

Testing the quality of teachers' work life based on justice and organizational culture and moral disinterest

Abstract

Teachers' work-life quality is considered a significant element of the educational system, which affects the quality of education. Thus, the goal of the present study was to develop a causal model of teachers' work-life quality based on organizational justice and quality mediated by the role of moral disengagement. The present study was descriptive-correlative. The statistical population of the study consisted of all teachers at the primary schools of Mashhad City in the academic year of 2019-2020. The statistical sample included 240 teachers who were selected via cluster sampling and completed the questionnaires virtually. To gather data, Walton's Work-life Quality (1973), Bandura et al.'s Moral Disengagement Scale (1996), Niehoff & Moorman's Organizational Justice Questionnaire (1993), and Denison's Organizational Culture Questionnaire (2000) were used. Data were analyzed using structural equation modeling, SPSS 24, and LISREL 8.8 software. Results from model fit indices suggested that the structural model of teachers' work-life quality was fit with data based on organizational justice, organizational culture, and moral disengagement. These results indicated that organizational justice, organizational culture, and moral disengagement directly affected teachers' work-life quality; also, organizational justice and organizational culture indirectly affected teachers' work-life quality through moral disengagement. It was concluded that organizational justice and organizational culture were related to teachers' work-life quality, and moral disengagement could mediate this relationship.

Keywords: *moral disengagement, organizational justice, organizational culture, work-life quality*

Safura Keyvanlo¹, Sajjad Basharpour^{*2}, Mahshid Keyvanlou³, Haniyeh Saedi Chavan⁴

¹*Department of Psychology, Mohaghegh Ardabili University, Ardabil, Iran.*

²*Department of Psychology, Mohaghegh Ardabili University, Ardabil, Iran.*

³*Department of Counseling, Mohaghegh Ardabili University, Ardabil, Iran.*

⁴*Department of Counseling, Mohaghegh Ardabili University, Ardabil, Iran.*

****Correspondence author:**

Email: basharpour_sajjad@yahoo.com

Introduction

Quality of life refers to the individual's perception of his situation in life within the framework of goals and a system of values accepted by him; this system includes subjective and objective factors and refers to the individual's sentiments, perceptions, and evaluations of his welfare and security in various economic, occupational and relational domains with others; it also involves such dimensions as mental status, independence, and social interactions (1). In this connection, work-life quality refers to creating a working environment where employees feel secure and happy, do not experience stress, meet their personal and professional needs, are pleased with their work, and have uniformity in their lives (2). In other words, work-life quality is a multi-dimensional concept that includes occupational satisfaction, satisfaction with payment and relations with colleagues, and more general factors such as satisfaction with life, well-being, and more general feelings (3). Also, improved work-life quality in education strengthens teachers' mental comfort and progress motives (4). Teachers' and employees' health has a significant role in the production and efficiency of organizations, and organizational managers must take into account measures to help improve employees' health and well-being (5). Officials can improve the work-life quality of employees by improving the status of employees through occupational satisfaction and humanizing work. By providing meaningful jobs, and opportunities for the

development of human capacity for good work, guaranteeing occupational security, equal payment, bonuses, work safety, and well-being (6, 7). Previous studies have referred to such issues as indicators constituting teachers' work-life quality.

For example, Yang & Lu (2014) concluded that imbalanced income and working hours, family care, leisure time, and such issues as a poor physical and educational environment, limited management and engagement, and low chance of occupational promotion could reduce the level of teachers' work-life quality (8). In a study, Hartini et al. (2017) indicated that work-life quality could improve employees' occupational satisfaction (9). A review of research conducted on work-life quality indicated its relation with employee performance (10), employees' emotional commitment (2), occupational success (11), and motivation for work among employees (12).

Research has suggested that there is a relationship between work-life quality and organizational justice, which is a factor that predicts peoples' work-life quality (13). Justice refers to an action or decision perceived from moral, fairness, and law points of view; organizational justice also refers to employees' perception of fairness (14). When employees feel they are working in an organization that does not respect principles of justice, they may be exposed to perceptual and emotional pressures. As a result, when principles of justice are not observed in an organization, employees will, in the long run, face occupational dissatisfaction and a lack of commitment and

motivation (15). Research also suggests that organizational justice helps create fair behavior among employees and their attitudes, thus increasing their occupational performance (16). According to previous studies, organizational justice is related to organizational outcomes (17), occupational success (18), and positive organizational behaviors (14). Organizational justice is affected by organizational culture, a significant element of organizational change management. This element must also be aligned with other elements constituting an organization (16). As the literature suggests, organizational culture is a critical issue that emphasizes functions and helps realize goals (19). Past studies have indicated that organizational culture affects the individual's behavior, motivation, occupational satisfaction, creativity and innovation, decision-making, employee engagement in affairs, devotion, commitment, discipline, diligence, level of anxiety, etc. (20).

Haghighi-Nejad et al. (2019) concluded that there is a negative correlation between organizational justice and failure to observe moral principles (21). Thornton & Rupp (2016) demonstrated that the general justice climate in organizations and social behaviors affect peoples' moral deviation (22). Azizi-Nejad & Ghalizadeh (2018) concluded that there is a positive and significant relationship between organizational culture and its components (e.g., engagement in work, compatibility, and mission) and organizational justice and its components (e.g., distributive, procedural, and communicational). Ghahremanu and Khorsandmandi (2015) found that organizational culture mediated organizational justice and work-life quality (16).

One of the factors that can disrupt the life quality process in the working environment is employees' moral disengagement. Moral disengagement is a cognitive process by which people justify behaviors that violate moral standards (24). According to theoretical basics, moral disengagement is not a fixed attribute; instead, it is a cognitive process and an orientation toward the world that grows over time (25). Also, moral disengagement is seen as a fundamental and dangerous mechanism for anti-social behaviors (26), correlated with aggressive conduct (27). Moore (2008) maintains that moral disengagement, if raised as an attribute, is a modifying variable, and if raised as a process, it is a mediating variable (25).

Work-life quality can also be considered a significant factor for encouraging moral behaviors in organizations because work-life quality and moral culture are two interwoven elements that play roles in organizational working environments (28). Some researchers have admitted that morality involves personal responsibility-taking and is an inseparable part of an individual's assets. The reasons that have made organizations focus on morality and moral working climate indicate that a

good working climate is a critical agent for the survival of employees in the organization and that the vital aspect of the working climate in each organization is the moral working climate. In other words, if one is disengaged from moral standards, s/he can easily engage in conduct that is usually immoral (29). Research in morality promotion suggests that promoting morality positively affects the work-life quality and outcomes related to occupations (30). Austin et al. (2017) demonstrated that moral issues could considerably affect work-life quality and professional standards (31). Research by Singh (2017) also indicated the relationship between moral functions and peoples' quality of life (32).

Research by Karimi (2019) referred to the relationship between work-life quality and moral culture (33). Dissatisfaction with work-life quality is a problem that can harm almost all employees without regard for their positions, as attention to general health in all life domains, including individual, social and occupational domains, is critical. Since teachers deal with sensitive and growing people, and students are affected by the existential totality of teachers, any investment in understanding teachers' health will significantly contribute to improving the next generation of the education system. For this, the goal of the present study was to investigate the mediating role of moral disengagement in the relationship between organizational justice and organizational culture with teachers' work-life quality.

Materials and Procedures

The present study fell under descriptive-correlation categories, and the population comprised all primary school teachers in the city of Mashhad from 2019-2020. Since the minimum sample volume in the structural equation modeling was proposed to be 200 people based on the views of researchers (34), this study selected 240 people via cluster sampling method. Data gathering was carried out via Internet questionnaires due to observing quarantine conditions and health guidelines, which hampered access to the subjects. To measure the research variables, the following four scales were studied.

Moral Disengagement Scale:

This scale is a 32-item questionnaire designed by Bandura et al. (1996) to evaluate the individual's talents for moral disengagement (35). The moral disengagement scale measures eight mechanisms of moral disengagement: moral justification, euphemistic labelling, advantageous comparison, displacement of responsibility, diffusion of responsibility, distortion of consequences, dehumanization, and attribution of blame. Four items measure each mechanism. Subjects responded to the items of this questionnaire based on the Likert scale, which included such options as disagree entirely (1) to completely agree (5). Higher scores in each subscale indicate a higher mechanism, and Higher scores in all factors indicate

higher moral disengagement. This questionnaire shows a higher correlation with the moral judgment test, and its reliability was reported to be 0.82 (24). The reliability coefficient of the scale was reported to be 0.90

Work-life Quality Questionnaire:

This scale was developed by Walton (1973) and was standardized by Allame in 1999 in Iran (35). This scale has 32 items measured on a very low, low, moderate, high, and very high Likert scale. The subject's scores were measured by aggregating each of the items. This questionnaire measures eight components, with items 1-4 measuring the component of equal and enough payment, items 5-8 measuring the component of safe work environment, items 9-12 measuring the component of growth opportunity and constant security, items 13-18 measuring the public living space, items 27-31 measuring integration and social solidarity, and items 32-34 measuring the component of human capacity development. The reliability of this questionnaire in Iran was reported to be 0.87. Nazem, Shakeri, and Motallebi (2016) reported the reliability of this scale to be 0.86 (36).

Organizational Justice Questionnaire:

The organizational justice questionnaire was constructed by Niehoff and Moorman (1993) (37) and included 20 items to investigate the status and implementation of justice in organizations. This scale has three subscales of distributive justice (items 1-5), procedural justice (items 6-11), and interactive justice (items 12-20) (38). The reliability of this questionnaire in the present study is 0.83.

The Organizational Culture Questionnaire was developed by Denison (2000) and included 36 items. Nine items pertain to engagement in work, 9 to compatibility, 9 to adaptability, and 9 to missions (39). Denison (2000) used factorial analysis and structural models with a large number of respondents (36452 people) at an alpha rate of 0.83. The test-retest reliability of the scale was 0.72 reported by Lombardo and MacCauley (1994) (40). The reliability of this scale in the present study was 0.80.

Data gathering Method

After obtaining permission from the University of Mohaghegh Ardabil of Ardabil, Iran, and visiting the General Directorate of Education in Mashhad, the researcher obtained a list of all primary schools; then, from among primary schools, the number 30 schools were randomly selected. Following this, after visiting the representative schools, the phone numbers of teachers were obtained from school principals. Next, the whole questionnaire and the study goal were designed on an Internet website, whose link was sent to all simple members through WhatsApp, Telegram, and Instagram. Respondents then entered the site and managed to complete the scale. From 8 November to 5 January, 240 people completed the questionnaire. In the descriptive section, the mean and standard deviation of the sample people were analyzed by SPSS

software. Then, in the inferential section, structural equations and AMOS software were used to test the hypotheses.

Findings

Two hundred forty teachers participated in the study; 27.9% of the participants were in the age range of 25-30 years, 40% were 31-40 years, 19.2% were 41-45 years, and 12.9% were over 46 years. Regarding gender, 22.5% were male, and 77.5% were female. Regarding marital status, 33.8% were single, and 66.3% were married. Regarding education, 6.3% held associate's, 55.4% held B.A. degrees, 35.8% held M.A., and 6.3% held Doctoral degrees. 37.1% of the subjects had a work history of 5 years, 20.4% a work history of 6-10 years, 23.8% a work history of 11-20 years, and 18.8% a work history of 21-30 years. In the descriptive analysis of the study data, descriptive statistics indicators, including mean, standard deviation, variance, kurtosis, skewness, and Pearson correlation, were calculated for the studied variables.

Table 1 indicates that the mean rates of moral disengagement, organizational justice, organizational justice, and work-life quality were 60.26, 116.85, 58.56, and 84.49, respectively. Since the skewness value of the study variables was between 2, and -2, the variables were normal and had a symmetrical distribution. Also, the kurtosis value was between 2, and -2, suggesting the normality of the variable distribution.

According to correlation matrix results (Table 2), there is a reverse relationship ($p < 0.01$; $r = -0.36$) between organizational culture and moral disengagement; a reverse relationship ($p < 0.01$; $r = -0.39$) between organizational justice and organizational disengagement; a reverse relationship ($p < 0.01$; $r = -0.45$) between moral disengagement and work-life quality; a direct relationship ($p < 0.01$; $r = 0.54$) between organizational culture and organizational justice; a direct relationship ($p < 0.01$; $r = 0.55$) between work-life quality and organizational culture, and a direct relationship ($p < 0.01$; $r = 0.50$) between work-life quality and organizational justice.

Structural Model Fit

Table 2 indicates that the chi-square-to-freedom degree ratio)

$\frac{\chi^2}{d_f}$ is 2.13, the RMSEA is 0.069, the CFI is 0.92, the GFI is 0.92, and the AGFI is 0.87. As the findings suggest, the study model is said to be a significantly fit.

Test of Conceptual Model and Study Hypothesis

Using structural equation modeling, the direct and indirect effects of organizational justice and organizational culture and the work-life quality mediated by moral disengagement were investigated. According to Table 4, since the T value between organizational culture and moral disengagement, organizational justice and moral disengagement, and moral disengagement and work-life quality is out of 1.96 and -1.96, the direct effect of organizational justice and organizational

culture on moral disengagement, and the direct effect of moral disengagement on work-life quality were significant; thus, according to the path coefficients, the direction of this path between organizational justice and organizational culture with moral disengagement is negative, while it is positive between organizational justice and organizational culture with work-life quality; meanwhile, this direction of this path between moral disengagement and work-life quality is negative.

The Sobel Test was used to investigate the indirect effect of organizational culture and organizational justice on work-life quality mediated by moral disengagement. The Sobel test is one of the most practical approaches to confirm or reject hypotheses related to the mediating role of a variable. The test results are given in Table 5. Also, to determine the intensity of the indirect effect, a statistic called VAF was used, which had a value ranging between 0 and 1; the closer it is to 1, the stronger the mediating variable effect. This value measures the indirect-to-total effect.

Table 5 gives the indirect t value (Sobel T) between the variables of organizational culture and organizational justice with work-life quality mediated by moral disengagement. This value is out of 1.96 and -1.96. Thus, the hypothesis stating the indirect effect of organizational culture and organizational justice variables on work-life quality is supported. Therefore, organizational culture and justice variables do not, directly and indirectly, affect work-life quality through moral disengagement. According to the VAF value, 31.2% of the effect of organizational justice on work-life quality and 37.7% of the organizational culture on work-life quality can be explained through moral disengagement.

Discussion

The present study aimed to determine the mediating role of moral disengagement in the relationship between organizational justice and culture and teachers' work-life quality. The findings suggested that organizational justice directly affected teachers' work-life quality. These findings were consistent with those of Singh & Singh (2019), Pan et al. (2018) (14), Azizi-Nejad & Ghalizadeh (2018) (23), and Arefi et al. (2015) (16). When employees feel engaged in an organization where principles of justice are not observed, they are exposed to perceptual and emotional pressures and experience occupational dissatisfaction. They become less motivated to do their jobs (15).

On the other hand, procedural justice denotes the fair processes of allocating rewards, punishment, payments, and bonuses and is more related to organizational outcomes. This type of justice is also based on collective respect and values. In other words, justice refers to methods and procedures based on which source allocation decisions are adopted; in fact, it refers to the

individual's judgments about fairness in source allocation (41). When rewards and sources are assigned proportionally to the employees' contribution, justice is said to be met in the organization. In this connection, once teachers compare the relative values of inputs and feedback on their conduct with the relative values of inputs and activities of other employees, their perception of organizational justice will be positive. In contrast, once employees face inequality in making calculations, organizational injustice will prevail in the organization; on the other hand, when employees feel they are working in an organization where principles of justice are observed, they have positive perceptions and emotions, experience relative comfort, better function at school and classrooms, and thus have increased occupational satisfaction. This will, in turn, improve teachers' work-life quality.

This study concluded that organizational culture could affect teachers' work-life quality. These findings are consistent with those of Sunarsi (2020) (42), Azizi-Nejad and Ghalizadeh (2018) (23), and Arefi et al. (2015) (16). According to Sunarsi's study (2020), organizational culture significantly affects teachers' satisfaction with work (42). The effect of organizational culture on teachers' performance could lead to particular values that are underly compatible with attitudes and commitment in the working environment (3). Byrne & Cropanzano (2001) maintain that the roots of failure and success should be sought in the organizational culture (44). O'Connor & Paunonen (2007) describe employees with conscientiousness and a work culture under "ideal employees." These people are characterized by personality characters such as responsibility take, reliability, resistance, and success (45). Employees with conscientiousness tend to have more ambitious thoughts than those with less conscientiousness; people with greater levels of conscientiousness and work culture are more likely to have positive performance in the workplace. Organizational culture shapes peoples' behaviors, and because it significantly affects teachers' behaviors of all levels, it can strongly affect a school's ability to change strategic directions. Generally, failure to pay attention to organizational culture, beliefs, and values will cause many developmental problems and cannot help realize organizational goals (4). To explain the findings, one would say that the individual's occupational success depends on the working environment, quality of communications, and social issues, because if teachers are not well acquainted with the working environment culture, they may experience incompatibility in the working place. In the meantime, when teachers improve their values, expectations, and attitudes in their working environment culture, their work-life quality will be strengthened, and they will feel responsible for engaging in activities.

Other findings revealed that moral disengagement could directly affect teachers' work-life quality. These findings are in line with those of Austin et al. (2017) (31), Singh (2017) (32), and Karimi (2019) (33). Morality involves personal responsibility and is an inseparable personal asset. Organizations have increasingly paid attention to morality and moral work principles because a good working climate is a critical factor for the survival of employees in an organization, as the vital aspect of the working climate in an organization is the moral working climate (29). Researchers maintain that moral climate is used like a magnifier for detecting, diagnosing, and resolving moral problem-making situations (46). Teachers with moral disengagement experience problems and may blame others for their mistakes; under some situations, they reveal their immoral conduct and may cause problems with colleagues, managers, and students by inattention or distortion of outcomes (minimizing, ignoring, and the wrong perception of behavior conducts). According to the findings, moral issues and non-compliance with morality in educational organizations are associated with such concepts as communication with colleagues. Teachers can perceive these concepts and use managerial methods to create a moral space and focus on others, social characters, and moral motivations. This will thus provide worthy services, increase work-life quality, and help reduce the tendency to quit services. The results also suggested that the indirect effects of organizational culture on teachers' work-life quality mediated by moral disengagement were significant. Thus, moral disengagement is a mediating variable in the relationship between organizational culture and teachers' work-life quality. It was noted that 37.7% of the effect of organizational culture on teachers' work-life quality could be explained by moral disengagement. This can be explained by the fact that if employees perceive the director's conduct to be moral, they will experience increased occupational security and organizational culture (47).

Morality and occupational satisfaction are positively correlated. Part of this satisfaction comes from clear guidelines and standards offered by an organization to its employees when moral issues arise. In other words, the institutionalized organizational culture helps clarify tasks and reduce moral issues among employees. In this situation, they evaluate the organizational culture to be morally oriented. In other words, moral values in an organization have a cultural dimension, as a morally-oriented human force abides by a set of values, norms, and beliefs that help provide a reliable environment. These issues can, in the end, help increase teachers' work-life quality.

Table 1: Descriptive statistics of study variables

The findings showed that the indirect effects of organizational justice on teachers' work-life quality mediated by moral disengagement were significant. Thus, moral disengagement was a mediating variable in the relationship between organizational justice and teachers' work-life quality. It was also noted that 31.2% of the effect of organizational justice on teachers' work-life quality could be explained by moral disengagement. Moral disengagement is a cognitive mechanism that allows the individual to engage in behaviors that violate moral standards; in other words, if one is disengaged in moral standards, they will engage in behaviors that violate their own and others' rights; for this, these people experience lower realistic vision, cannot perceive good and evil, have lower moral conscientiousness and ignore moral commitment. This will eliminate their occupational satisfaction and have their work-life quality reduced.

Conclusion

In sum, the findings revealed that organizational justice and culture have a direct and positive effect on teachers' work-life quality; it was also noted that organizational culture and justice indirectly affected teachers' work-life quality through moral disengagement. Because this study used self-report forms, it is possible to see social desirability in the results. Thus, it is recommended to investigate the role of organizational justice and culture and moral disengagement in the work-life quality of teachers using interviews. Failure to control interfering variables such as the history of employment, salaries, government or non-government status of schools, employment place, psychological issues, etc., were limitations of this study. For this, strengthening organizational justice and measures to improve the organizational culture can improve teachers' work-life quality. However, training teachers involves using moral disengagement mechanisms when organizational injustice and cultural poverty prevail. This factor also reduces the quality of life. Thus, training teachers and informing them of these mechanisms can reduce their work-life quality.

Acknowledgment: At this moment, the authors of the article express their gratitude to employees of the Department of Education and the teachers of primary schools in Mashhad who helped us in this research.

Conflict of interest: There is no conflict between the authors.

Financial support : None

Ethical Considerations: Before providing the questionnaires, this study provided data about the goal and procedure of the study to respondents and assured them about the confidentiality of their data. Also, such issues as plagiarism, scientific trustworthiness, informed satisfaction, multiple publications, honesty, etc., were noted when describing and analyzing the data.

Variables	Mean	SD	Variance	Skewness	Kurtosis
Work-life quality	84.49	19.38	375.58	0.32	-0.74
Organizational culture	116.85	25.24	637.06	-0.07	0.51
Organizational justice	58.56	15.05	226.50	-0.25	-0.03
Moral disengagement	60.26	11.19	125.22	0.62	0.94

Table 2: Correlation matrix of study variables

Variables	1	2	3	4
Moral disengagement	1			
Organizational culture	-0.36**	1		
Organizational justice	-0.39**	0.54**	1	
Work-life quality	-0.45**	0.55**	0.50**	1

** : Significance at 0.01

Table 3: Model fit indices

Indices	Value	Acceptable interval	Result
Chi-square-t-standard deviation ratio	2.13	Less than 3	Good
RMSEA	0.069	Less than 0.05 (very good) Between 0.05 and 0.08 (good)	Very good
CFI	0.92	Over 0.90	Acceptable
GFI	0.92	Over 0.90	Acceptable
AGFI	0.87	Over 0.80	Acceptable

Table 4: direct path analysis results between study variables





Predictive variables		Criterion variables	Path coefficients	T value	Standard error	Sig.
Organizational justice		Work-life quality	0.35	5.22	0.083	Significant
Organizational justice		Moral disengagement	-0.44	-6.48	0.074	Significant
Organizational culture		Work-life quality	0.25	3.82	0.093	Significant
Organizational culture		Moral disengagement	-0.42	-6.20	0.076	Significant
Moral disengagement		Work-life quality	-0.36	-5.36	0.082	Significant

Table 5: The results of the indirect effects analysis of organizational culture and organizational justice on the work-life quality mediated by moral disengagement

Exogenous variables		Mediating variables		Endogenous variables	T-Sobel	Standard path coefficient	VAF statistic	Test result
---------------------	--	---------------------	--	----------------------	---------	---------------------------	---------------	-------------

Organizational justice		Moral disengagement		Work-life quality	3.57	0.158	0.312	Confirmed
Organizational culture		Moral disengagement		Work-life quality	3.44	0.151	0.377	Confirmed

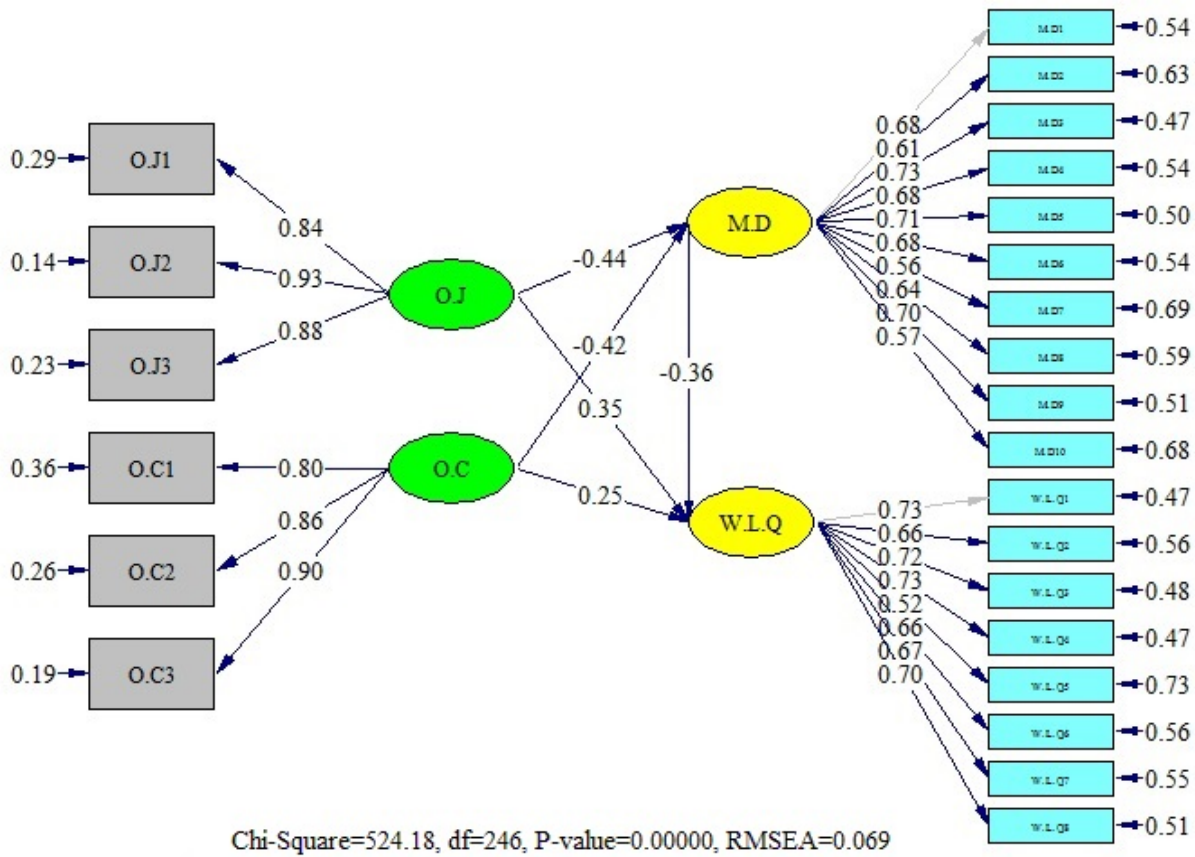


Diagram 1: Hypothesized study model test (standard state)

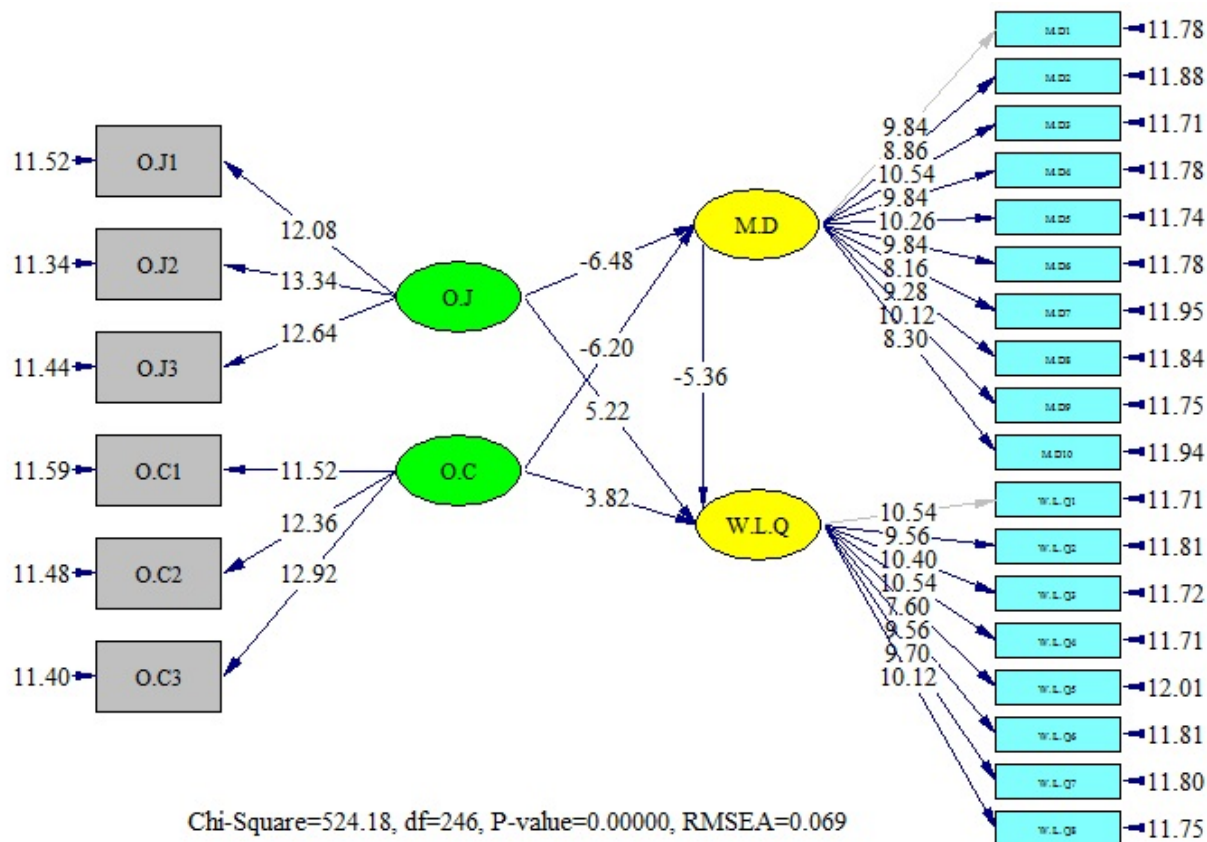


Diagram 2: Hypothesized study model test (T value)

References

1. Macke J, Casagrande RM, Sarate JAR, Silva KA. Smart city and quality of life: Citizens' perception in a Brazilian case study. *Journal of Cleaner Production*. 2018;182:717-126.
2. Akar H. The relationships between quality of work-life, school alienation, burnout, affective commitment, and organizational citizenship: A study on teachers. *European Journal of Educational Research*. 2018;7(2):169-180.
3. Rahmkhoda J, Mohsen R, Jafar H. Designing a questionnaire for teachers' quality of work-life. *Journal of Ergonomics*. 2019;1:10-19.
4. Alipoor S, Ojinejad A. The Mediating Role of Psychological Capital in the Relationship between Organizational Culture and the Quality of Working Life Among Female Teachers. *Quarterly Journal of Women and Society*. 2018;9(33):151-164.
5. Delara Moghanlou S, Sadeghian A, Mehri S, Razzaghi I, Molavi P. Relationship between emotional intelligence and mental health with job stress among teachers. *Journal of Health and Care*. 2015;17(4):300-310.
6. Adhikari DR, Gautam DK. Labor legislations for improving quality of work-life in Nepal. *International Journal of law and management*. 2010.
7. Gupta JJ, Gupta P, Commerce DO. Commerce Quality of work-life among employees - A Study of Non-Teaching Employees of the University of Jammu. *From Editor's Pen*. 2010;19.
8. Yang D, Lu J. Rural teachers' quality of work-life (QWL) in China: The case of Shanxi province. *Academic Journal of Interdisciplinary Studies*. 2014;3(4):39-48.
9. Hartini M, Haerani H, Mardiana R, Sumardi F. The Influences of Quality of Work-life and Organizational Justice on the Employees

Performance of the State Owned Enterprises (SOEs) in South Sulawesi. *SciRJ*. 2017;5(3):1-8.

10. Mohammadi S, Karupiah P. Quality of work-life and academic staff performance: a comparative study in public and private universities in Malaysia. *Studies in Higher Education*. 2020;45(6):1093-1107.
11. Jabeen F, Friesen HL, Ghoudi K. Quality of work-life of Emirati women and its influence on job satisfaction and turnover intention: Evidence from the UAE. *Journal of Organizational Change Management*. 2018.
12. Ogbuabor DC, Okoronkwo IL. The influence of quality of work-life on motivation and retention of local government tuberculosis control programme supervisors in South-eastern Nigeria. *PloS one*. 2019;14(7): 220-292.
13. Nishtar S, Ralston J. Can human resources for health in the context of noncommunicable disease control be a lever for health system changes? *Bulletin of the World Health Organization*. 2013;91:886-895.
14. Pan X, Chen M, Hao Z, Bi W. The effects of organizational justice on positive organizational behavior: Evidence from a large-sample survey and a situational experiment. *Frontiers in psychology*. 2018;8:1-16.
15. Nelson MF, Tarpey RJ. W work scheduling satisfaction and work-life balance for nurses: the perception of organizational justice. *Academy of Health Care Management Journal*. 2010;6(1).
16. Mahboubeh A, Mohammad Q, Akbar KY. The relationship between organizational justice and quality of work-life in Shahid Beheshti University and the mediating role of organizational culture in this regard. *Quarterly Journal of Career and Organizational Counseling*. 2015;7(23):41-67.
17. Alamir I, Ayoubi RM, Massoud H, Al Hallak L. Transformational leadership, organizational justice and organizational outcomes: A study from the higher education sector in Syria. *Leadership & Organization Development Journal*. 2019.
18. Singh SK, Singh AP. Interplay of organizational justice, psychological empowerment, organizational citizenship behavior, and job satisfaction in the circular economy. *Management Decision*. 2019.

19. Khan Q, Shamsudin AS, Syed Ismail S. Career Success and Organizational Justice as the Potential Predictors of Perceived University Performance: A Study from Public Sector Universities of Pakistan. *International Journal of Economics & Management Sciences*. 2016;5(4):1-6.
20. Mirzamohammadi M, Farmahinifarahani M, Mohammadi SS, editors. The study of the relationship between the organizational health of the schools and the student's academic achievement (a case study of high schools of Kohkilouie and Boierahmad province, Iran 2011). 2nd World Conference On Business, Economics And Management; 2014: 2nd World Conference On Business, Economics, And Management.
21. Haghhighinezhad G, Atashzadeh-Shoorideh F, Ashktorab T, Mohtashami J, Barkhordari-Sharifabad M. Relationship between perceived organizational justice and moral distress in intensive care unit nurses. *Nursing ethics*. 2019;26(2):460-470.
22. Thornton MA, Rupp DE. The joint effects of justice climate, group moral identity, and corporate social responsibility on groups' prosocial and deviant behaviors. *Journal of Business Ethics*. 2016;137(4):677-697.
23. Azizi Nejad B, Galizadeh A. Study of the relationship between organizational culture and organizational justice with principals' occupational success. *Journal of School Administration*. 2018;6(1):227-243.
24. Bandura A, Barbaranelli C, Caprara GV, Pastorelli C. Mechanisms of moral disengagement in the exercise of moral agency. *Journal of personality and social psychology*. 1996;71(2):364-374.
25. Moore C. Moral disengagement in processes of organizational corruption. *Journal of Business ethics*. 2008;80(1):129-139.
26. Hyde LW, Shaw DS, Moilanen KL. Developmental precursors of moral disengagement and the role of moral disengagement in the development of antisocial behavior. *Journal of abnormal child psychology*. 2010;38(2):197-209.
27. Kokkinos CM, Voulgaridou I, Mandrali M, Parousidou C. Interactive links between relational aggression, theory of mind, and moral disengagement among early adolescents. *Psychology in the Schools*. 2016;53(3):253-269.
28. Karim H, Ismail K, Amir B. Understanding workplace culture based on Denison model. *Journal of Economics and Management Science and Research Branch*. 2010.
29. Arian Q, Hamideh GY, Ibrahim M. The effect of institutionalizing ethics on employee happiness and vitality. *Organizational Behavior Studies*. 2015;4(4):97-120.
30. Marta JK, Singhapakdi A, Lee D-J, Sirgy MJ, Koonmee K, Virakul B. Perceptions about ethics institutionalization and quality of work-life: Thai versus American marketing managers. *Journal of Business Research*. 2013;66(3):381-389.
31. Austin CL, Saylor R, Finley PJ. Moral distress in physicians and nurses: Impact on the professional quality of life and turnover. *Psychological Trauma: Theory, Research, Practice, and Policy*. 2017;9(4):399-406.
32. Singh I. Commentary: What makes a life go well? Moral functioning and quality of life measurement in neurodevelopmental disorders—reflections on Jonsson et al.(2017). *Journal of Child Psychology and Psychiatry*. 2017;58(4):470-473.
33. Ali K. Analyzing the relationship between quality of work-life and job satisfaction with ethical culture. *Journal of Ethics in Science and Technology*, 2019;14(3):91-98.
34. Hooman HA. Structural equation modeling using LISREL software. Tehran: Samt Publication. 2005.
35. Walton RE. Quality of working life: what is it. *Sloan management review*. 1973;15(1):11-21.
36. Nazem F, Shakeri G, Motalleb A. Survey on the relationship of the quality of work-life and vocational satisfaction of high school teachers of education department of the city of nazarabad. *Social Research (Islamic Azad University Roudehen Branch)*. 2011;4(12): 95-75.
37. Jahromi SAS, Muslim S, Imani J. Relationship between Organizational Justice and Organizational Commitment with Job Satisfaction among Exceptional Schools Teachers of Bandar Abbas. *Journal of Instruction and Evaluation*. 2009;2(5):7-33.
38. Denison DR. Organizational culture: Can it be a key lever for driving organizational change. *The international handbook of organizational culture and climate*. 2000;18(4):347-372.
39. Lombardo M, McCauley C. *Benchmarks: A manual and trainer's guide*. Greensboro, NC: Center for Creative Leadership. 1994.
40. Williamson K, Williams KJ. Organizational justice, trust, and perceptions of fairness in the implementation of agenda for change. *Radiography*. 2011;17(1):61-66.
41. Sunarsi D. The Analysis of The Work Environmental and Organizational Cultural Impact on The Performance and Implication of Work Satisfaction. *Jurnal Ilmiah Ilmu Administrasi Publik*. 2020;9(2):237-246.
42. Fitria H. The influence of organizational culture and trust through the teacher performance in the private secondary school in Palembang. *International Journal of Scientific & Technology Research*. 2018;7(7):82-86.
43. Byrne ZS, Cropanzano R. The history of organizational justice: The founders speak. *Justice in the workplace: From theory to practice*. 2001;2(1):3-26.
44. O'Connor MC, Paunonen SV. Big Five personality predictors of post-secondary academic performance. *Personality and Individual Differences*. 2007;43(5):971-990.
45. Cullen JB, Parboteeah KP, Victor B. The effects of ethical climates on organizational commitment: A two-study analysis. *Journal of business ethics*. 2003;46(2):127-141.
46. Chonko LB, Wotruba TR, Loe TW. Direct selling ethics at the top: An industry audit and status report. *Journal of Personal Selling & Sales Management*. 2002;22(2):87-95.