

# **The Relationship of Psychological Contract and Perceived Organizational Justice and Organizational Trust of Physical Education Teachers in District 1 of Tehran**

**Ali Jahanshah Khany Tajrishy, Aliasghar Doroudian\*, Shiva Azadfada**

Department of Management, North Tehran Branch, Islamic Azad University, Tehran, Iran

\*Corresponding Author Email: [doroudian1980@gmail.com](mailto:doroudian1980@gmail.com)

---

**ABSTRACT:** The general purpose of this study was to determine the relationship between perceived organizational psychological contract and organizational justice and the organizational trust of physical education teachers in the first district of Tehran. The present research is a descriptive-correlational study and is considered as an applied research in terms of purpose. The data of this research were field-based and collected using a questionnaire. The statistical population of the study consisted of all physical education teachers in the first district of Tehran, among which 260 individuals were randomly selected based on the Morgan table. The Kolmogorov-Smirnov test, the correlation between variables and the Pearson correlation coefficient and the predictive ability of variables have been used to determine the normal distribution of data. Multiple regression tests have been used. The results showed that there was a significant positive relationship between the psychological contract, perceived organizational justice, procedural justice, distributive justice and interpersonal justice and the organizational trust of physical education teachers in the first district of Tehran. The results of regression analysis also showed that perceived organizational justice and psychological contracting predicted meaningful organizational trust.

**Keywords:** Psychological Contract, Perceived Organizational Justice, Organizational Trust, Physical Education Teachers.

---

## **INTRODUCTION**

Human resources are the most important factor in the growth and development of each organization, and undoubtedly, the success and development of each organization depends on its expert human resources. Education is among the organizations whose human resources are often made up of hard-working and committed people who, if the work and motivation conditions are favorable, will use their talents and skills at the service of that organization, and will move it better. On the other hand, one of the most influential dimensions of this organization in the physical and mental development of students is the physical education sector, and physical education teachers play a vital role in evolving behavior, attitudes, skills, and information they need for physical activity during a lifetime (Monasf et al., 2015). Organizations are important for promoting relationships between individuals within the organization,

which are somehow tied to the function and also the ultimate goal of the organization, the belief of the individual about the rules and conditions of bilateral interaction with the organization. In the organizational behavior literature, this belief is defined as a psychological or psychological contract (Lee et al., 2011). The psychological contract is one of the relatively new structures that have a lot of research in the field of research focused on different behaviors of individuals in different environments (Ang et al., 2000). The psychological contract is considered as a comprehensive and useful concept for understanding labor relations (Conway et al., 2011). Most of human life is spent in organizations or in the relation of organizations. An organization is a social system whose life and sustainability depend on the existence of a strong relationship between its components and its constituent elements. Failure to adhere to justice can lead to the separation of these components from one another, and ultimately eliminate the links between these components. According to the theory of relative deprivation, the sense of injustice arises when people are convinced that their receipts are not in balance with those received by others who are in the same position. If people feel that they have not received a fair share and have suffered unfair treatment as compared to others, they may challenge the system that has caused them such conditions. Particularly in situations where the basic needs of an individual or group are not provided or there is a huge difference between wishes and attitudes, the likelihood of occurrence of this event also increases. In societies where resources have been distributed unfairly, the atmosphere is prone to social turmoil and the processes of justice play an important role in the organization, and how people deal with individuals may have employees' beliefs, feelings, attitudes and behaviors (Mohammadzadeh, 2016). When people have a positive attitude toward work, management, unit, or the whole organization they are working on, their motivation to do better work becomes more and more photos. This is true too. The attitudes of individuals are influenced by their perceptions of the degree to which they are observing justice in the organization, meaning that they are perceived as equal from resource allocation decisions such as the level of payment to a person (distributive justice), the procedures for which distribution decisions are based on that (procedural justice) and equality in dealing with individuals are sensitive to and responsive to procedures (intercourse justice) (Colquitt et al., 2002). Organizational justice is a term used to describe the role of justice directly related to the job position. Particularly in organizational justice, one has to deal with the ways in which employees are treated in order to feel that they are treated fairly (Naiami & Shekarkan, 2006). Considering that many of the characteristics of sports organizations and teams are shared, it is anticipated that the perception of justice in sports teams also has positive consequences, such as satisfaction, commitment, effort, willingness to help and sense of team integrity along with (Jordan et al., 2004). From the two aspects of organizational justice, this plays a more important role in coaching behavior: procedural justice and interpersonal justice. Procedural justice means fairness of the procedures used to determine the outcomes (McDowall & Fletcher, 2004), and interpersonal justice means that the owners of power treat individuals with respect and respect, and they allow to participate in the process of determining the results (Greenberg & Baron, 2000). Trusting organizations is a facilitator of all-round development. Also, the establishment of justice and trust in the organization is one of the tools for improving organizational quality (Nadi et al., 2009).

The purpose of this study was to determine the relationship between perceived organizational psychology and perceived organizational justice with the organizational trust of physical education teachers in the first district of Tehran.

## METHODOLOGY

The present research is a descriptive-correlational study and is considered as an applied research in terms of purpose. The data of this research were field-based and were collected using questionnaires of the contract, organizational justice and organizational trust. Subsequent to each of these Cronbach's alpha test was calculated 0.81, 0.81 and 0.82, respectively. The statistical population of the study consisted of all physical education teachers in the first district of Tehran, with a population of 800 (520 men and 380 women). A sample of 260 people (170 men and 110 women) was selected based on Morgan's table and selected randomly. In this research, descriptive and inferential statistical methods were used. Descriptive statistics such as frequency, frequency, mean, standard deviation, minimum, maximum were used to describe the individual characteristics and variables of the research. Then, to determine the normal distribution of data, the Kolmogorov-Smirnov test, the correlation between the variables, and the Pearson correlation coefficient and the predictive ability of the simultaneous regression are used. All statistical analysis was performed using SPSS software version 22, which the significant level of 0.05 was considered.

**RESULTS**

**Table 1.** Pearson Correlation Coefficient between Psychological Contract, Organizational Justice, Procedural Justice, Distributive Justice, and Interpersonal Justice and Organizational Trust.

Variables	Statistical index	Organizational Trust
Psychological Contract	Pearson correlational coefficient	0.569**
	Significance level (sig)	0.001
Perceived Organizational Justice	Pearson correlational coefficient	0.589**
	Significance level (sig)	0.001
Procedural Justice	Pearson correlational coefficient	0.427**
	Significance level (sig)	0.001
Distributive Justice	Pearson correlational coefficient	0.626**
	Significance level (sig)	0.001
Interrogation Justice	Pearson correlational coefficient	0.563**
	Significance level (sig)	0.001

The results of Table 1, obtained from the Pearson test, indicate that there is a significant relationship between the psychological contract ( $p = 0.009$ ,  $r = 0.569$ ), perceived organizational justice ( $r = 0.589$ ,  $p = 0.001$ ), procedural justice ( $r = 0.427$ ,  $p = 0.001$ ), distributive justice ( $r = 0.626$ ,  $p = 0.001$ ) and interpersonal justice ( $r = 0.563$ ,  $p = 0.001$ ) and organizational trust of physical education teachers in Tehran's 1st area.

**Table 2.** Statistics of regression model summary.

Model	R	R <sup>2</sup>	R <sup>2</sup> adjustment	Estimated deviation	Durbin-Watson
Step By Step	0.733	0.538	0.534	0.589	1.07

Considering the multiplier correlation coefficient 0.733, the coefficient of determination is  $R^2 = 538$  and the Durbin-Watson 1.07 is shown in Table 2. The model is capable of explaining 53.8% of the organizational trust changes of physical education teachers in district 1 of the city of Tehran is based on a perceived psychological contract and perceived organizational justice.

**Table 3.** Regression coefficients related to the regression model.

Variables	Non-standardized coefficients		Standardized coefficients	t	Significance level (sig)
	B	Estimated deviation	Beta		
Fixed	2.830	0.207		13.691	0.001
Organizational Justice	0.478	0.042	0.477	11.312	0.001
Psychological Contract	0.549	0.051	0.451	10.691	0.001

Dependent variable: organizational trust

Also, based on the standardized coefficients of regression (path analysis coefficients), Table 3 and the significance level (sig) are less than 0.05, perceived organizational justice ( $\beta = 0.477$ ) and psychological contract ( $\beta = 0.45$ ) are a significant predictor of organizational trust, and perceived organizational unit perceptions increase and the psychological contract increases 0.47 and 0.45 organizational trust, respectively.

$$\text{Organizational trust} = 2.830 + (0.549 \times \text{psychological contract}) + (0.478 \times \text{perceived organizational justice})$$

## DISCUSSION AND CONCLUSION

The general purpose of this study was to determine the relationship between perceived organizational psychological contract and organizational justice and the organizational trust of physical education teachers in the first district of Tehran. In the interpretation of the finding, it can be admitted that the psychological contract is the belief in the obligation and the mutual requirement between the individual and the interaction side, such as employer, organization, or even another person (Rousseau, 1990). Therefore, when a person is confronted with an organization, things relating to rights, duties, benefits, and obligations are exchanged, which in turn affects their behavior. The fit of these behaviors can affect the continuity of the relationship between the individual and the organization. This suggests that the psychological contract is the key to the harmonious relationships between individuals and organizations (Gamage & Pang, 2003). Organizational justice is the perceived fairness of interactions in the organization, which can include social-economic interactions, as well as individual relationships with presidents, subordinates, colleagues and the organization as a social system (Greenberg & Baron, 2000). Regardless of the fact that the substance and content of the law must be fair, the process to be followed by justice must also be fair. Justice and fairness in the procedure should provide equal opportunity for all. Thus, it can be said that justice requires the explicit rule of law, and that the implementation of fair-day laws is fairly open to everyone to benefit from the law. The procedural justice is the perceived equality of the means used to distribute compensation and salaries (Sirin, 2016). The more procedural the organizations are, the more the organization's other actions are accepted. Distributive justice refers to fair distribution of results such as payment level or promotion opportunity in an organizational context. The origin of this theory is Adams' theory of equality. Adams emphasized in this work the perceived fairness of the consequences, which was distributive justice. This theory states that individuals consider a relative equilibrium as a desirable outcome by comparing their data with their data collections. The principle of distributed justice is that the distribution of resources essentially affects the perception of the perceived commitment of justice and organizational trust. Equity or compensation based on the merit of equality is considered equal. Organizational justice is an important predictor of personal results such as job satisfaction and pay as well as organizational outcomes such as organizational commitment and subordinate assessment of the supervisor.

The quality of interpersonal behavior during the approval of organizational processes and the distribution of organizational results is an important factor in the perception of equality. Early studies of justice emphasized the social aspects or the expectations of the organization's representatives about their decisions and deeds, and more and more attention was paid to how the leaders established the procedures. They treat their subordinates and respond to the way in which they (the employees) treat the fairness or unfairness of the leaders' behavior (Panahi, 2009). Interactive justice emphasizes the interpersonal aspects of decision making, especially the decision-makers' equality in decision-making processes. Interpersonal behavior includes trust in people's relationships and behavior with humility and respect. The proper treatment of the procedures is determined by five behaviors: due attention is paid to employee data, prevention of personal bias, consistent use of decision criteria, timely feedback and justification of a decision. These factors play an important role in employee perception of equality, decision making, and tendency towards the organization. Most scholars have defined intercourse justice as the behavior experienced during official formal procedures. But Blader and Tyler have stated that the range of behaviors covered by the interactive justice debate is not limited to the behaviors that are revealed when applying formal laws and regulations. Other people have identified that the range of behaviors covered by interactive justice issues needs to evolve (Smith & Birney, 2005). In justice, interactions are aspects of communication, such as literacy, honesty and respect between the source and the recipient (Shirovi, 2014).

And finally, the findings mean that school administrators can move the processes in the organization towards pivotal justice and create this attitude in the minds of physical education teachers whose organizations and managers deal with justice and the level of the organizational trust is also increasing. In addition, the psychological contract is in the form of compliance with the obligations and requirements of the parties, which means that as much as teachers, school administrators are considered to be committed to the principles and beliefs of the organization and their obligations to the physical education teachers of the 1st district of Tehran works well, and its level of trust increases to the organization.

### **Conflict of interest**

The authors declare no conflict of interest

## REFERENCES

- Ang, S., Tan, M. L., & Ng, K. Y. (2000). Psychological contracts in Singapore. In: C.U. Rousseau and R.Schalk (eds.), *Psychological contracts in employment: cross-national perspectives*. Newbury Park, CA: Sage.
- Colquitt, J. A., Noe, R. A., & Jackson, C. L. (2002). Justice in teams: antecedents and consequences of procedural justice climate. *Personnel Psychology*, 55(1), 83-109.
- Conway, N., Guest, D., & Trenberth, L. (2011). Testing the differential effects of changes in psychological contract breach and fulfillment, *Journal of Vocational Behavior*, 79, 267-276.
- Gamage, D. T., & Pang, N. S. K. (2003). *Leadership and Management in Education: Developing Essential Skills and Competencies*: Chinese University Press.
- Greenberg, J., & Baron (2000). *Behavior in Organization*, New York: Prentice Hall.
- Jordan, J. S., Gillentine, J. A., & Hunt, B. P. (2004). The influence of fairness: The application of organizational justice in a team sport setting. *International Sports Journal*, (8)1, 139-149.
- Lee, C., Liu, J., Rousseau, D. M., Hui, C., & Chen, Z. X. (2011). Inducements, contributions, and fulfillment in new employee psychological contracts. *Human Resource Management*, 50(2), 201-226. doi: 10.1002/hrm.20415.
- McDowall, A., & Fletcher, C. (2004). Employee development: An organizational justice perspective. *Personnel Review*, 33, 829.
- Mohammadzadeh, S. (2016). *Modeling the Role of Organizational Justice on Organizational Trust and Job Productivity among Staff in Mashhad Aquatic Collections*. Master's Degree, Ferdowsi University of Mashhad, Institute of Physical Education and Sport Sciences.
- Monasf, A., Hosseinejad, A. A., Abdi, H., & Shabani, B. (2015). The Relationship between Self-esteem and Organizational Development and Job Satisfaction of Physical Education Teachers in Kermanshah. *Human Resources Management in Sport*, 1, 1-12.
- Nadi, M. A., Moshfeqi, N. A. Z., & Sayyidat, S. A. (2009). The Relationship Between the Trust of Teachers to the Director and the Organization by Their Perception of Distributive, Procedural and Interactive Justice in Isfahan, *Knowledge and Research in Educational Sciences - Curriculum of Islamic Azad University, Khouarsegan Branch (Isfahan)*, 24, 2-20.
- Naiami, A. Z., & Shekarkan, H. (2006). Investigating the Simple and Multiple Relationships of Organizational Justice and Organizational Behavior in an Industry Organization in Ahwaz. *Journal of Educational Sciences and Psychology, University of Ahvaz, Third Period, Thirteenth*, 79-92.
- Panahi, B. (2009). Trust and confidence in the organization. *Noor Peyk*, Year 7, Number Four, Pages, 88-103.
- Rousseau, D. M. (1990). New hire perceptions of their own and their employer's obligations: a study of psychological contracts. *Journal of Organizational Behavior*, 11(5), 389-400.
- Shirovi, A. A. (2014). Investigating the Impact of Organizational Justice Dimensions on Trust and Job Performance of Staff, Case Study: Sepah Bank Employees in Ilam City. *First National Conference on Future Studies, Management and Development*.
- Sirin, Y. (2016). Organizational justice, Organizational Trust and Organizational Identification Perceptions of Physical education Teachers. *International Journal of Business and Social Science*, 7(2), 126-133 .
- Smith, P. A., & Birney, L. L. (2005). The organizational trust of elementary schools and dimensions of student bullying. *International Journal of Educational Management*, 19(6), 469-485.