



**ÇANKAYA UNIVERSTY
GRADUATE SCHOOL OF SOCIAL SCIENCES
ECONOMICS AND ADMINISTRATION SCIENCES**

MASTER IN BUSINESS ADMINISTRATION (MBA) PROGRAM

**THE IMPACT OF ORGANIZATIONAL JUSTICE ON
EMPLOYEE SATISFACTION IN THE PUBLIC SECTOR –
WAKF INSTITUTION IN IRAQ**

Yaareb Khalid Waheeb AL-AZAWI

DECEMBER 2017

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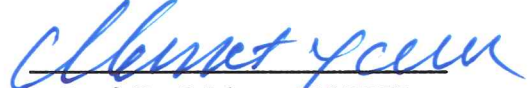
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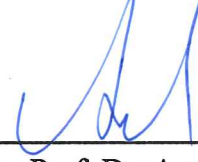
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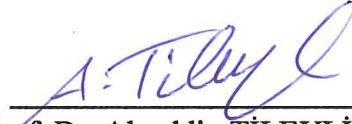
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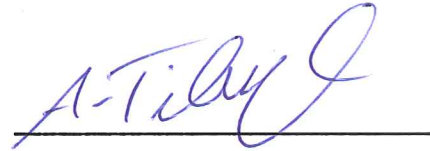


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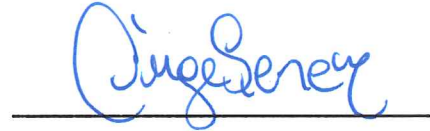
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ABSTRACT

THE IMPACT OF ORGANIZATIONAL JUSTICE ON EMPLOYEE SATISFACTION IN THE WAKF INSTITUTION IN IRAQ

Yaareb Khalid Waheeb AL-AZAWI

Department of BUSINESS ADMINISTRATION

Supervisor: Prof. Alaeddin Tileylioglu

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The purpose of this study is to explore relationship between organizational justice and employee satisfaction in the public sector in Wakf Institution in Iraq. Specifically, this study aims at investigating the impact of three different dimensions (distributive justice, procedural justice, and interactional justice) of organizational justice on employee satisfaction. Based on a literature review of previous research, this study hypothesized that employees' perceptions of organizational justice is positively associated with employee satisfaction.

This study adopted both descriptive and explanatory research methods. The primary data is collected by using a structured questionnaire. The questionnaires were randomly distributed to the target population of Wakf employees. The secondary data is collected from research studies of previous researchers and related books.

The sampling population included 2000 employees of Wakf institution of Iraq. A systematic random sampling is adopted. the size of the sample is 250 employees. The quantitative data are analyzed by using 'Statistical Package for Social Sciences' (SPSS).

Findings of the study is discussed in details in the thesis together with a comparison with other researchers of similar topic. In the present study reliability and validity of the measures used in the applied section are reported. The strength

and direction of the relationship between the variables are measured by Pearson's Correlation. Also, Simple Regression model is used to show the predictive capability of the conceptual model that intend to predict the effect of a set of independent variables on the dependent variable.

The Pearson's Correlation results show that there is a positive and significant relationship between organizational justice and employees satisfaction. The results also show positive relationship between distributive justice and employee satisfaction, procedural justice and employee satisfaction and between interactional justice and employee satisfaction. The Simple Linear Regression Model also adequately explained the relationship between organizational justice and employee satisfaction.

Keywords: employee satisfaction, organizational justice, distributive justice, procedural justice, interactional justice

ÖZ

ÖRGÜTSEL ADALETİN İRAK VAKIF KURUMLARI ÇALIŞANLARININ İŞ MEMNUNİYETİ ÜZERİNE ETKİLERİ

Yaareb Khalid Waheeb AL-AZAWI

İşletme Bölümü

Danışman: Prof. Alaeddin Tileylioğlu.

ARALIK 2017, 88 sayfa

Bu çalışmanın amacı örgütsel adalet ile Irak Vakıf Kurumlarında çalışanların iş memnuniyeti arasındaki ilişkiyi araştırmaktır. Bu çalışma özellikle örgütsel adaletin üç farklı boyutu olan, dağıtım adalet, işlemsel adalet, ve etkileşimsel adalet ile çalışanların iş memnuniyeti üzerindeki etkisini araştırmayı amaçlamıştır. Örgütsel adalet konusunda daha önce yapılan araştırmaların ışığında bu çalışma, çalışanların örgütsel algılarının çalışan memnuniyeti ile pozitif yönde ilişkili olduğunu ortaya koymaktadır. Bu çalışmada hem tanımlayıcı hem de Açıklayıcı araştırma yöntemleri kullanılmıştır. Çalışmanın birincil verileri anketler yoluyla toplanmıştır. Anketler toplam sayısı 2000 olan Vakıf çalışanlarına rastgele dağıtılmıştır. İkincil veriler daha önce yapılmış olan bilimsel çalışmalardan ve konuyla ilgili kitaplardan elde edilmiştir. Örneklem 2000 Vakıf çalışanı arasından rastgele seçilen 250 çalışmanı kapsamaktadır. Çalışmada yapılan kantitatif analizlerde Sosyal Bilimler için İstatistik Paket (SPSS) kullanılmıştır.

Bu çalışmaların sonuçları tezde, daha önce benzer konuda yapılmış olan çalışmanın sonuçlarıyla karşılaştırmalı olarak verilmiştir. Kullanılan metodların güvenilirlik ve geçerlilik testleri yapılmıştır. İki değişken arasındaki ilişkinin gücünü ve yönünü göstermek için Pearson's Correlation katsayısı kullanılmıştır. Bağımsız değişkenlerle bağımlı değişken arasındaki ilişkiyi ve modelin tahmin yeteneği ve gücünü ölçmek için Basit Regresyon Modeli Kullanılmıştır.

Pearson's Correlation analiz sonuçları, örgütsel adalet ile çalışanların iş tatmini arasında pozitif ve anlamlı bir ilişki olduğunu göstermiştir. Ayrıca dağıtımsal adalet, işlemsel adalet ve etkileşimsel adalet ile çalışanların iş tatmini arasında ayrı ayrı, pozitif ve anlamlı ilişkiler olduğu saptanmıştır. Basit Doğrusal Regresyon Modeli sonuçları, örgütsel adalet ile çalışanların iş tatmini arasındaki ilişkiyi yetrli bir şekilde ifade etmiştir.

Anahtar Kelimeler: çalışan memnuniyeti, örgütsel adalet, dağıtım adaleti, işlemsel adalet, etkileşimsel adalet.



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I am deeply indebted to my senior and peer colleagues of the HRD community at Çankaya University.

DEDICATION

This dissertation is dedicated to my parents, my mother for her encouragement and for urging me to complete my studies abroad despite difficult circumstances, and my father, who gave me support despite his difficult health conditions. They provided me with strength, dreams, courage, and determination to move through the final stages of this process. My dream came true due to their love and sacrifice.

I also dedicate this dissertation to my beloved wife, and my son, Khalid, and my daughter, Aya. Without their love, patience, sacrifice and trust throughout this process, this dissertation would not have been possible.

Also, I dedicate this dissertation to my dear sisters, my dear cousin, my dear brother Ibrahim, all my relatives, my colleagues in the study, my co-workers at work who did not forget me in my time abroad. They gave me unselfish support and love which has influenced my success.

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CHAPTER I

INTRODUCTION

1.1. Background

The issue of organizational justice has attracted the attention of a number of researchers and practitioners. The workers' sense of injustice entails many problems resulting from their motives and attitudes. Their sense of existence and justice leads to increased commitment, reduced work pressure and increased job satisfaction, which reflects positively on the organization (Kamalian, Yaghoubi, and Moloudi, 2010).

Scholars have paid attention to understand of the principles of justice as a basis for the featured performance of organizations and to increase the satisfaction of their employees. This has led them to focus their attention on many phenomena related to the concept of justice, such as employment choices and equal pay (Miles, 2000, p. 13). Besides that, Greenberg's research also proposed the concept of workplace justice called organizational justice (cited in Zhang, 2006 p. 1).

On the other hand, employee satisfaction is the best studied structure and it is most widely measured in organizational behavior, the benefit of employee satisfaction progresses from its relationships to many variables, including organizational commitment, turnover, and performance (Zainalipour, Sheikhi Fini, and Mirkamali, 2010, p. 1987). Therefore, employees' job satisfaction can be defined as "the positive feeling about one's job resulting from evaluating of its characteristics" (Akram U., Khan Muhammad K., Yixin Q., Bhatti Misbah H., Bilal M., Hashim M., & Akram Z., 2016, p. 55). Employee satisfaction and organizational

justice are key variables that have effect on the performance (Zainalipour, et al., 2010, p. 1986).

To understand the motivation of employees at work, the organization must take into account organizational justice and its variables (distribution justice, procedural and interactional) (Lee, 2000, p. 18).

1.2. Problem Statement

The war that occurred in Iraq and the repeated terrorist operations has led to the unwillingness of foreign direct investment to invest in Iraq, which in turn has led to the tendency of many people to work in the public sector.

These factors in Iraq have led to the employment of a large number of people, which in turn has led to some problems within Iraqi institutions in terms of organizational justice in its branches (distributive, procedural and interactive), which affects the level of satisfaction of employees in many institutions.

Achieving the organization's goals depends on their members, including managers, supervisors, and employees. Therefore, achieving the organization's goals depends heavily on a number of factors, foremost of which is achieving organizational justice among employees.

Because of this, many workers in government organizations are exposed to many problems. Most workers have positions around which social and political circles aspire to gain a share of the influence. This is reflected in their appointment of relatives, friends, and stakeholders, giving them privileges and facilitating their transactions. Administrators who behave according to the rules of the game lose even their relatives because they are dissatisfied with this rule and are often considered weak because they do not exploit their influence.

This leads to lower levels of organized justice, including promotion, evaluation, incentives, and wages, as well as problems related to decision-making, quality of treatment, favoritism and bias, all of which adversely affect the performance of employees and their ability to fulfill the duties entrusted to them.

When organizations ignore the humanitarian and ethical aspects of respect, integrity, and appreciation, this negatively affects the performance of employees and the achievement of their objectives.

In this study, the Waqf institution in Iraq will be highlighted. To frame the problem of the study, according to the scientific research method, it can be formulated through the following research questions.

1.3. Research Questions

This study has investigated the following questions:

- (1) Are there differences between the participants according to their demographic characteristics under consideration in respect of organizational justice (distributive justice, procedural justice, and interactional justice) and employee satisfaction?
- (2) Does organizational justice (distributive justice, procedural justice and interactional justice) have a relationship to employee satisfaction?
- (3) Does organizational justice, (distributive justice, procedural justice and interactional justice) effect on employee satisfaction?

1.4. Hypotheses of the Study

The hypotheses of the study were developed through the theoretical framework of previous studies. The relationships and effects between variables can be illustrated, as follows:

1.4.1. The relationship between the variables

By reviewing the scope of the study and the relationship between variables, it is clear from the results of previous studies, such as Akram et al., (2016), Rahman et al., (2015), Oh (2013) and Fatt et al., (2010), that there is a relationship between organizational justice and employee satisfaction. Therefore, to answer the second research question, the hypothesis is formulated as follows:

H1: There are significant relationship between organizational justice, (distributive justice, procedural justice and interactional justice), and employee satisfaction.

1.4.2. The effects between variables

By reviewing the scope of the study and the effects between variables, it is clear from the results of previous studies such as Akram et al., (2016), Rahman et al., (2015), Oh (2013), Fatt et al., (2010) and Zainalipoura et al., (2010), that there is a significant effect on organizational justice and its dimensions (distributive, procedural and interactional) on employee satisfaction. Therefore, to answer the third research question, the hypothesis is formulated as follows:

H2: Organizational justice has a positive effect on employee satisfaction.

From this hypothesis, the following assumptions for sub-groups is derived:

With reference to Akram et al., (2016), it was found that distributive justice has a positive impact on employee satisfaction. Similarly, the study of Fatt et al., (2010) showed that distributive justice tended to increase employee satisfaction. According to Oh, (2013), distributive justice was an indicator of employee satisfaction. Zainalipoura et al., (2010) showed that distributive justice has a positive effect on employee satisfaction. Therefore, the hypothesis is formulated as follows:

H2a. Distributive justice has a positive effect on employee satisfaction.

According to Akram et al., (2016), procedural justice has a positive influence on employee satisfaction. Similarly, the study of Fatt et al., (2010) implied that procedural justice tended to increase employee satisfaction. For elaboration, according to Oh (2013), procedural justice is considered an indicator for career satisfaction. Therefore, the hypothesis is formulated as follows:

H2b. Procedural justice has a positive effect on employee satisfaction.

According to Oh (2013), interactional justice has antecedents of career satisfaction. Rahman et al., (2015) demonstrates the importance of the impact of interactional justice on employee satisfaction. Zainalipoura et al., (2010) showed that interactional justice has a positive influence on employee satisfaction. Therefore, the hypothesis is formulated as follows:

H2c. Interactional justice has a positive effect on employee satisfaction.

1.5. Objective of the Study

The objective of this study is to explore the correlation between organizational justice and employee satisfaction in the Waqf institutions in Iraq.

On the other hand, in the literature review, this research assumes that the employees' observations of organizational justice are positively correlated with employee satisfaction. In addition, to find the differences between the participants according to their demographic characteristics. This study will contribute to human resources at the Waqf Institution in Iraq by examining the relationship between organizational justice and employee satisfaction. This study will also contribute to the positive and negative cases of a number of human resource practices of the organization. We believe that such a clarification will help department officials to

make the necessary modifications that will lead to establishing better justice in the organization.

1.6. The Model of the Hypothesis

Based on a review of previous research, this study proposes a research model for organizational justice and employee satisfaction.

Figure 1.1 shows the conceptual model of this study.

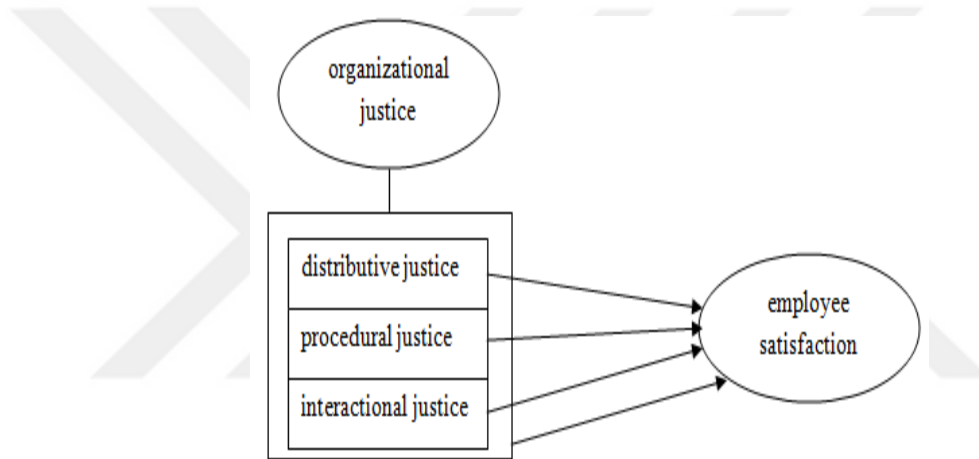


Figure 1.1. Hypothesized model

1.7. Definitions of Terms

Organizational justice is defined as “employees’ perceptions of the fairness of treatment received from organizations” (Lee, 2000, p. 19). Distributive justice is defined as “the perceived fairness of the outcomes or allocations that an individual receives” (Oh, 2013, p. 11). Procedural justice is defined as “the fairness issues concerning the methods, mechanisms, and processes used to determine outcomes” (p. 11). Interactional justice is defined as “the manner in which a supervisor used to treat his subordinate or co-worker, whether he is being treated with dignity, respect and just” (Yuan, 2015, p. 5). Employee satisfaction is defined as “a function of the

perceived relationship between what one wants from one's job and what one perceives it as offering" (Lee, 2000, p. 45).

1.8. Significance of the Research

This research aims to contribute to the literature of human resources development applications by examining the correlation between organizational justice and employee satisfaction in the context of professional development in one of the public sector in Waqf Institution Iraq. It will also give a share to identifying the critical role of three dimensions (distributive justice, procedural justice and interactional justice) on employee satisfaction.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter presents the theoretical background regarding organizational justice and employee satisfaction. First, the previous of literature is presented in the scope of organizational justice and its dimensions which provide an establishment of the understanding of these concepts.

Second, a review of the literature in the scope of employee job satisfaction provides a grounding for learning the concepts. Lastly, the relationship between organizational justice and employee job satisfaction reported by past research will be presented.

2.2. Organizational Justice

The concept of organizational justice has emerged from the writings of sociology to reflect the nature of human ethics (De, 2005, p. 3). The study of justice in the workplace was widespread in past years. However, past research on justice began in the 1960s (Cohen-Charash and Spector, 2001, p. 279). Many researchers have also used organizational justice to predict ethical behavior and job satisfaction in the workplace (Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y., 2001, p. 426). Because of unequal apportionment of an organization's outcomes leads to depressed employee morale and activities (Lotfi and Pour, 2013, p. 2073). Organizational justice can be seen as one of the important variables that affect

the efficiency of employees and the performance of an organization (Warokka, Gallato, and Moorthy, 2012, p. 2). Therefore, organizations need to find ways to increase employees' awareness of organizational justice (Fatt et al., 2010, p. 57), and that organization must see things through the eye of their employees (Rahman et al, 2015, p. 163).

Thus, justice is the core element in the growth and evolution of the organization and its employees (Lotfi and Pour, 2013, p. 2074). Justice theory focuses on the fair apportionment of input among employees in order to attain a high level of encouragement (p. 2074).

Organizational justice is defined as “the degree of perceived fairness in an organization“ (Totawar and Nambudiri, 2014, p. 84). Moreover, it can be defined as “the assessment of an organization’s treatment towards its employees by taking into consideration general moral and ethical norms“ (Rahman et al., 2015, p. 163). Additionally, it refers to “one’s perception of fairness in the organization“ (Greenberg, 2010 as cited by Yuan, 2015, p. 16).

Furthermore, perceived unfairness has harmful effects on the spirit of collective action because it casts a shadow over the engagement and the encouragement of employees (Lotfi and Pour, 2013, p. 2074).

The researcher concludes by presenting concepts of organizational justice as an equality of rights and duties with clarity of procedures being followed to give employees results, in light of the relationships of employees with their managers or colleagues, which affects their attitudes and behaviors within the organization.

It is clear from the previous definitions that:

1. Justice is achieved through the principle of equality, which is equal opportunities, wages, incentives and job duties among individuals in the organization.

2. The employee is aware of the availability of justice through the accuracy and clarity of the measures taken, which must be based on accurate, clear and correct information.
3. The worker's realization of justice is achieved through the mutual relationship between him and the organization and his direct superior as well as his relationship with his colleagues at work.
4. All parties must be involved in making decisions and applying procedures.

In this context, Folger (1993) points out in his revised version of the reference cognition theory that a person's sense of organizational justice is reduced by unfair processes and outcomes, and that justice can be achieved through mutual commitments between the organization and its employees.

Some studies have found that workers' lack of awareness of the availability of justice has many negative consequences, such as:

- Creating a state of psychological stress that in turn activates a set of behavioral variables by the individual to reduce this stress.
- Increased stress at work (Judge and Colquitt, 2004).
- Decreased job satisfaction (Akram et al., 2016).

Individuals can be classified according to their sensitivity to justice to three groups: (Trevor, 2009, p. 2)

1- Benevolent person

The a person who feels justice only when his input increases his output when compared to the social reference group, and that person always seeks to make more commitments to others so that it outweighs the benefits of social exchange relations.

2- Equity Sensitivity person

A person who constantly seeks to achieve justice in social exchange. If this person recognizes the conditions of injustice, he moves in one of two directions:

The first is to increase his output or reduce his input in case of anger.

The second trend is to reduce his output or increase his input in case of guilt.

3- Entitled person

A person who feels justice only when his output increases his input when comparing social with the reference group, and this person always seeks to obtain benefits from others so that it outweighs the commitments made in the relations of social exchange.

Two perspectives on justice can be addressed, as follows (Raisinski, 1987, p. 203):

First is Rawls' work in 1971, where it was determined that the normative goals and values of any society, such as productivity, social harmony, human nature and its importance, determine the individuals' judgments.

Second is Greenberg's work in 1979, which determines that the individual's own values or interests, rather than the normative values of society, are the most important determinant of justice. Many researchers have relied on regulatory studies when workers evaluate organizational justice.

Colquitt et al., (2001) were analyzed the studies related to organizational justice during the period of 25 years from 1975 to 2000, and the results found that the dimensions of organizational justice are distributive justice, procedural justice, and interactional justice.

The dimensions of organizational justice have passed several stages over past years (Colquitt et al., 2001, p. 426) These dimensions can be illustrated as follows:

- 1- The emergence of distribution justice as a dimension of organizational justice through Adams in 1965, as he was the first to use the theory of social exchange for evaluation justice. He suggested calculating employee inputs to outputs and then compared this ratio to others.
- 2- In 1975, procedural justice emerged as a dimension of organizational justice through Thibaut and Walker; this dimension helped to settle disputes during decision making stages.
- 3- In 1986, interactional justice emerged as a dimension of organizational justice through Bies and Moag; and in 1993 Greenberg divided into:
 - a. Interpersonal justice, which reflects the degree to which managers deal with employees and respect of authorities that are concerned with determining the results and implementation of procedures.
 - b. Informational justice, which relates to explaining the justifications of decisions.

2.2.1. Distributive Justice

Distributive justice is concerned with the fairness of the allocation of resources. It can be defined as perceiving “fairness of outcomes such as pay, recognition, promotion, performance appraisal and rewards“ (Akram, 2016, p. 58). Moreover, distributive justice is defined as being “equal in granting results among employees on the fundamental of equity and need“ (Rahman et al., 2015, p. 164). It also refers to “the perceived fairness of the outcomes or allocations that an individual receives” (Oh, 2013, p. 11). Distributive justice is presented to “an individual’s decision’s outcome“ (Sareshkeh et al., 2012, p. 4231) and it relates to the “perception of a worker about equality and fairness of the methods in which reward is distributed“ (Fatimah et al., 2011, p. 116). Distributive justice also refers to “the

perceived fairness of the outcomes that an individual receives from organization“ (Al-Zu’bi, 2010, p. 104).

Individuals identify their distribution allocations through the use of several different rules of distribution justice. In 1976, Leventhal cited three rules that define justice in organizations (Lee, 2000, p. 23):

- a- The contribution rule:** This is the granting of rewards based on contribution. Distribution decisions are aimed at achieving high levels of productivity.
- b- The equality rule:** This rule means that all people, regardless of their individual characteristics, must be equal in their access to rewards. Distribution decisions aim to maintain harmony between members of society.
- c- The needs rule:** This rule is based on the idea of giving individuals the highest results. Distribution decisions aim to maximize welfare or personal interest.

In his description of the theory of justice, Rawls in 1989 pointed out that everyone should enjoy fundamental rights and freedoms, and that social and economic inequality should be addressed for the benefit of all. Thus, the concept of distributive justice is the meaning that explains the apportionment of all outputs (tasks, work, services, opportunities, rewards, function, pay and promotion) (Yavuz, 2010, p. 697).

There must be an objective basis to ensure distributive justice of rewards among employees. If the distribution of returns is based on the input of the person (his contributions within the organization), workers are more likely to recognize distribution justice (Lee, 2000, p. 23).

2.2.1.1. Theory of Distribution Justice

A - The Theory of Justice:

The historical roots of the concept of organizational justice are attributed to Adams in 1963, and he pointed out that individuals judge justice by comparing their outputs to their inputs and comparing the ratio of the outputs to their inputs with their other colleagues. Adams defined output as what the individual receives from his work (income, rewards, power, appreciation, social promotion, duties), while he defined inputs as the type and characteristics of the person's processes that contributes to the organization (e.g., level of education, age, gender, marital status, effort, skill, knowledge, intelligence, motivation) (Ortiz, 1999).

B - Relative deprivation theory (Singer, 1992, p. 130) divided this theory into two elements:

- 1. Group Deprivation:** This element assumed unequal distribution among groups, such as size of the group, the ratio of managers to community workers, and resources. Thus, each individual built his beliefs around distributive justice, which were obtained by the group. This element depends on a comparison between groups.
- 2. Individual deprivation:** An individual feels deprived when he compares his output to another person's output and finds that there is no equity in the distribution of outputs. Thus, individual deprivation is similar to the theory of justice, and this element depends on individual comparisons, such as a theory of justice.

2.2.2. Procedural Justice

Research related to organizational justice focuses on general ideas about distributive justice. However, in the mid 1970s, researchers began stating that an

employee assessment of distribution capacity was not only affected by the pay but also by how it was granted (Procedural Justice). This reflects the equality of policies and the steps used to make a rule in the workplace (Lee, 2000, p. 27).

It can be defined as “perceived fairness of the decision making process“ (Akram et al, 2016, p. 57). Moreover, procedural justice has been defined as indicating “the fairness of the distribution process through which outcome is allocated“ (Rahman et al, 2015, p. 164) and it referred to “the fairness issues concerning the methods, mechanisms, and processes used to determine outcomes” (Oh, 2013, p. 13). Furthermore, procedural justice relates “the procedures used to distribute the outcome“ (Sareshkeh et al, 2012, p. 4230). Procedural justice is refers to “participants’ perceptions about the fairness of the rules and procedures that regulate a process“ (Al-Zu’bi, 2010, p. 104).

In 1980, Leventhal represented the systematic justice class that is believed to form the mindset of individuals’ perception of justice. Leventhal suggested six procedural justice principles that illustrate standard, which are locative procedures that must often satisfy the perception of being fair. These rules do not have equal weightings (Lee, 2000, p. 29):

1. The consistency rule: It is assumed that the procedures for the allocation of decisions should be constant at all times and for all individuals to whom a particular decision belongs without preference between any individuals.
2. The bias-suppression rule: It is necessary to move away from bias and not to enable personal interest to influence the decision-making process at any stage.
3. The accuracy rule: The process of customization should be based on valid information as far as possible, where ideas and opinions should be gathered and processed until decisions are made on the basis of correct and accurate information.

4. The correctability rule: means the existence of opportunities to reject decisions and modify them.
5. The representativeness rule: means assimilating the allocation process to all key pillars of decision-makers, such as their values and expectations. The rule requires decision-making groups to include sub-groups representing the beneficiaries of the decision.
6. The ethical rule: assumes that allocation procedures should be consistent with ethical values or standards accepted by individuals.

In 1988, Lind and Tyler presented three models to explain procedural justice (Lee, 2000, p. 31; Chan, 2000, p. 75):

- a- The Self-Interest Model:** It is also called the instrumental model established on the proposition that the individual attempts to maximize individual income when interacting with others. This model, therefore, assumes that individuals choose not only outcomes but also actions that are consistent with their personal interests.
- b- The Group-Value Model:** This model is complementary to the self-interest model wherein individuals are influenced by each other when they belong to a group. This model emphasizes that belonging to the group works to control performance. This model assumes that individuals care about their long-term public relationships together with the authorities to which they belong.
- c- Referent Cognitions Theory:** This theory explains reactions to inequitable work outcomes. According to this theory, people proceed with three ideal imitations, including exhortation awareness, reasonable grounds, and the likelihood of improvement.

First, exhortation awareness is the alternative, conceivable conditions that vary with a person's actual condition.

Second, a consideration of the manner in which it should be performed is justified.

Third, the employee perhaps views current results as transitory because satisfaction may be affected by what he expects to receive in the future.

It also explains two types of reactions:

- 1. Resentment reactions:** These are maximized when an employee believes he would have better results if the decision maker had used other measures that must be attained.
- 2. Reactions of dissatisfaction or satisfaction:** These can occur after the employee compares the current reality to a more appropriate alternative.

2.2.3. Interactional Justice

Interactional justice can be defined as “respect of the relationship between employee and manager“ (Akram et al, 2016, p. 55). Furthermore, interactional justice has been defined such that “employees are treated with dignity and honesty when dealing with higher authority“ (Rahman et al, 2015, p. 165). It refers to “the quality of the interpersonal treatment received during the execution of a procedure” (Oh, 2013, p. 14). Interactional justice is associated with “what employees have received during the organizational procedures’ application“ (Sareshkeh et al., 2012, p. 4230). In addition to this, interactional justice refers to “the quality of interpersonal treatment received during the enactment of organizational procedures“ (Al-Zu’bi, 2010, p. 105).

Interactional justice has two aspects (Chan, 2000, p. 72):

1. **Interpersonal sensitivity:** This refers to the fair treatment of subordinates by presidents, and the extent to which superiors deal with workers with regard to their feelings and preservation of their dignity
2. **Explanations or social accounting:** An organization shall provide employees with adequate, accurate and important information that helps to explain and justify administrative practices regarding any inappropriate bonuses, outputs or resources that are distributed to them.

The results of the study by Bies and Moag (1986) highlighted the importance of the personal treatment received by workers when applying the procedures. The study concluded that the workers' awareness of interactional justice is determined by four factors (Colquitt et al, 2001, p. 428):

1. There is clear justification for decisions taken.
2. The authority respects the workers.
3. The commitment of the authority to the limits of tact in dealing with workers.
4. In dealing with workers, the loyalty and honesty of the authority are not to be used to deceive workers.

According to Floger and Bies (1989), there are indicators of interactional justice. These indicators show due respect to employees, use consistent standards in dealing with all employees, make timely observations and act appropriately and honestly from the decision maker towards the employee whom the decision is applied (Yavuz, 2010, p. 699).

2.3. Employee Satisfaction

One of the most complimentary parts of a routine life is career (Masood; Ul-Ain; Aslam; and Rizwan, 2014, p. 98) and the public fact and anticipation for most

employees is to spend the bulk of their lives at work (Hoshi, 2014). Moreover, the employee is a worthy company asset (Luo, Zhou, and Shon, 2016).

Employee satisfaction is not merely a matter in organizations; the services provided by the organization to the employee are important factors that increase satisfaction. These services include security and health care facilities (Rahman et al., 2017). Over the years, employee satisfaction has been a key field of research for organizations (Ekandjo, 2017, p. 11). For many years, employees and how to make them satisfied with their jobs has been a topic of benefit (Hoshi, 2014, p. 2).

Employee satisfaction one of the variables that has been largely studied in psychology (Ekandjo, 2017, p. 11) and it is one of the important organizational factors which cause the investigation of the goal leading to organizational success (Azic, 2017, p. 106).

Employee satisfaction is a multifaceted construct (Rogelberg et al., 2010, p. 149) which includes internal variables (personality and career experience), and external variables (environmental factors) (Karch and Peters, 2017, p. 2). Satisfied employees are necessary for developmental output and consciousness (Ekandjo, 2017, p. 12). It is important to provide an appropriate assessment of how employees think about their jobs and organizations (Masood et al, 2014, p. 98). Moreover, important aspects are the organizational results, as they are a sign of satisfaction because the employee benefits from these results (Küskü, 2001, p. 400).

Several studies have confirmed employee satisfaction in general as an important element in organizational behavior and management (Antoncic and Antoncic , 2011, p. 590).

The following section discusses multiple variables that explain employee satisfaction, such as the nature of employee satisfaction, its definition, its importance, the theories of employee satisfaction, the determinants of employee satisfaction, the factors that affect employee satisfaction, the measurement of employee satisfaction,

the consequences of employee dissatisfaction, and the relationship between employee satisfaction and multiple variables.

2.3.1. The nature of employee satisfaction

Job satisfaction is a complex phenomenon where every employee enters the organization in which he works in a distinctive manner, with particular expectations, values and trust. Job satisfaction a complex phenomenon and employee satisfaction is certainly to the advantage of any organization (Ekandjo, 2017, p. 13). Moreover, job satisfaction increases when employees feel they have a relationship with their jobs (Rahman et al, 2017, p. 6).

According to Yuliarini et al. (2012, p. 93), studies have examined the variable job satisfaction either as a general feeling about a job, or a group relating to different aspects of the work to different attitudes towards the job. Moreover, it can be any mix of intellectual, physiological, and natural conditions which express employee satisfaction with his work (Rahman et al., 2017m p, 6). It is also the degree to which employees like their careers (Ekandjo, 2017, p. 13).

According to Küskü (2001) employee satisfaction is regarded as a function of the regularity between the rewards and the desire of the employee for these rewards as well as being a positional variable that illustrates how people perceive their jobs (Spector, 2006 as cited by Ledimo and Martins, 2015, p. 79).

Employee satisfaction is one criterion for an affirmation of the health of an organization. Providing a good product or good services in general depends on the employee (Hyz, 2010, p. 86). The organization seeks to achieve employee satisfaction and to understand the mechanisms that achieve job satisfaction and its importance. When the organization meets employee expectations, job satisfaction may be achieved (Masood et al, 2014, p. 99). There have been many points of view that consider encouragement as a source of inner satisfaction which leads to great satisfaction (Rahman et al, 2017, p. 7). Therefore, what might satisfy an employee in

his job might dissatisfy another employee (Ekandjo, 2017, p. 14). Therefore, the most agreeable facets of satisfaction are pay, promotion opportunities, coworkers, supervision, and the work itself (Rogelberg et al., 2010, p. 150). Moreover, there are relationships between psychic factors such as the workplace, remuneration, and public safety, and job satisfaction (Rahman et al., 2017, p. 4).

According to the above, employee satisfaction reflects the extent to which employees love their jobs, while dissatisfaction reflects the extent to which staff members hate their jobs (Ledimo and Martins, 2015, p. 79).

2.3.2. Definition of employee satisfaction

employee job satisfaction can define as "the degree to which an individual feels positively or negatively about their job". (Jegan and Gnanadhas, 2011, p. 2). Employee job satisfaction refers to "the degree of the positive or negative feeling of employees about their jobs" (Abu Rumman, 2011, p. 79). Employee job satisfaction is also defined as "the extent to which employees like their work" (Abraham, 2012, p. 28). Satisfaction is the contentment felt after a need is fulfilled (Saif et al, 2012, p. 1384). Simply, employee satisfaction is "how people feel about their jobs and various aspects of their jobs" (Masood et al, 2014, p. 97). Another definition of employee satisfaction is "the positive feeling about one's job resulting from an evaluation of its characteristics" (Hoshi, 2014, p. 10). In other words, employee satisfaction is described as employees' feelings or state of mind about the nature of their work and conditions of employment with a particular employer (Ledimo and Martins, 2015, p. 79). Finally, employee satisfaction is generally defined as "an individual's opinion about their occupation" (Ekandjo, 2017, p. 12).

It is clear from the previous definitions that:

- 1- These definitions confirm the fact that job satisfaction is an emotional response of an employee to his work within the organization as a result of his assessment of organizational practices (Ledimo and Martins, 2015, p. 80).

- 2- Satisfaction is concerned with the hopes and enjoyment or favorable emotional conditions resulting from the condition of the job (Ekandjo, 2017, p. 21).
- 3- Based on understanding, an employee improves a positive or negative attitude towards his job.
- 4- Employee satisfaction is an interesting sense that increases when the employee's expectations are met.

2.3.3. Importance of employees' satisfaction

There are important reasons why organizations should be interested with employee' satisfaction due to a satisfied employee works more and better (Ekandjo, 2017, p. 21), whereas, organizations also believe that when an employee is satisfied he has a productive effect, even when the employee is happy at work, the employee is more likely to be engaged with the organization (Hoshi, 2014, p. 6), whereas the affect of satisfied employees show outside the organizations, in customer relations (Myskova, 2011, p. 102). Another reason to ensure employee' satisfaction is the integrity of organization information (Myskova, 2011, p. 102).

Organizations play an important and vital role in achieving job satisfaction to increase their output for profit (Rahman et al, 2017, p. 4). Also, improving employee' satisfaction lead to increasing productivity and decreasing the cost (Maarleveld et al, 2009, p. 182).

According to multiple researches, it's important to study employee' satisfaction which related to many variables (such as, self-awareness, pay, improvement, affiliation, encouragement, policy, achievement, engagement, quality of work life) (Rahman et al., 2017, p. 3). A satisfied employee is more succeeded and do his work more effectively attains the objective and participate to its efficiency, thus, employee satisfaction is significant attitudes in estimating employees' intention to leave and the overall important of an organization's employee (Ekandjo, 2017, p. 3).

Moreover, employee satisfaction is related to many variables, including performance, psychologists have described the relationship between performance and job satisfaction as being "Holy Grail" which described powers that provide happiness or sustenance in infinite abundance (Ekandjo, 2017, p. 2). Moreover, research results show that there is a positive relationship between leadership practices within the organization and job satisfaction (Ledimo and Martins, 2015, p. 79). Further studies have indicated that employee satisfaction affect on staff retention (York et al., 2009, p. 709).

2.3.4. Theories of employee satisfaction

There are many theories on employee satisfaction, where these theories test the factors that help to provide conditions for increased job satisfaction.

Although most of the debates about theories of job-satisfaction start with Maslow's theory of 'Hierarchy of Needs' (1943) however, the story begins with the idea of 'scientific movement' or 'Taylorism' by Frederick W. Taylor (1911), which treats the human being as 'Economic-man' where 'Money' is the biggest motivator for job-satisfaction. This view was criticized by Elton Mayo and Associates (1924-33) during 'Hawthorne Studies' about the nature of human being. They found that multiple factors contribute to the motivation and satisfaction of workers including, personal morale, positive interrelationships, management founded on the understanding of individual and group behavior through interpersonal skills like "motivating, counseling, leading and communicating (Saif, Nawaz, Jan, and Khan, 2012, p. 1384).

Theory is a systematic grouping of interdependent concepts and principles resulting into a framework that ties together a significant area of knowledge (p. 1384).

Multiple theories are also based on the interpretation of the availability of good employees in organizations that rely on job satisfaction (Ekandjo, 2017, p. 33).

Studies have indicated that there have been traditional theories (such as Taylor (1911) that focused on the property of the early 20th century. These theories were concerned with reducing costs. The theories did not concern the employee in general; however, they were concerned with inputs with the greatest possible outputs, such as satisfaction arising in employees' pay. On the other hand, recent theories have been concerned with the employee in particular as well as with quality and innovation and human relations theories (such as Herzberg and McGregor). These theories assume that job satisfaction increases the motivation of employees and helps them stay in the organization (Edmans, 2011, p. 625).

Many of the theories of job satisfaction that researchers have addressed include Affect theory, dispositional theory, Need Fulfillment Theory, Social References Group Theory, Herzberg's Two Factor Theory, Discrepancy Theory, Need Hierarchy Theory, Job Characteristics Models, and Situational Theory, they can be addressed as follows (Hoshi, 2014, p. 27):

1. Affect Theory

This theory is one of the most popular theories of employee satisfaction. It is based on two factors for achieving satisfaction, the first of which is employee expectations about the function in which he works, and the second of which is the item that employees ought to gain from the job. According to this theory, satisfaction is achieved when the gap between these two elements decreases.

In this context, the affective event theory was developed by Psychologist Howard M. Weiss and Russell Cropanzano to explain how emotions and moods influence job satisfaction. The theory explains the linkages between employees' internal influences - cognitions, emotions, mental states etc and their reactions to incidents that occur in their work environment that affect their performance, organizational commitment, and job satisfaction (Dugguh and Dennis , 2014, p. 13).

2. Dispositional Theory

This theory focuses on the natural behavior of employee, and the personality of the individual as important factors in determining the level of satisfaction.

In this context, Saif et al., (2012) showed that Edwin Locke (In late 1960s) asserted that intentions can be a major source of motivation and satisfaction. Some specific goals (intentions) lead to increased performance. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals as feedback identifies discrepancies between what have they done and what they want to do. All those studies, which tested goal-setting theory, demonstrate that challenging goals with feedback, work as motivating forces .

3. Social References Group Theory

This theory is concerned with the interests of the group. For elaboration, the groups are called the “reference groups.” This theory is related to meeting needs.

4. Need Fulfillment Theory

This theory assumes that when an employee receives what he wants, it is considered more important and therefore the employee feels satisfied.

In this context, Saif et al., (2012) should that McClelland and Associates postulated that some people have a compelling drive to succeed and therefore strive for personal achievement rather than the rewards of success themselves. They have the desire to perform better than before therefore they like challenging jobs and behave as ‘high achievers’. This theory focuses on the achievement motive thus, called ‘achievement theory’ but it is founded on achievement, power and affiliation motives:

- a. Achievement: This is the drive to excel and achieve beyond the standards of success.
- b. Power: It refers to the desire to have an impact, to be influential, and to control others
- c. Affiliation: It is the desire for having friendly and close interpersonal relationships. Those with high affiliation prefer cooperative rather than competitive situations.

5. Herzberg's Two Factor Theory

This theory assumes that satisfaction is independent. For elaboration, the absence of motivation does not mean a feeling of dissatisfaction. On the other hand, if satisfaction were lost in the organization, the employee would feel dissatisfied.

For example, according to Herzberg (1964, 1966), employee satisfaction factors can be classified into two-factor theory first as Hygienics, which leads to dissatisfaction, and second to Motivators, which leads to satisfaction (Antoncic and Antoncic, 2011, p. 1591).

This theory specifies a group of factors such as hygienics and motivation. Hygiene factors include pay, status, supervision, policy. Motivation factors, which can lead to employee satisfaction, include success, identification, the job itself, responsibility, growth and development.

In this context, Saif et al., (2012) showed that Herzberg did a motivational study in which he interviewed 200 accountants and engineers. He used critical incident method of data collection with two questions:

- a. When did you feel particularly good about your job – what turned you on?
And

- b. When did you feel exceptionally bad about your job – what turned you off?

6. Discrepancy Theory

Employee satisfaction depends on what the employee expects from his work and what he actually receives from this job. Employee dissatisfaction occurs when fewer rewards are received.

Thus, employees estimate the justice of exchange through the comparison the percentage of individual output (such as wages, appreciation, promotion) and individual inputs (such as time, expertise and information) (Antoncic and Antoncic, 2011, p. 591).

Thus, this theory suggests that employees weigh what they put into a job (input) against what they get from it (outcome) and then compare this ratio with the input-outcome ratio of other workers. If they find this ratio equal to that of the relevant others, a state of equity is said to exist (Saif et al., 2012).

7. The Need Hierarchy Theory

This theory is based on Maslow's theory, which was developed in 1943 and states that there are many factors that have a direct impact on the individual's behavior, such as the physiological, relationships and passion, Integrity and protection, self-realization, and the dependability.

This theory identifies other requirements of employees that can lead to employee satisfaction.

In this context, Saif et al., (2012) showed that Maslow's hierarchy of needs is the most widely mentioned theory of motivation and satisfaction. He argued that an individual's motivational requirements could be ordered as a hierarchy. Once a given

level of needs is satisfied, it no longer helps to motivate. Thus, next higher level of need has to be activated in order to motivate and thereby satisfy the individual.

8. Job Characteristics Models

This is one of the most important theories that explain the satisfaction of employees. This theory focuses on 5 factors that have a significant impact on the employee which are, diversity of skill, task identification, task importance, autonomy, and the evaluation

In this context , Saif et al., (2012) showed that Job characteristics are aspects of the individual employee's job and tasks that shape how the individual perceives his or her particular role in the organization. The clarity of tasks leads to greater job satisfaction because greater role clarity creates such workforce, which is more satisfied with, committed to, and involved in work .

9. Situational Theory

This theory assumes that job characteristics and employee characteristics affect employee satisfaction.

2.3.5. Characteristics of Employee Satisfaction

There are many variables that are considered determinants that increase the level of satisfaction, such as improving working conditions, management support, and improving the incentive system (Rahman et al., 2017, p. 3). Managers in most organizations share the same emotions towards employee satisfaction (Ekandjo, 2017, p. 34). Moreover, employee satisfaction studies are interested in determining the levels of satisfaction and improvements that are needed to be made (Ledimo and Martins, 2015, p. 80).

According to Masood et al., (2014, p. 98), employee satisfaction consists of the good and bad senses that staff have about their work. Additionally, one of the characteristics of employee satisfaction is the difference between the measure of awards employees receive and the total they should receive (Rahman et al., 2017).

The level of satisfaction may differ from employee to employee and there is no limit for achieving full satisfaction. Moreover, employees may need to change their behavior to achieve satisfaction (Aydin and Ceylan, 2009, p. 160). Therefore, the differences resulting from the employee's psychological comparison process results from what he obtains at work, including evaluation of job experiences that determine satisfaction (Masood et al., 2014, p. 99).

In this context, organizations are interested in improving the quality of working life to increase job satisfaction so as to gain a competitive advantage (Ledimo and Martins, 2015, p. 79). The organization must provide the necessary programs and initiatives to achieve satisfaction (Abraham, 2012, p. 28). Moreover, organizations need require high expenditure to achieve job satisfaction and avoid dissatisfaction (Rahman et al., 2017, p. 3).

2.3.6. Factors that Affect Employee Satisfaction

There are many factors that bring satisfaction. Furthermore, an employee's sense of satisfaction at work is affected by many factors, which can vary from employee to employee (Ekandjo, 2017, p. 34). In addition, employee satisfaction can be affected by internal or external factors and it is appropriate to the career from the points of view of employees (Hoshi, 2014, p. 28). Teamwork is also an organizational result that affects employee satisfaction (Ledimo and Martins, 2015, p. 81).

According to Masood et al., (2014), employee satisfaction is the result of many factors, such as good working conditions, suitable pay, incentive systems, training, and empowerment (p. 100). Similarly, uniform design features affect employee satisfaction (e. g. , suitability for a job) (Karch and Peters, 2017, p. 2). In addition, there are many

other factors cited by the researchers, such as career opportunities, job challenges, attitudes toward life, health, level of ambition, teamwork and social status, which can affect employee satisfaction (Ekandjo, 2017, p. 35).

As cited by Antoncic and Antoncic (2011, p. 591), there are significant factors that influence employee satisfaction:

- 1- Overall satisfaction with a job consisting of the job conditions, time and reputation of the organization.
- 2- Employee relations, consisting of relations with colleagues at work.
- 3- Rewards, benefits and organizational culture: these elements include pay, promotion, education, culture, and the work environment.

Supervisor and co-worker relationships, as well as religious beliefs, and opportunities of career path development, play an important role in employee satisfaction as in many organizations (Rahman et al., 2017, p. 4). Moreover, employee satisfaction is influenced by the value of services, which are generated by satisfied, and loyal employees (Azic, 2017, p. 106). Additionally, absence, involvement, loyalty and performance directly affect employee satisfaction (Masood et al., 2014, p. 99).

Training helps in growing the satisfaction of the employee as it provides a better understanding and enhances performance; therefore, training is an important factor that provides skills which improve satisfaction (Masood et al., 2014, p. 99). Factors such as wages, the job itself, management, and connections with co-workers have been found to add to employee satisfaction (Rahman et al., 2017, p. 4).

Many researchers believe that when management collaborates and communicates with employees, there will be good results and a significant increase in the level of employee satisfaction (Ekandjo, 2017, p. 36). In addition, the results of studies indicate that outcomes, such as good working relationships between

supervisors, employees, and composition teamwork, lead to increased employee satisfaction (Ledimo and Martins, 2015, p. 80). Moreover, skills, attitudes and education have an impact on employee satisfaction (Bercu, 2017, p. 1340).

According to Hyz (2010, p. 86), there are multiple variables that affect employees satisfaction:

1. Pay: The amount of money that the employee receives as a result of doing the work; it is considered a critical element relating to human labor.
2. Working Hours: Employee satisfaction is affected by role conflict, and this occurs when tasks do not match the available working hours.
3. Job situation: This refers to conditions surrounding the work performed by the employee.
4. Supervision: (Equity and efficiency in administrative missions by one's supervision) and colleagues at work (perceived interests of one's co-workers).
5. Human Resources Management: Works on associating with selection, staffing, development, training, change management, performance, behavior management, employee relations, compensation, rewards, and benefits management.
6. Job design: This includes autonomy, variety, encouragement, appreciation, skills improvement and clarity of function.
7. Stress: Many theorists believe that stress affects job satisfaction.
8. Demographic characteristics: The results suggest the existence of relationships between demographic characteristics and job satisfaction.

Generally, the more employees' work environment meets their needs or personal characteristics, the greater the degree of employee satisfaction (Abraham, 2012, p. 28).

2.3.7. Consequences of employee dissatisfaction

In the organization's point of view, increased employee satisfaction can be a guide to better performance and increased employee motivation (Ekandjo, 2017, p. 35). In addition, job satisfaction helps to retain good employees and it reduces the costs of hiring new employees (Masood et al, 2014, p. 99). Different literature explains the importance of employee satisfaction and its causal connection to multiple variables such as job performance (Azic, 2017, p. 106). For elaboration, many studies have found that organizations with higher employee satisfaction tend to have the best performance (Luo et al., 2016).

Furthermore, job pressures, workloads and conflicts are shown by the employee's dissatisfaction, leading to higher turnover within the organization (Rahman et al. , 2017, p. 4). According to Robbins (1991) as cited by Ekandjo (2017, p. 35), employee dissatisfaction is evident in employee departure from the organization and employees endeavor to express their views effectively through negative loyalty and neglect (such as absences, tardiness and errors). Moreover, negative behavior, such as depression of discipline in performance and lack of commitment, are the outputs of employee dissatisfaction (Hoshi, 2014, p. 30).

Employee satisfaction plays a significant role for the organization in terms of well-being, health, productivity, efficiency and employee relations. Moreover, it identifies strengths and weaknesses of employee performance. On the other hand, employee non-compliance results from reduced job satisfaction and the likelihood of an employee leaving the organization increases (Ekandjo, 2017, p. 33). Furthermore, the success of the business can be specified by employee satisfaction (Jegan and Gnanadhas, 2011, p. 2).

2.3.8. Measurement of Employee Satisfaction

Although there are a number of studies that have been conducted on employee satisfaction, there is no clear, consistent standard that illustrates the professional aspects that should be considered as a measure of job satisfaction.

When employee satisfaction is measured, organizations should focus on a number of variables, such as opportunities for promotion, pay, supervision, work and co-workers (Ekandjo, 2017, p. 33). Furthermore, strategy and leadership are important factors to improve employee satisfaction, and managers set the organization's plans according to these two variables (Ledimo and Martins, 2015, p. 79).

With reference to Rahman et al., (2017, p. 3), employee satisfaction includes satisfaction with wages, promotion opportunities, competitive advantages, job safety, and the importance of the career. Also, as cited by Lavigna (2010, p. 51), organizations focus on four elements, namely efficient leadership, employee skills, task matching, and training and development. By focusing on these elements, organizations can improve employee satisfaction.

Furthermore, Spector develops nine elements: wages, promotion, supervision, rewards, co-workers, communications, nature of work, operating conditions, and communication. These factors comprise a tool to measure overall employee satisfaction (Karch and Peters, 2017, p. 2). In addition to this, the literature indicates that employee satisfaction consists of two factors, namely rewards and benefits (Vlosky and Aguillar, 2009, p. 1). Researchers using elements in an employee satisfaction survey could include self-report ratings to assess performance, participation in decision making, peer or supervisor ratings, acknowledgement of good work, the level of support for co-workers and general satisfaction with organizations (Ekandjo, 2017, p. 34).

Policies and processes can also be used to improve the level of employee satisfaction in the work environment (Küskü, 2001, p. 405). These processes include total quality management, change management, safety, communication, training and development (Ledimo and Martins, 2015, p. 80). Additionally, with reference to Spector (1997), employee well-being is important for the evaluation of employee satisfaction.

2.4. Organizational Justice and Employee Satisfaction

The findings of Zainalipour et al. (2010) indicate that employees who are treated fairly feel job satisfaction, and vice versa; when they perceive injustice in the organization, they feel job dissatisfaction. Akram et al., (2016) found that distributive justice has a positive influence on employee satisfaction, which indicates that the higher the employee's wages and rewards received, the employee will feel more job satisfaction. In this context, if the employee feels dissatisfied with his pay and rewards, he may leave the organization (Lee, 2000, p. 46).

According to the results of Sareshkeh et al., (2012), procedural justice and interactional justice have an influence on employee satisfaction, both related to the procedures used to distribute the results and the employee awareness of these procedures. The injustice caused in the negative feedback of the employee leads to the failure of the organization. Rahman et al., (2015) demonstrated an important influence of organizational justice on job satisfaction.

Similarly, the study of Fatt et al., (2010) implied that the greater the employee awareness of the fairness of the organization in determining and optimizing results, the greater the level of job satisfaction. The organization should therefore pay attention to the provision of procedures that increase job satisfaction. Furthermore, there is an important relationship between organization justice and job satisfaction (Lotfi and Pour, 2013; Dundar and Tabancali, 2012; Fatimah et al., 2011).

For elaboration, according to Oh (2013, p. 10), organizational justice is an indicator for determining job satisfaction within the organization. As compared with earlier studies, Zainalipoura et al., (2010) showed that organizational justice has an influence on employee satisfaction.



CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the research methodology utilized to investigate the relationship between organizational justice and employee satisfaction.

The population and sample of this study are presented. In addition, the measures, reliability of measurement instruments, data collection methods and data analysis are discussed.

3.2. Population and Sample

The research population were the employees of the Waqf institutions in Iraq. The number of members of the research community numbered up to approximately 2000 employees by 30/6/2017. The sample size of 322 individuals was determined at a 5% error rate and a 95% confidence level (Saunders et al., 2009, p. 219). The sample, which was regularly random, was ascertained by the following equation:

$$S\% = \sqrt{\frac{H * L}{n} \times \frac{N - n}{N - 1}}$$

S = standard error percentage

H = 50% where the size of population is as large as possible

L = complementary H (equal to 50%)

N = size of population

n = size of sample

$$S\% = \frac{0.05}{1.96} = 0.0255$$

$$(0.0255)^2 = \frac{0.5*0.5}{n} \times \frac{2000-n}{1999}$$

$$n = 322$$

A total number of 322 surveys were randomly distributed from which 287 completed questionnaires were returned, involving a response rate of 89.1%. In addition, 37 responses were rejected due to missing data, and finally, 250 of the surveys (77.6%) were confirmed.

3.3. Measures

Two instruments (organizational justice and employee satisfaction) were used to test the two hypotheses. In addition to the questionnaire including five demographic questions. All the instrument has been translated from English to Arabic Because Arabic is the native language of the target population. In addition, all the measures of this study used a (5 point Likert- type scale with categories (1- strongly disagree until 5- strongly agree). The questionnaires were distributed face to face to the employees in the Waqf institution in Iraq.

3.3.1. Organizational Justice

Organizational justice was measured with 18 items, that indicated in appendix A. It has three dimensions, namely distributive justice, procedural justice, and interactional justice, with Cronbach's alpha values of 0.688, 0.883 and 0.922, respectively. All of the measures of justice used the 5-point Likert-type scale with response categories (1 = Strongly Disagree; 5 = Strongly Agree).

In this research, questionnaire was adjusted from the scales was adopted from (Oh, 2013), as discussed below:

Distributive justice included a 5-item scale that described the fairness of schedule, pay, rewards, workload and job responsibilities.

Procedural justice included a 6-item scale that can be described as procedures in decision-making consisting of unbiased decisions that are accurately made, have additional information about the decision, and are impartially implemented across all employees.

Interactional justice includes a 7-item scale that described interpersonal and informational justice consisting of supervisors treating employees with kindness, in the correct manner, considering personal needs with the greatest care, having concerns for employees' rights, discussing any expected impacts or visions with the employee, and explaining clearly any decision related to employees' jobs.

3.3.2. Employee satisfaction

The five items of employee satisfaction were tested in this research with a Cronbach's alpha score of 0.720 which classifies the overall satisfaction of the employee at his job, that includes, I am satisfied with the success that I have achieved in my career, with the progress made toward meeting my overall career goal, for income. Meeting my goals, for advancement, finally for the development of new skills. The items of employee satisfaction used the Likert-type scale which has a 5-point response scale (1 = Strongly Disagree to 5 = Strongly Agree). In this research, employee satisfaction was adjusted from the scales from (Oh: 2013) Because it fits with the subject of research.

3.3.3. Demographic Variables

Five items were used to measure demographic variables, namely gender, age, education, management level and experience.

3.4. Reliability of Measurement Instruments

For the reliability of all instruments in this research, Cronbach's alpha was calculated to test the consistency among the items on the survey.

According to the data on the reliability of all tools that shown in Table 3.1, every coefficient shown was acceptable as they were above the minimum requirement of 0.65 (Wubbels and Levy, 2005: 21).

Table 3.1: Reliability of Measurement Instruments

Question Numbers	Variables	Items	Reliability
1-5	Distributive Justice	5	0.688
6-11	Procedural Justice	6	0.883
12-18	Interactional Justice	7	0.922
19-23	Employee Satisfaction	5	0.720

Table 3.1 shows the instrument components, which consists of a number of items and reliability coefficients. The survey items of this study are presented in Appendix A.

3.5. Data Collection Methods

All the primary data were collected through face-to-face contact from the employees of the Waqf institutions in Iraq.

3.6. Data Analysis

Overall, 4 different types of analysis method were employed to analyze the collected data. Firstly, the analysis that described the demographics and background of the respondents would be performed since analyzing, and describing demographic data from respondents with various backgrounds would ensure that the distribution of the samples was fair and reasonable. Moreover, this descriptive analysis would help to reduce any selection bias that might result from convenient sampling.

The analysis of variance (ANOVA) is also used in most analyses to test the differences among more than one variable. The T-Test is also used to identify the differences between two variables. It can be observed that the nature of all the independent and dependent variables were numerical continuous measurements; thus, Pearson Correlation analysis would be subsequently employed to check the correlation and direction of the relationship between the variables. A positive correlation means that there is a positive relationship between two variables, namely when one increases, so does the other. On the other hand, a negative correlation signifies a negative relationship between two variables, when one increases the other decreases. Zero correlation indicates that there is no relationship between two variables. Moreover, a perfect relationship of 1 or -1 means one variable can be predicted exactly when the other variable changes. Linear Regression would be used to analyze sampled data. Four independent variables can be examined for their predictive ability on a dependent variable.

In addition, (ANOVA) Post-Hoc tests are used to determine which averages differ from others. It is an application of the SPSS program to analyze the data demography that will be used in this chapter.

Lastly, the Pearson Correlation and Linear Regression analysis results will be presented in this study.

CHAPTER 4

FINDINGS

4.1. Introduction

This chapter begins with a discussion of the characteristics of the study sample and an analysis of the differences between the demographic variables. Tests (ANOVA) (Post-Hoc) would be employed to determine the differences of the averages of the demographic data. Pearson Correlation results were also shown to examine the of the relationship between the study variables. Finally, simple regression analysis was used to study the predictive power of the independent variable on the dependent variable. With these statistical methods, the study hypotheses can be tested.

4.2. Participant Profiles and Descriptive Statistics

The sample size for examining the hypotheses was 250 (77.6%). Table 4.1 illustrates the characteristics of the sample with regard to gender, age, education, management level and experience. From these participants, 125 (50%) were female and 125 (50%) were male. Most of the respondents are ages between 30 and 39 years of age (42.8%) and most of them had completed four-year college degree (76.8%). Most of the respondents work at subordinate employee levels (59.2%). Finally, most of the respondents had between 5 to 10 years experience (33.2%).

In Table 4.1, presents the gender dimension presents 125 respondents as female, which is equivalent to 50% of the total number of respondents; therefore, the other 50% are male respondents.

According to age, 20% of total respondents are under 29 years of age; respondents between 30 and 39 years old numbered 107 or 42.8%. Respondents between the ages of 40 and 49 years numbered 62 or 24.8%, while 12.4% of the respondents are more than 50 years of age.

For education level, 10 out of the 250 respondents (4%) held a high school diploma, and 33 out of the 250 respondents (13.2%) held a two-year college diploma, while 192 out of the 250 respondents (76.8 %) held a four-year college degree and 15 respondents (6%) held a post-graduate degree (Master or Ph. D).

According to the administrative level at the Waqf Institution in Iraq. 74 respondents belong in the division head level in the organization, which is equivalent to 29.6%. At the department head level, it numbers 28 respondents, which is the equivalent to 11.2% of the total respondents. The highest percentage of respondents is 59.2% (148) for subordinate employees in the organization.

The last demographic variable is experience level. Most of the respondents were found to be have worked 5 to 10 years (33.2% of the overall respondents).

Then, 60 employees in the survey have worked for 0 to 5 years in their institutions. 48 participants already served their organization for 10 to 15 years, while 34 respondents have over 20 years of service. Lastly, the smallest proportion of respondents has worked for more than 15 to 20 years in the current organization, which is 10%, or 25 respondents.

Table 4.1: presents the demographic characteristics of the respondents (N = 250).

Characteristics	Frequency	%
Gender		
Male	125	50
Female	125	50
Age		
Under 29 years old	50	20
30 to 39 years old	107	42. 8
40 to 49 years old	62	24. 8
Over 50 years old	31	12. 4
Education		
High school diploma	10	4
2-year college	33	13. 2
4-year college degree	192	76. 8
Graduate school of the Masterand Doctor	15	6
Management level		
Division head level	74	29. 6
Department head level	28	11. 2
Subordinate employees	148	59. 2
Experience		
Of 0 to 5 years	60	24
More Than 5 to 10 years	83	33. 2
More Than 10 to 15 years	48	19. 2
More Than 15 to 20 years	25	10
More Than 20 years	34	13. 6

Descriptive statistics of the variables examined in this study are also presented. The Cronbach' Alpha was conducted to assess the reliability of the measurements used. The internal reliability of the measures was 0.898. Table 4.2 shows the descriptive statistics of the measures used, including the mean and standard deviation.

Table 4.2: Descriptive Statistics (N = 250)

Variable	Mean	SD
Organizational Justice	3. 028	0. 627
Distributive Justice	3. 130	0. 642
Distributive Justice 1	3. 456	0. 786
Distributive Justice 2	2. 520	1. 091
Distributive Justice 3	3. 356	0. 824
Distributive Justice 4	2. 920	1. 087
Distributive Justice 5	3. 400	0. 985
Procedural Justice	2. 722	0. 823
Procedural Justice 1	2. 792	1. 081
Procedural Justice 2	2. 632	1. 075
Procedural Justice 3	2. 828	0. 964
Procedural Justice 4	2. 736	0. 999
Procedural Justice 5	2. 536	1. 045
Procedural Justice 6	2. 812	1. 056
Interactional Justice	3. 232	0. 838
Interactional Justice 1	3. 564	0. 938
Interactional Justice 2	3. 124	1. 062
Interactional Justice 3	3. 372	0. 986
Interactional Justice 4	3. 220	1. 069
Interactional Justice 5	3. 112	1. 027
Interactional Justice 6	3. 116	0. 968
Interactional Justice 7	3. 116	1. 048
Employee satisfaction	3. 368	0. 915
Employee satisfaction 1	3. 608	0. 968
Employee satisfaction 2	3. 516	2. 100
Employee satisfaction 3	2. 992	1. 082
Employee satisfaction 4	3. 276	1. 130
Employee satisfaction 5	3. 452	1. 045

According to descriptive statistics mean value and standard deviation value of organizational justice is measured at 3.028 and 0.627 respectively. Similarly means and standard deviation for distributive justice is 3.130 and 0.642 respectively, for interactional justice its mean value is 3.232 and 0.838. In the same way means and standard deviation value for employee satisfaction is 3.368 and 0.915 respectively. While mean value of procedural justice was lower which is 2.722 and 0.823.

4.3. Differences Between Variables

The researcher conducted an analysis of variance (ANOVA) as well as the (T Test) between the variables of the study according to a number of demographic variables of the participants of the study. The demographic variables (gender, age, education, management level, experience) were used to determine the differences between the variables. The following is an explanation of the analyses of each of these variables:

4.3.1. Analysis of Differences according to Gender

The researcher used (T-Test) to find the differences between gender (male/female) and the results were as follows:

Table 4.3: T-Test for Gender (Male/Female)

Variable	Mean		T	Sig.
Organizational Justice	Male	3.146	3.035	0.003
	Female	2.909		
Distributive Justice	Male	3.208	1.919	0.056
	Female	3.052		
Procedural Justice	Male	2.829	2.060	0.040
	Female	2.616		
Interactional Justice	Male	3.403	3.296	0.001
	Female	3.060		
Employee satisfaction	Male	3.382	0.234	0.815
	Female	3.355		

* The mean difference is significant at the 0.05 level.

Table 4.3 shows that there are significant differences between the participants of the study for organizational justice, procedural justice, and interactional justice according to gender. The values of the T-Test were calculated to be 3.035, 2.060 and 3.296 at a significant level of 5%, which means that there are significant differences between employees regarding the availability of organizational justice, procedural justice, and interactional justice according to gender. There were no significant differences between the participants for distributive justice and employee satisfaction according to gender.

4.3.2. Analysis of Differences according to Age

ANOVA was used to show the differences between the participants of the study according to age with the results as follows:

Table 4.4: ANOVA Test for Age

Variable	Mean		F	Sig.
Organizational Justice	Under 29 years old	3.144	1.160	0.326
	From 30 to 39 years old	3.043		
	From 40 to 49 years old	2.967		
	More than 50 years old	2.909		
Distributive Justice	Under 29 years old	3.140	0.049	0.986
	From 30 to 39 years old	3.129		
	From 40 to 49 years old	3.109		
	More than 50 years old	3.161		
Procedural Justice	Under 29 years old	2.796	0.175	0.913
	From 30 to 39 years old	2.707		
	From 40 to 49 years old	2.709		
	More than 50 years old	2.682		
Interactional Justice	Under 29 years old	3.497	4.471	0.004
	From 30 to 39 years old	3.295		
	From 40 to 49 years old	3.082		
	More than 50 years old	2.884		
Employee Satisfaction	Under 29 years old	3.400	2.868	0.037
	From 30 to 39 years old	3.186		
	From 40 to 49 years old	3.571		
	More than 50 years old	3.541		

* The mean difference is significant at the 0.05 level.

Table 4.4 shows that there are significant differences between the participants of the study of interactional justice and employee satisfaction, where the values of F are 4.471 and 2.868, respectively, which is significant at the 5% level, which means that there are significant differences between the participants for interactional justice and employee satisfaction according to age, there were no significant differences between the participants of the study for organizational justice, distributive justice and procedural justice. This means that there are no significant differences between the participants of the study on availability of organizational justice, while there are significant differences between the participants of the study on the availability of employee satisfaction according to age.

To determine the source of age variance of the participants on interactional justice, (Post-Hoc) test was performed, to show the less significant difference (LSD) as shown in Table (4.5).

Table 4.5: Source of Variation in Age according to Instructional Justice.

Variable	Age	Age	Mean Difference	Sig.
Interactional Justice	Less than 29 years old	From 30 to 39 years old	0. 20208	0. 152
		From 40 to 49 years old	0. 41419*	0. 009
		More than 50 years old	0. 61235*	0. 001
	From 30 to 39 years old	From 40 to 49 years old	0. 21211	0. 107
		More than 50 years old	0. 41027*	0. 015
	From 40 to 49 years old	More than 50 years old	0. 19816	0. 274

* The mean difference is significant at the 0. 05 level.

In Table 4.5, the results show that there were significant differences between the participants with age less than 29 years old compared to the participants with age from 40 to 49 years old, and the participants with age more than 50 years old. There were also significant differences between the participants with age from 30 to 39 years old compared to the age participants with more than 50 years old at significant levels of 0.009, 0.001 and 0. 015, respectively.

From the table, the most sensitivity to interactional justice for age group who are more than 50 years old, from 40 to 49 years old, from 30 to 39 years old, and finally less than 29 years old.

To determine the source of age variance of the participants on employee satisfaction, (Post-Hoc) test was performed, to show the less significant difference (LSD) as shown in table 4.6.

Table 4.6: Source of variation in age according to employee satisfaction

Variable	Age	Age	Mean Difference	Sig.
Employee Satisfaction	Less than 29 years old	From 30 to 39 years old	0. 21308	0. 171
		From 40 to 49 years old	-0. 17097-	0. 321
		More than 50 years old	-0. 14194-	0. 493
	From 30 to 39 years old	From 40 to 49 years old	-0. 38405*	0. 008
		More than 50 years old	-0. 35502-	0. 056
	From 40 to 49 years old	More than 50 years old	0. 02903	0. 884

*. The mean difference is significant at the 0. 05 level.

In Table 4.6, the results show that there were significant differences between the participants with age from 30 to 39 years old compared to the participants with age from 40 to 49 years old at a significant level of 0.008.

From the table, the most sensitivity to employee satisfaction are most for the participants, who are from 40 to 49 years old, and then the participants who are from 30 to 39 years old.

4.3.3. Analysis of differences according to education

The ANOVA test is used to show the differences between the participants of the study according to education. The results are presented, as follows:

Table 4.7: ANOVA Test for Education

Variable	Mean		F	Sig.
Organizational Justice	High School Diploma	3.130	0.894	0.445
	Two-Year College	3.167		
	Four-Year College Degree	2.993		
	Degree Graduate School Degree (Master, Doctor)	3.102		
Distributive Justice	High School Diploma	3.220	1.926	0.126
	Two-Year College	3.333		
	Four-Year College Degree	3.078		
	Degree Graduate School Degree (Master, Doctor)	3.293		
Procedural Justice	High School Diploma	2.900	0.998	0.394
	Two-Year College	2.909		
	Four-Year College Degree	2.694		
	Degree Graduate School Degree (Master, Doctor)	2.555		
Interactional Justice	High School Diploma	3.271	0.431	0.731
	Two-Year College	3.259		
	Four-Year College Degree	3.207		
	Degree Graduate School Degree (Master, Doctor)	3.457		
Employee Satisfaction	High School Diploma	3.320	0.351	0.788
	Two-Year College	3.412		
	Four-Year College Degree	3.346		
	Degree Graduate School Degree (Master, Doctor)	3.586		

* The mean difference is significant at the 0.05 level.

The above table 4.7. Shows that there are no significant differences between the participants of the study for all variables (organizational justice, distributive justice, procedural justice, interactional justice, employee satisfaction) according to their education level. This means that there are no significant differences between the employees' opinions about the availability of organizational justice and employee satisfaction according to education.

4.3.4. Analysis of Differences according to Management Level

The ANOVA test is used to show the differences between the participants of the study according to management level. The results are shown below.

Table 4.8: ANOVA Test for Management Level

Variable	Mean		F	Sig.
Organizational Justice	Division Head Level	2.994	0.888	0.262
	Department Head Level	3.174		
	Subordinate Employees	3.017		
Distributive Justice	Division Head Level	3.191	3.578	0.029
	Department Head Level	3.378		
	Subordinate Employees	3.052		
Procedural Justice	Division Head Level	2.804	0.804	0.449
	Department Head Level	2.797		
	Subordinate Employees	2.667		
Interactional Justice	Division Head Level	2.986	4.640	0.011
	Department Head Level	3.346		
	Subordinate Employees	3.333		
Employee Satisfaction	Division Head Level	3.445	1.345	0.262
	Department Head Level	3.557		
	Subordinate Employees	3.294		

* The mean difference is significant at the 0.05 level.

Table 4.8 shows that there are significant differences between the participants of the study with regard to distributive justice and interactional justice, where the values of F being 3.578 and 4.640 are significant at the 5% level, which means that there are significant differences between the participants for distributive justice and interactional justice according to management level, while there are no significant differences between the participants of the study for organizational justice, procedural justice and employee satisfaction. This means that there are no significant differences between the participants of the study on availability of organizational justice and employee satisfaction according to their management level. To explore the source of management level variance of the participants on distributive justice, (Post-Hoc) test was performed, to show the less significant difference (LSD) as shown in table 4.9.

Table 4.9: Source of Variation in Management Level according to Distributive Justice

Variable	Management Level	Management Level	Mean Difference	Sig.
Distributive Justice	Division head level	Department head level	-0.18668-	0.187
		Subordinate employees	0.13919	0.126
	Department head level	Subordinate employees	0.32587*	0.014

* The mean difference is significant at the 0.05 level.

According to Table 4.9, the results showed there were significant differences between the participants who worked at (department head level) compared to the participants with (subordinate employees) at a significance level of 0.014.

From the table, sensitivity to distributive justice are most of the participants who worked at the department head level. To determine the source of management level variance of the participants on interactional justice, (post hoc test) was performed, to show the less significant difference (LSD) as shown in Table 4.10.

Table 4.10: Source of Variation in Management Level according to Interactional Justice

Variable	Management level	Management Level	Mean Difference	Sig.
Interactional Justice	Division head level	Department Head Level	-0.36045-	0.050
		Subordinate Employees	-0.34653*	0.004
	Department head level	Subordinate Employees	0.01393	0.935

* The mean difference is significant at the 0.05 level.

According to Table (4.10.), the results showed that there were significant differences between the participants who worked at (Division head level) compared to the participants who worked at (subordinate employees) at a significant level (0.004).

4.3.5. Analysis of Differences according to Experience

The ANOVA test was used to show the differences between the participants of the study according to experience. The results are shown below:

Table 4.11: ANOVA Test for Experience

Variable	Mean		F	Sig.
Organizational Justice	Of 0 to 5 Years	3.202	2.346	0.055
	More Than 5 to 10 Years	3.029		
	More Than 10 to 15 Years	2.846		
	More Than 15 to 20 Years	3.053		
	More Than 20 Years	2.954		
Distributive Justice	Of 0 to 5 Years	3.193	0.795	0.530
	More Than 5 to 10 Years	3.084		
	More Than 10 to 15 Years	3.091		
	More Than 15 To 20 Years	3.296		
	More Than 20 Years	3.064		
Procedural Justice	Of 0 to 5 Years	2.858	3.140	0.015
	More Than 5 to 10 Years	2.688		
	More Than 10 to 15 Years	2.427		
	More Than 15 to 20 Years	3.060		
	More Than 20 Years	2.735		
Interactional Justice	Of 0 to 5 Years	3.557	5.568	0.000
	More Than 5 to 10 Years	3.316		
	More Than 10 to 15 Years	3.020		
	More Than 15 to 20 Years	2.805		
	More Than 20 Years	3.063		
Employee satisfaction	Of 0 to 5 Years	3.320	0.439	0.781
	More Than 5 to 10 Years	3.310		
	More Than 10 to 15 Years	3.366		
	More Than 15 to 20 Years	3.480		
	More Than 20 Years	3.517		

* The mean difference is significant at the 0.05 level.

Table 4.11 shows that there are significant differences between the participants regarding procedural justice and interactional justice, where the values of

F are 3.140 and 5,568, which are significant at the level of 5%. This result means that there are significant differences between the participants for procedural justice and interactional justice according to experience, while there were no significant differences between the participants of the study for organizational justice, distributive justice and employee satisfaction. This means that there are no significant differences between the participants of the study on availability of organizational justice and employee satisfaction according to experience.

To determine the source of experience variance of the participants on procedural justice, the post-hoc test was performed.

Table 4.12: Source of Variation in Experience according to Procedural Justice

Variable	Experience	Experience	Mean Difference	Sig0.
Procedural Justice	0 to 5 years	More than 5 to 10 years	0.16958	0.218
		More than 10 to 15 years	0.43125*	0.006
		More than 15 to 20 years	-0.20167-	0.297
		More than 20 years	0.12304	0.480
	More than 5 to 10 years	More than 10 to 15 years	0.26167	0.076
		More than 15 to 20 years	-0.37124*	0.046
		More than 20 years	-0.04654-	0.778
	More than 10 to 15 years	More than 15 to 20 years	-0.63292*	0.002
		More than 20 years	-0.30821-	0.091
	More than 15 to 20 years	More than 20 years	0.32471	0.129

* The mean difference is significant at the 0.05 level.

According to table 4.12, the results showed that there were significant differences between the participants with experience of 0 to 5 years compared to the participants with experience from 10 to 15 years, and there were significant differences between the participants with experience from 5 to 10 years compared to the participants with experience from 15 to 20 years, in addition to there being significant differences between the participants with experience from 10 to 15 years compared to the participants with experience from 15 to 20 years, with significance levels of 0.006, 0.046 and 0.002, respectively.

From Table 4.12, the most experienced groups sensitive to procedural justice are the participants with more than 15 to 20 years, more than 10 to 15 years, and more than 5 to 10 years.

To determine the source of experience variance of the participants on interactional justice, the post-hoc test was performed.

Table 4.13: Source of variation in experience level, according to Interactional Justice

Variable	Experience	Experience	Mean Difference	Sig.
Interactional justice	0 to 5 years	More than 5 to 10 years	0.24045	0.081
		More than 10 to 15 years	0.53631*	0.001
		More than 15 to 20 years	0.75143*	0.000
		More than 20 years	0.49412*	0.005
	More than 5 to 10 years	More than 10 to 15 years	0.29586*	0.045
		More than 15 to 20 years	0.51098*	0.006
		More than 20 years	0.25367	0.125
	After 10 to 15 years	From 15 to 20 years	0.21512	0.282
		More than 20 years	-0.04219-	0.816
	More than 15 to 20 years	More than 20 years	-0.25731-	0.229

*. The mean difference is significant at the 0.05 level.

According to Table 4.13, there are significant differences between the experience of the participants with level 0 to 5 years compared to the experience of the participants with the levels from 10 to 15 years, from 15 to 20 years, and more than 20 years.

Moreover, there are significant differences between the experience of the participants with level from 5 to 10 years compared to the experience of the participants with the levels from 10 to 15 years and of from 15 to 20 years at significance levels of 0.001, 0.000, 0.005, 0.045, 0.006, respectively.

It also shows that the most experienced groups sensitive to interactional justice are within from 15 to 20 years group, from 10 to 15 years group, the more than 20 years group and then from 5 to 10 years group, respectively.

The first research question that is, (are there differences between the participants according to their demographic characteristics under consideration in respect of organizational justice includes distributive, procedural, interactional and employee satisfaction?), the results shows, as follows:

1. There are significant differences between the participants in terms of the availability of organizational justice, procedural justice and interactional justice according to gender. There were no differences in terms of availability of distributive justice, and employee satisfaction according to gender.
2. There are significant differences between the participants regarding the availability of interactional justice and employee satisfaction according to age. There were no differences regarding availability of organizational justice, distributive justice, and procedural justice according to age.
3. There are no significant differences between the participants in terms of availability of organizational justice, distributive justice, procedural justice, interactional justice, and employee satisfaction according to education.
4. There are significant differences between the participants regarding the availability of distributive justice and interactional justice according to management level. There are no differences regarding the availability of organizational justice, procedural justice, and employee satisfaction according to management level.
5. There are significant differences between the participants with regard to availability of procedural justice and interactional justice according to experience. There are no differences with regard to availability of organizational justice, distributive justice, and employee satisfaction according to experience.

4.4. Hypotheses Testing

The research hypotheses were addressed and answered based on two analytical methods, namely, the Pearson Correlation and Simple Linear Regression. The hypotheses were tested by using these methods.

4.4.1. Pearson Correlation

To examine the relationship between the variables, Pearson correlation coefficient analysis was used. Table 4.14 shows the correlations between the variables. The basic purpose of a correlation is to tell the relationship between the variables. The Table shows the Pearson Correlation between organizational justice, (distributive, procedural, interactional justice) and employee satisfaction.

Table 4.14: Pearson Correlation Results

N	Variables	Pearson Correlation	sig
1	Distributive Justice	.316**	.000
2	Procedural Justice	.446**	.000
3	Interactional Justice	.203**	.001
4	Organizational Justice	.393**	.000

Table 4.14 findings that there is a positive and significant relationship between organizational justice and employee satisfaction. When ($r=.393$) and ($p < 0.01$), organizational justice will have significant relationship with employee satisfaction.

The value of the Pearson Correlation equaled (.393), which indicated an average correlation between organizational justice and employee satisfaction (Saunders et al., 2009).

The outcomes also indicated a positive relationship between distributive justice and employee satisfaction. When ($r=.316$) and ($p < 0.01$), hence, there was a significant relationship between distributive justice and employee satisfaction with a confidence level of (99%).

The Pearson Correlation's value is (0.446), which indicates an average correlation between procedural justice and employee satisfaction (Saunders et al., 2009).

The results also showed a positive correlation between procedural justice and employee satisfaction. When the p-value was less than (0.01), hence, there was a significant relationship between procedural justice and employee satisfaction with a (99%) confidence level.

In terms of interactional justice and employee satisfaction, the results also indicated a positive relationship between them. When ($r = .203$) and ($p < 0.01$), which means there is a significant relationship between interactional justice and employee satisfaction with a (99%) confidence level.

Scatter/Dot graph can be used to investigate the overall nature of the relationship between the variables. The upward trend indicates a positive relationship while the downward trend indicates a negative relationship.

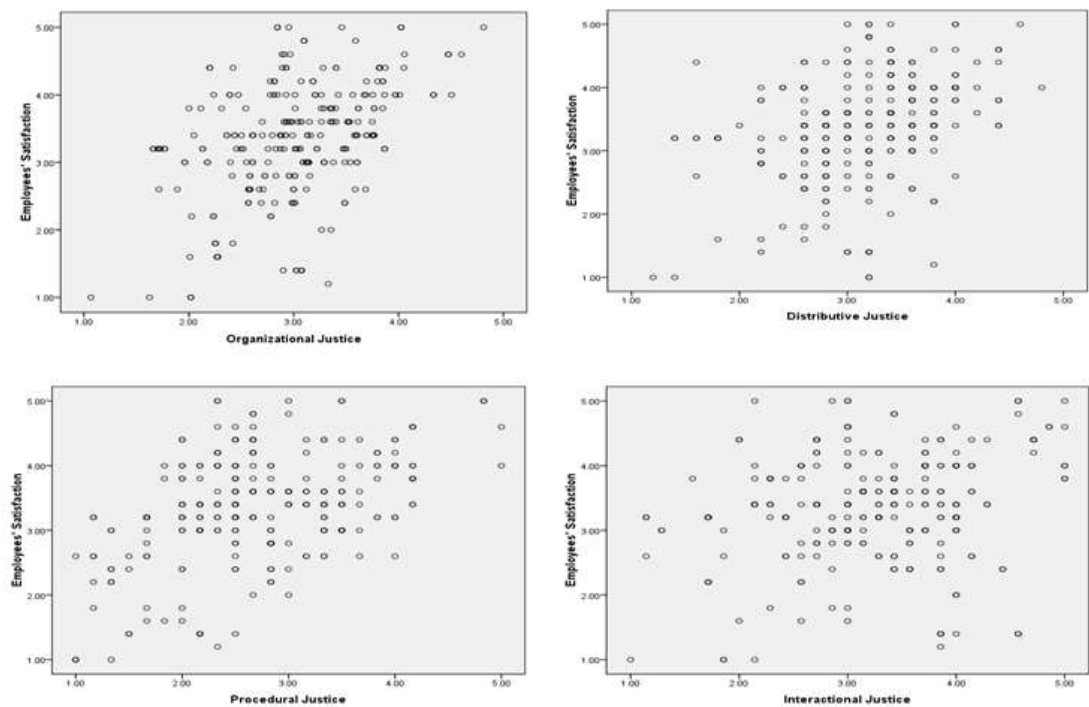


Figure 4.1: Scatter/Dot Shows all Relationships for Pairs of Variables with Employee Satisfaction

Figure 4.1 appears the overall relationship between each independent variable and each dependent variable. It is remarkable that organizational justice and employee satisfaction has an overall upward trending that signifies that the relationship is positive. This means that when organizational justice increases, employee satisfaction also increases.

4.4.2. Simple Linear Regression

Regression analysis was carried out for examination of the connection between organizational justice, with its dimensions (distributive, procedural and interactional justice) and employee satisfaction.

4.4.3. Organizational Justice on Employee Satisfaction.

Simple linear regression analysis has been completed, as follows:

Table 4.15: Regression Analysis (Model Summary) for the effect of "Organizational Justice on Employee Satisfaction"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimat
1	0.393	0.155	0.151	0.84331

- a. Predictors: (Constant), Organizational Justice
 b. With confidence level 95% (p-value = 0.05)

Table 4.15 shows the regression analysis of organizational justice and employee satisfaction. The value of (R) in this Table shows the correlation coefficient of analysis is ($r = 0.393$). The value ($R^2 = 0.155$) in this Table shows a (15.5%) amount of change in employee satisfaction because of organizational justice.

This table explained the relationship between organizational justice and employee satisfaction.

Table 4.16: Significance of Linear Regression Model for the Effects of Organizational Justice on Employee Satisfaction.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.305	1	32.305	45.426	0.000 ^a
	Residual	176.371	248	0.711		
	Total	208.677	249			

a. Predictors: (Constant), Organizational Justice

b. Dependent Variable: Employee Satisfaction

In Table 4.16, ANOVA test showed the fit of the model. F value is 45.426, which showed that the model is fit (between organizational justice and employee satisfaction) ($p < 0.05$) which is 0.000. Which means this result appeared the model is statistically fit.

Table 4.17: Coefficients model for the effects of Organizational Justice on Employee Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.631	0.263		6.194	0.000
	Organizational Justice	0.574	0.085	0.393	6.740	0.000

a. Dependent Variable: Employee satisfaction

Table 4.17 shows the significant relationship between organizational justice and employee satisfaction. The findings presents that if there is one unit change in organizational justice, then there would cause a 39.3% increase in employee satisfaction.

The Table also showed the significant relationship between organizational justice and employee satisfaction ($p=0.000<0.05$). These outcomes support the hypothesis that organizational justice has a positive effect on employee satisfaction.

4.4.3.1. Distributive Justice and Employee Satisfaction

Table 4.18: Regression analysis (Model Summary) for the effect of Distributive Justice on employee satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.316 ^a	0.100	0.097	0.87015

- a. Predictors: (Constant), Distributive Justice
b. With confidence level 95% (p-value = 0.05)

Table 4.18 presents the model summary of regression analysis. The value of R in this Table shows the Correlation Coefficient for analysis ($r = 0.316$). The value of R^2 shows the size of change in employee satisfaction because of distributive justice. Value $R^2 = 0.100$ in this Table presents 10% change in employee satisfaction because of distributive justice. Therefore, the model explains the relationship between distributive justice and employee satisfaction.

Table 4.19: Significance of Linear Regression Model for the effects of Distributive Justice on employee satisfaction

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	20.900	1	20.900	27.604	0.000 ^a
	Residual	187.776	248	0.757		
	Total	208.677	249			

- a. Predictors: (Constant), Distributive Justice
b. Dependent Variable: Employee satisfaction

In Table 4.19, ANOVA test showed the fit of the model. F value is 27.604 which indicates that the model is fit (distributive justice and employee satisfaction) ($p < 0.05$) which is 0.000, meaning this model is highly fit.

Table 4.20: Coefficients Model for the Effects of Distributive Justice on Employee Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.958	0.274		7.144	0.000
	Distributive Justice	0.451	0.086	0.316	5.254	0.000

- a. Dependent Variable: Employee satisfaction

Table 4.20 presents the significant relationship between the distributive justices and employee satisfaction. The outcomes appears that if there is one unit of change in distributive justice, then there would be a 31.6% increase in employee satisfaction. The outcomes also appeared the significant relationship between distributive justice and employee satisfaction ($p = 0.000 < 0.05$).

These outcomes support the hypothesis that distributive justice has a positive effect on employee satisfaction.

4.3.3.2. Procedural Justice and Employee Satisfaction

Table 4.21: Regression Analysis (Model Summary) for the Effects of Procedural Justice on Employee Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.446 ^a	0.199	0.195	0.82117

a. Predictors: (Constant), Procedural Justice

b. With confidence level 95% (p -value = 0.05)

Table 4.21 presents the model summary of the regression analysis of Procedural Justice on Employee Satisfaction. The value of R in this Table shows a correlation coefficient for the analysis ($r = 0.446$). The value of R^2 appears the amount of change in employee satisfaction because of procedural justice.

Value $R^2 = 0.199$ in this Table presents 19.9% change in employee satisfaction because of procedural justice. Therefore, the model explains the relationship between procedural justice and employee satisfaction.

Table 4.22: Significance of Linear Regression Model for the effects of Procedural Justice on employee Satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.445	1	41.445	61.462	0.000 ^a
	Residual	167.232	248	0.674		
	Total	208.677	249			

a. Predictors: (Constant), Procedural Justice

b. Dependent Variable: Employee satisfaction

In Table 4.22, ANOVA Test presents the fit of the model. F value is 61.462, which presents that the model is fit between procedural justice and employee satisfaction ($p < 0.05$) and is 0.000, meaning this model is highly fit.

Table 4.23: Coefficients Model for the effects of Procedural Justice on Employee Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.021	0.180		11.249	0.000
	Procedural Justice	0.495	0.063	0.446	7.840	0.000
a. Dependent Variable: Employee satisfaction						

Table 4.23 presents the significant relationship between procedural justices and employee satisfaction. The outcomes appear that if there is one unit change in procedural justice, then there would be a 44.6% increase in employee satisfaction. The outcomes also appear the significant relationship between procedural justice and employee satisfaction ($p = 0.000 < 0.05$). These results support the hypothesis that procedural justice has a positive effect on employee satisfaction.

4.3.3.3. Interactional Justice and Employee Satisfaction

Table 4.24: Regression analysis (Model Summary) for the Effects of Interactional Justice on Employee Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.203 ^a	0.041	0.037	0.89820

- a. Predictors: (Constant), Interactional Justice
 b. With confidence level 95% (p -value = 0.05)

Table 4.24, Model Summary of the Regression Analysis for Effects of Interactional Justice on Employee Satisfaction

The value of R in this Table shows the correlation coefficient for analysis ($r = 0.203$). The value of R^2 shows the amount of change in employee satisfaction because of interactional justice. Value $R^2 = 0.041$ in this Table presented 4.1% change in employee satisfaction due to interactional justice. Therefore, the model explains the relationship between interactional justice and employee satisfaction.

Table 4.25: Significance of Linear Regression model for the Effects of Interactional Justice on Employee Satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.601	1	8.601	10.661	0.001 ^a
	Residual	200.076	248	0.807		
	Total	208.677	249			

a. Predictors: (Constant), Interactional Justice

b. Dependent Variable: Employee satisfaction

In Table 4.25, ANOVA test presents the fit of the model. F value is 10.661, which appears that the model is fit (between of interactional justice and employee satisfaction ($p < 0.05$)) which is 0.001, meaning this model is highly fit. This outcomes also presented that the model is statistically fit.

Table 4.26: Coefficients Model for the Effects of Interactional Justice on Employee Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.653	0.227		11.705	0.000
	Interactional Justice	0.222	0.068	0.203	3.265	0.001

a. Dependent Variable: Employee Satisfaction

This Table presents the significant relationship between interactional justice and employee satisfaction. The outcomes appear that if there is one unit of change in interactional justice, then there would be a (20.3%) increase in employee satisfaction. The outcomes showed a significant relationship between interactional justice and employee satisfaction ($p = 0.000 < 0.05$). These findings support the hypothesis that interactional justice has a positive effect on employee satisfaction.

4.5. Summary Hypotheses Testing

The hypotheses were tested by using Pearson correlation and simple linear regression. The results of the hypothesis testing are presented in Table 4.27.

Hypothesis 1: There is a significant relationship between organizational justice, distributive justice, procedural justice, interactional justice, and employee satisfaction.

The results of the statistical analysis raise the following:

1. The result shows that there is a positive and significant relationship between organizational justice and employee satisfaction ($r = 0.393$, $p < 0.01$).
2. The result indicates a positive relationship between distributive justice and employee satisfaction ($r = 0.316$, $p < 0.01$).
3. The result indicates a positive relationship between procedural justice and employee satisfaction ($r = 0.446$, $p < 0.01$).
4. The result shows a positive relationship between interactional justice and employee satisfaction ($r = 0.203$, $p < 0.01$).

Hypothesis 2: Organizational justice has a positive effect on employee satisfaction.

The results showed a significant effect of organizational justice on employee satisfaction ($p = 0.000 < 0.05$). These results supported the hypothesis that organizational justice has a positive effect on employee satisfaction.

From this hypothesis, the following assumptive sub-groups are derived:

Hypothesis 2a: Distributive justice has a positive effect on employee satisfaction.

The results showed a significant effect of distributive justice on employee satisfaction ($p = 0.000 < 0.05$). These results supported the hypothesis that distributive justice has a positive effect on employee satisfaction.

Hypothesis 2b: Procedural justice has a positive effect on employee satisfaction.

The results showed a significant effect of procedural justice on employee satisfaction ($p = 0.000 < 0.05$). These results supported the hypothesis that procedural justice has a positive effect on employee satisfaction.

Hypothesis 2c: Interactional justice has a positive effect on employee satisfaction.

The results showed a significant effect of interactional justice on employee satisfaction ($p = 0.001 < 0.05$). These results supported the hypothesis that interactional justice has a positive effect on employee satisfaction.

Table 4.27: Summary of Hypotheses Testing

Hypothesis	Results
H1: There are significant relationships between organizational justice, distributive justice, procedural justice, interactional justice, and employee satisfaction.	Supported
H2: Organizational justice has a positive effect on employee satisfaction.	Supported
H2a: Distributive justice has a positive effect on employee satisfaction.	Supported
Hypothesis 2b: Procedural justice has a positive effect on employee satisfaction.	Supported
H2c: Interactional justice has a positive effect on employee satisfaction.	Supported

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The main purpose of this research was to examine the impact of organizational justice on employee satisfaction. In the previous chapters, the researcher dealt with the theoretical framework, methodology and statistical analysis. As follows:

In the first chapter, the researcher dealt with the problem statement, research questions, hypotheses of the study, objective of the study, the model of hypothesized, definitions of terms, and the significance of the study.

In the second chapter, the researcher dealt with the theoretical background regarding organizational justice and employee satisfaction by presented its dimensions which provide the understanding of these concepts.

In the third chapter, the researcher dealt with the methodology utilized to investigate the relationship between organizational justice and employee satisfaction. In this chapter, the population and sample of this study are presented. In addition, the measures, reliability of measurement instruments, data collection methods and data analysis are presented.

In the fourth chapter, the researcher dealt with a discussion of the characteristics of the study sample and an analysis of the differences between the demographic variables and (ANOVA) (Post-Hoc) Tests employed to determined the

differences of the averages of the demographic data. Pearson Correlation results were also shown to examine the relationship between the study variables. Finally, simple regression analysis was used to study the predictive power of the independent variable on the dependent variable. With these statistical methods, the study hypotheses can be tested.

This research investigated the following questions:

- (1) Are there differences between the participants, according to their demographic characteristics under consideration in respect of organizational justice, distributive justice, procedural justice, interactional justice, and employee satisfaction?
- (2) Do organizational justice, distributive justice, procedural justice and interactional justice have a relationship with employee satisfaction?
- (3) Do organizational justice, distributive justice, procedural justice; interactional justice effect employee satisfaction?

This chapter illustrates an explanation of the results of this study, followed by a comparison of these outcomes with previous studies. The implications of this research on the studies and operations in the scope of human resource development are discussed. Finally, the limitations of this research and the recommendations for future studies are also discussed.

5.2. Discussion of the Research Findings

First, the findings of the first question showed all demographic variables in this research and found that gender has significant differences of organizational justice.

Moreover, management level was found to be significant differences of distributive justice. Moreover, gender and experience are significant differences of

procedural justice. All of the gender, age, management level, and experience are significant differences of interactional justice. Finally, with regard to gender, it has significant differences of employee satisfaction.

Table 5.1: Summary of differences between the participants about availability of the variables of the research

Variables of the research	Gender	Age	Education	Management level	Experience
Organizational justice	Yes	No	No	No	No
Distributive justice	No	No	No	Yes	No
Procedural justice	Yes	No	No	No	Yes
Interactional justice	Yes	Yes	No	Yes	Yes
Employee satisfaction	No	Yes	No	No	No

Yes means a significant difference, while No means no significant difference.

Second, the findings about the second question imply that there is a positive and significant relationship between organizational justice and employee satisfaction. Bakhshi et al. (2009), Al-Zu'bi (2010), Dundara and Tabancalib (2012), Lotfi and Pour (2013), Oh (2013) and Akram et al. (2016) showed that organizational justice was significantly related with employee satisfaction.

The results also indicated positive relationships between employee satisfaction and each of distributive justice, procedural justice and interactional justice.

This conclusion supports the same outcomes in previous studies (Bakhshi et al., 2009; Al-Zu'bi, 2010; Fatimah et al., 2011; Akram et al., 2016), which reported that these dimensions were significantly related with employee satisfaction.

In addition, Oh (2013) showed procedural justice to be a stronger predictor of job satisfaction than distributive justice and interactional justice. Moreover, Zainalipoura et al. (2010) reported that the two dimensions of organizational justice, distributive and interactional justice, have positive relations with job satisfaction, whereas procedural justice has no significant relation with employee satisfaction.

Rahman et al., (2015) have indicated that there is no significant relationship between procedural justice and employee satisfaction.

Third, the respondents of this study were appeared their satisfaction when they had the good perception of organizational justice. This outcome supports similar findings of previous research, such as from Bakhshi et al. (2009), Al Zu'bi (2010), Dundara and Tabancalib (2012), Lotfi and Pour (2013), Oh (2013), Totawar and Nambudiri, (2014), Rahman et al. (2015), Akram et al. (2016), who reported that organizational justice has a significant effect on employee satisfaction.

Moreover, participants explained higher satisfaction when they had higher perceptions of distributive justice. This is due to the fact that more participants understand that the results and resources are reasonably distributed, such as salary, bonuses and job responsibilities, in addition to being satisfied with their work. This outcomes supports similar results in previous studies such as, Fatt et al. (2010), Zainalipoura et al. (2010), Fatimah et al. (2011), Oh (2013), Rahman et al., (2015) and Akram et al., (2016) reported that distributive justice has a significant effects employee satisfaction. On the other hand, Sareshkeh et al., (2012) and Lotfi and Pour (2013) showed that distributive justice has no effect on overall employee' job satisfaction. In addition, many studies have found that distributive justice has a significant impact on employee satisfaction, such as job satisfaction and satisfaction with results (Colquitt et al., 2001).

In addition, participants were more satisfied when they had a higher conception of procedural justice. In other words, as the participants understood that organizational decision-making was fair, they were more satisfied with their work. This result supports similar outcomes in previous studies, such as Fatt et al. (2010), Zainalipoura et al. (2010), Sareshkeh et al., (2012), Oh (2013), Lotfi and Pour (2013) and Yuan (2015), who reported that procedural justice has a significant effect on employee satisfaction. On the other hand, Fatimah et al., (2011), Rahman et al., (2015) and Akram et al., (2016) showed that procedural justice does not have an impact on employee' job satisfaction.

The participants were more satisfied when they had higher perceptions of interactional justice. In other words, the more participants understood the decision making process, the more satisfied they were about their work. This outcomes supports similar results in previous studies, such as Zainalipoura et al. (2010), Fatimah et al. (2011), Sareshkeh et al., (2012), Rahman et al., (2015) and Yuan (2015), who reported that interactional justice to have an affect on employee satisfaction.

5.3. Implications

In this part, theoretical and practical implications of this research are presented, as follows:

5.3.1. Theoretical Implications

First, this study conterbutes to employee satisfaction research by adding the dimensions regarding organizational justice, namely distributive, procedural and interactional, to the set of its antecedents.

Considering that organizational justice and its dimensions in this research were found to have an effect on employee satisfaction, organizational justice would be inserted into the set of predictors. This research is also in line with the research of Bakhshi et al., (2009), Sareshkeh et al., (2012) and Yuan (2015), who used the dimensions of organizational justice, namely distributive, procedural, and interactional justice, to examine employees' vision of organizational justice associated with their satisfaction.

Second, this research contributes to the study of organizational justice by supporting the fact that all dimensions of organizational justice are different structures of organizational justice. This result supports other analyses conducted by Colquitt et al., (2001), reporting that each dimension of organizational justice has its components that differ from other dimensions.

Third, another results of this study funded the impact of procedural justice more than distributive justice and interactional justice for employee satisfaction even though the three dimensions (distributive justice, procedural justice and interactional justice) have a significant impact on employee satisfaction. Our research also indicated that procedural justice was related with more crucial implications for employee satisfaction than distributive justice and interactional justice because employee satisfaction can be viewed as a reference result for many variables in the organization.

5.3.2. Practical Implications

This research has been about the practical implications for managers at the Waqf Institution in Iraq from the point of view of enhancing organizational justice and employee satisfaction.

Organizational justice helps to increase interactions among staff and other employees within the organization. It also enhances useful organizational citizenship behaviors (Chegini, 2009; Viswesvaran and Ones, 2002).

Managers at the Waqf Institution in Iraq must pay attention to organizational justice as it contributes to increasing ethical behavior and reduce unethical behaviors. Moreover, being aware of organizational justice increases the organizational commitment of employees as organizational justice is positively related to organizational commitment.

Through the results of this research, the researcher has found that procedural justice has influenced employee satisfaction more than the other dimensions of organizational justice. Therefore, the organization's managers in Iraq should develop methods to promote a higher level of employee satisfaction.

Managers in Sunni endowment institutions (Waqf) in Iraq should allow employees to express their opinions and views. Employees' concerns should be heard

before job decisions are made. Managers should collect information for thorough decision-making and they should allow employees to appeal or challenge a decision. This can enhance the procedural justice which is related to employee satisfaction.

Thus, knowledge of the staff's capabilities on the strength of the relationship with them can be active if their perceptions of equity in the results and in the organizational decision-making process of their institutions are known. Whatever the incentive, it is important that employees understand what the rewards are for and how they are allocated (Lee, 2000).

The issues of employee satisfaction in the context of job development are significant not only to employees but also to all of the organization which needs to find the appropriate methods to enhance job development and improve the satisfaction of employees. One of these approaches is organizational justice (Lee, 2000; Al-Otaibi, 2003; Judge and Colquitt, 2004; Azman et al., 2009; Fatt, et al., 2010; Yavuz, 2010; Rahman et al., 2015; Akram et al., 2016).

5.4. Limitations of the Research

There are many potential restrictions in this research. **First**, while this study has investigated organizational justice-related factors that effecting employees' satisfaction of workers in Waqf institutions in Iraq, these factors explained only 20.4% of effects on employee satisfaction, that means there are still a diversity in factors that were not tested yet.

Second, there is an incorrect response to respondents (22.3%), because of their lack of understanding of some terms regarding the questionnaire of the study. Therefore, future researchers must pay attention to the method of translation and must be acceptable to be understood by respondents.

Third, It is not easy to generalize the results of this research to other countries, or even to other directorates in Iraq, because this study was limited to employees in the Sunni Endowment in Iraq.

5.5. Recommendations for Future Research

First, future research should be more inclusive of organizational justice and variables including diverse factors such as ethical behavior, employee participation and adverse behavior.

Second, although this study has explored organizational justice-related factors influencing employee satisfaction at the Waqf Institution in Iraq, other factors affecting of employee satisfaction still need to be considered such as leader-member exchange, spiritual leadership, talent management, inspiring leadership, and so on.

Third, future studies can verify the effects of diverse organizational cultures on organizational justice and the satisfaction of employees. The correlation between organizational justice and the satisfaction of employees needs to be examined in institutions in the private sector and other organizations in the same organizational sector.

5.6. Conclusions

The primary purpose of this research was to examine the role of organizational justice on employee satisfaction. The findings of this research have provided considerable insight into the employees' perceptions of justice that enhance employee satisfaction at the Waqf Institution in Iraq.

This study also shows that distributive justice, procedural justice and interactional justice have positive on employee satisfaction.

The hope of this study is to present guidelines to help managers better understand how to implement organizational justice, how to increase employee satisfaction and make better decisions about the outcomes and procedures for their employees.



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APPENDICES

APPENDIX – A: Questioneries Form English

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your organization.

I. Distributive Justice						
N	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My work schedule is fair.					
2	I believe my level of pay is fair.					
3	I consider my workload to be quite fair.					
4	Generally, the rewards I receive here are quite fair.					
5	I feel that my job responsibilities are fair.					
II. Procedural Justice						
N	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	The decisions our organization makes in the level of organization are in an unbiased manner.					
7	Our organization makes sure that all employees' concerns are heard before job decisions are made.					
8	Our organization has procedures to collect information for making decisions accurately and thoroughly.					
9	Our organization has procedures that are designed to allow the requests for clear explanation or additional information about a decision.					
10	Our organization has procedures that allow an employee to appeal or challenge a decision.					
11	Our organization has procedures that allow an employee to appeal or challenge a decision.					

III. Interactional Justice						
N	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12	When decisions are made about my job, my supervisor treats me with kindness and consideration.					
13	When decisions are made about my job, my supervisor considers personal needs with the greatest care.					
14	When decisions are made about my job, my supervisor treats me with a truthful manner.					
15	When decisions are made about my job, my supervisor shows concern for my rights as an employee.					
16	Concerning decisions made about my job, my supervisor usually discusses the expected impacts visons of the deck with me.					
17	When making decisions about my job, my supervisor offers reasonable explanations that I understand clearly.					
18	My supervisor explains clearly any is decision if it related to my job					
IV. Employee Satisfaction						
N	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19	I am satisfied with the success. I have achieved in my job.					
20	I am satisfied with the progress I have made toward meeting my overall job goals.					
21	I am satisfied with the progress I have made toward meeting my goals for income.					
22	I am satisfied with the progress I have made toward meeting my goals for advancement.					
23	I am satisfied with the progress I have made toward meeting my goals for the development of new skills.					

V. Demographic Information

24. What is your gender? Male Female

25. What is your age?
 Under 29 years old 40 ~ 49 years old
 30 ~ 39 years old over 50 years old

26. What is your highest level of education?
 High school diploma Four-year college degree
 Two-year college Degree Graduate school degree
(Master, Doctor)

27. What is your management level?
 Division head level Department head level
 Subordinate employees

28. How long have you worked for this organization?
 Of 0 to 5 Years More Than 5 To 10 Years
 More Than 10 To 15 Years More Than 15 To 20 Years
 More Than 20 Years

APPENDIX – B Questioneries Form Arabic

بالنسبة إلى كل سؤال، يرجى الإشارة إلى مستوى موافقتك عن طريق تحديد المربع الذي يعكس بشكل أفضل تصورك لمؤسستك

I. العدالة التوزيعية						
ت	السؤال	لا اوافق بقوة	لا اوافق	متوسط	اوافق	اوافق بقوة
1	ان جدول اعمالي عادل					
2	انا اعتقد ان مستوى راتبي عادل					
3	أنا أعتبر عبء العمل الخاص بي عادل نوعا ما					
4	عموما، المكافآت التي استلمها هنا هي عادلة نوعا ما					
5	أشعر أن مسؤولياتي الوظيفية عادلة					
II. العدالة الاجرائية						
ت	السؤال	لا اوافق بقوة	لا اوافق	متوسط	اوافق	اوافق بقوة
6	القرارات التي تتخذها دانرتنا هي غير متحيزة					
7	تتأكد ادارتنا من أن مطالب جميع الموظفين تكون مسموعة قبل اتخاذ القرارات الوظيفية					
8	الدائرة لديها إجراءات لجمع المعلومات اللازمة لاتخاذ القرارات بدقة وبشكل كامل					
9	لدى دانرتنا إجراءات مصممة للسماح للموظفين بتقديم الطلبات للحصول على شرح واضح أو معلومات إضافية عن قرار معين					
10	يتم تطبيق جميع قرارات دانرتنا بشكل منسق ونزيه على جميع الموظفين					
11	لدى منظمنا إجراءات تسمح للموظف باستئناف القرار أو الطعن فيه					

III. العدالة التفاعلية						
ت	السؤال	لا اوافق بقوة	لا اوافق	متوسط	اوافق	اوافق بقوة
12	عندما يتم اتخاذ القرارات حول وظيفتي، يعاملني مديري بلطف واعتبار					
13	عندما تتخذ القرارات حول عملي، فإن مديري يهتم لاحتياجاتي الشخصية بشكل كبير					
14	عندما يتم اتخاذ القرارات حول وظيفتي، يعاملني مديري بطريقة صادقة					
15	عندما يتم اتخاذ قرارات بشأن وظيفتي، يهتم المدير بحقوقى كموظف					
16	فيما يتعلق بالقرارات التي اتخذت بشأن وظيفتي، يناقش مديري عادة الآثار المتوقعة للقرارات معي					
17	عند اتخاذ قرارات بشأن وظيفتي، يقدم مديري تفسيرات معقولة أفهمها بوضوح .					
18	يشرح مديري بوضوح أي قرار إذا كان مرتبطا بوظيفتي .					
IV. الرضا الوظيفي						
ت	السؤال	لا اوافق بقوة	لا اوافق	متوسط	اوافق	اوافق بقوة
19	أنا راض عن النجاح الذي حققته في وظيفتي					
20	أنا راض عن التقدم الذي أحرزته نحو تحقيق أهدافي الوظيفية الشاملة					
21	أنا راض عن التقدم الذي أحرزته نحو تحقيق أهدافي لزيادة الدخل المادي					
22	أنا راض عن التقدم الذي أحرزته تجاه تحقيق اهدافي نحو الترقية					
23	أنا راض عن التقدم الذي أحرزته نحو تحقيق أهدافي لتطوير مهارات جديدة					

VI- المعلومات الديموغرافية

24 - الجنس ذكر انثى

25 - العمر اقل من 29 سنة من 30 - 39 من 40 - 49 من 50 فما فوق

26 - الشهادة الحاصل عليها خريج المتوسطة خريج الاعدادية الكلية | معهد ماستر او D.r

27 - ما هو مستواك الاداري مسؤول شعبية مدير قسم موظفين ثانويين

28 - كم هي فترة عملك في الدائرة من 0 الى 5 سنة بعد 5 الى 10 سنة بعد 10 الى 15 سنة بعد 15 الى 20 سنة اكثر من 20 سنة

Appendix C: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name : WAHEEB, Yaareb

Nationality : Iraq (IRQ)

Date and Place of Birth: :1 January 1975, Baghdad

Marital Status : Marriage

Phone : 0538 043 1988

Email : yareeb75@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MS	Çankaya Univ. <u>Business Administration</u>	2018
BS	Baghdad Univ. Economics and Management	2006
High School	Suisse High School	2002

WORK EXPERIENCE

Year	Place	Enrollment
2005- 2015	Waqf institution in Iraq	Manager of Administration Departement

FOREIGN LANGUAGES

Advanced English, Arabic