

The Effect of Bureaucratic School Structure on Teachers' Job Satisfaction: The Mediator Role of the Organizational Justice

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Abstract

The purpose of this study is to examine the mediating role of organizational justice in the effects of bureaucratic school structure on teachers' job satisfaction. For this, we reached 449 teachers working in the city centre of Mersin. Enabling School Structure, Organizational Justice, and Job Satisfaction Scales were used to collect the study data. Results revealed that teachers thought the schools they worked in had a moderate level of enabling bureaucratic structure and a low obstructive bureaucratic structure. A weak association was found between bureaucratic school structure dimensions and job satisfaction, while a moderate association was found between bureaucratic school structure dimensions and organizational justice. Besides, a weak association was found between job satisfaction and organizational justice. Structural equation modelling was conducted to examine the mediating role of organizational justice in the effect of bureaucratic school structure on job satisfaction. Results revealed that organizational justice acted as a mediator in the effects of enabling bureaucracy on job satisfaction. However, because the obstructive bureaucratic structure did not have any meaningful effect on organizational justice perception, it was not possible to mention its mediating effect.

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Introduction

Bureaucracy is considered an organizational model that evokes a negative and hierarchical order related to organizational structures. Organizational structure is the most primary factor determining the attitudes and behaviors of the individuals in the organization (Owens, 2004). Hoy and Miskel (2010) stated that schools contain many characteristics of bureaucratic organizations. Therefore, schools can be identified as bureaucratic organizations, and these structures may be enabling or obstructive. It is possible to say that the bureaucratic structure positively or negatively affects schools depending on whether it is enabling or obstructive (Hoy & Sweetland, 2001). Schools have a role in developing knowledge and problem-solving skills, and the fulfillment of their functions is considered socially necessary. The effectiveness of schools depends on their having to enable structures (Hoy & Sweetland, 2000). Since their goals are to improving the quality of their outputs, increasing student performance is the final goal for schools. The enabling school structure positively affects student achievement (Mitchell, 2020; Mitchell & Tarter, 2011). Considering teachers are at the center of the education process, it can be said that they are one of the essential factors affecting school output (Darling-Hammond, 2000). Hoy and Tarter (2004) emphasized that teacher perceptions related to school performance were significant in school efficiency.

Teachers' job satisfaction levels increase the quality and effectiveness of school outcomes (Hardy, Woods, & Wall, 2003) and

are a crucial indicator of successful schools (Gamay & Ancho, 2019). On the other hand, teachers' justice perceptions regarding the functioning of the school increase their confidence in the school (Nojani, Arjmandnia, Afrooz, & Rajabi, 2012; Yean & Yusof, 2016), improve their performance (Yean & Yusof, 2016), and increase student achievement (Peter, Kloeckner, Dalbert, & Radant, 2012). To reveal the relationship between teacher job satisfaction and organizational justice perception, which is thought to have significant effects on teacher performance and student achievement, is essential. Furthermore, their relationships with the school's bureaucratic structure may provide substantial clues to achieve effective school outcomes. In this context, the current study aims to reveal the relationships between schools' bureaucratic structure and teachers' job satisfaction and organizational justice perception.

Literature Review and Theoretical Framework

Bureaucracy as a concept was first used in France in 1745 by Vincent De Gournay. However, although it is thought to have existed in an organizational sense since the first periods of history, Max Weber first used the concept in the management and social sciences literature in its current meaning. Bureaucracy is a concept that is formed by the combination of the words of "bureau" and "cratie"; it means the use of authority by offices (Buluç, 2009). It emerged as a management style based on preventing confusion and disorder in organizations. According to Weber (1947), bureaucracy offers an ideal organizational structure for organizational effectiveness. For this reason, Weber emphasized the necessity of organizations' having bureaucratic characteristics to function efficiently and to achieve their goals (Aydın, 2010).



Weber (1947) emphasized the primary characteristics of bureaucracy: authority hierarchy, labor division, objective standards, technical competence, intensive use of rules and regulations, business conduct, and specialists' employment based on career. He evaluated bureaucracy as the most valid form of organization for organizational structure and stated that the work is too complicated for only one person to do in the organizational structure. Therefore, there is a division of labor that provides specialization that enables more competence, and as a result, efficiency increases (Aydın, 2010).

Specialization enables people to increase their knowledge, understanding, and experience by focusing on the same task for a long time and performing each task for a long time. In addition to being functional since it provides principles to be applied, reaching goals, and being efficient; Weber's model, which provides an ideal bureaucracy, is also criticized for producing monotony, lack of morale, excessive conformity, and rigidity, for causing displacement of objectives, blocking and distorting communication, alienating and exploiting employers and preventing innovation. Weber's bureaucracy does not consider cultural differences and regards attitudes towards work as related to race. In addition to these, feminists criticize bureaucracy for being a man's innovation that rewards masculine virtues such as competition, power, and hierarchy and puts into trouble feminine values such as cooperation and equality (Hoy & Miskel, 2010).

Hoy and Sweetland (2001) stated that bureaucratic organizations have two primary characteristics: a formalization, and the second of which is centralization. Formalization is the organization state with written rules, regulations, procedures, and policies (Hoy & Miskel, 2010). Centralization is the focus of

organizational decision-making mechanisms. While high centralization means that decisions are mostly in a few people's hands, decision-making is spread and shared by many people in low centralization. Authority hierarchy with high centralization classically refers to authority's concentration at the top and the flow of command from top to bottom (Hoy, 2003). High centralization is generally obstructive, and the seniors' orders are accepted without questioning, and compliance is guaranteed (Hoy & Sweetland, 2001).

Adler and Borys (1996), who observed that employees love good structures, rules, and procedures, while they do not like the bad ones, proposed a comprehensive and up-to-date theoretical analysis for bureaucracy called obstructively and enabling. The *obstructive perspective* advocates that bureaucratic organization structure prevents creativity, creates dissatisfaction, and decreases employees' motivation. This view, which sees problems as an issue, predicts top-down and one-way communication (Hoy & Miskel, 2010). In the *enabling perspective*, it is thought that bureaucracy provides the desired guidance and determines responsibilities, employees do not experience role ambiguity, and they are more effective. Enabling bureaucracy helps employees in finding solutions to problems (Hirschhorn, 1997). The efficiency of rules and procedures results from the fact that they reflect the best practices, and they guide the employees in fighting surprises and crises (Adler & Borys, 1996). Hoy and Miskel (2010) stated that enabling bureaucracy helps and guides instead of obstructing, and it solves problems instead of punishment. Enabling bureaucracy is based on producing solutions that respond to problems encountered, not abiding by the rules blindly. For this reason, bureaucratic structures, which provide solutions, not problems, are needed.



Bureaucratic features are seen more or less in all organizations that continue their existence. Schools are also bureaucratic organizations (Watts, 2009; Weber, 1947). In Turkey, schools are in the bureaucracy of Ministry of National Education (MoNE), and their activities focus on MoNE's policy. Because Turkey owns a tightly centralized and hierarchically oriented education system (Çelik, Gümüş, & Gür 2017). The structure, rules, and procedures that define organizational life in schools are governed by laws, codes, and regulations issued by the MoNE. Therefore, school structures in Turkey are affected by the MoNE's policy. However, schools' main problem is not whether schools are bureaucratic or not, but whether their bureaucratic structures function effectively or not (Okpogba, 2011). School bureaucracy should develop and implement standards, and ensure equity and be relevant to learning and support rather than adaptation (Darling-Hammond, 1998).

Like in all organizations, obstructive rules and procedures in schools punish employees instead of rewarding productive studies. However, enabling rules provide opportunities to help teachers do their job. Bureaucracy may be beneficial for the organization if it facilitates the employees' work and removes the job's obstacles. However, if it makes it difficult for them to do their job, it will have dangerous consequences for the organization. For this reason, showing bureaucracy alone as good or bad in terms of organizations does not seem like a correct discourse. The bureaucracy expresses the work to be done by each individual, enables professional progress according to competence, and ensures that decisions become rational by clearing emotions. On the other hand, it may cause some communication problems and the organization to lose its flexibility. Therefore, whether the bureaucracy is good or bad depends on the situation. Finally, Labaree (2020) stated that bureaucracy is not

personal but for the whole organization, resulting in a more egalitarian and democratic school environment.

Organizational structure can be defined as the sum of the coordination created for a specific labor division and carrying out all works in harmony (Mintzberg, 2014). It is anticipated for rules, procedures, and roles resulting from the school's bureaucratic characteristics to be influential on teachers' behaviors and attitudes towards their professions (Cerit, 2012). Because teachers' perceptions, who are impressed by the school's bureaucratic structure, and influence this structure, on the bureaucratic system may cause differentiation in their attitudes and behaviors (Karaman, Yücel, & Dönder, 2008). In this context, a school's bureaucratic structure can be seen as a supportive force that enables it to function effectively. It can be said that teachers' job satisfaction will be highly affected by the school's structure and functioning in which they work (Yılmaz & Beycioğlu, 2017). Job satisfaction is the satisfaction an individual feels in being in the same environment as his/her colleagues and the happiness brought by the contribution they provide to the job (Eren, 2015). In terms of teachers, job satisfaction can be expressed as teachers' attitudes towards the school and students (Demirtaş & Nacar, 2018). Teachers desire to get individual and professional satisfaction by performing their routine tasks (Ömeroğlu, 2006). Low job satisfaction can cause unhappiness and low performance in individuals, in addition to a decrease in organizational motivation and low morale. As a result of this, low job satisfaction can cause a decrease in organizational efficiency and deterioration in the individual's physical and mental health (Gedik & Üstüner, 2017). However, individuals with high job satisfaction may positively affect organizational terms (Haryono, Ambarwati, & Saad, 2019). Furthermore, they may also show noteworthy performances for their



organizations to succeed (Ahmad & Jameel, 2018; Awang, Ahmad, & Zin, 2010; Jameel & Ahmad, 2019). It is because known that job satisfaction affects performance (Awang et al., 2010). Therefore, teacher job satisfaction is accepted as a significant variable in terms of the functioning of schools.

Organizational justice is about employees' assessing their organizations' fairness and about how these evaluations affect other elements in the organization (Moorman, 1991). Organizational justice is how fairly an organization treats individuals and their perceptions about this (Greenberg, 1987). Hoy and Tarter (2004) stated that the raw material processed in schools is humans, and therefore, organizational justice is crucial in terms of schools. The organizational justice perception causes employees to feel valued for the society and to show positive behaviors, while the injustice perception causes worthlessness and negative behaviors and prevents the organization from reaching its goals (Cihangirođlu & Yılmaz, 2010; İyigün, 2012). Greenberg (1987) defined organizational justice as the structure that can explain many organizational behaviors. It is admitted that teachers' organizational justice perception is significant for schools due to its potential for turning into positive behaviors.

It can be said that the number of studies examining the relationship between bureaucratic school structure and attitudes and behaviors in schools is increasing each day. Studies results which examine the relationships between school structure and school effectiveness (Çalık & Tepe, 2019), job satisfaction (Bozkuş, Karacabey, & Özdere, 2019; Soler, 2000; Zembat, Şahan, Bayındır, Yılmaz, & Tunçeli, 2014), organizational citizenship behavior (Alev, 2019; Dönder, 2006; Mitchell, 2018), school managers' leadership

styles (Alanoğlu & Demirtaş, 2020; Buluç, 2009), professional behaviors of class teachers (Cerit, 2012), teacher professionalism (Karaca, 2015; Mitchell, 2018), organizational silence and cynicism (Demirtaş, Özdemir, & Küçük, 2016), trust in colleagues and effectiveness of teaching (Okpogba, 2011), teachers' attitudes towards school (Ömeroğlu, 2006), teachers' academic optimism levels (Çalık & Tepe, 2019; Mitchell, Mendiola, Schumacker, & Lowery, 2016; Özdemir & Kılınç, 2014), awareness and teacher competence (Watts, 2009) and teacher self-competence (Kılınç, Koşar, Er, & Öğdem, 2016) show the importance of bureaucratic structure in terms of schools.

Teachers' perceptions of the rules and procedures they encounter while doing their job are significant for their positive attitude towards school. It is expected that teachers who perceive that these rules and procedures are facilitators have a high perception of school justice. However, it is inevitable that teachers' perception of justice, who perceive rules and procedures as obstructive, will also be negatively affected. The teachers who perceive an obstructive structure stated that there is an unfair administration in their schools (Yılmaz & Beycioğlu, 2017). Bureaucratic culture is the predictor of organizational justice (Çelik, 2018), and the organizational justice perception is positively affected by the organizational structure (Marjani & Ardahaey, 2012). Therefore, it is possible to say that teachers' perceptions of organizational justice are related to the bureaucratic structure they perceive.

It is thought that the schools' bureaucratic structure has a significant role in delimiting teachers' job satisfaction levels (Altınkılıç, 2008). Because the individual aspect of schools is more sensitive than their organizational aspect, for this reason, the bureaucratic structure of the school plays a vital role in the job



satisfaction of teachers working in school organizations that put people in the center (Bursalioglu, 2012). Study results showing that teachers' job satisfaction is related to school principals' bureaucratic management style (Gamay & Ancho, 2019) show that teachers' job satisfaction is closely related to schools' perceived bureaucratic structure.

Organizational justice and job satisfaction relationship are one of the most studied topics in the literature. Overall, the studies' results show a positive and significant relationship between these variables (Laith, Alaa, & Abd, 2019). Positive organizational justice perception may increase job satisfaction (Bayarçelik & Afacan Findikli, 2016; Haryono et al., 2019). Employees with a high organizational justice perception make more effort to improve organizational performance (Bayarçelik & Afacan Findikli, 2016), and high organizational justice increase organizational citizenship behavior (Alanođlu & Karabatak, 2020). Besides, it can be said that the relationship between teachers' perceptions of organizational justice and job satisfaction levels, and the bureaucratic structure of the school, which are considered significant in terms of the effectiveness of schools and student performance, are not adequately examined in the literature. Therefore in the present study, it was aimed to determine the mediating role of organizational justice in the effect of enabling and obstructive bureaucratic structures of schools on job satisfaction. To achieve this aim, an answer was sought to the following question: *Does organizational justice influence the effects of bureaucratic school structure on teachers' job satisfaction?* The basic model, including the hypotheses and research variables created within the study's scope, is as in Figure1.

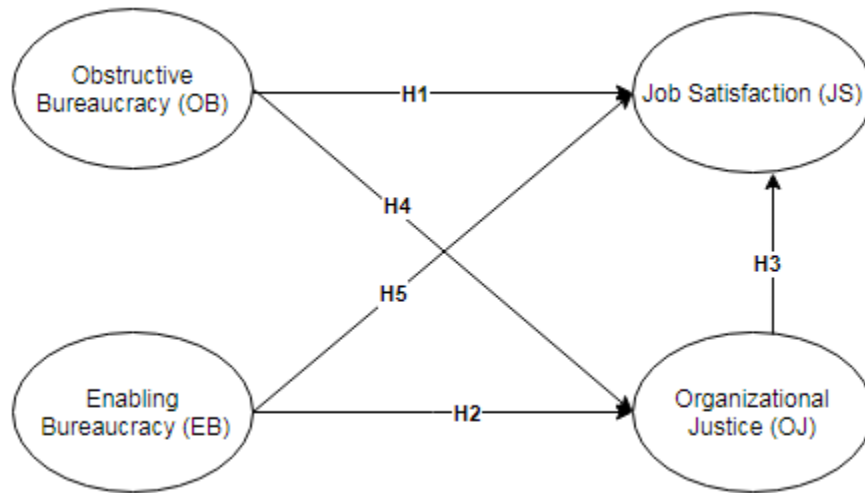


Figure 1.

Research Model and Hypotheses

Hypothesis 1: Schools have an obstructive bureaucratic structure affects teachers' job satisfaction.

Hypothesis 2: Schools have enabling bureaucratic structure affects teachers' job satisfaction.

Hypothesis 3: Teachers' organizational justice perception affects their job satisfaction.

Hypothesis 4: Schools have an obstructive bureaucratic structure affects teachers' organizational justice perception.

Hypothesis 5: Schools have enabling bureaucratic structure affects teachers' organizational justice perception.

Method

Research Design

This study was prepared in a cross-sectional survey model within the scope of quantitative research methods. The cross-



sectional research model is similar to taking a photograph of the population in a specific period. This type of survey is often used to determine prevailing traits in a population at a given time (Levin, 2006). Identifying relatively more simple relationships in social relationships seems to be important in understanding more complicated processes. Based on this fact, determining the effects of schools' bureaucratic structures on teachers' attitudes may be useful in understanding schools' organizational life. In this study, a cross-sectional survey model is used to estimate the relationships between these variables. It is thought that the mediator role of organizational justice in determining the effect of bureaucratic school structure on job satisfaction can be predicted with this model.

Population and Sampling

The study population consists of 3194 teachers working in 65 high schools in the city center of Mersin during the 2016-2017 academic year. The simple random sampling method, one of the random sampling methods, was used to determine the teachers who would express their opinions in the study. With this method, each individual in the population has an equal chance to be selected as a sample (Kuş, 2009). Within the study's scope, high schools in Mersin and the number of teachers working in these schools were listed. A total of 550 questionnaires were applied to the teachers randomly selected by the researchers to reach a sufficient sample size. 492 of 550 questionnaires distributed to teachers were returned, 43 forms that were found to be filled irregularly and carelessly were eliminated, and the scale forms filled in by a total of 449 teachers were analyzed. The population's ratio was found at an acceptable level for 449 teachers at 98% confidence and 5.09% error level.

When the demographic features of the teachers constituting

the sample were examined, it was found that 50.11% (n = 225) were women and 49.89% (n = 224) were men; 86.64% (n = 389) were undergraduates and 13.36 % (n = 60) were postgraduates; 58.57% (n = 263) were education faculty graduates and 41.43% (n = 186) were graduates of other faculties; in addition, it was found that 10.02% (n = 45) of the teachers had 1-5 years of working experience, while 10.24% (n = 46) had 6-10 years, 12.92% (n = 58) had 11-15 years and 66.82% (n = 300) had 16 years and more working experience.

Instrumentation

“Enabling School Structure”, “Job Satisfaction”, and “Organizational Justice” scales in addition to a Personal Information Form including the demographic features of teachers were used to collect the data to be used in the study. Information about the scales is given below.

Enabling School Structure Scale; To examine the bureaucratic structure of the schools the teachers were working in, Enabling School Structure Scale, which was developed by Hoy and Sweetland (2000) and adapted into Turkish by Buluç (2009), was used. The 5-Likert type scale is rated between Never (1) and Always (5). The scale consists of 12 items that measure whether the bureaucratic structure in schools is enabling or obstructive or somewhere in-between while teachers are doing their work. In the study conducted by Özer (2010) to analyze the factor structure of the scale, the Kaiser-Meyer-Olkin (KMO), the value was found as .87, Bartlett's test of sphericity ($p = .00$) was found as 5145.79. The two-factor structure of the scale was tested with Bartlett's test of sphericity. As the sphericity was found to be meaningful ($p \leq .00$), the two-factor structure was confirmed. As a consequence of the factor analysis, the total variance of the scale explained according to two factors was 53.76%. The scale's internal



consistency coefficients were found as .83 for the first dimension and as .81 for the second dimension. In the present study, for the two-dimension structure of the scale, the KMO was found as = .89, Bartlett's test of sphericity ($df = 66$; $p = .00$) was found as 2810.80. The internal consistency coefficient was calculated .83 for the first dimension and .87 for the second dimension, and the scale explained 59.87% of the total variance. As a consequence of Confirmatory Factor Analysis (CFA), one item (item 6) from the first dimension and two items (items 8 and 11) which gave high error connections with other items were excluded from the scale, and the fit values obtained ($\chi^2/df=3.89$; GFI=.95; AGFI=.91; CFI=.97; NNFI=.96; NFI=.97; RMSEA=.08 and SRMR=.04) indicated that model fit was acceptable.

Organizational Justice Scale; the scale consisting of one dimension and ten items was developed by Hoy and Tarter (2004). The scale, which was adapted into Turkish by Taşdan and Yılmaz (2008), has a Likert type scaled between Totally disagree (1) and Totally agree (5). The internal consistency coefficient of the adapted scale was found as .92. In the present study, the exploratory and CFA were re-conducted, and the KMO value was calculated as .94, Bartlett's test of sphericity ($df = 45$; $p = .00$) was calculated as 3600.04, and the internal consistency coefficient was calculated as .94. The scale explained 65.33% of the total variance. Fit values obtained result from CFA ($\chi^2/df=3.83$; GFI=.95; AGFI=.91; CFI=.99; NNFI=.98; NFI=.98; RMSEA=.08 and SRMR=.02) indicated that model fit is at an acceptable level.

Job Satisfaction Scale; the scale, which was developed by Ho and Au (2006) and adapted into Turkish by Demirtaş (2010), consists of one dimension and five items, and it is scaled between Totally disagree (1) and Totally agree (5). The exploratory and confirmatory

factor analyses were re-conducted. The KMO value was calculated as $.81$, Bartlett's test of sphericity ($df = 10$; $p = .00$) was calculated as 970.25 , and the scale explained 62.40% of the total variance. The internal consistency coefficient of the scale was found as $.85$. Fit values obtained as a consequence of CFA ($\chi^2/df=3.15$; $GFI=.99$; $AGFI=.96$; $CFI=1.00$; $NNFI=.98$; $NFI=.99$; $RMSEA=.07$ and $SRMR=.01$) showed that the model fit was good.

Data Analysis

SPSS 22 statistical package program was used to descriptive analysis and calculate the scales' internal consistency coefficients with correlation analysis. For the correlation analysis, the Pearson Correlation Coefficient (r) was calculated. A correlation coefficient close to $+1$ shows a high positive while it is close to -1 shows a high negative association. The absolute value of this coefficient is between $.70$ and 1.00 is accepted as a high association, while the value's being between $.70$ and $.30$ is accepted as a moderate association, and lower than $.30$ is accepted as a low association (Büyüköztürk, 2012).

LISREL 8.80 was used while examining the predictive and mediating relationships between bureaucratic school structure, organizational justice, and job satisfaction with Structural Equation Modeling (SEM). SEM is a comprehensive statistical approach used to test models in which casual and reciprocal relationships between observed and latent variables coexist (Çelik & Yılmaz, 2013). The parameters of the theoretical model are estimated in SEM. First measurement models and then the structural model is tested; following this, the model's goodness of fit is evaluated, and modifications in the model are made, if necessary. The model is continuously modified until it is decided for a good fit (Çokluk, Şekercioğlu, & Büyüköztürk, 2016).



χ^2 / df ratio was used to test the model's goodness of fit, and RMSEA, NNFI, NFI, CFI, GFI, IFI, AGFI, and SRMR fit values were also tested. If the analysis results show that the model's goodness of fit values are not within acceptable ranges, the model can be modified to obtain good fit. In their quotations from different sources where different cut-off points were taken as reference related with χ^2 / df value, okluk et al. (2016) stated that values up to 3 showed perfect fit, while values up to 5 showed a moderate level of fit. NNFI, NFI, CFI, GFI, IFI, and AGFI values take values between 0 and 1. These values being close to 1 indicates a good fit. Moreover, t values regarding the significance of path coefficients of independent variables on dependent variables should be examined. If these values' being between 1.96 and 2.56 showed significance at .05 level, the values' being over 2.56 show significance at .01 level (okluk et al., 2016). If t values are between 1.96 and 0, the effect between the variables is not statistically significant. This criterion was taken into consideration to test the significance of the path coefficient.

The measurement model was tested by linking the variables' error covariance through modification (js2 and js4, and oj7 and oj9). The model fit was found to be at an acceptable level. Findings regarding the goodness of fit values of the measurement model are as shown in Table 1.

Table 1.

Compliance Indices Results of the Measurement Model

Paths	β	χ^2 / df	RMSEA	NNFI	NFI	CFI	GFI	IFI	AGFI	SRMR
EB → JS	0.27									
OB → JS	-0.21									
OJ → JS	0.3	2.92	0.065	.97	.96	.98	0.88	.98	0.86	0.051
EB → OJ	0.84									
OB → OJ	-0.74									
Compliance Situations		Good fit	Good fit	Good fit	Good fit	Good fit	Acceptable	Good fit	Acceptable	Good fit

As seen in Table 1, the aforementioned cut-off points were taken as a reference while examining the model's goodness of fit. The goodness of fit values obtained shows that the measurement model has a good fit.

After the fit values were sufficient, a test was conducted for the mediating effect of bureaucratic school structure dimensions (enabling and obstructive) on job satisfaction. There are some prerequisites to be met to speak of a mediating effect between variables (Baron & Kenny, 1986). One of these prerequisites is to find out whether the indirect effect of the independent variable on the dependent variable (through mediating variable) is significant, and some tests are used to test this significance. One of these tests is the Sobel test (Sobel, 1982). The Sobel test is a test that aims to find out whether the mediating effect is significant by using uncorrected regression coefficients (β) of dependent, independent, and mediating variables and the standard error values of these. Within the present study's scope, the mediating effect of organizational justice in bureaucratic school structure's (enabling and obstructive) predicting job satisfaction was analyzed with the Sobel test. It was found that

the variable of organizational justice could be used as a mediating variable in the effect of enabling (EB) ($z = 4.53$; $p < .01$) and obstructive (OB) ($z = 5.58$; $p < .01$) dimensions on job satisfaction.

Results

This study aims to detect the mediating effect of organizational justice in determining the impact of bureaucratic school structure on job satisfaction. For this purpose, the mean values and standard deviations of the variables, and the correlation values showing the relationships between these variables were analyzed first. The results obtained are as in Table 2.

Table 2.

Mean, Standard Deviation and Correlation Values of Variables

Scales/Dimensions	\bar{x}	SD	EB	OB	OJ	JS
Enabling Bureaucracy	3.5	0.9	1			
Obstructive Bureaucracy	2.5	1	$r = -.68^{**}$	1		
Organizational Justice	3.7	0.9	$r = .68^{**}$	$r = -.64^{**}$	1	
Job Satisfaction	3.8	0.9	$r = .20^{**}$	$r = -.13^{**}$	$r = .29^{**}$	1

r: Correlation coefficient; $p^{**} < .01$

As seen in Table 2, according to teachers who stated their views, schools have a moderate enabling ($M = 3.45$) and a weak obstructive ($M = 2.48$) bureaucracy. In addition, teachers' organizational justice ($M = 3.72$) and job satisfaction ($M = 3.81$) scores are high. Besides, the variables' standard deviation values show that the series exhibit normal distribution according to the measure of central tendency, and there are no excessive deviations from the mean values. On the other hand, a moderate positive association was

found between enabling bureaucracy and organizational justice ($r=.675$; $p< .01$), while a moderate negative association was found between obstructive bureaucracy and enabling bureaucracy ($r=-.684$; $p< .01$), and organizational justice ($r=-.641$; $p< .01$). A weak positive association was found between job satisfaction and enabling bureaucracy ($r=.201$; $p< .01$) and organizational justice ($r=.290$; $p< .01$). A weak negative association was found between job satisfaction and obstructive bureaucracy.

After mean and correlation values, to determine the mediating role of organizational justice in the effects of bureaucratic structure on job satisfaction, to meet the prerequisites specified by Baron and Kenny (1986), the effects between variables were determined with different models, and the mediating model was tested. Model 1 is a model in which the direct effect of bureaucratic school structure (enabling and obstructive) on job satisfaction was tested. Model 2 is a model in which the direct effect of organizational justice perception, which is the mediating variable, on job satisfaction was tested. Model 3 is a model in which the direct effect of bureaucratic school structure (enabling and obstructive) on job satisfaction and organizational justice perception was tested simultaneously. After the mediating variable conditions were tested, finally, in model 4, the effect of bureaucratic school structure (enabling and obstructive) on job satisfaction was tested by including the organizational justice as mediating variable. These models were formed to show the mediating role of organizational justice perception in the effect of bureaucratic school structure (enabling and obstructive) on job satisfaction. Table 3 shows the standardized path (regression) coefficients and fit values of the tested models.



Table 3.

Findings and Compliance Values of Models Tested

Models	Paths	β	χ^2 / df	p	RMSEA	GFI	NFI	NNFI	CFI	IFI	SRMR	AGFI
Model 1	EB → JS	0.33	2.91	0	0.065	0.94	0.96	0.96	0.97	0.97	0.049	0.91
	OB → JS	0.08										
Model 2	OJ → JS	0.33	3.33	0	0.072	0.92	0.97	0.97	0.98	0.98	0.049	0.89
Model 3	EB → JS	0.46	2.92	0	0.065	0.88	0.96	0.97	0.98	0.98	0.054	0.86
	OB → JS	0.18										
	EB → OJ	0.8										
	OB → OJ	-0.05										
Model 4	EB → JS	0.13	2.92	0	0.065	0.88	0.96	0.97	0.98	0.98	0.051	0.86
	OB → JS	0.1										
	OJ → JS	0.27										
	EB → OJ	0.75										
	EB → OJ	-0.1										

As can be seen in Table 3, the effects of enabling ($\beta = .33$, $p < .01$) and obstructive ($\beta = .08$, $p < .01$) bureaucratic school structure were found on job satisfaction in Model 1. This result showed that both *hypothesis 1* and *hypothesis 2* are accepted. In Model 2, organizational justice was found to positively and statistically affect job satisfaction ($\beta = .30$, $p < .01$). Organizational justice was found to be the determinant of job satisfaction, so *hypothesis 3* was accepted.

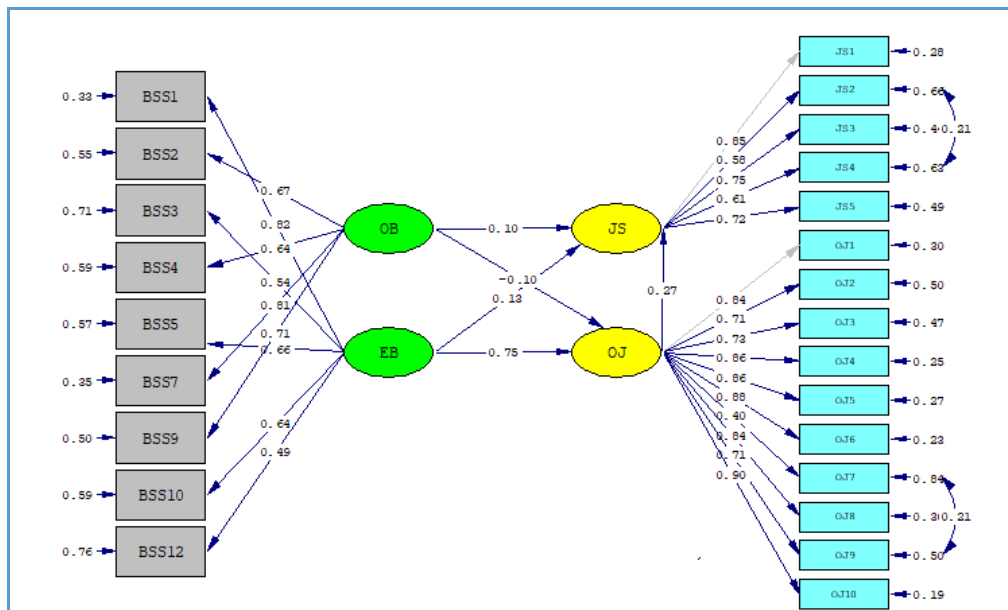
Model 3 was established as a model in which organizational justice was not taken as a mediating variable in the effect of bureaucratic school structure on job satisfaction. That is a model in which the path between organizational justice and job satisfaction was not drawn. In this model, enabling bureaucracy had positive and statistically significant effect on organizational justice ($\beta = .80$, $p < .01$)

and job satisfaction ($\beta = .46, p < .01$). Enabling school structure was found to be a significant determinant of organizational justice and job satisfaction. According to this result, *hypothesis 4* was rejected, while *hypothesis 5* was accepted.

Model 4 was designed as the model in which the path between organizational justice and job satisfaction was added to Model 3. According to this model, enabling bureaucratic structure is a significant determinant of organizational justice ($\beta = .75, p < .01$), while organizational justice is a significant determinant of job satisfaction ($\beta = .27, p < .01$). When the fit values of the obtained result and the model are taken into consideration, it can be said that the path that enables organizational justice to be a mediating variable (OJ \rightarrow JS) is significant in terms of the model. The model (Model 4) in which the mediating effect of organizational justice in the relationship between bureaucratic school structure dimensions and job satisfaction was tested is shown in Figure 2.

Figure 2.

The Effect of the Mediation of Organizational Justice on the Effect of the Bureaucratic School Structure on Job Satisfaction (Model 4)



In the model seen in Figure 2, the direct effect of enabling bureaucratic structure, which is statistically significant before the path between organizational justice and job satisfaction is drawn, decreases after this path are drawn and becomes statistically insignificant. Besides, the obstructive bureaucratic structure is not a significant predictor of job satisfaction and organization. Table 4 shows the direct, indirect, and total effect coefficients between the dependent and independent variables of the established model.

Table 4.
Effect Coefficient between Variables

	OJ	OB	EB	OB	EB	OB	EB	
	Direct	Direct	Direct	Indirect	Indirect	Total	Total	Total
	Effect	Effect	Effect	Effect	Effect	Effect	Effect	Effect
JS	0.27	0.1	0.13	-0.03	0.2	0.08	0.33	0.67

The values in Table 4 show that when the organizational justice variable is added in the model, enabling bureaucratic structure ($\beta = .13$) and obstructive bureaucratic structure ($\beta = .10$) dimensions directly affect job satisfaction; however, this effect is found to decrease. This shows that a significant part of the bureaucratic school structure's effect on job satisfaction results from organizational justice. In other words, it can be seen that organizational justice has a mediating effect in bureaucratic school structure's effect on job satisfaction. This model had the goodness of fit values, which were very close to those of the measurement model. Load values, t values, and results of structural equations for the model are presented below.

Table 5.
Model Load Values, t-values, and Structural Equation Results

Dimensions/ Items	Standard Loads	t-value	R ²
JS			
JS1	0.85	18.92	0.72
JS2	0.58	12.26	0.34
JS3	0.75	16.18	0.56
JS4	0.61	12.98	0.37
JS5	0.72	15.37	0.51
OJ			
OJ1	0.84	15.58	0.7

OJ2	0.71	13.59	0.5
OJ3	0.73	13.87	0.53
OJ4	0.86	16.01	0.75
OJ5	0.86	15.87	0.73
OJ6	0.88	16.19	0.77
OJ7	0.4	8.1	0.16
OJ8	0.84	15.59	0.7
OJ9	0.71	13.56	0.5
OJ10	0.9	16.51	0.81
EB			
BSS1	0.82	19.87	0.67
BSS2	0.54	11.72	0.29
BSS5	0.71	14.85	0.43
BSS10	0.64	14.36	0.41
BSS12	0.49	10.25	0.24
OB			
BSS2	0.67	14.99	0.45
BSS4	0.64	14.25	0.41
BSS7	0.81	19.38	0.65
BSS9	0.71	16.12	0.5
Structural Equation		Error Variance	
$JS = .27*OJ + .10*OB + .13*EB$		0.91	0.09
$OJ = -.097*OB + .75*EB$		0.3	0.7

Table 5 shows that the t values of the scale items are significant at the .01 level due to the testing of Model 4. According to the structural equations in the model established, bureaucratic school structure and organizational justice explain 9% of job satisfaction, while bureaucratic school structure explains 70% of organizational justice. When organizational justice mediating variable is added to

the model, the direct effect of both dimensions of the bureaucratic school structure on job satisfaction is not statistically significant. However, when indirect effects are also considered, although the obstructive bureaucracy dimension does not significantly affect job satisfaction, the enabling bureaucracy dimension has an indirect effect on job satisfaction ($\beta = .20$, $p < .01$).

Discussion and Conclusion

The present study concluded that teachers perceived the school bureaucratic structure as moderately enabling and low-level obstructive. Some studies (Cerit, 2012; Özdemir & Kılınc, 2014) showing that teachers think the schools' bureaucratic structure exhibits obstructive characteristic differs from the present study. It was revealed that there is a negative relationship between the schools' bureaucratization and teachers' stress levels, and as schools' bureaucratization levels increase, the teachers' stress levels decrease (Öztürk, 2001). It can be said that the bureaucratic structure that causes the stress level to decrease is perceived as enabling by teachers, and this result supports the current research result. Similarly, Ömeroğlu (2006) concluded that as teachers' perceptions of the bureaucratic structure increased, they developed a positive attitude towards school. Teachers' perception of the school's rules and procedures as factors that make it easier for them to perform their duties may cause them to develop a positive attitude towards the school, avoid negative attitudes, and do their work more enthusiastically.

The current research results exhibit that the enabling school structure has a high positive effect on job satisfaction, while its obstructive structure has a low positive effect. Research results show that schools' bureaucratic structure significantly predicts teachers' job



satisfaction (Zembat et al., 2014) and that the enabling school structure has a low-positive relationship with teachers' job satisfaction (Bozkuş et al., 2019) supports the results obtained in the present study. This result shows that school principals, who are primarily responsible for the school's operation (MoNE, 2014), have significant responsibilities. When school principals put rules and procedures into practice, making it easier for teachers to do their duties will increase teachers' job satisfaction. Thus, it is possible to say that teachers' performance will improve, and the ground will be prepared for the emergence of more effective school outcomes.

Another result of the study is that the enabling structure has a high positive effect on organizational justice while the obstructive structure does not affect. The enabling school structure is associated with teachers' perceptions of organizational justice (Turner, 2018), and a positive organizational structure increases the organizational justice perception (Marjani & Ardahaey, 2012). Organizational justice depends on the procedures put into practice to be clear, understandable, and fair (Greenberg, 1987). The perception of these processes in organizational terms may be more important than the results (Laith et al., 2019). For this reason, perceiving the structure as enabling in schools may improve teachers' perceptions of justice towards the school where they work, and a positive school atmosphere may be provided.

Moreover, implementing a management style dominated by strict rules may negatively affect the school's atmosphere, increase the hierarchical use of authority, and formalize relations (Dönder, 2006). Providing a positive justice climate in schools can reflect on teachers' motivation and performance positively. In this sense, it is possible to state that enabling practices will produce significant

results for schools. Organizational justice affects attitudes and behaviors towards work (Tziner & Sharoni, 2014), increases trust in the manager, and increases the willingness to fulfill the task (Loi, Yang, & Diefendorf, 2009), and causing more organizational citizenship behavior (Jafari & Bidaria, 2012). On the contrary, the perception of injustice causes a negative attitude and behavior towards the organization and decreases performance (Bobocel & Hafer, 2007).

It was concluded that teachers' organizational justice perceptions positively affected their job satisfaction. However, the effect of the enabling structure on job satisfaction decreases when the organizational justice variable is included in the model. This situation shows that organizational justice acts as a mediator in the effect of the enabling school structure on job satisfaction. On the other hand, since the obstructive bureaucratic structure has no significant effect on organizational justice, it is impossible to talk about the mediating effect of organizational justice in the effect of the obstructive bureaucratic structure on job satisfaction. According to this result, it is possible to say that enabling school structure and organizational justice perceptions have significant roles in predicting teachers' job satisfaction. When teachers perceive the school's functioning as an enabling, their school justice perceptions rise, which leads to an increase in their job satisfaction.

Teacher job satisfaction, organizational justice, and enabling school structures are significant variables that should be found in schools. The higher the degree of these structures, the fairer and more enabling school structures teachers perceive. Besides, these variables are associated with a healthy school climate and environments that promote trust (Hoy & Tarter, 2004; Hoy & Sweetland, 2000; 2001).



School principals' management style is related to the bureaucratic structure perceived by the teachers (Alanođlu & Demirtař, 2020). Therefore, school principals have significant responsibilities in building an enabling structure in schools. When school principals' leadership behaviors make it easier for the school to function and teachers do their job, teachers can perceive a more enabling structure. As a result, teachers' organizational justice perceptions and job satisfaction are likely to increase. With the increase in teachers' perception of these variables, they may make more effort to achieve effective and successful school outcomes. Thus, it is possible to say that student success will also increase. As a result, one of the existential goals of schools is to ensure student achievement, and the enabling school structure stands out as a significant factor in achieving this goal.

Limitations and Recommendations

The results obtained from the study can be generalized in terms of reflecting the perceptions of teachers. However, it should be kept in mind that these results are limited to high schools in Mersin during the 2016-2017 academic year and the scales used in the study. The current research is a cross-sectional study. A significant limitation of cross-sectional studies is that they are not studies that examine the development of the relationships achieved over time and state them in a specific period. Besides, the present study, a descriptive study by the cross-sectional study's nature, does not present a cause-effect relationship between variables.

Some recommendations can be made in terms of the results obtained. In-service training pieces can be organized about the practices school administrators should do to facilitate the bureaucratic structure. Efforts should be made to make teachers

adapt to the idea that schools' bureaucratic practices are made to enable their work. Besides, when it is considered that organizational justice is a significant determinant in teachers' perceptions of job satisfaction, it can be recommended for school administrations to be fair in the works and procedures conducted and explain these to teachers in the best way. Finally, qualitative studies can be performed about which practices teachers perceive as enabling and perceived as obstructive. By determining facilitating practices with these studies, these practices can be put to work in schools. Thus, teachers can develop more positive attitudes towards the school and the work they do.

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