

Procedural Justice as an Approach to Address Workload among Kindergarten Supervisors, Minia Governorate

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Abstract

The current research aimed at identifying the level of procedural justice and workload among kindergarten supervisors at Minia governorate, and identifying the relationship between procedural justice and workload. For data collection, the researcher applied a questionnaire to a sample of (36) kindergarten supervisors, Minia governorate. Results revealed that there was a statistically significant correlative relationship between the level of procedural justice and workload reflected in the workload of kindergarten supervisors. Therefore, the study recommended providing a suitable climate for practicing procedural justice, paying attention to the professional development of kindergarten supervisors, providing material and moral encouragement for kindergarten technical supervisors, providing means of transportation between kindergartens especially in the countryside, and activating the system of promotions inside kindergartens.

Key Words: procedural justice, workload, kindergarten supervisors

Introduction

Interest in childhood is one of the most important significant criteria for society's progress and development. This interest, in fact, reflects an interest in the nation's future. Consequently, preparing children and caring for all his aspects outlines a kind of preparation for facing the civilizational challenges imposed by development requirements and society rapid changes.

In this context, Samedna,J and Chandan,K (2014) asserted that technical supervision occupies a distinctive position in the kindergarten educational process, as it is the core of the teaching and learning process. Besides, it represents the cornerstone of the educational process, and without qualified technical supervision who is aware of educational process goals and who has enthusiasm towards work in kindergarten institutions, kindergartens cannot success in performing their tasks effectively and implement their goals that have existed for.

In the light of the above, there is a great concern among researchers to develop technical supervision and overcome any difficulties they face as there are many obstacles in their work environment that prevent them from fulfilling their roles. These obstacles include the factors surrounding their work environments

such as the lack of specialized training and qualification programs, absence of clear roles and responsibilities, lack of justice in the distribution of inputs and outputs, the large number of tasks assigned to them, lack of sufficient time to update their knowledge in their work field, and the load of supervision. Consequently, all these factors affect their psychological state which is reflected in their performance level; which in turn, exposes them to the causes of workload (El-Rasbia,Z, 2012; 110).

Hussien, S(2013) concluded that the workload reduces the workers' performance and increases their desire to leave work. This interest in the workload is due to its negative effects, both on the individual or group level, as the sense of workload can affect workers' job satisfaction in particular, and this has a negative impact on the educational process in general.

Research Problem:

In Egypt, there many laws regarding educational supervision as Egypt's Education Law (2007), No.155 and its executive regulations, where the Article No.78 determined the workloads and proportions of guidance deities in the educational field, and the Article No. (6)which illustrated the distribution of technical supervision as follows: one general supervisor from the first distinguished level and the first level, one first supervisor in the directorate of education from the first distinguished level and the first level, one supervisor in each educational administration, and a supervisor in educational administrations from the first, second and third levels, with the rate of one for every 40 teachers. (Executive Regulation of the Education Law, No.155, 2007).

In addition to the above, the educational supervision is assigned to specialized supervisors in return of 5 Egyptian pounds per visit as stated by the Ministerial Decree(208/1989) and publication 5/1-2008, follow up private kindergarten, Ministry of Social Solidarity). Moreover, Directorate of Education, General Administration of Kindergarten (Publication 5/2008/1) asserted that subject teachers are excluded from kindergarten supervision and it should be assigned to specialized supervisors. While the Directorate of Egypt, General Administration of Kindergarten, Bulletin dated 3/1/2002 stated that periodic meetings with teachers are required to explain alternatives to traditional teaching (Ministerial Decision No.330). Besides, Article (17) of Child Law requires integration between kindergarten supervisors and teachers (Cadre Act (105) of 2017). Reviewing Education Law and statistical data for kindergarten supervisors, Minia Governorate, the researcher illustrated that supervisors number are (51) assigned to supervise (2623) female teachers, each supervisor is responsible for (51) kindergarten teachers in separate locations, most of them are in rural areas (Directorate of Education, General Supervision of Kindergarten). Since these kindergartens are located in separate areas in the countryside; this requires effort and hardship to travel from kindergarten supervisors, which represent a load on them.

So, the researcher conducted a survey directed to (28) kindergarten supervisors, aimed at identifying the difficulties they face while performing their work. The researcher found that supervisors suffer from many difficulties that make them unable to perform their work, and these problems were arranged in descending order according to the ratios of agreements as follows: the procedural injustice among them and supervisors in other educational levels with the percentage of (98%), the large number of kindergartens assigned to them to supervise(82%), the kindergarten locations are far from their accommodation, with the difficulty of providing transportation(80%), the large number of teachers they supervise (79%), lack of incentives or

rewards (77%), they are not participating in decisions regarding teachers assignments or transfer(73%), little transfer fee and delay in payment(70%), there are non-specialized kindergarten teachers (68%), school principals are not aware of the nature of kindergarten work (64%), and the weak response of the older teachers to supervisor instructions(60%). These problems and their feelings of workload and injustice of administration decisions, and job dissatisfaction affect their performance because of low performance and therefore this will be reflected in kindergarten teachers' performance. Besides, they are not able to give kindergarten teachers all the guidance and supervision they need and thus will be reflected in the main output quality, which is the child.

In this context, Yar A. M. & Hüseyin S. (2014) indicated that procedural justice and feeling it depends mainly on the degree of adherence or violation of structural rules structural rules constituting procedural justice which are as follows: the rule of appeal that means the existence of opportunities to object the decisions ,review or modify if there is a justification for this action; the ethical rule which reflects distributing resources according to ethical standards; the representation rule that is relating decision-making process to all stakeholders, so that all supervisors can participate in making decisions that relate to their professional lives; the rule of impartiality(objectivity) that means neutrality, moving away from personal interests, and keeping it away from decision making and taking; the accuracy rule that is making decisions based on accurate , comprehensive and confirmed information; the harmony rule that is justice in applying rewards and punishment procedures of all supervisors in all circumstances.

Hence, the issue of procedural justice is one of the important topics in the field of kindergarten administration, because of its great impact on facing workload. It affects kindergarten supervisors feeling of job satisfaction and improves their performance through realizing their feelings, understanding their attitudes and interests, as well as creating a positive atmosphere of work, linking their goals with kindergarten goals, participating them in setting plans and preparing to accept their complaints and suggestions, in addition enhancing their skills and its development. This creates an atmosphere of satisfaction and justice, and this feeling will push them to work using their full energies in order to achieve kindergarten goals as well as their personal goals. Moreover, it enhances the status of belonging, sincerity, and loyalty that kindergarten supervisors feel to achieve a sense of commitment, loyalty, and organizational citizenship among them.

According to what previously presented, the researcher conducted the current research with the aim of identifying the nature of the correlative relationship between procedural justice and workload among kindergarten supervisors, Minia Governorate; especially all previous studies- according to the researcher knowledge- did not address personal justice in the kindergarten stage and did not link it to the workload they have. So, the research problem concentrates on the importance of implementing procedural justice and using it as an approach to address the workload of kindergarten supervisors at El-Minia governorate. This problem stimulating the following questions:

1. What is the level of applying procedural justice among kindergarten supervisors at El-Minia Governorate?
2. What is the level of the workload for kindergarten supervisors in El-Minia Governorate?
3. Is there a statistically significant correlation between the level of procedural justice and the workload of kindergarten supervisors in El-Minia Governorate?

Research Objectives: The current research aimed at:

1. identifying the level of applying procedural justice among kindergarten supervisors at El-Minia Governorate.
2. identifying the level of the workload for kindergarten supervisors in El-Minia Governorate.
3. identifying the nature of the relationship between procedural justice and the workload of kindergarten supervisors in El-Minia Governorate.

Research Significance:

1. This study addresses the issue of procedural justice and its relationship to the workload of kindergarten supervisors as one of the new topics in contemporary administrative thought and it has a great deal of importance.
2. The results of this study open new horizons for other researchers in order to study some other aspects related to the research topic.
3. This study contributes to enriching the educational library, especially with the scarcity of research and studies that dealt with procedural justice and its relationship to the workload of kindergarten supervisors in El-Minia Governorate.

Research Methodology

The current research utilized the descriptive and analytical approach as it is the most suitable to the nature of the study.

Research Tools

For data collection, the researcher utilized the following tools:

- The first tool: a questionnaire to identify the level of procedural justice among kindergarten supervisors in El-Minia Governorate. (Prepared by the researcher)
- The second tool: a questionnaire to identify the level of the workload among kindergarten supervisors in El-Minia Governorate. (prepared by the researcher)

Theoretical Background

Procedural Justice

Abboud, M.(2012:49) indicated that procedural justice reflects the extent to which the supervisors feel the justice of the methods followed in determining the results of their efforts, the integrity of the standards, the integrity of the procedures followed in judging the outputs such as evaluating performance procedures and the criteria used in this, in addition to the accuracy of implementing the evaluation process. Therefore, recognizing the meaning of procedural justice by supervisors is related to many rules that form the conceptual framework for the content of this concept. Moreover, Ravangard, et al. (2013) study aimed to test the effect of the organizational justice components, including procedural justice on the dimensions of organizational commitment, and the study concluded that procedural justice has a positive correlative relationship with the overall organizational commitment.

Consequently, the researcher believes that these dimensions represent a reflection of the supervisors' feeling of procedural justice which utilized in determining rewards are justice procedures, in addition to reflecting the mental perception of procedural justice used in making decisions affecting the individual. This kind of justice is achieved when the supervisors have the opportunity to discuss the principles and the rules on which her performance will be evaluated, and the lack of justice of these outputs leads to creating stress among them, which negatively affects their work performance.

Hassanein,R. (2013: 108-109) indicated that procedural justice can be divided into two types:

Justice Procedures: this relates to justice methods and mechanisms when making a decision, as participation in decision-making, or seeking to adopt new procedures that supervisors are aware of within the limits available to them, or seeking to adopt specific measures to reduce bias and errors in decisions that have been taken.

Injustice Procedures: this relates to injustice methods and mechanisms when making decisions regarding kindergarten supervisors, which creates negative feelings of them, and this leads to a decrease in their job performance. So, in order to achieve objective and justice procedural justice should be characterized by these two conditions:

- The first party that establishes the organizational procedures (administration) agrees with the second party who is affected by those procedures (supervisors) on the merits on which these procedures are formulated.
- The first party (the administration) must provide the second party (supervisors) with sufficient information on how to implement these procedures.

Based on the foregoing, it can be said that the justice of the procedures includes three elements:

- Formal rules and standards for procedures.
- Explaining the procedures and decision-making process.
- The interaction between who applies the rules (the decision maker) and the supervisors who are affected by the decision.

Furthermore, there is a correlation between distributional justice and procedural justice. That kindergarten supervisors' feeling of justice in distribution is closely related to their sense that the distribution decisions were carried out according to fair guidelines and methods, so the justice procedures reflect the supervisors' sense of justice followed in taking decisions related to the distribution regulations. While as, the lack of procedural justice among kindergarten supervisors leads to an inequitable distribution, which causes a sense of workload and as a result their feelings of work stress.

The positive effects of implementing procedural justice in kindergarten:

The concept of procedural justice is of great significance in the performance of kindergarten as it plays a prominent role in the coherence of administrative systems at all levels. It also reflects a beautiful image of kindergarten through highlighting the results of the work, the cohesion of its members and their good communication with each other, and their respect and appreciation for each other and for others. There are many literatures that highlighted the importance of procedural justice for kindergarten in particular, and for

administrative organizations in general. Darawsheh,N. (2017:373) indicated that the concept of procedural justice is an important concept in the literature of modern management because of its role in the following:

- Enhancing the confidence of kindergarten employees in their organization.
- Achieving kindergarten goals and programs with outstanding effectiveness and realism.
- Achieving the employees' satisfaction in kindergarten.
- Noticing the kindergarten competence in accomplishing its tasks and activities.
- Provide the foundations of justice, equality, and impartiality in rights and duties among all, according to laws, regulations, and instructions that express the individual's relationship with the organization.
- Forming the individual's personality, values, motives and attitudes with justice and credibility.
- Modifying the attitudes of kindergarten employees positively, and therefore their performance at work.
- Increasing supervisors' and teachers' motivation towards work.
- Helping in clarifying the reality of the procedural system of salaries and wages.

The negative effects of non-implementing procedural justice in kindergarten:

In the state of non-implementing procedural justice among kindergarten supervisors, this will create negative consequences as indicated by Ahmed,J. (2016:304), which are as follows:

- Decline in job performance in kindergarten.
- Weak organizational loyalty of kindergarten supervisors.
- The supervisors desire to leave work.
- Lack of job satisfaction among kindergarten supervisors.
- Weak organizational trust among kindergarten supervisors.
- The unwillingness of kindergarten supervisors in professional development.
- Weak social relations between directors in kindergarten.

Moreover, Nwosu & Gbadamosi (2011: 206) added to the effects of non-implementing procedural justice:

- Failure to apply justice will be the basis of all organizational harm.
- The basis for the decline of the organization.
- The basis of low quality in performance.

Workload:

Workers are exposed to an increased sense of pressure due to various factors including the increased loads resulting from multiple roles, or multiplicity of responsibilities and personality style, to an increased sense of pressure if compared to people who perform fewer tasks (Youssef, J 2007:23). So, in order for the educational supervisors to use the modern evaluation methods in guiding teachers in schools, attention should be paid to the supervision and its various activities through reducing the workload on the supervisors so as to have enough time to be updated with the most recent supervision styles and selecting them from school principals as well as providing a separate budget for educational guidance as recommended by Eldor's study (2017).

Therefore, studies in this field have sought for identifying the attitudes of kindergarten supervisors, and revealing the effects of those positive and negative feelings on their ability to achieve the goals of the institution in which they work and their attitudes towards their jobs and institutions to raise the quality of the production, and thus illustrates many of undesired reactions and behaviors among kindergarten supervisors such as high rates of absence, frequent complaints; frequent work mistakes; poor performance, and other patterns of behaviors as being related to work stress as a result of workload, or inexperienced leader and others which cause a rapid feeling of pain, frustration, and boredom of work (Tarek,M 2015:246).

The workload is loading the worker with burdens over his capacity and increasing their quantitative burdens which cannot be accomplished on time. It may be in a qualitative form, such as asking the individual to perform actions that do not fit his own preparations and capabilities or charging the individual with less than what is required from works which are considered also a source of pressure because that means underestimating his capabilities and abilities. Nabil, H (2016:239) added some causes of workload as incompatibility of the individual personality with the requirements of the organization, problems of subordination to power, imbalance in labor relations, and competition for resources.

Yasser,M (2015) concluded in his study that educational supervision is an important pillar of the educational organization, as the educational supervisor has many tasks and a great burden in guiding teachers and monitoring them. These workloads and lack of training courses, weakness of school principals' ability to practice educational supervision, curriculum difficulty, student dropout, and lack of commitment to official working hours; leads to accumulations which have turned into bottlenecks that hinder his career.

The researcher believes that such workloads may hinder the supervisors' communication with their heads at work and that the little time the supervisors have as well as the large number of schools that they supervise limit their follow-up to teachers who supervise and hinder presenting effective feedback to them. Moreover, the techniques used by the educational supervisors in communicating with teachers and schools may cause workload if it is a slow and unhelpful routine. In addition, the researcher believes that the teachers' indifference and lack of interest in applying the recommendations of the supervisor or in attending meetings, training courses and workshops may lead to workloads of the supervisors.

Moreover, the researcher administrated that the kindergarten supervisors deal with different categories of teachers and school administrators who have different thinking styles ,different abilities to accept criticism and other opinions, and who are different in the use of methods of dialogues as they have various economic and social conditions. All of these cases, in turn, also generate psychological pressure among the supervisors to give everyone his right in supervision, guidance and advice.

Consequently, the researcher concludes that as a result of workloads that the directors are exposed to in their work in kindergarten and its negative effects on kindergarten and them; kindergartens must seek to find solutions in order to maintain their mental health and stability. That reducing the severity of these loads increases their career satisfaction as a focus of many organizations because of its great importance and prominent role in increasing the output quality.

For these reasons, the studies of Al-Rasbieh,Z,(2012); Rifai,L. (2014); Abdel Majeed,A. (2017); Ashwi,A. (2019) indicated that one of the most significant sources of workloads and educational problems

is weak incentives, lack of promotion opportunities, task pressure, lack of control, poor feedback, work stress, conflict and ambiguity of role, lack of participation in decision-making ,and lack of career development. Therefore, Al-Mushrif's (2014) study recommended the necessity of reviewing the salaries of managers and heads of departments in a manner that suits their workloads, granting them increments with their current work which are in line with the job description, that the employee should enjoy material and moral advantages that makes him feel more secure and stability.

Research Results:

- **Answering the first question: "What is the level of applying procedural justice among kindergarten supervisors at El-Minia Governorate?"**

Table (1)

Estimated Degrees and Average of Sample Opinions Response Rates Regarding the Procedural Justice Axis Statements (n=36)

n.	Statements	Response			Estimated Degree	Average of response rates
		Agree	Disagree	To some extent		
1	Make career decisions based on available information and facts.	5	8	23	54	0.50
2	Explain the administrative decisions to the supervisors when they ask about them.	18	12	6	84	0.78
3	Accepting opposite opinions with an open mind.	5	7	24	53	0.49
4	Interest in doing feedback on decisions issued by the administration.	5	9	22	55	0.51
5	Include supervisors in their decisions.	6	7	23	55	0.51
6	Commitment to promotions on time without delay.	6	3	27	51	0.47
Total Axis Degree					352	0.54
Minimum Confidence Interval Level=0.52			Maximum Confidence Interval Level=0.82			

Table (1) indicated the following:

- The average of the research sample response rates in the first axis" procedural justice" ranged from (0.47: 0.78).
- That statement n. (2) ranged between the minimum and maximum confidence interval levels, which indicated that it was achieved with a moderate degree.
- While the statements n.(1,3,4,5,6) came below the minimum confidence interval level, which indicated that they were not achieved and revealing that central administration for kindergarten and basic education is not keen on procedural justice.

- The percentage of the dimension as a whole was (0.54), which ranges between the minimum and the maximum confidence interval levels , which indicates its achievement with a moderate degree, this was due to these reasons: career decisions are taken away from the available information and facts, such as the numbers of supervisors in relation to the numbers of teachers, assigning non-specialized teachers to work in kindergartens, assigned kindergartens are in ruler well as urban areas, there is no communication between the central administration and the supervisors in order to appeal the decisions, the implementation of decisions in an obligatory manner and does not accept any change, here is no feedback on the decisions issued by the central administration in order to get identify the impact of these decisions and the results of their application in a way that suits the work needs and the needs of the supervisors, there is also inside the kindergarten ladder promotions, and there are no new appointments to work in kindergarten, but it is possible to assign non-specialized teachers to work in kindergarten to fill the gap. That the teacher remains a teacher and the supervisor remains a supervisor till she returns a gain to be a teacher inside kindergarten.

Answering the Second Question:" What is the level of the workload for kindergarten supervisors in El-Minia Governorate?"

Table (2)

Estimated Degrees and Average of Sample Opinions Response Rates Regarding the Workload Axis Statements (n=36)

n.	Statements	Response			Estimated Degree	Average of response rates
		Agree	Disagree	To some extent		
1	I find difficulty and complexity in the tasks assigned to me.	26	6	6	90	0.83
2	I am assigned workloads of absent supervisors due to small number of supervisors.	27	4	5	94	0.87
3	Increase the financial expenses related to my job as a supervisor.	29	6	1	100	0.93
4	Difficulty moving from one kindergarten to another during work, especially if the places are far away.	29	7	-	101	0.94
Total Axis Degree					385	0.89
Minimum Confidence Interval Level=0.52		Maximum Confidence Interval Level=0.82				

- The average of the research sample response rates in the second axis" The Workloads" ranged from (0.49: 0.78).
 - That the statements n.(1,2,3,4) were achieved below the maximum confidence interval level and this is due to the following reasons: most of the kindergartens are located in rural areas far from each other, so the supervisors find it difficult to move to them and need material expenses, the kindergarten system requires more budget than what is available to as it consists of activities,

and to conduct all these activities the supervisor covers the expenses of them on her personal account. Besides, the supervisors need to honor teachers to encourage them to continue in their distinguished performance which requires high expenses. In addition to the small number of supervisors which overload them with duties exceeds their abilities and capabilities and they also find stress to deal with the unqualified teachers or teachers with the same age.

- The percentage of the dimension as a whole was (0.89), which was above the maximum confidence interval level, indicating that it was achieved significantly. These results is consistent with the results of Tekeste, S. F., & Nekzada, N. I.(2014)and BinDarag,B. (2016) which revealed that the workload is a major cause of work stress due to the employees 'feeling of fatigue, exhaustion and stress, as stress in the workplace can be caused by some factors, the most significant of which are heavy workloads, excessive pressure which can interfere with the productivity and performance of their employees, and can affect their physical and emotional health, their relationships and home life, and can determine success or failure in the job, and which can lead to their feelings of job dissatisfaction.

Answering the Third Question: "Is there a statistically significant correlation between the level of procedural justice and the workload of kindergarten supervisors in El-Minia Governorate?"

Table(3) The Nature of the Relationship between Procedural Justice and the Workload of Kindergarten Supervisors in El-Minia Governorate

Variable	
The Workload	Procedural Justice
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- Analyzing the research results revealed that there was a statistically significant negative relationship between the level of procedural justice and the workload of the kindergarten supervisors in El-Minia Governorate, where the relationship between them was as follows:
- Failure to make decisions by the central administration for basic education and kindergarten based on realistic statistics such as numbers of supervisors, which creates the workload among supervisors. This is confirmed by the study of (Hadjisymeou, G. (2010) which indicated that participation in decision-making is a feasible method to deal with workload. As the abilities and capabilities of supervisors, the number of specialized and non-specialized teachers, the location of kindergarten in rural and urban areas, the ratio of the supervisor to teachers and the budget of kindergarten results in taking decisions under pressure to assign supervisors with a large number of duties.

Recommendations:

In the light of the research results, the researcher recommended the following:

- Provide adequate budget for kindergarten.
- Providing a complete organizational structure for kindergarten work.
- Providing leaders to support procedural justice.

- Providing qualified human resources to work in kindergarten.
- Providing policies that support procedural justice.
- Providing a suitable climate for practicing procedural justice.
- Paying attention to the professional development of kindergarten teachers and supervisors.
- Provide material and moral encouragement for technical supervision in kindergarten.
- Providing means of transportation between the kindergartens especially in rural areas.
- Activating the system of promotions inside kindergarten.
- Make decisions based on realistic statistics.
- Participating supervisors in decisions regarding their work.
- Interest in doing feedback on decisions issued.
- Providing the opportunity for the supervisors to challenge the decisions issued.
- Examine the percentages of supervision jobs in kindergarten periodically.
- Clarify the tasks assigned to the supervisors.

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