

Perception of Organizational Justice and Its Relationship with Enhancing Professional Identity Among Primary School Teachers: A Field Study on a Sample of Primary School Teachers in Bousaada

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Abstract:

This study addresses a timely issue in organizational research by examining the link between perceived organizational justice and professional identity among primary school teachers. It highlights how the evolving role of teachers includes guiding students in how to learn, a task reliant on a fair work environment. The research used a descriptive analytical method, employing a questionnaire to assess dimensions of organizational justice (distributive, procedural, interactional) and professional identity (personal, social, organizational). Data were collected from a sample of 72 teachers and analyzed using SPSS. Findings revealed a moderate level of perceived justice. Moreover, moderate positive correlations were found between all three types of justice and professional identity, as well as between overall perceived justice and identity development.

Keywords: Organizational Justice; Procedural Justice; Interactional Justice; Distributive Justice; Professional Identity; Teacher; Primary Education.

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1. INTRODUCTION

The modern society's educational system confronts several new difficulties distinct from those it faced in the past. This calls for creativity and quality to match these continuous evolution. Such reform has to be mostly based on awareness and explicit strategic planning if

it is to grow the educational institution and match it with world quality criteria, therefore elevating its academic and intellectual quality.

Relying on qualified teachers, this can only be accomplished by updating educational practices and reviving the components that make up educational action. Those in charge of education have to thus embrace obvious and more efficient plans that help to raise and strengthen the performance of primary school teachers. Shaping the future and teaching next generations depends much on teachers. A workplace that supports equitable organizational practices will help to achieve this by strengthening teachers' confidence in their leaders, therefore improving their professional conduct and guaranteeing their compliance with job expectations. It also enables them to conquer the psychological and administrative obstacles that could prevent them from excelling academically in their schools.

This has pushed educational administration to aim for exceptional performance and organizational growth consistent with the needs of technological and communicational changes happening in social structures. (Beijaard Vermunt. 2000)

1.1 Study Problem

Driven by the fast changes in the economic and technological sectors inside society, educational institutions have undergone notable evolution and transformation. Their educational administration must therefore follow these changes if it is to guarantee excellence and efficacy in every aspect of the school environment. Therefore, the administrative policies of educational management have to reflect justice and equity inside these institutions.

Cain, Campbell Coleman (2023)

Modern educational theories acknowledge broadly that the student is the center of the learning process. The teacher, therefore, is still the most important factor guaranteeing the student, this focal point, the whole chance for appropriate preparation.

The functions of the teacher have therefore changed into shapes once unusual. Historically, the teacher's duty was direct instruction and subject matter delivery, a task unique to them. But nowadays, the teacher must not only show students how to learn but also improve their communication skills, build confidence and pride in them, and laboriously promote critical thinking, questioning, and skepticism—necessary prerequisites for scientific thinking. The general excellence of the educational system is directly influenced by the teacher. A teacher's consistent professional identity will surely help the system to succeed. Hilal (2022) observed that "Policymakers should concentrate on strengthening and supporting the growth of strong professional identities for teachers" (Abdullah & Hamdi, 2022, p. 425).

The teacher has to feel a sense of justice and fairness in all processes—especially those concerning: the assignment of groups, visits, inspections and follow-up reports, the assignment of activities and tasks, performance evaluations, the management of pedagogical councils, the delegation of administrative responsibilities in the absence of the principal, fairness in teaching hours, and the responsibility of some teachers for meeting their teaching hours while others do not, among other things—for this strong professional identity to develop. (El-Soussi, A. 2022)

Thus, the success and stability of educational institutions depend on organizational justice, a basic pillar. It improves all staff actions, including professional identity. According to (Hussein., 2017), the professional identity of workers is quite important since it is a focal point for the beliefs, values, and practices guiding their involvement and activities both inside and outside the company. It is connected to their wish to include development, growth, and creativity in a changing professional context (Hussein., 2017, p. 87)

The worker must understand their professional identity from two angles: the first is their personal perspective of the work, taking into account the newly assigned duties, tasks, and extra loads; the second is the society's view of the profession the teacher is involved in. A study by Al-Zamli (2011) underlined this by stressing the need of the social perception and

respect of the teaching profession and how this affects the professional identity and happiness of the teacher. From the lowest to the highest levels in the social hierarchy, teaching is a noble profession that shapes society to see the institution and its employees favorably.

Thus, educational management aims to activate governance strategies and apply administrative practices supporting justice and fairness inside the workplace setting. (Hartung, Johnston, 2023) The approach, however, goes beyond this professional selection technique. From this angle, we can pose the following queries:

- "Is there a relationship between organizational justice and professional identity among primary school teachers?"
- How much perceived organizational justice do primary school teachers have?
- Does procedural justice have a statistically significant relationship with its function in strengthening professional identity among primary school teachers?
- Does interactional justice have a statistically significant link with its function in strengthening professional identity among primary school teachers?
- Does distributive justice have a statistically significant link with the development of professional identity among primary school teachers?

1.2 Study Hypotheses

- Primary school teachers' perceptions of organizational justice and their relationship to strengthening their professional identities are statistically significantly correlated.
- Primary school teachers have a moderate perception of organizational justice.
- Among primary school teachers, there is a statistically significant correlation between improving professional identity and procedural justice.
- Among primary school teachers, there is a statistically significant correlation between interactional justice and improving professional identity.

- Among primary school teachers, there is a statistically significant correlation between distributive justice and improving professional identity.

1.3 Study Objectives

- To investigate how primary school teachers' professional identities are enhanced by perceived organizational justice.
- To comprehend how primary school teachers actually perceive organizational justice.
- To determine how to improve organizational justice in the workplace and how it affects how primary school teachers develop their professional identities.

1.4 Importance of the Study

The study's significance stems from its examination of an important topic in organizational research from a behavioral and psychological standpoint. Because it promotes positive behaviors within an organization, like employee trust, job satisfaction, and a sense of belonging, the topic of employees' perceptions of organizational justice is vital. In turn, this affects employee motivation and performance while decreasing unfavorable behaviors that harm the company, like plans to quit, disloyalty, poor performance, and a rise in administrative and even legal conflicts among staff members. By bolstering their organizational and personal values and beliefs—which are important factors in determining their administrative behavior and their teaching role within the school—the study also seeks to understand how organizational justice contributes to the development of primary school teachers' professional identities. This then has an impact on how well they perform academically, which will help the educational process progress through efficient teacher-student communication, ultimately improving the caliber of instruction and its results.

1.5 Definition of Study Concepts

1.5.1 Concept of Organizational Justice

- Operationally: It is the degree to which staff members see fairness and integrity in every interaction they have with the company, including "duties and rights." It also

denotes the degree of fairness employees indicate in a questionnaire on organizational justice.

1.5.2 Concept of Professional Identity

Personal, social, and institutional aspects of professional identity are measured by an employee's score on the professional identity questionnaire.

1.6 Methodological Procedures

1.6.1 Study Tool

Based on a three-point Likert scale (Agree, Neutral, Disagree), a questionnaire was created to assess the variable of organizational justice among primary school teachers. The items were spread over three dimensions as follows: distributive justice, interactional justice, and procedural justice.

Table 1. The dimensions of the organizational justice variable

No.	Dimensions of Organizational Justice	Number of Items
1	Procedural Justice	4 items
2	Interactional Justice	4 items
3	Distributive Justice	4 items

1.6.2 Professional Identity Questionnaire

A questionnaire was designed to gauge the intended quality after studying the theoretical literature on the subject of professional identity. Key Arab and international studies addressing the professional identity variable—such as Hisham Hussein's (2017) questionnaire on the professional identity of mathematics teachers, Abdel-Fattah and Abu Seif's (2016) questionnaire on the organizational identity of pre-university school teachers, and Marwa (Abdullah & Hamdi, 2022, p. 430) professional identity scale for general education teachers—informed this. Using a three-point Likert scale (Agree, Neutral, Disagree), the final version of the questionnaire comprises twelve items to assess the professional identity of

primary school teachers. The items are spread over three dimensions: personal identity dimension, social identity dimension, and organizational identity dimension.

Table 2. The dimensions of the organizational justice variable

No.	Dimensions of Organizational Justice	Number of Items
1	Personal Identity Dimension	4 items
2	Social Identity Dimension	4 items
3	Organizational Identity Dimension	4 items

1.7 Exploratory Study

One of the most crucial methodological steps that helps the researcher develop a broad understanding of the study's field component is exploratory research. Thirty primary school teachers made up the sample for the exploratory study, which was carried out at Taleb Abdelrahman Primary School in the city of Bou Saada. This was done in order to evaluate the teachers' responses to the researcher's organizational justice and professional identity questionnaires, confirm the validity of the data collection tool, and pinpoint any issues or protocols that might prevent the field study procedures from being applied correctly. The exploratory study was carried out between April 1, 2025, and January 20, 2025.

2 Psychometric Characteristics

2.1 Validity of the Organizational Justice Questionnaire

The researcher applied two techniques to guarantee the validity of the organizational justice questionnaire:

First, Face Validity: Five Mouloud Mammeri University of Tizi-Ouzou professors were shown the questionnaire. Some phrases were fixed and linguistically reworded following their comments. The Loesch equation was computed; the agreement percentage was projected at 83%, which is generally acceptable for the validity of the instrument.

Second, internal consistency validity: This kind of validity relies on computing the Pearson correlation between the individual items and the total score, as well as the correlation

coefficient between the dimension scores and the total score. The table below displays the outcomes:

Table 3: Pearson correlation coefficients for the questionnaire items and dimensions

Significant at the 0.01 level

Dimension	Items	Correlation	sig
Procedural Justice	1	0.77	0
	2	0.86	0
	3	0.88	0
	4	0.73	0
Interactional Justice	5	0.85	0
	6	0.92	0
	7	0.51	0
	8	0.72	0
Distributive Justice	9	0.82	0
	10	0.77	0
	11	0.62	0
	12	0.71	0

The correlation coefficients for each item in the organizational justice questionnaire with respect to its dimension are shown in Table (03) as follows: The procedural justice dimension ranges from 0.73 to 0.88, and the interactional justice dimension is from 0.51 to 0.85. The distributive justice dimension's scores, which range from 0.62 to 0.82, are all high, indicating a close connection between the item and its matching dimension. At the 0.01 level, all of the items have strong correlation values that are statistically significant.

Table 4. shows the Pearson correlation coefficients for the dimensions of the questionnaire and the total score

Significant at the 0.01 level

Questionnaire	Dimensions	Correlation	Sig. Value
Organizational Justice	Procedural Justice	0.804**	0
	Interactional Justice	0.856**	0
	Distributive Justice	0.763**	0

Source: Prepared by the researcher based on SPSS v25 output.

At the 0.01 significance level, Table (04) unequivocally shows that there is a substantial correlation between the three organizational justice questionnaire components and the overall organizational justice score. The correlation coefficients, which range from 0.76 to 0.85, show a high level of consistency. This suggests that the current version of the questionnaire has a high level of construct validity, or internal consistency, therefore meeting the objectives of each item and dimension.

2.2 Reliability

To verify the validity and reliability of the organizational justice questionnaire, the researcher calculated the Cronbach's alpha coefficient, and the results are shown in the table below:

Table 5. The Cronbach's alpha reliability coefficient for the organizational justice questionnaire

Dimensions	Items	Reliability Coefficient
Procedural Justice	Items 1, 2, 3, 4	0.772
Interactional Justice	Items 5, 6, 7, 8	0.871
Distributive Justice	Items 9, 10, 11, 12	0.799
Organizational Justice	—	0.722

With a value of (0.722), Table number (05) indicates that the overall reliability coefficients for the organizational justice questionnaire are high. While the lowest was in the procedural justice dimension, with a value of (0.772), the highest coefficient was found in the

dimension of interactional justice, with a value of (0.871). Thus, one may say that the organizational justice questionnaire's Cronbach's alpha reliability coefficient was high.

2.3 Validity of the Professional Identity Questionnaire

To ensure the validity of the professional identity questionnaire, the researcher used two methods:

- First, face validity: Five Mouloud Mammeri University of Tizi Ouzou professors were given the questionnaire. Some statements were linguistically corrected and reworded following their comments. Applying the Lauchi formula, the agreement rate was determined to be 87%, which is generally acceptable for validating the tool.
- Second, internal consistency validity: This kind of validity depends on computing the Pearson correlation between the items and the total score as well as the correlation coefficient between the dimension scores and the total score.

The outcomes are displayed in the table below:

Table 6. The Pearson correlation coefficients for the questionnaire items and dimensions

Items	Correlation	Sig.	Items	Correlation	Sig.
1	0.89	0.1	7	0.69	0
2	0.63	0.1	8	0.68	0
3	0.62	0.1	9	0.87	0
4	0.34	0.1	10	0.82	0
5	0.57	0	11	0.84	0
6	0.57	0	12	0.88	0

The professional identity questionnaire's correlation coefficients for each item and its corresponding dimension varied as follows, as shown in Table 6: 0.34 to 0.89 for the personal dimension, 0.57 to 0.69 for the social dimension, and 0.88 to 0.82 for the organizational

dimension. These high numbers indicate a strong correlation between each item and the overall score for the relevant dimension. At the significance thresholds of 0.01** and 0.05*, all items had strong correlation coefficients that were statistically significant.

Table 7. The Pearson correlation coefficients for the dimensions of the questionnaire and the total score

Significant at the 0.01 level.

Questionnaire	Dimensions	Correlation	Sig. Value
Professional Identity	Personal Dimension	0.524**	0
	Social Dimension	0.837**	0
	Organizational Dimension	0.931**	0

Source: Prepared by the researcher, output from SPSS v25

Table 7 demonstrates that all three professional identity questionnaire components had significant associations with the overall professional identity score at the 0.01 significance level. The correlation coefficients, which ranged from 0.52 to 0.93, demonstrated a high level of internal consistency (construct validity). This suggests that each component and question on the survey satisfies the purpose for which it was designed.

2.4 Reliability

The researcher determined the Cronbach's Alpha reliability coefficient to guarantee the validity and dependability of the professional identity questionnaire; the findings are displayed in the table below:

Table 8. The Cronbach's Alpha reliability coefficient for the professional identity questionnaire

Dimensions	Items	Reliability Coefficient
Personal Dimension	Items 1, 2, 3, 4	0.72
Social Dimension	Items 5, 6, 7, 8	0.69
Organizational Dimension	Items 9, 10, 11	0.69
Professional Identity	—	0.73

With a value of (0.725), the table number (08) indicates that the general reliability coefficients for the professional identity questionnaire are high; the highest coefficient is in the personal identity dimension (0.72) and the lowest in the organizational dimension (0.69). Thus, one could argue that the organizational justice questionnaire's Cronbach's alpha reliability coefficient was high.

3 Study Methodology

We used the descriptive approach, which is suitable for the type of this study .

3.1 Study Population and Sample

The statistical population of the study is all primary school teachers in the Bou Saada. A random convenience sampling technique was used to choose the study sample, which comprised (72) teachers.

3.2 Spatial and Temporal Scope of the Study

Based on a field study done on a sample of primary school teachers in the city of Bou Saada. Field study data were gathered between 20/01/2025 and 20/02/2025.

3.3 Statistical Methods Applied in the Study

The researcher applied Statistical Package for the Social Sciences (SPSS) V 25 to statistically analyze the gathered data. The subsequent computed statistical techniques and

coefficients were: Cronbach's Alpha Reliability Coefficient, independent samples t-test, Arithmetic Mean, Pearson Correlation Coefficient.

4 Results and Discussion

4.1 First Hypothesis

Table 9. The level of perceived organizational justice among primary school teachers

Dimensions	M. S	T. M	M. D	S. D	t-Value	Sig. Value	Level
Procedural Justice	9.47	8	1.47	2.95	4.27	0	Above Average
Interactional Justice	6.44	6	0.44	2.22	1.69	0.95	Average
Distributive Justice	6.08	6	0.08	1.84	0.83	0.7	Average
Organizational Justice	22.2	20	2.2	6.05	3.9	0.03	Above Average

M. S = Mean Score; T. M = Theoretical Mean; M. D = Mean Difference; S. D = Standard Deviation.

With the mean score of the overall degree being (22.20), which is higher than the theoretical mean value of (20), we can infer from the statistical reading of Table (09) that primary school teachers' perceptions of organizational justice are marginally above average. 6.50 is the standard deviation. When the mean score and the theoretical average were compared using a one-sample t-test, the difference was found to be statistically significant at the 0.05 level, with a value of 3.90. The practice of organizational justice in educational institutions is somewhat high, as evidenced by the trending upward perception of

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organizational justice among Bousaada primary school teachers. The school administration's educational leadership, which takes a democratic stance and employs transformational and situational leadership, is responsible for teachers' sense of justice and fairness. This has a positive effect on teachers' perceptions and fosters a climate of stability and trust.

The findings of the study thus suggest that staff members' views of justice were relatively more positive in primary schools. This is likely to improve the academic performance of teachers, increase their sense of satisfaction and pride in their noble profession, and help them remain loyal to the school. A fair and just workplace motivates success and innovation; it also lowers tensions and conflicts inside these educational institutions. By including teachers in educational decisions and encouraging conversation and respect among all stakeholders in the institution, educational leadership adopts certain democratic model ideas. Some school leaders use organizational justice to the point that it fosters a pleasant workplace. For example, if a conflict develops between teachers, they usually use a policy of reason and conversation sensibly to settle problems amicably, therefore guaranteeing the happiness of all concerned.

4.2 Second Hypothesis

Table 10. The level of perceived organizational justice among primary school teachers

Variable	M. S	S. D	Pearson Correlation Coefficient	Sig. Value	S. Level
O. Justice	22.2	6.05	0.564**	0	0.01
P.Identity	24.2	4.33			

The mean value of organizational justice was computed from the statistical study of Table 10, which displays the Pearson correlation coefficient between perceived organizational justice and professional identity among primary school teachers, as (22.20), with a standard deviation of (06.05). The mean value of the professional identity variable was computed to be (24.20), with a standard deviation of (04.33). Participants' scores on organizational justice and their responses on professional identity were found to have a Pearson correlation coefficient

of (0.56). Among primary school teachers, this suggests a moderate positive link between professional identity and organizational justice.

According to this moderate relationship, teachers' perceptions of justice and fairness in the classroom play a significant role in strengthening both their sense of professional identity and their sense of affiliation with the school where they are employed. Our study also found that a number of factors, including the overall organizational climate in educational institutions, influence the development of organizational identity.

One of the key elements affecting the workplace and inspiring workers to produce exceptional work is organizational justice. It has to do with how elementary school teachers view justice in its distributive, procedural, and interactional aspects. Teachers' perceptions of fairness in the assignment and distribution of pedagogical groups, inspection visits and reports, workload fairness for teachers, and assessment of student learning outcomes all reflect this. Teachers' sense of fulfillment and belonging are bolstered by this perceived fairness, which helps them develop their professional identities.

4.3 Third Hypothesis

Table 11. Correlation between procedural justice and professional identity among primary school teachers

Variable	M. S	S. D	Pearson Correlation Coefficient	Sig. Value	S. Level
Procedural Justice	9.74	2.94	0.495**	0.00	0.01
Professional Identity	24.2	4.33			
N=72					

Statistical analysis of Table 11, which displays the Pearson correlation coefficient between procedural justice and professional identity among primary school teachers, revealed a mean of procedural justice of (09.47) with a standard deviation of (02.94), and a

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mean of the professional identity variable of (24.20) with a standard deviation of (04.33). Among primary school teachers, the Pearson correlation coefficient of (0.49) between sample members' scores on procedural justice and their replies on professional identity suggests a moderate positive correlation.

The positive part of procedural justice in improving teachers' professional identity helps to explain this moderate positive relationship between the procedural justice dimension and professional identity among primary school teachers. One of the fundamental elements influencing a teacher's awareness and view of fairness is procedural justice. Teachers' comfort is enhanced by their feeling of involvement in decisions affecting them. Al-Maghrebi (2007) noted that the idea of procedural justice is connected to following policies and judgments; he also noted several particular factors for either upholding or breaching procedural justice. For instance, the appeal rule is crucial in giving teachers the ability to challenge and object to choices made by the educational administration. Especially when changes are required, this positive resistance can help to change choices made by educational leaders.

4.4 Fourth Hypothesis

Table 12. The correlation between interactional justice and professional identity among primary school teachers

Variable	M. S	S. D	Pearson Correlation Coefficient	Sig. Value	S. Level
Interactional Justice	6.44	2.22	0.458**	0.00	0.01
Professional Identity	24.2	4.33			
N=72					

Based on the statistical study of Table (12), which shows the Pearson correlation coefficient between interactional justice and professional identity among primary school teachers, the mean score for interactional justice was (06.44), with a standard deviation of

(02.22). With a standard deviation of (04.33), the mean score for the professional identity variable was (24.20). The sample's scores on interactional justice and professional identity showed a Pearson correlation coefficient of (0.45). Among primary school teachers, this suggests a moderate positive link between interactional justice and professional identity.

The degree to which teachers see fairness from their leaders—especially in regard to administrative practices and procedures—helps to explain this moderate positive relationship between interactional justice and professional identity among primary school teachers. One may observe that interactional justice is related and complementary to procedural and distributive justice rather than being distinct from them. The latter is intimately related to the leadership style used by school principals, particularly if it is based on including teachers in educational decision-making, encouraging conversation, and reflecting participatory management that fosters a good work environment.

4.5 Fifth Hypothesis

Table 13. The correlation between distributive justice and professional identity among primary school teachers

Variable	M. S	S. D	Pearson Correlation Coefficient	Sig. Value	S. Level
Distributive Justice	6.08	1.8	0.520**	0	0.01
Professional Identity	24.2	4.3			
N=72					

The arithmetic mean for distributive justice was estimated to be (06.08), with a standard deviation of (01.84), based on the statistical analysis of Table number (13), which displays the Pearson correlation coefficient between distributive justice and professional identity among primary school teachers. The professional identity variable's estimated arithmetic mean was 24.20, with a standard deviation of 04.33. The estimated Pearson correlation coefficient between the sample members' professional identity responses and their interactional justice

scores was (0.52). This suggests that among primary school teachers, interactional justice and professional identity have a somewhat positive relationship.

Teachers' perceptions of the equitable distribution of resources and rewards within the school, including incentives, opportunities, promotions, fair class group assignments, visits, monitoring, inspection reports, can be used to explain the positive direct relationship between distributive justice and professional identity among teachers. Employees are more likely to accept and be satisfied with these resources when they believe they are allocated equitably based on objective criteria, merit, and deservedness. This strengthens their bond with the values that define their professional identities within the school.

5. Study Results

- Among primary school teachers, perceived organizational justice and professional identity show a moderate statistically significant positive link.
- Primary school teachers have a rather high degree of perceived organizational justice.
- Among primary school teachers, procedural justice and professional identity show a moderate statistically significant positive association.
- Among primary school teachers, interactional justice and professional identity show a moderate statistically significant positive correlation.
- Among primary school teachers, professional identity shows a moderate statistically significant positive correlation with distributive justice.

6. CONCLUSION

Modern companies clearly value their human resources, From this angle, an open-door policy between various tiers of management has been implemented to handle possible organizational issues before they worsen.

Creating a balanced work environment that preserves employees' rights and improves the institution's reputation depends on organizational justice in the areas of rewards and penalties, whether between leaders and subordinates. In the business and organizational climate of modern Algeria, this strategy has grown increasingly urgent.

Strengthening the development of professional identity is significantly influenced by organizational justice, with its dimensions—procedural justice, interactional justice, and distributive justice. Modern organizations, which have grown more focused on human resources and want to use more efficient strategies to create a safe and healthy workplace for their staff members, consider this identity as one of their most notable characteristics.

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