

# The Mediator Role of Perceived Administrator Support in the Relationship between Teachers' Perceptions of Organizational Justice and Organizational Support

By

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## Abstract

*This study was conducted in order to determine the mediator role of perceived administrator support in the relationship between teachers' perceptions of distributive justice, procedural justice and interactional justice and their perceptions of organizational support. The study has a survey model. The study group is composed of 224 primary school teachers working in the city of Nevşehir. Data were collected through organizational justice and perceived support scales. Data obtained were analyzed with Pearson moments Correlation in SPSS program and Structural Equity Modelling in LISREL program. Firstly, a confirmatory factor analysis was performed in the study for the measurement model that shows the relationship between the variables of distributive, procedural and interactional justice, organizational support perception and perceived administrator support mentioned. It was understood that the measurement model was confirmed with the goodness of fit values found as a result of confirmatory factor analysis and that there were significant relationships between the research variables. Next, the structural models were formed for the purpose of determining the mediator role of perceived administrator support in the positive relationship between perceived organizational support and perceptions of distributive, procedural and interactional justice. According to the results of the study, it was understood that there was a significant and positive relationship between teachers' distributive, procedural and interactional justice perceptions and their perceived organizational support. As well as this, a perceived administrator support tool was included as a variable to the models showing the positive relationship between perceived organizational support and perceived distributive justice in the first study, perceived procedural justice in the second and perceived interactional justice in the third study. Later, when the structural models were tested, it was seen that perceived administrator support fully mediated the positive relationship between teachers' perceived distributive justice and perceived organizational support. Also, it was concluded in the study that perceived administrator support fully mediated to the positive and significant relationship between teachers' perceived procedural and interactional justice and perceived organizational support.*

**Keywords:** *Distributive justice, procedural justice, interactional justice, organizational support, administrator support*