

The Mediating Effect of the Trust of Managers in Teachers in the Relation between Manager Support and Organizational Justice*

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Abstract

This study aims to examine the relationship between perceived principal support of teachers who are working in primary schools under the Ministry of National Education and school principals' trust in teachers and organizational justice with structural equation modeling. The population of the study was 2217 teachers working in the districts of Eyyubiye and Karaköprü in the province of Şanlıurfa in the 2016-2017 academic year. The sample of the study was 332 teachers who were determined by the convenience sampling method. Data were collected through the Turkish versions of a principal support scale and an organizational justice scale. Findings show that first, teachers' perceived principal support directly affected the school principal's trust in teachers from the perspective of the teachers; second, teachers' perceived principal support directly affected their perceptions of organizational justice and indirectly influenced it through the school principal's trust in teachers; and finally, teachers' perceived principal trust directly affected teachers' perceptions of organizational justice. In conclusion, principal support for teachers directly affects principal trust in teachers. In addition, principal support and principal trust in teachers explain approximately 34% of the variance in organizational justice.

Key Words: Principal Support, School Principals' Trust in Teachers, Organizational Justice, Structural Equation Modeling.

Introduction

The socialization of individuals occurs through their learning the relationships, rules and roles that constitute society. Schools create a structured environment for the socialization of individuals, and their main objectives are to maintain and protect the existing society (Hoy, 1980). School staff, managers and teachers share the responsibility to create and provide the content that will lead students to learn. While teachers take a specific responsibility in the field of teaching, the principals are responsible for developing the school vision, keeping all the individuals in the school together, ensu-

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ring cooperation, managing the organization and ensuring its efficiency and ensuring that these are carried out in honesty and fairness (Tschannen-Moran & Gareis, 2015; Tuli, 2017). Moreover, managers at all levels are responsible for supporting the professional development of teachers and help teachers in their learning process (Evers & Eacott, 2016).

Supporting institutions deal with the well-being of their employees. This situation is one of the features of institutional support. Supporting institutions are proud of their employees. They deal with their needs and fulfil them as fairly as possible. In such environments, individuals feel confident in spending time and effort, and they are expected to be more beneficial, and their work performances higher in the institution they work for. The job satisfaction of the employees increases in an environment of trust, and they develop positive business behaviors (Randall, Cropanzano, Bormann, & Birjulin, 1999). Principal support in schools is an essential element for teachers' individual and academic development, job satisfaction and performance, and teachers should trust in principals about that they will support them (Blase & Blase, 1996; Boles, 1992; Hallam, Smith, Hite, Hite & Wilcox, 2015).

Trust is a key element for the functionality of a complex and interdependent society (Tschannen-Moran & Hoy, 2000) and it is one of the important factors in both human relations and human behavior (Taşdan & Yalçın, 2010). Trust that eliminates uncertainty is, beyond the feeling of warmth or compassion, the conscious regulation of one's dependence on the other. We are dependent on and need to trust in people who build our homes, grow and prepare our food, direct our investments, briefly, the people who will comply with our expectations in every aspect of life. In schools, students should trust their teachers; teachers should trust their colleagues and managers for collaboration in achieving the school objective (Tschannen-Moran & Hoy, 2000). Confidence includes willingness to take risks, generosity, reliability, openness and competence (Hoy & Tschannen-Moran, 1999) and should develop a strong sense of organizational justice (Hoy & Tarter, 2004).

Organizational justice connotes the perceptions of fairness of individuals in organizations (Hoy & Tarter, 2004). Justice means that the decisions and behaviors of administrations conform with ethical standards, religion or laws. Justice in organizations may be related to financial and non-financial resources. It can be implemented as a fair distribution of awards, performance evaluation procedures, promotion and equal promotion opportunities. Therefore, it implies the perception of employees about management. This perception can affect the attitude of employees towards management. When the principles of organizational justice are implemented honestly, it can improve employee satisfaction, dedication and commitment (Yean & Yusof, 2016).

Trust is effective in perceived organizational support and in the change of relations within the organization. When an environment of trust is created, employees believe that they will be rewarded for the good work they did, and the institution prom-

ises to provide them with sufficient rewards. This ensures the continuation of positive behaviors, which can lead to an increase in job satisfaction of employees. For this reason, teachers who think that the school is dependent on them and behave voluntarily on behalf of the school will have high job satisfaction and will ultimately strive to improve their business performance (Bogler & Nir, 2012). There is a positive correlation between teachers' perceived social support levels and organizational trust, as well as between organizational support and trust in school principal (Taşdan & Yalçın, 2010).

Organizational justice perception affects organizational support and organizational trust (Khiavi, Shakhi, Dehghani, & Zehiri, 2016). Employees who feel supported by their organization reflect this positive attitude in their works and they also have a positive attitude towards their organization. Employees also care about their organization help in achieving the objectives of the organization, and their organizational loyalty increases (Noruzy, Shateri, Rezazadeh, & Hatami-Shirkouhi, 2011). School principals may appreciate teachers for their contribution and show them that they are ready to help them when there is a need, care for their wellbeing and display supportive behavior to make them feel in cooperation with the school and can do this in a fair way (Demir, 2015).

Trust in the principal implies the reassurance that principals will tell the truth, keep their word, and support teachers in case of need (Tschannen-Moran & Hoy, 2000). Trust in the principal is central to creating a sense of justice in the school working environment (Hoy & Tarter, 2004). The school principal is crucial in developing a sense of organizational justice. According to the model of trust-justice, teacher behavior, the trust of the teacher in the colleagues, the principal's managerial leadership, and the trust in the principal together constitute organizational justice. These elements interact with each other, improve school justice and reinforce the environment of trust (Hoy & Tarter, 2004).

Method

Research model

The current study follows a relational design and examines the relationship between teachers' perceived principal support, their levels of trust in the principal, and their organizational justice perceptions. Structural Equation Modeling was used to analyze the relationship between variables in the study. Structural equation modeling is a statistical technique used to validate a structural model developed based on the relationships between the cases (Byrne, 2010).

Population and sample

The population of the study was 2217 teachers working in primary schools in the central districts of Eyyübiye and Karaköprü in Şanlıurfa province. The original sample

of the study was 332 teachers who were selected by convenience sampling; however 332 (female =240 72.3%, male =92 27.7%) teachers accepted to participate voluntarily in the research and filled the data collection tools completely. Of these teachers, 144 (43.4%) had been working in their institution for one to two years, 153 (46.1%) for three to four years, and 35 (10.5%) for five years or more.

Data collection tools

In this study, a form consisting of four parts was used. The first part of the form consisted of demographic information (gender, working time in the school); the second part was the “Principal Support Scale”; the third, “Principal Trust in Teachers Determination Scale - Teacher Form”; and the fourth, “Organizational Justice Scale” are included.

The adaption of “*Principal Support Scale*” which was developed by Dipaola (2012), to Turkish was carried out by Demirtaş, Demirbilek, Özer and Honey (2016). In the current study, second-level confirmatory factor analysis was performed for Principal Support Scale (Figure 1). The fit indices for second-order confirmatory factor analysis were: $\chi^2 = 328.60$, $sd = 124$, $\chi^2/sd=2.65$, $GFI=0.94$, $AGFI=0.93$, $NFI=0.95$, $NNFI/TLI=0.96$, $IFI=0.95$, $CFI= 0.96$, $RMSEA=0.038$, $RMR=0.031$, $SRMR=0.040$. The Cronbach Alpha internal consistency coefficient of the scale in the current study was .96.

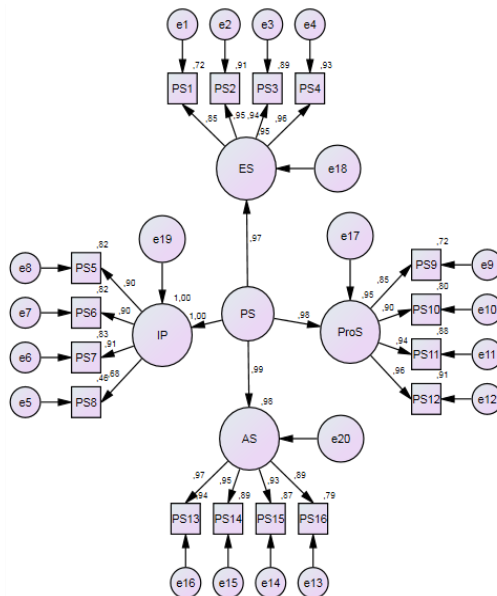


Figure 1. Principal Support Scale (PS) Second-Level Confirmatory Factor Analysis

Principals' Trust in Teachers Determination Scale - Teacher Form: The scale developed by Canlı (2016) consists of the following subscales: “Proficiency” (7 items) 3, “Trustworthiness” (4 items), “Openness” (4 items) and “Benevolence” (3 items) The fit indices resulting from the second-order confirmatory factor analysis that was carried out for the scale with the current data set were: $\chi^2= 151.84$, $sd = 54$, $\chi^2/sd=2.05$, $GFI=0.95$, $AGFI=0.93$, $NFI=0.95$, $NNFI/TLI=0.95$, $IFI=0.96$, $CFI= 0.96$, $RMSEA=0.050$, $RMR=0.041$, $SRMR=0.044$ (Figure 2). The Cronbach Alpha internal consistency coefficient of the scale was .92.

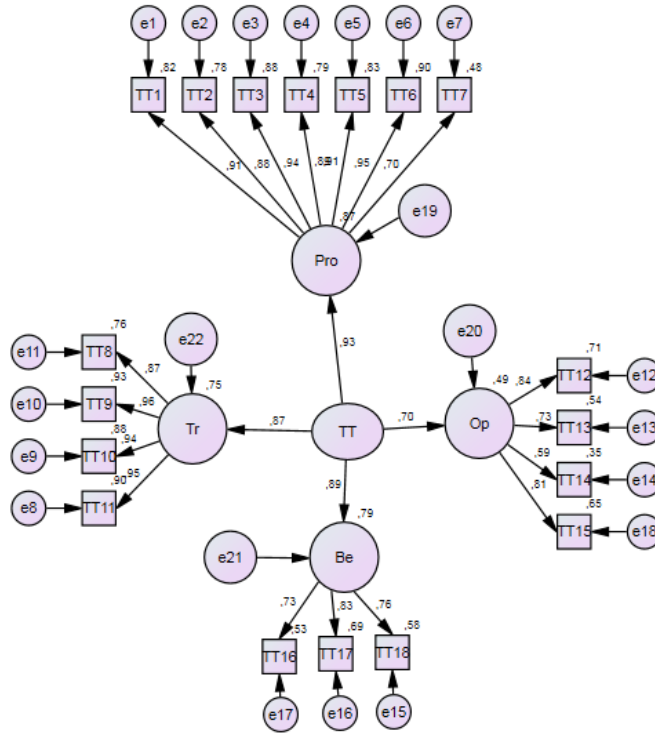


Figure 2. Principals' Trust in Teachers Determination Scale - Teacher Form (TT) Second-Order Confirmatory Factor Analysis

Organizational Justice Scale: This scale was developed by Donovan, Drasgow and Munson (1998). Wasti (2001) adapted it into Turkish and revealed two sub-scales as follows: relations with superiors (14 items); and relations with employees (4 items). In the current study, second-order confirmatory factor analysis was conducted and the fit indices were calculated as follows: $\chi^2_{nd}= 122.76$, $sd = 62$, $\chi^2_{nd}/sd=1.98$, $GFI=0.97$, $AGFI=0.94$, $NFI=0.96$, $NNFI/TLI=0.96$, $IFI=0.97$, $CFI= 0.96$, $RMSEA=0.038$, $RMR=0.040$, $SRMR=0.039$ (Figure 3). The Cronbach Alpha internal consistency coefficient of the scale was .80.

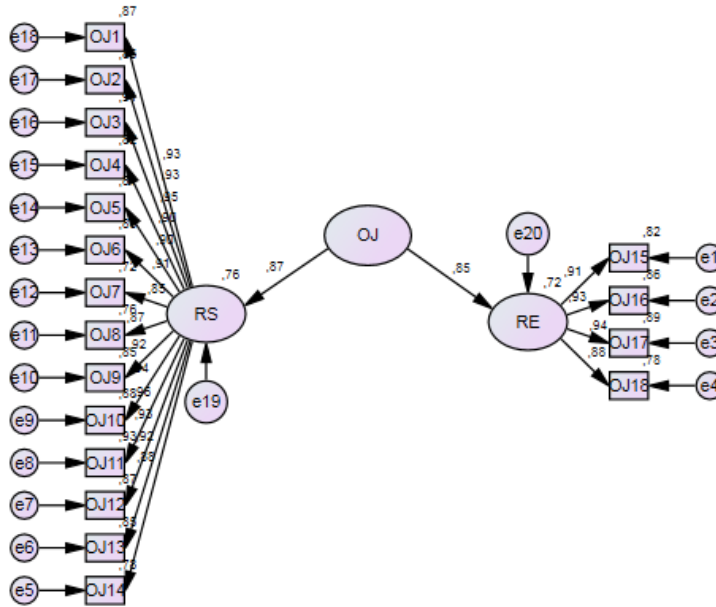


Figure 3. Organizational Justice Scale (OJ) Second-Order Confirmatory Factor Analysis

Data analysis

Preliminary data analyses

Before the structural equational modeling procedure, a number of preliminary analyses were run on the current data set. First, the missing data in the data set were identified (Karagöz, 2016) and the related missing data forms were excluded from the data set. After this process, the data of 328 participants remained in the data set (Four data forms were extracted). Second, outlier analysis was performed (Pallant, 2011) and four participants were found to have outliers in their data. The data of these four participants were removed, which meant that the study sample consisted of the data of 324 participants. Third, single-variable and multivariate normal distribution tests (Byrne, 2010) were conducted. In the examination of univariate normality, skewness and kurtosis values are assumed to be between +1 and -1, and Z scores between +3 and -3 (Çokluk, Şekercioğlu & Büyüköztürk, 2010). The data that belonged to 14 teachers were removed from the dataset at this stage. As a result of the analyses, it was determined that the data set met the assumptions of univariate normality. Multivariate normality analyses (Kline, 2010) were performed to determine whether the data set had a multivariate normal distribution. The final analyses were made over the data that were obtained from 310 forms. The results are shown in Table 1.

Table 1.

Multivariate Normality Analysis

Variable	min	max	Skewness	c.r.	kurtosis	c.r.
PS	18.000	96.000	-.383	-2.817	-.659	-2.421
TT	27.000	82.000	-.599	-4.405	-.652	-2,397
OJ	30.000	84..000	-.822	-6.044	-.173	-.637
Multivariate					-.446	-.732

(Note: PS=:Principal Support; TT:Trust in Teacher;, OJ:Organizational Justice; c.r.:critical ratio)

According to the results of multivariate normality analysis (Table 1), the data set met the multivariate normality assumptions (multivariate kurtosis = .492; multivariate c.r. = -.791). At this stage, the cases that had a multivariate kurtosis value between +2 and -2, and multivariate critical ratio value of less than 1.96 were taken as criteria (Bayram, 2010).

Structural equation model analysis procedure

In the scope of the present study, the Structural Equality Model was analyzed by using the Two-Stage Approach. Çelik and Yılmaz (2013) reported that the measurement and the structural model would be analyzed separately in the Two-Stage Approach, and the first stage of the Two-Stage Approach could also be considered as DFA. In this context, the Confirmatory Factor Analysis (CFA) was made as the first stage of the Two-Stage Approach, and the results of the analysis are given in the “Data Collection Tools” part. At the determination of the estimation method that would be used, the basis was the normal distribution of the dataset with multiple variables, and it was decided that the “Maximum Likelihood” Method (Kline, 2010), which is a common method used in the literature in cases where the dataset shows a multivariate and normal distribution, was used. The commonly-used indices were taken as the bases to determine whether the model would be accepted or not when the structural equality model was analyzed. These indices are; χ^2/sd , GFI, AGFI, NFI, NNFI/TLI, IFI, CFI, RMSEA, RMR, SRMR, SRMR (Hu & Bentler, 1999; Kline, 2010).

Drawing and analysis of the Structural Equation Model (Figure 4). In this study, the analyses were made with the Amos 21 program. When it was decided whether the model was accepted or not, the fitness indices seen in Table 2 was taken as the basis. The findings and results obtained from the analysis are explained in the results section of the article.

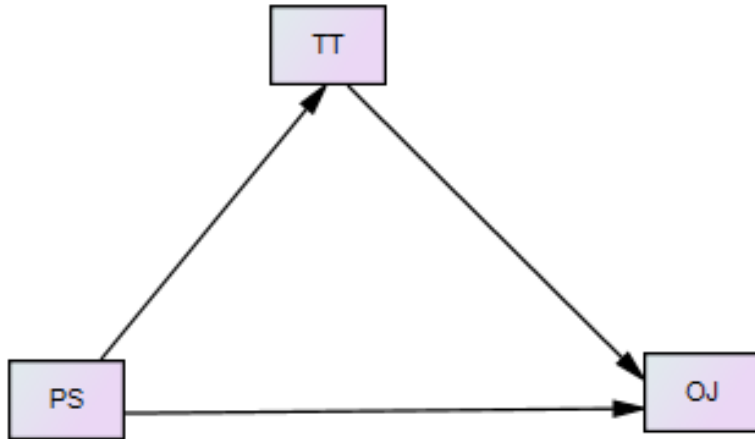


Figure 4. Model to be Tested

(PS: Principal Support, TT: Trust in Teachers, OJ: Organizational Justice)

The model developed on a theoretical basis is shown in Figure 4. According to this model, the support of managers affects the trust of school managers in teachers and organizational justice in a direct way, and the trust of school managers in teachers in an indirect way. The trust of school managers in teachers affects organizational justice in a direct way.

Findings

As a result of the analysis of the model (Figure 1) based on the theoretical model of the study, it was determined that the fit indices of the model were within the accepted limits in the literature. The obtained results are presented in Table 2.

Table 2.
The Results of Goodness-of-Fit Index of the Model

Conformity Index	Acceptable Fit	Good Fit	Goodness-of-Fit Values Obtained in the Study
χ^2 /sd	$2 \leq \chi^2 /sd \leq 5$	$0 \leq \chi^2 /sd < 2$	1.124 (Good Fit)
GFI	$.90 \leq GFI < .95$	$.95 \leq GFI \leq 1.00$.99 (Good Fit)
AGFI	$.85 \leq AGFI < .90$	$.90 \leq AGFI \leq 1.00$.97 (Good Fit)
NFI	$.90 \leq NFI < .95$	$.95 \leq NFI \leq 1.00$.99 (Good Fit)
NNFI/TLI	$.95 \leq NNFI < 0.97$	$.97 \leq NNFI \leq 1.00$.99 (Good Fit)
IFI	$.90 \leq IFI < 0.95$	$.95 \leq IFI \leq 1.00$.99 (Good Fit)
CFI	$.95 \leq CFI < 0.97$	$.97 \leq CFI \leq 1.00$.99 (Good Fit)
RMSEA	$.05 \leq RMSEA \leq 0.08$	$0 \leq RMSEA < .05$.02 (Good Fit)
RMR	$.05 \leq RMR \leq 0.08$	$0 \leq RMR < .05$.03 (Good Fit)
SRMR	$.05 \leq SRMR \leq 0.08$	$0 \leq SRMR < 0.05$.004 (Good Fit)

(Bayram, 2010; Brown, 2006; Çelik & Yılmaz, 2013; Çokluk, Şekercioğlu & Büyükköztürk, 2010; Harrington, 2009; Hu & Bentler, 1999; Kline, 2010; Schermelleh-Engel, Moosbrugger & Müller, 2003; Sümer, 2000; Şimşek, 2007).

It was found that the fit indices of the structural equation model confirmed in Table 2 [χ^2 /sd (1.451) ratio, GFI (0.98), AGFI (0.97), NFI (0.99), NNFI/TLI (0.99), IFI (0.99), CFI (0.99), RMSEA (0.01), RMR (0.01) and SRMR (0.003) indices] have a "good fit" value. The path diagram of the verified model, the standardized path coefficients (regression coefficient) and the coefficients of determination according to the result of the analyses, R^2 are shown in Figure 2.

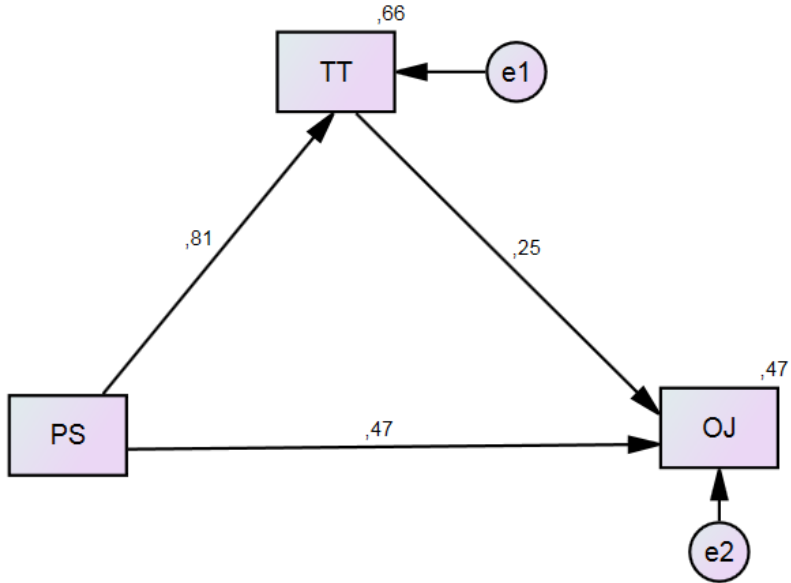


Figure 5. Path diagram of verified model, standardized path coefficients (regression coefficient) and the coefficients of determination (R^2)
(Note: PS = Principal Support; TT = Trust in Teachers;
OJ = Organizational Justice)

The structural equation model in Figure 2 shows that organizational justice was directly affected by principal support and trust in teachers, but indirectly affected by trust in teachers. According to the confirmed model, principal support directly and positively affected trust in teachers ($\beta=0.61$; $t=13.739$; $p < .05$), principal support directly and positively affected the organizational justice ($\beta=0.40$; $t=6.902$; $p < .05$), trust in teachers directly and positively affected the organizational justice ($\beta=0.24$; $t=4.155$; $p < .05$) at a statistically significant level.

Trust in teachers undertook the role of full mediation in the relationship between principal support and organizational justice. Principal support explained 38% of the variance in the trust in teachers. Principal support and trust in teachers explained approximately 34% of variance in organizational justice. Regression values confirm the hypotheses of the mediation test. The model in Figure 2 shows that when the variable of trust in teachers was added to the model, the relationship between principal support and organizational justice became significant ($\beta=0.40$; $t=6.902$; $p < .05$). When the relationships between the variables were assumed to be direct, the β value increased to .55, and the β value decreased to .40 after the addition of trust in teachers to the model. These findings suggest the mediating effect of trust in teachers in the relationship between principal support and organizational justice. The standardized direct, indirect

and total effects for the variables included in the structural equation model are shown in Table 3.

Table 3.
Standardized Direct, Indirect and Total Effects of the Verified Model

	TT			OJ		
	Direct	Indirect	Tot.	Direct	Indirect	Tot.
PS	.61		.61	.40	.15	.55
TT				.245		.24

p<.05 (Note: PS = Principal Support; TT = Trust in Teachers; OJ = Organizational Justice)

Examination of Table 3 shows that the principal support directly affects the trust in teachers (.61) and organizational justice (.40). Trust in teachers also directly affected organizational justice (.24). Finally, principal support indirectly affected organizational justice (.15). Examination of the total effects in Table 3 shows that the total effect of the perceived principal support on the trust in teachers was .61; and the total effect on organizational justice .55. The total effect of trust in teachers in organizational justice was .24. In addition, the trust in the teacher had the role of mediating in the relation between the support of the manager and organizational justice in the current study. It was also determined that the mediating effect of trust in teacher on organizational justice was .15.

Conclusion, Discussion and Recommendations

This study aimed to examine the relationship between perceived principal support of teachers who are working in primary schools under the Ministry of National Education, and school principals' trust in teachers and organizational justice by using path analysis which is one of the structural equation models. The model that was developed based on the literature was verified, and the fit indices obtained as a result of the performed analyses provided evidence that the model was acceptable.

Results showed that teachers' perceived principal support, that is, principal support for teachers directly affects the school principal's trust in teachers from the perspective of teachers. The importance of school principals in achieving the objectives of schools (Abdullah & Kassim, 2012) is an indisputable fact. In this respect, it can be stated that school principals' trust in teachers and their support for teachers will affect teachers' emotions, thoughts and behaviors positively about school (DiPaola, 2012; Demirtaş, Özer, Demirbilek & Balı, 2016).

The effect of the trust of principals in teachers and teachers' feeling this is positive when considering the benefits of creating an atmosphere of trust in the school. This will also contribute to the development of the school, and increase the quality of teaching. The school principal's support for teachers is necessary to establish and maintain trust-based relationships at school (Bryk & Schneider, 2002; Kral, 2012). Principal support explained 38% of the variance in trust in teachers. The supportive behavior of school principals, their belief in teachers, and making them feel this will allow teachers to trust the principal, which will contribute to the formation of a healthier and more trust-based school environment. In a school environment where mutual trust is created, it may be easier to organize and achieve educational activities that are based on cooperation and teamwork.

On the other hand, the trust of the principal in teachers will affect principal-teacher relations positively, and contribute to the positive school climate and the performance of teachers. The behavior of school principals has an important role in the development of the perceptions of teachers about justice in their schools. The perception of teachers about whether school the manager treats them fairly will be the determinant of the perception of organizational justice. Based on this, it was shown that teachers' perceived principal support directly affected the organizational justice perceptions of teachers, and indirectly influenced it through school principal's trust in teachers. It can be stated that school principals' support for teachers can reduce stress in schools, increase teachers' commitment to school and motivation, and accordingly increase their performance and increase teachers' positive perceptions about school principal (Kelley & Finnigan, 2003; Tokgöz, 2011; Taşdan & Yalçın, 2010). Similar results were obtained in the studies conducted by Uzun (2018), DeConinck, J.B. (2010) and Zaitouni & Nassar (2015). School principals' supportive behaviors of teachers will positively affect teachers' beliefs that their school is a fair organization. The school administrators who are aware of this case will have a supportive attitude towards teachers, which will contribute to the schools in achieving their objectives.

As a result of the research, teachers' perceived trust in the principal directly affected their perceptions of organizational justice. We can say that there are many positive results of the existence of a relationship based on trust in the school environment (Berkovich, 2018; Bryk & Schneider, 2002; Özer, Demirtaş, Üstüner & Cömert, 2006; Tschannen-Moran, 2014). In this respect, it is possible to say that teachers' perceptions of school principals' trust in them may directly or indirectly affect many variables such as organizational justice in the school environment (Hoy & Tarter, 2004; Tahseen & Akhtar, 2015). Principal support and principals' trust in teachers explain approximately 34% of the variance in organizational justice. It can be stated that a trust-based school environment will make employees feel comfortable and increase their motivations and thus increase their performance.

In the current study, it was revealed that principals' support of teachers directly

affects principals' trust in teachers. School principals should engage in professional development activities to learn about how to support teachers and strive to become leaders. On the other hand, principal support positively affects teachers' perceptions of organizational justice. In other words, as principal supports teachers, teachers perceive their school as a more equitable organization. Therefore, school principals also need opportunities for professional development in terms of educational and instructional leadership to create a fair school environment. School principals should be aware of the importance of teacher support for school success.

Results of the present study showed that trust in teachers had an intermediary effect in the relation between the support of the principal and organizational justice. The principals' support of teachers is also a way of showing them that the principal trusts them. It was also determined in the present study that principal support directly affected trust in the teachers. In this respect, as the support increases, teachers perceive that the principal trusts them, which affects their perceptions of organizational justice. School managers must be aware that supporting teachers is a way of showing their trust and that trust has a positive effect on their perceptions of organizational justice, and that firstly, they must support and trust their teachers to create a trust-based atmosphere in their schools.

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