



Investigation Of The Relationship Between Physical Education Teachers' Perceptions Of Professional Identity And Organizational Justice

Ferhat ÇAKIR*

*Turkish ministry of national education, Turkeye-mail: ferhatcakir79@hotmail.com

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ABSTRACT

Background and Study Aim. The aim of this study; It is to determine the level of Relationship between Physical Education Teachers' Perceptions of Professional Identity and Organizational Justice Perceptions.

Material and Methods. In the research, 'Rational Screening' and 'Causal-Comparison' patterns were adopted from quantitative research patterns. Working group; 101 physical education and sports teachers working in primary and secondary education official institutions in Isparta province of 2022-2023 academic year participated. In the study, 'Organizational Justice Scale', 'Occupational Identity Perception Scale (MCA)' and personal information form were used as data collection tools. Since the data obtained are normally distributed, Pearson correlation test, one of the correlation tests, was used to determine the relationship between organizational justice and Occupational Identity Perception of the participants according to Gender, Age, Education Status. In this study, the error level was taken as 0.05. SPSS 22.0 statistical package program was used to evaluate the data and find the calculated values.

Results. As a result; In the research, it was determined that there is a negative relationship between the sub-dimensions of the perceptions of organizational justice and the sub-dimensions of the perceptions of professional identity of physical education and sports teachers. While there is a positive relationship between the occupational identity perception sub-dimensions according to the gender and education status variable, it has been concluded that there is a negative relationship between the occupational identity perception sub-dimensions according to the age variable. According to the age variable, it has been concluded that there is a meaningful relationship in the sub-dimensions of organizational justice.

Conclusions. It can be said that the justice of the teachers within the organization affects their teaching identities positively or negatively

Keywords: Identity, Professional identity, Justice, Organizational justice,

Introduction

The concept of identity, which occurs within the social structure of societies, includes an expression that includes the way of life that represents the values, beliefs and attitudes of people depending on their social status and cultural structures in the environment where they exist, while the identity of the individual is formed and shaped within the culture as a result of both these features and our relationship and interaction with people (1). Identity formation, which begins in the early years of childhood, continues gradually throughout life, and this process first begins to develop in a positive or negative direction through feelings of self-confidence and self-esteem, which are shaped by interaction in the family (2). Since the concept of identity is handled in different ways in different fields, the concept of identity in general terms can be characterized as the whole of the signs, qualities and characteristics that show what kind of person a person is as a social being (3). Since the concept of professional identity is directly related to professional development, it is examined from various perspectives in different professional groups (4,5). In general, the concept of occupational identity is a

component of the multiple identity structure that exists in individuals and refers to the perceptual structure that individuals have about the profession (6). The fact that an individual calls his/her identity "professional" stems from the fact that he/she feels that he/she belongs to a certain group in direct proportion to the profession and the norms required by the profession, in other words, he/she evaluates professional identity with his/her individual choice of profession and as a result, professional identity is based on both individual and social identity of individuals (7). Teacher professional identity consists of two important topics; the first one is the teacher education and the other one is individual variables such as affective, sociological, personal and cognitive characteristics (8).

The concept of justice has remained current in the minds since the existence of humanity, and a universal definition could not be made because all disciplines define justice from their own perspective (9). The first reason for this is that individual judgment values differ, and the other is the effort to achieve an ideal justice (10). Justice: humanity, righteousness, impartiality, equality, right, compliance with the measures of equity, unjustness, legitimacy, honesty, and goodness come to mind (11).

The concept of organizational justice is directly related to the work environment and is used to determine the role of justice perceived by employees in the organization (12). Icerli (13) defined the concept of organizational justice as the process of evaluating managerial decisions in terms of some variables such as distribution of tasks, compliance with the working order, granting authority, earning level, and rewarding. When the literature is examined, it is seen that organizational justice is handled in three dimensions. These consist of "distributive justice", "procedural justice" and "interactional justice" respectively (14). Distributive justice is the perception that the distribution of the gains obtained as a result of the performance and efforts of the employees in the organization will take place fairly (15), procedural justice is the evaluations of whether the methods and methods used in the distribution process of the resources obtained by the organization are fair or not (16), Interactional Justice can be defined as the perception of justice during the implementation of a process depends on the relationship between individuals (17).

It is important to determine teachers' perceptions of professional identity and their perceptions of organizational justice within the school. This is because it can be thought that organizational justice within the school affects teachers' individual performances. It is of great importance to determine the perceptions of professional identity and organizational justice of teachers, who are one of the most important elements of educational activities, and to determine the level of relationship between their perceptions of professional identity and organizational justice. The aim of this study is to determine the level of the relationship between Physical Education Teachers' Perceptions of Professional Identity and Perceptions of Organizational Justice.

Materials and Methods

Participants.

Study group: Demographic characteristics of physical education and sports teachers working in primary and secondary education public institutions in Isparta province in the 2022-2023 academic year are shown in Table 1.

Table 1. Participant demographic characteristics

	Groups	N	%
Gender	Male	71	70,3
	Female	30	29,7
Age	-30 age	4	4
	31-40 age	35	34,7
	41+ age	62	61,4
Education Status	License Education	79	78,2
	Post-Graduate Education	22	21,8
Total		101	100

When Table 1 was examined, it was determined that there were 101 participants, 71 (70.3%) male, 30 (29.7%) female, 4 (4%) under the age of 30, 35 (34.7%) between the ages of 31-40, 62 (61.4%) over the age of 41, 79 (78.2%) undergraduate education, 22 (21.8%) postgraduate education according to the education level variable.

Research Design.

In the study, "Relational Survey" and "Causal-Comparison" designs, which are quantitative research designs, were used. The correlational survey model is defined as a research model that aims to determine the degree of change and / or degree of change between two or more variables (18). Causal-comparison studies are studies aimed at determining the causes of an existing naturally occurring situation or event and the variables affecting these causes or the results of an effect (19).

Statistical Analysis.

The organizational justice scale developed by Yildirim (20) is generally based on the scale developed by Moorman (21). Organizational Justice Scale (OJS) consists of 25 statements. The first 7 statements of the Organizational Justice Scale (OJS) are taken from Moorman's scale and are related to the procedural justice sub-dimension. In addition, 10 statements are related to interactional justice and 4 of these statements were taken from Moorman's scale, 2 from Folger and Konovsky's scale and 4 from the literature. 5 of the 8 statements related to distributive justice were taken from Moorman's scale and 3 from Williams, Malos, and Palmer's scale. The Organizational Justice Scale (OJS) is a 5-point Likert-type scale that is rated as "Strongly Agree (5), Agree (4), No Opinion (3), Disagree (2), Strongly Disagree (1)" (20,22).

The Professional Identity Perception Scale developed by Yıldız and Çetin (23) consists of 17 items and 5 sub-dimensions. The five sub-dimensions that make up the scale are a. Perception of Educational and Instructional Interaction, b. Perception of Professional Role, c. Perception of Professional Status-Respectability, d. Perception of Professional Motivation, e. Perception of Experiential Pedagogy. MKAS is graded on a five-point Likert scale as never (1 point), rarely (2 points), sometimes (3 points), frequently (4 points) and always (5 points) (23).

According to the normality test of the research data, since the data showed normal distribution, Pearson correlation test was used to determine the relationship between organizational justice and Professional Identity Perception of the participants according to Gender, Age, Education Level. In this study, the error level was taken as 0.05. SPSS 22.0 statistical package program was used to evaluate the data and to find calculated values.

Table 2. Relationship between Professional Identity Perception Sub-Dimensions and Organizational Justice Perception Sub-Dimensions

			Professional Identity Perception Sub-Dimensions				
			Perception of Educational and Instructional Interaction	Professional Role Perception	Professional Status Perception of Respectability	Perception of Professional Motivation	Perception of Experiential Pedagogy
Organizational Justice Perception Sub-Dimensions	Procedural Justice	r	-,122	-,270**	-,076	,034	-,009
		p	,225	,006	,447	,738	,929
		n	101	101	101	101	101
	Interaction Justice	r	-,182	-,302**	-,047	-,097	-,227*
		p	,069	,002	,643	,337	,022
		n	101	101	101	101	101
	Distribution Justice	r	-,255**	-,147	,256**	,149	-,118
		p	,010	,143	,010	,137	,239
		n	101	101	101	101	101

When Table 2 is examined, it is seen that there is a low level negative relationship between procedural justice sub-dimension and professional role perception sub-dimension ($r=-0,270$; $p>0,05$), there is a moderate level negative relationship between interaction justice sub-dimension and professional role perception sub-dimension ($r=-0,302$; $p>0,05$), and there is a low level negative relationship between interaction justice sub-dimension and experiential pedagogy perception sub-dimension ($r=-0,227$; $p>0,05$), there is a low level negative relationship between the distributive justice sub-dimension and the perception of educational and instructional interaction sub-dimension ($r=-0,255$; $p>0,05$), and there is a low level positive relationship between the distributive justice sub-dimension and the perception of professional status prestige sub-dimension ($r=0,256$; $p>0,05$).

Professional Identity Perception Subscales Organizational Justice Perception Sub-Dimensions

	Professional Faculty Perception Subscale					Organizational Justice Perception Sub-Dimensions		
	Perception of Educational and Instructional Interaction	Professional Role Perception	Professional Status Perception of Respectability	Perception of Professional Motivation	Perception of Experiential Pedagogy	Procedural Justice	Interaction Justice	Distribution Justice
Gender	r	,125	,178	,261**	,314**	,152	-,093	,040
	p	,213	,075	,008	,001	,128	,356	,693
	n	101	101	101	101	101	101	101

When Table 3 is examined, it is determined that there is a low-level positive relationship between the perception of professional identity perception sub-dimension professional status prestige perception according to gender variable ($r=0,261$; $p>0,05$), and there is a moderate level positive relationship between gender variable and professional motive perception ($r=0,314$; $p>0,05$).

Table 4. The Relationship between Age Variable and Professional Identity Perception Sub-Dimensions and Organizational Justice Perception Sub-Dimensions

	Professional Identity Perception Subscales					Organizational Justice Perception Sub-Dimensions		
	Perception of Educational and Instructional Interaction	Professional Role Perception	Professional Status Perception of Respectability	Perception of Professional Motivation	Perception of Experiential Pedagogy	Procedural Justice	Interaction Justice	Distribution Justice
r	-,054	-,177	,043	-,223*	-,282**	,044	,255*	,038
p	,589	,077	,672	,025	,004	,659	,010	,704
n	101	101	101	101	101	101	101	101

When Table 4 is examined, it is determined that there is a low-level negative relationship between the perception of professional identity perception sub-dimension professional motive perception ($r=-0,223$; $p>0,05$) and perception of experiential pedagogy ($r=-0,282$; $p>0,05$), and there is a low-level positive relationship between age variable and organizational justice perception sub-dimension interaction justice ($r=0,255$; $p>0,05$).

Table 5. The Relationship between Educational Status Variable and Professional Identity Perception Sub-Dimensions and Organizational Justice Perception Sub-Dimensions

	Professional Identity Perception Subscales					Organizational Justice Perception Sub-Dimensions		
	Perception of Educational and Instructional Interaction	Professional Role Perception	Professional Status Perception of Respectability	Perception of Professional Motivation	Perception of Experiential Pedagogy	Procedural Justice	Interaction Justice	Distribution Justice
r	,134	,122	-,153	-,308**	,277**	-,019	-,066	,101
p	,181	,226	,127	,002	,005	,848	,510	,315
n	101	101	101	101	101	101	101	101

When Table 5 is examined, it is found that there is a moderate negative relationship between the perception of professional identity sub-dimension of professional identity perception and perception of professional motive according to the educational status variable ($r=-0,308$; $p>0,05$) and there is a low positive relationship between the educational status variable and perception of experiential pedagogy ($r=-0,277$; $p>0,05$).

Discussion

In the study, in addition to the relationship between a. Perception of Educational and Instructional Interaction, b. Perception of Professional Role, c. Perception of Professional Status-Respectability, d. Perception of Professional Motivation, e. Experiential Pedagogy Perception and organizational justice perception sub-dimensions; a. Procedural Justice, b. Interaction Justice, c. Distributive Justice, as well as the relationship between Gender, Age, Educational Status, Institution Type variables.

When Table 2 is examined, it is determined that there is a low level negative relationship between procedural justice sub-dimension and professional role perception sub-dimension, interaction justice sub-dimension and experiential pedagogy perception sub-dimension, distribution justice sub-dimension and educational and instructional interaction perception sub-dimension, and a moderate level negative relationship between interaction justice sub-dimension and professional role perception sub-dimension. In the light of the findings, it can be said that at the point of fair distribution of the resources obtained in the organization, individuals' procedural perception increases while their perception of professional role decreases, their perception of experiential pedagogy and their perception of professional role decreases while their perception of interaction perceived depending on the relationship between individuals increases, and their perception of distribution justice, which they perceive as the fair distribution of the gains obtained in the organization among the employees, increases while their perception of instructional interaction decreases. It was determined that there was a low-level positive relationship between the distribution justice sub-dimension and the perception of professional status dignity sub-dimension. In the light of the data, it can be said that while the perceptions of distribution justice, which they perceive as the fair distribution of the gains obtained in the organization among the employees, increase, their perceptions of professional status prestige perception increase. Kavrayıcı and Ağaoğlu (24) concluded that there is a moderate and significant relationship between teachers' perceptions of

teacher identity and the cohesion dimension of organizational commitment perceptions. In a similar study, it was concluded that there was a high level and positive relationship between professional identity perceptions and organizational commitment perceptions (25), and in similar studies it was concluded that there was a relationship between professional identity perceptions and school commitment perceptions (26).

When Table 3 is examined, it can be said that gender variable positively affects individuals' professional identity perception sub-dimension, professional status prestige perception and professional motive perception. Bozguney (27) and Kale's (28) study, it was concluded that there was a significant difference according to the gender variable and that the average of female teachers' professional identity perception was higher than the average of male teachers. Çalı (29) concluded that there was a significant difference between the professional identity perception sub-dimension, self-belonging dimension of female and male physical education and sports teachers and that the difference was in favor of female physical education and sports teachers. Yolcu and Kingır (30) concluded in their study that there is a significant difference in the perception of professional identity of classroom teachers according to gender variable, and this difference is higher in female teachers than male teachers.

When Table 4 is examined, it can be said that the sub-dimension of professional identity perception, perception of professional motive and perception of experiential pedagogy are negatively affected by the age variable, whereas the sub-dimension of organizational justice perception, perception of interaction justice is positively affected. In similar studies, it was found that perceptions of professional identity differed according to the variable of professional seniority (31), and in another study, the time spent in the teaching profession revealed a significant difference in perceptions of professional identity (32). Kale (28) concluded that teacher identity perceptions differed according to age variable, while Çalı (29) concluded that there was no significant difference between age variable and professional identity perception in his study. Tekel (14) concluded that there is a significant difference in the organizational justice sub-dimensions of procedural and interactional justice dimensions according to age variable in his study, while Güllü and Şahin (33) concluded that there is a significant difference in organizational justice and its sub-dimensions according to age variable in their study. When Table 5 is examined, it can be said that the perception of professional identity perception sub-dimension, professional motive perception is negatively affected by the education level variable, while the perception of experiential pedagogy is positively affected. In a similar study, it was concluded that there was no significant difference when teachers' perceptions of professional identity were examined according to the education level variable (28). In another study, it was concluded that there was a significant difference between physical education and sports teachers' perceptions of professional identity, self-identity, professional identity sub-dimensions and general perceptions of professional identity with the variable of education level (29).

Conclusions

As a result, it was found that there was a negative relationship between the sub-dimensions of physical education and sports teachers' perceptions of organizational justice and their perceptions of professional identity. It can be said that justice in the organization affects teachers' teaching identities positively or negatively. While there is a positive relationship between the sub-dimensions of professional identity perception according to gender and educational status variable, it was concluded that there is a negative relationship between the sub-dimensions of professional identity perception according to age variable. It was concluded that there was a significant relationship in organizational justice sub-dimensions according to age variable.

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Information about the authors:

Author, First Name*	Ferhat
Author, Last Name*	ÇAKIR
ORCID	https://orcid.org/0000-0003-0738-3596
E-mail*	ferhatcakil79@hotmail.com
Affiliation*	Turkish ministry of national education
City, Country*	Isparta, Turkey