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The Relationships between Perceptions of Teachers' Transformational Leadership, Organizational Justice, Organizational Support and Quality of Work Life

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The Relationships between Perceptions of Teachers’ Transformational Leadership, Organizational Justice, Organizational Support and Quality of Work Life

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Abstract

The aim of the present study was to examine the relationships between perceptions of teacher's transformational leadership, organizational support, organizational justice and quality of work life. A model suggesting that teacher perceptions of the transformational leadership behavior of school administrators directly affected their perceptions about quality of work life, as well as, indirectly through their perceptions of organizational justice and organizational support is proposed. In order to test this model, a path analysis was conducted within the framework of Structural Equation Modeling (SEM). Participants of the study included 658 teachers employed in state pre-schools, primary schools, junior high schools and high schools affiliated to the Ministry of National Education in Kilis province, Turkey, during the 2015-2016 academic years. "Transformational Leadership Scale", "Organizational Justice Scale", "Perceived Organizational Support Scale" and "Work- Related Quality of Life Scale" were used to collect the study data. Descriptive statistics, correlation analysis, path analysis and bootstrap analysis to determine the significance level of mediation effect were used. Analysis of the data demonstrated that there were significant positive relationships between the transformational leadership, organizational justice, organizational support, and quality of work life perceptions of the teachers. Path analysis findings showed that teacher perceptions about the presence of transformational leadership behavior among school administrators had a significant, direct and positive impact on quality of work life perceptions of the teachers and also had a significant, indirect and positive effect on teachers' perceptions of quality of work life through their perceptions of organizational support and organizational justice.

Introduction

Organizations are social structures established by people to achieve specific goals. Maintaining their existence for long years depends on their ability to function effectively and efficiently and to achieve their objectives at the highest level. The success of any institution or organization depends on various factors. The most important one of these factors is undoubtedly well-trained human resources (Chan and Wyatt, 2007). Thus, administrative approaches that do not consider human beings as a resource and neglect them and are not based on human beings, would affect the effectiveness and productivity of the organization adversely, making it difficult for the organization to reach its goals (Torrington, Hall and Taylor, 2005). Furthermore, individuals do not enter a work environment only with their technical knowledge and skills that are required to do their work, but also with characteristics such as personal feelings, perceptions, desires, motives, and attitudes. Thus, the management of human resource in an organization is not limited to the management of their technical skills, but also covers the management of other characteristics of human resources (interests, desires, needs, perceptions, attitudes, etc.) (Mohanraj, 2017). In this context, for the organizations to manage human resources productively, the quality of work life approach, which aims to increase organizational productivity and to create a healthy work environment where employees would have job satisfaction and feel comfortable and safe, is necessary.

The concept of quality of work life refers to humanization of work, improvement of working conditions, protection of employees, and democratization of the work environment (Huzzard, 2003). The fact that the concept of quality of work life is multidimensional and comprehensive rendered it difficult for researchers to come up with a common definition for the concept. Industrialists, organizational psychologists and management scientists, however, agreed that the quality of work life was generally related to the well-being of employees

(Danna and Griffin, 1999). According to Demir (2011), the quality of work life approach is the name of the transformation from a system that considers employees only as a machine into a system that considers employees important, puts employees into central position and regards employees as the most important element of the organization. According to Warr (1987), it is the creation of a stress-free work environment. Sirgy, Efraty, Siegel and Lee (2001) stated that it entails increasing job satisfaction by ensuring the participation of employees within management. According to Lau, Wong, Chan, and Law (2001), it is about increasing the job satisfaction of employees with opportunities such as awards, a safe work environment and career development. Dessler (2005) considered quality of work life as not only meeting the financial needs of employees but also ensuring their self-esteem, satisfaction, to use their ability and personal development.

Quality of work life leads employees to achieve an organizational identity and increases job performance, job satisfaction and professional initiatives of employees, decreases absenteeism, intention to quit the job and burnout levels (Donalson, 2000; Waitayangkook, 2003; Kheirandish, 2009), thus creating an environment for an effective and productive organization. In a study conducted by Donalson (2000), it was observed that job security, which is considered as one of the behavioral components of the quality of work life approach, was the sub-dimension with the strongest influence on employees' organizational commitment. Seligman (2011) noted that the development of the work environment produced more positive emotions that lead to the production of desired organizational outcomes such as low absenteeism, higher commitment and better job performance. Diener and Seligman (2004) stated that happy employees who tend to be more productive would emerge in organizations with an aim to maintain its employees' well-being and redesign the work to achieve this goal. Masoomzadeh, Feizi and Alipour (2013) reported that positive changes in the perceptions of employees on quality of work life would reduce anti-productive and harmful behavior of the employees.

Previous studies demonstrated that quality of work life had a positive correlation with organizational commitment (Hong, Tan and Bujang, 2010; Akar, 2018), affective commitment (Akar, 2018), job satisfaction (Hong, Tan and Bujang, 2010; Akar, 2018), performance (Asgari, Nojbaee and Rahnama, 2012), motivation (Baleghizadeh and Gordani, 2012), productivity (Abbasi, Samadzadeh and Shahbazzadegan, 2011) and life satisfaction (Zadeh, 2016), while it had negative significant correlations with the intention to quit the job (Tuncer, 2012), burnout (Akar, 2018), school alienation (Akar, 2018) and stress (Hong, Tan and Bujang; 2010).

It was observed that the initial studies on the quality of work life were conducted in businesses, and later on studies that focused on the working life quality of employees who worked in other organizations and especially in educational organizations were conducted (Erdem, 2008). Educational organizations are institutions that undertake important tasks in social, cultural and economic development of nations. The qualified human resources that the country needs are trained in education organizations. Thus, educational organizations are required to be properly operated and be successful to achieve the abovementioned goals. The success of educational organizations largely depends on teachers and their efforts as stated by Manju (2014). Therefore, teachers are considered at the center of school development efforts and as the most important resource that shapes the learning and development of the students (Ingersoll, 2003). Teachers have a strong and lasting influence on the formation of the personality of each individual in a nation. Teachers play a vital role in the transfer of intellectual knowledge and technical skills as well as the culture from one generation to the next. Thus, it is necessary to provide a respectful, safe, participatory work environment with plenty of professional freedom for teachers. In other words, it was stated that the improvement of teachers' quality of work life was considered as a necessity (Pani, 2015). The quality of work life is an approach that aims to provide for the needs, expectations, security, well-being, peace and happiness of the teachers, so that the teacher-centered school could maintain its existence effectively and productively. According to Yang and Lou (2014), teachers' perceptions of work life quality do not only affect the teachers, but also the students, educational development and even the future of the country. Thus, it is necessary to determine the factors that would improve teachers' quality of work life and their educational output indirectly. In the present study, it was assumed that transformational leadership, organizational justice and organizational support were factors that directly or indirectly affected the quality of work life.

To define the leader who plans and initiates change and innovation in an organization, the term transformational leader is used. It is known that transformational leaders have a strong vision and it is accepted that they provide motivation for their followers to adopt and realize the vision of the organization. Bilir (2007) stated that transformational leaders prioritize the interests of the organization, hence their followers' instead of their own. A school administrator with transformational leadership skills is a leader who considers the needs, expectations, work conditions, and educational and instructional materials of teachers in the same school. According to Kurtuluş (2007), transformational leaders reveal the skills and ideas of their colleagues and support their self-esteem. Previous studies demonstrated that transformational leadership had a positive effect on job satisfaction

(Haj and Jubran, 2016), well-being (Heidmets and Liik, 2014), professional development (Al-Taneiji, 2006), participation in decision making processes (Mao and Tan, 2015), organizational support and productivity (Ghasemizad and Mohammadkhani, 2013), quality of work life (Ghasemizad and Mohammadkhani, 2013), organizational support (Ghasemizad and Mohammadkhani, 2013), and organizational justice (Gillet et al., 2013) and had a negative effect on burnout (Eyal and Roth, 2010).

Organizational justice refers to perceptions of employees on their fair treatment in the organization, and these perceptions affect employees in many ways (Greenberg, 1990). According to Çakmak (2005), organizational justice is defined as a concept that includes social and mutual changes in the office such as duty, salary, reward, punishment, promotion and relations of the employees with their superiors, colleagues and the organization as a social system. According to Aydın and Karaman-Kepenekçi (2008), when the perception of organizational justice is negative, teachers feel that they are distanced from the school, slow down their work at the school, declare their complaints with the administration and begin to gossip. When teachers exhibit these behaviors, it could adversely affect the interpersonal relationships and the organizational effectiveness of the school. Studies demonstrated that employees with a positive justice perception exhibited positive behaviors and outcomes (Jakopec and Susanj, 2014), while those with negative justice perception produced harmful and destructive behavior (Kerwin, Jordan and Turner, 2015). Previous studies on organizational justice demonstrated that organizational justice had a positive impact on job satisfaction (Altahayneh, Khasawneh and Abedalhafiz, 2014), organizational support (Tokgöz, 2011), professional development (Jahanian and Ghodsi, 2014), well-being (Ibrahim and Ohtsuka, 2013), and quality of work life (Saghi, Far, Zabihi and Hosseinpour, 2014; Gillet, Fouquereau, Bonnaud-Antignac, Mokoukolo and Colombat, 2013), and had a negative effect on stress (Judge and Colquitt, 2004), home-work conflict (Ibrahim and Ohtsuka, 2013) and burnout (Dishon-Berkovits, 2017).

Perceived organizational support is the degree to which employees believe that their organization values their contributions and cares about their well-being (Hellman, Fuqua and Worley, 2006). In contemporary business world, employees desire to feel supported by their organization. Organizational support, which is very important for employees, has been one of the important sources that fulfill the emotional needs such as to be respected, to be accepted and approved, and to be appreciated. With organizational support, the organization declares that it is aware of the contributions of the employees, values their welfare and appreciates working with them (Özdemir, 2010). The support that employees receive from their organization and managers in the workplace is a factor that significantly reduces stress. Previous studies on organizational support demonstrated that organizational support had a positive effect on the employees' job satisfaction (Sellgren, Ekvall and Tomson, 2008), well-being (Neves and Norden, 2011), quality of work life (Ghasemizad and Mohammadkhani, 2013; Foley, Hang-Yue and Lui, 2005), and had an negative effect on work stress (Turunc and Çelik, 2010), and work-home conflict (Foley, Hang-Yue and Lui, 2005).

The present study attempted to determine the effects of teachers' perceptions about transformational leadership, organizational justice and organizational support on the quality of work life with structural equation modeling. It was considered that the study results would play an important role in improving the quality of work life for teachers. The research hypotheses are as follows:

- H1: Teacher perceptions about the transformational leadership behavior of school administrators significantly and positively predict their perceptions about quality of work life.
- H2: Teacher perceptions about the transformational leadership behavior of school administrators significantly and positively predict their organizational support perceptions.
- H3: Teacher perceptions about the transformational leadership behavior of school administrators significantly and positively predict their organizational justice perceptions.
- H4: Organizational support perceptions of teachers significantly and positively predict their perceptions about the quality of work life.
- H5: Organizational justice perceptions of teachers significantly and positively predict their perceptions about the quality of work life.
- H6: Organizational support and organizational justice perceptions of teachers play mediating role in the relationship between teachers' perceptions about the transformational leadership behavior of school administrators and teachers' quality of work life.

Method

In the present study, relational descriptive model was utilized to analyze the relationships between the transformational leadership behavior of school administrators as perceived by teachers and organizational support, organizational justice and quality of working life perceptions. The relational descriptive model is a

research model that aims to determine the presence and/or the degree of the covariation between two or more variables (Cohen, Manion and Morrison, 2007). In the study, a model that transformational leadership behaviors of school administrators affect teachers' quality of work life both directly and indirectly through the organizational justice and organizational support behaviors was proposed. To test the proposed model, path analysis was conducted within the framework of Structural Equation Modeling (SEM).

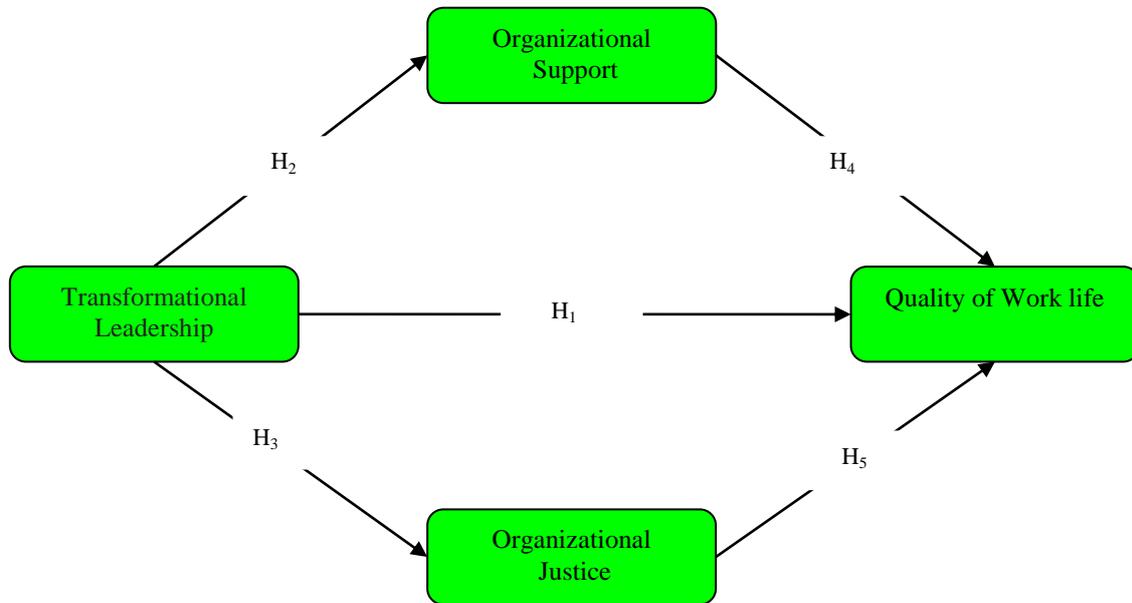


Figure 1. The proposed model for transformational leadership, organizational justice, organizational support, and quality of working life variables

Population and Sample

The population of the present study included 735 female and 834 male teachers employed in state pre-school, primary schools, junior high schools and high schools in Kilis province in the 2015-2016 academic years. Among the teachers in the population, 658 volunteered to participate in the study. Out of the participants, 46.8% were female, 53.2% were male, 35.9% were between the ages of 20 and 30, 35.4% were between the ages of 31 and 40, 19% were between the ages of 41 and 50, and 9.7% were over 50 years old, 5.5% were employed in pre-school, 34.8% were employed in primary education, 35.3% were employed in junior high, and 24.5% were employed in high school institutions.

Data Collection Instruments

Study data were collected with the transformational leadership scale, organizational justice scale, organizational support scale, work-related quality of life scale and personal information form.

Transformational Leadership Scale: The “Transformational Leadership Scale”, developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) and adapted to Turkish language by İscan (2002), was used to determine the transformational leadership behavior of school administrators. The scale includes 23 items and 5 dimensions. The dimensions of the transformational leadership scale were identify and articulate a vision – providing an appropriate model, fostering the acceptance of group goals, high performance expectations, individualized support, and intellectual stimulation. The validity and reliability of the scale were retested in the present study. Confirmatory factor analysis (CFA) was conducted to test the validity of the scale. It was determined that the present structure of the scale was consistent with the study data based on the CFA results ($\chi^2/df = 434.585 / 220 = 1.96$; RMSEA = .038; CFI = .98; TLI = .97; GFI = .94; SRMR = .025). Within the present study, for individualized support dimension, the Cronbach Alpha coefficient was .83, for high performance expectations dimension it was .82, for intellectual stimulation dimension, it was .87, for fostering

the acceptance of group goals dimension, it was .90, for identify and articulate a vision–providing an appropriate model dimension, it was .92, and for the whole scale, it was .96.

Organizational Justice Scale: The "Organizational Justice Scale," developed by Niehoff and Moorman (1993) and adapted to Turkish language by Polat (2007) was used to measure the teachers' organizational justice perceptions. The scale included 19 items and 3 dimensions. Dimensions of the organizational justice scale were distributive justice, procedural justice, and interactional justice. The reliability and validity of the scale were retested in the present study. Confirmatory factor analysis (CFA) was conducted to test the validity of the scale. It was determined that the present structure of the scale was consistent with the study data, based on the CFA results ($\chi^2/df = 307,111 / 144 = 2.13$; RMSEA = .046; CFI = .97; TLI = .96; GFI = .95; SRMR = .039). Within the present study, Cronbach Alpha coefficient was .90 for distributive justice subscale, .84 for the procedural justice subscale, .82 for the interactional justice subscale, and .91 for the whole scale.

Perceived Organizational Support Scale: The "Perceived Organizational Support Scale", developed by Eisenberger, Hutchison and Sowa (1986) and adapted to Turkish language by Özdemir (2010), was used to measure teachers' organizational support perceptions. This is a one-dimensional scale that includes 15 items. The validity and reliability of the scale were retested in the present study. Confirmatory factor analysis (CFA) was conducted to test the validity. It was found that the present structure of the scale was consistent with the study data, based on CFA results ($\chi^2 / df = 204.145 / 88 = 2.32$; RMSEA = .045; CFI = .98; TLI = .97; GFI = .96; SRMR = .023). The Cronbach's alpha internal consistency coefficient was .92.

Work-related quality of life Scale: The "Work-Related Quality of Life Scale" developed by Van Laar, Edwards and Easton (2007) and adapted to Turkish language by Akar and Üstüner (2017) was used to measure the quality of work life perceptions of the teachers. The scale includes 23 items and 6 dimensions. The dimensions of the quality of work life scale are job and career satisfaction, general well-being, control at work, working conditions, stress at work, and home-work interface. The validity and reliability of the scale were retested in the present study. Confirmatory factor analysis (CFA) was conducted to test the validity of the scale. The present structure of the scale was consistent with the study data, based on the CFA results ($\chi^2/df = 526.539 / 223 = 2.36$; RMSEA = .046; CFI = .95; TLI = .95; GFI = .94; SRMR = .044). In the present study, it was found that the Cronbach alpha coefficient was .74 for job and career satisfaction dimension, .82 for general well-being dimension, .91 for control at work dimension, .70 for stress at work dimension, .79 for the working conditions dimension, .91 for the home-work interface dimension, and .92 for the whole scale.

Data Analysis

Certain procedures were firstly conducted to prepare the data for analysis. Descriptive analysis was conducted to examine data errors and Mahalanobis distances were calculated to determine the outliers, and single and multivariate normality (kurtosis and skewness, Mardia's multivariate normality coefficient and critical rate [CR]), linearity (scatter matrix diagram), multiple regression (correlation and VIF and tolerance values) were controlled. Conducted analyses demonstrated that the data related to each variable in the study exhibited normal distribution; however they did not meet the multiple normality assumption. Then, a confirmatory factor analysis was conducted with the AMOS 22 software to test the consistency between the scale and the study data based on each variable and the scales' Cronbach alpha internal consistency coefficients were determined. The scales with construct integrity were included in the model using their verified state and the analysis was conducted. Descriptive statistics such as mean, standard deviation and correlation were used in data analysis. To determine the level of significance for indirect effects, the sample size was determined as 1000 at 95% confidence interval and debugged and corrected Bootstrap analysis (non-parametric) was conducted. Means were interpreted as follows: 1.00-1.80 "never", 1.81-2.60 "rarely", 2.61-3.40 "sometimes", 3.41-4.20 "mostly" 4,21 - 5,00 "always".

Findings

The mean, standard deviation and correlation values for study variables are presented in Table 1. As seen in Table 1, it was observed that the mean of the perceptions of teachers about the transformational leadership of their administrators was "sometimes" ($\bar{x} = 3.20$), that of their perceptions about organizational support was "sometimes" ($\bar{x} = 3.03$), and that of their perceptions on organizational justice was "sometimes" ($\bar{x} = 3.19$), while the mean of their perceptions on the quality of working life was "mostly" ($\bar{x} = 3.45$). Furthermore, there were moderate, significant positive correlations between the perceptions of teachers on their administrators' transformational leadership behavior and organizational support ($r = .61$; $p < .01$), organizational justice ($r = .55$;

$p < .01$), and quality of work life perceptions ($r = .64$; $p < .01$). In addition, there was a moderate, significant and positive correlation between teachers' perceptions about organizational support and organizational justice ($r = .62$; $p < .01$) and a high, significant and positive correlation between teachers' perceptions about organizational support and quality of work life perceptions ($r = .72$; $p < .01$). Finally, it was observed that there was a significant positive correlation between teachers' organizational justice perceptions and quality of work life perceptions ($r = .61$; $p < .01$). It was observed that the highest correlation was between the teachers' quality of work life and organizational support perceptions, and the lowest correlation was between teachers' perceptions about the transformational leadership behavior of school administrators and their organizational justice perceptions.

Table 1. The mean, standard deviation and correlation values for teachers' transformational leadership, organizational justice, organizational support and quality of working life perceptions

Variables	\bar{x}	Sd	1	2	3	4
Transformational leadership	3.20	.72	1			
Organizational support	3.03	.68	.61**	1		
Organizational justice	3.19	.57	.55**	.62**	1	
Quality of work life	3.45	.51	.64**	.72**	.61**	1

The model that would be tested for accuracy level in the present study was based on the literature presented above. A path analysis was conducted to test the level and direction of the correlations between the variables in the model, which were created based on the relevant literature. The path diagram obtained with the path analysis is presented in Figure 2.

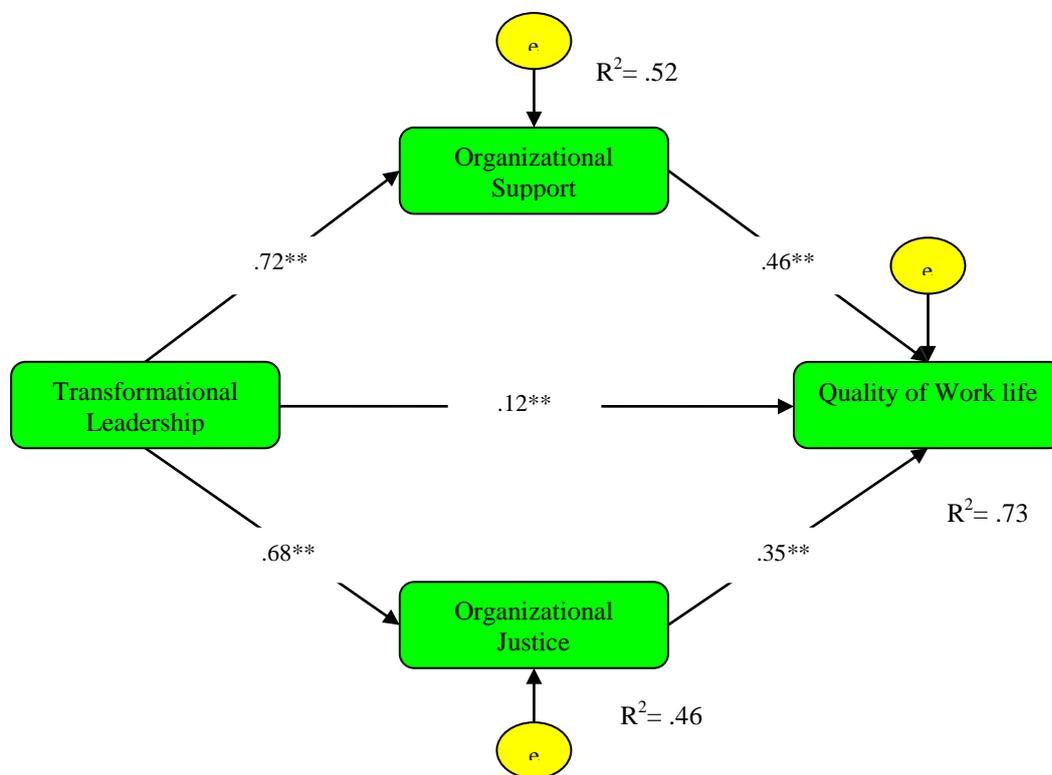


Figure 2. Analysis results of the proposed model for transformational leadership, organizational justice, organizational support and quality of work life variables, standardized estimates (β)

It was determined that all paths between the transformational leadership and quality of work life, organizational support and organizational justice in the research model were significant ($p < .01$), and it was observed that the goodness of fit values were sufficient for the acceptance of the model ($\chi^2 / df = 6765.61 / 3049 = 2.19$; RMSEA = .04; SRMR = .07, CFI = .90; TLI = .89). Teachers' perceptions about transformational leadership behavior of school administrators had a positive and significant effect on quality of work life ($\beta = .12$; $p < .01$), organizational support ($\beta = .72$; $p < .01$) and organizational justice ($\beta = .68$; $p < .01$) perceptions. Thus, the H1,

H2 and H3 hypotheses in the study could be accepted. It was further determined that teachers' organizational support ($\beta = .46$; $p < .01$) and organizational justice ($\beta = .35$; $p < .01$) perceptions had a significant positive effect on their quality of work life perceptions. Based on this finding, the hypotheses H4 and H5 could be accepted. Furthermore, it was found that the transformational leadership explained 52% of the variance in organizational support perception and 46% of the variance in organizational justice perception. Transformational leadership, organizational justice and organizational support perceptions explained 73% of the variance in the quality of work life perceptions.

Bootstrap analysis was conducted to determine the mediating effect of organizational justice and organizational support perceptions on the relationship between the teacher perceptions about the transformational leadership behavior of their administrators and their quality of work life perceptions (Preacher and Hayes, 2008). When the research model was analyzed with debugged and corrected Bootstrap analysis that was conducted on a sample size determined as 1000 instead of the original sample size of 635, it was determined that organizational justice and organizational support had a mediating effect on the relationship between transformational leadership and quality of work life perceptions and the effect was statistically significant (Total Indirect Effect = .57 [.50; .64]). Teacher perceptions about the transformational leadership behavior of school administrators affected teachers' quality of work life perceptions, while it further had an indirect effect through organizational justice and organizational support perceptions. Thus, the study hypothesis H6 could be accepted as well.

Discussion, Conclusion and Recommendations

In the present study, the relationships between teachers' perceptions of transformational leadership, organizational justice and organizational support and the quality of work life were investigated with structural equation modeling. According to the model constructed based on the literature, the transformational leadership behavior of school administrators as perceived by teachers directly affected teachers' quality of work life perceptions and also indirectly affected teachers' quality of work life perceptions through their organizational justice and organizational support perceptions. Tests conducted on the research model demonstrated that the model could be accepted.

As a result of the conducted analyzes, it was observed that the transformational leadership behavior of school administrators significantly predicted the teachers' quality of work life. This finding was consistent with the results of previous studies (Beiranvand, Javanmard and Ghasemi, 2016; Gillet et al., 2013). Previous studies demonstrated that transformational leaders improve the control of employees at work (Bass, 1985). As the control of the employees over the work increases, they are more satisfied with work and feel an increased desire to work. Furthermore, they experience less emotional and physical discomfort, absenteeism, stress and home-work conflicts decrease (Michie and Williams, 2003; Kar and Misra, 2013; Spector, 1986; Thompson and Prottas, 2006). Several studies conducted by different authors concluded that transformational and employee-oriented leaders had positive effects on employees' wellbeing, while inadequate managerial behaviors were an important source of stress (Van Dierendonck, Haynes, Borrill and Stride, 2004). The transformational leadership approach is also a significant predictor of job satisfaction (Kedenburg, 2014). According to Vonn, Lo, Ngui and Ayob (2011), utilizing adequate leadership approaches affected employees' job satisfaction, organizational commitment and productivity. In particular, the transformational leadership approach directly affects employees' job satisfaction. Based on the abovementioned study results, it could be concluded that high level of transformational leadership behavior of school administrators would have positive effects on teachers' perception of control over their work, job and career satisfaction, general well-being and home-work balance and negative effects on stress related to work, which in turn would affect quality of work life perceptions of teachers positively.

Teachers' perceptions about the transformational leadership behavior of school administrators significantly predicted teachers' organizational support perceptions. This finding was consistent with the results obtained in other related studies in the literature (Asgari et al., 2008; Lin et al., 2007). According to Bass (1985), an individually considerate leader knows special needs and expectations of her/his employees and provides personal support for their development. Thus, adoption of transformational leadership approach by school administrators is considered important. It was obvious that organizational support perception of the teachers would be positively affected by the fact that school administrators with transformational leadership behavior would meet basic needs of the teachers such as fulfilling the interests, desires and needs of teachers, encouraging their professional development, helping them cope with challenging situations they encounter, and encouraging the teachers to express their views on the school procedures.

Perceptions of teachers about transformational leadership behavior of school administrators significantly predicted teachers' organizational justice perceptions. This finding was also consistent with the results of previous studies (Asgari et al., 2008; Gillet et al., 2013; Tanrıverdi and Paşaoğlu, 2014). Based on previous studies, administrators with transformational leadership skills, who respect their employees' views, exhibit a close interest in their needs, have a stable and consistent nature, would improve their employees' organizational justice perceptions, hence decreasing their intention to quit their jobs (Wang and Walumbwa, 2007; Zhang Walumbwa, Aryee and Chen, 2013). Transformational leaders encourage their followers to become participants in an impartial, fair and egalitarian relationship. This is likely to affect teachers' organizational justice perceptions positively (Krafft, Engelbrecht and Theron, 2004). According to Liden, Wayne, Zhao and Henderson (2008), transformational leaders depend on ethical values in every practice and interpersonal relationship within the organization. This affects employees' sense of justice positively.

Teachers' organizational support perceptions significantly predicted their quality of work life perceptions. This finding was consistent with previous study results (Foley, Hang-Yue and Lui, 2005; Ghasemzad and Mohammadkhani, 2013). Previous studies concluded that administrators' support positively affected employee well-being and their job satisfaction positively, thus the work done becomes more meaningful and reduces the employees' stress levels (George, Reed, Ballard, Colin and Fielding, 1993; Sellgren, Ekvall and Tomson, 2008). Furthermore, it was reported that the support provided by the organization and the family reduces the home-work conflict, and thus provides the home-work balance (Vorster and Barkhuizen, 2013). According to Wadsworth and Owens (2007), when employees know that help would be available when they need it, this would increase their capacity to manage home-work demands. Thus, the home-work imbalance perception of the employees would be reduced. According to Park (2014), employees with high levels of work-family conflict could experience negative consequences such as reduction in job and life satisfaction, increase in intentions to quit their jobs, high depression, and burnout. According to Pedersen (2015), if employees are involved in a home-work conflict but receive a fair amount of organizational support in their organization, the stress of balancing the two roles could be reduced (Kelly, Moen, Oakes, Fan, Okechukwu, Davis and Casper, 2014). Greater flexibility in planning work-related activities provides a balance between personal and domestic responsibilities (Collins, Cartwright and Hislop, 2013). According to Kumarasamy, Pangil and Isa (2015), supportive organizations and administrators recognize the needs of employees within and outside the organization, and in this respect, they provide the support they need to be successful in balancing their work and domestic lives. Employees would feel more secure in a work environment with open, fair, impartial and supportive qualities and formed by their own administrators and organization. A supportive work environment allows individuals to have experiences that would improve their creativity and encourages them to have new experiences even though their previous experiences had negative consequences. Based on the present study, it could be argued that teachers' perception of safety might increase as a result of the support provided by school administrators. It could also be stated that the support provided by school administrators or educational organizations could increase teachers' well-being, job satisfaction, perception of security and home-work balance and reduce their stress at work. In conclusion, it could be stated that this might improve the quality of work life perceptions of the teachers.

Teachers' organizational justice perceptions significantly predicted their quality of work life perceptions. The findings of the present study were consistent with the results obtained in previous studies (Gillet et al., 2013; Saghi et al., 2014). In previous studies conducted by different authors, it was observed that there was a significant and positive correlation between perception of organizational justice and job satisfaction (Aslam, Shumaila, Sadaqat, Bilal and Intizar, 2013; Kumar, Bakhshi and Rani, 2009). Ramadoss and Lape (2014) claimed that expected situations such as fair procedures in promotion and professional development opportunities affected job satisfaction. According to Robbins (1998), utilization of an open and fair method in determination of the system of payment and working in the organization increased the job satisfaction of the employees. This finding demonstrated that teachers, who perceive the school practices were fair, are likely to be satisfied with their jobs. According to a study conducted by Paz, Gosendo, Dessen and Mourão (2009), justice in distribution was a significant predictor of employees' well-being. Judge and Colquitt (2004) stated that perception of inadequate justice and biased treatment had physical effects on employees, thus impairing general attitudes and behavior, as well as the general health of the employees. A similar study by Burton (2004) demonstrated that unfair practices in the work environment led to negative feelings such as anger, depression, enervation and anxiety. A study by Wager, Fieldman and Hussey (2003) reported that employees, who perceived that their managers were unfair, experienced more physical problems and negative changes in the blood pressure when compared to employees who perceived that their managers were fair. According to Grandey (2001), employees' perceptions on the fairness of organizational decisions and actions played an important role in ensuring the home-work balance. Based on the findings of the study conducted by Lambert, Hogan and Cheeseman (2013), it was observed that, in fact, justice in the work environment ensured the

employees to better manage the work-home balance. Based on the abovementioned study results, it could be stated that teachers' home-work balance could be affected by the justice in the school environment. It is possible that this situation would negatively influence organizational outcomes such as job satisfaction. A general assessment of these findings would suggest that the fair practices in educational organizations or of school administrators could reduce stress at work, which could in turn increase teachers' job and career satisfaction, well-being, and home-work balance. Thus, it could be argued that this situation could also contribute positively to teachers' perceptions towards the quality of work life.

The analyzes conducted in the present study demonstrated that organizational support and organizational justice perceptions of teachers played a partial mediation role in the relationship between the transformational leadership behavior of the school administrators and teachers' quality of work life perceptions. Consistent with the social support approach, the acceptance of the presence of a negative relationship between transformational leadership and home-work conflict that was supported by the researchers could be explained by Hobfoll's (1989) Conservation of Resources Theory. According to this theory, the negative perceptions on the home-work conflict of employees who possess more resources (help, understanding, support provided by the administrators) decrease. In several empirical studies, it was observed that the organizational support provided by the transformational leaders reduced the home-work conflict experienced by the employees (Jiang, 2012). The support provided by the transformational leader has positive effects on the followers. Transformational leaders support their followers to prevent them from experiencing stress and burnout (Skakon et al., 2010). In a study conducted by St-Pierre and Holmes (2010), it was reported that employees, who perceived their managers as a fair individual who supports autonomy, had higher job satisfaction, organizational identity development, and job performance. Thus, it could be stated that school administrators with high level of transformational leadership behaviors could affect teachers' organizational support perception positively and improvements in teachers' organizational support perceptions could also improve their quality of work life perceptions. According to Gillet et al. (2013), when administrators adopt a transformational leadership approach and act accordingly, the employees' quality of work life perceptions would be higher. Because the transformational leadership behavior also affects the perception of organizational justice positively, organizational justice perception affects the quality of work life perception at a vast scale. According to Munir, Rahman, Malik and Ma'amor (2012), organizational justice and transformational leadership are two significant organizational variables that affect quality of work life. In a study conducted by Beiranvand et al. (2016), it was determined that organizational justice played a mediation role in the relationship between transformational leadership and quality of work life. In a study conducted by Tanrıverdi and Paşaoğlu (2014), it was stated that the transformational leadership behavior increased the perception of organizational justice and the increase in the perception of organizational justice affected the job satisfaction positively. Pillai and Williams (1996) argued that transformational leadership affected workers' trust and job satisfaction through procedural justice. Based on the abovementioned findings, it could be stated that school administrators' transformational leadership behavior and fair practices might improve the job satisfaction of the teachers and this might contribute positively to the teachers' perception of quality of work life. In a study conducted by Kedenburg (2014), both the transformational leadership and organizational justice were observed to have a significant effect on stress at work. It was reported that an increase in perceptions of transformational leadership and organizational justice reduced the stress at work. Thus, it could be argued that transformational leadership behavior of school administrators and organizational justice would reduce teachers' stress at work and it would have positive effect on their perceptions about quality of work life.

Finally, it was found that teacher perceptions about transformational leadership, organizational justice, and organizational support variables explained 73% of the total variance in teachers' perceptions about quality of work life in the present study. Thus, it could be stated that the perceptions of teachers about the quality of work life were largely influenced by the variables of transformational leadership, organizational justice and organizational support. Based on the current study findings, transformational leadership had positive effects on both organizational justice and organizational support perception, and on quality of work life. Thus, school administration should be considered as a specialty and serious theoretical and practical training should be provided for school administrators on organization and management. Individuals, who value people and personal improvement, are aware of the interests, desires and needs of individuals and support them, have social skills, predictive capacity and can sacrifice their own interests depending on the situation and spend efforts to adapt to their changing environment and are open to criticism, different perspectives and new practices, should be school administrators. In other words, school administrators should be transformational leaders. All the above mentioned characteristics should be considered in the appointment of school administrators and only those who could meet these criteria should be appointed as school administrators. The transformational leadership behavior levels of school administrators should be measured occasionally and improved continuously

with in-service training. Platforms, where school administrators with high-level transformational leadership skills could share their experiences with other school administrators, should be established.

This research has several limitations. First of all, it is impossible to make causal inferences as this study is a cross-sectional study. Secondly, as the data were obtained from self-rating scales, this study is limited how the participants understood the items in the scales and whether they were honest while responding the items.

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