Designing a Model for Increasing Organizational Justice with the Approach of Cultural Ethical values in Education Staff Mashhad

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Abstract

Purpose: The aim of this research was designing a model for increasing organizational justice with the approach of cultural ethical values in education staff.

Methodology: This study was applied in terms of purpose and combined (qualitative and quantitative) in terms of implementation method. The research population in the qualitative section was the management experts of the Islamic Azad University of Neishabour and the managers and deputies of the weekly districts of Mashhad and in the quantitative section were the education staff of the weekly districts of Mashhad in the 2019-20 academic years. The research sample in the qualitative section was 30 people who were selected according to the principle of theoretical saturation by available sampling method and in the quantitative section were 257 people who were selected by stratified random sampling method. Data were collected by methods of phishing, interviews and researcher-made questionnaire whose face validity and structure were confirmed and its reliability was obtained by Cronbach's alpha method for all dimensions above 0.80. Data of in the qualitative section were analyzed by Delphi method and in the quantitative section were analyzed by descriptive statistical indicators and structural equations in SPSS-26 and AMOS-23 software.

Findings: The findings of the qualitative section showed that organizational justice has four components of distributive (4 subscales), procedural (3 subscales), interactive (2 subscales) and linguistic (2 subscales) and cultural ethical values has four components of cultural values (3 subscales), ethical leadership (4 subscales), professional ethics (3 subscales) and ethical Climate (2 subscales). The findings of the quantitative section showed that the components of both factors were confirmed, subscales and components had a significant effect on the model of increasing organizational justice with the approach of cultural ethical values and the model had appropriate fitness indicators.

Conclusion: Based on the results, the final model of increasing organizational justice with the approach of cultural ethical values in education staff that this model can have practical implications for education professionals and use it to improve the education organization.

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1. Introduction

In recent years, management researchers have shown a re-interest in the concept of organizational justice and its effect on other organizational practices (Imamoglu & et al, 2019). Organizational justice refers to fair and ethical behavior within an organization. In other words, justice in organizations refers to social rules and norms in the management of the organization, which include how to assign outputs in the organization, decision-making procedures and how interpersonal behaviors in the organization (Akram & et al, 2020). In another definition, organizational justice refers to the perceived fairness of the organization's interactions, which can include economic, political and social interactions, and includes employee relations with officials and other employees and the organization as a whole as a social system (Cui & Jiao, 2019). In general, justice in the organization causes cohesion of individuals and injustice causes division among individuals. This structure is one of the determinants of job outcomes such as satisfaction, organizational commitment, organizational citizenship behavior, etc (Herr & et al, 2018). Justice has three general forms: distributive, procedural, and interactive. Distributive justice is based on the fact that individuals want to be treated fairly and equitably and is considered as a potential factor with important applications in organizational contexts. Procedural justice focuses on the observed fairness of the methods used for the amount of reward or punishment, and also refers to the observed justice of the decision-making procedures. Interactive justice refers to the justice and fairness of interpersonal behaviors and interactions (Kim & Chung, 2019).

One of the factors affecting the performance of organizations is organizational values that reflect the beliefs and priorities of the organization in terms of professional ethics and organizational missions and is a guide for decision making leaders and guides the behavior of employees. Organizational values have four sections: ethical cultural values, professional values, knowledge and insight values and fundamental values, one of the most important of which is ethical cultural values (Mousavi Davoudi & et al, 2017). Culture includes patterns of thinking, feeling, and acting that people living in a similar social environment learn, and cultural values are a set of core and general values of a group that help shape that group's behavior (Sunny & et al, 2018). . Cultural values are antecedents and underlying factors that can have positive and negative effects on the development of personal skills and individual abilities (Arnold & Versuis, 2019). These variables are among the variables that can predict the occurrence of many events in different cultures and express and explain the consequences of these events (Sun & et al, 2020). Ethical values are also a subset of organizational culture and include beliefs, norms, and actions that are shared by individuals within the organization (Jung & et al, 2010). These values represent formal and informal systems of behavior control, informal systems that include a set of beliefs and norms that are shared by individuals within an organization, and formal systems include the ethical values of the organization that are reflected in policies, procedures, and rewards (Skela- Savic & Kiger, 2015). Ethical values increase the performance of employees, improve their work conscience, strengthen other values of the organization and promote the cultural characteristics of the organization (Mpinganjira, 2019).

Little research has been done on organizational justice with an approach to ethical cultural values. For example, the results of Mousavi Davoudi et al (2017) showed that organizational values based on the teachings of Nahj al-Balaghah included fundamental values with two main dimensions of God-centeredness and justice, professional, knowledge-insight and cultural-moral with two main dimensions of individual and social. In another study, Eskandarpour (2017) reported that cultural values include the management of organizational values and beliefs, the management of organizational cultural heritage, morality and spirituality, and the workplace and Islamic values including piety, trust in God, chastity, family support, cheerfulness, fortitude, The spirit of jihad, meritocracy, clericalism, justice, obedience to the province and forming a family and respect for the spouse. In addition, the results of Jamshidi, et al (2013) showed that distributive justice includes three dimensions of equality, fairness and need, procedural justice including four dimensions of coordination, stability and stability, being right and free from prejudice, the ability to

correct and represent all It relied on ethical standards and interactive justice, including three dimensions of respect and trust, interest, attention and communication, and clear decisions and adequate explanations. Memarzadeh & Khodaei Mahmoodi (2009) while researching concluded that distributive, procedural and interactive justice through the interaction of the dimensions of organizational justice form and affects it. Also, the results of Yarigholi, et al (2019) showed a significant direct effect of organizational justice on professional ethics. Ghalavandi, et al (2017) in a study concluded that organizational justice had a direct effect on work ethic. In another study, Hassani, et al (2014) reported that organizational justice had a significant positive relationship with Islamic work ethic. The results of Bahari-Far, et al (2011) showed that organizational justice had a direct effect on moral values. Rup, et al (2015) found that organizational justice, ethical behavior, and social participation responsibility had a significant positive relationship. In another study, Schminke, et al (2014) reported that values and ethics affect organizational justice.

Today, due to the comprehensive and all-encompassing role of organizations in the social life of human beings, the role of organizational justice has become more apparent. Understanding justice in the core organization is essential to improving employee performance and effectiveness and will have a double impact on their job satisfaction. Although previous studies have examined organizational justice from different angles and sought to promote it in different organizations, one of the most neglected organizations in this field is the Education Organization, and since one of the goals of this organization is to transmit cultural and moral values. It is up to the learners, so in this research, an attempt is made to design a model to increase organizational justice with the approach of cultural and moral values and evaluate its validity. As a result, the present study was conducted with the aim of designing a model for increasing organizational justice with the approach of ethical cultural values in education staff.

2. Methodology

This study was applied in terms of purpose and mixed in terms of implementation method (qualitative and quantitative). The research population in the qualitative section was the experts of the managers of the seven districts of education of the weekly districts of Mashhad and in the quantitative section of the education staff of the weekly districts of Mashhad (715 people) in the academic year 2019-20. The research sample was 30 people in the qualitative section who were selected according to the principle of theoretical saturation by available sampling method and in the quantitative section were 257 people who were selected by stratified random sampling according to the following formula.

$$n = \frac{Npq}{(N-1)D + pq} = \frac{715 \times 0/5 \times 0/5}{(715-1) \times 0/000\,625 + 0/5 \times 0/5} = 256/73$$

To conduct this research in the qualitative section, the following steps were performed. 1- Definition and expression of the research subject, 2- Review of thematic literature (extraction of components and subscales related to the subject and conducting exploratory interviews with experts), 3- Sampling in the qualitative section (determining the required specializations, identifying qualified people and having at least 10 years Work experience, contact with them and final selection of samples) and 4- Using Delphi technique to make tools. The Delphi method has three stages. In the first stage, a set of components and subscales extracted from theoretical and research bases are prepared and sent to all experts. In this stage, interviews can be used and even experts can add or subtract items to the components and subscales. In the second stage, a questionnaire is designed based on the first stage and sent to the experts to express their agreement (usually the agreement is based on a five-point Likert scale). Experts can also add items at this stage. In the third stage, the questions whose average score is higher than the total are retained and the rest are deleted or corrected, and the above steps are repeated again to check the agreement and this process will continue until no questions are deleted.

To conduct this research, shortly after coordination with the officials of the General Department of Education of Mashhad and coordination with the departments of its seven districts, a list of employees in

each area was prepared and based on stratified sampling method; a number of employees were selected as a sample. Samples were asked to respond to a researcher-made questionnaire on increasing organizational justice with an ethical cultural values approach, and before doing so, the purpose, importance and necessity of the research were stated for them. Therefore, the qualitative section data were collected by filing and interviewing tools and the quantitative section data were collected by a researcher-made questionnaire that confirmed the face validity and structure of the questionnaire and its reliability was obtained by Cronbach's alpha method for all dimensions above 0.80 (Table 3). The researcher-made questionnaire on increasing organizational justice with the approach of cultural and moral values had two parts: organizational justice and cultural and moral values; So that organizational justice has four components of distributive justice (4 subscales), procedural justice (3 subscales), interactive justice (2 subscales) and linguistic justice (2 subscales) and ethical cultural values with four components of cultural values (3 subscales), moral leadership (4 subscales), professional ethics (3 subscales) and ethical Climate (2 subscales). Qualitative data were analyzed by Delphi method and quantitative data were analyzed by descriptive statistics and structural equations in SPSS-26 and AMOS-23 software.

3. Findings

Demographic characteristics of the qualitative (experts) and quantitative (staff) samples were presented in Table 1.

Table1. Frequency and frequency percentage of demographic characteristics of qualitative and quantitative samples

Qualitative and quantitative parts	Variable	Levels	Abundance	Frequency
Qualitative part	Gender	Man	25	83/33
		Female	5	16/67
	education	Masters	26	86/67
		PhD	4	13/33
quantitative parts	Gender	Man	70	27/24
		Female	187	72/76
	education	Diploma	27	10/50
		Associate	35	13/62
		Bachelor	112	43/58
		Master and higher	83	32/30
	Age	35-26 years	22	8/56
		45-36 years	78	30/35
		55-46 years	119	46/30
		Over 55 years	38	14/79

According to the results of Table 1, in the qualitative section most male experts (83.33%) and have a master's degree (86.67%) and in a slightly more female staff (72.76%) have a bachelor's degree (43.58%) Percent) and were aged 55-46 years (46.30 percent). The results of identifying the components, subscales and final indicators of the organizational justice enhancement model with the approach of ethical cultural values in education staff after three rounds of using the Delphi method were presented in Table 2.

Table2. Results of identifying the components, subscales and final indicators of the model of increasing organizational justice with the approach of cultural and moral values in education staff after three rounds of using the Delphi method

Variable	Components	Subscales	Indicators
Organizational Justice	Distributive justice	Rewards and salaries	1. Pay salaries according to performance, 2. Reward according to performance, 3. Observe fairness in resources and rewards, and 4. Do not be biased in distributing resources and rewards
		Power distribution	1. Assigning responsibility according to competence and ability and 2. Proper distribution of power and responsibility according to performance
		Workload	1. Distribution of workload according to ability, 2. Distribution of workload according to moderation and 3.

		Distribution of workload according to specialization
	Performance evaluation	1. Evaluation without purpose, 2. Evaluate the performance of all employees of the organization and 3. Evaluate the level of performance and competencies
Procedural justice	Stability	1. Consistency of methods used, 2. Observance of stability in decision-making and 3. Observance of stability in income distribution
	flexibility	1. No bias in design and implementation, 2. Flexibility of methods and their modification, and 3. Ability to change rules in critical situations
	Paying attention to the principle of participation and benefit	1. Using methods based on respect and group value, 2. Using new suggestions and solutions in designing laws, 3. Using group participation in decision-making, and 4. Based on methods based on the views of all stakeholders
Interactive justice	Individual	1. Fair and decent treatment of employees, 2. Valuing people in public, 3. Respectful treatment when making a proposal, 4. Avoiding arrogance and selfishness, 5. Strive to communicate effectively, 6. Do not infringe on the privacy of individuals And 7. Efforts to resolve organizational conflicts
	Informational	1. Full description of procedures for all employees, 2. Transparency of contract rules, 3. Transparency of career advancement methods, 4. Transparency about decisions made, 5. Honesty in providing information, 6. Information sharing, 7. Design of a comprehensive information system , 8. Employees have access to high speed internet and 9. All employees have access to appropriate information
Linguistic justice	Do not use destructive behaviors	1. Not to use offensive behaviors, 2. Not to threaten employees, 3. Not to use verbal discrimination and 4. Not to punish employees in public
	Linguistic stimuli	1. Establish equal language opportunities, 2. Encourage employees not to be silent, and 3. Create a sense of self-worth in employees.
	Individual	1. Targeting work life, 2. Feeling happy and happy at work, 3. Relating work to individual values, and 4. Getting a positive work ethic
cultural values	Group	1. The feeling of being part of a family of employees, 2. The feeling of having a common goal in employees and 3. The feeling of support from colleagues
	Organizational	1. Having a positive feeling about the common values in the organization, 2. Respecting the organization's internal beliefs, 3. Having a good feeling about the future of the organization, 4. Observance of administrative rules by employees, and 5. Developing an organizational ethical charter
1. Ethical cultural values	Popular orientation	1. Compassion for subordinates, 2. Respect for subordinates, 3. Support for subordinates and 4. Adherence to religious issues.
Ethical Leadership	Justice	1. Reliability, 2. Being altruistic and fair, 3. Making disciplined and ethical elections and 4. Non-discrimination between subordinates
	Power sharing	1. Giving subordinates the right to comment, 2. Listening to employees' ideas and opinions, and 3. Creating independence for employees
	The clarity of the role	1. Transparency about incentives and rewards, 2. Transparency of ways of career advancement, 3. Clear

		responsibilities of each position and 4. Clear goals of the organization and the role of each employee
Ethics	Ethical duty	1. Using feedback in decisions, 2. Friendly relationships with employees, and 3. Encouraging employees to comment.
	Ethics of justice	1. Paying attention to principles and rules when making decisions, 2. Adequate communication with employees for proper management, 3. Paying attention to the collective interest in decision-making, and 4. Explaining unambiguous goals to the employees of the organization
	Heterogeneous ethics	1. Importance for employee motivation and motivation, 2. Creating a space for comments, 3. Equal attention to comments, 4. Listening to the opinions of all employees, 5. Non-discrimination in opinions and 6. Non-discrimination between employees
Moral Climate	Climate friend	1. Paying attention to the usefulness of ethics, 2. Paying attention to the welfare and usefulness of others, 3. Aligning the procedures of the organization with the usefulness of employees, 4. Serving stakeholders in the best way, 5. Believing employees as part of the whole, 6. Concerned about preparing the best for Employees by the organization and 7. strive to grow and do good to others
	Legal Climate	1. Designing ethical standards and principles in accordance with the law, 2. Employees following the rules and regulations, 3. Decision-making based on the rules and policies of the organization and 4. Flexibility of the rules and policies of the organization

Based on the results of Table 2, after using the Delphi method three times, it was found that the model of increasing organizational justice with the approach of cultural and moral values had two parts: organizational justice and cultural and moral values; So that organizational justice has four components of distributive justice (4 subscales), procedural justice (3 subscales), interactive justice (2 subscales) and linguistic justice (2 subscales) and ethical cultural values with four components of cultural values (3 subscales), leadership Ethical (4 subscales), professional ethics (3 subscales) and ethical Climate (2 subscales) and the indicators of each subscale were reported. The average results, standard deviation of the subscales of the model of increasing organizational justice with the approach of ethical cultural values in education staff and the reliability of its components were presented in Table 3.

Table3. Average results, standard deviation of the subscales of the model of increasing organizational justice with the approach of ethical cultural values in education staff and the reliability of its components

Variable	Components	Reliability of components	Subscales	Average	Standard deviation
Organizational Justice	Distributive justice	0.91	Rewards and salaries	3/43	0/94
			Power distribution	3/53	0/89
			Workload	3/17	0/93
			Performance evaluation	3/12	1/05
	Procedural justice	0.89	Stability	3/06	0/98
			flexibility	3/22	1/01
			Paying attention to the principle of participation and benefit	2/85	1/07
	Interactive justice	0.82	Individual	3/26	1/01
			Informational	3/13	0/97
	Linguistic justice	0.83	Do not use destructive behaviors	3/08	0/97
			Linguistic stimuli	3/10	0/99
Ethical cultural values	cultural values	0.82	Individual	2/78	1/02
			Group	2/85	1/15

		Organizational	2/72	1/16
Ethical Leadership	0.93	Popular orientation	2/91	1/05
		Justice	3/18	0/95
		Power sharing	2/96	1/17
		The clarity of the role	2/87	1/16
Ethics	0.84	Ethical duty	2/71	1/11
		Ethics of justice	3/15	1/00
		Heterogeneous ethics	3/02	0/94
Moral Climate	0.83	Climate friend	3/11	0/93
		Legal Climate	2/61	1/19

According to the results of Table 3, like the qualitative part where the average of all subscales was higher than the average value of 2.5, in the quantitative part the average of all subscales and of course the components is higher than the average value of 2.5 and the reliability of all components was higher than 0.80 . The results of the fitting indices of the model of increasing organizational justice with the approach of ethical cultural values in education staff were presented in Table 4.

Table4. Results of fitting indicators of the model of increasing organizational justice with the approach of ethical cultural values in education staff

Indicators	(CFI)	(TLI)	(RMSEA)	(SRMSR)	(x^2/df)
The calculated value	0/91	0/93	0/075	0/047	2/51
Optimal amount	≥0/90	≥0/90	≤0/09	≤0/10	≤3

Based on the results of Table 4, the model of increasing organizational justice had a good fit with the approach of ethical cultural values in education staff. As a result, the model of increasing organizational justice with the approach of ethical cultural values in education staff with standard coefficients of paths is presented in Figure 1.
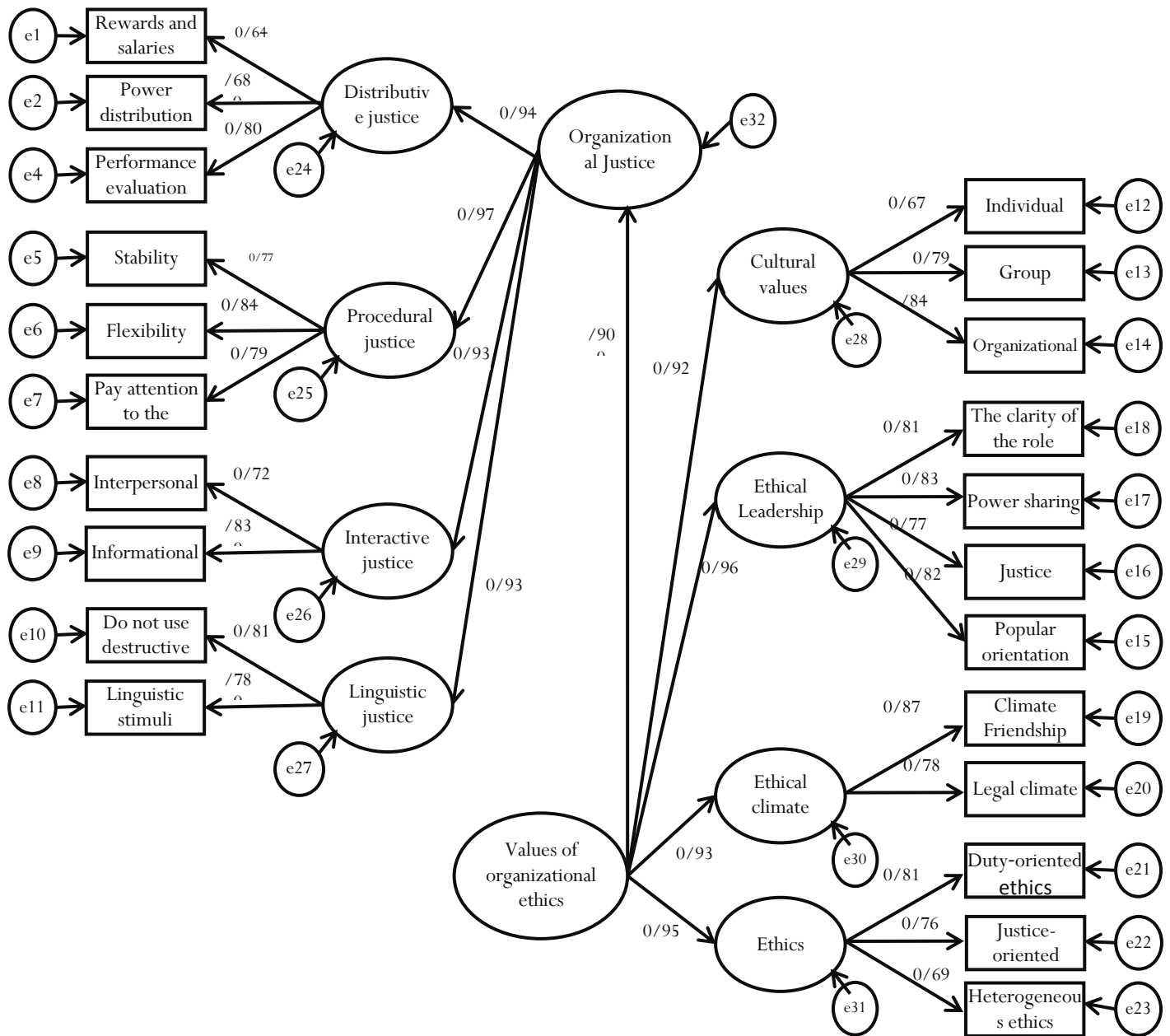
Figure2. Model of increasing organizational justice with the approach of ethical cultural values in education staff with standard coefficients of paths

Based on the results of Figure 1, the impact factor of the components of distributive justice is 0.94, procedural justice is 0.97, interactive justice is 0.93 and linguistic justice is 0.93, impact factor of cultural values is 0.92, moral leadership is 0.96, moral Climate is 93 0, and professional ethics was 0.95 and the coefficient of impact of cultural and moral values on organizational justice was 0.90. The impact coefficients of each of the subscales are visible. Based on t-test values, all coefficients were significant at the level of less than 0.05, because the value of t-test for all coefficients was greater than 1/96.

4. Discussion

Considering the role of organizational justice in improving the performance and effectiveness of employees and the role of values in it, the present study was conducted to design a model for increasing organizational justice with the approach of ethical cultural values in education staff. The results of the present study showed that the research model had two parts: organizational justice and cultural and moral values. According to the analysis of both qualitative and quantitative sections, organizational justice has four components of distributive justice (with four subscales of reward and salary, power distribution, workload and performance appraisal), procedural justice (with three subscales of sustainability, flexibility and attention to participation and benefit) , Were interactive justice (with two subscales of interpersonal and information) and linguistic justice (with two subscales of not using destructive behaviors and language stimuli). These results were consistent with the findings of Jamshidi, et al (2013) and Memarzadeh & Khodaei Mahmoodi (2009). In describing these results, it can be said that distributive justice refers to the fairness of the consequences and outcomes that employees receive. This type of organizational justice is rooted in the theory of equality, which deals with how individuals respond to the interventions and fair or unfair behaviors of managers and supervisors in the distribution of facilities and rewards in the organization. Procedural justice refers to fairness in procedures, and this justice is defined as the perceived fairness of the procedures and processes by which consequences are assigned. This dimension of justice emphasizes the methods and processes by which decisions about consequences are made. Procedures are perceived fairly when they are applied consistently and without regard to personal interests and on the basis of specific and accurate information and the interests of all participating organizational sectors are taken into account and ethical standards and norms are observed. As the perception of justice increases, employees' attitudes toward superiors and the organization look positive, even if they are dissatisfied with payments, promotions, and other personal consequences. Interactive justice focuses on the personal aspect of organizational actions, especially the behavior and communication between management and employees. Interactive justice focuses on the behaviors of supervisors and their role in maintaining organizational justice and is conceptually similar to the informal quality of behavior. This component of justice emphasizes interpersonal behavior or the perceived level of fairness of how employees behave in the organization and includes fewer formal dimensions of interaction. Linguistic justice refers to fairness in verbal behavior with employees. This justice is achieved when destructive verbal behaviors such as insults, threats, discrimination and punishment are not used in public and all employees have equal opportunities to express their views and opinions, are encouraged to discuss and debate about the organization and its various aspects, and Feel self-respecting in the organization they work for.

In addition, according to the analysis of both qualitative and quantitative sections, moral cultural values have four components of cultural values (with three subscales of individual, group and organizational), moral leadership (with four subscales of popular orientation, fairness, power sharing and role clarity), ethics There was a profession (with three subscales of duty-oriented ethics, justice-oriented ethics and altruistic ethics) and an ethical Climate (with two subscales of altruistic Climate and legal Climate). These results were consistent with the findings of Mousavi Davoudi, et al (2017) and Eskandarpour (2017). In describing these results, it can be said that cultural values in the organization are realized when employees have a purpose and live purposefully, are satisfied with their job, feel pleasure and pride and consider their job related to their goals and values (individual part of values See themselves as part of a united organization, see their purpose as in line with the goals of other employees and the organization, and be supported by their colleagues (group of cultural values) and value the values of the organization and feel positive about them. The organization should respect their beliefs, employees should be hopeful about their future careers, and the organization should act in accordance with the rules and ethical charter (organizational part of cultural values). Ethical leadership is to show appropriate and normative behavior through interpersonal actions and relationships and to promote these actions and behaviors through reciprocal relationships and

appropriate and fair decisions for employees by managers and supervisors. Ethical leaders are constantly striving to blend accepted moral and human principles with their own beliefs, values, and behaviors in the workplace, and these leaders are seriously committed and responsible for high-level goals, are far-sighted, and wise. They are proud of the situation, their employees have the right to comment and their opinions are listened to carefully. In their organization, while stating the organization's goals, they are transparent in the areas of encouragement, reward and promotion, are patient and follow ethical principles. Emphasize. Professional ethics is a set of principles and standards of human conduct that determine the behavior of individuals and groups. In fact, professional ethics is the process of rational thinking that aims to determine the values of the organization. The organization's disregard for professional ethics and failure to comply with its principles in dealing with the organization's human resources and external stakeholders can create problems for the organization and question the legitimacy of the organization and its actions. The rule of professional ethics for the organization has many internal benefits in terms of improving relations, promoting an Climate of understanding and reducing conflicts, increasing the commitment and responsibility of employees and reducing costs of control, and from a social responsibility perspective by increasing the legitimacy of the organization and its actions. Ethical commitment to the importance of stakeholders, increasing revenue, profitability and improving competitive advantage, etc. affect organizational success, and to achieve professional ethics, three types of ethics must be realized: duty-oriented, justice-oriented and altruistic. Ethical Climate is a psychological structure that is formed from a set of perceptions of individuals about the ethical procedures and policies of the organization. In other words, the ethical Climate is a work Climate that reflects the procedures, policies and practices of the organization with an ethical outcome. In the present study, two types of altruistic Climate and legal Climate were identified. In altruistic Climate, employees expect to act in a way that best serves the organization's stakeholders and has the most profitability and well-being for them. And follow the procedures that the organization specifies for them, and the decisions of the organization should be based on the rules and policies of the organization while having flexibility.

Also, the model of increasing organizational justice with the approach of ethical cultural values in education staff had a good fit and the impact factor of all components and subscales was significant. Therefore, it was concluded that with the help of ethical cultural values, the level of organizational justice can be increased. These results were consistent with the findings of Yarigholi, et al (2019), Ghalavandi, et al (2017), Hassani, et al (2014), Bahari-Far, et al (2011), Rup, et al (2015) and Schminke, et al (2014). . In describing these results, it can be said that ethical cultural values have four components of cultural values, moral leadership, professional ethics and moral Climate. Cultural values are antecedents and underlying factors that can have positive and negative effects on the performance of the organization in the development of personal skills and individual and organizational capabilities, and this variable has the ability to predict the occurrence of many events in different cultures and explain its consequences. Ethical leadership also plays an effective role in improving employee satisfaction with the organization in which they work, Because ethical leaders are committed, responsible, patient, far-sighted, wise, and patient individuals who allow their employees and subordinates to comment and, while encouraging them to comment and offer suggestions, explain how to receive rewards, encouragement, and promotion. Professional ethics also improve organizational success by improving relationships, improving the Climate of understanding and reducing conflicts, increasing the commitment and responsibility of employees, reducing costs of control, ethical commitment to the importance of stakeholders, increasing revenue, profitability and improving competitive advantage, etc. It affects. The last factor, namely the ethical Climate, through both altruistic and legal Climates can make the employees of the organization serve in the best way, have the most profitability and well-being, and act in accordance with the rules and regulations of the organization. As a result, all four dimensions of ethical cultural values including cultural values, ethical leadership, professional ethics and ethical Climate can play an effective role in employee performance and

improve organizational performance. Since organizational justice is one of the variables that play an effective role in improving it has the performance of employees, so we can expect that the approach of ethical cultural values to increase organizational justice in education staff. Each research is faced with limitations during the implementation and the limitations of the present study can be limited to time to collect data, the size of the research community in a small part (weekly areas of Mashhad), low cooperation of some participants and inability to control the role of other factors in increasing Organizational justice referred to social values. Due to the limitations, it is recommended to conduct this research on education staff in other cities and even at the macro level, for example in a province or country. Another proposal is to design a model for increasing organizational justice in the education system with different approaches, including approaches to the supportive role of participatory management, organizational trust, communication skills of managers, and so on. According to the results of the present study, it is suggested that among the components of organizational justice, procedural justice should be prioritized due to having a higher impact factor and the policies, rules, guidelines and procedures of the organization should be the same for all employees and clearly explained to them. In addition, among the components of ethical cultural values, ethical leadership should be prioritized due to having a higher impact factor, and the leaders of organizations should have appropriate decisions and fair behaviors, be committed and responsible to achieve high-level goals, give employees the right to comment and Listen to their opinions carefully, be patient, patient and patient, and clearly articulate ways to achieve encouragement, reward, and career advancement. The model of increasing organizational justice with an ethical cultural approach in education staff designed in the present study can have practical implications for specialists in the education system and use it to improve organizational justice.

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