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Measuring The Impact Of Perceived Organizational Justice On The Level Of Organizational Citizenship Behaviors -A Field Study Using Modeling With Structural Equations (SEM) For A Sample Of Primary Education Teachers In Aïn El Ibel District (Djelfa Province, Algeria) –

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Abstract:

This study aimed to measure perceived organizational justice's impact on organizational citizenship behaviors among primary education teachers in Aïn El Ibel County in Djelfa Province (Algeria). The study sample included 209 elementary professors. Structural equations modeling (SEM) and the statistical program SPSS were used.

The study found A positive impact statistically significant at a significant level $\alpha \leq 0.05$ for perceived organizational justice at the level of organizational citizenship behaviors of primary education teachers in Aïn El Ibel district in Djelfa province. The study also recommended making honest and fair decisions for teachers from part of the decision-makers in the sector regarding distribution, procedure, and treatment in a way that ensures the preservation of the professor's dignity and human feelings.

Keywords: Organizational Justice, Organizational Citizenship Behaviors, Primary Teachers, Djelfa, Aïn El Ibel District, Algeria.

1. INTRODUCTION:

Recent labor protests and strikes in Algerian institutions, particularly in education, have highlighted the need for fair and honest decision-making. A key issue is the lack of perceived organizational justice among Algerian workers, including primary education teachers. This lack of justice, which should be characterized by integrity and fairness in the work

environment, particularly in the distribution, treatment, and action received within the organization, needs to be addressed.

As organizational justice is one of the determinants of organizational behavior within organizations, it must impact organizational citizenship behaviors. This topic has occupied the attention of researchers for the past two decades, so this study seeks to search for the relationship between the two variables in the Algerian environment, taking a sample of primary schools in the Aïn El Ibel region as a field study.

1.1. The Main Problem

The research question was determined by answering the following central question: What is the impact of perceived organizational justice on the level of citizenship behaviors of primary school teachers in Aïn El Ibel district, Djelfa?

1.2. Sub-Questions

The following sub-questions are derived from this central question:

- What is the theoretical background of organizational justice and citizenship behaviors?
- What is the level of perception of organizational justice among primary education teachers in Aïn El Ibel district, Djelfa?
- What is the level of practicing citizenship behaviors among primary education teachers in Aïn El Ibel district, Djelfa?
- What is distributive justice's impact on the citizenship behaviors of primary education teachers in Aïn El Ibel district?
- What is procedural justice's impact on the citizenship behaviors of primary school teachers in Aïn El Ibel district?
- What is the impact of transactional justice on the level of citizenship behaviors of primary education teachers in Aïn El Ibel district?

1.3. Hypotheses

General Hypothesis

H: There is a statistically significant effect at a significant level ($\alpha \leq 0.05$) of perceived organizational justice on the level of organizational citizenship behaviors of primary education teachers in Aïn El Ibel district, Djelfa.

Sub-Hypotheses

H1: There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the perceived distributive justice dimension on the level of organizational citizenship behaviors of primary education teachers in Aïn El Ibel district, Djelfa.

H2: There is a statistically significant effect at a significant level ($\alpha \leq 0.05$) of the dimension of perceived procedural justice on the level of organizational citizenship behaviors among primary education teachers in Aïn El Ibel district, Djelfa.

H3: There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the dimension of perceived interactional justice on the level of organizational citizenship behaviors of primary education teachers in Aïn El Ibel district, Djelfa.

1.4. Methodology

Based on the study's issue, hypotheses, and the information to be obtained to identify the opinions of primary education teachers in Aïn El Ibel district, Djelfa, on measuring the impact of organizational justice in all its dimensions on the level of organizational citizenship behaviors, the descriptive method was used, which depends on studying the phenomena as they exist in reality, describing them accurately, diagnosing and analyzing them, by relying on two methods:

- a. **Theoretical method:** Our study's theoretical method was meticulously crafted to build and formulate the theoretical framework. We presented the intellectual foundations of organizational justice and citizenship behaviors, drawing from various references such as books, theses, scientific articles, forums, and internet services. This comprehensive approach ensures a solid foundation for our research.
- b. **Applied method:** It was used to diagnose, describe, and analyze the study issue, relying on a questionnaire distributed to primary education teachers in Aïn El Ibel district, Djelfa.

1.5. Previous Studies

Aishoush and Daghman (2019) study entitled "The Relationship between Organizational Justice and Organizational Citizenship Behavior among University Professors." A random sample of 136 professors was selected from a total of 192 professors at the college, which aimed to identify the relationship between organizational justice and organizational citizenship behavior among professors of the Faculty of Social Sciences and Humanities at Blida 2 University. The study found a statistically significant correlation between organizational justice and organizational citizenship behavior among college professors.

Terzi and colleagues (Terzi et al., 2017) aimed to analyze teachers' perceptions of the relationship between organizational justice and organizational identity; they used the descriptive method. The study sample consisted of (1223) teachers in the Balıkesir region of Turkey, and the study concluded that primary and secondary teachers have positive views regarding organizational justice and the order of the dimensions according to primary teachers was as follows: Distributive and interactive justice in the first degree, followed by procedural justice.

Location of the current study from previous studies

After reviewing previous studies, we conclude:

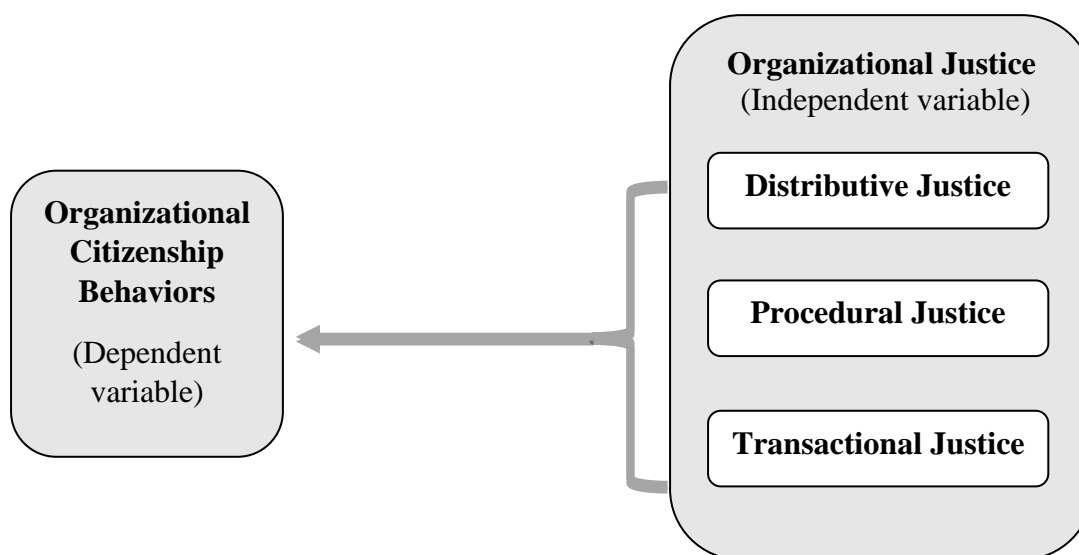
- There is a scarcity of studies that dealt with the two variables of the study in the same work environment (primary education teachers) within the limits of the researchers' knowledge in this sector, which has suffered from significant issues, many strikes, and

many unions in Algeria in recent times. This indicates the absence of justice in the distribution of wages, classification, promotion, etc.

- The current study is similar to the study of Aichouch and Dagman (2019), which dealt with the same variables of the current study but differed from it in that it was conducted at the University of Blida, while the current study was conducted in the primary schools of Aïn El Ibel district in the Province of Djelfa.
- It is also close to the study of Terzi and his colleagues (Terzi et Al., 2017), as it approaches the sample population of primary school teachers in two completely different environments. However, it is similar to it in terms of the independent variable, which is organizational justice, and differs from it in the dependent variable, as Terzi's study studied organizational identity as a dependent variable.

1.6. The Study Model

Figure 01: The study model



Source: Prepared by the researchers based on analyzing previous studies.

2. THEORETICAL FRAMEWORK OF THE STUDY

2.1. Organizational Justice

Definition of Organizational Justice

Greenberg defined it as "how an individual judges the fairness of the method used by the manager in dealing with him on the functional and human levels." (Jason A, 2012, p. 526). Al-Attawi also refers to it as "the degree of achieving equality and fairness in rights and duties that express the individual's relationship with the company and promote organizational trust between the two parties" (Al-Attawi, 2007, pp. 146-170). Farh also defines organizational

justice as "the way that reflects the fairness of the outputs and the fairness of the procedures used to distribute those outputs" (Farh, 1997, p. 32). Saal (1983) believes that organizational justice is "a relative concept that is determined in light of the worker's perception of the integrity and objectivity of the outputs and procedures within the individual organization and the enhancement of organizational trust between the two parties" (Saal, 1983, p. 105).

In the current study, The researchers point out that Al-Attawi's definition is the most comprehensive definition of organizational justice as it addresses most dimensions of justice, as it deals with distributive justice by achieving equality and fairness, procedural justice with rights and duties, the individual's relationship with interactive justice, and information justice by enhancing organizational trust.

Dimensions of Organizational Justice

We will adopt the classification provided by Niehoff (1993) so that we find that evaluative justice can be classified within the dimension of procedural justice, while moral justice can be included within the dimension of transactional justice to become three dimensions (Niehoff, 1993, pp. 547-548):

- a. Distributive justice:** Orpen defines distributive justice as the justice of the outcome of decisions (Orpen, 1994, p. 135). Williams, Pitre, and Zainuba (2002) see distributive justice as the justice of the outputs obtained by the employee; that is, it is related to the justice of the distribution of rewards. Folger & Knovsky define distributive justice as the perceived justice of the amount of rewards obtained by the worker (FolgerR, 1998, p. 115).
- b. Procedural justice:** It is believed that justice is related to the methods and processes used in determining outcomes or outputs (Cropanzano, 1988, p. 26); it is defined as the extent to which workers feel the fairness of the procedures used in determining outputs (Moorman, 1993, p. 845), as well as the fairness of the processes that led to the determination of outcomes (Cropanzano, 2001, p. 04), through the previous concepts of procedural justice, it is apparent that they focus on the extent to which workers perceive the fairness of procedures, policies, organizational processes, and methods used in determining organizational outputs; therefore, procedural justice is the impression that the worker perceives towards the guidelines adopted by the organization in making distribution decisions, and it varies according to the subjectivity of each worker, as what some see as a fair procedure, others see otherwise.
- c. Interactive justice:** It is the second form of procedural justice, which means caring for the interests of subordinates, providing adequate explanations for decisions, and showing empathetic involvement in the problems of others (Folger, 1997, pp. 434-443). It is also the relationship that an individual maintains with his/her immediate supervisor, reflecting the degree to which the individual feels that the treatment by the organization is fair (Kurland, 1999, pp. 500-513). From the previous two definitions, transactional justice can be defined as the degree to which employees feel about the treatment they receive from their superiors when applying organizational procedures.

2.2. Organizational Citizenship Behaviors

Definition Of Organizational Citizenship Behaviors

Organizational citizenship behavior is considered one of the modern concepts produced by contemporary administrative thought, which increases the interest of researchers and students in management science and psychology. Those who follow the theoretical literature of organizational citizenship behavior today find multiple definitions that reflect the interest that this concept has received from scholars, the first of which is the definition of Organ in 1977, who was one of the first to define it as "that cooperative effort or those cooperative innovative behaviors." then Organ presented after that in 1983 another definition: "appreciative behavior beyond an individual's formal role, which helps in performing actions and showing support for them" (Hawass, 2003, p. 16).

Approaches To Organizational Citizenship Behaviors

Two main entrances assume two specific frameworks to discuss citizenship behavior (Habba, 2017):

- a. *The first approach* is based on separating officially required job performance from organizational citizenship behaviors, as the latter is seen as a subjective behavior that does not accept any reward or compensation for its practice by the official reward system.
- b. *The second approach* is based on various research studies in their fields and disciplines. Based on this approach, organizational citizenship behaviors include three types: 1. Traditional behaviors for the role's job performance; 2. Behaviors that go beyond the formal behaviors required of the role; and 3. Political behaviors.

3. FIELD FRAMEWORK OF THE STUDY

3.1. Population And Sample

The instrument of the study was adopted to measure organizational justice with its three dimensions, developed by Niehof and Moorma (1993): distributive justice, procedural justice and transactional justice, while for citizenship behaviors, the questionnaire was based on the scale developed by Organ (1990) and although measures of organizational justice and organizational citizenship behavior have been used in many Arab studies (Bandar Abutayeh, Jordan, 2012; Azzedine Ben Yahya, 2017), and proven to be suitable for the Arab and local environment, the researchers asked a group of experts and specialists in arbitration to read the first draft of the questionnaire and after modifying the wording of a number of paragraphs in accordance with these observations In April 2020, 250 questionnaires were distributed to primary school teachers in the Aïn El Ibel district in the Province of Djelfa, and 245 questionnaires were returned, and after examining them, it was found that 209 questionnaires were valid for statistical analysis with a percentage of 83. 60%

3.2. Study Instrument

The questionnaire distributed to the sample included in its first part personal data: gender, age, educational level, and seniority, while the second part included the variables of the study through which to measure the opinions of the study members, which contains the independent variables, which are three dimensions as follows: distributive justice, procedural justice, transactional justice, consisting of 24 paragraphs, as well as the dependent variable of organizational citizenship behavior composed of 19 paragraphs, it should be noted that we used a five-point Likert scale to measure the paragraphs of the study so that this scale took the following form:

Table 01: Five-point Likert Scale

Arithmetic mean	1-1.79	1.80-2.59	2.60-3.39	3.40-4.19	4.20-5
Rating	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Source: Prepared by the researchers according to the statistical measures to calculate the categories

4. STATISTICAL ANALYSIS

The results of the data obtained from the questionnaire were transcribed and analyzed using the Statistical Package for the Social Sciences (SPSS) and AMOS program. The following statistical tests were used: Arithmetic mean and standard deviation to describe the responses; Cronbach's alpha to measure the stability of the questionnaire; Spearman-Brown rank correlation coefficient to measure the stability of the questionnaire; structural equation modeling (SEM): Structural Equation Modeling (SEM) was used to test the extent to which the model fits the data of the sample used, and Table 02 shows the indicators of goodness of fit with which the results are compared.

Table 02: Indicators of goodness of fit

Indicator	Admission requirement
Ratio (chi-square) to Degree Of Freedom	$((x^2 / df) df < 5)$
Normalized Fit Index NFI	(NFI > 0.90)
Comparative Fit Index CFI	(CFI > 0.95)
Adjusted Quality of Fit AGFI	(AGFI > 0.90)
Goodness of Fit Index GFI	(GFI > 0.90)
The Root Mean Square Error of Approximation (RMSEA)	(0 .05 – 0 ,08)
Tucker-Lewis Index TLI	(TLI > 0.90)
Incremental Fit Index	(IFI > 0.95)

Source: SPSS outputs

Reliability And Stability Of The Instrument

Reliability and stability were measured using Cronbach's alpha, one of the most important statistical tests for analyzing questionnaire data. In light of the results of this test, the questionnaire is modified or accepted, and this test is used if the questions of the questionnaire are consistent among themselves, calculated from the equation:

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum s_i^2}{s_i^2} \right]$$

k : Number of test items; $\sum s_i^2$: The variance of the scores of each test item.

s_i^2 : The total variance of the total test items.

The following table shows the calculated Cronbach's alpha value:

Table 03: Cronbach's alpha coefficient to measure the stability of the questionnaire

Variables	Dimensions	Number of items	Alpha value
Organizational justice	Distributive justice	9	0.728
	Procedural justice	8	0.781
	Transactional justice	7	0.659
Total Axis		24	0.765
Organizational citizenship behavior		19	0.758
Total questionnaire total		43	0.705

Source: SPSS outputs

We also note from the results of the above table that Cronbach's alpha value for the entire questionnaire is equal to 0.705, which indicates that the questionnaire has a high degree of stability; that is, if we redistribute this questionnaire to the same study sample, the stability ratio will be 70.5%, and this ratio is very acceptable for the study.

Split-Half: Two methods are adopted in Split-Half: Spearman-Brown and Guttman's test. The former requires Cronbach's alpha and variance equal, while Guttman's test does not. Thus, the test will be chosen based on the study's results. The split-half method is based on dividing the questionnaire into two halves, finding the correlation coefficient between the two halves of the test by Pearson's r_{12} method, and then correcting the correlation coefficient by the Spearman-Brown equation.

$$\text{Spearman Brown coefficient} = \frac{2r_{12}}{1 + r_{12}}$$

As for the Guttman's stability coefficient for halving, it does not require the variance to be equal for both groups, nor does it require the Cronbach's alpha coefficient to be equal for the two halves, and the Guttman formula calculates it:

Using the SPSS software and dividing the statements of the study into two sections, the even section and the odd section, the results shown in the following table were obtained:

Table 04: Guttman and Spearman Brown's semi-compartmentalization test

Cronbach's alpha coefficient	Section I	Cronbach's alpha coefficient for the first section		0.637
		Number of phrases		24
	Section I	Cronbach's alpha coefficient for the second section		0.718
		Number of phrases		19
		Total number of phrases		43
		Correlation between the first and second section		0.739
Spearman-Brown coefficient	Section I			0.640
	Section II			0.501
	Guttman's coefficient			0.691
	Mean	Variance	Standard Deviation	Number of phrases
Section I	2.5804	31.867	0.39670	24
Section II	3.6337	66.837	0.23698	19
Total number	3.10705	305.725	0.112939	43

Source: SPSS outputs.

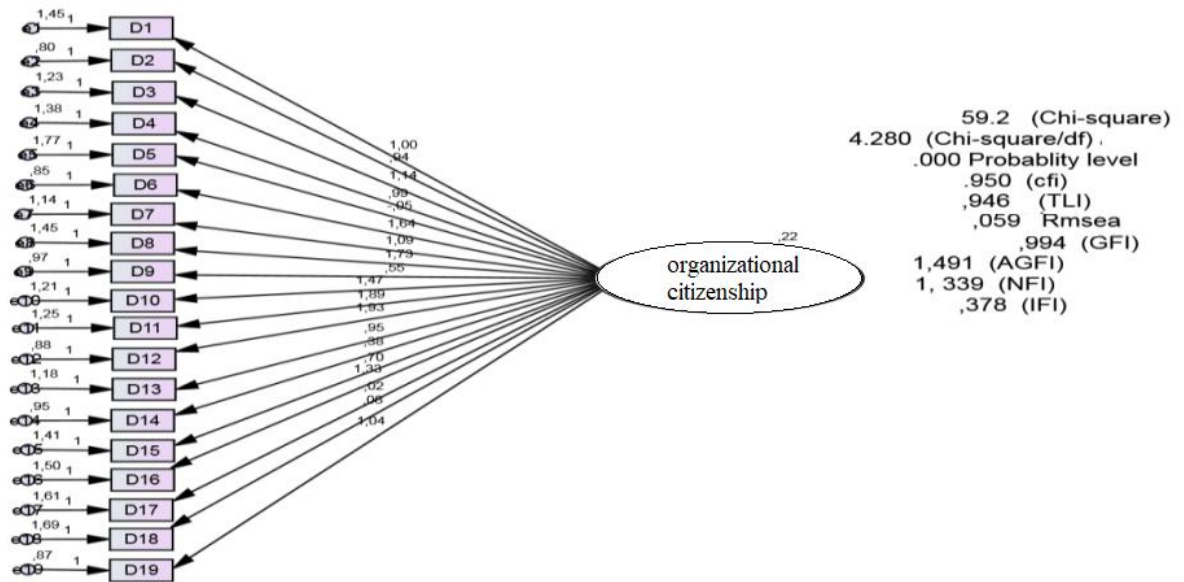
From the results in the table above, we find that the variance values in the two sections are not equal to the values of Cronbach's alpha coefficient, which necessitates the adoption of the Guttman coefficient, estimated at 0.691, which is a very acceptable value.

Constructive Validity: It is used to measure the construct validity of the research scale as follows:

The validity of the confirmatory construct is judged in light of the validity of the standard saturation coefficients shown on the arrows in Figures (02) and (03) that link the variables with each of the paragraphs of the scale in both axes, as the two figures show that these coefficients are mostly valid because their value is greater than 0.40. At the same time, we find that the comparative conformity index indicates the conceptual validity of both the organizational justice scale and the organizational citizenship behavior scale, where it was estimated for the two axes [3.157 and 4.280], as it indicates good conformity. 157 and 4.280], which means a good fit, because the chi _square coefficient and degrees of freedom were estimated [3.157 and 4.280], which is acceptable, in addition to the rest of the dimensions of

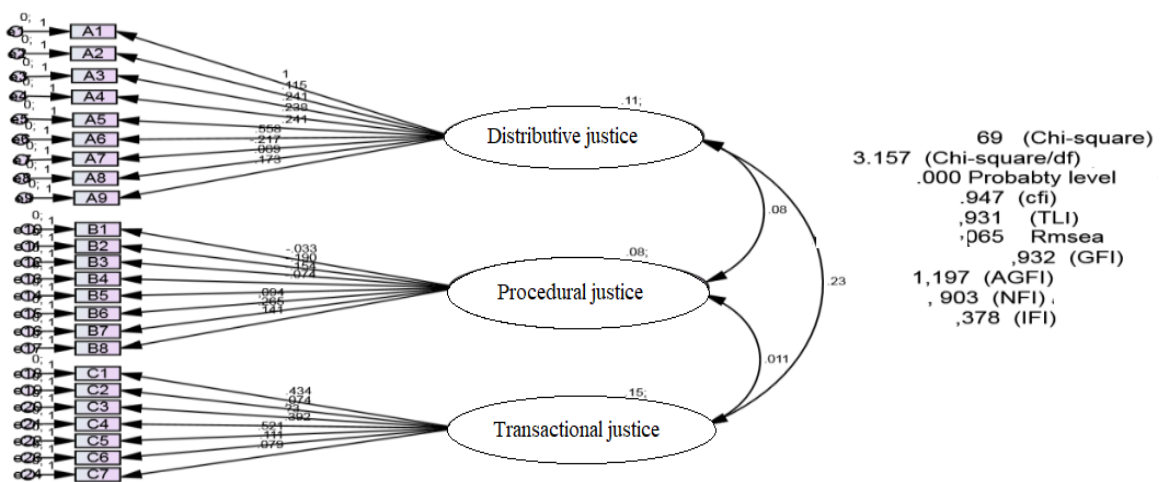
fit were also satisfactory, through the RMSEA = .065 and the second axis: REMSEA = 0.059, which confirms the validity of what came in the construct validity, which states that all tests of the confirmatory construct measurement came with an acceptable value.

Figure 02: The confirmatory factor analysis for the organizational justice axis



Source: AMOS V24 software output

Figure 03: Confirmatory factor analysis for the organizational citizenship behavior axis



Source: AMOS V24 software output

5. RESULTS AND DISCUSSION

5.1. Answering And Analyzing The Study Questions

To answer the study questions, the arithmetic mean and standard deviation of the axes' dimensions, the total arithmetic mean, and the total standard deviation of the axes were calculated.

The results of Table 05 show that there is a consensus on the absence of organizational justice with significant agreement from the study sample members because the dispersion of answers was weak in the sense that the sample members agreed on the lack of organizational justice, as for organizational citizenship behavior, we note that there is a consensus on the presence of significant and average citizenship behavior.

Table 05: The means and deviations for the dimensions of the axes.

Variables	Dimensions	Arithmetic Mean	Standard Deviation	Response Direction
Organizational justice	Distributive justice	2.30	0.242126	Disagree
	Procedural justice	2.58	0.077495	Disagree
	Transactional justice	2.94	0.139981	Disagree
Organizational Citizenship Behavior	Total Citizenship Behavior	3.63	0.136977	Agree

Source: AMOS V24 outputs.

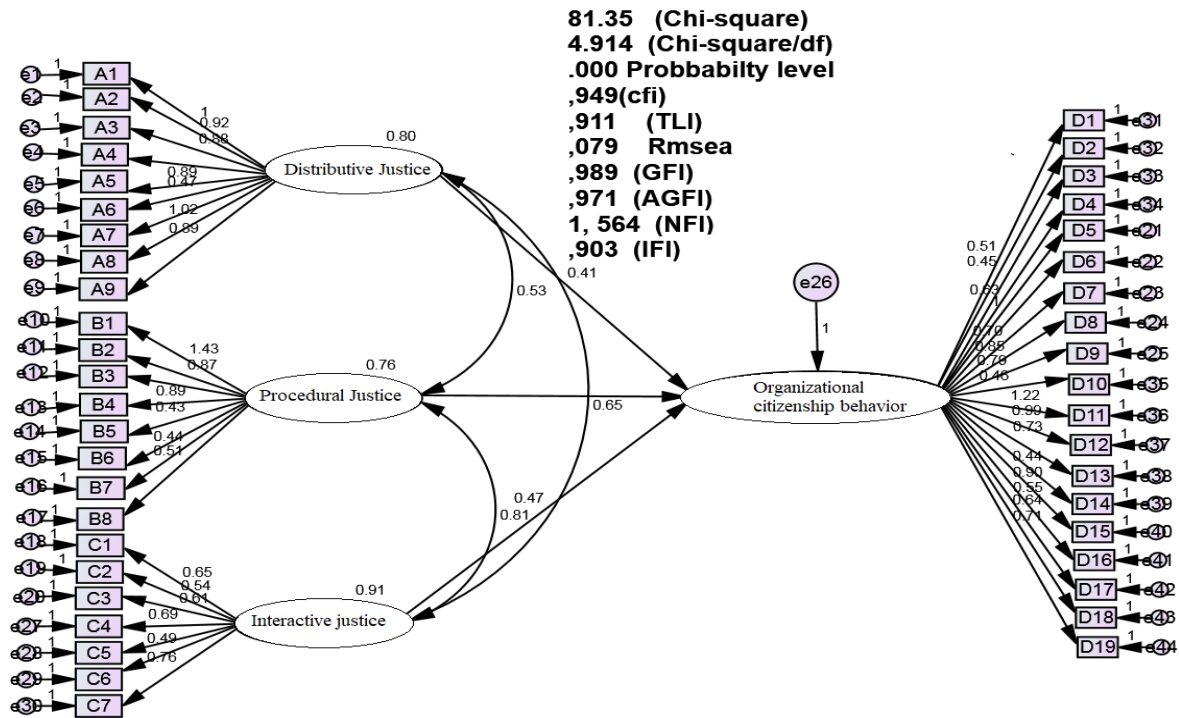
The table results show that there is a consensus on the absence of organizational justice, with significant agreement from the members of the study sample because the dispersion of answers was weak. As for organizational citizenship behavior, we note that there is a consensus on the presence of significant and average citizenship behavior.

Table 6: Results of measuring the impact of organizational justice dimensions on organizational citizenship behavior.

Dimensions of Organizational Justice	Citizenship Behavior Axis	Estimate	Standard Error (S.E.)	Critical Ratio (C.R.)	Probability (P)	Label
Organizational Justice	Citizenship Behavior	0.793	0.031	8.803	***	
Distributive Justice	Citizenship Behavior	0.047	0.070	1.238	0.481	Par_30
Procedural Justice	Citizenship Behavior	0.067	0.092	1.362	0.132	Par_31
Interactive justice	Citizenship Behavior	0.041	0.065	1.127	0.429	Par_32

Source: AMOS V24 outputs.

Figure 04: Testing the impact of perceived organizational justice on organizational citizenship behaviors



Source: AMOS V24 software output

Figure (04) shows that the dimensions of organizational justice positively affect organizational citizenship behavior. To ensure the estimate's validity, we must calculate the model's indicators listed above (table 05).

5.2.Hypothesis Testing

H: There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of perceived organizational justice on the level of organizational citizenship behaviors among primary education teachers in Aïn El Ibel district, Jelfa.

We note that the CR value is greater than 1.694 in organizational justice in the total score, while in both distributive and transactional justice, it is less than the inverted value. Therefore, the model is significant in the study variable and insignificant in its dimensions, which is a strong justification for accepting the general hypothesis.

H1: which states that there is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the dimension of perceived distributive justice on the level of organizational citizenship behaviors among primary education teachers in Aïn El Ibel district, Djelfa.

Therefore, it is significant and explained by a coefficient of 0.47 on organizational citizenship behavior, which makes us accept the first sub-hypothesis due to the conviction of the workers and their patience with the hardship and suffering of teaching in exchange for this small wage they receive, which does not cover all their needs. This result is consistent with

the results of Shakrani (2018), Artibakhsi, kuldeepkumar and ektarani (2009), Gauri, 2013, and Shaza (2015).

H2: which states that there is a statistically significant effect at a significance level $\alpha \leq 0.05$ of the perceived procedural justice dimension on the level of organizational citizenship behaviors among primary education teachers in Ain El Ibel district, Djelfa. since the probability value of the effect of procedural justice sincerity on the organizational citizenship behavior trend is greater than 0. Therefore, it is insignificant and explained by a coefficient of 0.067, on the direction of organizational citizenship behavior, and this is also a strong justification for rejecting the second sub-hypothesis. This result is consistent with the result of Shakrani and Shatataha (2018) and contradicts the result of Hamdi (2015) and the study of Shaza (2015).

H3: which states that there is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the dimension of perceived interactive justice on the level of organizational citizenship behaviors among primary education teachers in Ain El Ibel district, Jelfa.

The probability value of the effect of procedural justice sincerity on the direction of organizational citizenship behavior is greater than 0.05 and, therefore, is not significant. It is explained by a factor of 0.041 on the direction of organizational citizenship behavior, supporting the hypothesis's acceptance. The result is consistent with Artibakhsi, Kuldeepkumar, and Ektarani (2009), and Shakrani and Shataha (2018) and contradicts the result of Abolghasem (2015).

6. CONCLUSIONS AND RECOMMENDATIONS

The study's axes and dimensions, which were transformed into a model according to the structural equation modeling (SEM) method, passed all tests of general reliability and the required goodness of fit, as the value of the indicators ranged between acceptable and perfect acceptance. This means that the model is structurally and statistically acceptable.

- There is a statistically significant effect at a significant level ($\alpha \leq 0.05$) of perceived organizational justice on the level of organizational citizenship behaviors among primary education teachers in Ain El Ibel District, Djelfa.
- There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the perceived distributive justice dimension on the level of organizational citizenship behaviors among primary education teachers in Ain El Ibel district, Djelfa Governorate.
- There is no statistically significant effect at a significant level ($\alpha \leq 0.05$) of the dimension of perceived procedural justice on the level of citizenship behavior among primary education teachers in Ain El Ibel district, Djelfa.

- There is a statistically significant effect at a significant level ($\alpha \leq 0.05$) of the dimension of perceived interactive justice on the level of organizational citizenship behaviors of primary education teachers in Aïn El Ibel district, Djelfa.
- Using the test of the effect of perceived organizational justice on citizenship behaviors, we find that the dimensions of distributive and instrumental justice and transactional justice towards organizational citizenship behavior had a non-significant effect. This means that primary education teachers in Aïn El Ibel district , Djelfa governorate, agree with the absence of organizational justice.

Recommendations:

- Managers and decision-makers in the education sector and its directorates should make fair and just decisions among employees based on clear and firm foundations that ensure employee equality and fairness. They should also pay attention to the distribution of work outputs such as wages, incentives, and workload based on merit and efficiency, considering the financial allocations for changes in employees' living standards.
- They are adopting a decentralized method of management and allowing teachers to participate and express their opinions in the district's primary schools and collect accurate and complete information before making decisions, which ensures the fairness of those decisions and their reflection on the level of organizational citizenship behavior in those primary schools, thus further strengthening the existing organizational citizenship behaviors and respecting and participating in those decisions.
- Strengthening teachers' organizational citizenship behavior in the district by encouraging them to help their colleagues, avoid stirring up conflicts at work, use their time at work, and develop and improve their tasks to positively reflect on students' academic achievement and improve their level.

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