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Studying the Effect of Economic, Social and Organizational Factors on Organizational Justice in the Educational Research and Planning Organization

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Abstract

The aim of the present study is to design and present the model of organizational justice based on the variables of economic, social, and organizational factors.

This research is one of the types of applied research in terms of its purpose and mixed research in terms of its approach. The statistical population is the experts and specialists in the field of management and organizational behavior and the employees of the research and educational planning organization. The method of sampling experts (qualitative part of research), snowball method, and sampling method of employees (quantitative part of research) was random. 12 people were selected in the qualitative section and 187 people were selected in the quantitative section. The tool was the qualitative part of the interview and the quantitative part of the questionnaire.

Economic, social and organizational factors have a positive and significant effect on organizational justice. Based on the qualitative results, it was determined that 134 concepts were extracted from scientific studies and the analysis of the themes of interviews with experts and specialists, focusing on the concepts related to the research topic.

1. Introduction

Organizational justice is one of the examples of justice that is used to describe the role of justice in organizations. The concept of organizational justice was first formed in philosophy and then entered into social psychological literature. Undoubtedly, injustice or discrimination causes irreparable damage to the body of the organization and causes the early decline of the organization. The perception of organizational justice is a basic requirement for the effective functioning of employees and plays a very important role in shaping their attitudes and behaviors (Ahmadi and Qaziani, 2018). Justice in an organization strongly affects the attitude of employees to receive justice in a pleasant way, which has effects on organizational performance and reduces any conflict between employers and their employees.

Organizations are always trying to achieve success, achieve goals, and achieve desired results, and every organization faces its own complexities to achieve these concepts. In the organization, there is a set of development activities and opportunities (such as productivity, efficiency, effectiveness, and justice) that must be aligned with organizational goals so that employees can practice the required skills, and if these processes and programs are fair and just, we can expect had to achieve the goals. (Wafai Yegane et al., 1400).

Every organization needs a special human force that is skilled and capable to be the most important element to achieve the desired goal (Asbury, 2015, 2019). Human resource management is essential because human resources play a major role in realizing this goal (Esbari et al., 2020; Pramanu et al., 2020).

A successful organization can be seen by getting a competent employee and retaining its employees to work in the organization. By providing pleasure and enthusiasm in work, as well as the desire to continue working and show loyalty to the

organization (Mayer et al., 1993), organizational commitment gives a positive image because it is considered as one of the methods of achieving it. The purpose of a company (Esbari et al., 2019; Imelda et al., 2020; Kusomaningsih et al., 2020; Yoono et al., 2020) has attracted the attention of organization researchers due to the understanding that fairness is an important issue for understanding employee behaviors in organizations. And the concept of organizational justice was invented to understand and explain the role of organizational fairness (Greenberg, 1990).

The educational research and planning organization affiliated with the Ministry of Education, having changed its name three times, has more than 50 years of history and is currently reviewing and criticizing its activities with the aim of carrying out quality reforms and producing training and learning packages. will pay. In this review and review, he formulated and formalized the strategic policy, curriculum planning system, and research system, and prepared the long-term and short-term plans of the organization (Haj Farush and Arabi, 2014). The success and efficiency of the education system will surely cause the stable and effective development and strengthening of other institutions in the country. Educational research and planning organization is considered as the watchdog of the education system and a huge part of human immunity against emerging phenomena happens in this organization.

The educational research and planning organization, in terms of its scientific-research nature, should continuously engage in initiative, innovation, and creativity, attract the country's scientific elites to produce education and learning packages and curricula, and empower teachers. Therefore, such an organization cannot be satisfied with traditional structures that do not respond to today's needs and ignore the strategic issue of

organizational justice (Haj Farush and Arabi, 2014).

Considering the important and vital mission of this organization and the irreplaceable position of human resources in fulfilling the organizational mission, as well as the importance of the subject under study, the general concern and question of the current research are that organizational justice is an important prerequisite for improving the efficiency, effectiveness, and development of the research and planning organization. Education is influenced by what factors? Specifically, this study seeks to determine how much the level and status (decrease or increase) of organizational justice in educational research and planning organizations is affected by economic, social, and organizational factors.

2. Literature Review

The first studies from which organizational justice originates began with Adams' theory of justice, but especially after the 1990s, it received a lot of attention (Chohencharaksh and Expector, 2001). Organizational justice is defined as employees' perceptions of fairness in the workplace (Biraneh and Ketopanzano, 2001). Specifically, it is employees' assessment of the ethical and moral status of managerial behavior (Cropanzano et al., 2007). Therefore, these perceptions directly affect the attitude and behavior of employees (Ritasilva and Catano, 2014).

Organizational justice includes three interconnected sub-dimensions, which are distributive, procedural, and interactional justice (Chohencharaksh and Expector, 2001). Distributive justice is perceived justice about employee outcomes (Cropanzano et al., 2007). In other words, distributive justice can be understood by employees if employees are rewarded or punished only for what they do and if all people working in an organization are treated equally to allocate results (Rahmanu et al., 2016).

Procedural justice is the perceptual justice about the process by which the results are determined (Chohencharaksh, 2001). In this regard, if employees participate in the participation process, they perceive fairness, although they are not satisfied with the result (Chen et al., 2015). Interactional justice refers to the fairness of interpersonal interaction in organizational processes (Chohencharaksh, 2001). If their managers treat and treat them fairly through processes, employees perceive reciprocal justice (Lee et al., 2017).

Perceived organizational justice is related to employees' perception of subjective fairness in their employment relationships (Hamid et al., 2019). Therefore, the perception of injustice in the workplace can be considered one of the main influencing factors in the emergence of aggressive behaviors, which in turn can seriously damage the creation and maintenance of social capital within the organization (Greenberg and Baron, 2000).

Research on organizational justice can be based on the three dimensions of distributive, procedural and interactional justice (Nadiri and Tanwa, 2010). Interacting with each other, these three dimensions of justice can shape general justice for working people (Golperor and Nadi, 2011). Distributive justice refers to the perceived justice related to the allocation of returns and organizational resources (Greenberg and Colquitt, 2005).

Procedural justice can also refer to the fairness of the methods used to determine job consequences (Nami and Shekarashkan, 2005). Procedural justice stands for justice that is obtained from decision-making methods about features and results (Nasiri and Beheshti-Rad, 2015). Interactional justice also refers to relationships between individuals and organizational behaviors with respect (Eberlin and Tatum, 2008). This type of justice is defined as the quality of interpersonal behaviors, especially the

behaviors of supervisors (Greenberg and Colquitt, 2005).

Justice has been important and noticed by people (Golgiit et al., 2005, Heydari and Saeedi, 2012). It is among the organizational factors that shape the performance of individual employees in non-synchronous organizations (Othmani and Jamal, 2013).

According to Greenberg (1990), organizational justice or fairness refers to "the extent to which employees consider the fairness of organizational decisions." Organizational justice is important because fair treatment leads to better social interactions and overall organizational effectiveness (Coitze et al., 2012).

This has profound effects on the ways of displaying workers' job behaviors and working conditions, which, if confirmed or otherwise, can lead to a positive organizational outcome (Othmani and Jamal, 2013). Therefore, such an idea has significant consequences for individuals and organizations in general (Yasil and Derli, 2013). Although organizational justice is a multidimensional concept, organizational justice is basically defined as "people's perception of fairness in the organization they work for" (Coitze, 2005, Cropanzano & Greenberg, 1997, Yesil & Darley, 2013).

The literature related to organizational justice indicates that this phenomenon has been studied for a long time. Homans (1961) studied distributive justice and discovered important effects on employees' perceptions of the equal distribution of organizational outcomes on individuals' attitudes as well as behavioral outcomes that follow organizational decisions (distributive justice).

Other researchers (e.g., Adams, 1965; Blue, 1964) confirmed this concept with regard to distributive justice. Therefore, distributive justice is the fairness of the result that the individual receives (Adams, 1965). Distribution people evaluate the

results according to some distribution approvals and what is distributed from the equity shares.

Organizational justice deals with understanding the complexity of fair behavior in a work environment (Grasso et al., 2020). The concept of organizational justice mainly means employees' perception of the level of fairness that organizational officials treat them (Akram et al., 2020). In organizational justice, a person evaluates whether an organizational decision has been made according to two principles of judgment (scale and correctness) or not. (Mirkhalili and others, 2019). Organizational justice includes three components of distributive, procedural, and interactional justice, where equality and fairness are crystallized in the allocation of resources (Akram et al., 2017). Employees' perception of organizational justice determines their positive or negative attitude toward the organization and, as a result, their organizational commitment, which makes employees useful for the organization in the real sense and in practice (Imamoglu et al., 2019).

Many of the studies conducted regarding research variables had different and distinct results; For example, Masoudi (2019) showed that organizational justice improves the job performance and conscientiousness of employees (Khorakian et al., 2018). Moradi et al. (2019) found that organizational justice and organizational cohesion have a positive relationship. Poursoltani Zarandi, Tendnavis and Naderi (2013) determined in their research that the perception of organizational justice has a significant relationship with job satisfaction and organizational commitment. Sadeghi (2009) determined that there is a significant relationship between organizational justice and organizational cohesion.

In the international arena, Tezinir et al. (2020) found that organizational justice has a significant effect on the individual and organizational performance of employees.

Pimentel et al. (2020) stated that organizational justice has a significant relationship with employee commitment. Ilovainio and Virtanen (2020) showed that organizational justice leads to greater organizational health. Bejruk et al. (2020) proved that organizational learning and organizational justice have a positive relationship. Mushtaq et al. (2019) determined the effect of organizational justice on group cohesion and organizational commitment. Imamoglu et al. (2019) confirmed the significant relationship between organizational commitment and organizational justice. Gosh et al. (2017) confirmed the effect of organizational justice on the individual and group performance of employees. Ha and Ha (2015) confirmed the relationship between organizational commitment and organizational justice. Kaptin and Avelino (2005) determined that organizational cohesion is affected by organizational justice and organizational culture.

In some researches, the role of organizational justice and management performance (Khoshnit, 2019), the relationship between organizational justice and organizational culture on entrepreneurship (Miri and Momeni, 2019), the relationship between organizational justice and organizational belonging (Moradi et al., 2019), organizational justice and reducing corruption. Administration (Mir Khalili et al., 2018), organizational justice and organizational commitment (Mohbifar, 2017), organizational justice, and organizational cohesion (Ahmadi Baladhi et al., 2015) have been scientifically confirmed and proven to a large extent. But so far, in few studies with a scientific and comprehensive view and in a model with a holistic view, the relationships and structure of related and effective factors on organizational justice have been scientifically analyzed. For this reason, the present research is trying to explore the relationships and effects of

economic, social, and organizational factors on organizational justice and in line with the development and strengthening of organizational justice in general and the development of this fundamental concept in the organization of research and educational planning, scientific achievements and solutions. and provide research for operationalization.

Educational research and planning organization, as the brain of education, has attracted a group of experienced and capable people; But the structures and work processes are such that their abilities are not used well. We have performed better in terms of accepting new ideas and information, as well as changing the research methods and process and producing curricula in accordance with environmental changes, but the organizational atmosphere and executive mechanism are not ready to accept and use experts' opinions. Although education tends to change and welcomes new opinions, a coherent, integrated, and intelligent system has not been designed for this task (Faqihi and Jafari, 2018).

Finally, it is clear that in most of the scientific studies and research, the study of individual variables has been emphasized, and no comprehensive research could have examined the factors related or effective on the creation and development of cohesion in the form of a more comprehensive model was found, and previous researches focused on the analysis of factors. In a one-dimensional manner, e.g., Coherence, justice, etc., and few studies have examined these concepts in the form of a model comprehensively. Of course, a study that analyzed the role of organizational justice in the direction of organizational cohesion was less observed. On the other hand, most of the studies were in production and commercial environments, and fewer have been included in social, service, and educational studies. Especially so far, such work has not been done in an important

scientific and educational environment such as the country's research and educational planning organization.

3. Methodology

In terms of practical purpose and in terms of approach, this research is one of the types of mixed research of exploratory type and in terms of nature and type of study in the qualitative part, thematic analysis and in the quantitative part descriptive correlation and regression type. The statistical population of the current research is the experts and specialists of organizational cohesion and the employees of the research and educational planning organization, for the qualitative part of the research with the accessible and snowball method, there are 12 experts and for the quantitative part of the research with the simple random method, there are 187 employees as the research sample was selected. In order to collect research data, semi-structured interviews were used in the qualitative part, and researcher-made questionnaires were used in the quantitative part. The dimensions and number of indicators of each variable and how to calculate it are stated in the quantitative section in Table No. 1. The evaluation of the characteristics of the research tool in the quantitative part was used to calculate the validity of the content validity (experts' opinion) and to evaluate the reliability of the tool, Cronbach's alpha coefficient was used, and the Cronbach's alpha coefficient of the questionnaire was estimated at the optimal level. The validity of the interviews in the qualitative section was also checked by the research members, which confirmed the validity of the interviews. Also, the reliability of the interviews was also calculated by the recording method, and the reliability of the interviews was found to be 0.93. Therefore, both research tools (interview and questionnaire) had good validity and reliability. The data analysis method of the research collection was the theme analysis technique for the qualitative

part, as well as the structural equation model, path analysis, and the Kolmogorov-Smirnov test for the quantitative part.

Table 1- Factors, components, and indicators of the questionnaire

Factors	components	number of indicators	measurement scale	range of responses
organizational behavior	The role and position of the organization	15	interval	5-option Likert scale
	Organizational Culture	7	interval	5-option Likert scale
	Organizational Structure	10	interval	5-option Likert scale
	style of leadership	7	interval	5-option Likert scale
	Employee participation	8	interval	5-option Likert scale
	Organizational changes	10	interval	5-option Likert scale
Organizational Justice	Distributive justice	11	interval	5-option Likert scale
	Procedural justice	13	interval	5-option Likert scale
	Interactive justice	13	interval	5-option Likert scale
Quality of	physical needs and self-	7	interval	5-option

Table 1- Factors, components, and indicators of the questionnaire

Factors	components	number of indicators	measurement scale	range of responses
	actualization			Likert scale
	Organizational Commitment	8	interval	5-option Likert scale
	Security and job promotion	6	interval	5-option Likert scale
Organizational Learning	Empowerment of human resources	14	interval	5-option Likert scale
	knowledge management	13	interval	5-option Likert scale

Technical characteristics of measuring instruments

Validity: To evaluate the validity in the quantitative part with the help of experts and specialists in the fields related to the research topic, the review questionnaire and the announced corrective comments were applied, and the validity level of the questionnaire was approved by the researcher and experts. In order to check the validity of the interviews in the qualitative part, the criteria of review by the research members were used, that is, after the coding, the key points obtained from the interviews were given to one of the professors in the field of organizational cohesion and organizational justice, so that the process of coding and extracting factors with the obtained results could be done by him. to be compared by the researcher. Finally, the obtained results were compared, which indicated a high overlap of the created codes.

Reliability: To calculate the reliability in the quantitative part of the research, the

researcher made 30 questionnaires of organizational cohesion with the approach of organizational justice, after the reforms considered by the elite regarding the validity of the questionnaire were done, through email and electronic address among the employees of the research and educational planning organization. distributed and collected, and after analysis in spss software, Cronbach's alpha coefficient was calculated for the questionnaire, and based on the results of Cronbach's alpha test, the necessary corrections were applied so that the research tool was acceptable and desirable in terms of validity and reliability, and the alpha coefficients of each factor where the following description was obtained. As can be seen, all the coefficients are higher than 82% and indicate the reliability of the research tool. The alpha coefficients of the research variables were obtained as follows:

Table 2- Cronbach's alpha coefficient of questionnaire variables

series	Variables	Cronbach's alpha coefficients
1	Organizational Learning	.91
2	organizational behavior	.89
3	Quality of work life	.88
4	Organizational Justice	.92
5	Empowerment of human resources	.84
6	knowledge management	.87
7	The role and position of the organization	.83
8	Organizational Culture	.86
9	Organizational Structure	.89
10	style of leadership	.92
11	Organizational Commitment	.87
12	Employee participation	.91
13	Organizational changes	.88
14	physical needs and self-actualization	.94
15	Security and job promotion	.93
16	Distributive justice	.83
17	Procedural justice	.88

Table 2- Cronbach's alpha coefficient of questionnaire variables

series	Variables	Cronbach's alpha coefficients
18	Interactive justice	.86

To evaluate the reliability of the qualitative part, the reliability or consistency method or the retest reliability method was used. In this method, each interview is coded twice in a certain time interval and the results are compared with each other. In each of the interviews, codes that are similar to each other in the time interval are identified as "agreement" and non-similar codes as "disagreement". A coefficient above 60% indicates good reliability for interview coding (Koval, 1996). The method of calculating the reliability of the test is as follows:

$$\text{Percentage of agreement} = \frac{\text{Agreement number} \times 2}{\text{Total number of agreements}} \times 100$$

$$= \frac{118 \times 2 = 236}{255} = .92$$

In the present study, six interviews were selected from among the interviews and the researcher re-coded them after 22 days. The results of this coding are listed in Table (3).

Table 3- Reliability of interviews

series	Interview number	Agreement number	Total number of codes	Reliability of the test
1	First interviewee	11	24	.91
2	Fourth interviewee	21	48	.87
3	Fifth interviewee	33	71	.92
4	Sixth interviewee	14	32	.87
5	Ninth interviewee	9	19	.94
6	11th interviewee	30	30	.98
total	Six interviews	118	118	.92

The total number of codes in six interviews in a time interval of 22 days is equal to 255 codes and the total number of agreed codes is 118 codes. According to interface 1, the reliability of the interview was 92% (more than 60%), as a result, the reliability of the coding is confirmed.

Data analysis was done in the qualitative part with the thematic analysis method and in the quantitative part with the descriptive statistics method (central indices of frequency, mean and dispersion indices of standard deviation) and inferential statistics of path analysis (multivariate regression) and data analysis was done with spss and lisrel software.

4. Findings

A: Descriptive statistics

In the following, first, the demographic variables of the sample people and then the dimensions and components of the research are explained from the perspective of central and dispersion indicators. In the rest of this section and in tables no., education, organizational position, place of service of employees and employment status have been described.

Table 4- Distribution of the sample group by gender

Gender	Number	Percent
Female	70	37.4
Man	117	62.6
Total	187	100

According to the information in Table No. 4, about 63% of the sample people were male and about 37% of the sample people were female.

Table 5- Distribution of the sample group based on job type

Job Type	Number	Percent
Academic staff	22	11.8
non-faculty	165	88.2
Total	187	100

According to the contents of Table No. 5, about 12% of the sample people had academic staff jobs and about 88% of the sample people were non-academics.

Table 6- Distribution of the sample group based on education

Education	Number	Percent
Less than a bachelor's	26	13.9
bachelor's	48	25.7
Masters	74	39.6
P.H. D	39	20.9
Total	187	100

According to the information in the table related to the distribution of the sample group based on education, it has been determined that about 14% of the sample have less than a bachelor's degree, about 26% have a bachelor's degree, almost 40% have a master's degree, and nearly 21% have a doctorate degree. The most educational degree of the sample people was a master's degree and the lowest degree of the sample people was lower than a bachelor's degree.

Table 7- Distribution of the sample group based on organizational position

Organizational position	Number	Percent
Expert	148	79.1
responsible expert	16	8.6
Head of department or department	12	6.4
Deputy General Manager	5	2.7
Director General	3	1.6
Deputy of the organization	3	1.6
Total	187	100

Based on the information in Table No. 7, we find that the highest organizational position of the sampled people was the bachelor's position (about 79% of the sampled people) and the lowest organizational position of the sampled people was the post of the general manager and deputy director of the organization (each 1.6% of the total sampled people).

Table 8- Distribution of the sample group based on employment status

employment status	Number	Percent
Official	117	62.6
treaty	10	5.3
Contractual	53	28.3
corporate	7	3.7
Total	187	100

The status of the sample people is also presented in Table No. 8, based on this, it can be seen that most of the sample people are officially employed (about 63 percent of the sample people) and the lowest employment status of the research sample people is the corporate type (about 4 percent of the sample people).

Table 9- Descriptive statistics of research variables

variables	Number	Mean	Standard Division	Minimum	Maximum
Organization al Learning	187	103.6	26.32	33	178
Organization al behavior	187	214.55	62.38	87	369
Quality of work life	187	80.44	20/61	34	164
Organization al Justice	187	130.13	73.38	37	244
Empowerment of human resources	187	55.18	13.32	14	89
knowledge management	187	47.87	14.95	13	89
The role and position of the organization	187	58.88	15.43	20	98
Organization al Culture	187	26.87	9.15	9	70
Organization al Structure	187	36.45	12.39	14	64
Style of leadership	187	26.98	8.82	7	49

variables	Number	Mean	Standard Division	Minimum	Maximum
Organizational Commitment	187	33.41	9.22	10	56
Employee participation	187	29.44	9.57	8	55
Organizational changes	187	35.90	13.92	10	68
physical needs and self-actualization	187	26.02	10.18	10	92
Security and job promotion	187	21.00	7.36	7	40
Distributive justice	187	38.28	14.16	11	73
Procedural justice	187	45.54	17.11	13	88
Interactive justice	187	46.29	17.34	13	85

Table No. 9 describes the status of the descriptive indicators of the research variables in the statistical sample. as you see.

B: Inferential statistics

In line with the answer to this research question, what are the "measurement indices of variables of organizational behavior, quality of work life, organizational learning and organizational justice"?

After removing the common codes, 134 concepts were extracted from scientific studies and analysis of themes of interviews with experts and experts, focusing on concepts related to the research topic. These concepts were coded in the form of basic themes. After review, classification, and based on basic concepts, 14 themes were coded under organizational themes (three concepts for organizational justice, six concepts for organizational behavior, three concepts for quality of work life, and two components for organizational learning).

Table 10- Basic (indicators), organizing (components), and comprehensive (dimensions) themes of justice, culture, and organizational cohesion

dimensions	components	indicators
Organizational Learning	Empowerment of human resources	Employees' belief in their abilities to play an effective role in the organization
		Employees' belief in influencing the development and solving of society's problems
		Explaining the goals and mission of the organization to the employees of the organization
		Participation in scientific, educational, and specialized workshops and seminars
		Application of knowledge and expertise of human resources in the organization
		Interaction of employees with elites and researchers
		Interaction of employees with research and scientific centers
		Creating a context to benefit from national and international innovations
		Creating a context for the interaction and communication of employees with the consumer market and the stakeholders of the organization
		Creating multiple learning opportunities for employees
		Development of individual experiences of employees
		Develop individual learning opportunities
		Optimum use of technology systems to empower human resources
	Complete and scientific evaluation of employee performance	
knowledge management		Needs assessment of knowledge management in the organization
		Planning knowledge management in the organization
		Classification of knowledge in the organization
		Knowledge storage in the organization

dimensions	components	indicators
Organizational behavior	The role and position of the organization	Knowledge sharing in the organization
		Supervision of training in the organization
		Create a platform to reveal the hidden knowledge of employees
		Development of the organization's documentation center (library)
		Attention to the organization as a learning organization
		Creating the right learning methods in the organization
		Attention to continuous learning in the organization
		Managers' attention to the specialization of the organization
		Managers' attention to the scientific nature of the organization's human resources
	The role and position of the organization	Understanding the general principles and values of the organization by the employees
		The attention of the organization to the conditions and requirements of the country
		Organizational alignment with environmental changes
		Attention to the needs of customers and stakeholders of the organization
		Creating the ground for transformation in the content of the organization's processes and activities
		Transformation in organizational processes and goals and tasks according to the society
		Evolution in evaluating the organization and employees
		Clarifying organizational goals for employees
		Participation in the country's sociology conferences and seminars
		Development of people's communication with the external environment
Strengthening the organization's communication with similar organizations in the country		

dimensions	components	indicators	
Organizational behavior	The role and position of the organization	Development of communication between the organization and the Ministry of Education	
		Development of the organization's communication with national and international scientific research organizations	
		Creating a platform for the organization's activities to be demand-oriented	
		Scientific evaluation of the effectiveness of the results and publications of the organization in society and the target market of the organization	
		Organizational Culture	Encouraging the managers and officials of the organization from the effort, innovation, and creativity of the employees
			Alignment of the organization's executive and educational norms and values with the needs of employees
	The predominance of a scientific and educational atmosphere in the organization		
	The existence of teamwork spirit among the employees of the organization		
	The existence of the spirit of cooperation and participation among the employees and officials of the organization		
	Creating a cultural consumption market in the country		
	Suitability of organizational culture with the country's cultural needs		
	Organizational Structure	Ease of official and administrative communication between employees and managers of the organization	
		Making administrative and educational decisions based on scientific and logical procedures	
		The attention of the administrative system to the cultural, social, and environmental differences between employees	

dimensions	components	indicators	
		The organization's attention to the cultural, social, and environmental differences in the consumer market	
		Employee participation in administrative and educational decisions of the organization	
		Pay attention to the existing structure of the organization to achieve organizational goals	
		Transformation in the structure of the organization in order to create and develop the horizontal organizational structure	
		Flexible working conditions of the organization for elites	
		Managers' attention to the job independence of employees	
		Managers' emphasis on reducing unnecessary administrative bureaucracy in the organization	
		Choosing the appropriate leadership style for the country's ruling culture	
	Style of leadership	Choosing a leadership style that fits the goals and mission of the organization	
		Choosing a leadership style appropriate to the scientific and educational nature of the organization	
		Choosing a leadership style appropriate to the scientific and specialized characteristics of the organization's employees	
		Reform and transformation in the leadership style of the organization according to the conditions and requirements	
		Employees' participation in choosing the management style of the organization's managers	
		The emphasis of organization managers on persuasive relations with employees in the implementation of programs	
		Employee participation	Participation based on unity and a scientific and religious view
			The attention of the management style of the organization to the participation of employees in the decision-making process

dimensions	components	indicators
		Supervision of employees in the organization and its work processes
		Development of interaction and organizational communication
		Developing people's alignment with each other
		Development of alignment of people with the organization
		Using the suggestion system in the organization
		Involving groups in the decision-making process
	Organizational changes	Creating a suitable platform by the organization in order to reduce the resistance of employees to change
		Managers' attention to persuading employees in line with organizational changes
		Using innovative and creative methods to create change
		Emphasis on change and evolution in the goals of the organization and courses
		Creating a platform for change and evolution in the results and output of the organization
		The organization's attention to changes in employee performance evaluation
		The attention of the organization to create transformation in teachers' teaching methods
		Managers' attention to the change in the organization's leadership style
		Managers' attention to changes in laws and regulations and work processes
		Managers' attention to the alignment of changes with the individual and group needs of employees
		Quality of work physical needs and self-actualization
	The organization's attention to the self-fulfillment needs of human resources	
	Allocation of facilities needed by employees	

dimensions	components	indicators
Organization		The status of the calculation basis of the basic salary of the organization's employees
		Allocation of wages according to the expertise and education of employees
		Allocating bonuses to employees according to performance evaluation results
		Allocation of wages and salaries commensurate with employees' experience
	Security and job promotion	The organization's attention to the job security of employees
		The organization's attention to the managerial stability of managers
		The organization's attention to the career advancement of employees
		The organization's attention to the development of transparency in the career promotion of employees
		The organization's attention to the quality of human resources
		The efforts of managers to explain the performance evaluation indicators of employees
	Organizational Commitment	Employees' commitment to the organization's output and results
		The commitment of employees toward the future of the organization
		Employees belonging to the organization
		The favorable feeling of employees from working in this organization
		Employees' respect for the organization's values
		The pride of the employees due to membership in this organization
		The responsibility of managers in front of the performance results of the organization
		The responsibility of employees against the performance results of the organization
	Distributive justice	The organization's attention to the quality of employees' work
Explaining the importance of distributive justice among the organization's employees and managers		

dimensions	components	indicators	
		The organization's emphasis on the proper implementation of the annual performance evaluation of employees	
		The organization's efforts to implement continuous and periodic performance evaluation of employees	
		The organization's emphasis on job promotion based on merit and employee performance evaluation	
		Analysis of employee job descriptions based on organizational goals and expectations	
		Provide incentives and rewards based on employee performance evaluation	
		Managers' attention to the distribution of resources based on the job needs assessment of employees	
		Managers' attention to the output of the organization in society	
		Managers' efforts to create and develop a meritocracy atmosphere in the organization	
		The organization's attention on reforming the management style of managers in accordance with distributive justice	
		Procedural justice	The organization's efforts on the integration of processes, laws, and regulations with documents and upstream goals
			The organization's attention to the amendment of laws and regulations based on the necessity and importance of the laws
			The organization's attention to the amendment of laws and regulations based on the level of enforceability and practicality
	Managers' efforts in the development of comprehensive organizational supervision (supervision of all employees)		
	The organization's attention on avoiding parallel work of employees and removing parallel rules and regulations		

dimensions	components	indicators
		The emphasis of the organization on reducing the conflicts of roles and duties of employees
		The organization's emphasis on council and group decisions and collective wisdom
		The organization's attention to different and distinct thoughts and opinions of employees
		The organization's emphasis on justice in recruiting human resources
		The organization's focus on justice in employee retention
		The organization's attention to justice in employee job promotion
		The organization's focus on management stability and decision-making by managers and employees
		Managers' attention to the development of transparency in various organizational decisions
		Interactive justice
	The organization's attention to cultural differences	
	The organization's attention to gender differences	
	The organization's attention on the development of horizontal communication of the organization	
	The organization's attention on the development of employees' communication with each other	
	The organization's attention on the development of communication between managers and employees	
	Managers' attention on strengthening organizational culture in line with the development of interactive justice	
	The organization's attention to the individual and personal needs of employees	
	Managers' attention to the differences in roles and jobs of employees	

dimensions	components	indicators
		Managers' efforts to respect employees as human beings regardless of their position and role
		The organization's attention to the self-actualization needs of employees
		The emphasis of managers on the development of job security of employees
		The organization's attention to the job satisfaction of employees

134 indicators (base code) have been identified to measure variables of organizational behavior, quality of work life, organizational learning, and organizational justice. The concept of distributive justice with 11 indicators, procedural justice, and interactional justice with 13 indicators each measured the comprehensive concept of organizational justice. Also, organizational behavior has been measured through the components of the role and position of the organization with 15 indicators, organizational culture with 7 indicators, organizational structure with 10 indicators, leadership style with 7 indicators, employee participation with 8 indicators, and organizational changes with 10 indicators.

The concepts of physical needs and self-actualization with 7 indicators and security and job promotion with 6 indicators and organizational commitment with 8 indicators evaluate the quality of work-life variable and two concepts of knowledge management with 13 indicators and human resource empowerment with 14 indicators organizing concepts that They calculated and measured organizational learning.

Model extracted from qualitative research analysis

Based on the theoretical foundations and background of the research, as well as according to the results of the qualitative part, i.e., thematic analysis (based on basic, organizing and comprehensive coding), the research model and the relationships and structure of the variables are presented as follows.

of two components of human resource empowerment and knowledge management.

Then, with the help of Lisrel and SPSS software and the path analysis method, and the Kolmogorov-Smirnov test, the qualitative results and the conceptual model of the research were measured and

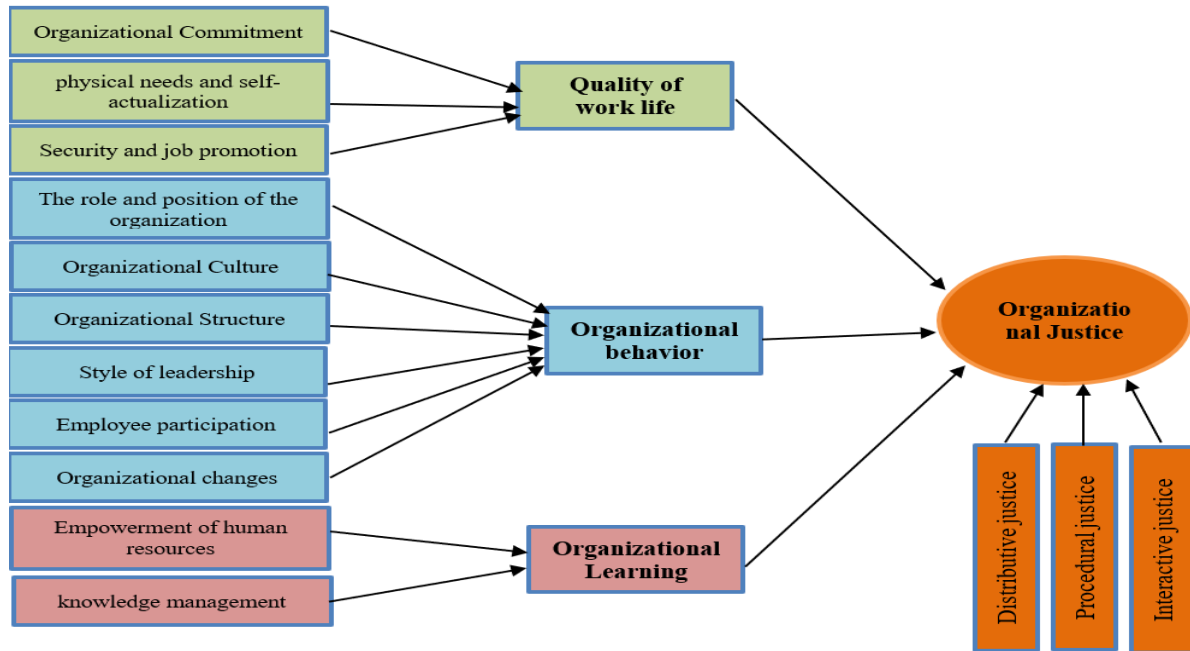


Diagram 1- Conceptual model of research

According to the model extracted from the qualitative part, organizational justice is affected by three factors: quality of work life, organizational behavior, and organizational learning. The concept of organizational justice consists of three components of distributive justice, procedural justice, and interactional justice, the concept of quality of life consists of three components of physical needs and self-actualization, security and job promotion, and organizational commitment, the concept of organizational behavior through six components of role and position Organization, organizational culture, organizational structure, leadership style, employee participation, and organizational changes are estimated. The concept of organizational learning consists

validated. To ensure the normality of the variables, the Kolmogorov-Smirnov test was used, and the results of this test are presented in Table No. 11.

Table 11- Kolmogorov Smirnov test results for research variables

series	Variables	K-S	Sig	Result
1	Organizational Learning	1.04	.21	Normal
2	organizational behavior	1.12	.19	Normal
3	Quality of work life	1.12	.34	Normal
4	Organizational Justice	0.74	.41	Normal
5	Empowerment of human resources	0.95	.27	Normal

series	Variables	K-S	Sig	Result
6	knowledge management	0.96	.27	Normal
7	The role and position of the organization	0.83	.37	Normal
8	Organizational Culture	0.72	.41	Normal
9	Organizational Structure	0.66	.46	Normal
10	style of leadership	0.96	.29	Normal
11	Organizational Commitment	0.95	.27	Normal
12	Employee participation	0.96	.29	Normal
13	Organizational changes	1.01	.18	Normal
14	physical needs and self-actualization	0.89	.32	Normal
15	Security and job promotion	0.92	.28	Normal
16	Distributive justice	1.01	.25	Normal
17	Procedural justice	1.09	.26	Normal
18	Interactive justice	1.17	.18	Normal

As can be seen in table number (11), according to the obtained K-S and the significance level is higher than the error value of 0.05, all research variables are normal.

The results of path analysis to validate the research operational model Based on the obtained results, it was determined that the number of rights and benefits as well as physical and spiritual rewards or physical needs and self-actualization (0.87), job security and promotion (0.81), and organizational commitment (0.67) are among the organizational economic benefits.) has a positive effect on organizational justice in the form of the concept of quality of work life to the extent of (0.67). The role and position of the organization (0.73), organizational culture (0.69), organizational structure (0.66),

leadership style (0.57), employee participation (0.68), and organizational changes (0.61) from Through the concept of organizational behavior, it has a positive effect on organizational justice to the extent of (0.62). The variables of human resource empowerment (0.82) and knowledge management (0.64) have a positive effect on organizational justice through the concept of organizational learning (0.57). Chart No. 3 shows that the coefficients between the variables evaluated in Chart No. 2 are statistically significant. In other words, since the t value of all the coefficients is greater than 1.96, it can be claimed from a statistical point of view that the influence of the variables is not the result of chance and coincidence, and the coefficients of chart number 2 are significant with more than 99% confidence. Fit indices of the operational model of research Apart from the T-value test, there are many fit indices that estimate the validity of the model. In this section, eight important statistical indices are presented that indicate the desired validity of the final model.

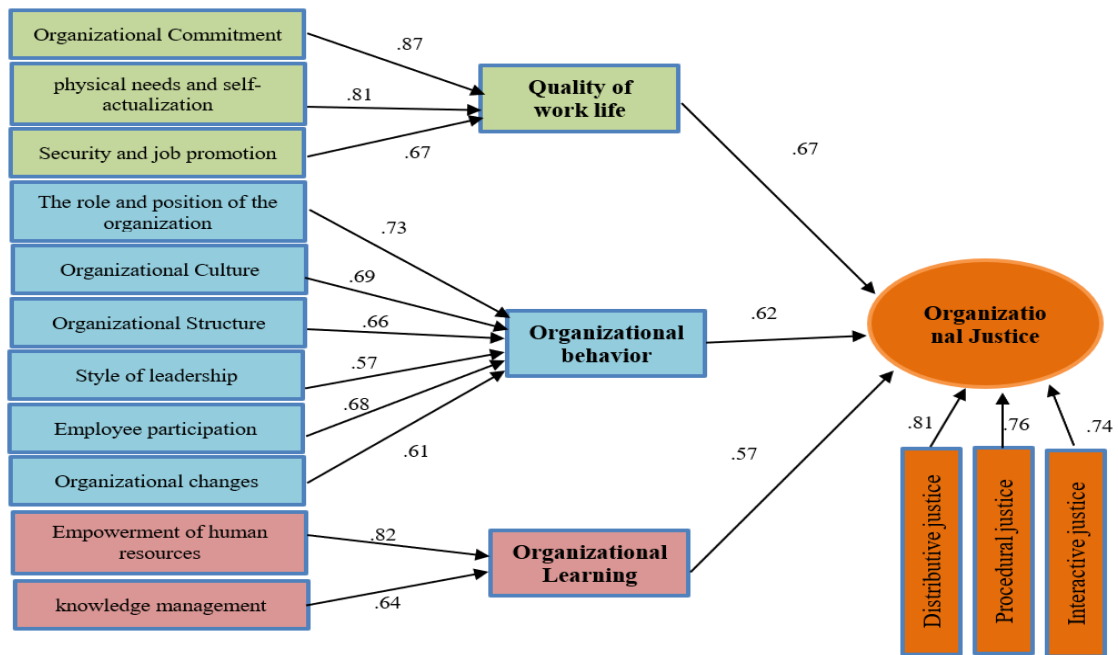
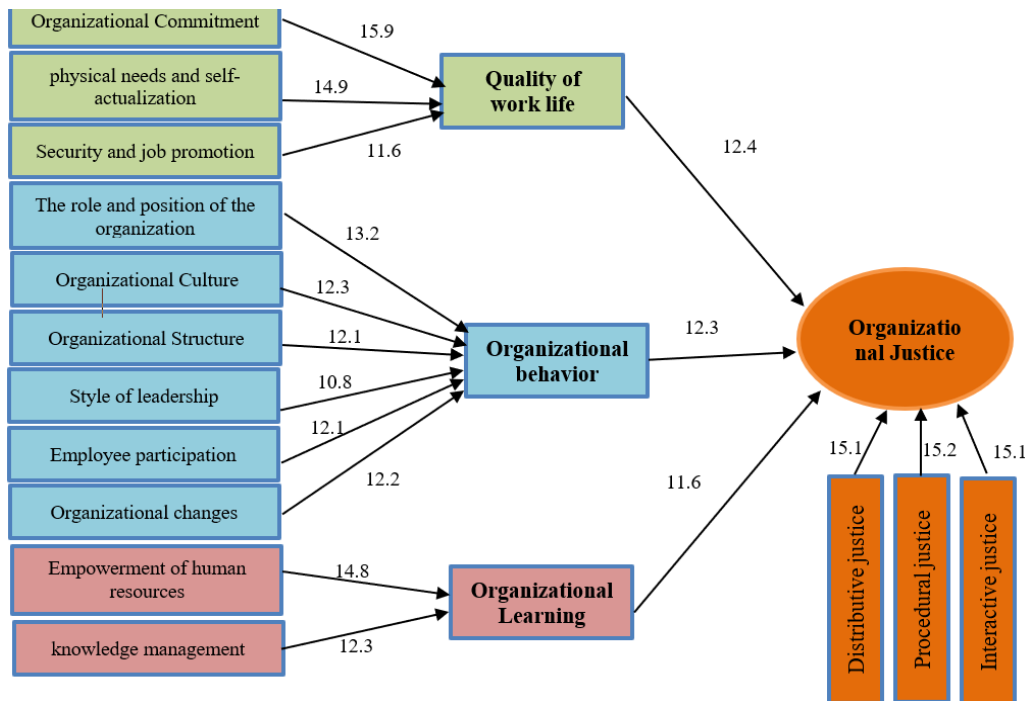


Diagram 2- Coefficients of the fitted research model

Table 12- Fit indices of the operational research model

Diagram 3- t value for the coefficients of the fitted model



Index		Estimated	allowed limit
χ^2	χ^2/DF	2.36	≤ 3
GFI	Goodness of Fitness Index	.93	≥ 0.9
AGFI	Adjusted Goodness	.94	≥ 0.9

Index		Estimated	allowed limit
	of Fitness Index		
RMSEA	The root mean square of the estimation error	.02	≤ 0.08
CFI	Adjusted Fitness	.94	≥ 0.9
NFI	Normal Fitness Index	.96	≥ 0.9
NNFI	Non-Normal Fitness Index	.94	≥ 0.9
IFI	Incremental Fitness Index	.92	≥ 0.9

All fit indices are significant. The chi-square index on the degree of freedom (χ^2) is less than 3, the mean square root index of the estimation error is less than 0.08, and other indices are more than 0.9. So, the research model has been fitted relatively completely and optimally.

5. Discussion

According to the opinions of thinkers in various scientific fields, employees are considered to be one of the most important reasons and factors for the success or failure of organizations, and one of the most effective factors affecting the participation, responsibility, commitment, and satisfaction of the employees of organizations is the level of organizational justice. Despite the great importance of the subject, this study is one of the first scientific studies that has investigated the factors affecting organizational justice in general and in the country's educational research and planning organization in particular. In this regard, the main concern of the current research is to find the answers to these questions: What are the factors affecting organizational justice? And what are the economic, social, and organizational factors in the organization of research and

educational planning effective on organizational justice?

To find the answers to the research questions, the mixed research method (the qualitative part of the research from the theme analysis and the quantitative part from the correlation method and path analysis with Lisrel software) has been used. 12 experts in this field actively participated in this study in the form of semi-structured interviews. That is, the statistical population of the qualitative section was the experts and specialists in the field of management and organizational behavior, who were interviewed with 12 experts in this field using the snowball sampling method, and the interviews were analyzed using thematic analysis method. The statistical population of the qualitative section was the scientific and executive staff of the Educational Research and Planning Organization, which was selected by a simple random method as a sample of 187 employees, and the questionnaire tool that was extracted from the qualitative section of the research was distributed among this sample and the required data. was collected After identifying the indicators of measuring variables in the qualitative part, the scientific and statistical validity of the conceptual model was checked. For this purpose, the necessary data were first collected with the help of a valid researcher-made questionnaire, and the statistical test of path analysis and the Kolmogorov-Smirnov test were performed. The conceptual model of the research was evaluated and validated.

The quantitative part of the research means the results of path analysis and validation of the operational model of the research indicate that the organizational economic factors are the number of salaries and benefits as well as physical and spiritual rewards or physical needs and self-fulfillment, security and job promotion and organizational commitment in the form of the concept of quality of life. Job has a

positive and significant effect on organizational justice.

Among the organizational factors, the role and position of the organization, organizational culture, organizational structure, leadership style, employee participation and organizational changes have a positive and significant effect on organizational justice through the concept of organizational behavior.

Among the social factors, the variables of human resource empowerment and knowledge management through the concept of organizational learning have a positive and significant effect on organizational justice.

The results of the present research are consistent with the results of national and international scientific and research studies as well as the theoretical literature related to the research topic. Research findings supporting and complementing scientific and research findings, Tadehi and others, 2015, Moradi, Hamidi and Eskandari (2015), Tawanger Marvossi, Mohammadifar and Amin Bidakhti (2019), Masoudi (2019), Khodaviyan, Nikkha Farkhani, Bostanirad, Loqmani Devin (2018), Marzouqi and Heydari (2015), Turkzadeh and Abdsharifi (2015), Turkzadeh and Abdsharifi (2014), Nakoi Moghadam et al. Pimentel et al. (2020), Taghian Diani et al. (2020), Ilvainio and Virtanen (2020), Bejruck et al. (2020), Sanchaktar and Kuchokaltan (2020), Dimas et al. Imamoglu et al. (2019), Gosh et al. (2017), Huang et al. (2011), Kaptin and Avelino (2005) and Pinsonlet and Kramer (2002) are congruent and aligned in the international arena.

Like the results of this research, Khoshnit determined that organizational justice consists of three components: distributive justice, procedural justice, and interactional justice. The results of the research of Towanger Marvousti et al. (2019) indicate that the dimensions of organizational culture and group morale affect

organizational justice. The present research is consistent with the results of the study by Nekoi-Moghadam et al. (2013) and Sanchaktar and Kuchokaltan (2020) and all three studies proved that organizational behavior has a significant and positive relationship with organizational justice.

As it was determined in this research and in line with its results, many researches confirmed the importance of organizational justice and its effective and related factors. If managers can strengthen and develop organizational justice, they can hope to make organizational success realizable and stable and benefit from its positive consequences for the organization and its employees. According to Ahmadi Baladhi, Yehkashi and Babaei Kachbi (2015), organizational justice improves employee job satisfaction, increases organizational learning (Samadian, Fattah and Sabergarkani, 2019 and Bejruck et al., 2020), and increases organizational trust (Qaghshazaizadeh). and Mousavi, 2015), improves individual and organizational performance of employees (Tezinir et al., 2020), increases employee commitment (Pimentel et al., 2020), and improves the health of the organization (Ilovainio and Virtanen, 2020).

On the other hand, according to the results of the present research and other scientific studies, organizational justice increases the innovative behavior of employees (Marzooghi and Heydari, 2015), strengthens organizational change, and develops the social capital of the organization (Terekzadeh and Abd Sharifi, 2015 and 2015).

The results of the present research are also in agreement with the researches of Tadayi and others, 2015, Dimas et al. (2020), Wolf and Lawsen (2020), Mushtaq et al. (2019), Gosh et al. (2017), Imamoglou et al. (2019), Ha and Ha (2015) and Pinsonlet and Kramer (2002), is consistent.

The organizational justice variable is one of the most important and influential concepts

of organizational management that requires the special attention of senior, middle, and operational managers of public and private organizations. According to the results of this research, managers, and workers of cultural, educational, service, and even production and commercial organizations, in order to be able to develop this key variable, must consider economic variables such as the quality of work life, organizational variables such as organizational behavior and its dimensions, as well as factors Social as well as organizational learning and its dimensions and components, should be given special and abundant attention. Strengthening and developing these factors strengthens organizational justice and makes the organization benefit from its vital and important benefits and consequences. It is obvious that for any reason in an organization, these variables decrease or have an inappropriate situation, it will definitely lead to the weakening of organizational justice.

In this regard, it is necessary to pay attention to distributive, procedural, and interactive justice in order to create, develop and strengthen organizational justice in the first stage. Strengthening these dimensions means strengthening and creating organizational justice. In the next stage, the role and position of the organization, organizational culture, organizational structure, leadership style, employee participation, and organizational changes in the organization should be created and developed in a suitable and desirable manner with a scientific and logical approach and in accordance with the conditions of the organization. In the last stage, in order to strengthen organizational justice in the organization, senior, middle, and executive managers should seriously and in practice give importance to physical needs and self-fulfillment, security and job promotion, and organizational commitment of employees. Finally, managers must pay

special attention to the development, empowerment, and strengthening of human resources, as well as the establishment and exploitation of knowledge management.

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