organizational commitment (emotional, continuity and normative). Moreover, it has been determined that the most powerful relationships are between continuity commitment and distributional justice, between normative commitment and operational justice and between emotional commitment and operational justice (Cihangiroğlu, 2011: 9-16).

Rather than general results, the point in distributional justice has been the emergence of personal results more (McFarlin and Sweeney, 1992: 626). The injustice in distribution leads employees to leave their job by decreasing their commitment to the organization. However, it has been determined that the organizational commitment was affected by operational justice at most. It has been found that, when the operational justice perceptions of the employees are high, their commitment to the organization is much stronger even if they receive less money (İnce and Gül, 2005: 77).

As a result, it is seen that the “organizational justice” is a concept affecting the commitments of employees to the organization, their work performances and job satisfaction. As well as the people owe their lives to their behaviors, the organizations owe their lives to behaviors of their members (Uğurlu and Üstüner, 2011: 435).

Given the results of the researches, we can state that the fairness of the wages and prizes distributed within the organization and the operations regarding them improve the level of commitment of employees to the organizations. Under these circumstances, the managers desiring to ensure the commitments of employees to the organization wanting them to trust on the made decisions and desiring to be able to utilize this situation efficiently must be careful about the intra-organizational justice.

3. Method

3.1. The Objective and Method of the Study

The main objective of the study is to investigate to what extent the perceptions of the teachers about organizational justice affect their commitment attitudes towards the organization. The second objective of the study is to determine if there is any difference in the organizational commitment and organizational justice levels of the teachers depending on the demographic variables such as sex, age, marital status, work experience, educational status, and income levels.

Data collection for the study was executed via survey method. The survey consists of 3 parts. In the first part, there were questions about the demographic characteristics of the employees. In the second part, there were 20 questions aiming at measuring the organizational justice (distributional, operational and transactional) perceptions. And in third part, there were 21 questions aiming to test the employees' organizational commitment (emotional, continuity, and normative) attitudes.

In organizational justice test, the scale model developed by Nierhoff and Moorman (1993) and used by Yıldırım (2007) in his study was utilized. And in organizational commitment test, the scale model developed by Meyer and Allen (1997) and used by Alper (2007) in his study was utilized.

3.2 Data Analysis and Study Reliability

In analyzing the data obtained through the surveys during the research, the SPSS 21.0 version of statistical package software was used. In order to achieve the findings about the demographic information of the employees, the “percentage analysis” method was implemented. In order to determine the level of reliability of this survey, the Cronbach Alpha (Internal Consistency Level) method was used. In order to reveal the suitability of the organizational justice and organizational commitment scale for factor analysis, the Kaiser-Meyer-Olkin (KMO) coefficient and Barlett test were utilized.

In order to test the relationships between independent variables (distributional, operational and transactional justice) and dependent variables (emotional, continuity and normative commitment), the correlations were calculated and then the ones having relations in significant level and the ones having no significant relations were determined. Moreover, in order to reveal the attitudes of the teachers about the organizational justice and organizational commitment depending on their demographic characteristics, the “t” test and ANOVA test were implemented.

For calculating the internal consistencies of the factors, the Cronbach Alpha (α) coefficient values were utilized. Cronbach Alpha value indicates the total of reliability levels of the questions under the factor. The acceptable alpha value is expected to be 0.70 at least. However, some of the researchers assumed that this value could be acceptable down to 0.50 (Altunışık et al, 2004: 115).

As a result of performed reliability analysis, the Cronbach Alpha values of the dimensions of organizational justice were found to be 91.2%, 91.9%, and 93.8%, respectively. Since these values were higher than 70%, it has been concluded that each of the factors are perfectly reliable. The Cronbach Alpha values of organizational commitment types were found to be 73.7%, 76.0%, and 79.9%, respectively. Since these values were higher than 70%, it has been concluded that each of the factors are perfectly reliable.

3.3. Research Model and Hypotheses

According to the model of the study, it is assumed that the organizational justice perceptions affect the organizational commitment. In this model revealing the cause-effect relationship, the dependent variables of the study are the emotional commitment, continuity commitment and normative commitment which are the sub-dimensions of the organizational commitment. In addition, the independent variables of the study are the distributional justice, operational justice, and transactional justice, which are the sub-dimensions of the organizational justice.

Main Hypothesis

H1: There is a positive and a significant relationship between organizational justice and organizational commitment.

Sub-Hypotheses

H2: There is a positive and significant relationship between distributional justice and emotional commitment.

H3: There is a positive and significant relationship between distributional justice and continuity commitment.

H4: There is a positive and significant relationship between distributional justice and normative commitment.

H5: There is a positive and significant relationship between operational justice and emotional commitment.

H6: There is a positive and significant relationship between operational justice and continuity commitment.

H7: There is a positive and significant relationship between operational justice and normative commitment.

H8: There is a positive and significant relationship between transactional justice and emotional commitment.

H9: There is a positive and significant relationship between transactional justice and continuity commitment.

H10: There is a positive and significant relationship between transactional justice and normative commitment.

3.4 Study Findings

Within the scope of research, the data collected for representing the demographic characteristics of the teachers were analyzed, and there are definitive statistics in Table 1.

When the results of the research about the demographic characteristics of the teachers presented in Table-1, it is seen that of the participants of the survey, 51.8% were male, while 48.1% were female. About the age, it is seen that of the participants about 14.3% were 25 year-old or younger, 58.9% were 26-35, 25.0% were 36-45 and 1.8% were 46-55. From the aspect of marital status, it is seen that about 23.2% of the participants were single, while 76.8% were married. About the number of children, it is seen that about 35.7% have no child, 28.6% have 1 child, 26.8% have 2 children, 7.1% have 3 children, and 1.8% have 4 children. In work experiences, it is seen that about 66.1% have experience of 1-5 years, 23.2% have 6-10 years of experience, 8.9% have 11-15 years of experience, and 1.8% have 16-20 years of experience in this institution. About their educational status, it is understood that 89.3% of the participants have bachelor's degree, while 10.7% have master degree. In section of monthly income levels, it is observed that about 1.8% have income of less than 1500 TL, 80.4% have the income level of 1501-2500 TL, 16.1% have the income level of 2501-3500 TL, and 1.8% have monthly income more than 3501 TL. The relationships between the organizational justice perceptions of the teachers and their organizational commitment attitudes were analyzed via correlation analysis and the results are presented in Table-2.

In Table-2, it is seen that there is a positive and a significant relationship between the types of organizational commitment and the organizational justice dimensions. For this reason, the H1 hypothesis was accepted. Moreover, it is seen that the most powerful relationship between the organizational justice dimensions and organizational commitment types is the relationship between the distributional justice and normative commitment ($r=0.469$).

From the table, when it is needed to validate from the organizational justice dimensions, it is seen that the correlation coefficient between operational justice and transactional justice is the highest one in the table ($r=0.855$). Similarly, among the organizational commitment types, emotional commitment and continuity commitment have the highest correlation ($r=0.470$). As expected, there is a positive and a significant relationship of distributional justice, one of the sub-dimensions of organizational justice, with emotional commitment ($r=0.224$, $p<0.01$), continuity commitment ($r=0.297$, $p<0.01$) and normative commitment ($r=0.469$, $p<0.01$), the types of organizational commitment. Accordingly, the H2, H3 and H4 hypotheses were supported.

There is a positive and a significant relationship of operational justice, one of the sub-dimensions of organizational justice with emotional commitment ($r=0.139$, $p<0.01$), continuity commitment ($r=0.152$, $p<0.01$), normative commitment ($r=0.295$, $p<0.01$) and the types of organizational commitment. Accordingly, the H5, H6 and H7 hypotheses were supported.

Similarly, there is a positive and a significant relationship of transactional justice, one of the sub-dimensions of organizational justice, with emotional commitment ($r=0.249$, $p<0.01$), continuity commitment ($r=0.181$, $p<0.01$) and normative commitment ($r=0.302$, $p<0.01$), the types of organizational commitment. Accordingly, the H8, H9 and H10 hypotheses were supported.

In Table-2, it can be seen that the increase or decrease in distributional, operational and transactional justices of the teachers affect their emotional, continuity and normative commitments. In other words, when the persons in the same position are treated equally, the rules and procedures of the institution are applied to the employees fairly and they are shared with the employees by emphasizing the reasons, it is seen that they will create significant emotional, continuity and normative commitment in teachers.

In order to determine the relationship between organizational commitment attitudes and organizational justice perceptions of the teachers within the sample with their demographic characteristics (sex, age, marital status, number of children, work experience, educational status and monthly income), the ANOVA and t-test were used in data analyses.

In Table-3, it is investigated if there is a differentiation of emotional continuity and normative commitments and distributional, operational and transactional justices of the sample group depending on the variable "sex" in importance level of 0.5. Accordingly, there is no statistically significant difference between emotional, continuity and normative commitments of the teachers participating into the survey and their distributional, operational and transactional justice levels.

The results of ANOVA analysis performed in order to reveal the differences between organizational commitments (emotional, continuity, and normative commitments) of the teachers participating into the survey and between their organizational justice perceptions (distributional, operational, and transactional justices) in terms of the variable "age" are summarized in Table-4.

In Table-4, it is evaluated with a sample group participating into the study if there is a differentiation in emotional, continuity and normative commitments and distributional, operational and transactional justice dimensions depending on the variable of “age”, the importance level was accepted to be 0.05. Accordingly, there is no statistically significant age-based difference in emotional, continuity and normative commitment levels and distributional, operational and transactional justice perceptions of the participant teachers.

The results of t-test analysis performed in order to reveal the differences between organizational commitments (emotional, continuity and normative commitments) of the teachers participating into the survey and between their organizational justice perceptions (distributional, operational and transactional justices) in terms of the variable “marital status” are summarized in Table-5.

In Table-5, it is evaluated with a sample group participating into the study if there is a differentiation in emotional, continuity, and normative commitments and distributional, operational and transactional justice dimensions depending on the variable of “marital status”, the importance level was accepted to be 0.05. Accordingly, there is no statistically significant marital-status-based difference in emotional, continuity and normative commitment levels and distributional, operational and transactional justice perceptions of the participant teachers.

The results of ANOVA analysis performed in order to reveal the differences between organizational commitments (emotional, continuity, and normative commitments) of the teachers participating into the survey and between their organizational justice perceptions (distributional, operational and transactional justices) in terms of the variable “number of children” are summarized in Table-6.

In Table-6, it is evaluated with sample group participating into the study if there is a differentiation in emotional, continuity, and normative commitments and distributional, operational and transactional justice dimensions depending on the variable of “number of children”, the importance level was accepted to be 0.05. Accordingly, there is no statistically significant difference in emotional, continuity and normative commitment levels and distributional, operational and transactional justice perceptions of the participant teachers. The results of ANOVA analysis performed in order to reveal the differences between organizational commitments (emotional, continuity and normative commitments) of the teachers participating into the survey and between their organizational justice perceptions (distributional, operational and transactional justices) in terms of the variable “work experience” are summarized in Table-7.

In Table-7, it is evaluated with sample group participating into the study if there is a differentiation in emotional, continuity and normative commitments and distributional, operational and transactional justice dimensions depending on the variable of “work experience”, the importance level was accepted to be 0.05. Accordingly, there is no statistically significant difference in emotional, continuity and normative commitment levels and distributional, operational, and transactional justice perceptions of the participant teachers. The results of t-test analysis performed in order to test the differences between organizational commitments (emotional, continuity and normative commitments) of the teachers participating into the survey and between their organizational justice perceptions (distributional, operational and transactional justices) in terms of the variable “educational status” are summarized in Table-8.

In Table-8, it is assessed with the sample group participating into the study if there is a differentiation in emotional, continuity and normative commitments and distributional, operational and transactional justice dimensions depending on the variable of “educational status”, the importance level was accepted to be 0.05. Accordingly, there is no statistically significant educational-status-based difference in emotional, continuity and normative commitment levels and distributional, operational and transactional justice perceptions of the participant teachers. The results of ANOVA analysis performed in order to reveal the differences between organizational commitments (emotional, continuity, and normative commitments) of the teachers participating into the survey and between their organizational justice perceptions (distributional, operational, and transactional justices) in terms of the variable “monthly income” are summarized in Table-9.

In Table-9, it is assessed with the sample group participating into the study if there is a differentiation in emotional, continuity, and normative commitments and distributional, operational and transactional justice dimensions depending on the variable of “monthly income”, the importance level was accepted to be 0.05.

Accordingly, there is no statistically significant difference in distributional, operational and transactional justice perceptions of the participant teachers while there are significant differences in emotional, continuity and normative commitment levels.

Results and Suggestions

As a result of this study, it has been determined that the organizational justice perceptions and organizational commitment attitudes of the teacher have shown variation depending on some of their demographical characteristics. It has been determined that the emotional, continuity and normative commitments attitudes and distributional justice perceptions showed difference depending on the monthly income variable. It is observed that the distributional justice perceptions emotional continuity and normative commitment attitudes of male teachers are higher than those of female teachers. According to the obtained correlation analysis results, it has been observed that the organizational justice dimensions have positive and significant relationships between organizational commitment types. This situation indicates that the emotional continuity and normative commitment attitudes of the teachers will increase directly in proportion to the increase in their distributional, operational and transactional justice perceptions. Education is a service sector. The perceptions of the teachers working in this sector about the policies and implementations of the organizations play significant role in their decisions about continuing to work or leaving their jobs and they significantly affect the performances of teachers positively or negatively. Finally, it is obvious how positive it will reflect on commitments of the teachers to their organizations when the persons in same position are treated equally and the rules and procedures of the institution are applied to the employees fairly and they are shared with the employees by emphasizing the reasons.

As a result, it is clear that the organizational justice perceptions of the teachers working in private educational institutions are very important factor being effective on their organizational commitment attitudes. Within this context, it can be said that the development of organizational justice understanding and sensitive behaviors of managers about justice issue can create more positive results for the organizations in order to achieve the commitment at desired level. This study should be evaluated within the scope of the sample. Other studies may be carried out on larger sample sizes in different locations and institutions.

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Table - 1: Demographic Findings

Demographic Variables	Number (n)	Percentage (%)
Sex		
Male	29	51.8
Female	27	48.2
Age		
Less than 25	8	14.3
26-35	33	58.9
36-45	14	25.0
46-55	1	1.8
Marital Status		
Single	13	23.2
Married	43	76.8
Number of Children		
None	20	35.7
1	16	28.6
2	15	26.8
3	4	7.1
4	1	1.8
Work Experience		
1-5 years	37	66.1
6-10 years	13	23.2
11-15 years	5	8.9
16-20 years	1	1.8
Educational Status		
Graduate	50	89.3
Post-Graduate	6	10.7
Monthly Income		
Less than 1500	12	1.8
1501-2500	45	80.4
2501-3500	9	16.1
3501 and more	1	1.8

Table 2: Pearson Correlation Relationship Table of Sub-Factors

	Distributional Justice		Operational Justice		Transactional Justice		Emotional Commitment		Continuity Commitment		Normative Commitment	
Distributional Justice	1	P 0.000	0.623	P 0.031	0.574	P 0.020	0.224	P 0.098	0.297	P 0.026	0.469	P 0.019
Operational Justice	0.623	P 0.031	1	P 0.000	0.855	P 0.057	0.139	P 0.306	0.152	P 0.264	0.295	P 0.027
Transactional Justice	0.574	P 0.020	0.855	P 0.057	1	P 0.000	0.249	P 0.064	0.181	P 0.182	0.302	P 0.024
Emotional Commitment	0.224	P 0.098	0.139	P 0.306	0.249	P 0.064	1	P 0.000	0.470	P 0.017	0.398	P 0.014
Continuity Commitment	0.297	P 0.026	0.152	P 0.264	0.181	P 0.182	0.470	P 0.017	1	P 0.000	0.394	P 0.013
Normative Commitment	0.469	P 0.019	0.295	P 0.027	0.302	P 0.024	0.398	P 0.014	0.394	P 0.013	1	P 0.000

Table-3: Comparison of Organizational Commitment Types and Organizational Justice Dimensions in terms of Sex

Organizational Commitment Types	Male (n=29)		Female (n=27)		t-test between independent groups	
	Mean	SD	Mean	SD	t	p
Emotional Commitment	27.0690	3.09298	27.1111	2.30940	0.057	0.954
Continuity Commitment	20.4483	3.45983	21.8889	3.57699	1.532	0.131
Normative Commitment	23.0690	3.22857	24.0000	2.63117	1.178	0.244
Organizational Justice Dimensions	Male (n=29)		Female (n=27)		t-test between independent groups	
	Mean	SD	Mean	SD	t	p
Distributional Justice	18.7931	5.10867	19.3704	4.53320	0.446	0.657
Operational Justice	22.7931	6.81060	25.1111	6.68715	1.284	0.205
Transactional Justice	29.2069	7.49466	31.4815	6.45916	1.212	0.231

Table- 4 ANOVA test of Organizational Commitment Types and Organizational Justice Dimensions by Variable of Age

Organizational Commitment Types	ANOVA Test	
	F	p
Emotional Commitment	1.072	0.369
Continuity Commitment	0.851	0.472
Normative Commitment	1.217	0.313
Organizational Justice Dimensions		
Distributional Justice	0.939	0.429
Operational Justice	0.415	0.743
Transactional Justice	0.426	0.735

Table – 5: Comparison of Organizational Commitment Types and Organizational Justice Dimensions in Terms of Marital Status

Organizational Commitment Types	Male (n=29)		Female (n=27)		t-test between independent groups	
	Mean	SD	Mean	SD	t	p
Emotional Commitment	27.6923	2.17503	26.9070	2.86035	0.911	0.366
Continuity Commitment	21.9231	3.49908	20.9070	3.58445	0.900	0.372
Normative Commitment	24.2308	2.94827	23.3023	2.97237	0.989	0.327
Organizational Justice Dimensions	Male (n=29)		Female (n=27)		t-test between independent groups	
	Mean	SD	Mean	SD	t	p
Distributional Justice	19.0000	4.91596	19.0930	4.82954	0.061	0.952
Operational Justice	25.5385	7.03107	23.4186	6.72321	0.986	0.324
Transactional Justice	32.6923	7.02833	29.5814	6.97011	1.408	0.165

Table – 6: ANOVA test of Organizational Commitment Types and Organizational Justice Dimensions by Variable of Number of Children

Organizational Commitment Types	ANOVA Test	
	F	p
Emotional Commitment	0.859	0.495
Continuity Commitment	0.786	0.539
Normative Commitment	0.279	0.890
Organizational Justice Dimensions		
Distributional Justice	1.252	0.301
Operational Justice	1.792	0.145
Transactional Justice	1.902	0.124

Table – 7: ANOVA Test of Organizational Commitment Types and Organizational Justice Dimensions by Variable of Work Experience

Organizational Commitment Types	ANOVA Test	
	F	p
Emotional Commitment	0.314	0.815
Continuity Commitment	0.075	0.973
Normative Commitment	0.805	0.497
Organizational Justice Dimensions		
Distributional Justice	0.434	0.730
Operational Justice	2.107	0.111
Transactional Justice	1.474	0.232

Table – 8: Comparison of Organizational Commitment Types and Organizational Justice Dimensions in terms of Educational Status

Organizational Commitment Types	Male (n=29)		Female (n=27)		t-test between independent groups	
	Mean	SD	Mean	SD	t	p
Emotional Commitment	26.8800	2.76007	28.8333	1.60208	2.859	0.097
Continuity Commitment	21.0800	3.68028	21.6667	2.50333	0.143	0.707
Normative Commitment	23.3800	2.87771	24.6667	3.72380	1.008	0.320
Organizational Justice Dimensions	Male (n=29)		Female (n=27)		t-test between independent groups	
	Mean	SD	Mean	SD	t	p
Distributional Justice	18.7200	4.90747	22.0000	2.52982	2.568	0.115
Operational Justice	23.7200	6.91358	25.5000	5.95819	0.364	0.549
Transactional Justice	30.0000	7.22806	32.8333	5.03653	0.864	0.357

Table- 9: ANOVA test of Organizational Commitment Types and Organizational Justice Dimensions by Variable of Monthly Income

Organizational Commitment Types	ANOVA Test	
	F	p
Emotional Commitment	7.983	0.000
Continuity Commitment	4.838	0.005
Normative Commitment	5.756	0.002
Organizational Justice Dimensions		
Distributional Justice	2.897	0.044
Operational Justice	0.264	0.851
Transactional Justice	0.045	0.987