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The effect of ethical leadership on psychological empowerment: The moderating role of organizational justice

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Abstract

The aim of this study was to evaluate the effect of Ethical leadership on psychological empowerment of staff through the influence of organizational justice dimensions between National Bank Kohgiluyeh and Boyer. In this study, ethical leadership as the independent variable and psychological empowerment as the dependent variable and the dimensions of organizational justice is as the mediator variable. Reliability of the questionnaire was confirmed by using Cronbach's alpha coefficient, content validity by using comments of experts familiar with the subject of the study and its construct validity was confirmed by using structural equation. The population in this study consisted of all National Bank Kohgiluyeh and Boyer. Data collection has also conducted by random sampling method. After extraction of data of answers of the group and the variance estimated, the sample size was calculated by using the formula Cochran That 250 people were randomly selected as sample. Also SPSS and PLS software were used to determine the correlation and analysis of data. The results of the data analysis leads to confirm all of the hypotheses of the study: ethical leadership has a positive and significant effect on psychological empowerment, ethical leadership has a positive and significant effect on distributive justice, ethical leadership has a positive and significant effect on procedural justice, ethical leadership has a positive and significant effect on interactional justice, distributive justice has a positive and significant effect on psychological empowerment, procedural justice has a positive and significant effect on psychological empowerment, and ultimately interactional justice has a positive and significant effect on psychological empowerment.

Keywords: psychological empowerment, Ethical leadership, distributive, procedural, interactional justice.

Introduction:

In the tumultuous field of modern organizations, only organizations are successful which are able to take advantage of all its human resources capacity. Therefore, organizations are successful that their managers have new approaches to a new capital. In this regard, managers

and senior leaders, in addition to the role of coordinator and facilitator, have also another role which is employee empowerment (Puor Kiani et al., 1387). Leadership as an issue that has long attracted researchers and the general public has been defined the process of influencing and directing people towards achieving their goals. Perhaps the reason of the wide attractiveness of leadership is that it is a very mysterious process and does not existence in the life of everyone (Yukl, 1382). Leadership is one of the main requirements for the activities of many of today's organizations, especially the recent scandals in the field of business has increased the importance of questions about the leadership role in the formation of ethical behavior. Today, managers and leaders are successful in organizations who can in addition to his official duties, go beyond the circle of autonomy and look at other people in the organization at all levels and classes as human beings who deserve respect and not as tools to achieve organizational goals. One of the most important variables that employees grade their leaders is fairness in procedures, rewards and relations that they have with employees in the organization. If employees accept that leaders in addition to pay attention to the work and human ethic observe justice among the staff, they may be more motivated to try to achieve organizational goals.

Excellent organizations completely manage the talent of their employees at individual, group and organizational level, and provide a platform for empowering their employees. These organizations promote justice and empower their employees. The fairness is a basic issue for all employees in the organization (Anderson et al., 2003) and plays a crucial role in the success of the organization and advancement of its goals. Managers are responsible for creating a fair environment in the organization. For example, they are expected to be fair in sharing tasks, work plan and schedule, selection of personnel for training opportunities, allocation of tasks and work situations and the implementation of performance evaluation. As a result, the creation and development of the concept of justice is a key tool for managers in achieving organizational goals (Joy et al., 1992) in general, and the empowerment in particular. In fact the psychological empowerment as one of the factors motivating employees to achieve organizational goals can be influenced by the belief and attention of managers and leaders to organizational justice (Shah Heydari Poor, 1391).

Management and organization theorists believe that for employees feel empowered, the necessary conditions and platforms must be provided in the organization. In fact, for organizations can benefit from having an empowered staff, the organization, management and staff must have the necessary preparations for this work (Randolph, 2000). One of the factors that should be considered by the management to empower employees is leadership style. Previous researches have shown that Ethical leadership is one of the factors influencing psychological empowerment (Zhou, 2008).

So, given that Ethical leadership as one of the new leadership approaches has considered in today's organizations and on the other hand one of the most important characteristics of Ethical leaders in any organization is to observe different types of justice, The aim of this study was to evaluate the effect of Ethical leadership on psychological empowerment through the influence of organizational justice dimensions between National Bank Kohgiluyeh and Boyer.

Theoretical Foundations

Psychological Empowerment:

Employee empowerment is of issues that has attracted many researchers and academics and experts in management and psychology in the late 82. Review of research literature suggests for several reasons empowerment as an important topic in the field of management has been widely recognized. First, staff empowerment is one of the basic elements of effectiveness of management and organization and when the power and control be multiplexed the efficiency increases. Another reason is that some studies report that empowerment can be a facilitator in

response to environmental changes (Ergeneli et al., 2007). The first measures and investigations of empowerment in the workplace are provided by Conger and Kanungo. Conger and Kanungo know empowerment as the process of increasing the sense of self-efficacy in people through the identification and elimination of conditions that resulting in the inability of staff. Empowerment refers to create the conditions to increase motivation in performing duties assigned by fostering a sense of personal self-efficacy (Conger et al., 1998). After reviewing associated researches, Thomas and Velthouse argued that empowerment is a multi-level concept and its nature cannot be explained by a single concept, they have generally defined empowerment as increasing motivation of internal work which is manifested in four areas of competence, self-determination, meaningfulness and effectiveness and reflects the orientation of the individual for the role of his career. Competence refers to the degree that a person can do his job with skill. Thomas and Velthouse have been defined competence as employees' feelings of self-efficacy or personal skills and believe that behaviors related to the competence must be internal and increase tenacity in the face with difficulties. Thomas and Velthouse believe that the sense of self-determination or selection consists of individual sense of autonomy. Such a person knows himself the causality center and believes that the behaviors that he does have originated from himself, not from others. They say the feeling of selection is an infrastructural condition to have the internal motivation.

Thomas and Velthouse more broadly defined empowerment as a state of internal motivation in relation to the job, which includes four inner visions and expresses the willingness of people to their work roles:

• Meaningfulness: it is the degree to which an individual personally experiences a duty meaningful (Chigozirim et al., 2008). People who are empowered in their jobs feel meaningfulness and have special value and attention to their goals in which they are (Ma et al., 2006).

• A feeling of self-organizing: the feeling of self-organizing is the effect that a person has on the content of his job (Chigozirim et al., 2008) and refers to the discretionary power of employees in determining the activities necessary to perform job duties (Majidi et al., 2008) .

• A sense of competence: competence or qualification is the degree to which a person feel safe than his ability to carry out the tasks, and refers to the extent that a person can do his job duties with skill (Majidi et al. 2008).

• A feeling of efficacy (effectiveness): effectiveness or perceived control is the effect that a person has over his working environment (Majidi et al., 2008). Employees to be able to feel the impact and effectiveness at work should in addition to the feeling of effective work, come to this belief that they can create that effect and feel that they control the outcome of the works (Spritzer et al., 2005).

Organizational Justice:

On the necessity and importance of organizational justice, this point is sufficient that the existence of justice in the organization causes to the growth of programs, continuous improvement of organizational performance and a great power in order to synergies, development and creation of opportunities for organizational excellence. Greenberg first time in 1987, proposed the term organizational justice as perceived justice at workplace as an important factor in the effectiveness of the organizations, which tries to shows the role of justice and fairness and its impact on organizational performance and personal satisfaction (Olson et al., 2006). In this respect, empirical studies on organizational justice began since 1990 that resulted in the identification of three types of justice i.e. distributive justice, procedural justice and interactional justice in organizations. Distributive justice refers to fair outcomes and results that employees receive. This type of organizational justice is rooted in the

Adams' equity theory (1965). This theory focused on how people respond to unfair interventions and behaviors of managers and supervisors in the distribution of resources and rewards in organizations. Procedural justice means the perceived justice from the process of distribution of bonuses. Here the question is whether it is possible that an employee who receives less reward than others does not feel injustice or inequality? According to procedural justice, the answer is yes. The third type of organizational justice is called interactional justice. Interactional justice includes procedures that organizational justice is transmitted by supervisors to subordinates. This type of justice relates to aspects of the communication process (eg, honesty and respect) between the transmitter and receiver of justice (Forret et al., 2008).

Employee perception of organizational justice can be studied from both perspectives, inside and outside the organization. From the perspective of within the organization the usual dimensions of justice such as procedural justice, distributive justice, interactional justice, informational justice and ... can be considered. In the external dimension of organizational justice the Justice-oriented behavior of organizations with customers, competitors, initial suppliers and the environment are considered.

Distributive Justice: According to Adams' equity theory, individuals wishing to receive a fair reward for doing work. In other words, benefit from the rewards of doing as much as their colleagues (Greenberg, 2000). According to Adams, Equality is achieved when employees feel that they are rewarded in proportion to the effort they are doing, and the ratio of input to output at their work is equal to the same ratio between their colleagues.

Procedural justice: Procedural justice means justice perceived from the process used to determine the distribution of rewards (Robbins, 2001). Here it can be asked whether it is possible that an employee who receives less reward than others does not feel any injustice or inequality. According to procedural justice, the answer is yes. With increased understanding of procedural justice, personnel look to superiors and their organization in a positive way, even if they are dissatisfied with pay, promotions and other personal effects.

Interactional justice: The third type of organizational justice is called interactional justice. Interactional justice is a way that organizational justice is transmitted by supervisors to subordinates. This type of justice relates to aspects of the communication process (like politeness, honesty and respect) between the transmitter and receiver of justice. Since interactive justice is determined by the behavior of management, this kind of justice is related to cognitive, emotional, and behavioral reactions against management or supervisor.

Ethical Leadership:

Ethical Leadership is one of the factors affecting the capacity of organizational adaptability. Marion and Yoheibin believe that the role of leadership is essential in adaptable systems (Bell et al., 2004). With regard to ethical leadership is one of the styles of leadership that is widely used in organizations, in the present study this aspect of leadership is concerned. Scholars have different definitions of leadership that in all them, social influence is the common factor because the leadership is the process of social influence in which leaders seek voluntary cooperation of followers to reach their organizational goals (Amin Mozaffari, 1390).

Today, leadership requires a variety of skills and flexible manner, in order to face with the challenges of change and new demand (Harris et al., 2008). A look at the styles of leadership showing a diverse range of styles that some of them in terms of the nature and emphases are newer than the leadership styles (Golparvar et al., 2011). One of these styles that was emerged during the early years of the third millennium is Ethical leadership. According to the definition, ethical leadership is to display appropriate behavior as normative through personal actions and interpersonal relationships and promote such behaviors among followers through two-way

communications, encouragement and decision-making (Brown et al., 2007). Among the features of Ethical leadership we can point out things such as respect for others, Servant of others, being just, being honest, being pluralist (Siyadat, et al., 2010), being protective, develop skills and confidence in subordinates (Yukl et al., 2013), compassion, fairness, Develop followers to adhere and observe ethical standards and consider the rewards and punishments for moral and immoral behaviors (Niri et al., 2010) and attention and establish human relations (Zhu et al. 2008).

Current researches suggest that moral leaders are described as honest, trustworthy, altruist and principled people and adopt fair and coordinated decisions, also they consistently notify moral principles to employees, determine clear ethical standards and use rewards and punishments for observe these standards (Dehghan et al., 2006).

With respect to ethical leadership, Den Hartog and De Hoogh have raised three dimensions of fairness, sharing of power and clarity of roles (Kalshoven et al., 2011). In this regard, Brown (2005) adds ethical guidance, rectitude, tolerance, and people orientation to mentioned dimensions. According to Brown, the sharing of power means that ethical leaders allow the followers to raise their ideas, and listen to their ideas and concerns (Brown et al., 2005).

The consequences of Ethical leadership

Individual and management factors of ethical leadership have a series of results that will appear in a leadership function. This function consists of four dimensions and related components:

• Social exchange: One of the prevailing theories of social exchange is equity theory (Reilly, 2006). In this theory, in addition to emphasizing the importance of a sense of justice of employees towards fair treatment of the organization with them, it is claimed that if employees feel they have been treated unfairly, are motivated to establish justice. In the new version of the equity theory that is provided by Adams, it is stated that people compare "their received" with "others' received from the organization", if with this comparison conclude that the organization's dealing with staff is relatively unfair, they feel injustice, and try to reduce this inequity.

• Staff commitment: Loyalty of ethical leaders reflects the willingness of employees to adhere to the Ethical principles and compliance with the commitments and policies. In other words, leaders with high loyalty follow up the rules and operate in a transparent manner and take responsibility for the works.

• Trust of staff: most of the literature on this subject suggests that the leader must correctly predict future actions to create conditions needed for the development of trust. Such leaders believe virtues like honesty, trust and try to implement it in their daily lives (Yukl , 2002).

• Social learning: According to social learning theory, employees learn by observing actions, attitudes and values of the actors. Ethical leaders are like actors because they encourage others to justice and truth (Shukurat, 2012).

The literature:

Nasr Esfahani et al (1392) in their study entitled the relationship between ethical leadership and staff empowerment, investigate the relationship between ethical leadership and employee empowerment in martyr Mohammad Montazeri plant in Isfahan. The results of the analysis showed that there is a significant relationship between ethical leadership and employee empowerment. In addition, there is a significant positive relationship between the fairness, transparency of roles and sharing of roles and employee empowerment.

Fathi et al (1393) in their research entitled modeling the relationship between ethical leadership and clinical governance with psychological empowerment of nurses tried to modeling the relationship between ethical leadership and clinical governance with psychological empowerment among nurses in the hospitals in Kermanshah. The results of the analysis

showed that the relationship between ethical leadership and clinical governance and psychological empowerment is significant. Based on results of the study ethical leadership directly and through the clinical governance impacts the psychological empowerment of nurses.

Samadi Miarkolaei et al (1392) in their study entitled the relationship between transformational leadership and psychological empowerment of staff (CASE STUDY: Department of Education of Babolsar city) investigated the relationship between transformational leadership and psychological empowerment in staff of Education of Babolsar. The results of the analysis of questionnaire data show that there is a significant relationship between transformational leadership and its dimensions with psychological empowerment, among the components of transformational leadership, individual considerations was the best predictor of psychological empowerment but intellectual stimulation had no significant effect on psychological empowerment. According to the results, the leaders play an important role in empowering employees by creating appropriate empowering environment and conditions.

Shah Heydari Pour et al (1391) investigated the relationship between organizational justice and psychological empowerment. The results of the analysis of survey data showed that there is a significant positive relationship between organizational justice and psychological empowerment. Also among the dimensions of organizational justice, including, distributive, interpersonal, informational and procedural and psychological empowerment, there is a significant positive relationship.

Dezhban et al (1390) in their study entitled the relationship between organizational justice and the quality of the relationship between supervisors and subordinates with trust in supervisor and psychological empowerment dimensions explained the relationship between organizational justice with two subscales of distributive justice, procedural justice and leader-member exchange in an industrial company in Esfahan. The results showed that procedural justice and leader-member exchange predict trust in supervisor and psychological empowerment dimensions well. Distributive justice could not predict the criterion variables. The predictor variables predict trust in supervisor better.

Mahmoudi Kia et al (1394) in their study entitled the relationship between Ethical leadership and psychological empowerment with the mediation of procedural justice and interactional justice studied the relationship between ethical leadership and psychological empowerment with the mediation of procedural justice and interactional justice. The results of the study showed that ethical leadership directly, and with the mediation of procedural justice and interactional justice indirectly affect the psychological empowerment. Also, ethical leadership is associated with psychological empowerment and this leadership style promotes procedural and interactional justice and through these two types of justice can provide employee empowerment.

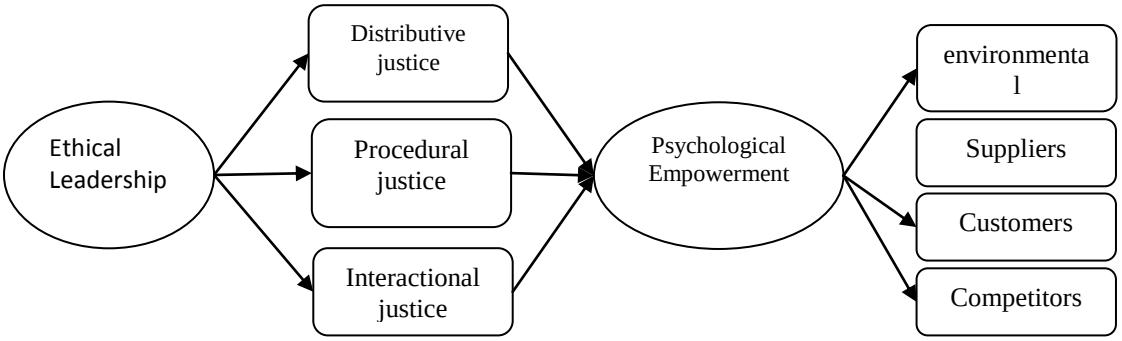


Figure: Intra- and inter organizational justice dimensions

Hypotheses:

The First hypothesis: ethical leadership has a significant positive impact on psychological empowerment.

The second hypothesis: ethical leadership has a significant positive impact on distributive justice.

The third hypothesis: ethical leadership has a significant positive impact on procedural justice.

The Fourth hypothesis: ethical leadership has a significant positive impact on interactional justice.

The Fifth hypothesis: distributive justice has a significant positive impact on psychological empowerment.

The Sixth hypothesis: Procedural justice has a significant positive impact on psychological empowerment.

The Seventh hypothesis: interactional justice has a significant positive impact on psychological empowerment.

Research methodology

This study based on objective is applied and is descriptive and correlational. In this study, ethical leadership as the independent variable, psychological empowerment as the dependent variable and the three dimensions of organizational justice including distributive, procedural and interactional justice is as the mediator variable. The population of this study included all National Bank Kohgiluyeh and Boyer. Data collection has also conducted by random sampling method. First a group of 30 people were selected from the population and the questionnaires were distributed among them. After extraction of data of answers of the group and the variance estimated, the sample size was calculated by using the formula Cochran That 250 people were randomly selected as sample. Also SPSS and PLS software were used to determine the correlation and analysis of data.

The data collection tool

To investigate the relationship between the two variables described in the text and collect data to analyze and understand the relationships between them a questionnaire of 12 questions was used to measure Ethical leadership. Also a questionnaire of 15 items was used to measure organizational justice dimensions and a researcher made questionnaire of 16 questions designed based on the five-item Likert scale was used to measure psychological empowerment.

Number of Questions	The number of questions	Variables
1-12	12	Ethical Leadership
13-17	5	Distributive justice
18-22	5	Procedural justice
23-27	5	Interactional justice
28-43	16	Psychological Empowerment

Table: variables and the number of questions for each variable

Validity and reliability of research

First the validity was confirmed by content method and the reliability was confirmed through Cronbach's alpha and then the relationship between the two variables was investigated by SPSS software. The validity of the two questionnaires was approved by using the comments of experts familiar with the subject of the study. Cronbach's alpha coefficient was used To assess the reliability of the questionnaires and in a pilot study after analyzing 30 questionnaires the obtained reliability coefficient for variables was as the following table that all of them show a high reliability. The obtained Cronbach's alpha in the final distribution of the questionnaire was 98/6 that demonstrates the reliability is acceptable. Cronbach's alpha coefficient for the variables is as Table 2.

Cronbach's alpha coefficient	variable
0/954	Ethical Leadership
0/909	Distributive justice
0/851	Procedural justice
0/841	Interactional justice
0/971	Psychological Empowerment
0/986	whole questionnaire

Table: Cronbach's alpha coefficient

Describe the demographic variables: based on information collected from questionnaires, percentage of respondents, according to the demographic variables listed in Table 3. As can be seen, 51% of respondents are men and 49% are women. More than 7% of respondents are under 25 years of age, more than 14% between 25 and 30 years, 18% between 31 and 35 years, more than 16% between 36 and 40 years, more than 16% between 41 and 45 years and more than 26% higher than 46 years.

education	**Number**	**Age**	**Number**	**Number**	**Gender**

15	**diploma**	18	**to 25 years**	128	**Male**
33	**Associate Degree**	37	30-26	122	**Female**
165	**Bachelor**	45	31 -35		
37	**Master**	42	36 -40		
		42	45 - 41		
		66	46**above**		

Table 3: Descriptive information about the respondents

According to the data, more than 16 percent of respondents have between 0 to 5 years of work experience in the Education Organization, 18% between 5 to 10 years, 28% between 10 to 15 years, more than 15% have a history between 15 to 20 years, and finally 21% between 20 to 25 years of work experience in the organization. The results of descriptive information about the work experience are provided in Table 4.

20 to 25 years	**15 to 20 years**	**10 to 15 years**	**5 to 10 years**	0 **to 5 years**	**work experience**
53	38	72	45	42	**Number**

Table 4: Descriptive information on work experience

Internal consistency

In structural equation modeling, first, it is needed to study the construct reliability to determine that the selected questions have the required accuracy to measure the desired constructs (Taqavi Fard et al., 1390). In this way that the Loading factor of each question has a Loading factor of higher than 0.4 with its construct, then the question has the required accuracy to measure that latent structure or property (Seyyed Abbaszadeh et al. 1391). In Table 5, the values of loading factor for questions of each structure are given.

If the questions of the studied structures have a Loading factor of less than 0.4, they don't have the required importance for measurement and should therefore be excluded from the analysis process, and the rest of the questions are entered in the analysis process. Therefore the

construct reliability which was done to check the accuracy and importance of the chosen questions to measure the structures show that the remaining questions provide appropriate factor structures for measuring the studied dimension in the research model. Table 5 shows the loading factor of each question.

Loading factor	Items	Loading factor	Items	Loading factor	Items
0/891	Empowerment4	0/881	Distributive justice4	0/625	Ethical Leadership 1
0/897	Empowerment5	0/841	Distributive justice5	0/840	Ethical Leadership2
0/879	Empowerment6	0/813	Procedural justice1	0/820	Ethical Leadership3
0/849	Empowerment7	0/833	Procedural justice2	0/797	Ethical Leadership4
0/695	Empowerment8	0/751	Procedural justice3	0/889	Ethical Leadership5
0/860	Empowerment9	0/847	Procedural justice4	0/863	Ethical Leadership6
0/864	Empowerment10	0/735	Procedural justice5	0/840	Ethical Leadership7
0/882	Empowerment11	0/548	Interactional justice1	0/848	Ethical Leadership8
0/841	Empowerment12	0/831	Interactional justice2	0/793	Ethical Leadership9
0/818	Empowerment13	0/878	Interactional justice3	0/756	Ethical Leadership10
0/753	Empowerment14	0/809	Interactional justice4	0/866	Ethical Leadership11
0/810	Empowerment15	0/822	Interactional justice5	0/813	Ethical Leadership12
0/815	Empowerment16	0/867	Empowerment1	0/788	Distributive justice1
-	-	0/899	Empowerment2	0/887	Distributive justice2
-	-	0/848	Empowerment3	0/887	Distributive justice3

Table 5: Results of confirmatory factor analysis

The Dillon-Goldstein coefficient is used to check the composite validity of each of the structures. In the structural equation modeling methodology the composite reliability coefficient higher than 0.7 for each structure indicates its reliability is appropriate. The values of this coefficient which is greater than 0.7, is presented in the table. Therefore the structures have appropriate composite reliability. The average variance extracted (AVE) of structures have been reported in Table 6 through which we can check the third criterion of the internal consistency of structures. These values in Table 5 are higher than 0.5 that indicate the validity of the measuring tool is appropriate.

Composite Reliability	AVE	Variable
0/959	0/664	Ethical Leadership
0/932	0/735	Distributive justice
0/896	0/635	Procedural justice
0/887	0/618	Interactional justice
0/973	0/698	Psychological Empowerment

Table 6 check the values of (AVE) and composite reliability

The correlation between the variables is presented in Table 7. For example, the variable Ethical Leadership has the correlation coefficient of 0/877 with variable Psychological Empowerment that represents an acceptable correlation coefficient for the relationship between these two variables.

Correlation	Dependent variable	*Independent variable*
0/877	Psychological Empowerment	Ethical Leadership
0/819	Distributive justice	Ethical Leadership
0/808	Procedural justice	Ethical Leadership
0/807	Interactional justice	Ethical Leadership
0/833	Psychological Empowerment	Distributive justice
0/817	Psychological Empowerment	Procedural justice
0/840	Psychological Empowerment	Interactional justice

Table 7: Correlation between hypotheses

The results of the hypotheses testing for all eight hypotheses listed In Table 8. Evaluated criteria for testing the hypotheses of this study include the beta of each hypothesis, the t-value and the results of hypothesis.

The results of hypothesis	SIG	T	Beta	Hypothesis	
				Dependent variable	Independent variable
Confirmed	0/000	30/314	0/887	Psychological Empowerment	Ethical Leadership
Confirmed	0/000	22/513	0/819	Distributive justice	Ethical Leadership
Confirmed	0/000	17/959	0/858	Procedural justice	Ethical Leadership
Confirmed	0/000	21/483	0/807	Interactional justice	Ethical Leadership
Confirmed	0/000	23/756	0/833	Psychological Empowerment	Distributive justice
Confirmed	0/000	22/324	0/817	Psychological Empowerment	Procedural justice
Confirmed	0/000	24/377	0/840	Psychological Empowerment	Interactional justice

Table 8: Results of hypotheses testing

The First hypothesis: ethical leadership has a significant positive impact on psychological empowerment.
The amount of beta coefficient for the first hypothesis is 0/887 that shows the impact of ethical leadership on psychological empowerment is 88%, which means that 88% of the changes of psychological empowerment, is related to organization's ethical leadership; and Since the calculated t-value of this hypothesis (30/314) is greater than 1/96, it can be said that ethical leadership has a significant positive impact on psychological empowerment.

The second hypothesis: ethical leadership has a significant positive impact on distributive justice.
The amount of beta coefficient for the first hypothesis is 0/819 that shows the impact of ethical leadership on distributive justice is 81%, which means that 81% of the changes of distributive justice, is related to organization's ethical leadership; and Since the calculated t-value of this hypothesis (22/513) is greater than 1/96, it can be said that ethical leadership has a significant positive impact on distributive justice.

The third hypothesis: ethical leadership has a significant positive impact on procedural justice.
The amount of beta coefficient for the first hypothesis is 0/857 that shows the impact of ethical leadership on procedural justice is 85%, which means that 85% of the changes of procedural justice, is related to organization's ethical leadership; and Since the calculated t-value of this hypothesis (17/959) is greater than 1/96, it can be said that ethical leadership has a significant positive impact on procedural justice.

The Fourth hypothesis: ethical leadership has a significant positive impact on interactional justice.
The amount of beta coefficient for the first hypothesis is 0/807 that shows the impact of ethical leadership on interactional justice is 80%, which means that 80% of the changes of interactional justice, is related to organization's ethical leadership; and Since the calculated t-value of this hypothesis (21/483) is greater than 1/96, it can be said that ethical leadership has a significant positive impact on interactional justice.

The Fifth hypothesis: distributive justice has a significant positive impact on psychological empowerment.
The amount of beta coefficient for the first hypothesis is 0/833 that shows the impact of distributive justice on psychological empowerment is 83%, which means that 83% of the changes of psychological empowerment, is related to organization's distributive justice; and Since the calculated t-value of this hypothesis (23/756) is greater than 1/96, it can be said that distributive justice has a significant positive impact on psychological empowerment.

The Sixth hypothesis: Procedural justice has a significant positive impact on psychological empowerment.
The amount of beta coefficient for the first hypothesis is 0/817 that shows the impact of Procedural justice on psychological empowerment is 81%, which means that 81% of the changes of psychological empowerment, is related to organization's Procedural justice; and

Since the calculated t-value of this hypothesis (22/324) is greater than 1/96, it can be said that Procedural justice has a significant positive impact on psychological empowerment.

The Seventh hypothesis: interactional justice has a significant positive impact on psychological empowerment.

The amount of beta coefficient for the first hypothesis is 0/840 that shows the impact of interactional justice on psychological empowerment is 84%, which means that 84% of the changes of psychological empowerment, is related to organization's interactional justice; and Since the calculated t-value of this hypothesis (24/377) is greater than 1/96, it can be said that interactional justice has a significant positive impact on psychological empowerment.

Conclusion and Recommendations

In this study, ethical leadership as the independent variable, psychological empowerment as the dependent variable and the three dimensions of organizational justice including distributive, procedural and interactional justice is as the mediator variable. The results of the data analysis leads to confirm all of the hypotheses of the study: ethical leadership has a positive and significant effect on psychological empowerment, ethical leadership has a positive and significant effect on distributive justice, ethical leadership has a positive and significant effect on procedural justice, ethical leadership has a positive and significant effect on interactional justice, distributive justice has a positive and significant effect on psychological empowerment, procedural justice has a positive and significant effect on psychological empowerment, and ultimately interactional justice has a positive and significant effect on psychological empowerment. The results are consistent with the results of Nasr Esfahani et al. (1392); Fathi et al. (1393); Samadi Miarkolaei et al. (1392) and Mahmudi Kia et al (1394). Thus, according to the results if the leader consider Ethical leadership features such as fairness between employees and members of the organization, the sharing of power in the organization and clarity of role as well as pay attention to the moral guidance, righteousness, tolerance and People orientation according to the literature, in addition to increasing the likelihood of commitment and more learning of members, their perception of the different aspects of justice and ultimately psychological empowerment can be increased. It seems that if there is a climate of ethical leadership in the organization and managers of sections and units be bounded to ethical principles and be a model for subordinates, also it can be expected that staff do the ethical behaviors. Given the significant impact of the resolution of ethical leadership role on the research issue, it is recommended that officials with description of duties, clarifying the objectives and programs of the organization for employees and create a common vision for employees, promote adaptive capacity of staff. Managers also recommended to increase the mutual and flexible relations from non-formal channels, of course fairly, because it leads to increas motivation and psychological empowerment of staff. In addition, managers should use comments and recommendations of staff in decision-making and apply the process of control in the organization as decentralized. In addition, equity among employees, particularly in applying the procedures and instructions of rewarding and employee assessment, improve and increase employee perception of a fair work environment and make them empowered. People by perceiving justice, go beyond the stage that they are concerned with equality of outcomes, feel secure and unconsciously fall in the path of psychological empowerment. So justice dimensions in addition to strengthening the motivations and psychological empowerment of staff, it can strengthen the impact of ethical leadership on psychological empowerment.

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