

THE EFFECT OF ORGANIZATIONAL JUSTICE ON TURNOVER
INTENTION AND THE MEDIATING ROLE OF EMOTIONAL EXHAUSTION:
A STUDY ON EDUCATIONAL INSTITUTIONS

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ABSTRACT

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Organizational effectiveness and organizational productivity are highly influenced by emotional exhaustion in a negative way. Relationships between organizational justice, emotional exhaustion and turnover intentions are the focus of this study. In this research, 205 teachers working in three central districts in Ankara comprised the sample. Individuals' organizational justice dimensions (procedural, distributive, interpersonal and informational) and how they influenced their desire to leave their jobs, whether emotional exhaustion acted as a mediator between these two were searched for. In conclusion, procedural and interpersonal justices among organizational justice dimensions were found statistically significant in relation to emotional exhaustion. Turnover intentions of teachers were decided as influenced negatively by interpersonal justice and positively by emotional exhaustion. Moreover, it was found that emotional exhaustion had a significant effect as being the mediator on interpersonal justice when determining turnover intention.

Keywords: Organizational Justice, Emotional Exhaustion, Turnover Intention

ÖZ

ÖRGÜTSEL ADALET ALGISININ İŞTEN AYRILMA NİYETİ ÜZERİNE ETKİSİ VE DUYGUSAL TÜKENMİŞLİĞİN ARACI ROLÜ: ÖĞRETMENLER ÜZERİNE BİR ÇALIŞMA

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Örgütsel etkinlik ve örgütsel verimlilik, tükenmişlik hissiyatından son derece olumsuz bir şekilde etkilenir. Örgütsel adalet algısı, duygusal tükenmişlik ve işten ayrılma niyeti arasındaki ilişki bu çalışmanın odak noktası olmuştur. Araştırmanın örneklemini Ankara'nın üç büyük merkez ilçesinde çalışan 205 öğretmen oluşturmuştur. Bireylerin örgütsel adalet algıları (işlemsel, dağıtımsal, kişilerarası ve bilgisel), duygusal tükenmişlikleri ve bu algıların işten ayrılma niyetlerini nasıl etkilediği, duygusal tükenmişliğin bu konuda aracı rolü oynayıp oynamadığı araştırılmıştır. Yapılan saha araştırması sonucunda, adalet algısı seviyelerinden işlemsel ve kişilerarası adalet algılarının duygusal tükenmeyi istatistiksel olarak anlamlı bir seviyede etkilediği bulunmuştur. İşten ayrılma niyetinin kişilerarası adalet ile olumsuz yönde, duygusal tükenmişlikle olumlu yönde bir ilişkisi bulunduğu tespit edilmiştir. Ayrıca yapılan diğer bir analizde duygusal tükenmişliğin aracılığı ile işten ayrılma niyeti üzerine örgütsel adalet algısı seviyelerinden yalnızca kişilerarası adaletin anlamlı etkisi olduğu bulunmuştur.

Anahtar Kelimeler: Örgütsel Adalet Algısı, Duygusal Tükenmişlik, İşten Ayrılma Niyeti

To my life passed with studying hard

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LIST OF ABBREVIATIONS

OJ	Organizational Justice
PJ	Procedural Justice
DJ	Distributive Justice
IntJ	Interpersonal Justice
IJ	Informational Justice
EE	Emotional Exhaustion
MBI	Maslach Burnout Inventory
TI	Turnover Intention
HS	High School
KMO	Kaiser-Meyer-Olkin
WLS	Weighted Least Square

CHAPTER 1

INTRODUCTION

Beside large and speed improvements in the technology, yet there will be need for individuals and their creativities in the organizations; thus, manpower is still the greatest value in businesses. Protection of mental and physical health of an employee -keeping him/her away from harmful factors caused by the work and/or workplace physical conditions and social origin- is one of the main aims of behavioral sciences. In order to reach this goal, removing and preventing detrimental effects on individual's physical and mental health, detecting convenient job areas to the individual, finding the appropriate job to employee are required (Köknel, 1997). According to the study of American Stress Institute, the occupations that shorten men's life and make them harder to deal with daily life problems are being a policeman, teacher and air control officer for various reasons (Baltaş and Baltaş, 1993). A growing body of research has focused on the identification of stressors, ways of combating with stress and effective stress management strategies both for workers and organizations (Avey et al., 2009).

Educational institutions aim to add values to students. In this regard, schools are the place where the values such as justice, equality, integrity, honesty, responsibility, human rights, commitment, tolerance, respect can be taught to the new generations (Yılmaz, 2010). At this point, the difficulties in work environment of teachers and the effects on their mental and physical health emerge as important discussion topics in academia.

Teachers having face to face relations with their colleagues and students have hard time when dealing with problems such as unwillingness to learn and failures of students, excessive amount of students in the classrooms, excessive staffing norms,

permanent changes in education norms and other stuff (Farber, 1984). According to data gathered from Ministry of National Education; there are 49.655 public schools totally: primary schools (26.339), junior high schools (15.858), general secondary education (2781), vocational and technical secondary education (4677) for the 2014-2015 educational year. In these public schools, 813.372 teachers are employed for the same period (273.058, 273.049, 99.707, and 167.558 respectively) (Retrieved in 07.09.2015, sgb.meb.gov.tr). The numbers for Ankara in the 2012-2013 academic period are 15.927 primary school teachers, 13.806 junior high school teachers, 7.239 general secondary education teachers and 10.237 vocational and technical secondary education teachers, totaling 47.209 teachers in all public schools. Moreover, according to Ankara Development Agency, for 2012-2013 education year in Ankara, class sizes for public schools are 31 students in primary schools, 40 students in junior high schools, 31 students in general secondary education, and 37 students in vocational and technical secondary education on average (Retrieved in 05.08.2015, ankaraka.org.tr).

Another data from the assignment of teachers held in 15.09.2015 showed that 35.563 teachers could find a position in public schools out of 161.975 applications (Milliyet, 2015) indicating only 22% of the applicants had a chance of being assigned. It is also likely that teachers in each branch did not find an opportunity to be assigned to a public school. This indicates that even before being assigned to a public school, having limited job opportunities causes stress on many teacher candidates from the beginning of the profession.

Education and Science Employees Union's (Eğitim-İş) "Teachers' opinions about their income" research conducted with 1165 teachers in 38 provinces in 2014 has revealed the income related problems of teachers. Research also showed that teachers were unhappy, owed, feeling that the profession was discredited. Moreover, 69 percent of the teachers considered quitting profession if they could find better job with higher income (Radikal, 23.11.2014). This implies that teachers suffer from stress in several aspects in their work life.

Teachers working under such difficult conditions play an important role in the education of future generations and when the financial challenges are added, these points can cause an urge to question their jobs.

The degree of job satisfaction is related to the perception of equality or inequality in the working environment (Luthans, 1981). In an unfair atmosphere regarding individuals, professions, organizations, industries and even national cultures, emotional energies of employees will decrease.

Today's business world expects higher levels of contributions and the pace of work from employees; this consumes workers' resources quickly and makes jobs more stressful. Burnout, and its initial dimension emotional exhaustion which was the focus of this study, is widespread among the workers of service industry, namely doctors, nurses, lawyers, teachers, academics, police officers, bankers, social workers, child minders, customer service representatives of various businesses and at the managerial levels in any area rather than other occupational groups. Researchers have shown that work environment is particularly more effective than individual characteristics as the cause of burnout (Pines, 1993, Wright and Cropanzano, 2000, Mitchell and Hastings, 2001).

When these concepts lead to intention for turnover, the cost of employing staff increases and knowledge capital and reputation of organizations are reduced (Liu et al, 2010). Therefore, employee retention is an important concept for organizations. This fact has been addressed in many studies which note that working one to one with people requires more sense of responsibility than working against objects (Truch, 1980).

In this research, emotional exhaustion, the first dimension of burnout, as a mediating mechanism between the depleting and stressful stimuli, organizational (in) justice and turnover intentions of teachers was examined. The main aims of this study were to find the impact of teachers' perceptions of the organization justice on emotional exhaustion and turnover intentions and the mediating effect of emotional exhaustion between organizational justice perceptions and turnover intentions.

Following chapter demonstrated the literature review of the research variables. Beginning with the main dependent variable of this study, turnover intention, organizational justice, its relationship between organizational justice, emotional exhaustion and its relationships both with organizational justice and turnover intention, and lastly a mediating mechanism in these three variables were explained in detail sequentially. In each topic, previous research conducted on the related subject was given as a subheading.

Chapter 3 included information of the aim of the study, the research model, developed hypotheses, sample and data collection process and questionnaire items. In this part, reliability and validity of the scales were also checked with appropriate statistical measures.

In the Results chapter, firstly demographic profile of the sample was shown. Then demographic sub groups in each demographic information question were compared regarding the research variables. After that, means, standard deviations, minimum and maximum values of the research variables and correlations between them were analyzed in detail. Lastly, information about assumptions was given and regression models were conducted in order to test the developed hypotheses with advance statistical methods.

Chapter 5 contained discussions and implications of detailed interpretation of the results in detail. The next part demonstrated final model of the research. It also gave a summary of the thesis. This was followed by suggestions and some managerial implications regarding the results of this study.

In the last two chapters, limitations of the study and recommendations for future research were listed respectively for guiding oncoming research.

CHAPTER 2

LITERATURE REVIEW

2.1. TURNOVER INTENTION

When individuals are not satisfied from the events and due to problems in the workplace, it is argued that they would act according to one of these four behavior styles: some individuals try to fix the worsening situation by generating creative ideas (speech); some remain in and support the organization (volunteerism); some turn to non-work-related activities by not giving any contend related to the work (indifference); or some start looking for another job and eventually quit the work (Morrow, 1993).

In today's business world, there is a general paradigm that stress factors cause burnout and burnout leads to increase in turnover intention. Turnover intention rate in an organization refers to the number of employees' leaving the job voluntarily within a year and high rates lead to negative consequences for that organization (Smith and Clark, 2011).

Turnover intention is defined as the relative strength of individuals' intentions toward a permanent voluntarily withdrawal from an organization (Hom and Griffeth, 1991). Other definitions for this concept are that: turnover intention is being potentially able to leave the current job in order to evaluate other opportunities (El Jardali, 2009); a tendency of employees for leaving the organization; the most important herald of turnover behavior (Tett and Meyer, 1993); destroying and active actions that employees show when they are unsatisfied from the conditions of employment (Rusbelt et al., 1988, Yıldız et al., 2013). According to Houkes et al. (2003), turnover intention of workers may be a psychological consequence and to Elangovan (2001),

intention for leaving the organization shows an "attitudinal orientation" or a "cognitive manifestation" for deciding to leave the organization behaviorally (Jacobs, 2005).

Intention to leave the job is different from an actual redundancy, it is the self-evaluation of employees who intend to stay or resign (Mobley, 1982). The models covering turnover intention are complex and difficult in order to predict people staying in or leaving (Jacobs, 2005). Yet, this intention for leaving a job is determined as the real cause of quitting (Jewell, 1998, Mobley, 1982). According to Fox and Fallon (2003), there is a strong correlation between behavioral intention to quit and turnover, so it is likely to be the most determinative and closest premise while deciding turnover (Jacobs and Roodt, 2008). Considering high unemployment rates in Turkey, especially among young (TUIK, 2015) and the difficulties in finding new alternatives for the current job, staying in the job can be expected. However, understanding this intention and taking measures accordingly are important to protect their mental and physical health.

Turnover increases the cost of employing staff and reduces the organization's knowledge capital and reduces its reputation (Liu et al, 2010). Thus, employee retention is an important factor for the competition among organizations. Once factors affecting intention to leave are identified, measures could be taken to prevent it by predicting and explaining the situations. These situations are related with the business atmosphere, business climate, relations with coworkers and burnout process when the expectations and demands are not satisfied by the organization in the process of turnover (Deniz et al., 2012).

The factors that affect turnover intention can be classified as external factors (unemployment rate, alternative job opportunities etc.), organizational factors (management style, pay, reward etc.) and personal factors (personality, age etc.) in general (Cotton and Tuttle, 1986).

According to Mobley (1977), the pioneer of a comprehensive explanation underlying withdrawal, dissatisfaction leads to quitting opinions in employee's mind. There are

possible sequential steps between dissatisfaction and a real quitting. At the first step, dissatisfaction leads to inspirations about quitting. These thoughts arouse a consideration about the expected utility of a job search and costs of quitting. Then, individual intents to look for alternative jobs; this follows an actual searching for new alternatives. If alternatives exist for the current job, then evaluation between these alternatives will be taken into the consideration. The next step will be the comparison of these alternatives with the present job. If the new alternative is in favor of the old one, it gives an inspiration for quitting followed by an actual withdrawal (Lee, 2000).

Tett and Meyer (1993) noted that an intention to leave is actualized in a consciously planned way. According to Rusbelt et al. (1998), it is an active and destructive process and behavior in which employees show their dissatisfaction resulting from work conditions.

Employees change their jobs or workplaces until they believe to find the best job for themselves; on the other hand, employers change employees until they believe that they have found the most appropriate ones for the organizational goals. When the desire for finding the most suitable work for both employees and employers are matched, maximum efficiency will be attained (Şimşek, 2008). Considering that the cost of hiring, selection of employee and trainings for new workers are important problems for organizations, a decision of the real causes of turnover intention directly affecting the profitability and productivity of the organization become a major concern (Golden, 2011).

For evaluating the consequences of turnover intention for organizations, post leaving the job is measured by “increase in employee turnover rates”. Organizations would like to monitor and keep this rate under control. If firm’s rate is above the sector average, it is considered as an indicative of some problems. For this reason, managing these situations is critical for organizations (Mowday, 1984).

In the studies of Shinn (1982) and Katzell, Korman, and Levine (1971), teachers are noted as leaving the profession at a growing rate. They indicated that teachers are

likely to leave or desire to quit their jobs three times more than professionals taking similar educations. There have been teachers that could find new jobs in private sector; some others prefer early retirement and the remaining just quit. The factor that significantly contributes to this situation is burnout. Since it decreases the ability of teachers to deal with their problems, it is considered as an important problem apart from changing job or early retirements. Truch (1980) demonstrated that teachers' distresses cost minimum 3,5 billion dollars in a year including the costs of turnover, poor performance, absenteeism and waste (Dworkin, 1987).

In one of the latest researches of Eğitim-İş Union (2015) conducted with 833 teachers in 24 cities of Turkey, %62 of teachers stated that they have psychological problems related to the profession. Moreover, %61 of them said that if they could find another job with better conditions, they would quit teaching. Lastly, %89 of the participants thought that the quality of education has decreased for the last ten years (Hürriyet, 2015).

Such outcomes emphasize the worsening situation of teachers in Turkey and recent policies in education system also have increased their stress levels. As the builder of the future generations, the situations that teachers are in threaten not only their mental health but also the quality of education. At this point, turnover intention among teachers becomes a crucial research topic.

2.1.1. Research on Turnover Intention

Mobley's model has been extended by many researchers together with variables besides this study's variables such as organizational commitment (Steel and Ovalle, 1984, Tett and Meyer, 1993, Hom and Griffeth, 1995, Kim et al., 1996), job satisfaction (Mobley et al., 1979, Price and Muller, 1986, Hom and Griffets, 1991, Roznowski and Hulin, 1992, Sturman et al., 2003, Williams and Hazar, 1986), social support (Bakker and Demerouti, 2007, Demerouti et al., 2001), leadership (Hughes, et al., 2010) later on.

Eisenberger and Rhoades (2002) in their meta-analysis study showed that perceived organizational support including justice as a component had negative relationships

with both turnover intention and turnover behavior. Similarly, Stinglhamber and Vandenberghe (2003) and Wayne, Shore and Liden (1997) showed in their studies a negative relationship between perceived organizational support which include organizational justice perception and turnover intention. Saks and Ashforth (1997) noted that there were strong relationships between symptoms of stress and both turnover intentions and actual turnover in their longitudinal study.

In their study conducted with 1494 Japanese psychiatric nurses, Ito et al. (2014) found that turnover intention was predicted by age, previous job changes, supports of supervisors, job satisfaction and perceived risk of assault.

Decker et al. (2009) stated that overall and intrinsic satisfaction strongly predicted turnover intention whereas assessment of the supervisor was not directly related with turnover intention via 2146 nursing assistant working 30 or more hours per week in USA. It was added that post-high school education, total working experience and tenure in current job significantly affected intention to leave.

Jacobs (2005) by the study on private and public hospital nurses in South Africa found that knowledge sharing partially mediated the relationship between organizational culture and turnover intention. Interaction between organizational culture and knowledge sharing would decrease turnover intentions of nurses.

Uştu (2014) examined 712 primary school teachers in Şanlıurfa and stated that their turnover intentions, organizational commitments and commitments to the profession were at low levels. He also added that their intentions to leave diversified significantly according to gender, age, marital status and experience level.

By examining 243 bankers of private banks in Istanbul and some other cities, Taştan (2015) stated that psychological violence and burnout had effects on employees' intentions to leave. She found that females had more intention to leave than males and new employees in working life had more intention to leave than experienced workers; however, there was no difference according to age, marital status,

educational status and tenure in current bank between participants in terms of turnover intention.

2.2. ORGANIZATIONAL JUSTICE

Beginning from 1960s, many important cognitive theories of work motivation, including the best known Expectancy Theory, have been developed each with its own interest. In these ones, Adams (1963) showed employees' responses to unfairness in the work environment in behavioral and cognitive ways with Equity Theory (Steers et al., 2004). Bandura (1977) by expanding Social Learning Theory with his research on the relation between behaviors and self efficacy proposed Social Cognitive Theory in which organizational justice studies have been extensively developed since then.

Organizational justice is described as the rules and social norms for the management of resulting rewards and punishments (Folger and Cropanzano, 1998). Research on organizational justice began with Adams' Equity Theory (1965). According to Adams, if an individual finds a difference between the "input" referring to individual's ability and features such as age, seniority, education, effort, social status and the "output" in terms of reward, money, appraisal, increase in authority or job assignments, then he/she will have negative feelings such as anger and guiltiness. In other words, when an individual detects an inequality between his contribution and achievement rates and others', he perceives injustice and behaves accordingly to resolve this inequality (Adams, 1965).

The term "justice" is described as the compliance with the rights and the law, protection of rights, accuracy, fair distribution for everyone, giving people what they deserve in the Turkish Dictionary of Turkish Language Institution (2015). Decisions and behaviors of people can be defined as "just" or "unjust" in comparison to others'. Therefore, in "justice" concept there are at least two or more parties. In order to mention about the existence of justice, there should be consistent and equal rules for everyone in an organization (Leiter, 2003). Principles of justice in a society help to define the rights and responsibilities of people against each other and the social

institutions which they belong to and to make the definition of whom and why the society would reward (Stevens and Wood, 1995).

According to Chroust and Osborn (1942), the elements of justice can be expressed as “equality”, “reciprocity”, and “rationality”. The equality term refers relative fairness in behaviors that takes into consideration the importance of the differences between people. Relative equality concept is closely related to Aristotle's "equalizer justice" approach which states that when there is a justifiable reason, treating people differently is not injustice but rather the justice itself. Secondly, since economic, social and personal relationships are based on exchanges; whatever the input and output are, for reciprocity element they should have equal value for fairness. Lastly, the concept of rationality corresponds the predetermination of the implementations and behaviors by specific rules instead of random determination. In other words, exchanges that are impersonal, non arbitrary and determined by certain rules will contribute to the realization of justice (Chroust and Osborn, 1942).

Justice holds people together; injustice, on the other hand, can lead to separation of people from each other (Folger and Cronpanzano, 1998). In a fairly located environment, employees contribute to the organization in order to achieve its objectives by having positive attitudes towards the organization (Tang and Gilbert, 1994).

The concept of organizational justice was introduced by Greenberg (1988). Greenberg (1990) stated that organizational justice is required both for personal satisfactions of individuals and organizations in a way to fulfill their functions effectively; on the other hand, organizational injustice should be seen as an organizational problem.

If decision-making processes within the organization are arranged in a fair way that employees perceive, they will be willing to respond to this positive situation and this will lead to the establishment of a strong bond between organizations and their employees (Murphy et al., 2003). Therefore, organizational justice reveals the respect of employers to their workers, and eventually builds a bridge of confidence

that strengthens organizational commitment characterized by shared values, willingness to stay in the organization and efforts for the organization (Lambert, 2003). In an organization where the costs and benefits are often distributed equally, the rules are applied in an impartial manner, losses resulting from the inequality or discrimination are compensated, organizational justice perceptions of employees will be high (Black and Porter, 2000).

The problem of quality in the education system shows that human resource studies need to be improved in educational institutions. In order to use human resources more efficiently and in a qualified manner, organizations should give more importance to the organizational justice concept. In this context, educational institutions should give due consideration to organizational justice in order to increase the performance, productivity and commitment of teachers (Selvitopu and Şahin, 2013). When teachers have low organizational justice perceptions, students can experience problems while gaining the values such as fairness, integrity, honesty, equality. Because when people doubt or do not believe, they may not give much effort to impart their values (Yılmaz, 2010).

2.2.1. Types of Organizational Justice

In the literature, the subject of how many dimensions of organizational justice have has been a major controversial issue among researchers. Initial research (Mowday, 1983, Oldham et al., 1982, Greenberg, 1988, Brockner et al., 1986) took into consideration distributive justice based on principles of Adams' Equity Theory (1965). However, in 1980s procedural justice concept was improved by the research of Thibaut and Walker (1975) and Leventhal, Karuza, and Fry (1980). Bies and Moag (1986) introduced the concept of interactional justice which focuses on the quality of the relationships in organizational justice. Greenberg, in a study published in 1993, added a new dimension to the perception of justice and divided interactional justice into two as "interpersonal" and "informational". The collection of Colquitt and his colleagues' meta-analytic studies since 1975 on organizational justice has been confirmed as four dimensional: distributive, procedural, interpersonal and informational justice (Colquitt, Conlon, Porter, Wesson and NG, 2001).

2.2.1.1. Distributive Justice

Distributive justice is the perception of fairness on an individual's gains, received results or share allocated to him/her. Unjust perceptions cause low job performance (Greenberg, 1988, Pfeffer and Langton, 1993), withdrawals (Schwarzwald et al., 1992), less cooperation between coworkers and stress (Greenberg, 1990, Folger and Cropanzano, 1998). Distributive justice generally focuses on justice beliefs of the employees in which provision can be met by the material interests in return to their work (Giap and Hackermeier, 2005). Distribution has three principles namely justice, equality and need which can be accepted as the elements of distributive justice (Koopmann, 2002).

Distributive justice, on the basis of moral and objectively defined characteristics, explains to be treated similarly to equivalent individuals and differently to variant individuals according to the rate of difference (Foley, Kidder and Powell, 2002). Thus, the distribution based on justice can be stated as "receiving a share from distributed resources in a fair way" (Yperen et al., 2000). If people agree on fairness, they can generalize their reference frame. References can be various, but social comparisons draw the most attention. If payments of two workers are equal for similar jobs, both of them would be pleasant. If one realizes that he/she gets a higher payment than the other, he/she can feel guilty. On the other hand, if one realizes that he/she gets lower than the other worker; he/she would show a negative reaction. However, distress of the higher payment worker would be less than the lower payment worker's (Greenberg, 1988, Folger and Cropanzano, 1998). Thus, it can be said that distributive justice is related with the result of the distribution decisions of organizations.

2.2.1.2. Procedural Justice

This aspect of the organizational justice is not limited by pecuniary expectations (salary, promotions such as bonuses etc.) of the employees. It is related to the degree of fairness of the strategy and policies taken in a decision making process for working conditions (Jahangir et al. 2006).

Procedural justice was added to the literature by Thibaut and Walker (1975). This concept refers giving a voice to employees during decision making processes and reflects the justice perception of employees that determines their rewards and charges in the processes. Moreover, when employees have right to intervene on the transactions, they perceive more fairness even the results are unjust (Bies and Shapiro, 1988).

Greenberg (1988) and Folger (1989) were the first researchers who implemented procedural justice in the work environment. So far, there has been a lot of research conducted on this subject in which important practical implications were observed. Today, evidences suggest that when employees believe that there is unfairness in the decision-making process, they will be less committed to their employers, have more inclination to theft, have more intention for leaving the job, help and perform less to other people. People monitor that the way of how they are treated and the perception of fair treatment regulates their relations with their employers (Folger and Cropanzano, 1998).

There are two sub-dimensions of procedural justice. The first one is related to the procedures and applications of the structural features used in a decision making process. This sub-dimension, also known as formal procedures, includes giving a voice to employees, taking their opinions and ideas before making a decision. Second sub-dimension, on the other hand, is related to policies and practice implementation ways of employers in the decision making process (Thibaut and Walker, 1975).

According to Levental (2000), within an organization there are six basic rules directly representing the structural determinants of procedural justice. These are consistency in the distribution decisions, not being prejudiced to employees, accuracy of information, correctability of inaccurate decisions by employees, possibility of being a representative as an employee, and making ethic decisions as parallel to distributive and procedural justice decisions. When individuals consider

that the process has these characteristics, they also perceive fairness in the consequences of the decision making process (Colquitt, 2004, Konovsky, 2000).

Khan et al. (2010) suggested that procedural justice in the decision making process positively affects emotional and behavioral prospects and decisions of employees. Procedural justice is proposed to be effective on individuals' attitudes towards institutions or authorities such as commitment to the organization, trust in government (McFarlin and Sweeney, 1992, Folger and Konovsky, 1989).

2.2.1.3. Interpersonal Justice

Interactional justice concept has been taken into consideration in two sub-dimensions since 1980s. Justice in interpersonal relations reveals that the boundaries of respect in the behaviors paid to employees in an organizational environment (Kernan and Hanges, 2002). Greenberg (1993) was the first to say that interactional justice logically could be separated into interpersonal justice and informational justice; he claimed that these two different types of justice have independent effects from each other (Colquitt et al., 2001). Then Colquitt (2001) supported this four dimensional organizational justice model by his studies. He emphasized the importance and necessity of interpersonal attitudes and behaviors as well as the timely and true feedback and explanation of the decisions. For this reason, he entered "respect" and "relevance" into interpersonal justice dimension, "accuracy" and "justification" into the informational justice dimension (Colquitt, 2001). Interpersonal justice will take place while acting respectfully and sensitive to employees in an organization (Heather and Spence, 2004).

2.2.1.4. Informational Justice

This concept refers to information access of employees about how the decisions are taken about themselves (Heather and Spence, 2004). This regularly information can be given by managers to employees in the decision of factors such as pay, promotion, property, facilities, working conditions and performance evaluation as well as methods, procedures and policies used in the measurement of these factors (Schappe, 1996). In this context, organizational organs and publications which establish

communication between employees and top management are not just communication tools but strong strategies creating a stir and job satisfaction among the workers (Puttu and Aryee, 1990).

Since distribution and allocation of resources such as pay, promotion, policies and procedures involved in the decisions related to distributive and procedural justice are strictly under the control of organization, they check with organization as the target. On the other hand, interpersonal and informational justice levels correspond to supervisors as the target; since, they are more related to politeness, trust, and respect in one to one relations (Rupp and Cropanzano, 2002).

2.2.2. Research on Organizational Justice

Organizational justice has also been studied with several variables different than this study's variables in the literature such as job satisfaction (McFarlin and Sweeney, 1992, Masterson et al., 2000), organizational trust (Moorman et al., 1993, Konovsky and Pugh, 1994, Korsagard et al., 1995, Aryee et al., 2002), organizational identification (Tyler and Blader, 2000, Lipponen et al., 2006, Fuchs and Edwards, 2012, Kreiner and Ashforth, 2004), organizational citizenship behavior (Cohen-Charash and Spector, 2001, Liden, et al., 2003), job performance (Cropanzano, Prehar and Chen, 2002, Rupp and Cropanzano, 2002) and organizational commitment (Beugre, 1998, Masterson et al., 2000).

Masterson, Lewis, Goldman and Taylor (2000) indicated that procedural justice was related to fairness of the organization whereas interactional justice was related to the fairness of managers. Konovsky (2000) stated that the most important factor on justice perceptions in a workplace was managers' behaviors that were trustful and equal for everyone and that were perceived accurately by employees.

In the lights of these studies, using data gathered from 222 teachers employed at Kütahya's central secondary education schools, Yılmaz (2010) found that teachers had positive perceptions of organizational justice and these could change according to factors such as gender, branch etc. He showed that age, seniority, the number of students in the classrooms had effects on organizational justice dimension of teachers

whereas gender, branch, educational status and the number of the teachers in the school had not.

Polat and Ceep (2008) similarly found that organizational justice dimensions and organizational citizenship behaviors of 1281 secondary education teachers working across Turkey were at high levels and organizational justice was an important factor on organizational citizenship behavior. Baş and Şentürk (2011) concluded by 401 teachers working in central schools of Niğde with same effects of same variables but for primary school teachers. In their study conducted with 327 secondary school teachers in the centre of Afyonkarahisar, Selvitopu and Şahin (2013) found that levels of organizational justice affected organizational commitment.

In their study conducted with 371 participants from different ranks and service classes in Manisa Province Police Department, Arslantürk and Şahan (2012) found a positive relationship between organizational justice and organizational commitment; they also found significant differences between the groups of ranks and reasons for choosing the profession in terms of organization justice.

Önderoğlu (2010) via surveying 360 personals of 14 different banks found a positive relationship between organizational support and organizational justice dimensions and a negative relationship between work-family conflict and organizational justice dimensions.

In his research, Bağcı (2013) examined the relationship between organizational justice and organizational commitment with a sample of 425 employees working in textile sector. He found that organizational justice should be categorized as four dimensional and procedural justice was more important than the other levels in relation to organizational commitment.

Yıldırım (2007) examined the relationship between three dimensional organizational justice and job satisfaction by 280 employees of a textile factory in Adana. For job satisfaction, interactional justice was found more important than the other two dimensions of organizational justice. Appropriateness of the job to the capabilities of person, distributive justice and perception of fairness in personnel selection were also

stated as contributing factors for job satisfaction. Significant positive correlations were obtained between distributive justice, procedural justice, interactional justice, tenure, perception of fairness in personnel selection and job satisfaction; on the other hand, negative correlations were obtained between the perception of unfair behaviors and job satisfaction.

2.3.ORGANIZATIONAL JUSTICE AND TURNOVER INTENTION

There are interactional links between thought, affect and action. The shape and direction of behaviors of people are predicted by their expectations, beliefs, self perceptions, goals and intentions. In other words, their thought, believes and feelings affect how people behave (Bandura, 1986, Bower, 1975, Neisser, 1976). In this regard, perceptions of fairness are possible to affect both emotional exhaustion and turnover intention which is the most likely cause of actual turnover as the action.

Justice is an important motivational tool for employees. When fairness perception of an employee is low, his/her morale will be destroyed, employee will be more likely to leave the organization and even be present in certain activities against the organization (Parker and Kohlmeyer, 2005). Employees' perceptions related to organizational justice can result in a negative way such as turnover intention which is the strong voluntarily, permanent withdrawal from the organization (Hom and Griffets, 1991).

Individuals tend to be less satisfied from their unfair outcome perceptions than their fair outcome perceptions according to traditional Equity Theory (Cropanzano and Greenberg, 1997). These perceptions lead to the result of poor performance (Cowherd and Levine, 1992, Pfeffer and Langton, 1993), high rates of withdrawal behaviors such as turnover and absenteeism (Hulin, 1991, Schwarzwald, Koslowsky and Shalit, 1992). When employees perceive an injustice in the organization in terms any of distributive, procedural, informational or interpersonal justice levels, they would develop negative attitudes and behaviors against the organization. These negative attitudes and behaviors reduce the desire for working in favor of the organization (Dailey and Kirk, 1992, Cohen-Charash and Spector, 2001).

Reason for conducting many studies on the perception of justice internationally is that those justice perceptions of the employees increase job satisfaction, job performance, organizational commitment, organizational confidence and their efforts and correspondingly reduce turnover intentions (Önderoğlu, 2010).

Yet, it is important to adopt organizational justice as four dimensional in the lights of recent research and find relations between these dimensions and turnover intentions.

2.3.1. Research on Organizational Justice and Turnover Intention

There has been controversy in the organizational justice and turnover intention studies; some of them state that distributive justice has impact on turnover intention; some others reveal procedural justice's influence on turnover, even some of them show that procedural justice has more impact than interactional justice (Colquitt et al., 2001). Cohen-Charash and Spector (2001), on the other hand, stated that distributive and procedural justice had equal impact on turnover intention; interactional justice was the least significant predictor of turnover intention. Chang and Dubinsky (2005) proposed that all three levels of justice were inversely related with turnover intention. After these studies, Jespen and Rodwell (2007), Nadiri and Tanova (2009) and Choi (2011) also revealed that these were negatively related to intentions to leave the organization; whereas Begley et al. (2006), Loi (2006), Elanain (2009) found that only distributive and procedural justice had impacts on turnover intentions of employees.

Researchers examined distributive and procedural justice at the same time and they found differences in the strengths of their contribute (Folger and Konovsky, 1989, Harvey and Haines, 2005, McFarlin and Sweeney, 1992). Procedural justice was found as a more potent variable of the organizational outcomes; whereas distributive justice was found as a stronger predictor of the individual outcomes in McFarlin and Sweeney's (1992) study where they concluded with turnover as an individual outcome rather than an organizational outcome (Harris et al., 2007). In the research of Dailey and Kirk (1992), procedural justice was found negatively related to intention for quitting which meant that if employees find the decision making

process fair, they would act less likely in favor of intention to quit. Alexander and Ruderman (1987) were stated that unfairness in distributive justice perceptions directly led to turnover intention. In his research, Lee (2000) found that only perception of distributive justice made a contribution to turnover intentions. Moreover, distributive justice and procedural justice were found to be interrelated. Another conclusion of the study was that the quality of interpersonal relationships in an organization improved employees' perceptions of fairness.

511 staff members from ten health and rehabilitation centers in a southern state in the United States were surveyed in Rai's (2013) study which showed that distributive justice had influences on job satisfaction, organizational commitment and turnover intentions. Informational justice affected only job satisfaction; whereas interpersonal justice was not related with any attitude or behavior included in the study.

By examining 394 members of Information Processing Society in Quebec State of Canada, Pare and Tremblay (2007) indicated that procedural justice, affective and continuance commitment and citizenship behavior were the mediators between high involvement human resources practices and turnover intentions of professionals.

There have also been studies about justice perceptions of employees and turnover intentions in Turkey. When employees think that they are not treated fairly, they are openly prone to leave the job (Gürpınar, 2006). Altıntaş (2006), by the study conducted with various titles in academics at state universities in Turkey, unlike those seen in the literature, found that distributive justice had no effect on turnover intention. In a study conducted by Gürpınar (2006), turnover intention was concluded as being related to distributive and procedural justice perceptions negatively. Çakar and Ceylan (2005) showed that as belief and commitments of employees to the values and objectives of organizations increased, moral responsibility strongly increased about not quitting and organizational turnover intention fell. Iyigün and Tamer (2012) showed that turnover intentions of the employees working in an electronic store chain in Turkey were negatively affected by both distributive and procedural justice. In that study conducted with 156 respondents, some control

variables such as gender, marital status and age were found to be important predictors of turnover intention. As the result of their analysis conducted with the textile sector employees' working in the Republic of South Africa, Özařarlıođlu and Örücü (2013) found that organizational justice perceptions of employees had negative relationships with turnover intention.

2.4. EMOTIONAL EXHAUSTION

Burnout was defined in the early 1970s by Freudenberger as well as Maslach and Pines separately; this concept has been studied intensively since then. The main element that differentiates burnout from the other sources of stress is being a result of the interactions in individuals' working environment (Maslach, 2003, Lee and Ashforth, 1993). In other words, distinction is in the nature of the work which requires frequent and intensive relations with people (Gold, 2001). In this study, the initial step of burnout process which is emotional exhaustion was examined since it is expressed as the most critical and the most determining dimension of burnout in the literature (Bakker and Schaufeli, 2000).

Even though burnout is expressed as a stepwise reduction in emotional energy, this reduction has different slopes when individuals, professions, organizations, industries and even national cultures are measured (Lee and Ashforth, 1997). Professionals from different areas who experience stress in their jobs can give various responses. These responses can be mainly divided into three groups (Gadzella et al., 1990): stress related to the job, boredom related to the job and burnout. Stress and boredom related to job can be seen in any profession; however, the concept of burnout has been shown that it is different from the fatigue, wearing down and dissatisfaction from the job in an experimental way. In the studies on different professions or occupations, individuals were found as experiencing burnout at different levels; thus, some professions and occupations create more tasks to deal with (Fogarty et al., 2000). Drained individuals experience chronic fatigue, losing interest to their jobs, living into their shells and feeling insufficiency for the job (Maslach and Zimbardo, 1982, Maslach and Leiter, 1997).

The concept of "burnout" has been introduced in the literature in 1974 by an article written by Freudenberger. He (1975) rated burnout as an "occupational hazard" and defined the concept as failure, deformation, low energy and low power resulting from excessive overloading or depletion condition because demands cannot be met in an individual's internal resources. There are many other descriptions of burnout; but today the most accepted definition belongs to Christina Maslach who also developed an index for this topic, namely Maslach Burnout Inventory (MBI). Maslach stated burnout as the job requirement of people who have intense relationships with individuals with common "emotional exhaustion, depersonalization and reduced personal accomplishment" (Maslach and Zimbardo, 1982, Maslach, Schaufeli and Leiter, 2001). In the other descriptions of burnout, Berns (1984) mentioned about the concept by departing the original meaning and scope of job as not being able to take care of people whom they serve; Cotton (1990) explained it as the consequence of failure when dealing effectively with stress; Cherniss (1980) described it as a response to dissatisfaction or excessive stress in the form of cooling down of his/her work. Thus, burnout could be described as a continuous negative state of an employee gained as the result of ongoing state of stress (Ahola et al., 2005).

Burnout is generally seen on idealistic people and people having excessive demand for helping others in intensive emotional environments for a long time (Rice, 1992, Bakker et al., 2000, Schepman et al., 2008). It is seen more often in jobs requiring face to face interactions with people (Maslach and Jackson, 1981). This fact has been observed in many studies which state that working with people requires more sense of responsibility than working against objects (Truch, 1980). Thus, burnout is seen commonly among service industry workers such as doctors, nurses, lawyers, teachers, academics, police officers, bankers, social workers, child minders, customer service representatives of various businesses and in any area at managerial level higher than other occupational groups (Maslach and Zimbardo, 1982, Perlman and Hartman, 1982, Bryne and Hall, 1989).

Keeping in mind symptoms of burnout are changeable person to person, they can be categorized under physical, behavioral and psychological/emotional symptoms

(Maslach, Schaufeli and Leiter, 2001). Behavioral symptoms can be easily observed by others compared to physical and psychological symptoms of burnout. These symptoms may be seen as forgetfulness, feeling of failure, family conflicts, low concentration, sudden angry outbursts, crying spells, desire for being alone, resentment and thinking of lack of appreciation. In addition to these, many job-specific symptoms can be counted as slowdown in the business, theft trends, alienation from work, deterioration in the quality of service provided to people, incorrect interventions and increase in the number of service complaints, paperwork related frauds, low job performance, being sarcastic and accusatory against coworkers, job dissatisfaction, intention for finding a new job, reduction in organizational commitment, increase in absenteeism and late arrivals and transfers to other business areas (Freudenberger and Richelson, 1981, Perlman and Hartman, 1982, Leiter and Maslach, 1988, Potter, 1998). Physical symptoms are primarily seen as mild symptoms which can be fatigue and exhaustion, dizziness, headache, drowsiness, sleep disturbances. Unless these are taken into the consideration, on the ongoing process exceeding colds, infections, decrease of resistance, weight loss or obesity, respiratory distress, general aches and pains, gastrointestinal disease, high blood pressure, high cholesterol, muscle tension, heart palpitations and skin diseases may start to occur (Freudenberger, 1974, Maslach and Jackson, 1981, Potter, 1998, Maslach and Leiter, 1997). On the other hand, psychological/emotional symptoms are more hidden than the others. They can be seen as frustration and irritability, openness to psychological injury and unknown psychological problems causing restlessness and uneasiness, impatience, decreased self-esteem, hostility in work environment, weakness, loss of energy, work-related despair, criticizing other people, apathy, family problems, dissatisfaction, negative attitudes towards life, decrease in positive emotions like courtesy, respect and friendship, uncertainty and complexity in thoughts, unknown suspicion and paranoia, depression, guiltiness and helplessness (Perlman and Hartman, 1982, Leiter and Maslach, 1996, Potter, 1998). It can be very hard to escape from these and many other symptoms can also be seen at this stage.

When individuals' needs are not taken into the consideration for a long time and not met, burnout can occur. Unreal, thus hard to meet, expectations from the occupation, organization or individual capabilities are important indicators of an increase in burnout level. Excessive workload is the common source of burnout; yet it is known that insufficient workload also leads to burnout (Torun, 1997).

There are many factors affecting burnout which can be categorized under two dimensions as personal and organizational. Personal factors may result from the characteristics and demographical conditions of individuals. For example, women have been found as exposing burnout syndrome more than men in much research; because, they take care and give more importance to people resulting from their instincts (Ergin, 1992). Yet, even under same conditions some people experience burnout while some others do not due to the individual reasons (Leiter, 2003). Despite the fact that in earlier years burnout was seen as the result of individual reasons, in later years studies have shown that burnout is more related to "organizational factors resourced" affected by the conditions of the profession and business environment (Maslach and Leiter, 1997). According to Maslach, Schaufeli and Leiter (2001), the two dimensional model of the reasons of burnout should be analyzed together. The reasons of the burnout are in "working life areas"; however, when these areas are examined and necessary modifications are made, burnout will be prevented. These areas are workload, control, rewards, the state of belonging, justice and values.

Freudenberger examined burnout in the context of emotional exhaustion, loss of motivation and commitment (Engelbrecht, 2006); while Maslach (2003) evaluated burnout as the cause of stress in work situations which was developed as a chronic response. In specifically, Freudenberger (1974) defined only emotional exhaustion size of burnout, whereas Maslach and Jackson (1981) stated three dimensions of burnout in the literature.

Maslach and Jackson (1981) noted burnout as "a three-component psychological syndrome" composed of emotional exhaustion, depersonalization and reduced personal accomplishment. Burnout syndrome initially begins with consumption of

individuals' emotional sources by chronic excessive work demands. This situation leads to the formation of emotional exhaustion. At this stage, individuals living stress of burnout are feeling overly tired and worn out in physical and emotional aspects, cannot focus on work and cannot feel responsible for customers like previously. Then, individual limits his/her relations with people and psychologically moves away as a result of defense. This results with depersonalization which acts as an emotional buffer between the individual and job requirements. Depersonalized individual thinks that his/her life is seized by others; thus, wants to stay alone by removing people from his/her life. In the last stage, individuals recognizing that the difference between their earlier positive attitudes and current attitudes think that this detachment limits their contributions to their institutions and the society. Thus, individuals feel inadequate for the job and human relations, shortly see themselves insufficient while working and servicing to customers (Maslach and Zimbardo, 1982, Cordes and Dougherty, 1993, Maslach, Schaufeli and Leiter, 2001).

Since emotional exhaustion is related to the size of the individual's stress, it comes to the fore more than the other burnout dimensions (Maslach, Schaufeli and Leiter, 2001). Burnout as a process, starting with emotional exhaustion, then extending depersonalization and reduced personal accomplishment, addresses the importance of the emotional exhaustion (Engelbrecht, 2006). It is expressed as the most critical and the most determining dimension in the literature; emotional exhaustion is the inner dimension of burnout (Bakker and Schaufeli, 2000).

In emotional exhaustion dimension of burnout fatigue, lack of energy, feeling emotionally worn and other similar symptoms would be observed in individuals. An individual feeling burnout thinks that the service which she/he provides to people does not carry the sense of responsibility and does not pass on as much as before. With this thought, for an individual loaded with tension and a sense of frustration, going to the job the next day is a major source of concern (Leiter and Maslach, 1988, Friesen and Sarros, 1989, Maslach et al., 2001, Sweeney and Summers, 2002, Singh et al., 1994).

Employees experiencing emotional exhaustion are unable to concentrate on their jobs. People suffering from emotional exhaustion escape this route and minimize their relationships with people necessary for the job in order to reduce the emotional burden on them. Moreover, categorizing in mind and acting in stereotyped patterns when meeting people may be the other signs of emotional exhaustion (Meydan et al., 2011).

High workload is a major cause of emotional exhaustion. The amount and the nature of interactions between the individuals in the work environment are also seen as aggravating factors. Face to face, long term and numerous interactions cause more emotional exhaustion. Despite this, if problems encountered during these interactions are more routine, it will be less (Cordes et al., 1997). Leiter and Maslach (1988) found that individual having conflict in the work environment or negative relationship with his/her closest supervisor, experiences more emotional exhaustion. Incompatibility between an individual and the job in terms of workload, the state of belonging, justice and values are also found as effective on emotional exhaustion (Leiter, 2003).

Many teachers define their job as stressful (Griffith et al., 1999). Discipline problems and insensitivity of students, crowded classes, excessive homework papers, too many measurement requirements, involuntary appointments, role conflicts and role confusion, public critics lead burnout among teachers (Farber, 1984). In Turkey, since teachers have to deal with much more students than the determined by the law, low wages, and unplanned teacher appointments, burnout is often assumed to be aroused in teachers (Sucuoğlu and Kuloğlu, 1996). Teacher's burnout can be given as a negative example resulting from the political struggle in the education in Turkey, stressful teaching conditions, students, concerns of teaching and lack of management support. Results of burnout have negative effects on teacher's health and educational process (Griffith et al., 1999). Thus, emotional exhaustion which was the focus of this study as the first step of burnout is likely to be seen among teachers.

There have been several solutions that could be offered to overcome emotional exhaustion, thus burnout on organizational and individual bases. Clear job

descriptions, tolerant, flexible and participatory managements (Kaçmaz, 2005), person-job fit consideration in the recruitment process, intensifying internal training programs to decrease personal inadequacies (Schaufeli and Enzmann, 1998), more work orientation especially for newly hired employees, taking precautions to reduce the work intensity, rotations, fair systems for rewards and appointments, enabling personal development, establishment of permanent problem solving mechanisms can be exemplified as the solutions at the organizational level. Flexible time implementations at work (Almer and Kaplan, 2002), transfer of authority, organizational development and conflict management practices (Schaufeli and Enzmann, 1998), establishing guidance and mentoring mechanisms for newly hired workers, empowerment practices seen in recent years can also be applied at the organizational level. Besides, individuals have also responsibilities to prevent burnout. Initially, recognizing its symptoms and knowing that burnout will enable early identification and orient individuals towards looking for a solution. Suggestions for preventing emotional exhaustion at individual level can be the development of realistic goals and expectations (Nusbaum, 1983).

2.4.1. Research on Emotional Exhaustion

There are empirical studies that have demonstrated the relationships between emotional exhaustion (EE) or burnout and the variables not included in this study such as job satisfaction (Prosser et al., 1997, Karl and Peluchette, 2006, Mohler and Byrne, 2004) organizational citizenship behavior (Cropanzano, Rupp and Byrne, 2003, Van Emmerik et al., 2005), organizational commitment (Jackson and Maslach, 1982, Leiter and Maslach, 1988, Motowidlo and Packard, 1986, Shirom, 1989, Wright and Bonett, 1997), social support (Burke et al., 1996).

In the study of Byrne (1991) conducted with 218 university instructors with the Maslach Burnout Inventory (MBI), high validity levels of the MBI were found among secondary and high school teachers; on the other hand, burnout was stated as at low levels among university staffs.

In their research with 366 high school teachers from Keçiöğren district, Dolunay and Piyal (2003) concluded that teachers with 21 years or more experience, teachers working 16 or more years in their current schools, teachers taking appreciation from their tops, teachers considering to change their jobs had different mean scores in EE, depersonalization and reduced personal accomplishment at statistically significant levels. As year passed or if their tops appreciated them, teachers would be more resistant to stressful conditions; thus, they suffered less from burnout.

In their research, Tuğrul and Çelik (2002) examined burnout among 216 female kindergarten teachers both in public and private schools all over Turkey. In the conclusion, they stated that emotional exhaustion dimension was not affected by the age, experience, income, marital status of teachers; on the other hand, it was affected by the educational status, students' number in their class and characteristics of institution.

In a study conducted with 365 policemen in Adana Police Department and Kemal Serhadlı Police Vacation School, Şanlı (2006) noted a significant relationship between job satisfaction and EE of policemen, and also demographic variables such as departments to work, gender and their daily working hours were found to be related to these variables. There were significant differences between gender groups, policeman agencies and the perceptions of economic status in terms of EE. Man over woman, individuals working in district traffic branch office over police academy, the perception of economic status as middle, low and satisfying over very good were more likely to feel emotionally exhausted.

2.5.THE MEDIATING ROLE OF EMOTIONAL EXHAUSTION

There have been research including the mediating mechanism (Coyle-Shapiro et al., 2004, Karriker and Williams, 2009, Stinglhamber et al., 2006, Zapata- Phelan et al., 2009) between organizational justice (OJ) and turnover intention (TI) in the literature; however, these studies have not taken into the consideration organizational justice as four dimensional. Omission of one or more justice levels may lead to observing significant relationships that would not exist (Cropanzano et al., 2002,

Masterson et al., 2000). In the research where four dimensions of organizational justice were adopted, another mediating mechanism of work-family conflict between the four justice dimensions and work stress was examined (Cole et al, 2010). Cole et al. (2010) have contributed to the literature by examining the effects of four justice dimensions on emotional exhaustion (EE) by extending the analysis through adding withdrawal intention.

Depletion of valued resources prevents individuals' capacity to handle with possible future stressing situations and it causes to evoke EE (Tepper, 2001). When individuals try to avoid the depletion, they are more gravitated to emotional exhaustion (Hobfoll and Shirom, 2000). Emotional exhaustion, in turn, would be likely a key mediating mechanism between depleting and stressful stimuli (in this case it is organizational justice) and withdrawal intentions and behaviors of individuals (Cole et al., 2010). Moreover, Social Exchange Model of Schaufeli (2006) reached the supporting conclusion; individuals are in favor of decreasing their investments to handle with situations in EE aroused from injustice perceptions and restoring their equity by reducing organizational commitment and increasing turnover intentions (Cole et al., 2010).

In the mediating mechanism proposed by Baron and Kenny (1986), the independent variable (organizational justice) and the mediator variable (emotional exhaustion) should have direct significant effects on the dependent variable (turnover intention) as well as the independent variable (OJ) and the mediator variable (EE) should have a significant relationship. In this thesis, Baron and Kenny's (1986) method was used in order to reveal the mediating role of EE between the OJ and TI.

2.5.1. Research on Organizational Justice and Emotional Exhaustion

Johnson and O'Leary-Kelly (2003) found a negative relation between distributive justice (DJ) and emotional exhaustion (EE). Moreover, Barclay et al. (2005) and Folger (1993) indicated that a violation in procedural justice (PJ) perception leads hate, malice, fury and similar symptoms of emotional stress. Wessolowski and Mossholder (1997) took attention to this connection and close relation in their study

including job satisfaction, burnout and procedural justice. In their research, Lambert et al. (2010) examined prison officers and found that DJ and PJ levels were negatively related with burnout.

In his research, Şeşen (2011) noted a significant relationship between organizational justice dimensions and burnout. The research conducted on 175 teachers in technical elementary schools included organizational justice as three dimensional and burnout was included as one-dimensional. While DJ and interactional justice had significant effects on burnout of teachers, PJ was found as statistically insignificant.

In the study of Yeniçeri et al. (2009), the correlation between the employees' perceptions of organizational justice (OJ) and EE was investigated in manufacturing industry in Konya, Niğde and Kayseri with 502 employees. Organizational justice was searched under the sub-dimensions as distributive, procedural and interactional justice. At the end of the study, DJ and interactional justice were found to be negatively associated with EE whereas PJ was positively associated with EE.

These studies again have indicated the lack of study adopting four dimensions of organization justice in relation to burnout or taking EE instead of burnout in relation to OJ levels. Furthermore, there has been other research taking organizational commitment instead of turnover intention with these explanatory variables.

2.5.2. Research on Turnover Intention and Emotional Exhaustion

In Jackson, Schwab and Schuler's (1986) study, 248 primary and secondary school teachers were surveyed and preferred job status, thoughts about quitting, applying for training for a new career and turnover were found to be related with the consequences of burnout.

Weisberg (1994) carried out surveys with 28 female teachers and three scales were used as intention to quit, general burnout level and physical, emotional and mental burnout. As a result of the regression analysis, independent variables were reported as sufficient to explain 50% of the variation in intention to quit.

Boyas, Wind and Kang (2012) found that organizational commitment negatively affected emotional exhaustion (EE) and turnover intention (TI); besides, EE had a positive effect on TI among social aid bureau's workers. Jung and Kim (2012) via journal company workers revealed that EE did not affect organizational commitment but affected TI positively. Smith and Clarks (2011) by the research conducted on nursing home workers showed supporting findings. In Jourdain and Chenevert's (2010) research, EE was noted as negatively affecting commitment to the organization and organizational commitment also negatively affected intention for turnover of nurses.

In their study conducted with 112 hotel employees in Yalova, Yürür and Ünlü (2011) found that there was a significant positive relationship between emotional exhaustion and turnover intention. Moreover, under the assumption that turnover intention is not necessary to be resulted with a real quit, this intention was noted as having a significant relationship with EE. This proves that turnover intention has a negative effect on organizations even it does not lead a real quit.

Yıldız et al. (2013) were revealed that burnout including emotional exhaustion caused an increase in turnover intention by surveying 190 Ministry of Custom and Trade's staffs. A difference between east and west border crossing personnel in Turkey in terms of burnout levels was also reported but this difference was not observed in their intention for turnover. Onay and Kılıcı (2011) demonstrated the supporting relationship by tourism sector employees.

In their study, Deniz et al. (2012) found a positive relationship between only EE dimension of burnout and turnover intention, whereas the other two dimensions found to be statistically insignificant by 137 employees of twelve private banks' in Şişli, Istanbul.

2.5.3. Research on the Mediating Role of Emotional Exhaustion

In their study, Cole et al. (2010) examined the relationships between organizational justice and withdrawal outcomes and whether emotional exhaustion (EE) was a

mediator of these linkages by the data obtained from 869 military personals and civil servants. In the result of the study, EE was found to be mediating the relationship between distributive and interpersonal justice and withdrawal intentions, while it was not between procedural and informational justice and withdrawal intentions of individuals. In other words, distributive and interpersonal justice levels were negatively related to EE and they were positively related to organizational commitment which, in turn, negatively influenced turnover intentions.

However, there have been rare studies in internationally consisting of these three variables together and these have not been conducted on teachers. In Turkish literature, there has been no research using the relations between these three variables and the mediating mechanism. There have been supporting results of other research using different variables in below.

In Cravens et al.'s (2001) study, burnout of salespersons was determined as the mediator between organizational commitment and turnover intention.

In the research of Meydan et al. (2011), Turkish public sector officials were found to have organizational justice perceptions at low levels, relatively higher organizational commitment and relatively lower burnout. Distributive and procedural justices were emphasized as the important predictors of burnout. Organizational commitment was also noted as being affected by burnout in a negative way. Organizational justice as one-dimensional was found to be more important than organizational commitment while influencing burnout of individuals. Moreover, interactional justice was noted in a way that qualified relations between workers led to an increase in the volume of relations; and this prevented EE among employees.

CHAPTER 3

METHODOLOGY

3.1. AIM OF THE STUDY

The initial purpose of this study was to find the effects of organizational justice perceptions of teachers on emotional exhaustion and turnover intentions. These topics have highly attracted researchers globally. Moreover, the mediating role of emotional exhaustion between justice dimensions and turnover intention was examined. There have been rare examples internationally but the mediating mechanism with these variables has not been studied in Turkish literature yet. Furthermore, in these studies neither organizational justice has been addressed as four dimensional nor emotional exhaustion has taken into the consideration instead of burnout. Moreover, any of these studies has not focused on teachers who build the future by children and youth.

Research demonstrates the worsening situation of teachers in Turkey. There have been problems of teachers such as the necessity of meeting face to face with their coworkers and students, having hard time when dealing with their problems, students' unwillingness to study, excessive number of students in the classrooms, excessive staffing norms, permanent changes in education norms, political struggles in the schools etc. All these conditions lead to stress on teachers related with the profession. As the builder of the future generations, this situation of teachers threatens not only their mental and physical health but also the quality of education.

Considering that organizational justice, emotional exhaustion, turnover intention and their integrative model (mediating mechanism) have not been studied together in Turkey yet, this thesis would contribute to the literature by examining the causes of

stress related with organizational (in) justice, emotional exhaustion and turnover intention and giving suggestions related to the subjects.

3.2. MODEL AND HYPOTHESES

According to the previous studies, it is possible to have relations between the variables. Four dimensions of organizational justice namely, distributive, procedural, informational, interpersonal were considered to be negatively associated with emotional exhaustion. In other words, fairness in each dimension would possibly decrease emotional exhaustion of teachers. Hypotheses developed for these relationships were as follows:

H₁: There is a significant negative relationship between procedural justice perception and emotional exhaustion of teachers.

H₂: There is a significant negative relationship between distributive justice perception and emotional exhaustion of teachers.

H₃: There is a significant negative relationship between interpersonal justice perception and emotional exhaustion of teachers.

H₄: There is a significant negative relationship between informational justice perception and emotional exhaustion of teachers.

Similarly, an increase in organizational justice perceptions of teachers would decrease intention to leave the organization. Hypotheses for these negative relationships were as follows:

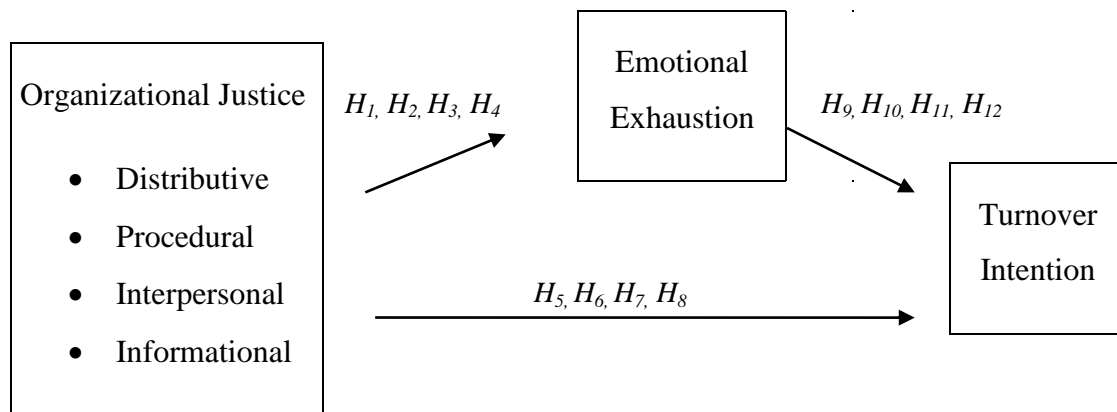
H₅: There is a significant negative relationship between procedural justice perception and turnover intention of teachers.

H₆: There is a significant negative relationship between distributive justice perception and turnover intention of teachers.

H₇: There is a significant negative relationship between interpersonal justice perception and turnover intention of teachers.

H₈: There is a significant negative relationship between informational justice perception and turnover intention of teachers.

Figure 1: Expected Relationships between Variables



Lastly, it was suspected that emotional exhaustion was mediating the linkage between organizational justice and turnover intention as in Figure 1. For this reason, the mediating mechanism was analyzed in this study according to Baron and Kenny's (1986) guidelines given below:

- a) Changes in the independent variable should cause change in the variable that is mediator,
- b) Changes in the independent variable should lead to change in the dependent variable,
- c) Changes in the mediating variable should lead to change in the dependent variable and when the mediating variable is entered into the model with the independent variable, the effect of the independent variable on the dependent variable should decrease or should totally be eliminated. If it is eliminated completely, this would indicate a strong and single mediator. On the other hand, if the effect of the independent variable is not zero, this would indicate that there can be more mediator variables.

In summary, this mechanism was tested with the hypotheses at the next page.

H₉: Emotional exhaustion mediates the relationship between procedural justice perception and turnover intention of teachers.

H₁₀: Emotional exhaustion mediates the relationship between distributive justice perception and turnover intention of teachers.

H₁₁: Emotional exhaustion mediates the relationship between interpersonal justice perception and turnover intention of teachers.

H₁₂: Emotional exhaustion mediates the relationship between informational justice perception and turnover intention of teachers.

When these hypotheses were examined, four control variables (age, gender, tenure in current school and education level) were entered into the regressions. Staines et al. (1986) stated that since these kinds of variables are likely to affect the relations between other variables they should be under the control.

3.3. SAMPLE AND DATA COLLECTION PROCESS

The population of the study was 50.164 teachers working at public schools in one of 25 districts of Ankara for the 2013-2014 academic year. The sample was selected from three central districts of Ankara where the number of teachers was at the highest level for the same period. These districts are Yenimahalle (7.227), Çankaya (7.236) and Keçiören (7.297) (Retrieved from ankara.meb.gov.tr/www/egitim-istatistikleri/icerik/24, access date 12.08.2015). Sample size was first considered to be at least 138 according to the result of GPower program (alpha=0,05, power=0,95, number of predictor for the longest regression=5 and effect size=0,15). Moreover, considering 42 items in the questionnaire and the proposal of Gorsuch (1983) suggesting five participants for each item and at least 200 participants in total, 250 questionnaires were decided as sufficient to be distributed to 10 schools in December of 2014 according to convenience sample technique. Using a non-probability sampling technique could be considered as the result of practical barriers in the schools. This was due to the difficulties in obtaining permission from school

managers, reluctance of teachers for completing the questionnaires and the shift system in some of the schools. However, sampling was conducted as representative as possible. The number of teachers whom the questionnaires distributed was 250, and the number of teachers whom the questionnaires collected was 223, which indicated the response rate of 89,2%. 205 survey forms were useable to process after teachers that did not fill all of the questions in a scale were discarded from the study. In summary, this study examined on 205 teachers which forms %82 of the total participants in three central districts of Ankara.

3.4. FORMING THE QUESTIONNAIRE

In the first part of the questionnaire, there are questions for the demographic information of participants. In the second part, there are 20 questions related to organizational justice perception, 8 questions related to emotional exhaustion and 3 questions related to turnover intention. In order to conduct the study in the public schools all around Ankara, necessary permissions were taken from Ankara Provincial Directorate of National Education and Middle East Technical University (METU).

3.4.1. Personal Information Form

In this form, there are 11 questions about age, gender, marital status, education level, working hours, course subject, total working experience, tenure in the current school, school type and perception of the economic status of the participants. This demographic information was analyzed for whether affecting organizational justice perceptions, emotional exhaustion and turnover intention of teachers.

3.4.2. Turnover Intention Scale

This scale contains three questions; "*I often think about quitting*", "*It is very likely that I will actively look for a new job in the next year*" and "*I will leave this organization in the next year*" which were adopted from Cammann, Fichman, Jenkins, and Klesh (1979). Questions are rated on 5 points Likert Scale from "Strongly Disagree" to "Strongly Agree". The Turkish version of the scale was taken from Örüçü and Özafşaroğlu (2013).

3.4.3. Organizational Justice Scale

Organizational justice perceptions of teachers were measured by the Turkish adoption of (Özmen, Arbak and Özer, 2007) Colquitt's (2001) four dimensional Organizational Justice Scale. In this scale, 7 questions belong to procedural justice, 4 questions belong to distributive justice, 4 questions belong to interpersonal justice, and lastly 5 questions belong to informational justice. Exemplar items for each dimension can be given as "*Have you been able to express your views and feelings during those procedures?*", "*Does your (outcome) reflect the effort you have put into your work?*", "*Has the authority treated you in a polite manner?*" and "*Has (he/she) explained the procedures thoroughly?*" respectively. Each of the expressions is rated from (1) "Strongly Disagree" to (5) "Strongly Agree" according to 5-points Likert Scale.

3.4.4. Maslach Burnout Inventory

Emotional exhaustion dimension of burnout was studied by 8 questions included in Maslach Burnout Inventory (1981). Emotional exhaustion subscale refers fatigue, weariness and reduction in emotional energy originated from the job. Exemplar items can be given as "*I feel emotionally drained from my work*", "*I feel burned out from my work*" and "*I feel like I'm at the end of my rope*". The Turkish version of the scale translated by Ergin (1992) was used with 5 points Likert Scale' options: Never, Rarely, Sometimes, Often and Always.

All questionnaire items were approved by METU Human Subjects Ethics Committee prior to the circulation in public schools.

3.5. RELIABILITY AND VALIDITY OF THE SCALES

Demographic variables, *total experience in public school* and *tenure in current school* and *age*, were used to test the accuracy of the answers of the participants. With the help of the cross tables, it was seen that responses were not inconsistent among participants.

Since there were missing responses for some items in the questionnaires, for further analyses randomness of the missing values was tested. By using Expectation-Maximization (EM) estimation technique, iterated maximum likelihood method does multiple imputations. This method firstly computes expected value of total of variables with original data then uses this to estimate the population mean and variance; process ends with reaching sustainable estimates (Pigott, 2001). EM test statistics ($p=0,342$) and missing value graphs showed that missing values had no pattern; thus, they were completely at random. After this finding, multiple imputation method was used. Five imputations for each participant with the help of the regressions were generated and pooled results were examined when it was usable for that analysis in SPSS.

Exploratory Factor Analysis was used in order to discover the relations between scale items. The usability of the data for factor analysis was tested by Kaiser-Meyer-Olkin (KMO) test. When the test ratio is greater than 0,60 or more, this indicates the usability of the analysis. Moreover, high factor loadings generally strengthen the explanation rates. Loadings greater than 0,50 are accepted as quite good. On the other hand, minimum factor loading could be taken into consideration as 0.30 in social sciences (Hair et al., 1995). For that purpose all scales were examined by Principal Component method and Varimax orthogonal rotation which clarifies the vision of original data in factor analysis. Varimax rotation developed by Kaiser (1958) makes the interpretation of factor loadings more clear, since after the rotation each variable tends to be related with a few number of factors (Abdi, 2003).

Organizational Justice

KMO (test statistic=0,908) and Bartlett test of sphericity ($p=0,00$) for organizational justice items were conducted with the aim of understanding what percentage of the items were explained by the factors. Moreover, the correlation matrix of the scale items did not show a strong association. Communalities on the Table 1 showing factor loadings of the items were greater than 0,40 for each item which was accepted as sufficient. After this, eigenvalues were examined to decide the number of factors.

It was seen that four factors exceeded 1 and these four factors explained 70,263% of the total variance. Another way of deciding the number of factors is the Scree Plots of the items. Since after the 4th point in the plot got smoother four factors were decided as adequate for organizational justice. Findings supported Colquitt's (2001) four dimensional organizational justice scale and procedural (PJ), distributional (DJ), interpersonal (IntJ) and informational (IJ) dimensions were taken as separate variables in the analyses.

Table 1: Factor Analysis Results for Organizational Justice Scale

Rotated Component Matrix					
		Component			
		1	2	3	4
PJ	Have you been able to express your views and feelings during those procedures?	,590	-,076	,351	,283
	Have you had influence over the outcome arrived at by those procedures?	,590	-,076	,403	,308
	Have those procedures been applied consistently?	,714	,201	,211	,150
	Have those procedures been free of bias?	,776	,224	,149	,214
	Have those procedures been based on accurate information?	,833	,232	,175	,076
	Have you been able to appeal the outcome arrived at by those procedures?	,787	,022	,282	,072
	Have those procedures upheld ethical and moral standards?	,788	,243	,130	,151
DJ	Does your outcome reflect the effort you have put into your work?	,545	,049	,640	,119
	Is your outcome appropriate for the work you have completed?	,460	,117	,697	-,024
	Does your outcome reflect what you have contributed to the organization?	,199	,135	,866	,071
	Is your outcome justified, given your performance?	,247	,055	,781	,204
IntJ	Has (he/she) treated you in a polite manner?	,139	,818	,027	,237
	Has (he/she) treated you with dignity?	,116	,861	,010	,231
	Has (he/she) treated you with respect?	,177	,852	,020	,212
	Has (he/she) refrained from improper remarks or comments?	,051	,784	,115	,107

Table 1 (cont'd)

		Component			
		1	2	3	4
IJ	Has (he/she) been candid in (his/her) communications with you?	,138	,654	,236	,415
	Has (he/she) explained the procedures thoroughly?	,157	,396	,034	,789
	Were (his/her) explanations regarding the procedures reasonable?	,202	,478	,075	,708
	Has (he/she) communicated details in a timely manner?	,261	,390	,023	,658
	Has (he/she) seemed to tailor (his/her) communications to individuals' specific needs?	,157	,147	,246	,599

Emotional Exhaustion and Turnover Intention

In the literature, emotional exhaustion (EE) has been mentioned as the initial sub-dimension of burnout. KMO test statistic was 0,915 for emotional exhaustion which indicated usability of factor analysis. When factor analysis with Varimax rotation applied to EE items, it was found that one factor was adequate to explain 66,911% of the total variance and only one eigenvalue was greater than one. Thus, 8 items of the emotional exhaustion scale were entered into one variable.

Turnover Intention scale had 3 items and these items were usable in factor analysis with 0,712 KMO test statistic. With same method as Principle Component and Varimax rotation one factor was found as explaining nearly 80% of the total variance, so these three items were accepted as a variable.

For testing the reliability of the scales Cronbach's Alpha test statistic was used. Reliability is the confirmation of one dimension existence in scale items. Reliability alpha scores between 0,70 and 0,95 are considered to be acceptable in different studies (Tavakol and Dennick, 2011). Since organizational justice was found as 4 dimensional in factor analysis, procedural, distributive, interpersonal and informational justice were taken into consideration separately. Test statistic for procedural justice (7 items) was 0,907, distributive justice (4 items) was 0,876,

interpersonal justice (4 items) was 0,894, and informational justice (5 items) was 0,858. This shows that the dimensions of the organizational justice are reliable to be used in analyses.

Table 2: Reliability of the Scales

	Cronbach's Alpha	N of Items
Procedural Justice	,907	7
Distributive Justice	,876	4
Interpersonal Justice	,894	4
Informational Justice	,858	5
Emotional Exhaustion	,928	8
Turnover Intention	,870	3

Table 2 shows the test statistics of Cronbach's Alpha for organizational justice dimensions as well as emotional exhaustion (0,928) and turnover intention (0,87).

These results show strong reliability (above 0,70) of all scales in the questionnaire. In other words, each of the scale is reliable at considerable level.

Bağcı (2013) applied Colquitt's (2001) four dimensional organizational justice scale on 425 workers in textile sector and measured Alpha statistics as 0,84, 0,87, 0,92 and 0,90 for DJ, PJ, IntJ and IJ respectively. Ergin (1992) found Cronbach's Alpha as 0,83 for emotional exhaustion with Maslach Burnout Inventory (MBI) applied on nurses and doctors. Gürbüz and Bekmezci (2012) found the validity of turnover intention scale developed by Camman and his friends (1979) as 0,88 in their research.

In summary, variables in this study would be procedural, distributive, informational and interpersonal justice, emotional exhaustion and turnover intention. Mean score of each scale according to participant's respond was computed and used in further analyses.

CHAPTER 4

RESULTS

Collected data were analyzed with factor analysis, reliability analysis, scatter graphs, correlation tables, one-way ANOVAs, multiple regression techniques and other test such as normality or homogeneity test of variances. The general results obtained from the statistical analyses are shown in this section.

4.1. DEMOGRAPHIC CHARACTERISTICS OF SAMPLE

Table 3 on the next page shows the demographic profile of the participants. Statistics show descriptives of the original data.

Teachers' ages in this study were between 27 and 60 and nearly 44 on average. 38,5% of the participants were male and 61,5% of the participants were female. Among these, total working experience in public schools was ranged between 30 months (2,5 years) and 474 months (39,5 years) and it was 242 months (20 years) on average. Tenure in the current school was ranged between 1 month and 374 months (nearly 31 year) and it was 92 months (8 years) on average. 41,5% of the subscribers were working in primary schools, 45,9% were working in technical Anatolian high schools (HS) and remaining were working in Anatolian high schools. 25,6% of the participants were teaching science and math, 13,6% were teaching social sciences and 7,5% were teaching technical courses. Among respondents, primary school teachers (37,2%) were at most. Foreign languages, guidance, physical education and religious culture teachers were assigned to "other" category in the branch and consisted 16,1% of the sample. 80,5% of the participants graduated from a university, 16,6% held a graduate degree and 1% graduated from a doctorate program. 2 teachers that remained were supposed to have graduated from a less than four year undergraduate program in the old educational systems. In the sample, 5%

of teachers were teaching less than 5 hours in a week and only 3% were teaching between 6 and 10 hours. More than half of the teachers (54,2%) were teaching between 26 and 30 hours in a week.

Teachers earning extra money from a private tuition or publications etc. were 60,9% of the sample; remaining ones did not have an income apart from the usual class hours. Lastly, economic satisfaction of teachers was questioned in the survey and it was found that 34,1% of the participants were never satisfied from their earnings, followed by 30,7% rarely satisfaction and 34,1% moderate satisfaction. Only one expressed high satisfaction from his/her income. Considering the salary of public school teachers in Turkey, these results demonstrate that teachers have difficulty in living and even they have an extra income, it does not assure a comfortable standard of living.

Table 3: Demographic Profile of the Sample

	N	%	Mean	Std. dev	Min	Max
Age	201		44,28	7,713	27	60
Gender	205					
Men	79	38,5				
Women	126	61,5				
Marital Status	197					
Married	161	81,7				
Single	36	18,3				
Total Experience (in moths)	204		241,81	96,387	30	474
Tenure (in months)	203		91,46	91,502	1	374
School Type	205					
Primary School	85	41,5				
Technical Anatolian HS	94	45,9				
Anatolian HS	26	12,7				
Branch	199					
Science, Math	51	25,6				

Table 3 (cont'd)

	N	%	Mean	Std. dev	Min	Max
Social Sciences	27	13,6				
Technical Courses	15	7,5				
Primary School Teacher	74	37,2				
Other*	32	16,1				
Educational Level	205					
University	165	80,5				
Graduate	34	16,6				
Doctorate	2	1				
Other	4	2				
Lessons per week	201					
0-5	10	5				
6-10	6	3				
11-15	7	3,5				
16-20	25	12,4				
21-25	44	21,5				
26-30	109	54,2				
Extra Income apart from Usual Class Hours	202					
Yes	123	60,9				
No	79	39,1				
Economic Satisfaction from the Profession	205					
Never	70	34,1				
Rarely	63	30,7				
Moderate	202	34,1				
Highly	3	1				

* Other= Foreign language, guidance, physical education and religious culture teachers.

4.2. COMPARING DEMOGRAPHIC SUB-GROUPS BY ONE-WAY ANOVAS

In this part, effects of demographic variables on procedural (PJ), distributive (DJ), interpersonal (IntJ) and informational justice (IJ) dimensions, emotional exhaustion (EE) and turnover intention (TI) were examined. Sub groups in each of the demographic question were compared. According to the number of categories in each question, independent t-tests or one-way ANOVAs were used for the comparison of sub group means. If there are more than two categories in the question and ANOVA assumptions are satisfied, post-hoc comparisons would be done by Bonferroni method. This method is used commonly in comparisons and it does not require an equal number of samples principal (Miller, 1969).

Age

Teachers' ages were categorized under 4 categories which were 21-30, 31-40, 41-50 and 51-60.

Table 4: ANOVA Table for Age Variable

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	6,277	3	2,092	3,160	,026*
	Within Groups	130,441	197	,662		
	Total	136,719	200			
Distributive Justice	Between Groups	3,185	3	1,062	1,293	,278
	Within Groups	161,742	197	,821		
	Total	164,927	200			
Interpersonal Justice	Between Groups	2,788	3	,929	1,513	,212
	Within Groups	120,972	197	,614		
	Total	123,760	200			
Informational Justice	Between Groups	1,355	3	,452	,662	,576
	Within Groups	134,360	197	,682		
	Total	135,715	200			

Table 4 (cont'd)

Emotional Exhaustion	Between Groups	1,835	3	,612	,800	,495
	Within Groups	150,597	197	,764		
	Total	152,432	200			
Turnover Intention	Between Groups	,647	3	,216	,251	,860
	Within Groups	169,019	197	,858		
	Total	169,666	200			

* Significant at the 0,05 level (2- tailed).

From Table 4, it is seen that ages of teachers only affect their procedural justice (PJ) perceptions ($p=0,026$). In other words, all other research variables are not changing significantly among different age categories. In order to choose the proper post-hoc comparison method, variance should be tested by Levene's test. Levene's Test (1960) is commonly used for testing the equality of variances in two or more groups. It aims to find whether the variances of the populations are homoscedastic or heteroscedastic. If significance level is found less than the critical value (usually 0,05), it indicates that differences in the variations do not likely come from the random sampling from an equal-variance population (Hair et al., 1995).

Table 5: Homogeneity of Variance Tests for Age Variable

Tests of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Procedural Justice	3,638	3	197	,014*
Distributive Justice	,867	3	197	,459
Interpersonal Justice	,787	3	197	,502
Informational Justice	,977	3	197	,405
Emotional Exhaustion	1,898	3	197	,131
Turnover Intention	4,949	3	197	,002*

* Significant at the 0,05 level (2- tailed).

Since procedural justice perceptions of teachers did not satisfy the homogeneity of variance assumption ($p=0,014$), post hoc comparisons were done by Games-Howell test statistic (1971). It works according to student t-test and studentized maximum modulus when variance does not distributed equally and the sample sizes of groups are not equal (Games, 1971).

Table 6: Multiple Comparisons of Age Groups on PJ

Multiple Comparisons							
Games-Howell							
Dependent Variable	(I) Age categorical	(J) Age categorical	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Procedural Justice	21-30	31-40	,18528	,18197	,741	-,3320	,7025
		41-50	,54633*	,17588	,033*	,0398	1,0529
		51-60	,31871	,21429	,458	-,2661	,9035
	31-40	21-30	-,18528	,18197	,741	-,7025	,3320
		41-50	,36105*	,12835	,029*	,0268	,6952
		51-60	,13343	,17737	,875	-,3329	,5998
	41-50	21-30	-,54633*	,17588	,033*	-1,0529	-,0398
		31-40	-,36105*	,12835	,029*	-,6952	-,0268
		51-60	-,22762	,17112	,547	-,6782	,2230
	51-60	21-30	-,31871	,21429	,458	-,9035	,2661
		31-40	-,13343	,17737	,875	-,5998	,3329
		41-50	,22762	,17112	,547	-,2230	,6782

*The mean difference is significant at the 0.05 level.

At the final stage when proper methods were used, it is seen that teachers 41-51 years old significantly differs from the teachers younger than them ($p=0,033$ for 21-30, $p=0,029$ for 31-40) (Table 6). In other words, teachers in this category perceive less fairness on procedures compared to the teachers that are in their 20s and 30s.

Gender

Table 7: ANOVA Table for Gender Variable

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
PJ	Equal variances assumed	6,09	,014*	-,84	203	,40	-,10	,12
	Equal variances not assumed			-,81	142,84	,42	-,10	,12
DJ	Equal variances assumed	1,13	,290	-,31	203	,76	-,04	,13
	Equal variances not assumed			-,31	174,04	,76	-,04	,13
IntJ	Equal variances assumed	3,83	,052	-1,6	203	,11	-,18	,11
	Equal variances not assumed			-1,54	145,75	,13	-,18	,12
IJ	Equal variances assumed	,00	,972	-,44	203	,66	-,05	,12
	Equal variances not assumed			-,44	164,79	,66	-,05	,12
EE	Equal variances assumed	,09	,763	1,30	203	,19	,16	,13
	Equal variances not assumed			1,31	167,95	,19	,16	,13
TI	Equal variances assumed	4,59	,033*	2,91	203	,004*	,38	,13
	Equal variances not assumed			2,82	148,78	,005*	,38	,13

*Significant at the 0,05 level (2-tailed).

Since Levene test statistics shows heterogeneity in variance for procedural justice perceptions ($p=0,014$) and turnover intentions ($p=0,033$) of teachers for gender, results are evaluated according to "Equal variances not assumed" lines. Thus, according to Table 7, only turnover intentions of men and women differ from each

other at statistically significant level ($p=0,005$). TI mean score of women (1,75) are below mean score of men (2,13) which indicates that women are more resistant the thoughts about leaving the job. Man's traditional role in the society may lead more intention to leave teaching at public schools for a better income.

Marital Status

Single and married teachers spread homogenous in their justice perceptions, emotional exhaustion feelings and turnover intentions according to Levene's test statistics which have probabilities greater than 0,05 in Table 8. Thus, in the comparisons of their means "Equal variances assumed" lines are taken into consideration. It can be said that single and married teachers differ only in terms of emotional exhaustion ($p=0,03$). Single ones (mean=2,90) are more prone to feel emotionally exhausted than married teachers (mean=2,56) at statistically significant level.

Table 8: ANOVA Table for Marital Status Variable

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
PJ	Equal variances assumed	2,04	,15	,53	195	,60	,08	,15
	Equal variances not assumed			,61	62,78	,54	,08	,13
DJ	Equal variances assumed	,40	,53	,89	195	,38	,15	,17
	Equal variances not assumed			,95	55,76	,35	,15	,16

Table 8 (cont'd)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
IntJ	Equal variances assumed	2,05	,15	1,63	195	,10	,24	,15
	Equal variances not assumed			1,91	63,49	,06	,24	,12
IJ	Equal variances assumed	,42	,52	1,69	195	,09	,25	,15
	Equal variances not assumed			1,69	52,01	,10	,25	,15
EE	Equal variances assumed	,48	,49	-2,14	195	,03*	-,34	,16
	Equal variances not assumed			-2,17	52,43	,03*	-,34	,16
TI	Equal variances assumed	,09	,76	-1,39	195	,17	-,24	,17
	Equal variances not assumed			-1,40	52,52	,17	-,24	,17

*Significant at the 0,05 level (2-tailed).

Total Working Experience in Public Schools

For this analysis, total working experiences of teachers in public schools were categorized under 5 years experiences, i.e. 0 years to 5 years, 5 to 10 years, 10 to 15 years, 15 to 20 years, 20 to 25 years, 25 to 30 years and lastly 30 to 35 years. Measurement scale was in months.

Table 9: ANOVA Table for Total Working Experience in Public Schools

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	9,94	6	1,66	2,51	,02*
	Within Groups	130,57	198	,66		
	Total	140,51	204			
Distributive Justice	Between Groups	3,71	6	,62	,74	,62
	Within Groups	166,40	198	,84		
	Total	170,11	204			
Interpersonal Justice	Between Groups	4,78	6	,80	1,27	,27
	Within Groups	124,09	198	,63		
	Total	128,87	204			
Informational Justice	Between Groups	5,85	6	,97	1,47	,19
	Within Groups	130,80	198	,66		
	Total	136,64	204			
Emotional Exhaustion	Between Groups	6,72	6	1,12	1,48	,19
	Within Groups	149,98	198	,76		
	Total	156,71	204			
Turnover Intention	Between Groups	4,90	6	,82	,96	,45
	Within Groups	168,03	198	,85		
	Total	172,93	204			

*Significant at the 0,05 level (2-tailed).

From Table 9, it is seen that only significant difference is between the means of total working experiences groups in procedural justice perceptions of teachers ($p=0,02$). In order to decide the proper post hoc method for multiple comparisons Levene's test statistic was used. Since its probability (0,087) was greater than the critical value,

variance of PJ was decided as homoscedastic. Thus, Bonferroni multiple comparison tests were applied to the groups.

Although a difference was found between the groups of total working experiences in public schools, post hoc analysis concluded that it was not at considerable level. It could be possible since ANOVA does not guarantee the significant deviance between the groups; it tests the difference under the assumption that all groups have equal variances with nearly equal sample sizes (Hair et al., 1995). Thus, it can be concluded that total working experience in public schools is not a significant factor on the perceptions of procedural justice among teachers.

Tenure in Current School

Tenure in current school was categorized under the same ranges in total working experience in public schools. However, since there was one person who had 374 months experience (nearly 31 years) belonging to the last category and in order to conduct a post hoc test there should be more than two cases in a group, it was added to the 6th category.

Table 10: ANOVA Table for Tenure in Current School Variable

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	3,05	5	,61	,88	,49
	Within Groups	137,47	199	,69		
	Total	140,51	204			
Distributive Justice	Between Groups	3,77	5	,75	,90	,48
	Within Groups	166,34	199	,84		
	Total	170,11	204			
Interpersonal Justice	Between Groups	4,32	5	,86	1,38	,23
	Within Groups	124,55	199	,63		
	Total	128,87	204			

Table 10(cont'd)

Informational Justice	Between Groups	10,40	5	2,08	3,28	,01*
	Within Groups	126,24	199	,63		
	Total	136,64	204			
Emotional Exhaustion	Between Groups	3,77	5	,75	,98	,43
	Within Groups	152,93	199	,77		
	Total	156,71	204			
Turnover Intention	Between Groups	3,35	5	,67	,79	,56
	Within Groups	169,58	199	,85		
	Total	172,93	204			

*Significant at the 0,05 level (2-tailed).

According to Table 10, the only difference among groups is found in terms of informational justice at a statistically significant level ($p=0,01$). Then, in order to decide the method of post hoc comparison, homogeneity of variance was tested by Levene's test and variances of informational justice among groups were seen as homogeneous ($p=0,895$). Thus, Bonferroni comparisons were applied for further analysis.

Table 11: Multiple Comparisons of Tenure Groups on IJ

Multiple Comparisons							
Dependent Variable	(I) Tenure categorical	(J) Tenure categorical	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Informational Justice	<5	6-10	-,17	,16	1,00	-,65	,31
		11-15	-,34	,17	,63	-,83	,15
		16-20	,60	,21	,06	-,01	1,22
		21-25	-,14	,26	1,00	-,92	,64
		26-30	,00	,29	1,00	-,87	,86
	6-10	<5	,17	,16	1,00	-,31	,65
		11-15	-,17	,21	1,00	-,78	,44
		16-20	,77*	,24	,02*	,06	1,48
		21-25	,03	,29	1,00	-,83	,89
		26-30	,17	,32	1,00	-,77	1,10

Table 11 (cont'd)

		Mean					
	(I) Tenure categorical	(J) Tenure categorical	Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Informational Justice (cont'd)	11-15	<5	,34	,17	,63	-,15	,83
		6-10	,17	,21	1,00	-,44	,78
		16-20	,94*	,24	,00*	,22	1,67
		21-25	,20	,29	1,00	-,66	1,07
		26-30	,34	,32	1,00	-,61	1,28
	16-20	<5	-,60	,21	,06	-1,22	,01
		6-10	-,77*	,24	,02*	-1,48	-,06
		11-15	-,94*	,24	,00*	-1,67	-,22
		21-25	-,74	,32	,31	-1,68	,20
		26-30	-,60	,34	1,00	-1,62	,41
	21-25	<5	,14	,26	1,00	-,64	,92
		6-10	-,03	,29	1,00	-,89	,83
		11-15	-,20	,29	1,00	-1,07	,66
		16-20	,74	,32	,31	-,20	1,68
		26-30	,13	,38	1,00	-,99	1,26
	26-30	<5	,00	,29	1,00	-,86	,87
		6-10	-,17	,32	1,00	-1,10	,77
		11-15	-,34	,32	1,00	-1,28	,61
		16-20	,60	,34	1,00	-,41	1,62
		21-25	-,13	,38	1,00	-1,26	,99

*Significant at the 0,05 level (2-tailed).

According to the results of Bonferroni comparisons in Table 11, there are significant differences between the groups of 6-10 years and 16-20 years ($p=0,02$); 11-15 and 16-20 years tenure in the current school ($p=0,00$) regarding informational justice perceptions. Teachers who have 6-10 years tenure have more positive perceptions on informational justice than teachers having 16-20 years tenure (mean difference=0,77); teachers who have 11-15 years tenure have more positive perceptions on informational justice than teachers working for 16-20 years in their current school (mean difference=0,24).

School Type

From Table 12, it is seen that except from distributive justice perceptions of teachers ($p=0,54>0,05$), all variables differs among the school types at considerable level. With the help of the Table 13 in the next page, appropriate post hoc comparison method is decided by the significance level of the Levene's test.

Table 12: ANOVA Table for School Type Variable

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	4,89	2	2,44	3,64	,03*
	Within Groups	135,63	202	,67		
	Total	140,51	204			
Distributive Justice	Between Groups	1,02	2	,51	,61	,54
	Within Groups	169,09	202	,84		
	Total	170,11	204			
Interpersonal Justice	Between Groups	17,47	2	8,74	15,84	,00*
	Within Groups	111,40	202	,55		
	Total	128,87	204			
Informational Justice	Between Groups	11,26	2	5,63	9,07	,00*
	Within Groups	125,38	202	,62		
	Total	136,64	204			
Emotional Exhaustion	Between Groups	5,74	2	2,87	3,84	,02*
	Within Groups	150,97	202	,75		
	Total	156,71	204			
Turnover Intention	Between Groups	12,26	2	6,13	7,71	,00*
	Within Groups	160,67	202	,80		
	Total	172,93	204			

*Significant at the 0,05 level (2-tailed).

Table 13: Homogeneity of Variance Tests for School Type

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Procedural Justice	1,774	2	202	,172
Interpersonal Justice	1,606	2	202	,203
Informational Justice	,039	2	202	,962
Emotional Exhaustion	,878	2	202	,417
Turnover Intention	5,623	2	202	,004*

*Significant at the 0,05 level (2-tailed).

As the result of the Levene's tests (Table 13), procedural justice, interpersonal justice, informational justice and EE differences among different school types would be analyzed by Bonferroni, since their significance levels are greater than 0,05 whereas TI ($p < 0,05$) would be analyzed by Games-Howell post hoc comparison method (Table 14).

Table 14: Multiple Comparisons of School Types
Multiple Comparisons

Dependent Variable		(I) School Type	(J) School Type	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PJ	Bonf.	Primary School	Tec. Anatolian HS	,22	,12	,24	-,08	,51
			Anatolian HS	,47*	,18	,04*	,02	,91
		Tec. Anatolian HS	Primary School	-,22	,12	,24	-,51	,08
			Anatolian HS	,25	,18	,51	-,19	,69
		Anatolian HS	Primary School	-,47*	,18	,04*	-,91	-,02
			Tec. Anatolian HS	-,25	,18	,51	-,69	,19
Int J	Bonf.	Primary School	Tec. Anatolian HS	,61*	,11	,00*	,34	,88
			Anatolian HS	,51*	,17	,01*	,11	,91

Table 14 (cont'd)

				Mean					
Dependent Variable		(I) School Type	(J) School Type	Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound	
Int J (cont'd)	Bonf.	Tec.	Primary School	-,61*	,11	,00*	-,88	-,34	
			Anatolian HS	-,10	,16	1,00	-,50	,30	
		Anatolian HS	Primary School	-,51*	,17	,01*	-,91	-,11	
			Tec. Anatolian HS	,10	,16	1,00	-,30	,50	
IJ	Bonf.	Primary School	Tec. Anatolian HS	,47*	,12	,00*	,19	,76	
			Anatolian HS	,49*	,18	,02*	,07	,92	
		Tec.	Primary School	-,47*	,12	,00*	-,76	-,19	
			Anatolian HS	,02	,17	1,00	-,40	,44	
		Anatolian HS	Primary School	-,49*	,18	,02*	-,92	-,07	
			Tec. Anatolian HS	-,02	,17	1,00	-,44	,40	
EE	Bonf.	Primary School	Tec. Anatolian HS	-,34*	,13	,03*	-,65	-,02	
			Anatolian HS	,00	,19	1,00	-,47	,47	
		Tec.	Primary School	,34*	,13	,03*	,02	,65	
			Anatolian HS	,34	,19	,24	-,13	,80	
		Anatolian HS	Primary School	,00	,19	1,00	-,47	,47	
			Tec. Anatolian HS	-,34	,19	,24	-,80	,13	
TI	Games- Howell	Primary School	Tec. Anatolian HS	-,50*	,13	,00*	-,81	-,19	
			Anatolian HS	-,05	,19	,97	-,52	,43	
		Tec.	Primary School	,50*	,13	,00*	,19	,81	
			Anatolian HS	,45	,20	,08	-,04	,95	
		Anatolian HS	Primary School	,05	,19	,97	-,43	,52	
			Tec. Anatolian HS	-,45	,20	,08	-,95	,04	

*Significant at the 0,05 level (2-tailed).

In procedural justice perceptions, primary school teachers differ significantly from Anatolian high school (HS) teachers according to Bonferroni test ($p=0,04$). Primary school teachers perceive more fairness in the procedures (mean=2,81) than Anatolian

HS teachers (mean=2,35). For interpersonal justice dimension, primary school teachers differ from technical Anatolian HS and Anatolian HS teachers at considerable level ($p=0,00$ and $p=0,01$, respectively). From descriptive statistics it was seen that primary school teachers (mean=4,07) find more justice at interpersonal level than technical HS teachers (mean=3,46). Moreover, they have more positive perceptions (mean=4,07) than Anatolian HS teachers (mean=3,57). At the informational justice level, primary school teachers differ not only from Anatolian HS teachers ($p=0,02$) but also technical Anatolian HS teachers ($p=0,00$). Their mean score (3,63) is more than Anatolian HS teachers (3,16) and technical Anatolian HS teachers (3,13). In general, it is possible to say that primary school teachers perceive more fairness than the other public school teachers (Table 14).

Emotional exhaustion among primary school teachers differs significantly from technical Anatolian HS teachers ($p=0,03$); they are less likely to be emotionally exhausted (mean=2,47) than technical Anatolian HS teachers (mean=2,80).

Lastly, turnover intention of primary school teachers is different from that of technical Anatolian HS teachers ($p=0,00$). It could be said that primary school teachers (mean=1,66) have less intention to leave the organization than technical Anatolian HS teachers (mean=2,16) according to the result of Games-Howell test (Table 14).

By these results, it is possible to say that primary school teachers have more positive feelings on these issues and less suffer from the stress of the profession.

Branch

Teachers' branches in this study were categorized under science and math, social sciences, primary school, technical courses and "other" including language, guidance, physical education and religious culture teachers.

Since Levene's tests indicated the homogeneity in variances for these three variables (IntJ, IJ, TI's significance levels were 0,25, 0,76 and 0,16 respectively) that show

significant differences between the means of different groups in Table 15, Bonferroni multiple comparison method was applied to see more of the exact differences.

Table 15: ANOVA Table for Branch Variable

		ANOVA				
		Sum of	df	Mean	F	Sig.
		Squares		Square		
Procedural Justice	Between Groups	5,80	4	1,45	2,13	,08
	Within Groups	131,83	194	,68		
	Total	137,63	198			
Distributive Justice	Between Groups	6,16	4	1,54	1,87	,12
	Within Groups	160,00	194	,82		
	Total	166,16	198			
Interpersonal Justice	Between Groups	19,48	4	4,87	9,26	,00*
	Within Groups	102,07	194	,53		
	Total	121,55	198			
Informational Justice	Between Groups	11,52	4	2,88	4,55	,00*
	Within Groups	122,69	194	,63		
	Total	134,21	198			
Emotional Exhaustion	Between Groups	7,13	4	1,78	2,36	,055
	Within Groups	146,53	194	,76		
	Total	153,66	198			
Turnover Intention	Between Groups	10,81	4	2,70	3,40	,01*
	Within Groups	154,16	194	,79		
	Total	164,97	198			

*Significant at the 0,05 level (2-tailed).

Table 16: Multiple Comparisons of Branch Groups

Multiple Comparisons							
Bonferroni							
Dependent Variable	(I) Branch	(J) Branch	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Interpersonal Justice	Science, Math	Social Sciences	,30	,17	,88	-,19	,79
		Technical Courses	,33	,21	1,00	-,27	,94
		Primary School	-,50 [*]	,13	,00 [*]	-,88	-,13
		Other	-,22	,16	1,00	-,69	,24
	Social Sciences	Science, Math	-,30	,17	,88	-,79	,19
		Technical Courses	,04	,23	1,00	-,63	,70
		Primary School	-,80 [*]	,16	,00 [*]	-1,26	-,34
		Other	-,52	,19	,07	-1,06	,02
	Technical Courses	Science, Math	-,33	,21	1,00	-,94	,27
		Social Sciences	-,04	,23	1,00	-,70	,63
		Primary School	-,84 [*]	,21	,00 [*]	-1,42	-,25
		Other	-,55	,23	,15	-1,20	,09
	Primary School	Science, Math	,50 [*]	,13	,00 [*]	,13	,88
		Social Sciences	,80 [*]	,16	,00 [*]	,34	1,26
		Technical Courses	,84 [*]	,21	,00 [*]	,25	1,42
		Other	,28	,15	,67	-,15	,72
	Other	Science, Math	,22	,16	1,00	-,24	,69
		Social Sciences	,52	,19	,07	-,02	1,06
		Technical Courses	,55	,23	,15	-,09	1,20
		Primary School	-,28	,15	,67	-,72	,15
Informational Justice	Science, Math	Social Sciences	,30	,19	1,00	-,24	,84
		Technical Courses	,12	0,23	1,00	-0,55	0,78
		Primary School	-,38	0,14	0,09	-0,79	0,03
		Other	-,2	0,18	1,00	-0,71	0,31

Table 16 (cont'd)

Dependent Variable	(I) Branch	(J) Branch	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Informational Justice (cont'd.)	Social Sciences	Science, Math	-,30	,19	1,00	-,84	,24
		Technical Courses	-,18	,26	1,00	-,91	,55
		Primary School	-,68*	,18	,00*	-1,19	-,17
		Other	-,50	,21	,17	-1,09	,09
	Technical Courses	Science, Math	-,12	,23	1,00	-,78	,55
		Social Sciences	,18	,26	1,00	-,55	,91
		Primary School	-,50	,23	,28	-1,14	,14
		Other	-,32	,25	1,00	-1,03	,39
	Primary School	Science, Math	,38	,14	,09	-,03	,79
		Social Sciences	,68*	,18	,00*	,17	1,19
		Technical Courses	,50	,23	,28	-,14	1,14
		Other	,18	,17	1,00	-,30	,65
	Other	Science, Math	,20	,18	1,00	-,31	,71
		Social Sciences	,50	,21	,17	-,09	1,09
		Technical Courses	0,32	0,25	1,00	-0,39	1,03
		Primary School	-0,18	0,17	1,00	-0,65	0,30

*The mean difference is significant at the 0.05 level.

The mean score of primary school teachers on interpersonal justice perception differs significantly from science or math teachers ($p=0,00$), social sciences teachers ($p=0,00$) and technical courses teachers ($p=0,00$) (Table 16). It could be possible to say that primary school teachers (mean=4,08) perceive more fairness at interpersonal level than science or math teachers (mean=3,58), social sciences teachers (mean=3,28), and technical courses teachers (mean=3,25). However, for informational justice dimension there is only a difference between primary school teachers and social sciences teachers ($p=0,00$). Similarly, primary school teachers (mean= 3,60) have more positive perceptions on informational justice than technical courses teachers (mean=3,11). Although, ANOVA table (Table 15) previously indicated that there was a difference in TI of teachers between the branches, pos-hoc

analyses showed that there was no such difference. Thus, post hoc comparisons for TI of teachers were not sited in Table 16.

Educational Level

In this part, perceptions of teachers were compared according to their graduation levels, namely university, graduate, doctorate and “other” indicating the program that lasted less than 4 years in the old education systems.

Table 17: ANOVA Table for Educational Level Variable

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	4,653	3	1,551	2,295	,079
	Within Groups	135,859	201	,676		
	Total	140,512	204			
Distributive Justice	Between Groups	10,606	3	3,535	4,455	,005*
	Within Groups	159,504	201	,794		
	Total	170,110	204			
Interpersonal Justice	Between Groups	1,247	3	,416	,655	,581
	Within Groups	127,622	201	,635		
	Total	128,869	204			
Informational Justice	Between Groups	1,923	3	,641	,956	,414
	Within Groups	134,720	201	,670		
	Total	136,643	204			
Emotional Exhaustion	Between Groups	5,891	3	1,964	2,617	,052
	Within Groups	150,816	201	,750		
	Total	156,708	204			
Turnover Intention	Between Groups	1,782	3	,594	,698	,554
	Within Groups	171,150	201	,851		
	Total	172,932	204			

*Significant at the 0.05 level.

In Table 17, there is only a difference in distributive justice perceptions ($p=0,005$) among public school teachers regarding their graduation level. Since Levene's test had indicated an insignificance ($p= 0,393$) for DJ, Bonferroni pos-hoc comparison was used to compare the means. Results are as follows:

Table 18: Multiple Comparisons of Educational Level Groups on DJ

Multiple Comparisons						
(I) Educational Level	(J) Educational Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
University	Graduate	,44	,17	,06	-,01	,88
	Doctorate	,46	,63	1,00	-1,23	2,15
	Other	-1,04	,45	,13	-2,24	,16
Graduate	University	-,44	,17	,06	-,88	,01
	Doctorate	,02	,65	1,00	-1,71	1,75
	Other	-1,48*	,47	,01*	-2,73	-,22
Doctorate	University	-,46	,63	1,00	-2,15	1,23
	Graduate	-,02	,65	1,00	-1,75	1,71
	Other	-1,50	,77	,32	-3,56	,56
Other	University	1,04	,45	,13	-,16	2,24
	Graduate	1,48*	,47	,01*	,22	2,73
	Doctorate	1,50	,77	,32	-,56	3,56

*The mean difference is significant at the 0.05 level.

The conclusion of Table 18 is that there is a significant difference in DJ perceptions between the teachers belonging to “other” category and graduate category ($p=0,01$). Thus, teachers that completed a graduate program (mean=2,15) are less likely to perceive fairness in the distribution processes than the teachers graduated from a third-year program in the old system (mean=3,63). In other words, teachers completing a graduate program have more expectation on the results, gains or shares

allocated to them; on the other hand, teachers graduated from a third-year program in the old education system have less expectation on these issues.

Teaching Workload in a Week

In order to find the effect of usual course hours in a week on the research variables, course hours were categorized under 1-5, 6-10, 11-15, 16-20, 21-25 and 26-30 hours.

Table 19: ANOVA Table for Teaching Workload in a Week (Hrs)

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	6,452	5	1,290	1,906	,095
	Within Groups	132,022	195	,677		
	Total	138,475	200			
Distributive Justice	Between Groups	5,441	5	1,088	1,315	,259
	Within Groups	161,385	195	,828		
	Total	166,826	200			
Interpersonal Justice	Between Groups	13,996	5	2,799	4,888	,000*
	Within Groups	111,666	195	,573		
	Total	125,662	200			
Informational Justice	Between Groups	10,787	5	2,157	3,427	,005*
	Within Groups	122,764	195	,630		
	Total	133,551	200			
Emotional Exhaustion	Between Groups	7,610	5	1,522	2,009	,079
	Within Groups	147,732	195	,758		
	Total	155,341	200			
Turnover Intention	Between Groups	10,552	5	2,110	2,569	,028*
	Within Groups	160,169	195	,821		
	Total	170,721	200			

*Significant at the 0.05 level.

ANOVA table at Table 19 shows that the number of course hours have a significant influence on interpersonal, informational justice levels and turnover intentions of

teachers ($p < 0,05$). By the help of Levene's test (Table 20), the proper post-hoc comparison methods were chosen as Bonferroni since all significance levels belonging to these three variables were greater than the critical value.

Table 20: Homogeneity of Variance Tests for Teaching Workload in a Week

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Interpersonal Justice	2,16	5	195	,06
Informational Justice	,35	5	195	,88
Turnover Intention	1,29	5	195	,27

Table 21: Multiple Comparisons of Teaching Workload in a Week (Hrs.)

Multiple Comparisons							
Bonferroni							
Dependent Variable	(I) Lesson hours in a week	(J) Lesson hours in a week	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Interpersonal Justice	0-5	6-10	,73	,39	,98	-,44	1,89
		11-15	-,06	,37	1,00	-1,17	1,05
		16-20	,23	,28	1,00	-,61	1,08
		21-25	,29	,27	1,00	-,50	1,08
		26-30	-,23	,25	1,00	-,97	,51
	6-10	0-5	-,73	,39	,98	-1,89	,44
		11-15	-,79	,42	,95	-2,04	,47
		16-20	-,49	,34	1,00	-1,51	,53
		21-25	-,44	,33	1,00	-1,42	,54
		26-30	-,96*	,32	,04*	-1,90	-,01
	11-15	0-5	,06	,37	1,00	-1,05	1,17
		6-10	,79	,42	,95	-,47	2,04
		16-20	,30	,32	1,00	-,67	1,26

Table 21 (cont'd)

Dependent Variable	(I) Lesson hours in a week	(J) Lesson hours in a week	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Interpersonal Justice (cont'd)	11-15	21-25	,35	,31	1,00	-,57	1,26
		26-30	-,17	,30	1,00	-1,05	,71
		0-5	-,23	,28	1,00	-1,08	,61
		6-10	,49	,34	1,00	-,53	1,51
	16-20	11-15	-,30	,32	1,00	-1,26	,67
		21-25	,05	,19	1,00	-,51	,62
		26-30	-,47	,17	,09	-,97	,03
		0-5	-,29	,27	1,00	-1,08	,50
		6-10	,44	,33	1,00	-,54	1,42
	21-25	11-15	-,35	,31	1,00	-1,26	,57
		16-20	-,05	,19	1,00	-,62	,51
		26-30	-,52*	,14	,00*	-,92	-,12
		0-5	,23	,25	1,00	-,51	,97
		6-10	,96*	,32	,04*	,01	1,90
	26-30	11-15	,17	,30	1,00	-,71	1,05
		16-20	,47	,17	,09	-,03	,97
		21-25	,52*	,14	,00*	,12	,92
		6-10	,60	,41	1,00	-,62	1,81
Informational justice	0-5	11-15	,07	,39	1,00	-1,10	1,23
		16-20	,26	,30	1,00	-,62	1,14
		21-25	,39	,28	1,00	-,44	1,21
		26-30	-,11	,26	1,00	-,89	,66
	6-10	0-5	-,60	,41	1,00	-1,81	,62
		11-15	-,53	,44	1,00	-1,84	,78
		16-20	-,33	,36	1,00	-1,41	,74
		21-25	-,21	,35	1,00	-1,23	,82
		26-30	-,71	,33	,51	-1,70	,28
	11-15	0-5	-,07	,39	1,00	-1,23	1,10
		6-10	,53	,44	1,00	-,78	1,84
		16-20	,20	,34	1,00	-,81	1,20
		21-25	,32	,32	1,00	-,64	1,28
		26-30	-,18	,31	1,00	-1,10	,74
	16-20	0-5	-,26	,30	1,00	-1,14	,62
		6-10	,33	,36	1,00	-,74	1,41
		11-15	-,20	,34	1,00	-1,20	,81

Table 21 (cont'd)

		(J) Lesson hours in a week	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Informational justice (cont'd)	21-25	21-25	,13	,20	1,00	-,46	,72
		26-30	-,38	,18	,5	-0,9	,15
		0-5	-,39	0,28	1,00	-1,21	,44
		6-10	,21	,35	1,00	-,82	1,23
		11-15	-,32	,32	1,00	-1,28	,64
		16-20	-,13	,20	1,00	-,72	,46
	26-30	26-30	-,50*	,14	,01*	-,92	-,08
		0-5	,11	,26	1,00	-,66	,89
		6-10	,71	,33	,51	-,28	1,70
		11-15	,18	,31	1,00	-,74	1,10
		16-20	,38	,18	,50	-,15	,90
		21-25	,50*	,14	,01*	,08	,92

*The mean difference is significant at the 0.05 level.

By the pos-hoc comparisons (Table 21), a significant difference is observed between the teachers that gave 0-6 hours and teachers that gave 26-30 hours in a week based on IntJ perceptions. Their average score is 0,96 less than teachers that gave 26 to 30 hours. When IJ is taken into the consideration, the teachers giving 21-25 hours in a week are found as different from the teachers that give 26 to 30 hours. Their mean score is 0,50 less than the teachers giving 26 to 30 hours. However, in terms of turnover intentions of participants, the post hoc comparisons did not indicate a significant difference among groups. It was concluded that TI did not differ in various class hour categories and discarded from Table 21.

In general, it could be said that when teachers' workload increases, they would perceive more justice at interpersonal and informational levels at considerable level.

Having an Extra Income apart from Usual Class Hours

In this part, teachers having another income apart from the class hours and teachers that have no an extra income were compared in terms of research variables.

Table 22: ANOVA Table for Extra Income Status Variable

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	,49	1	,49	,71	,40
	Within Groups	139,26	200	,70		
	Total	139,75	201			
Distributive Justice	Between Groups	3,11	1	3,11	3,77	,053
	Within Groups	164,95	200	,82		
	Total	168,06	201			
Interpersonal Justice	Between Groups	1,39	1	1,39	2,19	,14
	Within Groups	126,82	200	,63		
	Total	128,21	201			
Informational Justice	Between Groups	,00	1	,00	,00	,99
	Within Groups	133,61	200	,67		
	Total	133,61	201			
Emotional Exhaustion	Between Groups	,15	1	,15	,19	,66
	Within Groups	156,24	200	,78		
	Total	156,39	201			
Turnover Intention	Between Groups	2,13	1	2,13	2,53	,11
	Within Groups	168,47	200	,84		
	Total	170,59	201			

*Significant at the 0.05 level (2-tailed).

According to the ANOVA table in Table 22, there is no significant difference in teachers' perceptions with regard to whether they have an extra income apart from the usual class hours. In other words, participants earning extra money from other

jobs perceive or feel in line with participants having no extra income on the research variables.

Economic Satisfaction

It is obvious that teachers in Turkey have been experiencing financial difficulties in living. In order to see the differences between groups, their economic satisfactions were rated as Never, Rarely, Moderate and Highly Satisfied. According to the below Table 23, PJ, DJ, IJ and EE of teachers significantly differ among different economic satisfaction groups.

Table 23: ANOVA Table for Economic Satisfaction Variable

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Procedural Justice	Between Groups	17,347	3	5,782	9,436	,000*
	Within Groups	123,165	201	,613		
	Total	140,512	204			
Distributive Justice	Between Groups	12,424	3	4,141	5,279	,002*
	Within Groups	157,686	201	,785		
	Total	170,110	204			
Interpersonal Justice	Between Groups	4,280	3	1,427	2,302	,078
	Within Groups	124,589	201	,620		
	Total	128,869	204			
Informational Justice	Between Groups	8,101	3	2,700	4,223	,006*
	Within Groups	128,541	201	,640		
	Total	136,643	204			
Emotional Exhaustion	Between Groups	8,084	3	2,695	3,644	,014*
	Within Groups	148,623	201	,739		
	Total	156,708	204			
Turnover Intention	Between Groups	5,567	3	1,856	2,229	,086
	Within Groups	167,365	201	,833		
	Total	172,932	204			

*Significant at the 0.05 level (2-tailed).

Then, the proper post comparison method was chosen according to significance levels of Levene's tests. According to the results in Table 24, among variables only the variance of procedural justice does not spread homogenously; thus, subgroups should be compared with Games-Howell method. On the other hand, since variances of other three variables do not indicate heteroskedasticity, Bonferroni post-hoc comparison would be used to test the exact differences among economic satisfaction groups for DJ, IJ, and EE.

Table 24: Homogeneity of Variance Tests for Economic Satisfaction

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Procedural Justice	2,747	3	201	,044*
Distributive Justice	1,059	3	201	,368
Informational Justice	,577	3	201	,631
Emotional Exhaustion	,895	3	201	,445

*Significant at the 0.05 level (2-tailed).

In the pos-hoc comparisons in Table 25, there is a significant difference in PJ perceptions of teachers that are moderately and never satisfied from their income ($p=0,00$). Moreover, their average score is 0,58 more than the teachers that are never economically satisfied from the profession. When DJ is taken into the consideration, dissatisfied teachers ("Never" option) are different than both moderately ($p=0,02$) and highly satisfied teachers ($p=0,02$). As expected, economically dissatisfied teachers' mean score is less than the other two categories' mean scores by 0,45 and 1,85 respectively. At informational dimension of organizational justice, teachers who marked "economically never satisfied" from the profession are slightly differed ($p=0,05$) and perceive less fairness than moderately satisfied teachers. Lastly, the teachers who are economically never satisfied from their profession are more prone to be exhausted emotionally than the moderately satisfied teachers at considerable level ($p=0,03$).

Table 25: Multiple Comparisons of Economic Satisfaction Levels
Multiple Comparisons

							95% Confidence Interval	
Dependent Variable		(I) Economic Satisfaction	(J) Economic Satisfaction	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
PJ	Games- Howell	Never	Rarely	-,38	,15	,05	-,76	,00
			Moderate	-,58*	,13	,00*	-,90	-,25
			Highly	-1,97	,30	,13	-6,26	2,32
		Rarely	Never	,38	,15	,05	,00	,76
			Moderate	-,20	,14	,46	-,55	,15
			Highly	-1,59	,31	,16	-5,50	2,32
		Moderate	Never	,58*	,13	,00*	,25	,90
			Rarely	,20	,14	,46	-,15	,55
			Highly	-1,39	,30	,21	-6,23	3,45
		Highly	Never	1,97	,30	,13	-2,32	6,26
			Rarely	1,59	,31	,16	-2,32	5,50
			Moderate	1,39	,30	,21	-3,45	6,23
DJ	Bonferroni	Never	Rarely	-,26	,15	,59	-,67	,15
			Moderate	-,45*	,15	,02*	-,85	-,06
			Highly	-1,85*	,64	,02*	-3,54	-,16
		Rarely	Never	,26	,15	,59	-,15	,67
			Moderate	-,20	,15	1,00	-,61	,21
			Highly	-1,59	,64	,08	-3,29	,10
		Moderate	Never	,45*	,15	,02*	,06	,85
			Rarely	,20	,15	1,00	-,21	,61
			Highly	-1,39	,64	,18	-3,09	,30
		Highly	Never	1,85*	,64	,02*	,16	3,54
			Rarely	1,59	,64	,08	-,10	3,29
			Moderate	1,39	,64	,18	-,30	3,09

Table 25 (cont'd)

		(I)	(J)	Mean				
Dependent		Economic	Economic	Difference	Std.		Lower	Upper
Variable		Satisfaction	Satisfaction	(I-J)	Error	Sig.	Bound	Bound
IJ	Bonferroni	Never	Rarely	-,27	,14	,34	-,64	,10
			Moderate	-,37*	,14	,05*	-,73	,00
			Highly	-1,47	,57	,07	-3,00	,06
		Rarely	Never	,27	,14	,34	-,10	,64
			Moderate	-,10	,14	1,00	-,47	,27
			Highly	-1,20	,57	,23	-2,73	,33
		Moderate	Never	,37*	,14	,05*	,00	,73
			Rarely	,10	,14	1,00	-,27	,47
			Highly	-1,10	,57	,34	-2,63	,43
		Highly	Never	1,47	,57	,07	-,06	3,00
			Rarely	1,20	,57	,23	-,33	2,73
			Moderate	1,10	,57	,34	-,43	2,63
EE	Bonferroni	Never	Rarely	,19	,15	1,00	-,21	,59
			Moderate	,42*	,15	,03*	,03	,80
			Highly	1,21	,62	,31	-,43	2,85
		Rarely	Never	-,19	,15	1,00	-,59	,21
			Moderate	,23	,15	,80	-,17	,62
			Highly	1,02	,62	,61	-,63	2,66
		Moderate	Never	-,42*	,15	,03*	-,80	-,03
			Rarely	-,23	,15	,80	-,62	,17
			Highly	,79	,62	1,00	-,85	2,44
		Highly	Never	-1,21	,62	,31	-2,85	,43
			Rarely	-1,02	,62	,61	-2,66	,63
			Moderate	-,79	,62	1,00	-2,44	,85

*Significant at the 0,05 level (2-tailed).

In conclusion, an increase in the economic satisfaction from the profession affects procedural, distributive and informational justice perceptions of teachers positively; it also contributes to the decrease in emotional exhaustion.

The results of different studies based on the effect of demographic variables on research variables were demonstrated in the Discussion part.

4.3. SUMMARY OF SCALES

Teachers' responses to the items in each scale were analyzed in this part with principal statistics.

Turnover Intention

Table 26: Summary of TI Questions

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev.
I often think about quitting.	205	1	5	2,17	1,131
It is very likely that I will actively look for a new job in the next year.	205	1	5	1,80	,982
I will leave this organization in the next year.	205	1	5	1,71	,980
Valid N (listwise)	205				

Turnover intention of the participants is at highest level in the first question which is questioning their thoughts about quitting. It remains between "Disagree" and "Uncertain" options range. Yet, it is understood that turnover behavior is not likely to occur. Moreover, these three items do not have much dispersion around the mean (Table 26). Considering that a teacher is a public official and it is a guaranteed job until the retirement (Weber, 1993), these statistics still threaten the quality of education as well as teachers' mental and physical health.

Organizational Justice

Table 27: Summary of OJ Questions

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev.
Have you been able to express your views and feelings during those procedures?	205	1	5	2,82	1,066
Have you had influence over the outcome arrived at by those procedures?	204	1	5	2,49	1,043
Have those procedures been applied consistently?	203	1	5	2,64	1,012
Have those procedures been free of bias?	203	1	5	2,59	1,074
Have those procedures been based on accurate information?	201	1	5	2,73	1,044
Have you been able to appeal the outcome arrived at by those procedures?	203	1	5	2,45	1,010
Have those procedures upheld ethical and moral standards?	203	1	5	2,85	1,044
Does your outcome reflect the effort you have put into your work?	202	1	5	2,48	1,121
Is your outcome appropriate for the work you have completed?	203	1	5	2,33	1,084
Does your outcome reflect what you have contributed to the organization?	204	1	5	2,61	1,013
Is your outcome justified, given your performance?	204	1	5	2,69	1,068
Has (he/she) treated you in a polite manner?	205	1	5	3,75	,819
Has (he/she) treated you with dignity?	205	1	5	3,80	,908
Has (he/she) treated you with respect?	205	1	5	3,87	,865
Has (he/she) refrained from improper remarks or comments?	205	1	5	3,50	1,041
Has (he/she) been candid in (his/her) communications with you?	202	1	5	3,50	1,023
Has (he/she) explained the procedures thoroughly?	205	1	5	3,35	1,016
Were (his/her) explanations regarding the procedures reasonable?	203	1	5	3,33	,963
Has (he/she) communicated details in a timely manner?	204	1	5	3,38	1,013
Has (he/she) seemed to tailor (his/her) communications to individuals' specific needs?	203	1	5	3,20	1,058
Valid N (listwise)	183				

When each item of the organizational justice scale is examined, it is seen that teachers' responses are at the highest levels in informational and interpersonal justice questions (last 9 questions). Moreover, the dispersion around the mean is at least on average at interpersonal justice items compared to the other levels of organizational justice. Minimum average justice score belongs to "Is your outcome appropriate for the work you have completed?" and the highest dispersion belongs to "Does your outcome reflect the effort you have put into your work?" question in distributive justice scale (Table 27). This arouses the concerns about fairness on teachers' gains, results or shares allocated to them.

Emotional Exhaustion

Table 28: Summary of EE Questions

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev.
I feel emotionally drained from my work.	205	1	5	2,88	,960
I feel used up at the end of the workday.	205	1	5	2,99	1,017
I feel fatigued when I get up in the morning and have to face another day on the job.	204	1	5	2,72	1,076
Working with people all day is really a strain for me.	205	1	5	2,80	1,050
I feel burned out from my work.	205	1	5	2,52	1,096
I feel frustrated by my job.	205	1	5	2,52	1,170
Working with people directly puts too much stress on me.	204	1	5	2,48	1,053
I feel like I'm at the end of my rope.	203	1	5	2,05	1,153
Valid N (listwise)	203				

According to Table 28, responses of the participants are changing between "Rarely" and "Sometimes" options on average to EE items. Even they rarely think that they are at the end of rope (minimum score), they sometimes feel used up at the end of the workday (highest score). From the average score points, it is understood that they experience some difficulties resulting from the profession and they are exposed to

stress. Understanding the causes of emotional exhaustion would be crucial to prevent the negative effects on teachers' health and the educational process.

4.4. CORRELATION ANALYSES

In this part, correlations between the each study variable including the control variables (age, gender, tenure in current school, educational level) were examined. Same as with all other tests in the thesis, 5% significance level was used for decisions.

Variables measured in scale were examined with Pearson Correlation in order to see the strength and direction of relations since they satisfied normality condition and other linearity assumptions. On the other hand, Kendall's tau nonparametric method is applied to examine the relations when nominal or ordinal variables are the point of interest. The explanations are in line with Pearson Correlation: if there is a perfect relation, coefficient would be 1 or -1 and if two variables are independent, coefficient would be 0 (Bolboacă et al., 2006). Significance level shows that the test statistic results of general hypotheses given below (Hair et al., 1995):

H_0 : There is no correlation between two variables ($\rho=0$).

H_1 : There is a correlation between two variables ($\rho \neq 0$).

Table 29: Correlations between the Research Variables

		Correlations						
		Cronbach's	PJ	DJ	IntJ	IJ	EE	TI
		α						
Age	Pearson Cor.		-,096	,002	-,122	-,098	-,117	,011
	Sig. (2-tailed)		,172	,979	,083	,162	,094	,879
Gender	Kendall's tau		,039	,030	,093	,011	-,091	-,169*
	Sig. (2-tailed)		,579	,672	,183	,874	,196	,015
Tenure in months	Pearson Cor.		-,011	,021	-,025	-,046	,000	,027
	Sig. (2-tailed)		,874	,762	,724	,517	,999	,697

Table 29 (cont'd)

		Cronbach's	PJ	DJ	IntJ	IJ	EE	TI
		α						
Educational Level	Kendall's tau		-,013	-,089	-,035	-,021	,073	,061
	Sig. (2-tailed)		,854	,207	,622	,769	,296	,387
Procedural Justice	Pearson Cor.	0,907	1	,692*	,357*	,512*	-,236*	-,158*
	Sig. (2-tailed)			,000	,000	,000	,001	,024
Distributive Justice	Pearson Cor.	0,876		1	,247*	,418*	-,211*	-,126
	Sig. (2-tailed)				,000	,000	,002	,071
Interpersonal Justice	Pearson Cor.	0,894			1	,686*	-,220*	-,263*
	Sig. (2-tailed)					,000	,001	,000
Informational Justice	Pearson Cor.	0,858				1	-,209*	-,203*
	Sig. (2-tailed)						,003	,003
Emotional Exhaustion	Pearson Cor.	0,928					1	,586*
	Sig. (2-tailed)							,000
Turnover Intention	Pearson Cor.	0,870						1
	Sig. (2-tailed)							

*Correlation is significant at the 0.05 level (2-tailed).

When the control variables and research variables' scale scores of teachers are taken into consideration, only gender variable is significantly likely to associated with turnover intention (TI) ($p=0,015$). All other control variables are not significantly related to any variable in the research (Table 29).

Pearson Correlation coefficients in Table 29 shows that the hypotheses developed in the Methodology part are in line with the observed relationships in the data. Organizational justice (OJ) perceptions are inversely related with emotional

exhaustion (EE) and turnover intentions of teachers. As has been found in previous studies, emotional exhaustion has a positive relationship with turnover intention.

By looking at detail, procedural justice (PJ) is likely to have nearly a strong positive relationship with distributive justice (DJ) perceptions of teachers. It has relatively lower positive relationships with interpersonal justice (IntJ) and informational justice (IJ). Moreover, PJ perceptions of teachers are inversely associated with both emotional exhaustion and turnover intention but the degrees are weak. DJ has positive correlations with both interpersonal justice and informational justice; but the degree is stronger than the one with informational justice. It has a weak negative relationship with EE; statistically insignificant relationship with TI. When interpersonal justice is considered, a strong positive correlation with IJ could be seen on Table 29. In line with developed hypotheses, it is inversely related with both TI and EE; but these associations are weak. In the last category, informational justice, low negative relationships with both EE and TI are observed. Lastly, emotional exhaustion has a moderate positive relationship with turnover intention ($p < 0,05$).

It should be remembered that correlation coefficients do not give information as to causal relationships between variables. Low correlation coefficients herald low R^2 which indicates the part that can be explained by the linear relationship between explanatory and explained variables (Bolboaca, 2006).

4.5. REGRESSION ANALYSES

4.5.1. Means, Standard Deviations, Minimum and Maximum Values of the Research Variables

When means of scales are taken into consideration, Table 30 shows that interpersonal justice perceptions (IntJ) of teachers have the highest average score and the highest minimum value among organizational justice dimensions. Moreover, the maximum score (5) in Likert scale could not be reached only in procedural justice (PJ) perceptions among all research variables. Distributive justice (DJ) scale has the lowest average score and the greatest dispersion among the organizational justice dimensions. In summary, procedural and distributive justice perceptions of teachers

are found to be below the expected average (3), whereas interpersonal and informational justice perceptions are above the expected average. Considering that emotional exhaustion (EE) scale contained negative statements, average score close to the expected mean (3) indicates that teachers are moderately likely to feel emotional exhaustion in public schools. Similarly, turnover intention (TI) could not be said as at a higher rate among participants but its dispersion is relatively higher.

According to Weber (1993), officialism is considered as a continuous profession until the retirement. This leads a "secure" situation for officials consisting teachers. For this reason, this long term employment contract is likely to be the reason of lower levels of turnover intentions among teachers in this research.

Table 30: Means, Standard Deviations, Minimum and Maximum Values of the Research Variables

Descriptive Statistics						
	N	Min	Max	Mean	Std.	Deviation
Procedural Justice	205	1,00	4,57	2,6518	,82993	
Distributive Justice	205	1,00	5,00	2,5293	,91317	
Interpersonal Justice	205	1,25	5,00	3,7317	,79480	
Pooled data Informational Justice	205	1,00	5,00	3,3485	,81842	
Emotional Exhaustion	205	1,00	5,00	2,6213	,87646	
Turnover Intention	205	1,00	5,00	1,8943	,92071	
Valid N (listwise)	205					

4.5.2. Assumptions

The first assumption in a linear regression is that error terms in a model should be normally distributed with zero conditional mean. Then, there should be a linear relationship between each of independent variables and dependent variable. Moreover, variance of errors should be distributed same all over the levels of

independent variables, in other words, errors should be homoscedastic. Lastly, independent variables should not have multicollinearity (Hair et al., 1995).

In this part, these assumptions were tested with the appropriate measures.

Table 31: Normality Tests for the Research Variables

One-Sample Kolmogorov-Smirnov Test						
	PJ	DJ	IntJ	IJ	EE	TI
Kolmogorov-Smirnov Z	,977	1,604	1,563	1,135	,991	2,753
Asymp. Sig. (2-tailed)	,296	,012*	,015*	,152	,279	,000*

*Significant at the 0.05 level (2-tailed).

Normality can be tested by one sample Kolmogorov-Smirnov nonparametric test (Pearson et al., 1972). Null hypothesis in this test is "*The variable is distributed normally*". As it can be seen on Table 31, procedural justice ($p=0,296$), informational justice ($p=0,152$) and emotional exhaustion ($p=0,279$) are distributed normally at 95% confidence level while distributive justice ($p=0,012$), interpersonal justice ($p=0,015$), and turnover intention ($p=0,00$) are not. However, for sufficiently large samples ($N>30$), populations are assumed to converge in a distribution to the normal according to Central Limit Theorem (CLT) regardless of its underlying distribution (Bradley, 2005).

The scatter plots of paired variables showed linearity for the associations between the research variables; but all the relations were not likely to be strong. This conclusion was in line with the correlation table on Table 29; therefore, these plots were not shown in this part. Thus, some of the relations were predicted to be found statistically insignificant in the regression analyses.

The homogeneity of variances was checked by Glejser Test. Glejser test is conducted by using error terms of focused model as a dependent variable after taking their absolute value in the regression with same independent variables. Then, the significance level of each independent variable is expected to be found insignificant.

When heteroskedasticity exists in a model, OLS (Ordinary Least Square) estimators will be still linear and unbiased. However, these estimators will not have the minimum variance property, so estimates of the variances will be biased. For this reason, confidence intervals and test statistics will not be accurate (Romano and Wolf, 2014). The results were changing according to the model, thus they were mentioned separately in the upcoming Part.

Autocorrelation was checked by Durbin-Watson test statistics in each of the regression. Value changes between 0 and 4. When it is close to 0, it shows a strong positive correlation between errors; when it is close to 4, it shows a strong negative correlation between errors; and lastly, when it is close to 2, it indicates that autocorrelation does not exist. It's desired to be between 1.5 and 2.5 (Hair et al., 1995).

The multicollinearity assumption was checked by variance inflation factors (VIF) and the graphs of unstandardized predicted and unstandardized residuals of the regression equations. 10 is recommended as the highest level of VIF in some of the research but 5 can also be accepted in some research in the literature (Hair et al., 1995). As weak associations have been found in the previous analyses; lack of multicollinearity was expected among the explanatory variables.

4.5.3. Summary of the Regression Models

In this part, regression models were constructed by Stepwise Regression. This method is used in much social sciences research, since it is a good way to evaluate the importance of variables and select only the useful ones (Thompson, 1995). Age, gender, educational status and tenure in the current school of teachers were entered into the regression equations as the control variables. Staines et al. (1986) noted that because these kinds of variables are likely to affect the relations between the other variables, they should be controlled. Since gender was in nominal and educational status was in ordinal scale, they were included into the regressions via dummy variables. Dummy variables are the artificial variables corresponding to the each sub-category in the variable. It can be considered as a truth value represented by 0 or 1.

The number of dummy variables necessary to represent a single situation is found by subtracting one from the number of levels in that variable (Hair et al.,1995). Thus, gender variable by coding female respondents as 1 and males as 0 (reference group); educational level variable by coding graduate as first line, doctorate as second line and other as third line in the matrix $\begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix}$ and university as (0 0 0) (reference group) were entered to the linear regression equations.

Regression results for developed hypotheses were listed below.

H₁₋₄: There is a significant negative relationship between each level of organizational justice perception and emotional exhaustion of teachers.

This model satisfied all assumptions of linear regression by the appropriate tests mentioned previously. Entering criteria of stepwise regression based on F test probability is 0,05, removing criteria is 0,10 in SPSS. Results for different models for these relationships can be seen in Table 32.

Table 32: Model Information for Emotional Exhaustion as Dependent Variable

Model Summary ^a								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1 ^b	,235	,055	,051	,84950	,055	11,548	,001*	
2 ^c	,281	,079	,069	,84107	,023	4,965	,027*	
3 ^d	,317	,101	,087	,83318	,022	4,732	,031*	1,859

a. Dependent Variable: Emotional exhaustion

b. Model 1: Predictors: (Constant), Procedural justice

c. Model 2: Predictors: (Constant), Procedural justice, Interpersonal justice

d. Model 3: Predictors: (Constant), Procedural justice, Interpersonal justice, Age

*Significant at the 0,05 level (2-tailed).

Table 33: Test of Significance for Emotional Exhaustion as Dependent Variable

ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1 ^b	Regression	8,334	1	8,334	11,548	,001[*]
	Residual	142,164	197	,722		
	Total	150,497	198			
2 ^c	Regression	11,846	2	5,923	8,373	,000[*]
	Residual	138,652	196	,707		
	Total	150,497	198			
3 ^c	Regression	15,130	3	5,043	7,265	,000[*]
	Residual	135,367	195	,694		
	Total	150,497	198			

a. Dependent Variable: Emotional exhaustion

b. Model 1: Predictors: (Constant), Procedural justice

c. Model 2: Predictors: (Constant), Procedural justice, Interpersonal justice

d. Model 3: Predictors: (Constant), Procedural justice, Interpersonal justice, Age

*Significant at the 0,05 level (2-tailed).

Table 34: Regression Results for Emotional Exhaustion as Dependent Variable

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1 ^b	(Constant)	3,282	,201		16,357	,000[*]
	Procedural Justice	-,249	,072	-,235	-3,450	,001[*]
	(Constant)	3,780	,306		12,365	,000[*]
2 ^c	Procedural Justice	-,188	,077	-,179	-2,450	,015[*]
	Interpersonal Justice	-,180	,081	-,163	-2,228	,027[*]

Table 34 (cont'd)

Model		Unstandardized	Std.	Standardized	t	Sig.
		B	Error	Beta		
	(Constant)	4,639	,480		9,658	,000*
3 ^d	Procedural Justice	-,200	,076	-,190	-2,638	,008*
	Interpersonal Justice	-,189	,079	-,174	-2,377	,017*
	Age	-,018	,008	-,149	-2,314	,021*

a. Dependent Variable: Emotional exhaustion

b. Model 1: Predictors: (Constant), Procedural justice

c. Model 2: Predictors: (Constant), Procedural justice, Interpersonal justice

d. Model 3: Predictors: (Constant), Procedural justice, Interpersonal justice, Age

*Significant at the 0,05 level (2-tailed).

From Table 32, it is seen that Model 3 including procedural justice (PJ), interpersonal justice (IntJ) and age as the independent variables gives superior results than the models that take only procedural justice or procedural and interpersonal justice together. Emotional exhaustion (EE) is affected by these two types of organizational justice and age at 95% confidence level, since their respective probabilities 0,008, 0,017 and 0,021 are smaller than the critical value 0,05 (Table 34). In other words, distributive and informational justice perceptions are the insignificant predictors of EE of the teachers. All three models are statistically significant (p for Model 1=0,001, p for Model 2 and Model 3=0,00 in Table 33), but when interpersonal justice and age variables are entered into the model R-square and adjusted R-square increase, the change in R^2 would be significant ($p=0,031$), and the standard error of the estimate decreases (Table 32). Durbin Watson test also shows no serial correlation for this model. In summary, when teachers perceive more fairness at procedural and interpersonal levels, their emotional exhaustion decrease ($\beta_{PJ} = -0,19$, $\beta_{IntJ} = -0,174$). Age variable found as significant only over PJ at the ANOVA table in Part 4.2 is found to be significant on EE feelings of the teachers at considerable level; when teachers get older, they will suffer lesser from ($\beta_{age} = -0,149$) emotional exhaustion. This may result from the age effect on PJ. The

variation in EE can be explained by the variations in independent variables at a rate of 10,1% for the chosen Model 3.

H₅₋₈: There is a significant negative relationship between each level of organizational justice perception and turnover intention of teachers.

Although the model for above hypotheses with the original research variables did not satisfy the normality assumption; results asymptotically would be accepted as accurate based on Central Limit Theorem. However, the model did not satisfy homogeneity in variance assumption. Due to the reasons mentioned before in the assumptions part, several models were tried to make the model homoscedastic. The best two results were gathered with natural logarithmic transformation of only turnover intention (TI) versus natural logarithmic transformation of all justice dimensions and TI. After these transformations were done, Glesjer test was applied and it was verified that variance of the errors distributed homogenously. The results obtained by stepwise regression are as follows:

Table 35: Model Information for Turnover Intention as Dependent Variable

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1 ^a	,287	,083	,073	,446	1,766
2 ^b	,289	,084	,074	,445	1,770

a. Model 1: Dependent Variable: LN (Turnover intention), Predictors:

Interpersonal justice, Gender.

b. Model 2: Dependent Variable: LN (Turnover intention), Predictors: LN

(Interpersonal justice), Gender.

Table 35 indicates that second model is superior to the first model in terms of its R-square, adjusted R-square and Durbin Watson test statistics. Moreover, standard error

of the estimate in the second model is less than the first model in which only turnover intention score points were transformed by natural logarithm.

Table 36: Test of Significance for Turnover Intention as Dependent Variable

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1 ^a	Regression	3,502	2	1,751	8,817	,000 [*]
	Residual	38,922	196	,199		
	Total	42,424	198			
2 ^b	Regression	3,549	2	1,775	8,948	,000 [*]
	Residual	38,875	196	,198		
	Total	42,424	198			

a. Model 1: Dependent Variable: LN (Turnover intention), Predictors: Interpersonal justice, Gender.

b. Model 2: Dependent Variable: LN (Turnover intention), Predictors: LN (Interpersonal justice), Gender.

*Significant at the 0.05 level (2-tailed).

Since the significance of tests are found to be statistically significant both for the models in Table 36 (for Model 1 $p=0,00$, for Model 2 $p=0,00$), by considering adjusted R^2 and other measures in Table 35, the model with natural logarithmic transformations both on turnover intention and interpersonal justice perceptions of teachers was chosen to best explain the relationship. It could be concluded that an increase in interpersonal justice perceptions ($p= 0,001$) contributes to a decrease in turnover intention of teachers and female are more resistant to thoughts about quitting ($p=0,012$). Coefficients are as in Table 37.

It is seen from the coefficients table of the selected model that logarithmic transformation of interpersonal justice is found to be significant at 95% confidence level. Since two sides of the model are taken in logarithm, the coefficient of interpersonal justice can be explained as percentage. Thus, 1% increase in the

average score on interpersonal justice scale of a teacher leads to 0.224% decrease in the average score on turnover intention scale.

Table 37: Regression Results for Turnover Intention as Dependent Variable

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
	(Constant)	1,198	,171		7,006	,000*
2	LN(Interpersonal Justice)	-,441	,130	-,224	-3,384	,001*
	Gender	-,162	,064	-,159	-2,517	,012*

a. Model 2. Dependent Variable: LN (Turnover intention)

*Significant at the 0.05 level (2-tailed).

H₉₋₁₂: Emotional exhaustion mediates the relationship between each level of organizational justice perception and turnover intention of teachers.

Upon finding interpersonal justice as sole significant predictor of both EE and TI, above hypotheses were tested only with this variable. Because, in order to mention about a mediating mechanism, independent variable should have a significant effect both on mediator and on dependent variable (Baron and Kenny, 1986). Thus, procedural justice was not taken into consideration in this model since it did not influence turnover intention significantly. In order to find the mediating effect of EE between organizational justice dimensions and turnover intention, emotional exhaustion was entered into the model with interpersonal justice as independent variables according to Baron and Kenny's (1986) three principles. Table 34 and 37 showed that the first two principles of the mediating mechanism mentioned before were satisfied for interpersonal justice. For the last principle which is when the mediating variable is entered into the model with independent variable, in this case it is IntJ, its effect in regression would decrease in case of existence of mediating

relationship. Moreover, if the effect of independent variable is not totally eliminated, this would indicate other mediating mechanisms (Baron and Kenny, 1986).

When the model was conducted, 170th data point was detected as an unusual value since it had the standard residual greater than 3. Since there was five multiple imputations, this point and its multiple imputations were discarded from the data for this model.

The model satisfied assumptions of a linear regression including the normality of errors (Kolmogorov-Smirnov test $p=0,417$), yet it did not satisfy the homogeneity of variance assumption according to the principles of Glejser test. Because of that, several transformations including the natural logarithm of different variables, weighting etc. were applied on turnover intention and emotional exhaustion.

In each of the transformed models, the overall test statistic was found to be statistically significant ($p<0,05$). In other words, the significance levels of ANOVAs were close to zero. The independent variables chosen via regression were changeable. Among many trials, four different models came forward to be chosen as the best model:

Table 38: Model Information for Emotional Exhaustion as Mediator Variable

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1 ^a	,660	,436	,427	,348	1,924
2 ^b	,646	,418	,409	,702	2,065
3 ^c	,655	,429	,420	,351	1,981
4 ^d	,677	,458	,450	,217	1,994

a. Model 1. Dependent Variable: LN (Turnover intention), Predictors: (Constant), Emotional exhaustion, Interpersonal justice, Gender

- b. Model 2. Dependent Variable: Turnover intention, Predictors: (Constant), LN (Emotional exhaustion), Interpersonal justice, Gender
- c. Model 3. Dependent Variable: LN (Turnover intention), Predictors: (Constant), LN (Emotional exhaustion), Interpersonal Justice, Gender
- d. Model 4. Dependent Variable: Weighted Turnover intention (power value =2,30), Predictors: (Constant), Emotional exhaustion, Interpersonal justice, Gender

These models were again checked for the assumptions and it was seen that the first, second and third model did not satisfy the homogeneity of variance assumption according to Glejser test. Choosing these models would make the results bias, thus they were not stated as the final model. Another likely model was Weighted Least Square (WLS) model in which emotional exhaustion was the weight variable with power 2,30. This model shows that interpersonal justice is insignificant predictor of TI (Table 39). By examining all of the four models and considering high R^2 and adjusted R^2 in Table 38, WLS is chosen as the best model.

Table 39: Regression Results for Emotional Exhaustion as Mediator Variable

	Coefficients ^a				
	Unstandardized Coefficients		Standardized Beta	t	Sig.
	B	Std. Error			
(Constant)	,750	,261		2,869	,005*
Interpersonal Justice	-,074	,053	-,077	-1,399	,163
Emotional Exhaustion	,565	,049	,633	11,463	,000*
Gender	-,167	,075	-,117	-2,230	,027*

a. Dependent Variable: Weighted (Turnover intention), Predictors: (Constant), Emotional exhaustion, Interpersonal justice, Gender

*Significant at the 0.05 level (2-tailed).

The results of Weighted Least Square regression in Table 39 reveals that interpersonal justice is statistically insignificant ($p=0,163$). On the other hand, emotional exhaustion ($p=0,00$) and gender variables ($p=0,027$) are the significant predictors in the determination of turnover intention.

In summary, it can be concluded that emotional exhaustion of teachers is a significant predictor of turnover intention. Recalling Baron and Kenny's (1986) final principle which is when a mediating variable is entered into the model with an independent variable, the effect of independent variable on the dependent variable should decrease or should totally be eliminated. They also added that if it is eliminated completely, this would indicate a strong and single mediator. On the other hand, unless the effect is totally eliminated, this would indicate that there can be more mediator variables (Baron and Kenny, 1986). Our case is supporting sole strong mediator variable which is emotional exhaustion. Because, the effect of interpersonal justice on TI is totally eliminated when EE is entered into the model and it is found as statistically insignificant (Table 39).

CHAPTER 5

DISCUSSION

In this study, organizational justice (OJ) perceptions, emotional exhaustion (EE) and turnover intentions (TI) of 205 teachers were examined in three central districts in Ankara. Participants were between 27 and 60 and nearly 44 years old on average and most of them were (61,5%) female. Participants were working in public schools for nearly 20 years on average. Their tenure in current schools was 8 years on average. 60,9% of the participants had an extra earning in addition to their usual class hours. 64,8% of the participants implied that they were dissatisfied with their salaries, this was followed by moderate satisfaction of 34,1%. The results demonstrated that teachers suffer from financial problems and have difficulty in maintaining their living in Turkey.

The relations between demographic characteristics of the sample and research variables were examined with one-way ANOVA tables. Necessary post-hoc comparisons were performed by Bonferroni or Games-Howell tests according to the homogeneity status of variances. Total working experiences and having an extra income apart from the usual class hours were found to be ineffective on all of the research variables.

Age was the demographic variable only leading to statistically significant changes in procedural justice (PJ) perceptions. Teachers in their 40s differed in terms of their PJ perceptions from the teachers in their 20s and 30s. Pirali (2007) also found the age variable as statistically significant while predicting PJ perceptions of primary school teachers by Pearson correlation analysis. The effect of age on EE in the linear regression analysis was considered to result from its relation with PJ. People are expected to be more immune towards EE as getting older; since old people are more mature and stable (Deniz et al., 2012). Age variable was also found to be an

insignificant predictor of TI of teachers in Yılmaz et al.'s research (2013) whereas it was as a significant predictor of EE. Friedman and Lotan's (1985) research supported that the finding in which age was found to be significant for EE and burnout at an early age was noted as forcing individuals to leave the job. On the other hand, Jacobs (2005) found the effect of age variable on TI as statistically significant; he also mentioned about Boshoff's (2002) study supporting age as the most effective demographic variable on TI. However, Tuğrul et al. (2002) concluded that age was not a significant predictor of EE of kindergarten teachers. These findings demonstrated that the effect of age on the research variables could not be generalized for different samples.

Gender was the demographic variable only having a statistically significant relation with turnover intention in the ANOVA as well as regression analysis; females were more resistant to the thoughts about quitting. In their meta analysis on 27 different studies, Aven et al. (1993) reported that women were more committed to their jobs because of their hesitation on the evaluation of new job opportunities since women were affected by the thoughts about their marriages or children. Özağaroğlu and Örüçü (2013) also found men as having stronger intentions to leave the job in their South Africa research. These findings were different from Ergin's (1992) research which concluded that female nurses and doctors had stronger intentions for quitting and the study of Deniz et al. (2012) which indicated that female bankers had more thoughts of leaving their organization. This difference could be the result of different working conditions particular to the profession. Moreover, supporting this thesis findings, Antoniou et al. (2006), McCarty et al. (2007) and Deniz et al. (2012) noted that EE did not change with gender differences. Besides, Pirali (2007) found a difference between PJ perceptions of male and female, but an indifference between DJ perceptions. Anderson and Shinew (2003) also noted an indifference in organizational justice perceptions based on gender.

Marital status of teachers was only effective on emotional exhaustion. Single teachers suffered more EE than married teachers. The result can be interpreted as that married employees by sharing their stress in the workplace and the intensity of work

with their spouse and children can reduce the risk of emotional exhaustion. However, marital status was found to be insignificant when predicting EE and TI in Yılmaz et al.'s (2013) study on custom officers and predicting EE in Tuğrul et al.'s study (2002) on kindergarten teachers. Jacobs's study (2005) on South African nurses, in line with the thesis, concluded with marital status as insignificant on TI. Ergin (1992) and Deniz et al. (2012) noted a significant difference between genders in terms of turnover intention and singles were stated as having more intention to leave than married employees.

Tenure of the teachers in their current schools only affected their informational justice perceptions in a negative way. Working for a long time in the same school, teachers may think that they take less attention from their tops and their expectation may be more than they get. Different studies such as Tuğrul's (2002) on EE or Cotton and Tuttle's (1986) on TI showed some other relations based on the effect of experience.

From primary school to high school, teachers were found to suffer from more injustice in terms of procedural, interpersonal and informational dimensions in public schools. Moreover, high school teachers were more prone to feel emotional exhaustion and to have turnover intentions than primary school teachers. Dealing with small children and teaching them can be less stressful than dealing with adolescent having mood swings at that period.

Branches of the teachers were found to be effective on their interpersonal and informational justice perceptions at a statistically significant level. This indicates that social science teachers, science and math teachers, primary school teachers, technical courses teachers, and "other" teachers giving foreign language, guidance, physical education and religious culture courses differentiated from each other in terms of their interpersonal and informational justice perceptions. Generally, it would be possible to say that class teachers had more positive perceptions regarding interpersonal and informational justice in public schools.

The difference in the graduation level of teachers was found to be significant on only distributive justice perceptions. The teachers completing a graduate program perceived less fairness on distributional processes than the teachers that completed a third-year program in their undergraduate. In terms of other research variables, Jacobs (2005) also found an indifference in TI of nurses between graduation degrees as an example.

High amount of lecture hours in a week was seen as contributing to interpersonal and informational justice perceptions of the teachers. This may result from a positive impact of an increase in the interaction between teachers and students. As course hours; thus, the interaction with children increases, the teachers perceive more fairness at interpersonal and informational levels.

An increase in the economic satisfaction had positive effects on the teacher's procedural, distributive and informational justice perceptions; it also contributed to a decrease in emotional exhaustion. Tuğrul et al. (2002) also supported that EE was predicted by the income of teachers.

When the correlations were examined, gender was seen as the sole control variable having a significant relationship with the research variables and its relation was only with TI. Besides, the organizational justice dimensions were negatively related both with emotional exhaustion and turnover intentions in Pearson Correlation table. Moreover, emotional exhaustion had a positive relationship with turnover intention. In the lights of previously obtained relationships, variables were examined in more detail.

Procedural justice had nearly a strong positive relationship with DJ and a relatively weak positive relationship with IntJ and IJ perceptions of teachers. Furthermore, there were low negative correlations between PJ perceptions and both EE and TI. Distributive justice had positive relationships with both IntJ and IJ; but the degree in informational justice was stronger than the one in IntJ. There was a low negative relationship with EE and there was no significant relationship with TI regarding distributive justice. Interpersonal justice had a high positive correlation with

informational justice and negative relationships with both TI and EE; but the relations were weak. Informational justice perceptions of teachers showed results in line with interpersonal justice: weak negative relationships with EE and TI. Emotional exhaustion had a moderate positive relationship with turnover intention. The relations were analyzed not only by correlation tables but also regression analyses in the later parts.

When means of the scales were taken into consideration, interpersonal justice perceptions of teachers had the highest average score and the highest minimum value among organizational justice dimensions. Distributive justice scale was the one that had the lowest average score and the greatest dispersion. In general, procedural and distributive justice perceptions of teachers were less than the expected average (3) while interpersonal and informational justice perceptions were above that. The average score in emotional exhaustion of teachers seemed to be just moderate. Intention for turnover was not widespread among the teachers, but its dispersion was at a high level. Relatively secure situations of officials including teachers, as being official until the retirement (Weber, 1993) could be the reason of lower levels of turnover intentions among the teachers in this research. Furthermore, the dispersion higher than the other research variables may result from the political polarization at schools. Moreover, these results have showed similarities with different research including EE and TI in the literature (Maslach and Jackson, 1981, Maslach and Jackson, 1986, Lee and Ashford, 1993, Singh et al. 1994, Weisberg, 1994, Schaufeli and Backer, 2004).

Several regression models were conducted to predict the most representative relationships. The research questions in this study were related to the connections between four organizational justice dimensions, emotional exhaustion and turnover intention of public school teachers in the central districts of Ankara. Firstly, relationships between organizational justice dimensions and emotional exhaustion were examined by stepwise regression. After the assumptions were checked, the model including procedural justice, interpersonal justice and age as independent variables gave the best result. In other words, distributive and informational justice

perceptions of teachers were statistically insignificant predictors of emotional exhaustion.

Another model conducted with organizational justice dimensions and turnover intention was applied by transforming both sides of the equation in natural logarithm, since it ensured the homogeneity of variance. The result of the stepwise regression showed that, interpersonal justice perception and gender of teachers were statistically significant predictors of TI. Thus, an increase in fairness at interpersonal level could help to decrease turnover intentions of teachers. This study contributed a growing body of research in which perceptions and attitudes in relation to supervisors were found to affect the consequences apart from perceptions and attitudes in relation to organization (Wayne et al., 1997, Maertz et al., 2007). Hoy and Tarter (2004) also indicated that managers at schools influence trust and justice perceptions of teachers in either direct or indirect ways.

When the mediating role of EE on organizational justice dimensions were taken into consideration in relation to TI, an unusual value was detected. Further analysis was conducted upon this finding whereby the multiple imputations were discarded from the model. Yet, this could not help to solve the heteroskedasticity problem in variance. For this reason, several models including weighting emotional exhaustion on turnover intention were applied. Weighted Least Square (WLS) gave superior statistics in terms of R^2 , adjusted R^2 , standard error of the estimate and Durbin Watson test statistics than the other models. At the end, the mediating effect of emotional exhaustion and gender variable were found to be statistically significant. According to Baron and Kenny's (1986) guidelines, emotional exhaustion fully mediated the relationship between interpersonal justice and turnover intention of teachers; since the effect of interpersonal justice on TI was totally eliminated when emotional exhaustion was entered into the model. This outcome supported Folger and Cropanzano's (1998) finding indicating that distributive and procedural justice may be more complicated than interactional justice decisions since more information is required for them such as payments of other workers. On the other hand, politeness or respect of managers can be easily observed by individuals. Cole et al. (2010)

noted that EE mediated the relationship between distributive and interpersonal justice perceptions and TI in their research. They showed that EE fully mediated the relationship between IntJ and both organizational commitment and TI supporting our findings; and partially mediated the relationship between DJ and both organizational commitment and TI.

Together with the early studies of Cropanzano et al. (2003) and Cole et al. (2010), this thesis has provided support for the process in which justice perceptions of employees are in relation to emotional exhaustion can lead turnover intentions. In the study, it was revealed that nearly 46% of variation in TI can be explained by the variation in interpersonal justice, emotional exhaustion and gender.

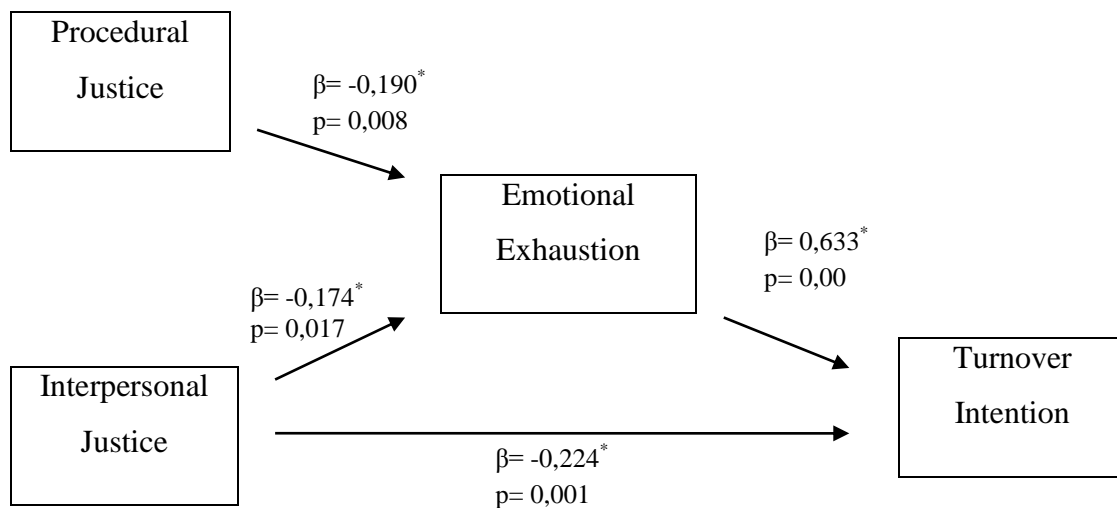
This study was the first that examined a mediating mechanism of emotional exhaustion between organizational justice perceptions and turnover intentions in Turkey. Moreover, considering recent research (Jones and Martens, 2009, Judge and Colquitt, 2004, Cole et al., 2010) as well as the thesis findings, the importance of adopting four dimensional organizational justice scale has been shown.

CHAPTER 6

SUMMARY AND CONCLUSION

Teachers are expected to be role models for children in the society. Although people accept that teaching is venerable, they have many problems coming from the profession. Thus, this research aimed to find the stress causes of teachers and to give remedies by measuring different perceptions. The figure below shows the final model of the research.

Figure 2: Final Model of the Research



**Standardized coefficients, significant at the 0,05 level (2- tailed).*

In summary, procedural (PJ) and interpersonal justice (IntJ) perceptions of public school teachers working in Ankara was found to affect their emotional exhaustion (EE) negatively. Only interpersonal justice perception among organizational justice perceptions was a significant predictor of turnover intention (TI) and the relationship was in a negative direction. Emotional exhaustion was positively related with

turnover intention and also fully mediated the relationship between interpersonal justice and turnover intention. Thus, any interventions that increase interpersonal justice perceptions in public schools or decrease EE of teachers would contribute to the decrease in TI.

When schools have reliable and committed teachers, they will have a competitive advantage over other educational institutions. School managers require teachers that are committed to the goals and values of school, and have intention to stay and are eager to give effort beyond the minimum expectations (Pirali, 2007).

Stress in the work environment is a crucial human resource management topic since it is apparently associated with perceived stress, performance of employees and undesirable organizational consequences such as job dissatisfaction, burnout and organizational withdrawal. It is commonly observed that these problems end with voluntary turnover of workforce (Avey et al., 2009).

The results of meta analyses have demonstrated that cognitive behavioral approaches dealing with the change in cognitions and coping skills of employees can be the best ways of reducing the symptoms of anxiety, improving coping strategies and increasing the perceived quality of work life (Van der Hek and Plomp, 1997, Van der Klink, et al., 2001).

In order to combat burnout, especially emotionally exhausted individuals should have realistic expectations. They should know their capacities well and see the opportunities that environment provides them. During early professional lives people do not have realistic expectations in general, thus as years pass with more maturity and realistic assessment of their capacities, burnout would be lesser (Nusbaum, 1983). This supports our findings of age's negative affect over EE.

For countering burnout and EE, detecting its symptoms is required. Even it could not eliminate the syndrome; it would help the decrease in the effects of stress. Individual methods to combat EE would be improving work related expectations and goals, entrepreneurship training, participating personal development and advisory groups,

time management, making hobbies, taking vacations, meditation, training for relaxing, decreasing monotony and job changes. The methods to struggle burnout at the organizational level can be counted as providing assistant personnel and additional equipment in concentrated business periods, increasing participation in unrestricted decision making opportunities and decisions, appreciation of the achievements and revising the distribution of rewards, increasing time for personal development and leisure, changing the pattern of interpersonal relations, increasing communication quality by decreasing its amount, arranging responsibilities required by the profession and appointing employees to new job assignments (Deniz et al., 2012).

The process beginning with stress can lead turnover intention and turnover behavior together with burnout. Much research including this thesis has obtained a positive correlation between burnout, especially emotional exhaustion and turnover intention. For instance in this study, females were found to have less intention to leave their belonging schools. For this reason, an increase in the number of woman in management may improve the quality of education, since this ensures continuity in operations.

Teachers have limited job opportunities apart from The Ministry of National Education and they also have to entry an exam to be a teacher after university education. Thus, after such a difficult process, TI of teachers was predicted to be low in many studies including this thesis. Yet, managers can take several precautions for preventing turnover intention such as integrating employees for success, establishing trustful business environment, giving opportunities for growth and development, ensuring participation, making rewards relevant and personal, assisting problem solver people to increase their sense of belonging, implementing things that are told or advised (Sanderson, 2003). All these points can be implemented by school managers on teachers working in public schools.

Managers can arrange different training schedules according to the needs of different teachers. These trainings can be important for the increase of interpersonal justice perceptions of teachers, since it emphasizes the importance and necessity of

interpersonal attitudes and behaviors. Moreover, trainings on the issues such as ethics, communication, personal development opportunities, successful time management etc. would be beneficial to combat emotional exhaustion, and thus turnover intention among teachers, especially young teachers since they were found to be suffered more from EE. Teachers can be motivated to participate in different seminars and group works on their own initiative. Teachers encouraged by their managers for participating in such activities will perceive more justice via improved interpersonal relations.

Stress management programs that address positive psychological capital components as efficacy, optimism, hope and resilience would help employees to combat stress, thus reduce turnover. For example, short term psychological capital trainings via countering pessimism would help the development of realistic and optimistic expectations. Recent efforts on hope trainings such as goal design, pathway generation, coping obstacles benefit human resource managers while influencing perceptions of workers on the challenges in stress management (Avey, 2009).

Responsibilities of teachers in schools apart from their usual class hours can be rearranged by administrators after new appointments of Ministry of National Education take place as well as new job assignments are made. Boundaries of the duties can be clarified and unnecessary workload can be eliminated. Increasing procedural justice perceptions while decreasing emotional exhaustion will be beneficial. Since excessive workload is the common source of EE (Torun, 1997).

New way of organizations in which more horizontal organizational practices are implemented can be applied in order to increase the quality of relations between teachers and administrators. Since, it helps to improve interpersonal relationships by giving an opportunity for participation in decision making processes. Then, overcoming EE and TI would be more straightforward.

Personal leisure times (breaks, lunch times, holidays, rush hours etc.) should not be interrupted by managers as a requirement of respect, thus teachers can use these

times more effectively. This would help to increase their interpersonal justice perceptions as well as decrease the causes of stress.

Incentives, rewards and motivation tools can be taken into consideration more seriously (Sanderson, 2003). Personal evaluation when assigning these to each of teachers would make teacher feel special and make closer to their tops.

More ergonomic workplaces can be constructed in the schools to make teachers more relaxed when they are working. It has been found out that work environment is particularly more effective than individual characteristics as the cause of EE (Pines, 1993, Wright and Cropanzano, 2000, Mitchell and Hastings, 2001).

In conclusion, school administrators should help teachers with reducing the stress causes in public schools with their supportive policies for the good of mental and physical health of teachers and future generations.

CHAPTER 7

LIMITATIONS

Beside these findings, the research contains some limitations. Firstly, sample selection leads to some restrictions since the research was made only in the public schools. This hinders gaining the perceptions of private school teachers and making a comparison where private school teachers can suffer more stress because of their job contracts or long working hours.

Another limitation can be the consideration of the large central districts according to the number of public teachers in Ankara for sampling. In some other small districts, for example in towns of Ankara, teachers may be faced with different situations such as more stress or more fairness etc.

Other occupational groups having to work closer with people can also experience these challenges in work environment; but for the aim of the research, only teachers were taken into the consideration. When different professionals are examined, totally different relations can be addressed with the same research variables.

Moreover, using a cross sectional data precludes a long term analysis on the teachers. Cross-sectionality prevents us to comment on the causality direction between the variables. Making a longitudinal analysis with the same teachers for a longer period would be more representative.

An examination of nonlinear regression models in which interactions of different research variables are included to the models or polynomial regression structures are used would give more comprehensive results.

Using a convenience sampling technique in the thesis could be considered as the result of practical reasons (Jacobs, 2005) such as the difficulty in obtaining permission from school managers, reluctance of teachers for completing the

questionnaires, shift system in some of the schools. In order to overcome this problem, a large population allowing more random sampling can be applied.

Self reports of teachers may be influenced by social desirability instead of their actual perceptions while answering the questionnaire. Thus, the possibility of not reflecting their actual attitudes is another concern (Nicotera, 1996). In order to eliminate this common variance problem (CVM) which occurs when explained and explanatory variables are the perceptions of same participant (Podsakoff and Organ, 1986), multiple sources can be used. In other words, beside the self reports of teachers, opinions of their co-workers or supervisors about them may be addressed, independent variables and dependent variables can be surveyed at different times as well as teachers can be interviewed in addition to surveying.

It should be remembered that actual turnover is not the focus of this study. However, turnover intention is important to understand why employees have intention for quitting since it seems to be related to the future behavior (Shore and Martin, 1989, Van Dick et al., 2004). Intentions are considered work attitudes. Therefore, interpretations need to be made with this difference in mind in order to take measures both in long term and short term for an increase in performance of teachers.

General atmosphere in the date of data collection in the economy, educational system, political system, country or world could affect emotional exhaustion or turnover intentions of teachers. For this reason, respondents can be asked for such as their general happiness levels, expectations or evaluations on in these issues in order to detect the causes of emotional exhaustion and turnover intentions more comprehensively.

In summary, this sample may not be a representative of all teachers in Turkey. The results are restricted with the sample without generalizing across a wider population and the thesis could be considered as a case study. Yet, it will be useful for future studies as well as an input for more comprehensive research in educational institutions.

CHAPTER 8

RECOMMENDATIONS FOR FUTURE RESEARCH

Future researchers should examine not only public school teachers but also private school teachers and reveal possible differences between them. This will help to test whether same findings are valid in private sector. Comparing results and putting similarities or differences together would be better to make generalizations about teachers' population in Turkey.

A long terms analysis will give more accurate results and help to understand the nature and causality between the variables. Because of that, a longitudinal study with the same research variables in this thesis would be more representative.

Nonlinear regression models such as polynomial regressions or the models including interaction terms can reveal different relationships. For example, it would give an opportunity to compare female married and female unmarried teachers in terms of their perceptions of the research variables.

The general conditions of the politics, economy, educational system, country or world in the data collection period can be taken into consideration by asking evaluations of participants when considering emotional exhaustion and turnover intentions. In future studies, it gives an opportunity to compare the results under different conjunctures.

For future research, adoption of four dimensional organizational justice scale developed by Colquitt (2001) in comparison to previous studies that adopted three dimensional scale may be more useful. It was seen in many regression analyses that only interpersonal justice apart from informational justice perceptions were found to be statistically significant. There are also other scales such as Roodt's (2004) for

turnover intention, or Seidman and Zager's (1991) for emotional exhaustion; research could be repeated with these.

Lastly, other variables associated these research topics in the literature such as job satisfaction, organizational commitment, organizational culture, organizational support etc. could be entered into the model for future use.

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APPENDICES

A. QUESTIONNAIRE (In Turkish)

KİŞİSEL BİLGİ FORMU

Değerli Katılımcı,

Bu araştırma bilimsel amaçlı gerçekleştirilen bir tez çalışmasında kullanılacaktır. Ölçek, bazı demografik bilgilerle ilgili sorular ile iş ve işyerinizle ilgili tutumlar ve algıları ölçmeye yönelik bölümlerden oluşmaktadır. Cevapsız soruların bulunduğu ölçeklerden elde edilen veriler kullanılamaz olduğundan, anketi tamamlamanız araştırmaya katkı sağlayacaktır. Ölçeğin hiç bir yerinde isminiz, kimliğiniz veya iletişim bilgileriniz sorulmamaktadır. Cevaplarınız herhangi üçüncü bir kişiyle paylaşılmayacak, gizli tutulacaktır. İlginiz ve ayırdığınız zaman için şimdiden teşekkür ederim.

İletişim: e160858@metu.edu.tr

Berçin GÜNER
ODTÜ Yüksek Lis. Öğr.

1. Yaşınız:.....
2. Cinsiyetiniz ☐ Erkek ☐ Kadın
3. Medeni durumunuz ☐ Evli ☐ Bekar
4. Kaç yıldır kamuda öğretmenlik yapmaktasınız? _____yıl / _____ ay
5. Şu an çalıştığınız okulda kaç yıldır bulunmaktasınız? _____yıl / _____ ay
6. Çalıştığınız okul türü:
☐ Okul öncesi ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Diğer.....(meslek lisesi, teknik lise, Anadolu lisesi gibi)

7. Branşınız:.....
8. Öğrenim Durumunuz:
☐ Üniversite ☐ Yüksek Lisans ☐ Doktora ☐ Diğer.....
9. Haftalık girdiğiniz ders saati
☐ 0-5 ☐ 5-10 ☐ 10-15
☐ 15-20 ☐ 20-25 ☐ 25-30
10. Ek geliriniz var mı?(ek ders ücreti, okul kursu vb.) ☐ Evet ☐ Hayır
11. Mesleğiniz ekonomik açıdan sizi ne derece tatmin ediyor?
☐ Çok iyi ☐ Orta ☐ Az ☐ Tatmin etmiyor

ÖRGÜTSEL ADALET ALGISI ÖLÇEĞİ

Soru formunda yer alan '**kazanımlar**' ifadesi, aldığınız ücret, ilerleme, takdir vb. is sonuçlarınızı ifade eder. Bu kazanımların ne şekilde dağıtılacağı amirinizin/yöneticinizin vereceği karara bağlıdır.

Bu anlamda formda yer alan '**prosedürler**' ifadesi ise, kazanımlarınızla ilgili karar vermede amirinizin/amirlerinizin kullandığı işlemler dizisini ifade etmektedir.

Aşağıdaki ifadelerden size en uygun olanını yanıt aralığına bir (X) koyarak işaretleyiniz.

	Çok Az	Az	Kısmen	Yeterince	Büyük Ölçüde
12. Fikirlerinizi ve duygularınızı bu prosedürler esnasında ifade edebiliyor musunuz?					
13. Bu prosedürler esnasında elde edilen kazanımlar üzerinde etkiniz var mıdır?					
14. Bu prosedürler tutarlı bir şekilde uygulanıyor mu?					
15. Bu prosedürler önyargılardan uzak uygulanıyor mu?					
16. Bu prosedürler doğru ve tutarlı bilgilere mi dayandırılmıştır?					
17. Bu prosedürler sonucu elde edilen kazanımları etkileyebiliyor musunuz?					
18. Bu prosedürler etik ve ahlaki standartlara uygun mudur?					

	Çok Az	Az	Kısmen	Yeterince	Büyük Ölçüde
19. Elde ettiğiniz kazanımlar işte sarf ettiğiniz çabaları yansıtıyor mu?					
20. Elde ettiğiniz kazanımlar tamamladığınız işin karşılığı mıdır?					
21. Elde ettiğiniz kazanımlar kuruma yaptığınız katkıyı yansıtıyor mu?					
22. Elde ettiğiniz kazanımlar göstermiş olduğunuz performansı haklı çıkarıyor mu?					
23. Yöneticileriniz size nazik davranır mı?					
24. Yöneticileriniz size onurlu bir şekilde davranır mı?					
25. Yöneticileriniz size saygılı davranır mı?					
26. Yöneticileriniz size haksız yorum ve eleştiriler yöneltmekten kaçınır mı?					
27. Yöneticileriniz sizinle olan diyaloglarında samimi midir?					
28. Yöneticileriniz prosedürleri bütünüyle açıklar mı?					
29. Yöneticileriniz prosedürlere yönelik açıklamaları mantıklı mıdır?					
30. Yöneticileriniz prosedürlere yönelik ayrıntıları zamanında aktarır mı?					
31. Yöneticileriniz şahsa özel ihtiyaçlara göre iletişimini şekillendirir gibi görünüyor mu?					

MASLACH TÜKENMİŞLİK ENVANTERİ

Aşağıda belirtilen işinizle ilgili duygu ve durumları yaşıyıp yaşamadığınızı düşünerek size en uygun olan sıklık sayısını (X) koyarak işaretlemeniz gerekmektedir.

	Hiçbir Zaman	Çok Nadir	Bazen	Çoğu Zaman	Her Zaman
32. İşimden soğuduğumu hissediyorum.					
33. İş dönüşü kendimi ruhen tükenmiş hissediyorum.					
34. Sabah kalkıp bir gün daha işe gideceğimle yüzleştiğimde kendimi yorgun hissediyorum.					
35. Bütün gün insanlarla uğraşmak benim için gerçekten çok yıpratıcı.					
36. Yaptığım işten tükendiğimi hissediyorum.					
37. İşimin beni hüsrana uğrattığını hissediyorum.					
38. Doğrudan doğruya insanlarla çalışmak bende çok fazla stres yapıyor.					
39. Yolun sonuna geldiğimi hissediyorum.					

İŞTEN AYRILMA NİYETİ ÖLÇEĞİ

Aşağıdaki işinizle ilgili ifadelerden size en uygun olanını yanıt aralığına bir (X) koyarak işaretleyiniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
40. Sıklıkla işimi bırakmayı düşünüyorum.					
41. Önümüzdeki yıl aktif olarak yeni bir iş arama ihtimalim çok yüksek.					
42. Önümüzdeki yıl içerisinde işimden ayrılacağım.					

B. TURKISH SUMMARY

Öğretmenlerin çalışma ortamlarındaki zorluklar ve bunların zihinsel ve fiziksel sağlıkları üzerindeki etkileri akademik çalışmalarda önemli bir tartışma konusu olarak ortaya çıkmaktadır. Artan sayıda araştırma, hem çalışanlar hem de işyerleri için strese yol açan etmenlerin belirlenmesi, stresle başa çıkma yolları ve etkili stres yönetimi üzerine stratejiler geliştirmeye odaklanmıştır (Avey vd., 2009). İnsan kaynağını, bu durumda öğretmenleri, daha verimli ve kaliteli kılmak için eğitim kurumları adalet, tükenmişlik gibi kavramlara gereken hassasiyeti göstermek zorundadır.

Her gün meslektaşları ve öğrencileri ile yüz yüze iletişim kuran öğretmenler, öğrencilerin sorunları, derslere karşı ilgisizlik ve başarısızlıkları, öğrenci sayısının sınıflarda fazla olması, norm kadro fazlalığı, eğitim sisteminde yaşanan değişiklikler ve benzeri faktörler nedeniyle günlük yaşamlarında çeşitli zorluklar yaşamaktadırlar (Farber, 1984). Bu zorluklara öğretmenlerin maruz kaldıkları ekonomik problemler de eklendiğinde gelecek nesilleri şekillendiren öğretmenlerin işlerini sorgular hale geldikleri görülmektedir.

İş tatmini seviyesi, iş ortamındaki eşitlik veya eşitsizlik algısıyla alakalıdır (Luthans, 1981). Eğer birey, uzmanlık, organizasyon, endüstri hatta ulusal kültür seviyesinde adaletli olmayan bir ortam mevcut ise, çalışanların duygusal sinerjileri azalacaktır. Tükenmişlik diğer mesleklere nazaran en çok doktorluk, hemşirelik, avukatlık, öğretmenlik, akademisyenlik, polislik, bankacılık, çocuk bakıcılığı, müşteri hizmetleri gibi hizmet sektöründe çalışan birey ve yöneticiler üzerinde görülmektedir. Bu olumsuz faktörler işten ayrılma niyeti yarattıklarında işçi çalıştırma maliyeti artmakta, kuruluşların bilgi sermayesi ve itibarı azalmaktadır (Liu vd., 2010). Bu yüzden de çalışan bağlılığı birçok organizasyon için önemli bir kavramdır (Truch, 1980).

Bu araştırmada, öğretmenlerin örgütsel adalet algıları, tükenmişliğin ilk seviyesi olan duygusal tükenmişlikleri ve işten ayrılma niyetleri arasındaki ilişki incelenmiştir.

Bireylerin dağıtımsal, işlemsel, kişilerarası ve bilgisel örgütsel adalet algılarının işten ayrılma niyetini nasıl etkilediği ve duygusal tükenmişliğin bu konuda aracı rolü oynayıp oynamadığı bu araştırmanın odak noktasını oluşturmuştur.

İşten ayrılma niyeti, bireylerin örgütten kalıcı ve gönüllü olarak işten ayrılmaya duydukları niyetlerinin göreceli gücü olarak tanımlanmıştır (Hom ve Griffeth, 1991). İşten ayrılmanın kapsamlı bir şekilde açıklamasında öncü kabul edilen Mobley'e (1977) göre, işten ayrılma niyeti işten ayrılma davranışından farklıdır; işçilerin kendilerini işe devam etme veya istifa etme yönünde değerlendirmeleridir (Mobley, 1982). Fakat gerçek işi bırakma nedeninin bu niyet tarafından belirlendiği kabul edilmektedir (Jewell, 1998, Mobley, 1982). İşten ayrılma niyetini etkileyen faktörler genel olarak; dış faktörler (işsizlik oranı, başka iş alternatifleri vb.), örgütsel faktörler (yönetim şekli, ücretler, ödüller vb.) ve bireysel faktörler (kişilik, yaş vb.) şeklinde sınıflandırılmaktadır (Cotton ve Tuttle, 1986).

1960'lı yıllardan başlayarak iş motivasyonu hakkında birçok önemli bilişsel kuram geliştirilmiştir. Bunların içinde Adams (1963), Eşitlik Teorisi'nde çalışanların iş ortamındaki eşitsizlikleri bilişsel ve davranışsal olarak nasıl karşıladıklarını göstermiştir (Steers vd., 2004). Bandura'nın (1977) ise Sosyal Bilişsel Kuramını geliştirmesi örgütsel adalet algısı çalışmalarının gelişimine katkı sağlamıştır. Örgütsel adalet algısı kavramı ilk kez Greenberg (1987) tarafından kullanılmıştır. Greenberg (1990), örgütsel adalet algısının hem kişiler hem de organizasyonların kendi işlevlerini etkili bir şekilde yerine getirmede gerekli olduğunu ve benzer şekilde örgütsel adaletsizliğin örgütsel bir sorun şeklinde görülmesi gerektiğini ifade etmiştir. Örgütsel adalet, ödül ve ceza kararlarının yönetimde kullanılan kurallar ve sosyal normlar olarak tanımlanmıştır (Folger ve Cropanzano, 1998).

Literatürde örgütsel adalet algısının kaç boyutu olduğu konusunda araştırmacılar arasında farklılıklar gözlenmektedir. İlk örgütsel adalet çalışmaları Adams'ın Eşitlik Teorisi'ne (1965) göre dağıtımsal adaleti ele alırken, 1980'lerde Thibaut ve Walker (1975) tarafından geliştirilen işlemsel adalet öne çıkmıştır. 1986'da, Bies ve Moag örgütsel adalette ilişkilerin kalitesinin önemini konu alan etkileşimsel adalet kavramını geliştirmişlerdir. Greenberg, 1993'te yayınladığı bir çalışması ile

literatürde örgütsel adalete yeni bir boyut kazandırması ve etkileşimsel adaleti “kişilerarası” ve “bilgisel” olarak ayırmasıyla bilinmektedir (Özmen vd., 2007). Colquitt ve arkadaşlarının 1975’ten bu yana örgütsel adalet üzerine yaptıkları çalışmalar, örgütsel adaleti dağıtımsal, işlemsel, kişilerarası ve bilgisel olmak üzere dört boyutlu kabul etmiştir (Colquitt, Conlon, Porter, Wesson ve NG, 2001).

Bu boyutlara yakından bakıldığında, dağıtımsal adalet kişilerin kazanımlarının, elde ettikleri sonuçların veya onlara düşen payların adaletli olarak algılanması olarak ifade edilmiştir. Haksızlık algısı düşük iş performansına (Greenberg, 1988, Pfeffer ve Langton, 1993), işten ayrılmaya (Schwarzwald vd., 1992), iş arkadaşları arasında daha az işbirliğine ve strese (Greenber, 1990, Folger ve Cropanzano, 1998) neden olmaktadır. Bu örgütsel adalet türü genellikle çalışanların yaptıkları işler karşısında elde edebilecekleri maddi çıkarlara dair adalet kanılarına odaklanmaktadır (Giap ve Hackermeier, 2005). Örgütsel adaletin işlemsel boyutu ise karar alma süreçlerindeki strateji ve politikaların adaletlilik derecesi ile ilgilidir (Jahangir vd., 2006). Bu kavram çalışanlara karar alma süreçlerinde söz hakkı vermekten bahseder ve süreçlerde kendi ödül ve ücretlerine karar vermelerindeki adalet algısını yansıtır. Çalışanlar bu muamelelere karışma hakkına sahip olduklarında sonuçlar adil olmasa bile daha fazla adalet algılarlar (Bies ve Shapiro, 1988). Örgütsel adaletin diğer bir boyutu olan kişilerarası adalet, iş ortamında çalışanlara karşı gösterilen saygının sınırlarını ortaya koymaktadır. Bu adalet türü karar vericilerin örgüt içerisinde bu kararlardan etkilenenlere karşı gösterdiği nezaketin, ciddiyetin, saygının ve tutumun ölçüsü olarak ifade edilmektedir (Poyraz vd., 2009). Son örgütsel adalet türü olan bilgisel adalet ise çalışanların kendileri ile ilgili kararların nasıl alındığına dair bilgi sahibi olabilmelerine tekabül etmektedir (Heather ve Spence, 2004). Bu düzenli bilgi yöneticiler tarafından çalışanlarına ücret, terfi, tesis olanakları, çalışma koşulları ve performans değerlendirme gibi faktörlerin tespiti ve bu faktörlerin ölçümündeki yöntem, prosedür ve politikalarla verilebilir (Schappe, 1996).

Tükenmişlik kavramı literatüre 1974 yılında Freudenberger’in bir makalesiyle girmiştir. Freudenberger (1975), tükenmişliği “mesleki bir tehlike” olarak değerlendirmiş ve kavramı başarısızlık, deformasyon, fazla yüklenmeden dolayı

oluşan enerji ve güç azlığı veya kişinin kendi kaynakları ile iş isteklerini karşılayamamadan oluşan his olarak tanımlamıştır. Bugün en çok kullanılan tükenmişlik tanımı Maslach Tükenmişlik Envanterini (MBI) de geliştiren Christina Maslach'a aittir. Maslach, tükenmişliği basitçe bireylerle yoğun ilişkileri olan kişilerde işin gereği duygusal tükenme, duyarsızlaşma ve kişisel başarıda azalma hissiyatı olarak anlatmıştır (Maslach ve Zimbardo, 1982, Maslach, Schaufeli ve Leiter, 2001). Tükenmişliği stres kaynaklarından ayıran ana unsur bireyin iş ortamındaki etkileşimlerinin sonucunda ortaya çıkmasıdır (Maslach, 2003, Ashforth ve Lee, 1993, Budak ve Sürgevil, 2005, Özdemir vd., 2003). Farklı meslekler üzerinde yapılan araştırmaların sonucunda insanların tükenmişliği farklı seviyelerde yaşadıkları bulunmuştur (Fogarty vd., 2000). Maslach ve Jackson (1986) tükenmişliği "üç boyutlu psikolojik bir sendrom" olarak ifade etmiş; tükenmişliğin aşırı iş isteklerinden dolayı kişinin duygusal kaynaklarının tüketilmesi ile başladığını, "duyarsızlaşma" ile devam ettiğini ve "kişisel başarıda azalma" ile sonuçlandığını söylemişlerdir. Duygusal tükenmişlik, kişisel stres boyutuyla alakalı olduğundan diğer tükenmişlik boyutlarına göre daha çok vurgulanır (Maslach, Schaufeli ve Leiter, 2001). Ayrıca tükenmişlik sürecinin bu aşamayla başlaması da duygusal tükenmişliğin önemine işaret eder (Engelbrecht, 2006). Bu nedenle öğretmenlerin duygusal tükenmişlik algısı bu çalışmada tükenmişliği ölçmede temel alınmıştır.

Çalışanın duygu, düşünce ve eylemleri arasında etkileşimli bağlantılar bulunmaktadır. Çalışan davranışının şekli ve yönü kendi beklenti, fikir, algı, amaç ve niyetleri tarafından belirlenir (Bandura, 1986). Bu yönden, gerçek işten ayrılma eyleminin en önemli belirleyicisi olan işten ayrılma niyeti ile duygusal tükenmişliği belirlemede iş ortamındaki adalet algılamaları etkili olacaktır. Bahsedilen değişkenlerin ikili ilişkilerine bakıldığında çalışanın adalet algısı düşük olduğunda moralinin bozulduğu, işten ayrılmaya daha yatkın hale geldiği ve hatta çalıştığı örgüte karşı çeşitli eylemlere girebileceği ifade edilmiştir (Parker ve Kohlmeyer, 2005). Ayrıca çalışanların örgütsel adaletle ilgili algıları işten ayrılma niyeti gibi olumsuz bir yönde sonuçlanabilir (Hom ve Griffets, 1991). Örgütsel adalet ve işten ayrılma niyeti üzerine yapılan çalışmalarda farklı sonuçlar elde edilmiştir; bir kısmı

dağıtımsal adaletin işten ayrılma niyeti üzerinde etkili olduğunu söylerken diğerleri işlemsel adaletin işten ayrılma niyeti üzerinde etkili olduğunu söylemekte; hatta kimileri işlemsel adaletin etkileşimsel adaletten daha etkili olduğunu söylemektedir (Colquitt vd., 2001). Fakat literatürde duygusal tükenmişliğin aracı rolü üzerine yapılmış az sayıda çalışma olduğu görülmüştür (Coyle-Shapiro vd. 2004, Karriker ve Williams, 2009, Stinglhamer vd. 2006, Zapata-Phelan vd. 2009); yine de bu çalışmalar örgütsel adalet algısını dört boyutlu olarak ele almamışlardır. Ancak bir veya daha fazla örgütsel adalet algısının araştırmadan çıkarılması önemli olacak bir ilişkinin bulunmamasına neden olabilir (Cropanzano vd. 2002; Masterson vd., 2000). Cole vd. (2010) literatüre dört boyutlu örgütsel adalet algısının duygusal tükenmişlik üzerine etkisinin araştırması ve buna işten ayrılma niyetinin eklemesi ile katkıda bulunmuştur. Değerli öz kaynaklarının tükenmesi, kişilerin gelecekteki muhtemel stresli durumlarla başa çıkmalarını önler ve duygusal tükenmeyi doğurur (Tepper 2000, 2001). Duygusal tükenme, bu şekilde, stres uyandırma (örgütsel adaletsizlikler) ile bireylerin ayrılma niyet ve davranışları arasındaki kilit aracı mekanizma olacaktır (Cole vd., 2010). Ayrıca Schaufeli (2006) de Sosyal Değişim Modeli'nde benzer bir sonuca ulaşmıştır; kişiler adaletsizlik algıladıklarında duygusal tükenmişlikle baş etmek için performanslarını azaltmaktan ve örgüte bağlılıklarını azaltma ya da işten ayrılma niyetini artırma gibi yollarla öz kaynaklarını geri çekmekten yanadır (Cole vd., 2010). Özetle bu çalışmada hipotezler bu ilişkiler üzerine kurulmuş ve test edilmiştir.

Sonuç olarak kısaca ifade etmek gerekirse, bu araştırmanın amacı çeşitli devlet okullarında çalışan öğretmenlerin adalet algılamalarının duygusal tükenmişliklerine ve işten ayrılma niyetlerine olan etkisini bulmak; duygusal tükenmişliğin adalet algısının boyutları ve işten ayrılma niyeti arasındaki aracı rolü olup olmadığını belirlemektir. Duygusal tükenmişliğin bu aracı rolü bir kaç çalışmaya konu olmuşsa da, Türkiye'de yapılmış bir çalışmaya rastlanmamıştır. Ayrıca, örgütsel adaletin önceki çalışmalardan farklı olarak dört boyutlu ele alınmasının önemli olduğu düşünülmektedir. Geleceğimizi şekillendiren öğretmenler üzerinde daha önce beraber incelenmemiş olan bu faktörlerin hem eğitimin kalitesinin artırılması hem de

kendi fiziksel ve zihinsel sađlıklarının korunması aısından yararlı olacađı düşünülmüştür. Bu aılardan tezin akademik dünyaya katkı sađlayacađı ve gelecek alışmalara özendirici olacađı düşünülmektedir.

Araştırmanın örneklemini Ankara'nın alışan öđretmen sayısı bakımından 2013-2014 öđretim yılında en fazla olduđu üç merkezi ilçesindeki (Yenimahalle (7227), ankaya (7236) ve Keiören (7297)) öđretmenler oluşturmıştır (*ankara.meb.gov.tr/www/egitim-istatistikleri/icerik/24*, erişim tarihi 12.08.2015). 250 anket dađıtmanın yeterli olduđuna karar verilmiş, merkezi üç ilçedeki 10 devlet okuluna elverişlilik yöntemiyle 2014 yılının Aralık ayında anketler dađıtılmıştır. 223 anket formunun geri dönmesi ile cevaplama oranı 89,2% olarak elde edilmiştir. Dönen anketlerden incelemeye uygun olan 205 tanesi analizlerde kullanılmıştır.

Anketin ilk kısmında katılımcıların yaşı, cinsiyet, deneyim süresi gibi demografik bilgilerini elde etmeyi amaçlayan sorular bulunmaktadır. Sonraki bölüm, Colquitt'in (2001) yedi sorusu işlemsel adalete, dört sorusu dađıtımsal adalete, dört sorusu kişilerarası adalete ve son beş sorusu da bilgisel adalete ait olmak üzere, 20 soruluk dört boyutlu örgütsel adalet algısı ölçeğinin Özmen, Arnak, Özer'in (2007) Türke uyarlaması ile başlamaktadır. Duygusal tükenmişlik bölümü, Maslach Tükenmişlik Envanterinde yer alan Ergin'in (1992) Türkeye uyarladığı sekiz soruyu içermektedir. İşten Ayrılma Niyeti ölçeği ise “Sıklıkla işimi bırakmayı düşünüyorum”, “Önümüzdeki yıl aktif olarak yeni bir iş arama ihtimalim çok yüksek”, “Önümüzdeki yıl içerisinde işimden ayrılacağım” şeklinde üç soru içermektedir (Cammann, Fichman, Jenkins ve Klesh, 1979; uyarlayan Özücü ve Özafşarođlu, 2013). Tüm ölçeklerde cevaplar birden beşe kadar sıralanan Likert Ölçeği formundadır.

Ölçeklere önce Faktör Analizi uygulanmış; 0,50 üzeri faktör yükleri (Tabachnick vd., 2001) yeterli olarak kabul edilmiştir. Ölçeklere Temel Bileşen yöntemi ve Varimax dik döndürme uygulandıktan sonra örgütsel adalet algısının dört boyutlu olduđu; bunların da işlemsel, dađıtımsal, kişilerarası ve bilgisel adalet şeklinde Colquitt'in (2001) sınıflandırmasına uyduđu görülmüştür. Cronbach Alfa güvenilirlik analizi sonucunda örgütsel adaletin dört boyutlu olduđuna ve diđer iki ölçeğin ise birer

değişken olarak tanımlanmasına; bu ölçeklerde elde edilen ortalama puanların katılımcının o ölçekteki algı skoru olmasına karar verilmiştir. Öğretmenler tarafından bazı sorular boş bırakıldığı için kayıp olan cevaplar SPSS'de çoklu değer atama (multiple imputation) yöntemi ile beş kere tahmin edilmiş, mümkün olan bazı analizler için toplanmış (pooled) sonuçlar üzerinden değerlendirmeler yapılmıştır.

Araştırmaya katılan öğretmenlerin yaşlarının 27 ile 60 arasında değiştiği ve ortalama 44 olduğu görülmüştür. Katılımcıların çoğunluğu (%61,5) kadındır. Devlet okullarındaki ortalama toplam çalışma deneyimleri 20 senedir; son okullarındaki görev sürelerine bakıldığında ise ortalama sekiz sene olduğu görülmüştür. Öğretmenlerin %60,9'u normal ders saatleri dışında kendilerine ek gelir sağlamaktadır; kalanların ise ders saatleri dışında gelirleri yoktur. Katılımcıların %34,1'i kazancından hiç memnun olmadığını söylemiş, bunu %30,7 oranda nadiren memnun olduğunu söyleyen ve %34,1 oranında ortalama derecede memnun olduğunu söyleyen kesim izlemiştir. Sonuçlar Türkiye'de öğretmenlerin geçim sıkıntısı çektiğine ve maaşların yeterli gelmediğine işaret etmektedir.

Çalışmada yer alan değişkenlerin öğretmenlerin demografik sorularda yer alan ilgili kategoriler içerisinde farklılaşıp farklılaşmadığı ANOVA ya da bağımsız t-testleri ile test edilmiştir. Alt grupların karşılaştırılması varyansın homojenlik durumuna göre Bonferroni ya da Games-Howell testleri ile yapılmıştır. Toplam çalışma deneyimi ve ek gelir olması durumunun çalışma değişkenleri açısından bir farklılık yaratmadığı sonucu ortaya çıkmıştır ($p < 0,05$).

Değişik yaş gruplarının yalnızca işlemsel adalet algılanması açısından fark doğurduğu bulunmuştur. 40lı yaşlarında olan öğretmenlerin kendilerinden genç olan meslektaşlarına göre örgütte daha az adaletlilik algıladıkları sonucu elde edilmiştir ($p < 0,05$). Pirali (2007) de tezinde yaş değişkeni ile işlemsel adalet algısı ilişkisini anlamlı bulmuştur. Yaş değişkeninin regresyon analizinde duygusal tükenmişliği yordamasının da işlemsel adaletle olan ilişkisinden kaynaklandığı düşünülmektedir. İnsanların yaşlandıkça daha olgun ve dengeli olacağı düşünülerek duygusal tükenmişliğe karşı daha dirençli olmaları beklenmektedir (Deniz vd., 2012). Yılmaz'ın (2013) öğretmenler üzerindeki araştırmasında da yaş değişkeni duygusal

tükenmişlik üzerinde etkili bulunurken, işten ayrılma niyeti üzerindeki etkisi istatistikî açıdan anlamlı bulunmamıştır. Friedman ve Lotan (1985) yaşın duygusal tükenmişlik üzerinde etkili olduğunu ve erken yaşlarda yaşanan tükenmişliğin işten ayrılma sonucunu doğurduğunu söylemişlerdir. Jacob (2005), işten ayrılma niyeti bağlamında Boshoff'un (2002) bu niyeti belirlemede en önemli demografik değişkenin yaş olduğu bulgusuna vurgu yaparak yaşı anlamlı bulduğunu ifade etmiştir. Farklı araştırmalar yaş konusunda farklı örneklemelerin farklı sonuçlar doğurduğunu ve bu konuda bir genelleme yapılamayacağını ortaya koymaktadır.

Cinsiyet farkının bu çalışmada sadece işten ayrılma niyeti açısından fark doğurduğu görülmüş; kadınların işten ayrılma konusundaki düşüncelere erkek çalışanlardan daha dirençli oldukları bulunmuştur. Aven vd. (1993), evliliklerini ve çocuklarını düşünerek yeni iş fırsatlarını değerlendirmede tereddüt ettikleri için kadın çalışanların işlerine daha fazla bağlı olduklarını ifade etmiştir. Özafşaroğlu ve Örucü (2013) Güney Afrika'daki çalışmalarında benzer şekilde erkeklerin daha fazla işten ayrılma niyetine sahip olduklarını bulmuştur. Ayrıca, bu tezde olduğu gibi, Antoniou vd.(2006), McCarty vd.. (2007) ve Deniz (2012) çalışmalarında, çalışanların duygusal tükenmişlik hissiyatının cinsiyet bazında farklılaşmadığı gözlemlenmiştir. Pıralı (2007), Niehoff ve Moorman'ın (1993) örgütsel adalet algısı ölçeğini kullanarak çalışanların işlemsel adalet algısı açısından kadın ve erkek arasında farklılık olduğunu, fakat dağıtımsal adalet algısı açısından farklılık olmadığını ifade etmiştir. Anderson ve Shinew (2003) de örgütsel adaletin algılanmasında cinsiyet bazında bir farklılık olmadığını bulmuştur.

Çalışanların medeni durumlarının yalnızca duygusal tükenmişlik yaşamada anlamlı bir farklılık yarattığı görülmüştür ($p<0,05$). Bu bağlamda bekâr öğretmenlerin evli öğretmenlere nazaran daha fazla duygusal tükenmişlik yaşadığı söylenebilecektir. Bu sonuç, evli öğretmenlerin iş yerlerinde ve iş yoğunluğundan yaşadıkları stresi eşleri ve çocuklarıyla paylaşarak duygusal tükenmişlik yaşama riskini azalttıkları şeklinde açıklanabilir. Bu çalışmadan farklı olarak, Yılmaz vd. (2013) gümrük çalışanlarıyla duygusal tükenmişlik ve işten ayrılma niyeti üzerine yaptıkları çalışmada; Tuğrul vd. (2002) anaokulu öğretmenleriyle duygusal tükenmişlik üzerine yaptıkları çalışmada

medeni durumun etkisini istatistiksel olarak anlamsız bulmuştur. Jacobs'ın (2005) Güney Afrikalı hemşirelerle işten ayrılma niyeti üzerinde medeni durumun etkisini anlamsız bulduğu çalışma ise bu çalışmayı destekler niteliktedir. Fakat Ergin (1992) ile Deniz vd. (2012) gibi bekârların evlilere nazaran daha fazla işten ayrılma niyeti taşıdığını ifade eden araştırmalar da bulunmaktadır.

Öğretmenlerin mevcut devlet okullarındaki çalışma sürelerine bakıldığında tüm değişkenler içerisinde yalnızca bilgisel adaletle ilişkili ve bu ilişkinin de negatif yönlü olduğu görülmüştür. Bu durum, okullarında uzun yıllar geçiren öğretmenlerin yöneticiler tarafından daha az dikkate alındıklarını düşünmeleri ve onlardan daha yüksek beklentileri olması nedeniyle olabilir.

Okul türleri açısından devlet okullarında ilkokul öğretmenliğinden lise öğretmenliğine doğru gidildiğinde öğretmenlerin işlemsel, kişilerarası ve bilgisel adalet anlamında daha fazla adaletsizlik algısına sahip olduğunun görülmesi araştırmanın diğer bir bulgusudur. Ayrıca lise öğretmenleri ilkokul öğretmenlerine göre daha fazla duygusal tükenmişlik yaşamakta ve daha fazla işten ayrılma niyetine sahiplerdir ($p<0,05$). Yaş itibarıyla daha küçük çocuklarla uğraşmanın ve onlara bir şeyler öğretmenin, dalgalanmalar yaşayan ergenlik çağındaki çocuklar ile uğraşmaktan daha az stresli olduğu söylenebilir.

Öğretmenlerin branşları, kişilerarası ve bilgisel adalet türleri ile istatistiksel olarak ilişkili bulunmuştur ($p<0,05$). Bu durum, sosyal bilimler, fen ve matematik, ilkokul, teknik dersler ile rehberlik, yabancı dil ve din kültürü gibi "diğer" kategorisinde yer alan öğretmenlerin bu düzeylerdeki adalet algılamalarında birbirlerinden farklılaştıklarını ortaya koymaktadır. Genel olarak, sınıf öğretmenliği yapan öğretmenlerin diğer dallara nazaran kişilerarası ve bilgisel adalet hususlarında daha pozitif algılara sahip olduğu söylenebilir.

Öğretmenlerin mezuniyet dereceleri sadece dağıtımsal adalet üzerinde istatistiksel açıdan etkili bulunmuştur. Yüksek lisans eğitimini tamamlamış öğretmenler, lisanslarında eğitim fakültesi eğitimini bitirmiş öğretmenlere göre dağıtımsal süreçlerde daha az adalet algılamaktadırlar ($p<0,05$).

Haftalık ders saati artışının katılımcıların kişilerarası ve bilgisel adalet düzeylerini olumlu etkilediği gözlemlenmiştir. Bu sürpriz sonuç, öğretmenler ile öğrencilerin daha fazla bir arada ve etkileşimde olmasının öğretmenlerin algıları üzerinde yarattığı olumlu bir etki olabilir.

Öğretmenlerin ekonomik açıdan memnuniyetleri işlemsel, dağıtımsal ve bilgisel adaletleri ile pozitif yönde ilişkili ve duygusal tükenmişlikleri ile negatif yönde ilişkili bulunmuştur. Bu bulguya paralel olarak, Tuğrul (2002) çalışmasında öğretmenlerin gelir düzeylerinin duygusal tükenmişlik algıları üzerinde etkili olduğunu ifade etmiştir.

Demografik verilerden sonra değişkenlerin birbirleri ve kontrol değişkenleri (yaş, cinsiyet, çalışma süresi, eğitim durumu) üzerinde etkisi olup olmadığı önce korelasyon tablosuna bakarak araştırılmıştır. Korelasyon tablosuna göre çalışma değişkenleri ile anlamlı bir ilişkisi olan tek kontrol değişkeni cinsiyet değişkenidir ve ilişkili olduğu değişken işten ayrılma niyetidir (Kendall's tau $p < 0,05$). Genel olarak, örgütsel adalet algısı ile duygusal tükenmişlik ve işten ayrılma niyeti zayıf ters ilişkili; duygusal tükenmişlik ve işten ayrılma niyeti orta düzeyde pozitif yönde ilişkili bulunmuştur. Yalnızca dağıtımsal adalet ve işten ayrılma niyeti arasında istatistikî açıdan anlamlı bir ilişki yoktur. Bu ilişkiler sonrasında regresyon analizleri ile tekrar ele alınmıştır.

Ölçeklerin ortalamalarına bakıldığında, öğretmenlerin örgütsel adalet algılamaları içinde kişilerarası adalet düzeylerinin en yüksek olduğu görülmüştür. Buna karşılık, dağıtımsal adalet algısı öğretmenlerde en düşük görülen ve en dağınık örgütsel adalet algısı düzeyidir. Genel olarak, işlemsel ve dağıtımsal adalet algılamalarının ankete katılan öğretmenlerde ortalamanın altında olduğu; kişilerarası ve bilgisel adalet algılamalarının ortalamanın üstünde olduğu söylenebilir. Öğretmenlerin duygusal tükenmişlik düzeyleri neredeyse orta seviyededir. Son olarak, işten ayrılma niyeti öğretmenler arasında fazla değildir, fakat dağılımın yaygın olduğu standart hatalarından anlaşılmaktadır. Devlet çalışanlarının emekliliğe kadar olan iş güvencelerinin (Weber, 1993), işten ayrılma niyetlerinin düşük düzede görülmesinde pay sahibi olduğu düşünülmektedir. Bu sonuçlar, duygusal tükenmişlik ve işten

ayrılma niyeti açısından farklı çalışmalarla benzerlikler göstermektedir (Maslach ve Jackson, 1981, Maslach ve Jackson, 1986, Lee ve Ashford, 1993, Singh vd., 1994, Weisberg, 1994, Schaufeli ve Backer, 2004).

Çalışmadaki farklı araştırma soruları için en iyi sonucu verecek farklı regresyon modelleri yaş, cinsiyet, çalışma süresi, eğitim durumu değişkenlerini de kontrol değişkeni olarak içerecek şekilde kurulmuştur. İlk modelde, öğretmenlerin örgütsel adalet algıları ve duygusal tükenmişlikleri arasındaki ilişki adım adım (stepwise) regresyonda incelenmiştir. Varsayımlar sağlandıktan sonra işlemsel ($\beta = -0,190$, $p = 0,08$) ve kişilerarası adalet algısı ($\beta = -0,174$, $p = 0,017$) ile yaş ($\beta = -0,149$, $p = 0,021$) değişkenlerinin bağımsız değişken olduğu regresyonun en iyi sonucu verdiği görülmüştür. Diğer bir deyişle, bilgisel ve dağıtımsal adaletin öğretmenlerin duygusal tükenmişliklerini belirlemede etkili olmadığı sonucu ortaya çıkmıştır ($p > 0,05$).

Örgütsel adalet algılarının yine bağımsız değişken olarak alındığı fakat bağımlı değişkenin işten ayrılma niyeti olduğu regresyon, varyansın homojen dağılması gerektiği varsayımını sağlamadığından eşitliğin iki tarafının da doğal logaritmasının alındığı modelin en iyi sonucu verdiği görülmüştür. Buna göre, kişilerarası adalet ($\beta = -0,224$, $p = 0,001$) ve cinsiyet ($\beta = -0,159$, $p = 0,012$) değişkeni işten ayrılma niyeti üzerinde anlamlı düzeyde etkilidir. Sonuç olarak, öğretmenlerin kişilerarası adalet algılamaları arttığında işten ayrılma niyetlerinin azalacağını söylemek mümkündür.

Duygusal tükenmişliğin aracı rolü işten ayrılma niyeti üzerinde anlamlı etkisi bulunan tek değişken olan kişilerarası adalet seviyesi üzerinden araştırılmıştır. Model kurulduğunda bir adet sıra dışı değer olduğu görülmüştür. Daha düzgün sonuç almak için bu nokta ve onun üretilmiş çoklu değerleri bu model için analizden çıkarılmıştır. Buna rağmen, varyansın yine de homojen dağılmadığı görülmüştür. Bu sebeple, düzeltilmiş R kare, tahminin standart hatası gibi belirleyiciler açısından da diğer modellere nazaran daha doğru sonuçlar vermiş duygusal tükenmişliğin işten ayrılma niyeti üzerine ağırlıklandığı Ağırlıklı En Küçük Kareler (Weighted Least Squares) yöntemi en iyi model olarak seçilmiştir. Sonucunda ise duygusal tükenmişlik ($\beta = 0,633$, $p = 0,00$) ve cinsiyet ($\beta = -0,117$, $p = 0,027$) değişkeninin anlamlı seviyede

işten ayrılma niyetini belirlediği; kişilerarası adalet algısının ise işten ayrılma niyetini istatistiksel olarak anlamlı bir seviyede yordamadığı bulunmuştur ($p=0,163$).

Sonuçta, Baron ve Kenny'nin (1986) aracı değişken üzerine belirttiği prensipler uygulanarak, kişilerarası adalet algısının işten ayrılma niyeti üzerine etkisi son modelde anlamsız bulunduğu için öğretmenlerin duygusal tükenmişliklerinin kişilerarası adalet algıları ve işten ayrılma niyetleri arasında tam bir aracı rolü oynadığı bulunmuştur.

Cropanzano vd. (2003) and Cole vd. (2010) önceki çalışmaları ile birlikte, bu tez çalışanların örgütsel adalet algılarının duygusal tükenmişlikleri ile ilişkili olduğu sürecin işten ayrılma niyetine neden olabileceği sonucunu desteklemektedir.

Toplum öğretmenlerden çocuklara örnek olmalarını beklemektedir. İnsanlar öğretmenliği kutsal bir meslek olarak görseler de bu mesleğin birçok zorluğu bulunmaktadır. Bu nedenle öğretmenlerin çeşitli algılarını ölçmeyi amaçlamış olan bu araştırma, onları strese sokan nedenleri bulmayı ve çareler üretmeyi hedeflemiştir.

Tükenmişliği, özellikle de duygusal tükenmişliği azaltmak için bireylerin gerçekçi beklentilere sahip olması gerekmektedir. Bireyler kendilerini iyi tanımalı ve çevrelerinin kendilerine sunduğu fırsatları görmelidir. Bireylerin çalışma yaşamının ilk yıllarında gerçekçi beklentilere sahip olmadıkları; dolayısıyla yıllar geçtikçe duygusal tükenmişliklerinin de azalacağı beklenmektedir (Nusbaum, 1983). Bu sonuç, yaşın duygusal tükenmiş üzerine negatif etkisi olduğu bulgusunu doğrular niteliktedir.

Tükenmişlikle mücadele etmek için semptomlarını fark etmek gereklidir. Bu, tükenmişliği ortadan kaldırmaya bile stresin ve tükenmişlik sendromunun yarattığı etkilerin azalmasına yardım edecektir. Tükenmişlikle mücadelenin bireysel yolları iş ile alakalı beklenti ve hedefleri geliştirme, girişimcilik eğitimleri, kişisel gelişim ve danışmanlık gruplarına katılma, zaman yönetimi, hobi edinme, seyahate çıkma, monotonluğu azaltma, iş değişiklikleri vb. olabilir. Örgütsel düzeyde tükenmişlikle mücadele yöntemleri ise iş yoğunluğu olduğu dönemlerde yardımcı personel ve ek ekipman sağlanması, özgürce karar verme fırsatları ve verilen kararlara katılımın

artırılması, başarıların takdir edilmesi ve ödöl dağılımının düzenlenmesi olarak örneklendirilebilir (Deniz vd., 2012).

Stres ile başlayan süreç işten ayrılma niyetini ve nihayetinde işten ayrılma davranışını arttırır. Örneğin bu araştırma, kadınların erkeklere nazaran daha az işten ayrılma niyetine sahip olduğunu göstermiştir. Bu nedenle, işten ayrılma niyeti daha az olan kadın çalışan sayısının yönetim kadrosu içerisinde arttırılması örgütün işleyişinde devamlılığı sağlayacağından, eğitimin kalitesini arttırabilecek bir unsur olabilir.

Öğretmenlerin Milli Eğitim Bakanlığı dışında çalışma alanları oldukça sınırlıdır ve üniversite sınavı sonrasında atanabilmeleri için KPSS'ye girmeleri zorunludur. Bu nedenle, bu zorlu süreçten geçerek atanmış öğretmenlerle yapılan anketler sonucunda işten ayrılma niyetinin düşük çıkması olağan olarak değerlendirilmektedir. Yine de, yöneticiler çalışanlarının işten ayrılma niyetini azaltma amacıyla onları başarıya entegre etme, güvenin sağlandığı iş ortamları yaratma, gelişim ve büyümeye fırsat verme, katılımı sağlama gibi birçok önlem alabilirler (Sanderson, 2003).

Öğretmenlerin ihtiyaçlarına göre yöneticiler farklı eğitim programları düzenleyebilirler. Bu, kişilerarası tutum ve davranışların önem ve gerekliliğini vurgulayacağından öğretmenlerin kişilerarası adalet algılarının artmasına yardımcı olacaktır. Böylelikle duygusal tükenmişliğin özellikle de genç öğretmenler arasında azalmasına da katkı sağlanacaktır. Öğretmenlerin çeşitli seminer ve grup çalışmalarına kendi istekleriyle katılmaları teşvik edilebilir. İdarecileri tarafından cesaretlendirilen öğretmenlerin adalet algıları kişisel ilişkilerin kalitesinin artması ile gelişecektir.

Milli Eğitim Bakanlığı yeni atama yaptıktan ve yeni sorumluluklar ortaya çıktıktan sonra kurum içerisinde öğretmenlerin görevleri tekrar düzenlenebilir. Olağan ders saatleri dışındaki görev dağılımları netleştirilebilir ve gereksiz iş yükü azaltılabilir. Bunlar hem işlemsel adalet algısının artmasına, hem de duygusal tükenmişliğin azalmasına yardımcı olacaktır.

Örgüt yapılanmasında daha yatay yapıların uygulanabileceği ve böylelikle yöneticiler ve öğretmenler arasındaki kişisel ilişkilerin kalitesinin arttırılabileceği yeni yollar denenebilir. Karar verme süreçlerine katılma olanağı bulan öğretmenlerde duygusal tükenmişlik ve işten ayrılma niyetinin önlenmesi daha kolay hale gelecektir.

Çalışanların dinlenme zamanları (aralar, yemek zamanları, tatiller, çıkış saatleri vb.) kişilik haklarına saygının bir gereği olarak yöneticiler tarafından bölünmemeli; öğretmenler bu vakitlerini daha etkili kullanabilmelidirler.

Teşvik, ödül ve motivasyon araçları daha ciddi ele alınabilir (Sanderson, 2003). Bunlar öğretmenlere dağıtılırken kişisel değerlendirmeler yapılması, öğretmenleri idarecilerine yaklaştıracak ve onlara kendini daha özel hissettirecektir.

Son olarak, okul içerisinde öğretmenleri çalışırken rahat ettirecek daha kullanışlı çalışma ortamları yaratılabilir. Çalışma ortamının kişinin karakteristik özelliklerine nazaran duygusal tükenmişliği belirlemede kısmen daha etkili olduğu bulunmuştur (Pines, 1993, Wright ve Cropanzano, 2000, Mitchell ve Hastings, 2001).

Araştırma örneklemini devlet okullarında, sadece öğretmenlerle, bir kerelik (cross-sectional), büyük merkez ilçelerde, olasılıklı olmayan bir yöntemle vb. sebeplerle yapılmasından ötürü bazı sınırlamalar içermektedir. Ayrıca öğretmenlerin kendi beyanları gerçek algıları yerine sosyal cazibeden etkilenmiş olabilir. Bunu aşmak için çalışma arkadaşları ya da yöneticilerinin de o öğretmen hakkındaki görüşlerinin alınması gibi yöntemler kullanılması fayda sağlayacaktır. Unutulmamalıdır ki, gerçek işten ayrılma davranışı bu tezin odak noktası değildir; yine de çalışanların neden işten ayrılma niyetine sahip olduklarını anlamak, bu niyetin ilerideki davranışla alakalı olduğu düşünüldüğünden önem teşkil etmektedir. Veri toplanması sırasında öğretmenlerin ülke, ekonomi, eğitim sistemi vb. konulardaki düşünceleri de bu duygular üzerinde etkili olabilir. Bu nedenlerle, bu örneklem Türkiye'deki eğitim sektörünün tam bir temsilcisi olmayabilir. Bu açıdan çalışma bir örnek olay olarak değerlendirilmelidir. Yine de, bu tezin kapsam açısından geniş olması gelecekteki çalışmalar açısından fayda sağlayacaktır.

Gelecekteki çalışmalar bu sebeple özel okullarda da gerçekleştirilebilir. Çalışma zamana yayılarak başka zaman noktalarında tekrar edilebilir; sonuçlar bu şekilde daha güvenilir olacaktır. Veri toplanması sırasında öğretmenlerin ülke, ekonomi, eğitim sistemi vb. konulardaki düşünceleri de bu duygular üzerinde etkili olabileceği düşünüldüğünden araştırmaya öğretmenlerin bu konulardaki değerlendirmeleri eklenebilir. Ayrıca Colquitt'in (2001) geliştirdiği dört boyutlu örgütsel adalet ölçeği ile çalışmanın, önceki çalışmalardaki üç boyutlu ölçeklere göre daha detaylı sonuçlar vereceği söylenebilir. Aynı değişkenlerin farklı kişilerin geliştirdiği ölçeklerle tekrarlanması ya da iş tatmini, örgütsel bağlılık gibi çalışmadaki değişkenlerle literatürde ilgisi bulunmuş başka değişkenlerin çalışmaya dâhil edilmesi de mümkündür. Bu nedenlerle, bu çalışmanın araştırmacıları bu alanda çalışmak üzere cesaretlendireceği düşünülmektedir.

C. TEZ FOTOKOPİSİ İZİN FORMU

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YAZARIN

Soyadı : GÜNER

Adı : BERÇİN

Bölümü : İŞLETME

TEZİN ADI (İngilizce): The Effect of Organizational Justice on Turnover Intention and the Mediating Role of Emotional Exhaustion: A Study on Educational Institutions

TEZİN TÜRÜ:

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