



Content list available at www.urmia.ac.ir/ijltr

*Iranian Journal
of
Language Teaching Research*



Urmia University

On the relationship between justice judgments, outcomes and identity orientations among Iranian EFL learners: A structural equation model

Seyyed Ayatollah Razmjoo ^a, Rahele Mavaddat ^{a,*}

^a Shiraz University, Iran

ABSTRACT

One problem which can be observed in the field of EFL/ESL learning is that a number of English major BA and MA students are not highly committed to their major and decide not to continue their graduate studies. Sometimes even graduate students from English majors prefer to extend their education or work in an unrelated field. This might be attributed to the extent to which they perceive evaluation procedures and outcomes as fair. Considering this, the present study investigates first the relationships between justice judgments, outcomes and identity orientations. The study, then, uses structural equation modeling in order to examine whether identity orientation has any mediating effect on the relationship between justice judgment and outcomes. Participants were 74 students in Department of Foreign Languages and Linguistics, Shiraz University selected based on convenience sampling. They filled out three questionnaires on distributive and procedural justice judgments, rule compliance and outcome satisfaction, and personal and social identity orientations. The collected data was then analyzed using descriptive statistics, correlation, and structural equation modeling. Based on the obtained findings, procedural justice had significant positive correlation with rule compliance and distributive justice was significantly correlated with outcome satisfaction. The generated structural equation model also indicated that justice judgments only directly affected outcomes and identity had no mediating effect on the causal relationship between the two.

Keywords: justice judgments; outcomes; identity orientations; structural equation modeling

© Urmia University Press

ARTICLE HISTORY

Received: 22 Apr. 2015

Revised version received: 9 June 2015

Accepted: 15 June 2015

Available online: 1 July 2015

* Corresponding author: Department of Foreign Languages & Linguistics, Shiraz University, Shiraz, Iran
Email address: mavaddatr@yahoo.com

© Urmia University Press

doi 10.30466/ijltr.2015.20392

Introduction

Individuals need to believe that they live in a fair world in which they receive what they deserve. This is manifested in how they react to different justice and injustice experiences (Lucas, Sheldon, Firestone, & LeBreton, 2007). Similarly, students and teachers care about justice in their educational lives. Accordingly, students desire to be fairly evaluated by their teachers and teachers consider themselves as justice-minded (Dalbert, Schneidewind, & Saalbach, 2007). A student's perception of justice can be in relation to an outcome, such as a grade at school or university, and can lead to different reactions. Previous researchers have reported that experiencing justice in school leads to students' more trust in societal institutions, better achievement, less deviant behaviors, and less distressed feelings (Dalbert et al., 2007; Fondacaro, Brank, Stuart, Villanueva-Abraham, Luescher, & McNatt 2006).

According to justice judgment theory, an individual's perception of fairness is based on justice rules which are of two categories: distribution and procedural. Leventhal (1980) provides the following definitions for the two categories:

A distribution rule is defined as the individual's belief that it is fair and appropriate when rewards, punishments, or resources are distributed in accordance with certain criteria ... [while] a procedural rule is defined as an individual's belief that allocative procedures which satisfy certain criteria are fair and appropriate. (pp. 6-7)

In other words, distributive justice is concerned with fairness of a decision's outcome while procedural justice is related to the fairness of procedures which are used to come to the decision (Fondacaro et al., 2006).

With regard to the above definitions, both distributive justice and procedural justice are important because as it has been suggested people consider both outcomes and procedures as important principles of evaluation (Van Prooijen et al., 2008). Despite this, it seems that earlier studies of justice have focused on distributive justice and more recent studies have focused on procedural justice (Colquitt, Scott, Judge, & Shaw, 2006; Leventhal, 1980; Magner, Johnson, & Elfrink, 1994; Van Prooijen et al., 2008). However, the two types of justice principles are equally important. Especially, procedural justice can be of significance because procedural justice principles, unlike distributive justice principles which seem to be highly culture specific, appear to be more universal (Tyler et al., as cited in Fondacaro et al., 2006). Furthermore, procedural justice is of importance to people since it can show if they are valued by their authority figures and also the groups to which they belong (Colquitt, 2001). Considering these, both procedural and distributive justice should be taken into account in conducting research on justice.

It is noteworthy, however, that personality traits may alter an individual's perceptions of his/her treatment and at the same time shape the cognitive and behavioral reactions caused by those perceptions. Regarding this, unfortunately, few studies have been done on personality moderators of justice effects (Colquitt et al., 2006). One construct which may affect one's judgment of justice is identity which "defines who or what a particular person is" (Cheek, Tropp, & Chen, 1994, p. 3). An individual's identity is said to be composed of different aspects. Indeed, it was James (1980) who first described the most general components of an individual's identity, namely private and public aspects of the self (Cheek, 1989; Cheek, Smith & Tropp, 2002). Private self or personal identity refers to "one's private perception of self and subjective feelings of continuity and uniqueness, and [public self or] social identity [refers to] one's public image as presented through social roles and relationships" (Cheek et al., 1994, p. 3). But it should be mentioned here that since the introduction of the two aspects of identity, some disagreements have occurred among social scientists over the theoretical primacy of personal and social causes of behavior. Notwithstanding this, it is generally believed that the relative importance or value which is placed on personal identity

characteristics, in comparison to social identity characteristics, leads to consequential individual differences (Cheek, 1989).

It has been stated that justice judgment can affect organizational commitment behavior of people. Lind and Tyler (1988) have stated that procedural justice judgments can significantly affect attitudes towards organization as a whole and organizational commitment, loyalty, and work group cohesiveness, as well. Mowday, Steers and Porter (1979) have also mentioned that a strong belief in and acceptance of the organization's values and goals, a strong desire to put significant effort on behalf of it and a desire to maintain membership in it are three relevant factors characterizing organizational commitment.

The present researchers have noticed that usually a number of BA and MA English major students decide not to continue their graduate studies. Sometimes even BA and MA English major graduates decide to continue their education or work in some unrelated fields. Their desire not to remain as members of their primary selected fields of study and work might be attributed to the way they perceive justice in their educational lives. To make sure of this, the present study was conducted to investigate whether there was any relationship between students' justice judgments, outcome satisfaction, and rule compliance. In conducting this study, both distributive and procedural justice have been taken into account. Furthermore, the influence of identity orientation, i.e. personal and social, on the relationship between judgments of justice and outcomes has been investigated.

Literature Review

In the following section, some studies on justice judgments, outcomes, and identity orientations will be reviewed.

Colquitt, Scott, Judge, and Shaw (2006), through the use of three integrative theories in justice literature, tried to identify personality traits that lead to variations in individuals' reaction to fair and unfair treatment. From the theories, they identified three personality traits, namely morality, trust propensity, and risk aversion and investigated the potential moderating effect of them. Their results confirmed that these traits lead to variation in justice effects.

Dalbert et al. (2007) investigated justice judgment with regard to grading in school. The participants were provided with vignettes describing three types of grading systems, namely norm-, criterion- and individual-referenced testing. Their findings revealed that criterion-referenced testing was perceived as the most just practice. Furthermore, individual-referenced testing was perceived as almost just while norm-referenced testing was judged as almost unjust.

Fondacaro et al. (2006) examined the moderating effect of identity orientations on the relationship between voice and judgment of procedural judgment in a sample of older adolescents. Participants were divided into two different groups and each group read a family conflict scenario (either voice or no vice). The participants were asked to imagine they were in disagreement with their parents over grades and financial support. Their results indicated that there was a positive relationship between participants' voice and judgment of procedural justice. Additionally, it was found that personal identity moderated participants' perception of fairness while social and collective identity did not have such moderating effects.

Kilpatrick, Linville, and Stout (2001) used procedural justice theory to identify characteristics which increase students' perceived fairness of the peer evaluation process. Based on their results, the majority of students preferred both peer evaluation and self-evaluations in the evaluation process,

structured evaluation forms which allowed for additional comments, and a policy of confidentiality in peer evaluation process among other things.

Magner et al. (1994) probed the relationship between procedural and distributive justice in performance appraisal and accounting faculty attitudes and performance. They observed that procedural justice was highly correlated with commitment to the institution, trust in department head, and intent to stay with the institution while distributive justice was highly associated with performance.

In another paper, Norton (2013) traced the trajectory of his research on identity, literacy, and English language teaching with a focus on theories of investment and imagined communities. The participants of her three reviewed studies were English learners from Canada, Pakistan, and Uganda. With regard to Canadian learners, she concluded that developing a sense of ownership over meaning-making helps learners enhance their identities as learners and increase their participation. Considering Pakistani learners, the researcher suggested that "the struggle for literacy, access to English, and technological progress are interdependent, and reflect the desire of a country [Pakistan] in a postcolonial world to engage with international community from a position of strength rather than weakness" (p. 89). Regarding learners from Uganda, the researcher argued how freedom associated with English, education and safety represent the prerequisites for full participation in the literacy world. The researcher then encouraged teachers to utilize practices which help students develop the capacity for imagining a wider range of identities across time and space.

Razmjoo (2010) investigated the effect of identity orientations, namely personal, social, collective and relational on Iranian EFL learners' achievement. Furthermore, he examined the effects of some demographic factors on participants' identity orientation and achievement. Based on his findings, none of the identity aspects predicted participants' achievement. Gender was also found as the only controlled variable which could predict personal and relational aspects of identity.

Tyler and Blader (2003), through providing a model, discussed how procedural justice shapes people's cooperation in groups, organizations and societies, and in sum, social identity. They further explained how social identity, in turn, affects people's behavior, value, attitudes, and in particular procedural justice judgment.

Van Prooijen et al. (2008) investigated how social value orientations, i.e. prosocial and proself, affect people's perception of procedural justice through conducting four different studies. Based on the findings of the first three studies, individuals with proself orientation were more sensitive to the effects of voice granting versus voice denying opportunities on justice perception, emotion and behavior. Furthermore, the results of the fourth study indicated that procedural justice was a stronger predictor of satisfaction and organizational citizenship behaviors among participants with proself orientation than among those with prosocial orientation.

Zeinabedi and Rastegarpour (2010) did a study on the effects of transformational leadership and procedural justice on teacher trust in principal in a sample of Iranian teachers. Based on their results, judgment of procedural justice had a mediating effect on the relationship between transformational leadership and teacher trust in principal.

In their study, Zeinabedi and Salehi (2011) proposed a modified social exchange model for the role of procedural justice, trust, job satisfaction, and organizational commitment in Organization Citizenship behavior (OCB) of teachers. Based on the model obtained through this study, procedural justice promoted teacher OCB in two ways: first, it increased teacher trust and then it led to an increase in teacher job satisfaction and organizational commitment.

A look through the aforementioned studies can reveal that most of them have benefitted from only one type of justice rules, i.e. either distributive or procedural. With regard to this and to the present researchers' knowledge, no study has yet investigated the relationships between EFL learners' perceptions of justice, outcomes, and identity orientations in an academic context. Furthermore, to the researchers' knowledge, no study has investigated the mediating effect of identity orientations on the relationship between EFL learners' perceptions of justice and outcomes in an academic context.

Considering the above limitations, the present study draws on a sample of Iranian university students in the Department of Foreign Languages and Linguistics, Shiraz University, and examines the relationship between judgments of both distributive and procedural justice, outcome satisfaction and rule compliance and personal and social identity orientations. The study also tries to investigate if identity orientation has any mediating effect on the relationship between justice judgments and outcomes. In line with these objectives, the study tries to provide answers to the following questions:

1. Is there any relationship between judgments of procedural and distributive justice, personal and social identity orientations, and outcome satisfaction and rule compliance?
2. Does identity orientation have any mediating effect on the relationship between participants' judgment of distributive and procedural justice and their outcome satisfaction and rule compliance?

As it was mentioned before, most of the studies on justice judgment have focused on either distributive or procedural justice. Furthermore, to the present researchers' knowledge, no study has investigated the relationships between EFL learners' perceptions of justice, outcomes, and identity orientations and the mediating effect which identity orientation might have on the relationships between perceptions of justice and outcomes in an academic context. The current study, therefore, can be considered as significant in that it is an attempt to shed light on these issues which have not received due attention in the existing literature.

Accordingly, the findings of this study can be of significance for the Iranian education system, in general, and university students and instructors in English majors, in particular. If the results of the present study reveal that there are relationships between EFL students' perception of justice and identity orientation, it can help instructors recognize how their evaluations might affect students' outcome satisfaction, and accordingly, rule compliance and commitment to their majors, instructors, and university. If the findings reveal the moderating effect of identity orientation on the relationship between perception of justice and outcome, it can help teachers recognize the importance of taking EFL learners' identity orientations into account while evaluating them. Through the findings of this study, students can also be consciously made aware that how their satisfaction with their academic life might be affected by the way and the extent to which they evaluate their instructors' evaluation as fair and probably by their identity orientations. When they are aware of these issues, they can decide better about their future life and probably show more commitment to their majors. This, in turn, can be of significance for the Iranian education system, as well. As it was stated before, some graduate/students from English majors decide not to work in or continue their education in the related fields. This may waste a lot of time, money, and energy that the Education Organization has spent on training these people. Furthermore, this has led to another problem, i.e. some non-expert individuals from non-English majors have entered the EFL profession as EFL teachers and translators and reduced the quality of work done in the EFL field. By paying attention to all of these, Iranian education system would be better aware of the need for developing evaluation programs which are more justice-oriented.

Method

The following sections reveal how the data for conducting the present study were collected and analyzed.

Participants

The participants of this study were selected based on convenience sampling, from among about 150 students in the Department of Foreign Languages and Linguistics, Shiraz University, Shiraz, Iran. The total number of participants who took part in this study was 80. However, 6 of the questionnaires were discarded because of incomplete data and the remaining 74 questionnaires were used for data analysis. According to some scholars, e.g. Miller and Kuncze (1973) and Halinski and Feldt (1970), for the use of structural equation modeling to be appropriate in a study, it should benefit from at least a ratio of 10:1 participants to independent variables (Bartlett, Kotrlik, & Higgins, 2001). In this study, only six independent variables were examined. Considering this and the fact that the sample was selected from an almost small population, sample size in the present study was quite acceptable. Of the participants, 47 were females, 26 were males, and one of the participants had not specified his/her gender. They were between 19 and 28 with an average age of almost 22. They included 63 BA students of English literature (49) and linguistics (14) and 11 MA students of TEFL.

Instruments

The main instruments used in this study were a justice judgment questionnaire, an outcome measure questionnaire, and an identity orientation questionnaire. All measures were assessed with five-point Likert scales. The information regarding each of these scales has been provided in the following sections.

The Justice Judgment Questionnaire

The justice judgment questions were taken from Colquitt's (2001) Organizational Justice Questionnaire as a both valid and reliable questionnaire for measuring justice. This questionnaire is composed of four components, i.e. procedural, distributive, interpersonal and informational justice components. However, only the first two components of the questionnaire were considered as necessary regarding the purpose of the present study. The procedural justice component included 7 items and the distributive justice had 4 items. To make sure of the appropriateness of using these components/items for collecting data on justice measures in the context of the present study, reliability of the two components as well as that of the whole 11 items was examined. Moreover, validity of the questionnaire was scrutinized through conducting confirmatory factor analysis. With regard to the reliability of procedural justice component of the questionnaire, the Cronbach's Alpha value was found to be .78. According to Pallant (2007), Cronbach's Alpha values above .7 can indicate that a scale is reliable. The Cronbach's Alpha value for the distributive Justice scale was revealed as .80. Finally, the reliability of the whole items of justice measure questionnaire was reported as .82 which again confirmed the suitability of the questionnaire for the context of this study.

With regard to validity of the questionnaire, the 11 items of the procedural and distributive justice judgment scale were subjected to principal component analysis (PCA). But before running PCA, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Sphericity Test were run to determine the appropriateness of data for running factor analysis. According to Pallant (2007), the KMO value should be higher than .6 and the value of Bartlett's Test of Sphericity should be significant for factor analysis to be appropriate. Based on the findings, KMO value was .77 and

the value of Bartlett's Test of Sphericity was also significant. Therefore, the data were considered appropriate for running factor analysis. PCA confirmed the presence of two components with eigenvalues exceeding 1, explaining 37.28% and 16.59% of the variance, respectively. Therefore, the two-scaled solution expressed a total of 53.87% of the variance. Oblimin rotation was then run to help in interpreting these two components. Based on the findings, all the variables were loaded substantially, either positively or negatively, on one component and most of them loaded on the two components. It was further found that items 1, 3, 4, 5, 6, and 7 were loaded on procedural justice judgment component and items 8,9, 10, and 11 were loaded on the distributive justice judgment component. This was in line with the findings of Colquitt (2001) who tested the validity of the original questionnaire. With regard to item 2, it was loaded on the procedural justice judgment component in the study done by Colquitt (2001). In the present study, however, this item was loaded on the two components. Although it had a stronger correlation with distributive justice component, it was logically related to the procedural justice subscale, and thus the researchers decided to keep the item under the procedural justice subscale. Overall, the findings supported the use of a two factor justice judgment questionnaire and an 11-item questionnaire was considered more appropriate in the context of the present study.

The Outcome Measure Questionnaire

The outcome measure questionnaire was adapted from Colquitt (2001). The original questionnaire is composed of four factors, namely outcome satisfaction, leader evaluation, rule compliance, and collective study. Nevertheless, only two of these factors, i.e. outcome satisfaction and rule compliance, were considered appropriate in conducting the present study. Outcome satisfaction scale included two items and rule compliance scale had three items. It should be mentioned that Colquitt (2001) himself had selected rule compliance items from among five items in a study on understanding the importance of justice of group procedures done by Tyler, DeGoey, and Heather (1996). With regard to the reliability of outcome measures, Cronbach's Alpha values for Outcome satisfaction scale, the rule compliance scale, and the whole outcome measure questionnaire were revealed as .7, .81, and .80, respectively. Regarding these values, one can conclude that outcome measure questionnaire, in general, and its two composites, i.e. outcome satisfaction and rule compliance scales, in particular, were reliable and could be used in the present study.

Concerning validity of this questionnaire, KMO value was revealed to be .74 and the value of Bartlett's Test of Sphericity was also significant. Therefore, the suitability of data for running confirmatory factor analysis was approved. PCA supported the presence of two factors explaining 55.7 and 18.9% of the variance, respectively. As a result, the two-scaled questionnaire expressed 74.63% of the variance. The findings revealed that all the variables were either positively or negatively loaded on the two components. More specifically, the first two items were loaded on the outcome satisfaction scale while the next three items were loaded on the rule compliance scale. The overall results confirm the use of the outcome satisfaction and the rule compliance scales, as appropriate in this study.

The Identity Orientation Questionnaire

The present study adapted the identity orientation scales from Cheek (1989). The adapted scales were personal scale with ten items and social scale with seven items. The obtained Cronbach's Alpha value for the personal scale was .7 and it was almost .85 for the social scale. The whole items of the questionnaire had also a reliability of .80. Consequently, the applied identity orientation questionnaire along with its subscales could be considered as reliable.

KMO and Bartlett's Test of Sphericity were run to investigate the suitability of data for running factor analysis. KMO value was reported as .64 and Bartlett's Test of Sphericity value was also significant. Therefore, the data were considered suitable for running factor analysis.

PCA confirmed the use of two components which explained 25.63% and 15.2% of the variance, respectively. Therefore, the two-scaled questionnaire expressed a total of 40.83% of the variance. Based on the results, most of the variables were loaded substantially, either positively or negatively, on the two components. It was observed that items 1, 3, 5, 7, 9, 12, 15, 16, and 17 were loaded on personal scale and items 2, 4, 6, 8, 10, 11, and 13 were loaded on the social scale. However, one of the items (Item 14: My feelings of being a unique person, being distinct from others) was not loaded on any of the two components and the researchers decided to discard it. Overall, the findings supported the appropriateness of the use of a two-scaled identity orientation questionnaire. It is worth mentioning, however, that a 16-item questionnaire was considered more appropriate in the context of the present study as one item was not loaded on any of the two components.

Procedure

The data for this study was obtained from four groups of students in the Department of Foreign languages and Linguistics, Shiraz University, Shiraz, Iran. The questionnaires were distributed among the participants at the end of the semester because some forms of evaluation were already done by the instructors at that time. Before distributing the questionnaires, the researchers talked with the instructors about the appropriate time for gathering the data. The instructors decided to devote part of their class time, about 15-20 minutes, to the task. The students were asked to complete the questionnaires with regard to their grades and the way they thought their midterm exams, quizzes, and classroom activities were evaluated by their instructors. They did not need to introduce themselves and were made sure that their ideas had no effect on their ultimate outcome. Consequently, they were asked, through both a clear instruction at the top of the questionnaire and instructors' and researchers' explanations, to feel free in giving their opinions by selecting their desired options. The researchers or the instructors guided the participants in case they had any problem in answering the items. Overall, 74 questionnaires were obtained and the data went through the next phase, i.e. data analysis.

The obtained data from the three questionnaires were subjected to SPSS 16 and LISREL 8.54. Pearson-product moment correlation was run to investigate the probable relationships between participants' judgment of procedural and distributive justice, their identity orientations and outcome satisfaction and rule compliance. Furthermore, Structural equation modeling was used to see whether identity orientation had any significant mediating effect on the causal relationship between justice judgment and outcome and to test fit indices of the generated model.

Results and Discussion

Table 1 displays descriptive statistics results and inter-correlation between variables.

Table 1
Mean, standard deviation, variance, and correlations

| Variables | | Mean | SD | (1) | (2) | (3) | (4) | (5) | (6) |
|-----------|--------------------------|------|-----|-------|-------|-------|-------|------|------|
| Justice | Procedural (1) | 3.77 | .65 | 1 | .44** | .28* | .45** | .27* | .12 |
| Judgment | Distributive (2) | 3.57 | .79 | .44** | 1 | .47** | .39** | .04 | .09 |
| Outcome | Outcome satisfaction (3) | 3.24 | .90 | .28* | .47** | 1 | .47** | -.01 | .08 |
| Identity | Rule compliance (4) | 3.91 | .87 | .45** | .39** | .47** | 1 | -.04 | .10 |
| | Personal (5) | 3.97 | .48 | .27* | .04 | -.01 | -.04 | 1 | .28* |
| | Social (6) | 3.29 | .76 | .12 | .09 | .08 | .10 | .28* | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As it can be seen, participants have believed that their instructors have used procedural justice (Mean=3.77, SD=.65) more than distributive justice (Mean=3.57, SD=.79). They have also had a higher mean score for their rule compliance (Mean=3.91, SD=.87) than for their outcome satisfaction (Mean=3.24, SD=.90). Additionally, it became clear that participants have been more personally oriented (Mean=3.97, SD=.48) than socially oriented (Mean=3.29, SD=.76). Overall, participants' mean scores for procedural justice judgment, rule compliance, and personal identity have been higher than their mean scores for distributive justice judgment, outcome satisfaction, and social identity. To see whether there were any correlations among these variables, Pearson-product moment correlation was run.

Table 1 shows, that the first highest correlation has been between distributive justice judgment and outcome satisfaction ($r=.47$, $p<.01$). The next highest correlation has been between procedural justice and rule compliance ($r=.45$, $p<.01$). Furthermore, there has been a positive medium correlation between distributive justice and rule compliance ($r=.39$, $p<.01$) and a positive low correlation between procedural justice and outcome satisfaction ($r=.28$, $p<.05$). Consequently, it can be observed that outcome satisfaction has more positively been related to distributive justice judgment than to procedural justice judgment. In contrast to this, rule compliance has had a higher correlation with procedural justice judgment than with distributive judgment. These findings are in line with the findings of the previous researchers who observed that outcome satisfaction was related to distributive justice and rule compliance was related to procedural justice (Aboul-Ela, 2014; Colquitt, 2001; Tyler, & Lind, 1992).

The table also indicates that there has been a positive medium correlation between distributive and procedural justice judgment ($r=.44$, $p<.01$). This was not unexpected as the variables were scales of the same questionnaire, i.e. justice judgment questionnaire.

The table also indicates that there has been a positive low correlation between personal identity and procedural justice judgment ($r=.27$, $p<.05$). However, no significant correlation was found between personal identity and the remaining variables. Social identity had no correlation with other variables either. Different opinions about the relationship between justice judgments and identity orientations have been reported. Some scholars believe that justice concerns are altruistic and there is no relationship between justice and the self. Some others, however, believe that the two are related (Skitka, 2003). De Cremer and Van Lange (2001) have mentioned that people with proself

orientation seek to enhance their own outcomes and self-interest. This can imply that they are after distributive justice. In contrast, Van Prooijen et al. (2008) have found that judgment of procedural justice can be affected by individualistic needs and motives. Tyler and Blader (2003) have also explained how procedural justice shapes people's social identity and how social identity, in turn, affects people's judgment of procedural justice. With regard to the above, the present researchers initially believed that identity aspects and the two composites of justice judgment might be related. In particular, they expected to observe some correlations between personal identity and distributive justice judgment, on one hand and between social identity and procedural justice, on the other hand. But contrary to their beliefs, only personal identity had a low correlation with judgment of procedural justice ($r=.27, p<.05$) and there was no other significant correlation between identity aspects, rule compliance and outcome satisfaction. Skitka (2003) has stated that people become concerned about justice and what is fair or unfair when justice concerns are activated and when they are more self-aware. She has argued that because people have choice over their identities, their identities will be idiosyncratic in content and, as a result, their concerns about fairness might be idiosyncratic too. She has stated that "priming different aspects of identity has little effect on behavior or justice reasoning unless identification-that is, internalization of that identity-is also high" (p. 287). These might explain the unexpected relationship between personal identity and procedural justice.

Overall, it can be induced from Skitka's work that an increase in people's self awareness can lead to an increase in their sensitivity toward different situations. Based on this, the present researchers can argue that internalization of a higher personal identity might raise one's expectation concerning self-interest and lead to a more critical judgment of justice and, consequently, less outcome satisfaction. In contrast, internalization of a higher social identity might raise one's expectation of what social norms and rules should be and may cause him/her to have a pessimistic assessment of procedural justice. This argument may explain the finding that no correlation was found between personal identity and judgment of distributive justice or between social identity and judgment of procedural justice. It may further illuminate why literature shows contradictory results on the relationship between identity aspects and justice judgment composites. This claim, however, deserves further studies.

Another purpose of the current study was to generate a model for the relationships between justice judgments, outcomes, and identity orientations. It was hypothesized that participants' justice judgments both directly and indirectly, through the mediating effect of identity orientation, affect outcomes. Figure 1 represents the initial model for relationships between the aforementioned variables.

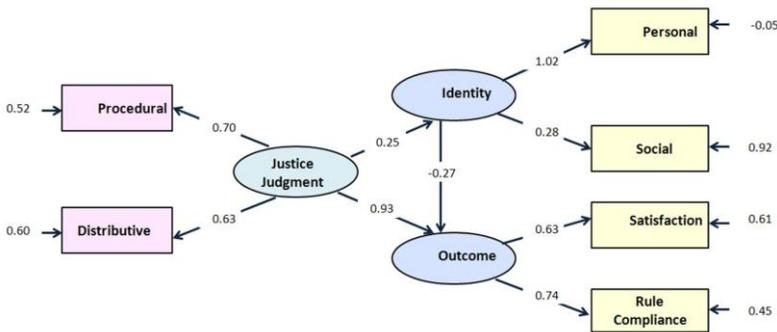


Figure 1. Initial model for relationships between justice judgments, outcomes, and identity orientations

A look through Figure 1 can reveal that justice judgment has directly and in a meaningful way affected outcome ($\beta = .93, p < .05$) but not identity ($\beta = .25, p < .05$). Furthermore, justice judgment has not had any meaningful effect on outcome through the mediating effect of identity ($\beta = -.27, p < .05$). Skitka (2003) explains that accessibility of a specific identity in the working self-concept depends on past experiences, present expectations and current motives and goals of the perceiver, as well as cues from the social context. This might justify why identity has not had any mediating effect in the developed model. In addition, there might be some other mediating constructs rather than a person's identity orientation that influence the relationship between justice and outcome. Identifying these constructs necessitates further research. Table 2 shows effects of justice judgments on outcomes.

Table 2
Direct and indirect effects of justice judgment on outcome

| Path | β | t |
|---------------------|---------|-------|
| Justice to outcome | 0.93 | 3.61 |
| Justice to identity | 0.25 | 1.73 |
| Identity to outcome | -0.27 | -0.58 |

Considering the information in the above table, it can be concluded that there is only a direct causal relationship between justice judgment and outcome. Figure 2 presents the final model for the effect of justice judgment on outcome.

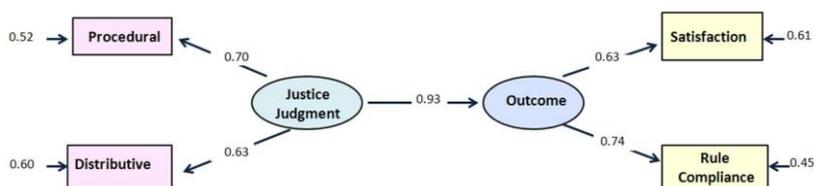


Figure 2. Final model for the effect of justice judgments on outcome

Finally, it should be also mentioned that structural equation modeling was used to test fit indexes of the model. The results have been presented in Table 3.

Table 3
Fit indices of the generated model

| X^2 / df | RMSEA | GFI | CFI | NFI |
|------------|-------|-----|-----|-----|
| 1.45 | .079 | .96 | .96 | .90 |

According to Hair, Tatham, Anderson, and Black (2006), goodness-of-fit indices of an acceptable model should be as follows: $X^2/df < 5.0$, $RMSEA < 0.08$, $GFI > 0.90$, $CFI > 0.90$, and $NFI > 0.90$ ($p < 0.05$). The findings of this study indicated that the goodness of fit indices of the generated model was quite acceptable at $p < 0.05$.

Conclusion

The results of this study can shed light on the importance of considering both distributive and procedural justice while evaluating EFL learners' performance in an academic context. An increase in EFL students' perceptions regarding the fairness of evaluation outcome and process can cause them to be more satisfied and obedient (Colquitt, 2001). This is of significance because, as the previous research has indicated, a high appraisal of fairness can increase organizational trust and commitment (Magner et al., 1994; Zeinabedi & Rastegarpour, 2010; Zeinabadi & Salehi, 2011). Furthermore, a low appraisal of fairness might lead to deviant behaviors and psychological problems (Dalbert et al., 2007; Fondacaro et al., 2006). Accordingly, if students perceive evaluation outcome and process as fair, they become satisfied, willing to obey academic rules and regulations, loyal to their instructors, committed to their major, and, finally, committed to supporting the achievement of the university's goals. This can be of great importance when FL students are involved because, as Norton (as cited in Kumaravadivelu, 2006) states, when learning a new language, not only does the learner invest in the target language, but also s/he invests in her/his own identity. Indeed, as learners invest in a second language, they re-evaluate their sense of themselves, their identities, and their opportunities for the future (Norton, 2013). Consequently, making students more sensitive to issues concerning distributive and procedural justice can make them prepare for the life outside classroom and especially for their professional lives.

The findings of this study indicated that EFL students' identity orientation had no mediating effect on their outcomes. As it was discussed in the previous section, accessibility of a given identity in the working self-concept can be affected by the perceiver's previous experiences, present expectations, current motives and goals, and cues from the social context (Skitka, 2003). Moreover, the effect of justice judgment on outcome satisfaction and rule compliance might be due to other mediating constructs and this deserves further investigation.

This study investigated judgments of procedural and distributive justice from Iranian university students' viewpoints. Justice judgments, however, can be investigated through considering university instructors' perspectives too. Furthermore, the relationships between other types of justice judgment, other identity aspects, and other outcome components deserve examination in future studies. Finally, due to some limitations, it was not possible for the present researcher to collect much more data. Accordingly, future researchers are suggested to benefit from a larger number of participants in conducting relevant studies.

References

- Aboul-Ela, G.M. (2014). Analyzing the relationships between organization justice dimensions and selected organizational outcomes-empirical research study. *The Business & Management Review*, 5(2), 34-44.
- Bartlett, J. E., Kotrlík, J. W., & Higgins, C. C. (2001). Organizational research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.
- Cheek, J. M. (1989). Identity orientations and self-interpretation. In D. M. Buss & N. Cantor (Eds.), *Personality Psychology: Recent Trends and Emerging Directions* (pp. 275-285). New York: Springer-Verlag.

- Cheek, J. M., Smith, S. M., & Tropp, L. R. (2002). *Relational identity orientation: A fourth scale for the AIQ*. Paper presented at the meeting of the Society for Personality and Social Psychology, Savannah, GA.
- Cheek, J. M., Tropp, L. R., & Chen, L. C. (1994). *Identity Orientations: Personal, Social, and Collective Aspects of Identity*. Paper presented at the August 1994 meeting of the American Psychological Association, Los Angeles.
<http://www.wellesley.edu/Psychology/Cheek/jcheek.html>.
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology, 86*(3), 386-400.
- Colquitt, J. A., Scott, B. A., Judge, T. A., & Shaw, J. C. (2006). Justice and personality: Using integrative theories to derive moderators of justice effects. *Organizational Behavior and Human Decision Processes, 100*, 110-127.
- Dalbert, C., Schneidewind, U., & Saalbach, A. (2007). Justice judgement concerning grading in school. *Contemporary Educational Psychology, 32*, 420-433.
- De Cremer, D., & Van Lange, P. A. M. (2001). Why prosocials exhibit greater cooperation than proselves: The roles of social responsibility and reciprocity. *European Journal of Personality, 15*, S5-S18
- Fondacaro, M. R., Brank, E. M., Stuart, J., Villanueva-Abraham, S., Luescher, J., & McNatt, P. S. (2006). Identity orientation, voice, and judgments of procedural justice during late adolescence. *Journal of youth and adolescence, 35*(6), 987-997.
- Hair, J. F., Tatham, R. L., Anderson, R. E., & Black, W. (2006). *Multivariate data analysis* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. Kilpatrick, D. J., Linville, M., & Stout, D. (2001). Procedural justice and the development and use of peer evaluations in business and accounting classes. *Journal of accounting education, 19*, 225-246.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Mahwah, NJ: Lawrence Erlbaum.
- Leventhal, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationship. In K. Gergen, M. Greenberg, & R. Willis (Eds.), *Social exchange: Advances in theory and research* (pp. 27-55). New York: Plenum Press.
- Lind, E. A., & Tyler, T. R. (1988). *The social psychology of procedural justice*. New York: Springer Science+Business Media.
- Lucas, T., Alexander, S., Firestone, I., & LeBreton, J. M. (2007). Development and initial validation of a procedural and distributive just world measure. *Personality and Individual Differences, 43*, 71-82.
- Magner, N., Johnson, G. G., & Elfrink, J. (1994). Evidence on the relationship between procedural and distributive justice in performance appraisal and accounting faculty attitudes and performance. *Journal of Accounting Education, 12*(4), 325-341.

- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of vocational behavior, 14*, 224-247.
- Norton, B. (2013). Identity, literacy, and English language teaching. *Iranian Journal of Language Teaching Research, 1*(2), 85-98.
- Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS for version 15* (3rd ed.). London: Open University Press.
- Razmjoo, S. A. (2010). Language and Identity in the Iranian Context: The Impact of Identity Aspects on EFL Learners' Achievement. *Journal of Teaching Language Skills (JTLS), 2*(2), 99-121.
- Skitka, L. J. (2003). Of different minds: An accessible identity model of justice reasoning. *Personality and social psychology review, 7*(4), 286-297.
- Tyler, T. R., & Blader, S. L. (2003). The group engagement model: Procedural justice, social identity, and cooperative behavior. *Personality and Social Psychology Review, 7*(4), 349-361.
- Tyler, T., DeGoey, p., & Heather, S. (1996). Understanding why the justice of group procedures matters: A test of the psychological dynamics of the group-value model. *Journal of Personality and Social Psychology, 70*(5), 913-930.
- Tyler, T. R., & Lind, E. A. (1992). A relational model of authority ingroups. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 115-191). San Diego, CA: Academic Press.
- Van Prooijen, J. W., De Cremer, D., Van Beest, I., Ståhl, T., Van Dijke, M., & Van Lange, P. A. M. (2008). The egocentric nature of procedural justice: Social value orientation as moderator of reactions to decision-making procedures. *Journal of Experimental Social Psychology, 44*, 1303-1315.
- Zeinabedi, H. R., & Rastegarpour, H. (2010). Factors affecting trust in principal: testing the effect of transformational leadership and procedural justice. *Procedia-Social and Behavioral Sciences, 5*, 1004-1008.
- Zeinabadi, H. R., & Salehi, K. (2011). Role of procedural justice, trust, job satisfaction, and organizational commitment in Organizational Citizenship Behavior (OCB) of teachers: Proposing a modified social exchange model. *Procedia-Social and Behavioral Sciences, 29*, 1472-1481.

Acknowledgments

We are grateful to Dr. Mehdi Mohammadi, Dr. Ghasem Salimi, and Dr. Yousef Keshavarz for their very useful statistical assistance. Our thanks are also due to instructors in Department of Foreign Languages and Linguistics, Shiraz University, for their support during data collection.

Seyyed Ayatollah Razmjoo is an associate professor of TEFL at Shiraz University, Shiraz, Iran. He has published and presented papers both nationally and internationally. His research interests are in the following areas: teaching methodology, research methods and language testing.

Rahele Mavaddat is a PhD candidate of TEFL at Shiraz University, Shiraz, Iran. Her main areas of research interest are teacher education and professional development, language teaching methodologies, and language testing.

Appendix A

The Justice Judgment Questionnaire

Your Background Information:

Gender: Male Female Major: Age:

Academic degree: BA MA

Dear Student,

The following items are concerned with your grade and the procedures used to arrive at it. Please indicate your ideas by selecting your desired option.

All the information by the participants shall be kept strictly confidential. Thank you for your consideration.

| | Never | Seldom | Sometimes | Often | Always |
|--|-------|--------|-----------|-------|--------|
| 1. I have been able to express my views and feelings during evaluation procedures. | | | | | |
| 2. I have had influence over my grade arrived at by evaluation procedures. | | | | | |
| 3. Evaluation procedures have been applied consistently. | | | | | |
| 4. Evaluation procedures have been free of bias. | | | | | |
| 5. Evaluation procedures have been based on accurate information. | | | | | |
| 6. I have been able to appeal the grade arrived at by evaluation procedures. | | | | | |
| 7. Evaluation procedures have upheld ethical and moral standards. | | | | | |
| 8. My grade reflects the effort I have put into my work. | | | | | |
| 9. My grade is appropriate for the work I have completed. | | | | | |
| 10. My grade reflects what I have contributed to the department/university. | | | | | |
| 11. Given my performance, my grade is justified. | | | | | |

Appendix B

The Outcome Questionnaire

Dear Student,

Please indicate the extent to which you agree or disagree with each statement by selecting your desired option.

| | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| 1. The grade I am currently receiving in this course is acceptable. | | | | | |
| 2. I am satisfied with my current grade in this course. | | | | | |
| 3. I always try to follow the rules of my class. | | | | | |
| 4. I come to class on time. | | | | | |
| 5. I follow the policies established by my teaching assistant. | | | | | |

Appendix C*The Aspects of Identity Questionnaire*

Dear student,

The following items describe aspects of identity. Please read them carefully and consider how they apply to you by selecting your desired option.

Not Important: Not important to my sense of who I am

Slightly Important: Slightly important to my sense of who I am

Somewhat Important: Somewhat important to my sense of who I am

Quite Important: Quite important to my sense of who I am

Very Important: Very important to my sense of who I am

| Items | Not Important | Slightly Important | Somewhat Important | Quite Important | Very Important |
|---|---------------|--------------------|--------------------|-----------------|----------------|
| 1. My personal values and moral standards | | | | | |
| 2. My popularity with other people | | | | | |
| 3. My dreams and imagination | | | | | |
| 4. The ways in which other people react to what I say and do | | | | | |
| 5. My personal goals and hopes for the future | | | | | |
| 6. My physical appearance: my height, my weight, and the shape of my body | | | | | |
| 7. My emotions and feelings | | | | | |
| 8. My reputation, what others think of me | | | | | |
| 9. My thoughts and ideas | | | | | |
| 10. My attractiveness to other people | | | | | |
| 11. My gestures and mannerisms, the impression I make on others | | | | | |
| 12. The ways I deal with my fears and anxieties | | | | | |
| 13. My social behavior, such as the way I act when meeting people | | | | | |
| 14. Knowing that I continue to be essentially the same inside even though life involves many external changes | | | | | |
| 15. My self-knowledge, my ideas about what kind of person I really am | | | | | |
| 16. My personal self-evaluation, the private opinion I have of myself | | | | | |