

Investigation Of The Relation Between Trust In The Manager And Organizational Justice

Hatice Vatansever Bayraktar (Corresponding author)
Education Faculty, İstanbul Sabahattin Zaim University
PO box 34303, İstanbul, Turkey

Sinan Girgin
Massit Vocational training center
PO box 34204, İstanbul, Turkey

Abstract

The aim of this study is to show the perception of trust in the manager of teachers working at public primary schools, secondary schools and high schools, and their perception of organizational justice, and reveal whether there is a correlation between the perception of trust in the manager and the perception of organizational justice. The study was carried out with 386 teachers working at public primary schools, secondary schools and high schools in Bakırköy, Bağcılar and Küçükçekmece districts of İstanbul province in the second semester of the 2015-2016 academic year. "The Trust in Manager Scale" consisting of 40 expressions developed by İslamoğlu, Bırsel and Börü (2007) was used in the study in order to determine the level of trust in the manager as a data collection tool, and the "Organizational Justice Scale" consisting of 19 expressions developed by Moorman and Niehoff (1993) and translated into Turkish by Polat (2007), and the personal information form were used in order to determine the perception of organizational justice. According to the results of the data analysis, it was observed that the teachers' levels of trust in managers and organizational justice are at the "intermediate" level both in the sub-dimensions and in the total score. An "intermediate" level significant relationship was found between the teachers' perception of trust in the manager and their organizational justice perception. The organizational justice perception increases as the teachers' perception of trust in their managers increases.

Keywords: Primary school, secondary school, high school, trust in the manager, organizational justice

1. Introduction

The main factors affecting the organizations' levels of achieving their defined targets, in other words, their level of success, consist of psychological factors such as trust, justice, commitment, satisfaction, motivation (Koç and Yazıcıoğlu, 2011:46). The perceptions of justice and trust that are also among the factors that make up and affect the organizational behavior constitute the subject of this study.

Many studies and definitions have been made in the literature regarding the concept of trust, that is the first concept of the study. Upon examining some of these, according to Luhman (1979), trust represents a person's reliance on the other party's behaving in a fair, ethical and foreseeable way. According to Heimovics (1984), trust is a person's expectation that another individual or group will be selfless or beneficial. According to Mishra and Spreitzer (1998), trust is regarded as one of the most important elements of interpersonal relationships and organizational life, and functions as a bond that keeps together relations in organizations. In terms of employees, trust reduces the uncertainty of the future, prevents opportunistic behaviors, and facilitates the working together of individuals by reducing bureaucratic structures and creating a harmonious working environment. According to McAllister (1995), trust is that someone is sure of another party's words, behaviors and decisions, and their willingness to act accordingly. Mayer et al. (1995) define trust as one party's willingness to act sensitively depending on their expectation that the other party will yield important results. Since it is mutually accepted by authors with different viewpoints, trust is a psychological situation based on accepting to be open to the effect built on the positive expectations of the other's behavior or intention (Arslan, 2009).

Another concept of the study is organizational justice. Organizational justice can be defined as the fact that the decisions and practices of managers regarding organizations and employees are positively perceived by employees. In other words, organizational justice can be defined as how wages, prizes, punishments and promotions will be made in the organization, how such decisions are made, or how these decisions are told to

employees, and their way of being perceived by employees (İçerli, 2010). Yıldırım (2007) has defined organizational justice as the rules and social norms on how prizes and punishments that arise in organizations will be managed and distributed. It was first tried to explain the concept of organizational justice with whether the prize and punishment were distributed, and then whether the rules and processes were applied equally was added, and lastly, it was tried to explain it by adding whether the human relations and interactions were fair in the organizational environment (Polat, 2007).

In general, organizational justice is addressed under three main dimensions as distribution, procedure and interaction justice.

Distributive justice, which is the first dimension that has emerged in the literature, corresponds to whether the gains obtained by an individual such as status, opportunity, wage, promotion and tasks, etc. are distributed appropriately, ethically and fairly (Polat, 2007).

Procedural justice means the equal applications of the perceived justice of the procedures used for determining the results and organizational processes such as refraining from excessive and missing payment, participation in decisions and giving information on results (Doğan, 2002).

Interactional justice is about what the procedures used when individuals make a decision are, and how people are treated and whether necessary explanations are made rather than the extent to which these procedures are stuck while these procedures are applied. The perceptions of the quality of the interpersonal behavior faced by individuals during the application of procedures make up interactional justice (Yılmaz, 2004).

It is necessary that the importance of the concept of justice is understood and implemented by managers in order to prevent negative situations that may be encountered in the organization. That employees have positive justice perceptions ensures that they undertake more responsibilities, stick to and trust the organization, and have positive feelings for the organization and the decisions of the organization. When employees think that they are treated fairly, they will think of the interests of the organization setting aside their personal interests. All these show that a positive organizational justice perception ensures that organizational citizenship behavior is exhibited. Furthermore, a just behavior makes situations that may be faced by the organization predictable and reduces uncertainties that may be faced in the working life (Söyük, 2007).

Educational organizations, of which inputs and outputs are human beings, are affected by many organizational variables just as other organizations. One of these organizational variables is organizational justice, while the other one is the concept of trust. Considering the fact that educational organizations are socially open systems and considering their close environment, examining the relationship between these two concepts also becomes more important.

The main aim of carrying out this study is to determine the level of the perception of trust in managers of public primary school, secondary school and high school teachers and organizational justice perception, and whether there is a relationship between the perception of trust in the manager and the perception of organizational justice.

1.1 Research Questions

The answers to the following questions were sought in the study conducted in accordance with the survey model.

1. What is the level of teacher's trust in their managers?
2. What is the level of organizational justice perception of teachers towards managers?
3. Is there any relationship between the teachers' perception of trust in managers and the sub-dimensions of procedural justice and interactional justice, and the general organizational justice perception?
4. Is there any relationship between the organizational justice perception of teachers and the sub-dimensions of supporting the employees, competent, creating a positive working environment, assuring, caring about the employees and self-confident, and the general perception of trust in the manager?

2. Methodology

The aim of this study is to determine the perception of trust levels of teachers working at public primary, secondary and high schools in managers and their perception of organizational justice, and whether there is any relation between the perception of trust in the manager and the perception of organizational justice. The screening model was used in the study. Screening models are research approaches that aim to describe a past or

existing situation as it is. It is attempted to define the individual or object, which is the subject of the study, within their own conditions and as they are (Karasar, 2005; McMillan & Schumacher, 2006).

2.1. Population – Sample

The study population consists of 1041 teachers working in Bakırköy, Küçükçekmece and Bağcılar districts of Istanbul province in the 2015-2016 academic year.

Proportionate cluster sampling was used in order to determine the sample of the study. In order to make proportionate cluster sampling, the population was divided into sub-populations (high – middle – low) by the variable of the socio-cultural level of the location of schools that are believed to show significant differences in terms of the research findings. The schools in the sample were selected from the regions that were readily accessible by the researcher in line with the sub-populations. District national education directors and school managers were consulted while making the choices. Teachers were neutrally selected among the teachers working in Bakırköy district that represents the upper socio-cultural level, Küçükçekmece district that represents the middle socio-cultural level, and Bağcılar district that represents the lower socio-cultural level. It was preferred to choose the samples from the study population in order to save time and economically rather than reaching all of the teachers in the population. The number of the sample was calculated to be 281. However, 460 questionnaires in total were distributed to the whole universe considering the problems that may be encountered in practice and possible losses in returns. 74 questionnaires were not taken into consideration as they were filled in inaccurately or incompletely. 386 questionnaires were collected in full. The data were collected using 386 questionnaires.

2.2. Data Collection Tools

Questionnaire forms were used in the collection of the data. The “Trust in Manager Scale” consisting of 40 expressions and developed by İslamoğlu, Birsnel and Börü was used in order to determine the level of trust in the manager, and the “Organizational Justice Scale” developed by Moorman and Niehoff (1993), which consists of 19 expressions translated into Turkish by Polat (2007), was used in order to determine the perception of organizational justice.

2.2.1 Trust in Manager Scale

The trust in manager scale used in the study was developed by Börü, İslamoğlu and Birsnel (2007). There are 40 expressions in the scale. The scale has 10 sub-dimensions. In many studies, it is observed that the validity analyses of the scale are repeated. In their study, Köy (2011) assessed the scale at a validity of 6 as a result of the factor analysis. Köy calculated the variance ratio in the sub-dimension of supporting the employees to be 63,35, the coefficients of reliability to be .97, the variance ratio in the competent sub-dimension to be 5,15, the reliability coefficients to be .91, the variance ratio in the sub-dimension of creating a positive working environment to be 3,39, the reliability coefficients to be .90, the variance ratio in the assuring sub-dimension to be .90, and the reliability coefficients to be .92, the variance ratio in the sub-dimension of caring about the subordinates to be 2,30, and the reliability coefficients to be .93; the variance ratio in the self-confident sub-dimension to be 2,01, and the reliability coefficients to be .88, the total variance ratio to be 78,71, and the Cronbach’s Alpha coefficient was calculated to be .98 when the general reliability analysis was performed. Since the validity analyses of the scale were repeated in many studies, the reliability analysis was not performed on the scale in this study. When the general reliability analysis of this study was performed, the reliability Cronbach’s Alpha coefficient was calculated to be .88. As can be seen in Table 1, the trust in manager scale consists of 6 sub-dimensions of supporting the employees, competent, creating a positive working environment, assuring, caring about the subordinates, and self-confident. This factor structure was used in the study.

Table 1. Trust in Manager Scale and Its Sub-Dimensions

	Dimensions	Item Numbers
Trust in Manager Scale	Supporting The Employees	10,12,13,14,15,16,19,22,23,24,25,28,31,32,35
	Competent	3,4,5,11,20,26,33
	Creating A positive Working Environment	27,38,39,40
	Assuring	29,30,34,36,37
	Caring About The Subordinates	1,2,6,7,8,9
	Self-Confident	17,18

The Trust in Manager Scale was prepared in the form of a 5-point Likert-type Grading Scale. In the 5-point Likert-type scale, the items were graded as “(1) Totally Disagree, (2) Disagree, (3) Neither Agree, Nor Disagree, (4) Agree, (5) Totally Agree”. The answer codes given to each item in the survey varied between 1.00 and 5.00 from negative to positive in accordance with this grading. The lower and upper limits of the options were determined starting from the presumption that the intervals in the measurement tool were equal (4/5). While interpreting the arithmetic means, the intervals were assessed as 1.00-1.80 “very low”, 1.81-2.60 “low”, 2.61-3.40 “middle”, 3.41-4.20 “high”, and the interval of 4.21-5.00 was assessed as “very high”.

2.2.2 Organizational Justice Scale

Teachers’ perceptions of justice in relation to their schools were determined using the “Organizational Justice Scale” developed by Niehoff and Moorman (1993) and translated into Turkish by Polat (2007), of which reliability and validity studies were performed. As a result of the trial application made by Polat (2007), the reliability coefficient of the organizational justice scale was found to be .85. In the factor analysis performed, all of the items in the trial scale were taken into the actual scale as the factor load of none of the items was found to be below .45. As a result of the application, the reliability Cronbach’s Alpha coefficient was found to be .96 for the whole scale in the reliability analysis performed on the organizational justice scale. As for the sub-dimensions of organizational justice, the reliability coefficients were calculated to be .89 for the distributional justice dimension, .95 for the procedural justice dimension, and .90 for the interactional justice dimension. In the factor analysis performed after the application of the scale, the items were calculated three-dimensionally just as in the original scale. All of the items were included in the scale as the factor load of each item was found to be above .45. The reliability analysis was not performed in this study since the validity analyses were repeated in many studies carried out. The reliability Cronbach’s Alpha coefficient was calculated to be .89 when the general reliability analysis of this study was performed.

As can be seen in Table 2, the organizational justice scale consists of three dimensions in order to measure the distributional justice, procedural justice and interactional justice perception. The distributional justice dimension includes 6 items, the procedural justice dimension includes 9 items, and the interactional justice dimension includes 4 items.

Table 2. Trust in Manager Scale and Its Sub-Dimensions

	Dimensions	Item Numbers
Organizational Justice Scale	Distributional Justice	1-2-3-4-5-6
	Procedural Justice	7-8-9-10-11-16-17-18-19
	Interactional Justice	12-13-14-15

The Organizational Justice Scale was prepared in the form of a 5-point Likert-type scale. In this five-point Likert-type scale, the items were graded in five intervals of “(1) Totally Disagree, (2) Disagree, (3) Neither Agree, Nor Disagree, (4) Agree, and (5) Totally Agree”. The answer codes given to each item in the questionnaire varied between 1.00 and 5.00 from positive to negative in accordance with these grades. Starting from the presumption that the intervals in the measurement tool were equal (4/5), the lower and upper limits of the options were determined. When interpreting the arithmetic means, the intervals were assessed as 1.00-1.80 “very low”, 1.81-2.60 “low”, 2.61-3.40 “middle”, 3.41-4.20 “high”, and the interval of 4.21-5.00 was assessed as “very high”.

2.3. Analysis and Interpretation of the Data

In the study, p-values lower than 0,05 were accepted to be statistically significant. The analyses were subjected to the following analyses using SPSS 22 packaged software.

1. The perception levels of teachers' trust in their manager and organizational justice perception levels were found using the arithmetic mean and standard deviation.
2. The Pearson's correlation analysis was performed in order to determine the relation between the perception levels of teachers' trust in their manager and distributional justice, procedural justice, interactional justice and the general organizational justice perception.
3. The Pearson's correlation analysis was performed in order to determine the relation between teachers' organizational justice perception and the level of supporting the employees, competent, creating a positive working environment, assuring, caring about the subordinates and self-confident, and the general perception of trust in the manager.

3. Findings

This section includes the findings of the data regarding the study.

3.1. Perception Level of Teachers' Trust in Managers

Descriptive statistics on the perception level of teachers' trust in managers are shown in Table 3.

Table 3. The Result of Descriptive Statistics on Teachers' Perception of Trust in Managers

	\bar{X}	sd
Supporting The Employees	2.92	0.55
Competent	3.07	0.67
Creating Apositive Working Environment	2.85	0.81
Assuring	2.82	0.67
Caring About The Subordinates	2.90	0.76
Self-Confident	2.79	0.96
Total	2.94	0.53

Upon examining Table 3, it is observed that the perceptions of teachers' trust in managers are at the intermediate level with the arithmetic means of $\bar{X}=2.92$ in the dimension of supporting the employees, $\bar{X}=3.07$ in the competent dimension, $\bar{X}=2.85$ in the creating a positive working environment dimension, $\bar{X}=2.82$ in the assuring dimension, $\bar{X}=2.90$ in the dimension of caring about the subordinates, $\bar{X}=2.79$ in the self-confident dimension, and $\bar{X}=2.94$ in the total dimension of the trust in manager. While it is observed that the teachers' perceptions of trust in manager have the highest value in the competent dimension $\bar{X}=3.07$, they get the lowest value in the self-confident dimension $\bar{X}=2.79$.

3.2. Organizational Justice Perception Towards Managers

Descriptive statistics on the organizational justice perception of teachers towards managers are shown in Table 4.

Table 4. The Result of Descriptive Statistics on the Organizational Justice Perception of Teachers Towards Managers

	\bar{X}	sd
Distributional Justice	3.02	0.76
Procedural Justice	3.25	0.80
Interactional Justice	3.57	0.84
Total	3.25	0.71

Upon examining Table 4, it is observed that organizational justice perceptions of teachers are at the intermediate

level with the arithmetic means of $\bar{X}=3.02$ in the distributional justice dimension, $\bar{X}=3.25$ in the dimension of procedural justice, $\bar{X}=3.57$ in the interactional justice dimension and $\bar{X}=3.25$ in the total dimension of organizational justice. It is observed that the organizational justice of teachers towards managers is at the highest level in the interactional justice dimension $\bar{X}=3.57$, while the lowest value is in the distributional justice dimension $\bar{X}=3.02$.

3.3. The Level of the Relationship between the Level of Teachers' Trust in Managers and Distributional Justice, Procedural Justice, Interactional Justice and the General Organizational Justice Perception

The relation between the teachers' trust in managers and the distributional justice, procedural justice, interactional justice and general organizational justice was calculated using the "Pearson's correlation coefficient", and the results are shown in table 5.

Table 5. The Pearson's Correlation Coefficient Test Result Showing the Relation between the Level of Teachers' Trust in Managers and Distributional Justice, Procedural Justice, Interactional Justice and the General Organizational Justice Perception

	Distributional Justice	Procedural Justice	Interactional Justice	Organizational Justice Perception (Total)
Perception of Trust in Managers (Total)	r 0,539* p 0,001 n 386	0,637* 0,001 386	0,615* 0,001 386	0,678* 0,001 386

Upon examining Table 5, an intermediate-level positive significant relation was found between the trust perception and distributional justice perception ($r=0,539$, $p<0.01$). An intermediate-level positive significant relation was found between the teachers' perceptions of trust in managers and the procedural justice ($r=0,637$, $p<0.01$). An intermediate-level positive significant relation was found between the teachers' perceptions of trust in managers and the interactional justice ($r=0,615$, $p<0.01$). An intermediate-level positive significant relation was found between the teachers' perceptions of trust in managers and the organizational justice perception ($r=0,678$, $p<0.01$). In other words, organizational justice perception increases as the teachers' perception of trust in managers increases.

3.4. The Level of the Relation between the Teachers' Organizational Justice Perception and Supporting the Employees, Competent, Creating a Positive Working Environment, Assuring, Caring about the Subordinates, Self-Confident and the Total Level of Trust in Manager

The relation between the teachers' organizational justice perception and the level of supporting the employees, competent, creating a positive working environment, assuring, caring about the subordinates, self-confident and the total level of trust in manager was calculated using the "Pearson's correlation coefficient", and the results are shown in table 6.

Table 6. The Pearson's Correlation Coefficient Test Result Showing the Relation between the Teachers' Organizational Justice Perception and the Level of Supporting the Employees, Competent, Creating a Positive Working Environment, Assuring, Caring about the Subordinates, Self-Confident and the Total Level of Trust in Manager

	Supporting The Employees	Competent	Creating positive Working Environment	Assuring	Caring About The Subordinates	Self-Confident	Perception of Trust in Managers (Total)
Organizational Justice Perception (Total)	r 0,613* p 0,001 n 386	0,558* 0,001 386	0,421* 0,001 386	0,487* 0,001 386	0,591* 0,001 386	0,206* 0,001 386	0,678* 0,001 386

Upon examining the data in Table 6, an intermediate-level positive significant relation was found between the teachers' organizational justice perception and the sub-dimension of supporting the employees ($r=0,613$, $p<0.01$). An intermediate-level positive significant relation was found between the teachers' organizational justice perception and the competent sub-dimension ($r=0,558$, $p<0.01$). A weak level positive significant relation was found between the teachers' organizational justice perception and the sub-dimension of creating a positive working environment ($r=0,421$, $p<0.01$). A weak level positive significant relation was found between the teachers' organizational justice perception and the positive assuring sub-dimension ($r=0,487$, $p<0.01$). An intermediate-level positive significant relation was found between the teachers' organizational justice perception and the positive sub-dimension of caring about the subordinates ($r=0,591$, $p<0.01$). A very weak level of positive significant relation was found between the teachers' organizational justice perception and the positive self-confident sub-dimension ($r=0,206$, $p<0.01$). An intermediate-level positive significant relation was found between the teachers' organizational justice perception and the level of trust in managers ($r=0,678$, $p<0.01$). It is observed that there is a positive relation between the justice perceptions of teachers towards their organization and their trust in managers. It can be said that the perception of trust in managers increases as the teachers' perception of organizational justice increases.

4. Discussion, Conclusion and Suggestions

This study examines the level of the trust of teachers working at public primary schools, secondary schools and high schools and their organizational justice perceptions, and the relation between the perception of trust in manager and the perception of organizational justice.

As a result of this study, it was observed that the perceptions of teachers' trust in managers have an intermediate level of values in supporting the employees, competent, creating a positive working environment, assuring, caring about the subordinates and self-confident sub-dimensions and the total dimension of trust in manager. As a result of the level of the teachers' trust in manager, the trust perception in the competent dimension was found to have the highest average. As a result of the teachers' perception of trust in managers, trust perception was found to be in the competent dimension with the highest average. The lowest average was obtained with the perception of trust in the sub-dimension of creating a positive working environment. In general, it was observed that the perception level of teachers' trust in managers was at the intermediate level. The result that the trust perceptions of teachers were at the medium level was also achieved in certain studies carried out (Bökeoğlu and Yılmaz, 2008; Samancı, 2007; Özer et al., 2006; Cerit, 2009). These results seem to support this result.

As another result of this study, it is observed that the organizational justice perceptions of teachers are at the intermediate level in the distributional justice, procedural justice, interactional justice and the total dimension of organizational justice. While it is observed that the teachers' organizational justice towards the manager has the highest value in the interactional justice dimension, the distributional justice dimension has the lowest value. In certain studies (Atalay, 2005; Demircan, 2003; Tan, 2006; Yükselbilgili, Çöpoğlu, & Gür, 2015), it was found out that the organizational justice perceptions of teachers were at the intermediate level. These results support this study.

In the teaching profession, the organizational justice in the organization where teachers work and the fact that teachers have the perception of trust in the school where they work are quite important. These two factors are among the important factors affecting teachers' attitudes towards their profession, their behaviors at school, their love for their profession, and success in their job (Hoy & Miskel, 2008; Hoy & DiPaola, 2007; Lunenburg & Ornstein, 2004; Polat, 2007). The lack of organizational justice results in employees' distrusting the workers and managers in the organization, and not considering themselves as a part of the organization (Baş and Şentürk, 2011). Organizational justice perception is an important building block in creating the perception of trust of managers, teachers, other auxiliary staff working at school, students and parents (Titrek, 2009). In this context, an individual's sense of trust in managers is shaped by the attitudes of managers in ethics and justice practices (Koç and Yazıcıoğlu, 2011).

As another result of the study, an intermediate-level positive significant relationship was found between the

teachers' perception of trust in their managers and the perception of organizational justice. According to the result of the study, organizational justice perception increases as teachers' perception of trust in managers increases. In the studies carried out, it was determined that the trust in the organization could be integrated with organizational variables affecting the whole organization, such as the perceived organizational support and organizational justice, and the trust in manager was associated with such variables as the competence, prestige and helpfulness of the manager (Tüzün, 2007). Hoy, Tarter and Kottkamp (1991) and Lunenburg and Ornstein (2004) defend that employees working at a healthy school must work in harmony and this may only be possible when the organizational justice and trust levels of the employees at schools are at the positive level. Certain studies carried out (Alexander & Ruderman, 1987; Atalay, 2005; Ambrose & Schminke, 2003; Bal et al., 2011; Baş and Şentürk, 2011; Brower, Schoorman and Tan, 2000; Chory and Hubbell, 2008; Dirks and Ferrin, 2002; Eroğlu, 2014; Hopkins and Weathington, 2006; Hubbell and Chory-Assad, 2005; İşbaşı, 2000; İşcan and Sayın, 2010; Kaneshiro, 2008; Kılıçlar, 2011; Komodromos, 2013; Menguc, 2000; Ruder, 2003; Polat, 2007; Polat and Celep, 2008; Tyler & DeGoey, 1996; Yıldız, 2013; Yücel and Samancı, 2009) show that the organizational justice perception of employees is related to trust. Among the general characteristics of the organizations with a sense of trust are the existence of an open and participatory environment, adoption of the responsibilities by employees, high productivity and commitment to the organization, the domination of reconciliation culture, tendency to teamwork, the high work satisfaction of employees, participation in decisions, decrease in the infighting among employees, increase in efficiency, increase in motivation, decrease in the turnover rates and absenteeism of employees, and the dominance of creativity (Bökeoğlu and Yılmaz, 2008). Mulford (2007) states that a school culture based on cooperation, support and trust culture to be created by successful school managers will play an important role in the development of democratic and social justice and beliefs of teachers. Thus, if the positive perceptions of teachers regarding the organizational justice can be increased, this may also positively affect their organizational commitment and organizational trust levels. The presence of justice in an organization is possible with the sense of trust, and high efficiency, positive working environment and a powerful organization culture in organizational terms (Altunkurt, 2010).

Certain suggestions can be developed in consequence of the general results obtained in the study. These suggestions can be listed as follows in line with the findings obtained:

1. The general organizational justice perception and the level of trust in manager of teachers were found to be at the "intermediate level" in this study. Remedial planning can be made to increase this perception.
2. Organizational justice perception was found to be low in the distributional justice sub-dimension when compared to other sub-dimensions in the study. Hence, the practices of school managers that may lead to their having a low justice perception level regarding "distributional justice" can be determined, and the necessary precautions may be taken. The necessary precautions can be taken and new arrangements can be made especially in order to change the low justice perception formed against awards, punishments, wages and course distribution practices.
3. The level of trust in manager was found to be low in the "creating a positive working environment" sub-dimension when compared to other sub-dimensions in the study. The necessary precautions can be taken and new arrangements can be made in order to change the low perception of "creating a positive working environment".
4. School managers can educate themselves in scientific terms regarding education management and receive in-service training on organizational justice and trust in manager.
5. The school may have a school culture and climate supporting organizational justice and trust in manager.
6. That managers and teachers gain awareness of organizational justice and trust in manager can be ensured by giving seminars emphasising the importance of the organizational justice perception and trust in manager in terms of the school climate.

Note: The data used in this article belongs to a part of Sinan Girgin's master thesis by Counselor Assist. Prof. Dr. Hatice Vatansever Bayraktar which entitled "The Examination of the Relationship Between The Trust To The The Manager And Organizational Justice In Terms Of Teachers" and this study is a further developed form of the study presented in the International Conference on Quality in Higher Education held on 24-25 November 2016 as an oral declaration.

References

- Alexander, S., & Ruderman, M. (1987). The Role of procedural and distributive justice in organizational behavior. *Social Justice Research, 1*, 177-198.
- Altinkurt, Y. (2010). *Örgütsel adalet*. Memduhoğlu, H. B. & Yılmaz, K. (Eds.). *Yönetimde yeni yaklaşımlar*. Ankara: Pegem Akademi Yayınları.
- Atalay, İ. (2005). *Örgütsel vatandaşlık ve örgütsel adalet*. Yayınlanmamış Yüksek Lisans Tezi. Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Afyonkarahisar, Türkiye.
- Ambrose, M. L. & Schminke, M. (2003). Organization structure as a moderator of the relationship between procedural justice, interactional justice, perceived organizational support, and supervisory trust. *Journal of Applied Psychology, 88*, 295-305.
- Arslan, M. M. (2009). Teknik ve endüstri meslek lisesi öğretmenlerinin örgütsel güven algıları. *Eğitimde Kuram ve Uygulama Dergisi, 5(2)*, 274-288.
- Bal, P. M., De Lange, A. H., Ybema, J. F., Jansen, P. G. W. & Van der Velde, M. E. G. (2011). Age and Trust as mediators in the Relation between Procedural Justice and Turnover: A Large-Scale Longitudinal Study. *Applied Psychology: An International Review, 60(1)*, 66-86.
- Baş, G. & Şentürk, C. (2011). İlköğretim Okulu Öğretmenlerinin Örgütsel Adalet, Örgütsel Vatandaşlık ve Örgütsel Güven Algıları. *Kuram ve Pratikte Eğitim Yönetimi, 17(1)*, 29-62.
- Bies, R. J. (2001). *Interactional (in)justice: The sacred and the profane*. Greenberg, J. & Russell, C. (Eds.). *Advances in organizational justice*. California: Stanford University Press.
- Bökeoğlu, Ö.Ç., & Yılmaz, K. (2008). İlköğretim Okullarında Örgütsel Güven Hakkında Öğretmen Görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi, 54*, 211-233.
- Brower, H. H., Schoorman, F. D., & Tan, H. H. (2000). A Model of Relational Leadership: The Integration of Trust and Leader-Member Exchange. *Leadership Quarterly, 11 (2)*, 227-250.
- Cerit, Y. (2009). Öğretmenlerin Örgütsel Güven Düzeyleri İle İşbirliği Yapma Düzeyleri Arasındaki İlişki. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 22(2)*, 637-65.
- Chory, R. M. & Hubbell, A. P. (2008). Organizational Justice and Managerial Trust as Predictors of Antisocial Employee Responses. *Communication Quarterly, 56(4)*, 357-375.
- Demircan, N. (2003). *Örgütsel güvenin bir ara değişken olarak örgütsel bağlılık üzerindeki etkisi: eğitim sektöründe bir uygulama*.Yayınlanmamış Doktora Tezi Gebze Yüksek Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Kocaeli,Türkiye.
- Dirks, K. T. & Ferrin, D. L. (2002). Trust in Leadership: Meta-Analytic Findings and Implications for Research and Practice. *Journal of Applied Psychology, 87(4)*, 611-628.
- Doğan, H. (2002). İşgörenlerin Adalet Algılamalarında Örgüt İçi İletişim Ve Prosedürel Bilgilendirmenin Rolü. *Ege Akademik Bakış, 2(2)*, 71-78.
- Eroğlu Ş.G. (2014). Çalışanların Örgütsel Adalet Algısının Örgütsel Güven Üzerindeki Etkileri. *Pamukkale İşletme ve Bilişim Yönetimi Dergisi, 1(1)*, 53-66.
- Heimovics, R. D. (1984). Trust and influence in an ambiguous group setting. *Small Group Behavior, 15*, 545-552.
- Hopkins, S. M. & Weathington, B. L. (2006). The Relationships Between Justice Perceptions, Trust, and Employee Attitudes in a Downsized Organization. *The Journal of Psychology, 140(5)*, 477-498.
- Hoy, W. K. & DiPaola, M. (Eds.). (2007). *Essential ideas for the reform of American schools*. USA: Information Age Publishing.
- Hoy, W. K., & Miskel, C. (2008). *Educational administration: Theory, research, and practice*. N.Y.: McGraw Hill.
- Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage Publications.
- Hubbell, A. P. & Chory-Assad, R. (2005). Motivating factors: Perceptions of justice and their relationship with managerial and organizational trust. *Communication Studies, 56(1)*, 47-70.
- İçerli, L. (2010). Örgütsel Adalet: Kuramsal Bir Yaklaşım. *Girişimcilik ve Kalkınma Dergisi, 5(1)*; 67-92
- İslamoğlu, G., Birsal, M. & Börü, D. (2007). *Kurum İçinde Güven*. İstanbul: İnkılâp Kitabevi.
- İşbaşı, J. Ö. (2000). *Çalışanların yöneticilerine duydukları güvenin ve örgütsel adalete ilişkin algılarının örgütsel vatandaşlık davranışının oluşumundaki rolü: Bir turizm örgütünde uygulama*. Yayınlanmamış Yüksek Lisans Tezi. Akdeniz Üniversitesi, Sosyal Bilimler Enstitüsü, Antalya, Türkiye.
- İşcan, Ö. F. & Sayın, U. (2010). Örgütsel Adalet, İş Tatmini ve Örgütsel Güven Arasındaki İlişki, *Atatürk Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 24(4)*, 195-216.
- Kaneshiro, P. (2008). *Analyzing the organizational justice, trust, and commitment relationship in a public organization*, Unpublished Doctoral Thesis, Northcentral University, Arizona,USA.
- Karasar, N. (2005). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayın Dağıtım.
- Kılıçlar, A. (2011). Yöneticiye Duyulan Güven İle Örgütsel Adalet İlişkisinin Öğretmenler Açısından İncelenmesi, *İşletme Araştırmaları Dergisi, 3(3)*, 23-36.
- Koç, H., & Yazıcıoğlu, İ. (2011). Yöneticiye Duyulan Güven ile İş Tatmini Arasındaki İlişki: Kamu ve Özel Sektör Karşılaştırması. *Doğuş Üniversitesi Dergisi, 12(1)*, 46-57.
- Komodromos, M. (2013). *Employees Perceptions of Trust, Fairness, and Management of Change using an Organizational Justice Framework*, Unpublished Doctoral Thesis, Northcentral University, Arizona,USA.
- Köy, K. A. (2011). *Yöneticiye Güvenin İş Tatminine Etkisinde Lider-Üye Etkileşiminin Aracılık Rolü: İstanbul ve Kocaeli İllerinde Beyaz Yakalılar Üzerinde Bir Araştırma*. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul, Türkiye.

- Luhmann, N. (1979) *Trust and Power: Two Works by Niklas Luhmann*. New York: John Wiley&Sons.
- Lunenburg, F. C. & Ornstein, A. C. (2004). *Educational administration: Concepts & practices*. Belmont, CA: Thomson Books/Cole.
- Mayer R.C., & Davis, J.H. (1995). An Integrative Model of Organizational Trust. *Academy of Management Review* 20 (3), 709-734.
- McAllister, D. J. (1995). Affect-and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of management journal*, 24-59.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry*. Boston: Pearson Education.
- Menguc, B. (2000). An empirical investigation of a social exchange model of organizational citizenship behaviors across two sales situations: A Turkish case. *Journal of Personal Selling and Sales Management*, 20, 205-214.
- Mishra, A. K., & Spreitzer, G. M. (1998). Explaining How Survivors Respond To Downsizing: The Roles of Trust, Empowerment, Justice and Work Redesign. *Academy of Management Review*, 23(3), 567-588.
- Mulford, B. (2007). Successful school principalship in Tasmania. Day, A. C. & Leithwood, K. (Eds.). *Studies in educational leadership*. Dordrecht, The Netherlands: Springer.
- Özer, N., Demirtaş, H., Üstüner, M., & Cömert, M. (2006). Ortaöğretim Öğretmenlerinin Örgütsel Güven Algıları, *Ege Eğitim Dergisi*, 7(1), 103-124.
- Polat, S. (2007). *Ortaöğretim öğretmenlerinin örgütsel adalet algıları, örgütsel güven düzeyleri ile örgütsel vatandaşlık davranışları arasındaki ilişki*. Yayınlanmamış Doktora Tezi. Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü, Kocaeli, Türkiye.
- Polat, S., & Celep, C. (2008). Ortaöğretim öğretmenlerinin örgütsel adalet, örgütsel güven, örgütsel vatandaşlık davranışlarına ilişkin algıları. *Kuram ve Uygulamada Eğitim Yönetimi*, 54, 307-331.
- Ruder, G. J. (2003). *The relationship among organizational justice, trust, and role breadth self-efficacy*. Unpublished Doctoral Thesis, Virginia Polytechnic Institute and State University, Virginia, USA.
- Samancı, G. (2007). *Örgütsel Güven ve Örgütsel Vatandaşlık Davranışı*, Yayınlanmış Yüksek Lisans Tezi, Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Afyonkarahisar, Türkiye.
- Söyük, S. (2007) *Örgütsel adaletin iş tatmini üzerine etkisi ve İstanbul ilindeki özel hastanelerde çalışan hemşirelere yönelik bir çalışma*. Yayınlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul, Türkiye.
- Tan, Ç. (2006). *İlköğretim Okullarında Görev Yapan Öğretmenlerin Örgütsel Adalet Konusundaki Algıları*. Yayınlanmamış yüksek lisans tezi, Fırat Üniversitesi, Elazığ, Türkiye.
- Titrek, O. (2009). Employees' organizational justice perceptions in Turkish schools. *Social Behavior and Personality*, 37 (5), 605-620.
- Tüzün, İ.K.(2007). Güven, Örgütsel Güven ve Örgütsel Güven Modelleri. *Karamanoğlu Mehmetbey Üniversitesi İktisadi İdari Bilimler Fakültesi Dergisi*, 93-118.
- Tyler, T. R., & DeGoeyp, P. (1996). *Trust in organizational authorities: The influence of motive attributions in willingness to accept decisions*. Kramer, R. M. & Tyler, T. R. (Eds.). *Trust in organizations: Frontiers of theory and research*. Thousand Oaks, CA: Sage Publications.
- Yavuz, M. (2010). The effects of teachers' perception of organizational justice and organizational commitment. *African Journal of Business Management*, 4(5), 695-701.
- Yıldız, K. (2013). Öğretmenlerin örgütsel adalet ve örgütsel güven algıları. *AİBÜ Sosyal Bilimler Enstitüsü Dergisi*, 13(1), 289-316.
- Yılmaz, G. (2004). *İnsan Kaynakları Uygulamalarına İlişkin Örgütsel Adalet Algısının Çalışanların Tutum ve Davranışları Üzerindeki Etkisi*. Yayınlanmış Doktora Tezi. İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul, Türkiye.
- Yılmaz, K. (2009). Özel Dershane Öğretmenlerinin Örgütsel Güven Düzeyleri İle Örgütsel Vatandaşlık Davranışları Arasındaki İlişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 15(59), 471-490.
- Yıldırım, F. (2007). İş doyumu ile örgütsel adalet ilişkisi. *Ankara Üniversitesi SBF Dergisi*, 62 (1), 253-278.
- Yücel, C., & Samancı, G. (2009). Örgütsel Güven ve Örgütsel Vatandaşlık Davranışı. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 19(1), 113 -132.
- Yükselbilgili, Z., Çöpoğlu, M., & Gür, O.(2015). Örgütsel adalet: Bir büyükşehir belediyesinde araştırma. *Elektronik Sosyal Bilimler Dergisi*, 14(55), 45-53.