The relationship between organizational commitment and organizational justice with mental health in teachers working in education in Andimshek city

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	Abstract **Background and purpose:** optimal and desirable education can be considered one of the basic elements of every society, and teachers, as the guardians of this matter, are considered one of the most important factors in advancing the goals of education. Any society's survival, durability, and progress depend on the quality of its education. Therefore, this research was conducted to explain the relationship between organizational commitment and organizational justice in mental health among teachers of Andimeshk city. **Methodology:** The research design was descriptive and correlational. The present study's statistical population was comprised of all the teachers working in education in Andimshek city. From the statistical population, 250 people were selected and studied by simple random sampling. To collect data, Allen and Meyer's (1990) organizational commitment questionnaires, Niehoff and Moorman's (1993) organizational justice questionnaires, and Goldenberg's general health questionnaire (GHQ-28) were used. After collecting and extracting the data, the participants' scores were analyzed using Pearson correlation and multiple and multivariable linear regression and statistical software (SPSS). **Results:** The results showed a significant positive relationship between organizational commitment and mental health (0.01) and a significant positive relationship between organizational justice and mental health (0.01). Also, the regression results showed that organizational commitment and justice could predict mental health. This prediction was in organizational commitment with a beta coefficient of 0.14 and organizational justice with a beta coefficient of 0.13. **Conclusion:** The research results showed that if the distribution of rewards and other facilities is done based on certain criteria and sufficient information is done in this field. This management behavior can effectively create a sense of organizational justice and increase teachers' commitment to the organization and the level of teachers' mental health.

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Introduction

In today's era, human resources are considered the organization's most important capability and intangible asset. Human power is the most valuable capital of the organization, which, along with technology and financial resources, is an essential and vital element in achieving the organization's quantitative and qualitative goals. The health of human resources is a necessary condition for fulfilling social roles and is one of the effective factors in the efficiency of the organization and the sustainability of human resources. Mental health is the basis of maintaining, balancing, and coordinating the communication circles of the organization (Pirozeh, 2021).

Because the process of producing unhealthy and troubled human resources is a part of organizational disasters, for this reason, no phenomenon is as important as mental health for employees. Therefore, planning to provide mental health to employees helps the mental-social health of employees on the one hand and the goals of industrial development and better production on the other (Bianzadeh, 2009). Mental health means a balance that a person establishes between his behaviors and shows rational behavior in the face of social problems and social adaptation to his environment (Navabinejad, 2016). Mental health dimensions include physical incompatibility, anxiety and insomnia, social dysfunction, and severe depression.

Mental health is a feeling of well-being and well-being formed through a correct knowledge of issues (Wells, 2008). Downey and Guivari (2018) believe that true health reflects the process of becoming strong and capable of living a good life. According to the World Organization, mental health is included in the general concept of health and means full ability to play social, psychological, and social roles. It does not only mean the absence of mental illness. Mubarak et al. (2016) showed that much mental pressure leads to decreased mental health. One of the effective factors in reducing the commitment and desire to leave the job of employees is that employees who have better mental health have more organizational commitment than other employees.

Researchers believe that if the organization wants to achieve its goals by having a clear mission, a desirable strategy, efficient organizational structures, and appropriate job design, it needs efficient and committed human resources (Rezaian, 2008). The morale of the employees, the better manifestation of the organization's transcendental goals, and the achievement of individual goals depends on the existence of human resources committed to the organization (Miller, 2003). Organizational commitment is a kind of emotional dependence or a feeling of loyalty to the organization. The presence of human resources committed to the organization while reducing absenteeism, lateness, and displacement can significantly increase the organization's performance. Organizational commitment is one of the important motivational issues based on which people get their identity from the organization, participate in it and enjoy being a member (Bigdeli, Momeni, and Ghanbari,

2018). More committed people adhere to the values and goals of the organization and will actively play a role in the organization, and are less likely to leave the organization and find new job opportunities (Chang & Lin, 2015).

Since education in today's society is considered the most important pillar to achieve development and transformation, schools are more and more in need of hard-working and committed human resources, and the realization of the goals of education should depend on efforts and knowing employees' efforts (Culverson, 2021). One of the reasons for paying attention and studying organizational commitment is that organizations that have members with high levels of commitment usually have higher performance, and the probability that committed employees leave the organization is less. On the other hand, today's organizations in the competitive world need to benefit the organization and strive beyond the tasks, which is especially important in sensitive jobs such as teaching and training (Louis Georg, 2011).

Justice and its implementation are one of the basic and innate needs of human beings, which have always provided a suitable foundation for the development of human societies throughout history. In the literature on organization and management, the term organizational justice was first used by Greenberg (1987). According to Greenberg, organizational justice is related to employees' perception of the level of equality or work fairness in the organization (Greenberg, 2001). Various studies show that organizational justice and quality of work life have been among the concepts researchers have been interested in. It is obvious that fairness is the highest human value and a precious gem in the way of realizing human rights as a fundamental value (Spell & Todd, 2017). It is often referred to as organizational justice in organizations (Farmer, 2003). . Organizational justice is when employees feel that the rules, procedures, and organizational policies related to their work are fair (Bays, 2001). Usually, three concepts of distributive, procedural, and transactional justice are proposed in the division of justice (Ghalavandi & Koshki, 2021), in which justice processes play an important role. Therefore, how people are treated in organizations may affect their beliefs, attitudes, and mental health, especially people's perception of equality and how to treat them fairly in the field of work (Moorman, 1991). Therefore, according to the stated content, the main question of the research is, "Is there a significant relationship between organizational commitment and organizational justice with mental health in teachers of Andimshek?"

Methodology

The current research was applied and descriptive-correlational in terms of methodology. This research's statistical population was comprised of all teachers (male and female) working in education in Andimshek city, and their population consisted of 650 people. According to Morgan's table, the research sample includes 250 teachers of Andimeshk city,

and a simple random sampling method was used to select them. According to the research purpose, people with at least three years of employment experience were selected as samples. The sample group answered the organizational commitment questionnaires of Allen and Mayer (1990), Niehoff and Moorman (1993), and Goldenberg's general health (GHQ-28). After collecting the raw data, it was analyzed with SPSS software at two descriptive and inferential levels. At the descriptive level, indicators such as the average standard deviation were calculated. At the inferential level, the research questions were investigated and tested using the correlation coefficient test and multiple regression analysis.

Materials
1- Organizational Commitment Questionnaire of Allen and Mayer (1990). Allen and Meyer designed the Allen and Meyer Organizational Commitment Questionnaire (OCQ) in 1990. The initial form of this questionnaire was made in 1987. This questionnaire has 24 statements the respondent must answer on a Likert scale from strongly disagree to agree strongly. This questionnaire measures the three main dimensions of organizational commitment, i.e. emotional, continuous, and normative. The scoring method of this 24-item questionnaire is in the form of 7 options and includes the options "I agree very much" (7), "I somewhat agree", "I slightly agree", "I have no opinion", "I slightly disagree", "I somewhat disagree" and "I completely disagree" (1). Subjects must answer one of the seven options of each question, and then they are scored based on 1, 2, 3, 4, 5, 6, 7. In this questionnaire, the maximum score is 168 points, and the minimum score is 24. It should be noted that questions 4, 5, 6, 8, 9, 10, 15, 16, 17, 18, 19, 21, and 24 have a reverse scoring method. In a study conducted by Ahmadipour in Iran in 1999, with an emphasis on Cronbach's alpha coefficient method, the validity of each of the subscales of the questionnaire was obtained. It was determined that the validity coefficients of emotional commitment were equal to 0.77, the validity coefficients Continuous commitment is equal to 0.79, and the credit coefficients of normative commitment are also equal to 0.61. The reliability coefficients obtained by emphasizing the psychometric characteristics of the questionnaire are favorable and placed at an acceptable level (cited by Saatchi et al., 2010).
2- Niehoff and Moorman organizational justice questionnaire (1993). The organizational justice questionnaire was prepared and designed by Niehoff and Moorman in 1993 to evaluate organizational justice. The said questionnaire contains 20 questions and has three components. Studies show procedural and distributive justice. Leaders perceived as procedurally fair are rated more favorably by subordinates, even when the allocation is unequal (Escandora, 1999). Cropanza and Folger proposed a two-element model of justice that includes distributive and procedural forms. Distributive Justice (Questions 1-5): A person's perception that what he receives is fair. Procedural Justice (Questions 6 to 11):

Employees' perception that the procedures followed by the organization determine the benefits received. Niehoff and Moorman added transactional justice (questions 12 to 20) to this model. This questionnaire has 20 questions, and its purpose is to measure organizational justice and its dimensions (distributive justice, procedural justice, transactional justice). The response range is of Likert type, and the score for each option is such that the option completely disagree = 1 point, the option disagree = 2 points, the option has no opinion = 3 points, the option agree = 4 points and the option completely agree = 5 points. Higher scores indicate higher organizational justice and vice versa. Noami and Shukarken (2006) calculated the validity (structural) and reliability (Cronbach's alpha) coefficients of this questionnaire and found 0.42 and 0.85 for overall organizational justice, 0.46 and 0.78 for distributive justice, respectively. They have reported 0.57 and 0.82 for procedural and 0.40 and 0.64 for relational justice.

3- Goldenberg General Health Questionnaire (GHQ-28). Goldenberg prepared the general health questionnaire. Its original form has 60 statements. Its short forms, from 12 to 18 phrases, have been prepared and translated into 38 languages, and psychometric studies have been conducted on it in 70 countries. Out of the 28 items in the questionnaire, items 1 to 7 are related to the scale of physical symptoms. Items 8 to 14 examine the symptoms of anxiety and sleep disorder, items 15 to 21 are related to the evaluation of symptoms of social functioning, and finally, items 22 to 28 measure the symptoms of depression. To summarize the scores, A is given zero, B is 1, C is 2, and D is 3. On each scale, a score of 6 or above and a total score of 22 indicates pathological symptoms. Goldenberg and Williams (1989) investigated the ratiometric characteristics of different versions in 43 studies in different countries of the world and showed that the 28-question version has more reliability and more suitable sensitivity. Farhadi and Mohseni (2019) investigated the psychometric properties of GHQ-28 with a sample of 92 students from Shiraz University. The reliability coefficients, classification retest, and Cronbach's alpha were obtained as 0.70, 0.93, and 0.90, respectively. The validity coefficient was calculated at the same time as 0.55, and construct validity was between 0.72 and 0.87 with the Mildex questionnaire.

Results

Regarding demographic characteristics, 134 (53.6%) of the sample members were women, and 116 (46.4%) were men. Among them, 72 (28.8%) were single, and 178 (71.2%) were married. Also, in terms of age, 28 people (11.2%) were 25 to 30 years old, 127 people (50.8%) were 31 to 40 years old, and 95 people (38%) were more than 40 years old. The descriptive findings of the research are reported in the table below.

Table 1: Descriptive statistics indicators of the research variables and the results of the Kolmogorov-Smirnov one-sample test.

Variable	Mean	Standard deviation	Kolmogrov-Smirnov	
			Z	sig
Total score of organizational commitment	122/95	13/74	0/77	0/41
Dimension of emotional commitment	22/67	7/34	0/98	0/53
Dimension of continuous commitment	54/00	6/69	0/86	0/50
Dimension of normative commitment	53/33	7/35	0/49	0/28
Total score of organizational justice	52/02	8/13	0/76	0/39
Dimension of distributive justice	12/65	3/33	1/02	0/61
The dimension of procedural justice	18/18	4/30	0/94	0/76
The dimension of transactional justice	22/34	7/70	0/77	0/42
Total general health score	19/42	13/76	0/89	0/53
Depression subscale	4/62	3/81	0/39	0/26
Anxiety symptoms and sleep subscale	4/90	4/60	0/28	0/19
Social dysfunction subscale	5/96	3/44	0/79	0/40
Physical symptoms subscale	3/24	4/27	0/68	0/38

According to the results of the above table and the significance levels obtained for each of the research variables, which are more significant than 0.05, the data of all variables are normal, and parametric tests can be used to test each of the variables.

Table 2. Pearson correlation coefficient between organizational commitment and organizational justice with mental health

Variable	The correlation coefficient	Significance level
Organizational Commitment	0/176[**]	0/005
Organizational Justice	0/175[**]	0/006

The above table results show a significant correlation between organizational commitment and mental health at the 0.01 level. Also, there is a significant correlation between organizational justice and mental health at the 0.01 level. Considering the significance of the correlation coefficient between organizational commitment and organizational justice with mental health, regression is used to examine the prediction of organizational commitment and organizational justice in mental health.

Table 3. Regression results of predicting mental health based on organizational commitment and organizational justice

Model	Sum of Squares	Degrees of freedom	mean square	F	R	R^2	R^2_{adj}	sig
Regression	2310/17	2	1155/08	6/35	0/22	0/04	0/04	0/002
Residual	44889/02	247	181/73					
Whole	47199/20	249						

As seen in the above table, the value of sig is less than 0.01, which shows the regression model's significance. That is, at least one of the predictor variables has a significant effect on the criterion variable. R2 index (multiple determination coefficient): This index determines how many percent of the variables of the criterion variable are explained by the predictor variables. In other words, how many percent of the predictor variables can fit the dependent variable. In this research, the value of R2 is equal to 0.04, which means that organizational commitment and organizational justice have a 4% ability to predict mental health, and the remaining 96% are related to other factors.

R2adj index (corrected coefficient of determination): This index examines the ability to predict the dependent variable by predictor variables in the community. In fact, with a bit of adjustment, it expands the sample to the entire community. The value of this coefficient is 0.04 in this research. In other words, organizational commitment and justice can predict mental health by 4%.

Considering the significance of the whole model, it is necessary to check which one of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used.

Table 4. Standard, non-standard coefficients and t-statistics of the variables included in the regression equation

Predictive variable	Regression coefficients		t	sig	Optimal significance level
	Not standardized	Standardized			
Constant	10/08		3/18	0/004	0/01
Organizational Commitment	0/14	0/14	2/18	0/03	0/05
Organizational Justice	0/23	0/13	2/16	0/03	0/05

As the results of the above table show, organizational commitment and organizational justice could predict mental health at the level of 5%. This prediction is in organizational commitment with a beta coefficient of 0.14 and in organizational justice with a beta coefficient of 0.13.

Discussion and Conclusion

The present study aimed to explain the relationship between organizational commitment and organizational justice with mental health in teachers of Andimshek city. In order to test the hypotheses related to this goal, 250 teachers of Andimshek city were selected by simple random sampling and based on Morgan's table, and organizational commitment, organizational justice and mental health questionnaires were administered on them. After collecting and extracting data, participants' scores were analyzed using multiple linear

regression analysis. The results showed that there is a significant relationship between organizational commitment and organizational justice with mental health in Andimeshk teachers. In the following, we will discuss the results in more detail.

These results are in agreement with the research results of Dehghani and Azimi (2016), Rahmati et al. (2001), Gillett (2013), Elivanio (2012), Georg (2011), Field (2011), Jane Theron (2011), Jordan et al. (2007), Lotman (1998) and Satie (2007) are aligned and coordinated. .

The results of Dehaghani and Azimi's research (2016) showed that there is a significant relationship between public health and organizational commitment in industrial company employees. Rahmati et al. (2014) concluded that there is a significant relationship between organizational justice and organizational climate and organizational justice and mental health. Elivanio (2012) came to the conclusion that the implementation of justice in the organization has a significant effect on improving the health of employees and reducing their absenteeism. Gillette (2013) showed that distributive justice and interactional justice are significant in the relationship between transformational leadership and mental health. The results of Yusal and Bektas (2015) research indicated that organizational commitment had a positive correlation with job satisfaction and mental health. Also, the results obtained are inconsistent with the results of Akbari Jabali's research (2016), which concluded that there is no significant relationship between mental health and organizational commitment in general and in its dimensions (emotional, continuous and normative).

In explaining the above results, it can be said that, in fact, justice in the organization is considered a motivational engine for people and it is necessary for managers to consider justice in all directions and organizational situations. Avoid unnecessary biases that will cause discouragement, decrease energy and decrease mental health in people. It is very important to give clear, relevant and logical information and clear explanations about how to apply allocations to the people of the organization for more involvement in work and to create a positive view and trust towards the managers. Because the teachers feel the value and respect that the manager has for them. By providing transparent information to their employees, successful organizations encourage them to be more involved and feel a sense of belonging.

In explaining the obtained results, it should be said that the goal of organizations is to create productivity. Among the factors that create productivity in organizations are the working forces. Managers can take positive steps to achieve the goals of the organization by improving job satisfaction and organizational commitment of employees to provide the basis for increasing efficiency and effectiveness at the level of the organization and society. Teachers who have organizational commitment have emotional and psychological dependence on the organization, and this commitment and dependence makes people define their identity with the organization, participate in the organization, and enjoy being a

member of the organization. Therefore, it is natural that participating and enjoying the work of education improves the mental health of teachers.

In explaining the meaningful relationship between organizational justice and teachers' mental health, it can be said that, according to Maslow's hierarchy of needs theory, one of the basic needs is the material needs that cause job satisfaction. Injustice in payment and provision of teachers' basic needs, in addition to dissatisfaction with the payment system, can also lead to dissatisfaction with other aspects of job satisfaction and a decrease in their mental health. Also, the most factors of teachers' mental health are related to the type of job and internal school factors. In this context, Lotman (1998) believes that teachers pay more attention to internal school factors related to job satisfaction. Among these, the relationship of teachers with the school principal and other teachers has a greater role in their job satisfaction and mental health compared to external factors. In fact, when problems are solved through cooperation and communication between teachers and administrators, the mental health of teachers increases.

Adams's equity theory (1936) suggests that people tend to be treated fairly, and the question arises whether they have been treated fairly compared to others or not. The theory of equality in organizations is considered as "a person continues to be a member and function until he feels balance and equality between his inputs to the organization and its results, compared to others". The existence of inequality causes a change in perception, behavior and a decrease in health, and it continues to change its perception and behavior until it reaches a balance.

On the other hand, in explaining the obtained results, it should be said that the general attitude of organizational commitment is an important factor for understanding organizational behavior and a good predictor for the desire to remain in the job and mental health. Commitment and adherence, like satisfaction, are two closely related attitudes that affect important behaviors such as displacement and absenteeism. Also, commitment and adherence can have many positive consequences, employees who have commitment and adherence are more disciplined in their work, stay longer in the organization and work with more motivation and enthusiasm. Therefore, in order to increase mental health, managers must maintain the commitment and adherence of employees to the organization, and for this, they must be able to increase commitment and adherence by using the participation of employees in decision-making and providing an acceptable level of job security for them.

It is obvious that external factors such as social relations, age, economic factors, family problems, etc., have a great impact on the mental health of a person. However, it should not be forgotten that the organization, as a person's second home and his second family, will have a significant effect on reducing or increasing the level of happiness and mental health of a person. The existence of friendship groups in the organization, the high morale of other friends and colleagues, encouraging and appreciating the efforts of the employees,

the favorable physical environment of the organization and finally the favorable management in the organization are all factors; which will greatly affect the level of happiness of the organization's employees. It is here that, despite the organizational commitment, when a person enters the organization, he forgets the problems and shortcomings of life outside the organization and considers the organization as a safe environment that takes away the burdens of everyday life's worries and pressures. Undoubtedly, working in such an environment is a source of comfort and encouragement, and considering the positive role of the organization in improving the morale and health of the employees, they will not spare any efforts to improve the organizational activities and promote the organization.

In explaining the obtained results, it should be said that distributive justice refers to fairness in receipts such as salaries and promotions. That is, to what extent do the employees believe that the income in the organization is distributed fairly and justly among the people. Teachers' perception of procedural justice can improve their mental health. This research result is in line with the findings of Crossman and Harris (2006). According to Crosman and Harris, procedural justice has a strong positive effect on mental health. That is, if the employees consider the work procedures and promotion criteria in the organization to be fair, they will have a greater understanding of organizational justice and their mental health will increase. Procedural justice deals with cases such as the following. lack of bias in job decisions by the manager; Making career decisions based on employee opinions; collecting complete information by the manager before making a decision; Clarification in the decision-making process; information regarding career decisions; Equal application of employment decisions to all; and challenging decisions. If the manager can implement the mentioned items at the school level, it can be seen that the teachers will work with more interest and enthusiasm, with strength, energy and perseverance for a longer time, despite the difficulty of the work. In addition, they should be so engrossed in their work that they forget the passing of time and all other side issues other than the current situation of their work and work hard purposefully and meaningfully with encouragement and a feeling of joy and pleasure.

In this research, the most important limitation was the use of correlation method and self-reporting tools. In this method, the discovered relationships cannot be assumed as causal relationships, and in self-reporting tools, people may not have enough self-regard and do not answer the items responsibly. Employee perceptions about fairness in organizational procedures, outcomes, and interpersonal exchanges may affect their work-related behaviors and mental health levels and affect how they react to the performance of organizational activities. Therefore, it is suggested that the organization use the following methods of education and training to improve the level of mental health of employees in their organization under control and to some extent. proportional and appropriate distribution of

resources (distributive justice); Using the appropriate tools and paths for allocating these resources (procedural justice); Creating relationships with honesty, truthfulness, keeping promises and building trust (interactive justice). Using teachers' opinions and suggestions and sharing the organization's issues and problems with them in order to find solutions and improve work can be considered an important step in increasing the mental health and consequently the organizational commitment of teachers. It is suggested that similar researches be conducted in other cities and cultures. In such researches, factors such as family structure, socio-economic status of the family, number of children, teachers' education and other factors can be investigated as influencing variables.

Ethics
This research observed ethical standards, including obtaining informed consent and ensuring privacy and confidentiality. Also, while completing the questionnaires while emphasizing completing all the questions, the participants were free to withdraw from the research at any time and provide individual information. They were assured that the information would remain confidential, which was strictly adhered to.

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Conflict of Interest
According to the authors, this article has no financial sponsor or conflict of interest.

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