

DEVELOPING THE ORGANISATIONAL JUSTICE SCALE AND EXAMINING TEACHERS' AND SCHOOL ADMINISTRATORS' VIEWS ABOUT ORGANISATIONAL JUSTICE IN PRIMARY SCHOOLS

Hasan Basri Memduhoğlu and Ali İhsan Yıldız

The purpose of this study is to develop a reliable and valid measurement tool to explore views about organisational justice in schools and to examine teachers' and school administrators' views about organisational justice in primary schools. The sample of the study consisted of a total of 455 participants, 176 school administrators and 279 teachers from the primary schools in the Centre of Van. The Organisational Justice Scale, developed by the authors, was employed as data gathering tool. Principal Component Factor Analysis was used to determine the content and construct validities of the scale and Confirmatory Factor Analysis was employed to evaluate the obtained results. As a result of the study, the developed Organisational Justice Scale (OJS) was found to be a valid and reliable measurement tool for school applications.

KEYWORDS: Organisational Justice, Primary Schools

INTRODUCTION

Justice, accepted as one of the individual and social virtues, has been studied throughout human history because of its significance in social life. The expression “getting what you deserve”, included in the definition of justice, underlies this concept. The term justice is of importance for organisations as well as societies. Justice in organisations in the general sense is employees' beliefs about a fair environment in their workplace (Yazıcıoğlu & Topaloğlu, 2009). Organisational justice is rules and social norms to indicate how the

Hasan Basri Memduhoğlu ✉
Yuzuncu Yıl University, Faculty of Education, Van, Turkey
Email: hasanmemduhoglu@gmail.com

Ali İhsan Yıldız
Provincial Directorate of National Education, Van, Turkey
Email: alihsanyildiz@gmail.com

recurring rewards and punishments, named as organisational output, will be managed and distributed. In other words organisational justice is rules and social norms depending on distribution of acquisitions, processes used in making decisions about distribution and interpersonal exercises (Folger & Cronpanzano, 1998). Studies on justice in organisations rely upon Homans'(1961) 'study of exchange relations' and Adams' (1965) developing 'theory of equality'. It is stated that the studies of Walster, Bersceheid and Walster (1973) also contributed to the conceptualization of perception of justice.

The origin of organisational justice is based on Adam's equity theory (Özdevecioğlu, 2003; Yürür, 2008). According to Adams, an individual compares organisational merits given to both himself and others in return for contributions to the organisation. As a result of such a comparison, those who see an unfavourable condition prefer to lower their inputs or develop turnover intentions. When they believe there is justice, they work peacefully (Eren, 2001). Organisational justice, which is subject matter of organisational studies for a long time (Alexander ve Ruderman 1987; Greenberg 1987; Organ, 1990; Rousseau, 1997; De Cremer, van Dijke ve Bos, 2007; Tekleab, Takeuchi ve Taylor, 2005; Roch ve Schanok, 2006) has started to draw a growing attention. Roch ve Schanok (2006) have stressed that justice perception of workers is effective in contexts of perception of organisational support, organisational dependence, leader-member exchange, work satisfaction, performance and organisational citizenship. In a similar way Tekleab, Takeuchi and Taylor (2005) have stressed that organisational justice is related to social relations in organisation and attitudes and behaviours of workers. Justice has an important role in raising and improving the efficiency of an organisation. Because, while just perceptions lead to positive behaviours, injustice causes negative behaviours like unfairness perception and aggressiveness which complicate the goal achieving process for organisations (Beugre, 2002; Robinson, 2004). And those who think they and the others aren't treated fairly tend to be in behaviour and attitudes which damage the workplace like anger, clash, negative effect, getting sick commonly and sabotaging the workplace (Greenberg, 1999).

While Lambert (2003), perceived the organisational justice as a basic requirement for an effective operation of organisations and personal satisfaction of those who work in organisations; Işcan and Naktiyok (2004) perceive organisational justice as prevailing and encouraging just and moral practice and processes in organisation. In other words they perceive it as evaluation of managers' behaviours as just, moral and rational by the employees in an organisation and stress the importance of moral practice and processes in organisations. From this context it can be said that the level of relations in organisation is closely bound to the concept of organisational

justice (Ambrose & Schminke, 2003)

Ensuring organisational justice means ensuring social justice at the same time. Research has concluded that organisational justice perceptions significantly influence employee attitudes and behaviours (İşbaşı, 2000), and that employees have more positive attitudes towards work and managers when they are fairly treated (Uysal, 2002). The indicator of organisational justice is fair distribution of resources and gains, decision making in procedures in consultation with employees and fair treatment in employee relations. In this context, distributional justice, interactive justice and procedural justice are covered as the main components of organisational justice in the conducted studies (Püsküllüoğlu, 1999; Çakmak, 2005; Tan, 2006; Töremen & Tan, 2010). In the general sense, the related studies have attached importance to “how” decisions are perceived by employees as well as “how” decisions are made, manager-employee relationships and communication establishing manners (Çakmak, 2005; Atalay, 2007).

When the studies on organisational justice are analysed, it's viewed that organisational justice is mostly handled in three different dimensions. These are; distributional justice, procedural justice and interactivity justice (İşbaşı, 2000; Yürür, 2001; Atalay, 2005; Çakmak, 2005; Dilek, 2005; Çalışkan, 2006; Eker, 2006; Gürpınar, 2006; Tan, 2006; Karaeminoğulları, 2006; Atalay, 2007; Aykut, 2007; Pirali, 2007; Polat, 2007; Selekler, 2007; Söyük, 2007; Çöp, 2008; Doğan, 2008; Nam, 2008; Öner, 2008; Öztürk, 2008; Yerlikaya, 2008; Çakar & Yıldız, 2009; Sayın, 2008; Sezgin, 2008; Yeniçeri, Demirel & Seçkin, 2009). Cohen-Charash and Spector (2001) conducted a meta-analysis of 190 studies in field and handled the organisational justice as distributional, procedural and interactional justice. Some researchers (Pillai, Schriesheim, Williams, 1999; Fox, Spector ve Miles, 2001) handle organisational justice as justice related to awards and justice related to practice, while some researchers (Colquitt, 2001) have added a fourth dimension, 'informative justice', to distributional procedural and interactivity justice. In this study too, organisational justice has been handled in distributional, procedural and interactivity justice dimensions that are briefly explained in the following part of this study.

Distributional justice takes the fair distribution of acquisitions among employees as subject matter (Lambert, 2003; Sezen, 2001). Acquisitions are duties, goods, services, opportunities, punishments, awards, roles, statutes, wages, promotions, etc. While the shared things could have financial quality, they could also be social positions, roles or opportunities (Irak, 2004).

Procedural justice is related to the fairness of procedures which is the means used in decision-making. Procedural justice means equal application of organisational processes like avoiding unfair distribution of wages, participating in decision making and sharing information among employees

(Colquitt & Chertkoff, 2002). Contrary to distributional justice, procedural justice emphasizes on decision making process. Procedural justice is the level of affection from distribution decisions which are taken with the means of proper method and guides.

Interactive justice is related to communication between employee-employer or employee-employee. So, it is about the level of politeness, value and respect the authorities that participate in citing the acquisitions and conducting the processes show to the employees. It is a process, which involves social relationships and affects those relationships positively or negatively. Because the interactive justice focuses on employee's perception against the informal behaviours they encounter during the application of procedures (Qiu, Qualls, Bohlmann & Rupp, 2009).

OBJECTIVES OF THE STUDY

The purpose of the study was to develop a reliable and valid measurement tool to explore views about organisational justice in schools and to examine teachers' and school administrators' views about organisational justice in primary schools according to certain variables such as title, gender, field/branch and seniority. The specific objectives of the study are:

1. To develop a reliable and valid measurement tool to explore views about organisational justice in schools,
2. To determine whether the managers' and teachers' views about organisational justice in primary schools varies according to variables of title, gender, field/branch and seniority or not.

It is viewed that in Turkey the researches on organisational justice in educational organisations has increased in recent years (Atalay, 2005; Tan, 2006; Taşdan, Oğuz & Ertan-Kantos, 2006; Aykut, 2007; Pirali, 2007; Aydın & Karaman-Kepenekçi, 2008; Taşdan & Yılmaz, 2008; Açıköz, 2009; Karaman, 2009; Yılmaz & Taşdan, 2009). But in those researches generally the measures, which are developed abroad and adapted to Turkish situations, have been used. The measures are generally old-dated. The measures, which have been adapted from other cultures are old-dated and have some disadvantages. For this reason it is thought that this developed measure will meet the demand in this field and improve upon previous researches.

RESEARCH METHODOLOGY

Research Model, Population And Sample

The survey method was employed for the study. The population of the study consisted of a total of 3136 primary school administrators and teachers from

Van province and provincial districts. Van is a major city in eastern Turkey. The sample of the study consisted of a total of 550 primary school administrators and teachers in the centre of Van and provincial districts. Stratified sampling method was used for the sample designation. Three provincial districts of Van, were chosen according to the socio-economic development index and included in the sample. Attention was paid to choose the schools included in the inventory application from various socio-cultural development levels. Dinçer and Özhan (2004) have determined the development index of provinces and districts and their development ranks according to this index in their research. In the research the classification according to this index has been taken into account. 455 questionnaires (83%) were included in the analysis, following the extraction of the missing and incomplete ones. Certain personal data of the participant primary school administrators and teachers are listed in Table 1.

Table 1
Personal Data in Research Model.

Variable	Level	N	%
Title	School Administrator	66	14.5
	Assistant Administrator	110	24.2
	Teacher	279	61.3
Gender	Female	156	34.3
	Male	299	65.7
Field/Branch	Classroom Teaching	271	59.6
	Branch Teaching	184	40.4
Seniority	1-5 years	173	38.0
	6-10 years	124	27.3
	11-15 years	80	17.6
	16 years and above	78	17.1
Total		455	100.0

As it is clear from Table 1, 176 participants are primary school administrators and 279 are teachers. Out of these, 156 participants are female and 299 are male. This difference is caused by the fact that most of the participant school administrators are male. The number of the classroom teachers is overwhelming. 65% of the participants have teaching experience of 10 years and below. Considering the fact that the participant school administrators are more experienced, it could easily be suggested that the participant primary school teachers have a very low experience level. The main reason for this is that there has been an intense teacher circulation in the area due to the socio-cultural conditions and safety conditions.

TOOL USED

The “Organisational Justice Scale”, developed by the authors, was used for data gathering. The literature was extensively reviewed to develop a valid and reliable measurement tool for school applications to explore organisational justice perceptions. The initial inventory, which consisted of 35 items, was constructed in the first stage. Later, the initial tool was submitted to nine experts in the fields of education, research methods and statistics for suggestions. The final scale was lowered to 25 items in accordance with the experts' views. It was called the “Organisational Justice Scale” (OJS).

The five point Likert type scale was designed to explore the participants' agreement levels with the given statements and had the following five responses: (1) I strongly disagree, (2) I slightly agree, (3) I moderately agree, (4) I mostly agree and (5) I totally agree.

DATA ANALYSIS

Exploratory Factor Analysis was used for the construct validation of the “Organisational Justice Scale” and Confirmatory Factor Analysis was employed to test the obtained factor construction.

Factor analysis, a widely used method for scale validity studies, is mainly divided into two: exploratory and confirmatory (Büyüköztürk, 2007; Tavşancıl, 2002). Exploratory Factor Analysis attempts to explore construct validity of measurement tools, examining the correlational structure between items. On the other hand, Confirmatory Factor Analysis tests the claimed model by the exploratory method according to certain criteria (Tabachnick & Fidell, 2001). Testing the results by Confirmatory Factor Analysis after Exploratory Factor Analysis studies is a common method (Maruyama, 1998) and it proves that the research has a strong theoretical basis (Şimşek, 2007). Kaiser-Meyer-Olkin (KMO) and Bartlett Tests were used to test whether the sample was eligible for factor analysis (Büyüköztürk, 2007). Moreover, descriptive statistics (arithmetic mean and standard deviation) were used for participant views analysis and nonparametric tests such as Mann Whitney U and Kruskal-Wallis H tests were employed for the exploration of differences between views.

RESULTS OF THE STUDY

The results of the study have been discussed under the following headings:

Findings of the Development of the Organisational Justice Scale

Factor construction of the Organisational Justice Scale, which consisted of 25 items, was examined by Exploratory Factor Analysis. First, the KMO value for

sample eligibility was found to be 0.95. It is stated that factor load values of 0.45 or higher are good criteria for selection in consideration with whether any given items should be included in a scale during the scale development studies in the literature. However, it is also suggested that this limit could be decreased to 0.30 for a low number of items in the application process. On the other hand, keeping in mind that the difference between two high load values of an item should be at least 0.10, an item which gives a high load value in more than one factor in a multi-factor construction is defined as an item existing in each two factors and this item is recommended to be extracted from the scale (Büyüköztürk, 2002; Tavşancıl, 2002).

As a result of the applied principal component analysis, five items that did not meet the above mentioned criteria were extracted from the scale. According to the analysis, the scale was a three-factor scale. It could be suggested that the factors reflected principal components in the literature, which have an influence on organisational justice in schools and the estimated principal components (distributional justice, procedural justice and interactive justice) in the scale development studies.

As a result of the analysis, the scale items were grouped under three independent factors. The first factor consisted of six items, the second factor consisted of eight items and the third factor consisted of six items. The scale factors were called in consideration with the literature and the statements included in the items. In the analysis, the items of distribution of gains were grouped under the first factor, those of school procedure were under the second factor and the ones of interaction were under the third factor. Hence, the first factor was called Distributional Justice; the second one was called Procedural Justice and the third was called Interactive Justice.

Item factor loads ranged from 0.53 to 0.66 in the first factor, from 0.63 to 0.73 in the second factor and from 0.56 to 0.83 in the third. Item total correlations of the items included in the factors ranged from 0.45 to 0.66 in the first factor, from 0.65 to 0.78 in the second factor and from 0.63 to 0.72 in the third factor. Moreover, the correlation between 20 scale items was found high. According to the obtained values, it can be said that the scale items are well discriminant. The calculated Cronbach Alpha internal consistency coefficient of the scale reliability and explained variances are listed in Table 2.

According to Table 2, explained variance rates of each factor were respectively found 24.42% in the first factor, 22.34% in the second factor and 15.17% in the third factor. Total explained variance of the three factors was calculated as 61.93%. The calculated alpha coefficients were found to be 0.79 for the first factor, 0.92 for the second factor and 0.89 for the third.

Table 2

Explained Variance Percentages, Eigen Values and Alpha Coefficients of the Scale Factors.

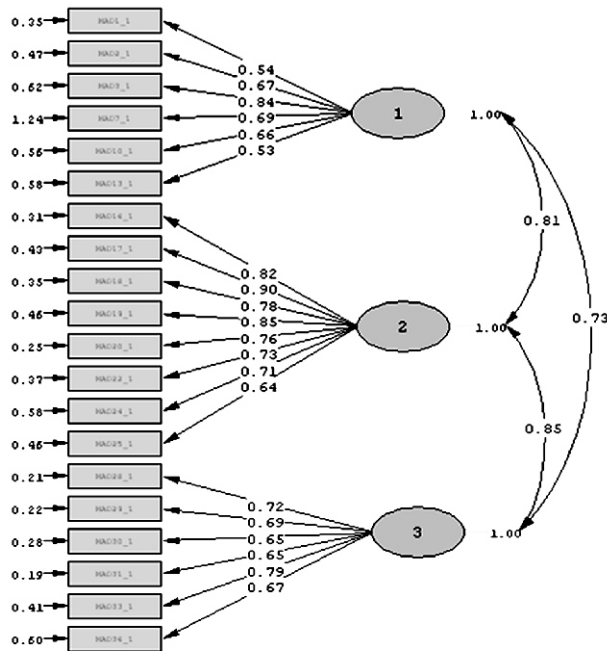
Factor	Eigen Values	Explained Variance (%)	Alpha Coefficient
Distributional Justice	9.92	24.42	0.79
Procedural Justice	1.35	22.34	0.92
Interactive Justice	1.12	15.17	0.89
Total		61.93	0.94

Confirmatory Factor Analysis

Confirmatory Factor Analysis attempts to test the claimed model by exploratory method according to certain criteria and the model fit. Various confirmatory indices such as GFI, AGFI, CFI, RMSEA, RMR and SRMR are used for Confirmatory Factor Analysis. It is known that the calculated fit value of GFI, AGFI and CFI higher than 0.90 is the indicator of goodness of fit, and the calculated fit value of GFI, AGFI and CFI higher than 0.70 is the indicator of acceptable goodness of model fit. RMSEA, RMR and SRMR fit values lower than 0.05 indicate goodness of model fit and those lower than 0.08 show acceptable model fit (Tabachnick & Fidell, 2001; Moosbrugger & Müller, 2003). However, it is observed that RMSEA, AGFI, CFI, RMR and GFI indices have been mostly used in the conducted studies (Kayri, 2009) although it is not clear which fit indices should be handled for a given model fit (Şimşek, 2007). As a result of the analyses of the research, the calculated fit values were found as follows: 0.00 for RMSEA, 1.00 for CFI, 0.90 for GFI, 0.04 for RMR, 0.91 for NFI and 0.88 for AGFI. When all the criteria are considered, it could be asserted that the three factor construction obtained as a result of Confirmatory Factor Analysis has a good model. Path Diagram obtained from model is given in Figure 1.

According to the path diagram drawn for the model, the item correlation coefficients ranged from 0.53 to 0.84 in the distributional justice factor, from 0.71 to 0.90 in the procedural justice factor and from 0.65 to 0.79 in the interactive justice factor. The diagram showed the model was fit and the correlation between the items was at a good level ($\chi^2=20.50$; $df=267$; $p<.01$). However, it is stated in the literature that χ^2 statistics is not enough for goodness of model fit (Şimşek, 2007) and fit statistics such as RMSEA, CFI, GFI, NFI and AGFI, which produce different fit values were thus examined. When the correlations between the items and χ^2 (Chi-Square) statistics of the model which defined the 20 items under three factors as well as RMSEA, CFI, GFI,

RMR, NFI and AGFI values, it was seen in the study that it had an acceptable goodness of fit. As a result, it can be said that the developed “Organisational Justice Scale” (OJS) is a valid and reliable measurement tool for school applications.



Chi-Square=20.50, df=167 P-value=1.00000, RMSEA=0.000

Figure 1. Path Diagram of Confirmatory Factor Analysis.

Findings of Organisational Justice in Primary Schools

Arithmetic means and standard deviation values of the participant school administrators' and teachers' views about organisational justice in primary schools in the total scale and the scale factors are listed in Table 3. According to Table 3, when total score is considered, the participant primary school administrators and teachers (Mean =4.19) “totally” agreed with the statement that organisational justice in schools was positive. As a result, it can be said that the participants found school applications highly fair. When the factors are taken into account, it is clearly seen that the participants found interactive justice in schools “totally” positive, distributional justice and procedural justice “almost totally” positive.

Table 3

Arithmetic Means and Standard Deviation Values of the Participants' Views in the Total Scale and the Scale Factors.

Scale Factors	N	\bar{X}	df
Distributional Justice	455	4.17 /25.01	4.38
Procedural Justice	455	4.12 /32.99	6.45
Interactive Justice	455	4.31 /25.83	4.38
Total	455	4.19 /83.84	13.75

Differences between the Participants' Views according to Personal Variables

Test of normality was used to explore whether the participants' views about organisational justice applications in schools varied according to gender, branch and title. As a result, the following equations were obtained: $Z = 2.55$ and $P = 0.000$. Nonparametric Mann Whitney U and Kruskal-Wallis tests were applied in difference analysis, as the distribution was not normal according to these values.

Table 4

Mann-Whitney U Test Results of the Participants' Views According to Gender and Branch.

Variable	Level	N	Mean Rank	Rank Sum	U	<i>p</i>
Gender	Female	156	182.98	28545.5	16299.5	0.000
	Male	299	251.49	75194.5		
Branch	Classroom Teacher	271	234.00	63415	23305	0.237
	Branch Teacher	184	219.16	40325		

From Table 4, it can be seen that the participant primary school administrators' and teachers' views about organisational justice significantly varied according to gender ($p < .05$), whereas the views did not vary according to title ($p > .05$). Accordingly, it was seen that the male school administrators and teachers found school applications fairer than the female ones.

Findings with regards to Title and Seniority

Kruskal-Wallis H Test results about whether the school administrators' and teachers' views about organisational justice in primary schools differ according to title and seniority are listed in Table 5.

Table 5
Kruskal-Wallis H Test Results of the Participants' Views According to Title and Seniority.

Variable	Level	N	Mean Rank	df	χ^2	p	Difference
Title	1-School	66	326.52	2	51.97	0.000	1-2
	Administrator						1-3
	2-Assistant Admin.	110	242.33				2-3
	3-Teacher	279	199.05				
Seniority	1-5 years	173	207.55	3	12.01	0.007	1-2, 1-3, 1-4
	6-10 years	124	221.95				2-3, 2-4, 3-4
	11-15 years	80	245.82				
	16 years and above	78	264.69				

It is clear from Table 5, that the participants' views about organisational justice applications in schools varied according to title and seniority ($p < .05$). While the participant primary school administrators had the most positive views about organisational justice in schools, the teachers had the most negative views. When seniority is considered, it is obvious in Table 5 that the participants found school applications fairer as seniority increased. As a result, those with less experience had more negative views about organisational justice in schools.

DISCUSSION AND CONCLUSIONS

Exploratory Factor Analysis was used for the construct validity of the scale and Confirmatory Factor Analysis was employed to test the obtained factor construction in the development process of the “Organisational Justice Scale”, which was the main aim of the study. Principal Component Analysis method was taken as the basis for Exploratory Factor Analysis and Maximum Likelihood method was taken as the basis for Confirmatory Factor Analysis.

As a result of the analysis, a three-factor scale was developed. The factors were called Distributional Justice, which concerns distribution of gains, Procedural Justice, which is related to school procedure, and Interactive Justice, which involves relationships in schools. Factor loads of the scale items and total item correlations were found high. Total variance of the three factors was calculated as 61.93% and the calculated alpha coefficient was 0.89.

Confirmatory Factor Analysis was used to test the claimed model by exploratory method and the model fit. The examined values such as χ^2 , RMSEA, CFI, GFI, RMR, NFI and AGFI showed that the three factor construction obtained as a result of Confirmatory Factor Analysis had a good model. As a result, it can be said that the developed “Organisational Justice

Scale" (OJS) is a valid and reliable measurement tool for school applications. The study could lead to further research as it reveals dimensions of the issue.

When the views of the participant primary school administrators and teachers about organisational justice in primary schools were taken into account, which was the second aim of the research, it was seen that the participants found school applications highly fair. This finding is pretty positive in terms of school procedure. One of the requirements of meeting individual and social obligations attributed to schools is making the school staff believe that justice and equity appear in administrative decisions and applications. Previous studies have concluded that the perceived organisational justice in workplace greatly influences employee attitudes and behaviours (İşbaşı, 2000) and that employees have more positive attitudes towards work and managers when they are fairly treated (Uysal, 2002).

The study concluded that the participants have greatly agreed in distributional, procedural and interactive justice dimension expressions. Accordingly, the participants had relatively most positive views about interactive justice. School staff is in constant communication and interaction. Communication and interaction between school members with different views is of vital importance for schools (Doğan, 2008).

Interactive justice highlights the quality of interpersonal relationships. It is essential for organisations to take employee views into account before decision making, to respect employee rights and to establish communication in a humanistic manner. Following the restrictions brought by moral and ethical rules in relationships leads to interactive justice establishment. Individuals need to know that they are cared for and to enjoy the satisfaction of belonging to an organisation (Altinkurt, 2010). Employees expect managers to communicate with them in organisational decision-making process and would like communication transparent. Obliqueness in interpersonal interactive justice perceptions causes employee reactions against managers (Özdevecioğlu 2003, 79). The main criteria for effective interactive justice are listed as follows: respect and kindness for employees, explanations on staff demand, avoidance of lapsus linguae and warm, sincere and honest behaviour display towards employees (Kwak, 2006, 10, Cited by: Yeniçeri & et al., 2009). Following these criteria may influence the establishment of interactive justice in organisations. When administrators of educational organisations follow these four criteria, organisations are adding value in terms of organisational culture and labour peace.

Distributional justice is the kind of justice, which concerns the distribution of organisational gains to deserving staff (Sezen, 2001). Distributional justice means employee perceptions about whether organisational resources and

benefits are fairly distributed (Töremen & Tan, 2010). Perceptions of inequality between school staff cause some negative feelings. Inequality perceptions of less than expected awards cause feelings of anger in individuals. This case bursts into sight in staff promotions, high grade delegations and other awarding systems in educational organisations. Results of inequality perceptions in educational organisations could be devastating. Giving awards more than expected causes feelings of guilt and dissatisfaction in employees. Those who have received unexpected pay rise or who have unexpectedly been delegated to boards and commissions, in distribution of activities and in-service trainings on demand may work longer hours to get rid of such a feeling of guilt and have a feeling of equality or make extra efforts exceeding job definition (Gilliand, 1993; Cited by Töremen & Tan, 2010).

In educational organisations such as schools, introduction of distributional justice is crucial. Praise in return for work may increase staff performance. When employees' justifiable expectations in return for their contributions to educational organisations are not met, a decrease in performance and organisational alienation may occur. For this reason, it might be beneficial for educational organisations to distribute awards and delegations fairly between school staff within the limits of the law. It is essential for educational organisations to distribute certificates of achievement and other awards in a fair way. Such distributional justice could positively influence organisational commitment and trust in employees. Fair treatment in delegations in educational organisations (guard duty, class work, exams, extracurricular activities, special occasions, boards and commissions) may affect staff performance positively. On the other hand, a contrary case might lead to job negligence, organisational incompatibility and staff resistance to decisions and applications.

The participants highly agreed with the views that schools had fair procedure in terms of procedural justice. Procedural justice concerns fair strategy and policy following in decision making about working conditions (Greenberg, 1990). In other words, it is the perception of fair rules and regulations in awarding or punishment decisions. Employees who believe the method is fair tend to perceive the distribution of awards and punishments fairly (Folger & Konovsky, 1989; Greenberg 1987). Those who think they are fairly treated have positive attitudes towards organisations (Cited by Töremen, Tan, 2010). As a result, distributional justice mainly concerns fair perceptions of the results of decisions, procedural justice concerns involvement in decision making process and perceptions of unbiased or objectiveness in decision making process (Moon & Kamdar, 2008, 85).

Getting staff involved in decision-making process in schools by fairly asking their views and suggestions brings sound results. Getting staff involved in making decisions to be applied in schools by fairly asking their views and

suggestions leads to decision following in employees. Those who are asked for views in decision-making and follow up processes feel that they are cared for. This case enables teachers in school to work with more energy. Otherwise, it is expected that the staff will not embrace the decisions made and resist those decisions later in the process.

REFERENCES

- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp-267-299). New York: Academic Press.
- Alexander, S., & Ruderman, M. (1987). The role of procedural and distributive justice in organisational behaviour. *Social Justice Research*, 1(2), 177-198.
- Ambrose, M. L., & Schminke, M. (2003). Organisation structure as a moderator of the relationship between procedural justice, interactional justice, perceived organisational support, and supervisory trust. *Journal of Applied Psychology*, 88, 295-305.
- Beugre, C.D. (2002). Understanding organisational justice and its impact on managing employees: an African perspective. *Journal of Human Resource Management*, 13(7), 1092.
- Büyüköztürk, Ş. (2007). *Sosyal bilimler İçin veri analizi elkitabı: İstatistik, araştırma deseni spss uygulamaları ve yorum [A guide for data analysis in social sciences: statistics, resarch design spss applications and interpretation]*. Ankara: Pegem Academy Publishing Co.
- Çakar, D. N., & Yildiz, S. (2009). Örgütsel adaletin iş tatmini üzerindeki etkisi: "Algılanan örgütsel destek" bir ara değişken mi? [The effect of organisational justice on job satisfaction: "Is perceived organisational justice" an internal variable?]. *Journal of Electronical Social Sciences*, 28, 68-90.
- Çakmak, K. Ö. (2005). *Performans değerlendirme sistemlerinde örgütsel adalet algısı ve bir örnek olaya çalışması [Organisational justice perception in performance assessment systems and a case study]*. Unpublished master's thesis. İstanbul University Institute of Social Sciences.
- Çakmak, K. Ö. (2005). *Performans değerlendirme sistemlerinde örgütsel adalet algısı ve bir örnek olay çalışması, [Perception of organisational justice in performance evaluation systems and a sample case study]*. Unpublished master thesis. İstanbul University Social Sciences Institute, İstanbul.
- Çalışkan, K. (2006). *Political behaviour in organisations: antecedents and consequences*. Unpublished doctoral dissertation. Marmara University Institute of Social Sciences, İstanbul.
- Cohen-Charash Y., & Spector P. E. (2001). The role of justice in organisations: a meta-analysis. *Organizational Behaviour and Human Decision Process*, 86(2), 278-321.
- Colquitt J.A., & Chertkoff J.M. (2002). Explaining injustice: the interactive effect

- of explanation and outcome fairness perceptions and task motivation. *Journal of Management*, 28(5), 592-645.
- Colquitt, J.A. (2001). On the dimensionality of organisational justice: a construct validation of a measure. *Journal of Applied Psychology*, 86, 386-400
- De Cremer, D., Van Dijke, M., & Bos, A.E.R. (2007). When leaders are seen as transformational: the effects of organisational justice. *Journal of Applied Social Psychology*, 37(8), 1797-1816.
- Dilek, H. (2005). *Liderlik tarzlarının ve adalet algısının; örgütsel bağlılık, iş tatmini ve örgütsel vatandaşlık davranışı üzerine etkilerine yönelik bir araştırma*, [A research on the effects of leadership styles and justice perception on; organisational affection, work satisfaction and organisational citizenship behaviour]. Unpublished master thesis. Gebze High-Tech Institute Social Sciences Institute, Gebze.
- Dinçer, B., & Özasan, M. (2004). *İlçelerin Sosyo-Ekonomik Gelişmişlik Sıralaması Araştırması*. Ankara: DPT Yayını. *Districts' Socio-Economical Development Ranking Research*. Ankara: DPT publishing.
- Doğan, V. (2008). *İlköğretim kurumlarında örgütsel adaletin örgütsel bağlılık üzerine etkisi* [The effect of organisational justice on organisational commitment in primary schools]. Unpublished master's thesis. Firat University Institute of Social Sciences.
- Eker, G. (2006). *Örgütsel adalet algısı boyutları ve İş doyumu üzerindeki etkileri* [Factors of organisational justice perception and its effects on job satisfaction]. Unpublished master's thesis. Dokuz Eylül University Institute of Social Sciences.
- Eren, E. (2001). *Örgütsel davranış ve yönetim psikolojisi* [organisational behaviour and management psychology], expanded 7th edition. İstanbul: Beta Printing Publication Marketing Inc.
- Folger, R., & Cropanzano, R. (1998). *Organisational Justice And Human Resource Management*. California: Sage Publications.
- Fox, S., Spector P.E., & Miles, D. (2001), Counterproductive work behaviour (cwb) in response to job stressors and organisational justice: some mediator and moderator tests for autonomy and emotions. *Journal Of Vocational Behaviour*, 59, 291-309.
- Greenberg, J. (1987). A taxonomy of organisational justice theories. *Academy of Management Review*, 12(1), 9-22.
- Greenberg, J. (1999). *Managing behaviour in organisations*. New Jersey: Prentice Hall.
- Günaydın, S. C. (2001). *İşletmelerde örgütsel adalet ve örgütsel güven değişkenlerinin politik davranış algısı ve İşbirliği yapma eğilimine etkisini İnceleyen bir çalışma* [A review on the effect of organisational justice and organisational trust in businesses variables on political behaviour perception and collaboration disposition]. Unpublished master's thesis. Marmara University Institute of Social Sciences Department of Business

Administration.

- Gürpınar, G. (2006). *An empirical study of relationships among organisational justice, organisational commitment, leader-member exchange, and turnover intention*. Unpublished master thesis. Yeditepe University Institute of Social Sciences, İstanbul.
- Homans G. C. (1961). *Social behaviour: its elementary forms*. New York: Harcourt, Brace and World.
- Irak D.U. (2004). Örgütsel adalet: ortaya çıkışı, kuramsal yaklaşımlar ve bugünkü durumu, *Türk Psikoloji Yazıları*, [Organisational justice: Its revelation, Institutional approaches and present state]. *Turkish Psychological Writings*, 7(13), 25-43.
- İşbaşı, J.Ö. (2000). *Çalışanların yöneticilerine duydukları güvenin ve örgütsel adalete ilişkin algılamalarının vatandaşlık davranışının oluşumundaki rolü: bir turizm örgütünde uygulama*, [The role of employees' trust for managers and employees' perception of Organisational Justice in formation of citizenship behaviour.: an application in a tourism organisation]. Unpublished master thesis. Akdeniz University, Social Sciences Institute, Antalya.
- İşcan, Ö. F., & Naktiyok, A. (2004). "Çalışanların örgütsel bağdaşımalarının belirleyicileri olarak örgütsel bağlılık ve örgütsel adalet algıları. *Ankara Üniversitesi S.B.F. Dergisi* [Organisational commitment and organisational justice perceptions as indicative factors of employees' organisational cohesion]. *Ankara University Journal of Faculty of Political Sciences*, 59 (1), 181-201.
- Karaeminoğulları, A. (2006). *Öğretim elemanlarının örgütsel adalet algıları ile sergiledikleri üretkenliğe aykırı davranışlar arasındaki ilişki ve bir araştırma* [The relationship between organisational justice perceptions of faculty members and displayed behaviours against productivity and a review]. Unpublished master's thesis. İstanbul University Institute of Social Sciences.
- Karaeminoğulları, A. (2006). *Öğretim elemanlarının örgütsel adalet algıları ile sergiledikleri üretkenliğe aykırı davranışlar arasındaki ilişki*, [The relation between Academics' organisational justice perception and their contra-productivity behaviours]. Unpublished master thesis. İstanbul University Social Sciences Institute, İstanbul.
- Karasar, N. (2005). *Bilimsel araştırma yönetimi kavramlar, ilkeler, teknikler* [Scientific research management terms, principals and techniques]. Ankara: Nobel Publishing co.
- Kayri, M. (2009). *İnternet bağımlılık ölçeğinin Türkçeye uyarlanması: geçerlik-güvenirlilik çalışması*. *Ankara Üniversitesi Eğitim Bilimleri Dergisi* [Turkish adaptation of the internet addiction scale: the study of validity and reliability]. *Ankara University Journal of Faculty of Educational Sciences*, 42 (1), 157-175.
- Lambert, E. (2003). Justice in corrections: An exploratory study of the impact of organisational justice on correctional staff. *Journal of Criminal Justice*,

31(2), 155-168.

- Maruyama, G. M. (1998). *Basic of structural equation modelling*. California: Sage.
- Moon, H., & Kamdar, D. (2008). The role of personality and justice as other-centered antecedents to innovative citizenship behaviours within organisations. *Journal of Applied Psychology*, 93(1), 84-94.
- Öner, Z. H. (2008). *The mediating effect of organisational justice: moderating roles of sense of coherence and job complexity on the relationship between servant leadership, and work engagement*. Unpublished master thesis. Marmara University Social Sciences Institute, İstanbul.
- Organ, D. W. (1990). The motivational basis of organisational citizenship behaviour. In B.M. Staw ve L. L. Cummings (Eds.), *Research in organisational behaviour* (pp.43-72). Greenwich CT: JAI Press.
- Öztürk, P. (2008). *An empirical study of relationships between organisational justice and organisational commitment in public health care companies in istanbul*. Unpublished master thesis. Marmara University Social Sciences Institute, İstanbul.
- Pillai, R., Schriesheim, C.A., & Williams, E.S. (1999). Fairness perceptions and trust as mediators for transformational and transactional leadership: a two-sample study. *Journal of Management*, 25, 649-61.
- Polat, S., & Celep, C. (2008). Ortaöğretim öğretmenlerinin örgütsel adalet, örgütsel güven, örgütsel vatandaşlık davranışlarına ilişkin algıları. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi* [Perceptions of secondary school teachers about organisational justice, organisational trust and organisational citizenship behaviours]. *Journal of Education in Theory and Practice*, 54, 307-331.
- Robinson, K. L. (2004). *The impact of individual differences on the relationship between employee perceptions of organisational justice and organisational outcome variables*. A Dissertation Presented to the Faculty of the California School of Organisational Studies, Alliant International University, San Diego.
- Roch, S.G., & Schanok, L.R. (2006). Organisational justice in an exchange framework: clarifying organisational justice distinctions. *Journal of Management*. 32, 299-322.
- Rousseau, D. M. (1997). Organisational behaviour in the new organisational era. *Annual Review of Psychology*. 48, 515-546.
- Sezen, B. (2001). *Dağıtım kanallarında lojistik performans, adalet algısı ve kanal üyesi memnuniyeti* [Logistic performance, justice perception and channel member satisfaction in distribution channels]. Unpublished doctoral thesis. Gebze Institute of Advanced Technology Institute of Social Sciences.
- Şimşek, Ö. F. (2007). *Yapısal eşitlik modellemesine giriş* [Introduction to structural equation modeling]. Ankara: Ekinoks Publishing.
- Tabachnick, G.B., & Fidell, L. S. (2001). *Using Multivariate Statistics* (fourth edition). USA: Allyn and Bacon Press.

- Tan, Ç. (2006). *İlköğretim okullarında görev yapan öğretmenlerin örgütsel adalet konusundaki algıları (Elazığ İl Örneği)*, [Organisationl justice perception of teachers who work in primary schools (Elazığ Province Sample)]. Unpublished master thesis. Fırat University Social Sciences Institute, Elazığ.
- Tavşancıl, E. (2002). *Tutumların Ölçülmesi ve SPSS ile Veri Analizi [Attitude measurement and data analysis through spss]*. Ankara: Nobel Publishing.
- Tekleab, A.G., Takeuchi, R., & ve Taylor, S. (2005). Extending the chain of relationships among organisational justice, social exchange, and employee reactions: the role of contract violations. *Academy of Management Journal*, 48(1), 146–157.
- Uysal, D. (2002). *Örgütlerde kişilerarası adil davranış algısı İle İletişim tarzı arasındaki İlişki [The relationship between interpersonal fair behaviour display perception and communication manner in organisations]*. Unpublished master's thesis. Hacettepe University Institute of Social Sciences.
- Walster, E., Berscheid, E., & Walster, G. W. (1973). New directions in equity research. *Journal of Personality and Social Psychology*, 25(2), 151-176.
- Yerlikaya, A. (2008). *İşyerlerindeki örgütsel adalet algısının duygular üzerindeki etkisi. [The effect of organisational justice perception in workplace on emotions]*. Unpublished master's thesis. Muğla University Social Sciences Institute, Muğla.
- Yılmaz, H. Ş. (2002). *Adil dünya İnancı, bireyin kendisi İle İlgili adalet algısı ve bireyci-toplulukçu kişilik eğiliminin ceza-ödül tutumları ve örgütsel adalet İle İlişkisi. [The relationship between belief in a just world, self perception of justice and individualistic-communitarian personality disposition and punishment-award attitudes and organisational justice]*. Unpublished master's thesis. Marmara University Institute of Social Sciences Department of Business Administration.
- Yürür, S. (2008). *Örgütsel adalet ile iş tatmini ve çalışanların bireysel özellikleri arasındaki ilişkilerin analizine yönelik bir araştırma. Süleyman Demirel Üniversitesi İİBF Dergisi [A review on the analysis of the relationships between organisational justice, job satisfaction and personality traitsof employees. Süleyman Demirel]. University Journal of Faculty of Economics and Administrative Sciences. 13(2), 295-312.*