

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

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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*

1. Introduction

Organizations present attitudinal and behavioral reactions in order to affect their employees. It is seen that among these there are reactions that form organizational support and organizational justice perceptions. The concept of organizational justice is the state that employees perceive the relationships in the organization and administrators' practices as fair. Perceived organizational justice by the employees is important in terms of organizations' survival and development because organizational justice determines employees opinions about their organizations and what kind of attitude and behaviors they will show towards their organizations based on these opinions (Cohen-Charash & Spector, 2001; Allen, Shore & Griffeth, 2003; Titrek, 2010). When people working in organizations sense dishonest behavior of some kind, there is a decrease in their loyalty to their organizations, their work performance and assistance to their colleagues (Ambrose, 2002). In this respect, perceived organizational justice should be viewed as a reflection of behavioral reactions that employees show against the organizations which they are a part of (Altıntaş, 2006). It increases the efficiency of organization members that they feel there is justice in the

organization (Chen & Tjosvold, 2002). Perceived organizational support, which is one of the variables of the current study, is the employees' general belief about their importance and values for the organization (Eisenberger, Jones, Aselage & Sucharsky, 2004). Employees who see that they are valued and respected with organizational support become more willing to have organizational contribution. What's more, employees with perceived organizational support form positive emotions towards their work do not feel isolated in the workplace and love their work (Lam & Lau, 2012; Dawley, Andrews & Bucklew, 2007).

As it can be understood from the definitions and explanations made above, organizational justice and organizational support are interrelated. Thus, it can be said that organizational justice is related to employees' perceived organizational support. Indeed, when the relevant literature is examined, organizational justice is related to perceived organizational support; it is even found that organizational justice is the precursor of the perceived organizational support (Rhoades & Eisenberger, 2002; Allen, Shore & Griffeth, 2003; Krishnan & Mary, 2012). It is also understood from the literature that administrators play the biggest role in the perception of these concepts by the employees (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002; Shanock & Eisenberger, 2006; Narang & Singh, 2011; Montani, Odoardi & Battistel, 2012). Therefore, the aim of this study was to determine whether perceived administrator support has a mediator role in the relationship between perceived organizational support and perceived distributive, procedural and interactive justice is determined based on the primary school teachers' opinions. To this aim, firstly the basis of the literature was presented regarding the relationships between the variables in the model that was thought to be formed.

The Perceptions of Organizational Justice and Organizational Support

The content of justice is mainly composed of giving rights. Therefore, organizational justice is related to distributing gains, procedures used in taking decisions for distributing organizational sources and interpersonal relations. When the literature related to organizational justice is examined, it is understood that organizational justice is discussed in three dimensions as distributive, procedural and interactional (Folger & Cronpanzano, 1998; Cohen-Charash & Spector, 2001; Ambrose, 2002; Liao & Tai, 2006). Distributive justice is realizing justice in distribution with the equity theory basis. It is employees' perceiving that choices and promotional decisions are fair according to the quality and amount of work. Procedural justice means decisions and methods adopted within the organization with which to run and distribute tools used are fair. Interactional justice describes how just the actions of people performing corporate procedures are towards others. Interactional justice is perceived through administrators' interpersonal behaviors. The communication between the administrators and employees is important in interactional justice (Cohen-Charash & Spector, 2001; Siers, 2007). Perceived organizational support is defined as organization's caring for employees' contribution and perceptions towards caring for their well-being and feelings about organization's voluntarily performing activities that affect employees (Eisenberger et al., 1986 cited. Turunç & Çelik, 2010). Armeli et al. (1998) state that organizations forming perceived organizational support are aware of employees' contributions to the organization, care for their happiness and are pleased to work with them, and also add that these organizations meet employees' needs of belonging, respect and appreciation (cited. Çakar & Yıldız, 2009). According to Krishnan and Mary (2012), organizational support is employees' perceptions towards their collaboration with the organization and care for their well-being. In the literature, there are studies showing that perceptions of organizational justice and organizational support are interrelated. In their studies, Rhoades and Eisenberger (2002), Allen, Shore and Griffeth (2003), Eisenberger, Jones, Aselage and Sucharsky (2004) and Deconinck (2010) found that there is a significant relationship between the perceptions of organizational justice and organizational support. Ambrose and Schminke (2003), Moorman, Blakely and Niehoff (1998) and Stinglhamber, Cremer and Mercken (2006) detected significant relationships between procedural justice and organizational support and also Loi, Hang-yue and Foley (2006) and Pack (2005) found out that there are relationships between distributive justice and perceived organizational support. Thus, since it is seen from the literature that there are relationships among the perceptions of distributive,

procedural and interactional justice and perceived organizational support, in this study the following hypothesis are put forth to be tested according to the opinions of teachers at schools.

H1a. There is a significant and positive relationship between teachers' distributive justice and organizational support perceptions.

H2a. There is a significant and positive relationship between teachers' procedural justice and organizational support perceptions.

H3a. There is a significant and positive relationship between teachers' interactional justice and organizational support perceptions.

Perceived Administrator Support as a Mediator in the Relationship of Perceived Organizational Justice and Perceived Organizational Support

Administrators' acting respectfully and free from prejudices in their interpersonal relationships with employees, informing employees about the processes regarding how decisions are taken with regards to benefits such as salaries and promotions and making necessary explanations on these issues are important in perceived organizational justice (Çolak & Erdost, 2004; Woodilla & Forray, 2008). Thus, perceived organizational justice occurs with administrators' behaviors. In this respect, administrators have the ethical responsibility for creating the setting that will ensure that employees' current potential is revealed by protecting their rights. Administrators should be honest with their employees, act fairly and give opportunities for them to show their potential (from Buban, 1995 cited. Yılmaz, 2006). It depends on schools' supporting their employees' efforts and showing responsiveness on their needs that schools reach their targets (Denig & Quinn, 2001). Since administrators are the representatives of the organization, they are effective on showing organizational support towards employees because administrators can communicate about organizational purposes when they are close to the employees.

Therefore, administrative support is considered as a predecessor of organizational support. There are studies showing that there are significant relationships between administrative support and organizational support. Based on the findings of these research administrative support causes and contributes in the perceived organizational support (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002; Dawley, Andrews & Bucklew, 2007; Krishnan & Mary, 2012). When administrators support employees and deal with them, give feedback to them about their work, encourage them to mention about their concerns, employees become more creative, successful and eager to act in line with the organizational goals (Montani, Odoardi & Battistel, 2012). It is known that the most effective factor in employees' success in organizations is the administrator (Robertson, 1996). A successful administrator can raise employees' work achievement to a maximum level by directing the employee with instructions, clarifying his/her expectations, providing him/her with source and support for development, motivating for work and appreciating efforts. When the worker's progress is supported, his/her motivation and loyalty to the organization increase as well (Barutçugil, 2002). The ethical responsibility of the administrator is to support employees by assessing their work fairly (Winstanley & Stuart-Smith, 1996). In the literature, it is considered that both perceived organizational justice and perceived administrative support are the predecessors of perceived organizational support (Zhang, Farh & Wang, 2012; Krishnan & Mary, 2012). Also, in the studies conducted, Ambrose and Schminke (2003) found that perceived administrative support mediated between trust and organizational justice; Rhoades and Eisenberger (2002) found that administrative support was the predecessor of organizational support; Shanock and Eisenberger (2006) put forth that there was a positive and significant relationship between administrative support and organizational support; and Narang and Singh (2011) detected that administrative support had maximum contribution on organizational support. Thus, both the literature and research show that perceived administrative support is related with perceived organizational support and distributive, procedural and interactional justice.

Therefore, the following hypothesis can be presented:

Study 1 H1b. Perceived administrator support mediates in the significant and positive relationship between teachers' distributive justice and organizational support perceptions.

Study 2 H2b. Perceived administrator support mediates in the significant and positive relationship between teachers' procedural justice and organizational support perceptions.

Study 3 H3b. Perceived administrator support mediates in the significant and positive relationship between teachers' interactional justice and organizational support perceptions.

2. Method

Research Model

The study was designed in a survey model. The opinions of primary school teachers were surveyed in terms of determining whether perceived administrator support has a role in the relationship between the perceptions of distributive justice, procedural justice and interactional justice and organizational support.

Study Group

The study group of the research was composed of 224 primary school teachers working in the city of Nevşehir. Unbiased sampling was used. In terms of gender, in the study 101 (45.1%) of the teachers were female while 123 (54.9%) were male. In terms of experience, 101 teachers (45.1%) had 1 to 10 years of experience, 79 teachers had (35.3%) 11 to 20 years and 44 (19.6%) had 20 years and more. In terms of their level of education, 19 (8.5%) had a two-year university degree, 196 (87.5%) had an undergraduate degree while 9(4%) had a graduate degree. According to the number of teachers at the school where they worked, 83 of the teachers (37.1%) worked at schools with 0 to 10 teachers, 49 (21.9%) worked at schools with 11 to 20 teachers and 92 (41.9%) worked at schools with 21 and more teachers.

Data Gathering Scales

Data in the study were collected through Organizational Justice Scale which was developed by Niehoff and Moorman (1993) and adapted to Turkish by Polat (2005) for schools and Perceived Support Scale developed by Pazz (2011). In their adaptation study of Organizational Justice Scale, Polat (2005) found out that item factor loads of the sub-dimensions of organizational justice vary between .55 and .76 for distributive justice, .49 and .80 for procedural justice and .66 and .83 for interactional justice. Reliability coefficients were found as .85 for distributive justice, .95 for procedural justice and .90 for interactional justice. Reliability coefficients were found .79 for distributive justice, .79 for procedural justice and .76 for interactional justice in this study. Initially permission for use was obtained for the Perceived Support Scale developed by Pazy (2011) and next the scale was translated into Turkish by three bilingual experts in the field using "translation-back translation" method. Pazy (2011) found that factor loads of items in the organizational support dimension were between .69 and .80; factor loads of items related with administrative support were between .77 and .88; and reliability coefficients were between .89 and .93. Reliability coefficients were found .63 and .74 in this study. As a result of the confirmatory factor analysis that shows the relationship between variables in these scales used in the current study, it was seen that the goodness of fit values were at a good level as GFI = 0.83, AGFI = 0.80, CFI = 0.86, NFI=0.63, NNFI= 0.85, RMR= 0.067 and RMSEA= 0.036. Chi-square =944.97, df= 730, $X^2/df = 1.294$, $p=0.00$. Also between the measurement model variables, significant relationships were found as follows: 0.21 between distributive justice (DJUSTICE) and organizational support (POS); 0.18 between procedural justice (PJUSTICE) and POS; and 0.20 between interactional justice (IJUSTICE) and POS; 0.69 between DJUSTICE and administrator support (PAS); 0.60 between PJUSTICE and PAS and 0.61 between IJUSTICE and PAS. Similarly, the level of relationship between PAS and POS was found to be significant and 0.33. As seen, there are significant and positive relationships between measurement model

variables. It is understood from the analysis findings of the study regarding measurement model that the measurement model has fine goodness of fit values. Thus, since the measurement model was confirmed, it was decided to start testing the structural models.

Data Analysis

Data obtained were analysed through SPSS and LISREL programs. Initially, confirmatory factor analysis was made for the scales used on the sample and fine values of goodness of fit were obtained. Next, it was tested whether there were significant relationships between teachers' DJUSTICE, PJUSTICE and IJUSTICE perceptions and POS with Pearson Moments Correlations and confirmatory factor analysis and whether PAS has a mediator role in the positive relationship between DJUSTICE, PJUSTICE and IJUSTICE perceptions and POS with structural equation modelling.

3. Results

In Table 1 below, results of the study on relationship of DJUSTICE, PJUSTICE and IJUSTICE perceptions with POS and PAS are demonstrated.

Table 1: Relationships between Teachers' Perceived Distributive, Procedural and Interactional Justice and Perceived Organizational Support and Perceived Administrative Support

VARIABLE	1	2	3	4	5
1.DJUSTICE	1	.63	.66	.25	.56
2.PJUSTICE	-	1	.58	.19	.52
3.IJUSTICE	-	-	1	.24	.53
4.POS	-	-	-	.1	.33
5.PAS	-	-	-	-	1

$p < .05$

According to Table1, there are significantly positive relationships between the variables DJUSTICE and POS ($r=.25$), PJUSTICE and POS ($r=.19$) and IJUSTICE and POS ($r=.24$). When the level of relationship of the organizational justice variables with PAS is examined, it is seen that there is a significantly positive relationship between DJUSTICE and PAS ($r=.56$), PJUSTICE and PAS ($r=.52$) and IJUSTICE and PAS ($r=.53$). Thus, the level of relationship of the variables DJUSTICE, PJUSTICE, and IJUSTICE with PAS was found to be higher than their level of relationship with POS. The level of relationship between POS and PAS is $r=.33$. As a result of the analysis for the measurement model, the relationships of DJUSTICE, PJUSTICE and IJUSTICE perceptions with POS were seen to significantly vary between 0.18 and 0.20. Thus, it is understood that hypothesis H1a, H2a and H3a as "there is a significant and positive relationship between teachers' perceived DJUSTICE, PJUSTICE and IJUSTICE and POS" were confirmed.

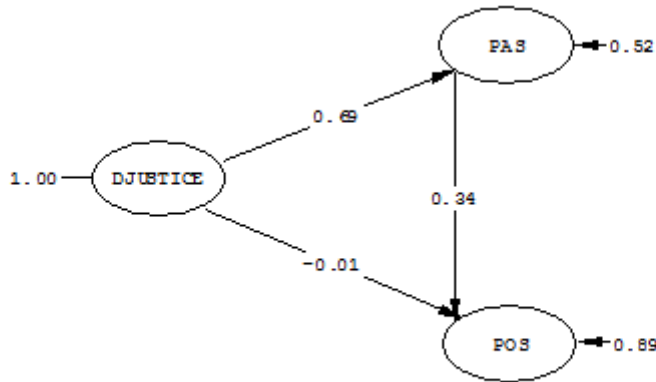
In addition, research findings and comments about the mediator role of PAS in the significant and positive relationship between teachers' DJUSTICE, PJUSTICE and IJUSTICE perceptions and POS are given below in Studies 1, 2 and 3.

As seen in Table 2 at the end of testing the theoretically formed model regarding the mediator role of PAS in the significant and positive relationship between DJUSTICE and POS, it is seen from the first

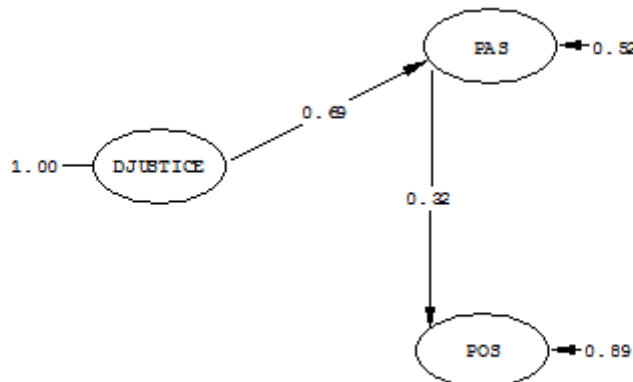
analysis goodness of fit values in Table 2 (GFI = 0.87, AGFI = 0.84, CFI= 0.89, NFI = 0.74, RMR= 0.073, RMSEA= 0.045 and Chi-square=461.80, df =320, $X^2/df= 1.443$, $p=0.00$) that the model was confirmed. It is understood that there are positive and significant relationships in the model based on teachers' opinions as the standardized path coefficient for the relationship between DJUSTICE and PAS is 0.69 ($t=2.99$), the standardized path coefficient for relationship between PAS and POS is 0.34($t=2.01$).

Study 1

Table 2: The Mediator Role of Perceived Administrative Support in the Relationship between Teachers' Perceived Distributive Justice and Perceived Organizational Support



Chi-Square=461.80, df=320, P-value=0.00000, RMSEA=0.045



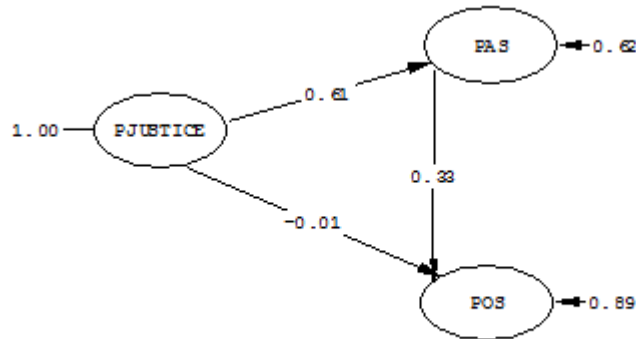
Chi-Square=461.79, df=321, P-value=0.00000, RMSEA=0.044

Furthermore, it is seen that the relationship between DJUSTICE and POS is insignificant as the standardized path coefficient is -0.01 ($t= -0.11$). Thus, according to goodness of fit values PAS fully mediates in the relationship between DJUSTICE and POS. Also, as it can be seen in Table 2, removing the direct path for DJUSTICE and POS in the mediator model, the model was tested again for mediating and the goodness of fit values seemed to improve. As a result of this analysis, the goodness of fit values are GFI = 0.87, AGFI = 0.84, CFI = 0.89, NFI = 0.74, RMR= 0.073, RMSEA= 0.044 and Chi-square=461.79, df =321, $X^2/df= 1.438$, $p=0.00$. As a result, the improvements in RMSEA, Chi-square, df and X^2/df are noteworthy. Also in this test, a positively significant relationship between variables is seen as the standardized path coefficient for the relationship between DJUSTICE and PAS is 0.69 ($t=2.98$) and the standardized path coefficient for the relationship between PAS and POS is 0.32 ($t=2.47$). So, it is seen

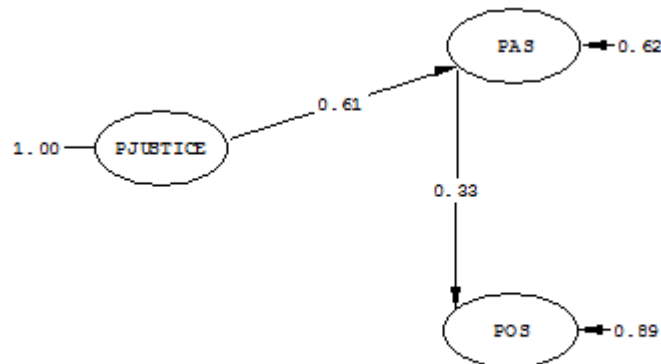
that PAS fully mediates in the relationship between DJUSTICE and POS. Based on these findings, research hypotheses H1a and H1b, “PAS mediates in the significant and positive relationship between teachers’ DJUSTICE and POS” were confirmed.

Study 2

Table 3: The Mediator Role of Perceived Administrative Support in the Relationship between Teachers’ Perceived Procedural Justice and Perceived Organizational Support



Chi-Square=451.40, df=346, P-value=0.00011, RMSEA=0.037



Chi-Square=451.39, df=347, P-value=0.00013, RMSEA=0.037

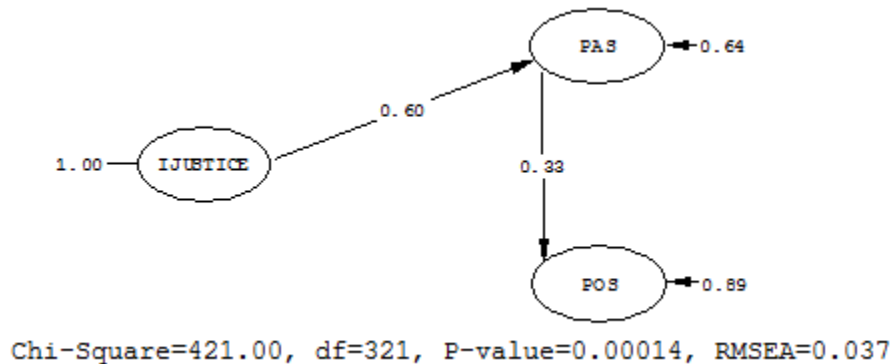
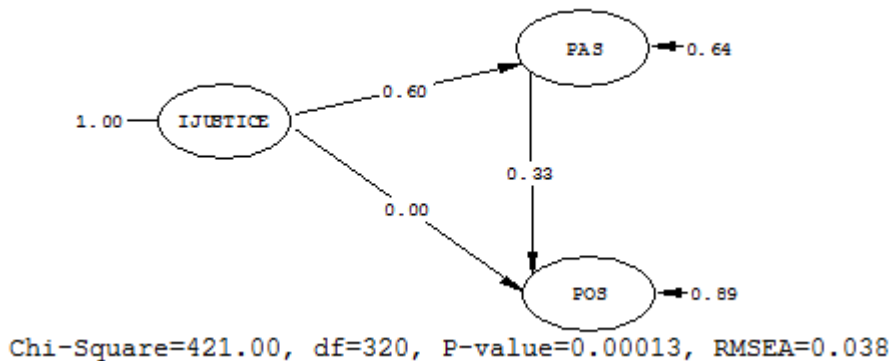
As seen in Table 3; it is seen from the first analysis goodness of fit values (GFI = 0.87, AGFI = 0.85, CFI= 0.89, NFI = 0.70, RMR= 0.072, RMSEA= 0.037 and Chi-square=451.40, df =346, $X^2/df= 1.305$, $p=0.00$) that the model was confirmed. According to the results of the analysis, it is seen that the standardized path coefficient for the relationship between PJUSTICE and PAS is 0.61($t= 2.96$), the standardized path coefficient for relationship between PAS and POS is 0.33 ($t= 2.11$). On the other hand the standardized path coefficient for relationship between PJUSTICE and POS becomes insignificant -0.01 ($t= -0.09$). According to the result of this analysis it is understood that PAS fully mediates in the relationship between PJUSTICE and POS. Besides, it is seen that the relationship between DJUSTICE and POS is insignificant as the standardized path coefficient is -0.01 ($t= -0.11$). Thus, according to goodness of fit values PAS fully mediates in the relationship between DJUSTICE and POS. Also, as it can be seen in Table 3, when the model was tested again by removing the direct path from PJUSTICE to PAS, the goodness of fit values seemed to slightly improve (GFI = 0.87, AGFI = 0.85, CFI= 0.90, NFI = 0.70, RMR= 0.072, RMSEA= 0.037 and Chi-square=451.39, df=347, $X^2/df= 1.300$, $p=0.00$). As a result of this analysis, the CFI and X^2/df values in particular explained this improvement of fit. Based on this

finding, it can be said that PAS fully mediates the relationship between PJUSTICE and POS. Also, based on Table 3, it is seen that there is a significant and positive relationship between variables as the standardized path coefficient for the relationship between PJUSTICE and PAS is 0.61 ($t= 2.96$) and the standardized path coefficient for the relationship between PAS and POS is 0.33 ($t= 2.53$). So, based on the analysis in Table 3, the research hypothesis H2a and H2b, "PAS mediates in the significant and positive relationship between teachers' PJUSTICE and POS" were confirmed.

Finally, in study 3 of the research, findings regarding whether PAS mediates in the significant and positive relationship between IJUSTICE and POS based on teacher opinions are shown.

Study 3

Table 4: The Mediator Role of Perceived Administrative Support in the Relationship between Teachers' Perceived Interactional Justice and Perceived Organizational Support



As seen in Table 3, it is seen from goodness of fit values for testing the model formed theoretically based on the results of the first analysis in the table (GFI = 0.88, AGFI = 0.86, CFI= 0.91, NFI = 0.72, RMR= 0.072, RMSEA= 0.038 and Chi-square=421.00, $df=320$, $X^2/df= 1.315$, $p=0.00$) that the model was confirmed. It is seen that there are significant and positive relationships as the standardized path coefficient for the relationship between IJUSTICE and PAS is 0.60 ($t= 2.94$), the standardized path coefficient for relationship between PAS and POS is 0.33 ($t= 2.09$). However, as the standardized path coefficient for the relationship between IJUSTICE and POS is insignificant 0.00 ($t= -0.03$), it is seen that there is no relationship. According to this analysis, it can be said that PAS fully mediates in the relationship between IJUSTICE and POS. Also, as it can be seen in Table 4, when the model is tested again by removing the direct path from PJUSTICE to PAS, the goodness of fit values seemed to slightly

improve (GFI = 0.88, AGFI = 0.86, CFI = 0.91, NFI = 0.72, RMR = 0.072, RMSEA = 0.037 and Chi-square = 421.00, df = 321, $X^2/df = 1.312$, $p = 0.00$). These improvements are especially on RMSEA, Chi-square and X^2/df ratios. Also in this test, the relationship between JUSTICE and PAS The standardized path coefficient 0.60 ($t = 2.94$) and the relationship between PAS- POS is 0.33 ($t = 2.54$) and significant and positive relationships are seen among variables. Again, by removing the direct path from PJUSTICE to PAS and retesting the model, the model was confirmed and it was understood that PAS fully mediates in the relationship between IJUSTICE and POS. So, based on the findings of the analysis in Table 4, the research hypothesis H3a and H3b, "PAS mediates in the significant and positive relationship between teachers' IJUSTICE and POS" were confirmed.

4. Conclusions and Recommendations

This study was conducted in order to determine the mediator role of PAS in the relationship between teachers' organizational justice and perceived POS. The perceived organizational justice in the study was examined in three different dimensions as distributive, procedural and interactional (Niehoff & Moorman, 1993; Folger & Cronpanzano, 1998; Cohen-Charash & Spector, 2001; Ambrose, 2002; Liao & Tai, 2006). Therefore, it was tried to found out the mediator role of PAS in the significant and positive relationship of DJUSTICE, PJUSTICE and IJUSTICE perceptions, which are the types of justice in three studies of this research, with POS.

The findings of the study show that there is a significant and positive relationship between DJUSTICE and POS based on teacher opinions. According to Loi, Hang-yue & Foley (2006), lack of DJUSTICE affects POS. In DeConinck's (2010) study it was concluded that DJUSTICE perceived by the employees of the organization was an important variable affecting POS. Loi, Hang-yue and Foley (2006) found out in their study that PJUSTICE perceptions were affective on the intentions to leave work. Also, it is seen that there is a significant and positive relationship between teachers' PJUSTICE perceptions and POS. This finding of the research is also supported with the studies of Cohen-Charash and Spector (2001) and Moorman, Blakely and Niehoff (1998). According to their studies, it is understood that PJUSTICE perception is related with POS. Masterson et al. (2000) found in their study that PJUSTICE was the predecessor of POS and perceived justice regarding the decisions on source distribution in the organization was significant for the welfare of the employees and that perceived justice had a strong impact on POS (cited. Rhoades & Eisenberger, 2002). Further Stinglhamber, Cremer and Mercken (2006) indicated that there were several studies supporting the relationship of perceived PJUSTICE and POS in the past. Also, their own study show that there is a significant and positive relationship between IJUSTICE and POS. One of the findings of the study is that there is a significant and positive relationship between teachers' IJUSTICE perceptions and POS. Rhoades and Eisenberger (2002) found in their study that PJUSTICE and IJUSTICE were predecessors of POS and there was an equal and strong relationship. Allen, Shore and Griffeth (2003) state there is a significant and positive relationship between justice and POS. Thus, as it can be understood from the literature, the significant and positive relationship found in the study between POS and the perceptions of DJUSTICE, PJUSTICE and IJUSTICE is in parallel with many other studies.

Another finding of the study is the conclusion that PAS fully mediates the significant and positive relationship between teachers' perceived DJUSTICE and POS. Also, in the second and third studies of the research, it was concluded that PAS fully mediates the significant and positive relationship between teachers' perceived PJUSTICE and IJUSTICE and POS. Additionally, in the three studies formed regarding whether PAS mediates the relationship between POS and DJUSTICE, PJUSTICE and IJUSTICE, it was understood from the goodness of fit values formed as a result of testing structural models that the state of total mediation was confirmed; because during testing the standardized path coefficients on the paths of DJUSTICE, PJUSTICE and IJUSTICE in the structural models to POS directly were found to be insignificant. As a result of the second analysis of these models, goodness of fit values of the models improved even more. Thus, it was understood from these findings that in all three

structural models, PAS fully mediated to the relationship between DJUSTICE, PJUSTICE and IJUSTICE and POS. Based on this conclusion, as mentioned earlier and repeated here, a significant and positive relationship was observed between PAS and POS along with the positive and significant relationship between POS and DJUSTICE, PJUSTICE and IJUSTICE. In their study Eisenberger, Stinglhamber, Vandenberghe, Sucharski and Rhoades (2002), Rhoades and Eisenberger (2002) and Shanock and Eisenberger (2006) found positive and strong links between PAS and POS. They stated based on the findings of their research that PAS is a strong impactor of POS. Other relevant studies also show that teachers state that school administrator's support is important for them (Cheng, 1996). Dawley, Houghton and Bucklew (2010) reached the conclusion that PAS is a predictor of POS. Also, other studies support the total mediator role of PAS in the relationship between DJUSTICE and POS, which was found in the current study. DeConinck (2010) concluded as a result of their study that PAS played a mediator role between DJUSTICE and organizational trust. Further, Stinglhamber, Cremer and Mercken (2006) and Masterson et al. (2000, cited Eisenberger, Jones, Aselage & Sucharsky, 2004) revealed that PAS is an important factor in the relationship between IJUSTICE and PJUSTICE and POS.

Thus, according to the results of the analysis of teacher opinions obtained in this study, which was performed at primary schools, it was found that there are significant and positive relationships between perceptions of DJUSTICE, PJUSTICE and IJUSTICE and POS and that PAS was fully mediating in this relationship in the structural models formed. It is seen that the current study is in parallel with and consistent to the relevant research in the literature. Based on these findings, it can be stated that organizations and administrators in the organizations should be aware of the fact that PAS is determinant in revealing employees' feelings of organizational justice and their perceived PAS and that they should make their employees feel this support.

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