Effect of Perceived Organizational Justice and Organizational Trust on Organizational Commitment Behavior[1]

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ABSTRACT

The aim of this study is to determine the effect of perceived organizational justice and organizational trust on organizational commitment. The sample of the study in the survey model is composed of 566 primary school teachers working in the province and the districts of Edirne during the 2010-2011 educational year. The data of the study was collected using three different scales administered simultaneously. In the study, two basic results were obtained through using Beugre's "Organizational Justice Scale", Nyhan and Marlowe's (1997) "Organizational Trust Scale" and Meyer and Allen's (2004) "Organizational Commitment Scale". First, it was determined that there was a positive and high relationship between the predictive variables of organizational justice and organizational trust and the predicted variable of organizational commitment. Second, the feeling of organizational trust was determined statistically to have higher accountability for the organizational commitment when compared to the feeling of organizational justice. As a result of the Path analysis, it was observed that the sub-dimensions of the organizational trust and organizational justice behaviors predicted the organizational commitment behavior in the positive direction. In conclusion, it can be stated that employees' high organizational trust and organizational justice perceptions will result in an increased organizational commitment.

Key Words: Organizational commitment, Organizational justice, Organizational trust

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INTRODUCTION

Schools, established to meet social and individual needs, have been especially regarded as an important source of social and individual change after the second half of the twentieth century (Olson, 2007). The primary role in schools' fulfilling this assigned duty belongs to the teacher. The effect of teachers who are responsible for planning and managing educational efforts effectively on schools is much higher when compared to other elements (Clark, 1984; Lockheed, 1989; Solmon, 1996; Celep & Polat, 2008). For teachers to be able to yield products expected from educational systems and perform their duty fully, it is necessary that they should work in an appropriate organizational environment. One of the variables of the organizational environment, organizational commitment behavior has been a subject attracting attention of researchers especially in recent years. The number of research studies investigating the extent of the effect of organizational commitment on teachers' performing the duties expected of them has increased, especially in recent years (Sheldon, 1971; Varoğlu, 1993; Balay, 2000; Celep, 2001; 2002; Guatam, 2005; Frow, 2007; Tutar, 2007; Buluç, 2009).

In the literature, research studies trying to test relationships between organizational commitment behavior and different contents and variables have increased in number. Some researchers have investigated the relationships between organizational commitment and leadership styles of directors (Balay, 2000; Buluç, 2009; Çokluk & Yılmaz, 2010), school culture and climate (Çetin, 2004; Sezgin, 2010; Korkmaz, 2011), organizational support (Özdevecioğlu, 2003), job satisfaction (İşcan & Sayın, 2010), citizenship (Celep et al., 2005; Gürbüz, 2006; Yılmaz & Çokluk-Bökeoğlu, 2008; Baş & Şentürk, 2011), health (Mete & Celep, 2004), and burnout (Güneş, Bayraktaroğlu & Kutanis, 2009).

Moreover, while some researchers have investigated the relationship between organizational commitment and organizational justice (Folger & Konovsky, 1989; Doğan, 2008; Kaneshiro, 2008; Yazıcıoğlu & Topaloğlu, 2009; Erkuş, Turunç & Yücel, 2010; İşcan & Sayın, 2010; Meydan, Basım & Çetin, 2011; Uğurlu & Üstüner, 2011), others have investigated the relationship between organizational commitment and organizational trust (Costigan, İlter & Berman, 1998; Dirks & Ferrin; 2001; Demircan & Ceylan, 2003; Çetinel, 2008; Yılmaz, 2008; Demirel, 2008; Paker, 2009; Taşkın & Dilek, 2010; Agun, 2011). However, only one study (Kaneshiro, 2008) has revealed which of the variables of organizational trust and organizational justice had stronger effect on teachers' organizational commitment behavior. While no domestic studies have been found to have studied the relationship between organizational commitment, trust and justice, only one study is available in the foreign literature. Especially, researchers have dealt with the variables of organizational commitment, organizational trust and justice together in the same study, but they have not investigated the fact that organizational trust and justice behavior will be more effective in predicting organizational commitment. This study will make an important contribution to the educational management literature since it investigates the relationship between organizational commitment, trust and justice. This study will consider the effect of the organizational trust and justice perceptions of teachers who work in primary schools on their organizational commitment levels.

In this study, purposed to predict the organizational commitment levels of the teachers working in primary schools via their organizational trust and justice perceptions, the main

purpose is to find an answer to the question of 'Which has stronger effect on the teachers' organizational commitment behaviors, organizational trust perception or organizational justice perception?'.

Organizational Commitment

In the literature, there are many definitions available on the concept of organizational commitment. Hall et al. (1970) defined organizational commitment as "the integration and adjustment of organization's and individual's goals within the course of time". According to Sheldon (1971), organizational commitment is an attitude or orientation maintained toward organization, which attaches an individual's identity to organization. An individual's feeling of commitment toward a certain style of behavior and people around him or her creates a commitment to orient to certain behaviors. Wiener (1982) explained organizational commitment as a sum of normative pressures internalized in order to act in a way to meet organizational interests. Lee (1971) defines organizational commitment as the integration with the organization. Organizational commitment is an individual's acceptance of the organizational goals and values, spending effort in the way toward achieving these goals and desire to continue his or her organizational membership (Durna & Eren, 2006). In other words, organizational commitment might arise from an obligation, a desire or a need to continue organizational membership (Meyers & Allen, 1991). It is observed that classifications related to organizational commitment are based on three basic approaches (Gürbüz, 2006). The concept of organizational commitment has been classified as affective commitment, continuance commitment and normative commitment (Allen & Meyer, 1990).

Affective commitment refers to an individual's desire to stay in the organization and his or her affective commitment to the organization (Huselid & Day, 1991). Employees' affective commitment is an indication of their flinging themselves into organizational objects more tightly, identification, integration with the organization, adoption of organizational goals and values and spending extraordinary effort for the benefit of the organization (Allen & Meyer, 1990). When an employee feels that his or her own values overlap those of the organization, he or she affectively commits to the organization (Wiener, 1982). It amounts to employee commitment to the organization affectively, feeling like a part of the organization and identifying with it (Buluç, 2009). Since an employee with affective commitment sees himself or herself as belonging to the organization and a part of it, he feels very happy to be in the organization and does not consider leaving the organization (Meyer & Herscowitch, 2001). Affective commitment is the most desired kind of commitment for organizations (Uyguç & Çımrın, 2004; Doğan & Kılıç, 2007).

Normative commitment refers to an employee's sense of responsibility toward the organization and includes an element of obligation arising from the belief of liability (Gül, 2002). In normative commitment, organizational loyalty is important and employees feel a moral obligation about this matter (Boylu et al., 2007). Normative commitment was expressed as employees' feeling themselves committed to the organization with a sense of moral duty because they think they should not leave the organization (Meyer & Allen, 1997). Normative commitment reflects the sense of belonging which individuals feel to stay in the organization (Meyer et al., 2002). Meyer, Allen and Smith (1993) defined normative commitment as a kind of

commitment developed as a result of ongoing loyalty toward the employer or with a sense of returning such favors as educational expenses which the organization bears for an individual.

Also known as rational commitment in the literature, continuance commitment means being aware of costs brought about as a result of leaving the organization (Chen et al., 2003; Yüceler, 2009). In continuance commitment, since employees believe that they have to stay in the organization, they are in the organization (Frow, 2007). From the point of view of administrators, continuance commitment is less important than affective commitment (Yüceler, 2009). Continuance commitment is dependent on external factors, and for this reason, the person does not integrate with his or her organization (Tutar, 2007).

Affective commitment expresses employees' staying in the organization because they desire to; continuance commitment expresses individuals' staying in the organization since they need to; normative dimension expresses individuals' staying in the organization because they have to (Zangaro, 2001). Affective commitment expresses employees' interest in the organization affectively and their desire to be identified and integrate with the organization; continuance commitment expresses individuals' perceptions related to costs to appear in case of leaving the organization; normative commitment expresses employees' duty perceptions related to administration and colleagues (Guatam, 2005). Organizational commitment behavior has some positive results from individual and organizational aspects. When employees' organizational commitment behaviors increase, their absenteeism decreases (Newstrom & Davis, 1993) their organizational citizenship behaviors are affected positively, the health of organization increases (Tsui & Cheng, 1999; Celep & Mete, 2005), their feeling of trust increases (Demirel, 2008), their organizational justice perceptions are affected (Cihangirlioğlu, 2011) and their feelings of trust toward their organizations increase (Polat & Celep, 2008).

Organizational Justice

The concept of organizational justice began to appear in the social sciences literature after the 1970's (Greenberg, 1987). It can be said that the current concept of justice started with Adams. Organizational justice is defined as employees' beliefs related to the fact that administrative processes are fair (Koys & DeCotiis, 1991). Organizational justice amounts to employees' perceptions about being treated fairly by the employing organization (Kaneshiro, 2008). Organizational justice is the most important virtue which must be present in organizations (Rawls, 1971). Today, researchers examine the concept of justice in four separate dimensions. The first dimension, distributive justice, was theorized by Adams (1965); the second dimension, procedural justice, was proposed by Leventhal, (1980), and Thibaut and Walker, (1978); and the third dimension, called interactional justice, was postulated by Bies and Moag (1986). Finally, interactional justice was further theorized to have two dimensions: interpersonal justice and informational justice (Greenberg, 1993; Colquitt, 2001). Distributive justice is based on the theory of social exchange and related to the sharing of rewards appearing later. Distributive justice is the perception of justice related to the fairness of distribution of wages, rewards and promotions to employees (Colquitt, Greenberg & Zapata-Phelan, 2005). Procedural justice is a set of perceptions related to procedural processes which organizations follow in actions they perform (Folger & Cropanzano, 1998) or perceptions of justice related to procedures used in decision-making (Eskew, 1993). While distributive justice is related to

fairness in the distribution of resources, procedural justice is related to the fairness of decisions about the distribution of activities (Korsgaard & Roberson, 1995). While procedural justice is related to the fairness of procedures performed, distributive justice is related to the fairness of results obtained (Folger, 1977). Interactional justice, a third kind of justice, refers to the quality of interpersonal relationships. Interactional justice amounts to individuals' being sensitive to one another when organizational procedures are put into effect (Bies & Moag, 1986). Interactional justice emphasizes the social aspect of organizational justice and is evaluated with investments made in interpersonal relationships and outputs obtained from these relationships (Ramamoorthy et al., 2004). Robert J. Bies defines interactional justice as the quality of attitudes and behaviors which employees face when organizational procedures are performed (Atalay, 2002).

Organizational Trust

Trust is mentioned among basic emotions bearing great importance in interpersonal relations (Hoy & Tschannen-Moran, 2003). According to Taylor (1989), the concept of trust is understood by almost everybody, but difficult to explain or define. Organizational trust is an individual's perceptions related to support provided by the organization and belief about administrators' being outspoken and keeping their promises (Mishra & Morrissey, 1990). According to McAllister (1995), trust is being certain of another person's words, behaviors and decisions and willingness to act in accordance with these. Organizational trust can be expressed as a network of organizational relations and behaviors composed of organization members' trust in administrators and organizations in relationships and interactions in the organization (Tschannen-Moran & Hoy, 1998; Hoy & Tschannen-Moran, 1999; Tschannen-Moran, 2001). Organizational trust refers to behaving toward one another openly, honestly, with interest and realistically in relationships and interactions in the organization and being willing to be informed about basic goals, norms and values (Mishra, 1996). According to Wech (2002), trust is explained as a psychological element including positive feelings related to individuals' thoughts and behaviors toward one another (Wech, 2002). Organizational trust denotes employees' being certain of procedures and policies which are likely to affect the organization even under risky conditions and having positive expectations related to these procedures and policies (Cemaloğlu & Kılıç, 2012). Organizational trust is generally defined as being open, interested and eager to believe one another. Trust is a person's accepting another person's actions helplessly (Mayer, Davis & Schoorman, 1995).

METHOD

This study is a relational survey. In the research model, there are three variables, two independent and one dependent. The distributive, procedural, interactional and systemic justices, sub-dimensions of organizational justice are independent variables in this study. Interpersonal justice and systemic justice are the sub-dimensions of organizational trust, another independent variable of the study. However, the sub-dimensions of organizational commitment, the dependent variable of the study, are normative, affective and continuance commitment. Based on the answers given by the teachers, this study attempted to determine if

there was a relationship between organizational trust, organizational justice and organizational commitment and, if any, at which level and in which direction they affected one another. Moreover, in the study, answers were sought to the question "Which had a stronger effect on the teachers' organizational commitment perceptions, organizational trust perception or organizational justice perception?"

Population and Sample

The target population of the study is composed of 2367 teachers working in the 2010-2011 educational year in the public primary schools located within the provincial borders of Edirne and connected to the Ministry of National Education. There are a total of nine districts including the central district in the province of Edirne, all of which districts were taken as a sample. The sample was composed by using the non-proportional element sampling method from among 2367 teachers working in the primary schools in these nine districts. The sample size was calculated by applying the sample size calculation formula. It was determined that the sample had to be composed of 480 people. To minimize difficulties encountered during the application and to increase the validity of the sample, a sample group of 566 people was reached. Of this sample, 215 of these teachers (37.9%) were female and 351 of them (62.1%) were male. Of the female teachers, 18.6% had a professional service length of 1-5 years, 32.1% of them had a professional service length of 6-10 years, 37.6% of them had a professional service length of 11-16 years, and 11.6% of them had a professional service length of 16 years and more. Of the male teachers, 15% had a professional service length of 1-5 years, 30.1% of them had professional service length of 6-10 years, 44% of them had a professional service length of 11-16 years, and 11.9% of them had a professional service length of 16 years and more.

Data Collection Tools

The data was collected through three different scales administered simultaneously. The first scale was the "Organizational Justice Scale" (OJS) developed by Beugre (1996); the second scale was the "Organizational Trust Scale" (OTS) developed by Nyhan and Marlowe (1997); and the third scale was the "Organizational Commitment Scale" (OCS) developed by Meyer and Allen (2004).

The Organizational Justice Scale used in this study was composed of a total of 35 items. Ten items in the scale measured the distributive justice dimension, five items measured the procedural justice dimension, ten items measured the interactional justice dimension and ten items measured the systemic justice dimension of the scale. The individuals answering the Organizational Justice Scale expressed their participation levels for each item by marking one of five alternatives ranging from (1) Strongly Disagree to (5) Strongly Agree. To determine the reliability of each dimension of the scale, the Cronbach's Alpha internal consistency coefficients were calculated based on the items under analysis. These coefficients were found to be 0.91 for the distributive justice dimension, 0.78 for the procedural justice dimension, 0.95 for the interactional justice dimension, 0.93 for the systemic justice dimension and 0.96 for the whole scale.

The Organizational Trust Scale was composed of twelve items, eight that measured the interpersonal trust sub-dimension and four items that measured the systemic trust sub-

dimension of the scale. The individuals answering the Organizational Justice Scale expressed their participation levels for each item by marking one of seven alternatives ranging from (1) Almost Never to (7) Always. To determine the reliability levels of each of the dimensions of the scale, the Cronbach's Alpha internal consistency coefficients were calculated based on the items under analysis. These coefficients were found to be 0.96 for the interpersonal trust dimension, 0.90 for the systemic trust dimension and 0.97 for the whole scale.

The Organizational Commitment Scale used in this study was composed of seventeen items. Six items measured the affective commitment dimension, five items measured the normative commitment dimension and six items measured the continuance commitment dimension of the scale. The individuals answering the Organizational Justice Scale expressed their participation levels for each item by marking one of five alternatives ranging from (1) Strongly Disagree to (5) Strongly Agree. To determine the reliability levels of each of the dimensions of the scale, the Cronbach's Alpha internal consistency coefficients were calculated based on the items under analysis. These coefficients were found to be 0.85 for the affective commitment dimension, 0.89 for the normative commitment dimension, 0.79 for the continuance commitment dimension and 0.81 for the whole scale.

Data Analysis

Descriptive statistics, correlations, and standard multiple regression statistics were made on the variables of the model, whereas the effects of trust and justice on organizational commitment were investigated using the path analysis technique. The results of the study were tested at p<.05 level.

FINDINGS

The multiple-regression analyses indicated that the sub-factors of organizational trust and organizational justice could be used to account for the organizational commitment behavior. To test if organizational justice, organizational trust and organizational commitment and its sub-dimensions affected one another in a non-linear way, an alternative model was established. When all the values included in Table 1 were taken into consideration, the model gave near-perfect fitness. The goodness-of-fit values of the path model established on the sub-factors of justice, trust and commitment were reported in Table 1.

Table 1. *Model Fitness Index Values*

c^2	Df	p	CFI	TLI	90% C.I RMSEA	SRMR
42.408	10	0.00	.993	.996	[.053, .10]	013

**p<.01

Figure 1 specifies the sub-dimensions of organizational trust and justice, the parameters and standard coefficients of the Path analyses made for the theoretical model formed based on the relationship between the demographic data and organizational commitment and linear, nonlinear and total standardized effects.
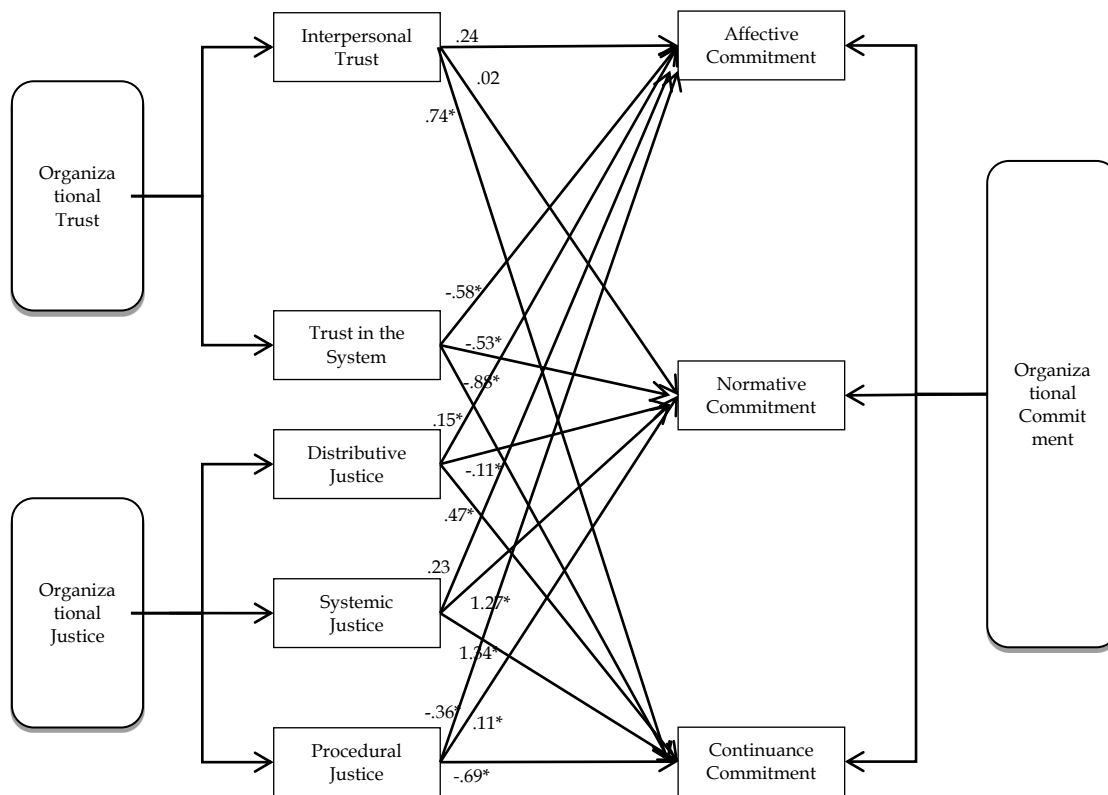
* c^2 = 42.480, df= 10, p=0.00, RMSEA=.053

Figure 1. *Structural model indicating the relationship between the sub-dimensions of organizational trust and organizational justice and organizational commitment (standardized path coefficients were given)*

When the standard path coefficients and p values shown in Figure 1 were examined, it was observed that while the increase in the teachers' interpersonal trust perceptions accounted for 74% of the continuance commitment, it failed to predict the affective commitment and continuance commitment. This finding indicates that interpersonal trust, which is the sub-dimension of the organizational trust behavior, was a strong predictor of the continuance commitment dimension of the organizational commitment behavior. This finding can be interpreted by saying that the affective commitment behavior increased with the positive interpersonal trust perception. The increase in the teachers' distributive justice perceptions accounted for 15% of the affective commitment behavior and 47% of the continuance commitment behavior. However, distributive justice failed to account for the normative commitment behavior. This finding indicates that the distributive justice behavior, which is the sub-dimension of the organizational justice behavior, was a stronger predictor of the continuance commitment sub-dimension of the organizational commitment behavior. The teachers' systemic justice perception accounted for 1.26% of normative commitment and 1.34% of continuance commitment. However, the systemic justice perception failed to account for

affective commitment. The teachers' procedural justice perceptions failed to account for affective commitment and continuance commitment. However, the teachers' procedural justice perceptions accounted for 11% of normative commitment. Finally, the teachers' systemic trust perceptions failed to account for all the sub-dimensions of organizational commitment.

DISCUSSION AND CONCLUSION

This study examined the level and direction of the relationship between organizational trust, organizational justice and organizational commitment. In the study, two main results were reported. The first of these was the positive and high relationship found between the independent variables of organizational justice and organizational trust and the dependent variable of organizational commitment. It was statistically observed that when employees' organizational trust and justice perceptions increased, their organizational commitment behaviors increased. Many research results have revealed that organizational commitment and organizational trust and justice are related to one another (Korsgaard & Roberson, 1995; Beugre, 1996; Kaneshiro, 2008). At this point, for teachers in order to perform duties which they are expected to do completely, it is important that administrators should adopt a fair style of management and create a secure organizational climate. By this way, teachers will develop a high sense of commitment. According to Özer et al. (2006) and Baş (2010), it is very important for the quality of education for school administrators, teachers, students and parents to develop a relationship based on mutual trust and perceived organizational justice. For this reason, teachers' having positive organizational trust and organizational justice perceptions at schools and feeling high level of commitment to their organizations is important for organizations to reach their goals. This allows administrators to create a high level of commitment in teachers toward their organizations by avoiding unfair behaviors in their organizations, such as favoritism, unequal distribution of work assignments and unfair reward and punishment distributions, which are likely to spoil the climate of trust and harm teachers' perceptions of justice.

The second important finding obtained in this study was that organizational trust was more important in employees' commitment to their organization than organizational justice. Few studies are available in the literature investigating the effects of organizational trust, organizational justice and organizational commitment on one another. Kaneshiro's study (2008) determined that organizational justice, organizational trust and organizational commitment were significantly related to one another, which supports the results of this study. For this reason, it is important that administrators should primarily form a sense of trust in their organizations. Moreover, Hoy and Tarter (2004) suggested that the most fundamental building block of organizational justice at schools is the perception of trust at schools. For this reason, administrators should primarily demonstrate to teachers that they should trust their administrators and the decisions they make. To create a sense of trust in teachers, administrators should behave fairly toward teachers without discriminating between them in distributing administrative affairs, extra lessons and duty-assignments, which will increase their sense of trust. With the increased sense of trust, teachers' commitment levels will increase and the organization will operate at a higher quality and productivity level. At the same time,

administrators should spend extra effort to increase the justice and trust perceptions of the teachers exhibiting high performance in administrative and academic affairs. As a matter of fact, the organization will benefit from these teachers' high commitment to their organization. Administrators should behave more fairly toward those employees especially in reward and punishment procedures and increase their sense of trust.

Moreover, each of the relationships between the independent variables and the dependent variables were controlled statistically in this study. In the statistical procedures, it was observed that of the sub-dimensions of organizational justice, distributive justice and systemic justice perceptions accounted for employees' organizational commitment behaviors, but procedural justice failed to account for commitment. It was also observed that distributive justice was a stronger predictor of organizational commitment than systemic justice. Based on this finding, it is clear that when employees perceive fair treatment, their level of commitment to the organization will increase. When the literature is examined, it is observed that organizational justice is an important indicator of organizational commitment. Meydan, Basım and Çetin (2011) investigated the relationship between justice perception and commitment, and reached the conclusion that there was a significant relationship between procedural justice and affective commitment, and between interactional justice and affective commitment and moral commitment. Moreover, Doğan (2008) reached the conclusion that organizational justice had a positive effect on teachers' affective and continuance commitments. In another study, Yıldırım (2002) reached the conclusion that there was a positive significant relationship between organizational justice and continuance commitment. Uğurlu and Üstüner (2011) determined in their study that there was a positive relationship between organizational justice and organizational commitment behavior at middle level. Orpen (1994) reached a conclusion, supporting the previous research studies, that procedural and distributive justice had an effect on organizational commitment. Folger and Konovsky (1989) determined that there was a relationship between organizational justice and organizational commitment. Similarly, other studies determined that there was a positive relationship between the organizational justice dimensions and employees' organizational commitment levels (Kaneshiro, 2008; Yazıcıoğlu & Topaloğlu, 2009; Özbek & Umarov, 2010). At this point, administrators' being fair in their distributing any kind of earnings which they give to teachers such as extra lessons, courses given to students at the weekend and on the weekdays, assignments, opportunities, punishments/rewards, roles, statuses, or promotions is very important to teachers' organizational commitments. It must be remembered that teachers' negative perceptions related to distributive justice will affect their work performance; they will exhibit nervous behaviors and enter into less collaboration. In the end, this will affect teachers' sense of organizational commitment in a negative way.

When the correlation coefficient was examined between organizational trust, another of the predicting variables, and the predicted variable of organizational commitment, it was determined that there was a positive relationship between them at high level. As a result of statistical procedures, it was found that the sub-dimensions of organizational trust accounted for 43% of employees' organizational commitment behaviors. It was determined that the sub-dimensions of organizational trust accounted for 48% of normative commitment, 39% of the continuance commitment and 23% of the affective commitment, which are the sub-dimensions

of organizational commitment behavior. Based on this finding, it is clear that when employees' trust their organizations and administrators, they exhibit positive attitude toward their organizations and their commitments to their organizations increase. This finding is consistent with those of other studies investigating the relationship between organizational trust and organizational commitment (Dirks & Ferrin; 2001). Agun (2011) found a positive relationship at high level between organizational trust perception and affective commitment levels. In the same study, it was concluded that 48.2% of the changes in the employees' affective commitment levels were dependent on their organizational trust perception. Similarly, Çetinel (2008) reached the conclusion that there was a positive relationship between organizational trust and affective commitment. Taşkın and Dilek (2010) determined that there was a strong positive relationship between the answers taken with respect to organizational trust and those taken with respect to affective commitment. Moreover, Paker (2009) determined positive relationships between organizational trust and the affective commitment and continuance commitment dimensions of organizational commitment. Costigan, Ilter and Berman (1998) found that as employees' trust in their organization increases, their desire for turnover decreases. A decrease in the desire for turnover means increased employee commitment to the organization. However, in another study made by Demirel (2008), it was determined that there was a significant relationship between the perception of trust and affective and continuance commitment. Demircan and Ceylan (2003) found significant relationships between affective commitment, normative commitment and continuance commitment, but the strongest relationship of all was found between affective commitment and normative commitment. In this study, too, it was concluded that all of the organizational justice dimensions were the predictors of the whole of organizational trust behavior. Based on the findings obtained from this study, it seems clear that employees' high organizational justice and organizational trust perceptions will result in increased organizational commitment. Similarly, other studies have found a positive relationship between employees' organizational trust dimensions and organizational commitment (Cook & Wall, 1980; Dirks & Ferrin, 2001; Demircan, 2003; Chugtain & Zafar, 2006; Paker, 2009; Çubukcu, 2010). Similar to other studies in the literature, the present study found a significant relationship between organizational trust and organizational commitment.

In conclusion, similar to other studies in the literature, this study found a significant relationship between organizational trust and organizational commitment. At this point, it can be stated that if administrators become consistent, honest and helpful in their behaviors, avoid rumors, keep secrets, behave politely, keep communication channels open and show interest in their employees, these behaviors can be effective ways to enhance their teachers' feelings of trust. Employees working for the organization where the perception of trust is high will have higher commitments. This will increase both employees' performance levels and organization's productivity. Employees should be prevented from feeling obliged to commit to their organizations, but administrators should work instead to increase their affective commitment levels. To increase affective commitment, one of the sub-dimensions of commitment, it must be kept in mind that administrators should make more effort.

This study found that the effects of organizational trust and organizational justice on organizational commitment were positive and significant, and the teachers' organizational commitment behaviors were increased by their organizational trust and justice perceptions. The

present study also revealed that the teachers' organizational trust perceptions increased organizational commitment more than their organizational justice perceptions. Based on the findings of this study where the level and direction of the relationship between organizational trust, organizational justice and organizational commitment were examined, it can be stated that employees' high level of organizational justice and organizational trust perceptions will result in an increased level of organizational commitment.

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Örgütsel Adalet ve Örgütsel Güven Algısının Örgütsel Bağlılık Davranışına Etkisi[4]

Yar Ali METE[5] & Hüseyin SERİN[6]

Giriş

Toplumsal ve bireysel ihtiyaçları karşılaması için kurulmuş olan okullar özellikle yirminci yüzyılın ikinci yarısından sonra sosyal ve bireysel değişimin önemli bir kaynağı olarak görülmüştür (Olson, 2007). Okullara yüklenen bu görevi yerine getirmesinde birinci derece rol öğretmenlere aittir. Eğitimsel çabaları etkili bir şekilde planlamak ve yönetmekle sorumlu olan öğretmenlerin, okul üstündeki etkisi diğer öğelere göre çok daha fazladır (Tumin, 1965; Clark, 1984; Lockheed, 1989; Solmon, 1996; Başaran, 1996; Güneş, 1995; Konan, 2002; Celep & Polat, 2008). Öğretmenlerin, eğitim sistemlerinden beklenen ürünleri ortaya çıkarabilmesi ve görevlerini tam olarak yerine getirebilmeleri uygun örgütsel çevrede görev yapmalarına bağlıdır. Örgütsel çevrenin önemli değişkenlerinden biri olan örgütsel bağlılık davranışı uzun yıllardır araştırmacıların ilgisini çeken bir konu olmuştur. Öğretmenlerden beklenen görevlerin yerine getirilmesini örgütsel bağlılığın hangi düzeyde etkilediği ile ilgili araştırmaların sayısı özellikle son yıllarda artmıştır (Sheldon, 1971; Buchanan, 1979; Varoğlu, 1993; Balay, 2000; Celep, 2001; Laschinger, Finegan & Shamian, 2001; Zangaro, 2001; Chen vd., 2003; Koukkanen, Leino-Kilpi & Katajist, 2003; Guatam, 2005; Frow, 2007; Tutar, 2007; Buluç, 2009).

Alanyazında örgütsel bağlılık davranışı faklı içerik ve değişkenlerle ilişkisini test etmeye çalışan araştırmalar günümüzde çoğalmıştır. Bazı araştırmacılar örgütsel bağlılık ile yöneticilerin liderlik sitillerini (Özden, 1997; Balay, 2000; Dick & Mctcalfe, 2001; Buluç, 2009; Çokluk & Yılmaz, 2010), okul kültürü ve iklimi (Hoy vd., 2001; Çetin, 2004; Elbir & Doyuran, 2005; Erdem, 2007; Troman, 2008; Yüceler, 2009; Sezgin, 2010; Korkmaz, 2011), örgütsel destek (Özdevecioğlu,2003), iş doyumu (Jenkins & Thomlinson, 1992; Vanderberg & Lance, 1992; Cummings & Parks, 1995; Harrison & Hubbard ,1998; Tuten & Neidermeyer, 2004; Guatam vd., 2004; Akar & Yıldırım, 2008; Izgar, 2008; Yılmaz & Çokluk-Bökeoğlu, 2008; İşcan & Sayın, 2010), vatandaşlık (Mowday, 1998; Celep vd., 2005; Finegan, 2005; Gürbüz, 2006; Baş & Şentürk, 2011), sağlık (Mete & Celep, 2004), tükenmişlik (Chuo, 2003; Güneş, Bayraktaroğlu & Kutanis, 2009) arasındaki ilişkiyi araştırmışlardır.

Ayrıca alanyazın tarandığında bazı araştırmacılar örgütsel bağlılık ile örgütsel adalet arasındaki ilişkiyi araştırırken (Folger & Konovsky, 1989; Mcfarlin & Sweeney, 1992; Orpen, 1994; Pillai, 1999; Yıldırım, 2002; Doğan, 2008; Kaneshıro, 2008; Yazıcıoğlu & Topaloğlu, 2009; Çöp, 2008; Erkuş, Turunç & Yücel, 2010; İşcan & Sayın, 2010; Meydan, Basım & Çetin, 2011; Uğurlu & Üstüner, 2011; Arslantürk, 2012) bazı araştırmacılar ise örgütsel bağlılık ile örgütsel güven arasındaki ilişkiyi araştırmışlardır (Brocker,1997; Costigan, İlter & Berman, 1998; Dirks & Ferrin; 2002; Demircan & Ceylan, 2003; Laka-Mathebula, 2004; Çetinel, 2008; Yılmaz, 2008; Paker, 2009; Taşkın & Dilek, 2010; Demirel, 2008; Gider, 2010; Agun, 2011). Ancak bu araştırmaların biri dışında (Kaneshıro, 2008) öğretmenlerin örgütsel bağlılık davranışında

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örgütsel güven mi? yoksa örgütsel adaletin mi? daha güçlü etkiye sahip olduğu ortaya konulmamıştır. Bu araştırmanın örgütsel bağlılık, güven ve adalet arasındaki ilişkiyi incelemesi açısından eğitim yönetimi alan yazınına önemli bir katkı yapacağı düşünülmektedir. Bu araştırmada ilköğretim okullarında görev yapan öğretmenlerin örgütsel güven ve örgütsel güven algılarının, örgütsel bağlılık algıları üzerindeki etkisi incelenmektedir.

İlköğretim okullarında görev yapan öğretmenlerin örgütsel bağlılık algılarının, örgütsel güven ve örgütsel adalet algılarından yordanması amaçlanan bu çalışmada temel amaç öğretmenlerin örgütsel bağlılık algılarında, örgütsel güven algısı mı, örgütsel adalet algısı mı daha güçlü etkiye sahiptir? sorusuna cevap aranmaktadır

Yöntem

Araştırmanın modeli; Bu araştırma, ilişkisel tarama modelindedir. Araştırma modelinde ikisi bağımsız biri bağımlı olmaz üzere üç değişken bulunmaktadır. Örgütsel adaletin alt boyutları, dağıtımsal, işlemsel, etkiletişimsel ve sistemsel adalet bu araştırmada bağımsız değişkenlerin bir parçasını oluşturmaktadır. Araştırmanın diğer bağımsız değişkeni örgütsel güven alt boyutları olan kişilerarası güven ve sisteme güvendir. Araştırmanın bağımlı değişkeni ise örgütsel bağlılık davranışının alt boyutları olan normatif bağlılık, duygusal bağlılık ve devam bağlılığıdır. Araştırmada, öğretmenlerin verdiği cevaplara dayalı olarak, örgütsel güven, örgütsel adalet ile örgütsel bağlılık arasında ilişkinin olup olmadığı ve varsa hangi düzeyde ve yönde birbirlerini etkiledikleri tespit edilmeye çalışılmıştır. Araştırmada ayrıca öğretmenlerin örgütsel bağlılık algılarında, örgütsel güven algısı mı, örgütsel adalet algısı mı daha güçlü etkiye sahiptir sorularına yanıt aranmıştır

Evren ve örneklem; Araştırmanın hedef evreni, 2010-2011 eğitim-öğretim yılında Edirne ili sınırları içinde yer alan Milli Eğitim Bakanlığı'na bağlı resmi ilköğretim okullarında görev yapan 2367 öğretmenden oluşmaktadır. Edirne ilinde merkez ilçede dâhil olmak üzere 9 ilçe bulunmaktadır. Bu dokuz ilçenin tamamı örneklem olarak alınmıştır. Örneklem büyüklüğü, 9 ilçedeki ilköğretim okullarında bulunan 2367 öğretmen üzerinden oransız eleman örnekleme yöntemi kullanılarak seçilmiştir. Örneklem büyüklüğü ise, örneklem büyüklüğü hesaplama formülü uygulanarak hesaplanmıştır. Araştırmanın örneklem büyüklüğünün 480 kişiden oluşması gerektiği belirlenmiştir. Uygulama sırasında karşılaşılacak güçlüklerden en aza indirmek ve örneklemin geçerliliğini arttırmak amacıyla 566 kişilik bir örneklem grubuna ulaşılmıştır. Bu öğretmenlerin 215'i (% 37,9) kadınlardan, 351'i (% 62,1) ise erkek öğretmenlerden oluşmaktadır. Bayan öğretmenlerin % 18,6'sı (1-5) yıllık bir mesleki kıdeme, % 32,1'i (6-10) yıl, % 37,6'sı (11-16) yıl ve % 11,6'sı ise (16 ve üstü) yıldan fazla mesleki kıdeme sahiptir. Erkek öğretmenlerin % 15'i (1-5) yıllık bir mesleki kıdeme, % 30,1'i (6-10) yıl, % 44'ü (11-16) yıl ve % 11,9'u (16 ve üstü) mesleki kıdeme sahiptir.

Veri toplama araçları; Araştırmada veriler, eş zamanlı olarak uygulanan üç farklı ölçek ile toplanmıştır. Birinci ölçek Beugre's (1996) geliştirdiği "Örgütsel Adalet Ölçeği (ÖAÖ), ikinci ölçek Nyhan ve Marlowe'un (1997) geliştirdiği "Örgütsel Güven Ölçeği (ÖGÖ), üçüncü ölçek ise Meyer and Allen's (2004) geliştirdiği "Örgütsel Bağlılık Ölçeği'dir (ÖBÖ). Veri toplama aracı öncelikli olarak geçerlilik ve güvenirlik çalışmaları yapılmıştır.

Örgütsel Adalet Ölçeği (ÖAÖ): Bu çalışmada kullanılan örgütsel adalet ölçeği toplam 35 maddeden oluşmaktadır. Ölçekteki 10 madde dağıtımsal adalet boyutunu, 5 madde işlemsel

adalet boyutunu, 10 madde etkiletişimsel adalet boyutunu ve 10 madde sistemsel adalet boyutlarını ölçmektedir. Örgütsel adalet ölçeğini yanıtlayan bireyler her bir maddeye katılma düzeyleri "(1) Kesinlikle Katılmıyorum ile (5) Kesinlikle Katılıyorum arasında değişen beşli Likert tipi bir ölçekte işaretlemektedirler. Örgütsel adalet ölçeğinin genel betimsel istatistik sonuçlarına göre genel ortalama 80,01, standart sapması 24,17 ve varyansı 584,52 'dir. Ölçeğin her bir boyutunun ne derecede güvenilir olduğunu değerlendirmek amacıyla madde analizine dayalı olarak hesaplanan Cronbach Alfa iç tutarlılık katsayılarına bakılmıştır. Bu katsayılar; dağıtımsal adalet boyutu için 0.91, İşlemsel adalet boyutu için 0.78, etkiletişimsel boyutu için 0.95, sistemsel adalet boyutu için 0.93 ve ölçeğin bütünü için ise 0.96 olarak bulunmuştur.

Örgütsel Güven Ölçeği (ÖGÖ): Örgütsel güven ölçeği 12 maddeden oluşmaktadır. Ölçekteki 8 madde kişilerarası güveni, 4 madde ise sisteme güven alt boyutunu ölçmektedir. Örgütsel adalet ölçeğini yanıtlayan bireyler her bir maddeye katılma düzeyleri "(1) Hemen Hemen Hiç ile (7) Yüzde Yüz arasında değişen yedili Likert tipi bir ölçekte işaretlemektedirler. 2 alt boyuttan oluşan örgütsel güven ölçeğinin genel betimsel istatistik sonuçlarına göre ölçeğin genel ortalaması 41,73, standart sapması 15,96 ve varyans değeri 254,74 'dür. Ölçeğin her bir boyutunun ne derecede güvenilir olduğunu değerlendirmek amacıyla madde analizine dayalı olarak hesaplanan Cronbach Alfa iç tutarlılık katsayılarına bakılmıştır. Bu katsayılar; kişilerarası güven boyutu için 0.96, sisteme güven boyutu için 0.90 ve ölçeğin bütünü için ise 0.97 olarak bulunmuştur.

Örgütsel Bağlılık Ölçeği (ÖBÖ): Bu çalışmada kullanılan örgütsel bağlılık ölçeği toplam 17 maddeden oluşmaktadır. Ölçeğin duygusal bağlılık boyutunu 6 madde, 5 madde normatif bağlılık boyutunu ve 6 madde ise devam bağlılığını ölçmektedir. Örgütsel adalet ölçeğini yanıtlayan bireyler her bir maddeye katılma düzeyleri "(1) Kesinlikle Katılmıyorum ile (5) kesinlikle katılıyorum arasında değişen beşli Likert tipi bir ölçekte işaretlemektedirler. Üç alt boyuttan oluşan örgütsel bağlılık ölçeğinin genel ortalama puanı 51,86, standart sapma değeri 7,63 ve varyans değeri ise 58,25 olarak hesaplanmıştır. Ölçeğin her bir boyutunun ne derecede güvenilir olduğunu değerlendirmek amacıyla madde analizine dayalı olarak hesaplanan Cronbach Alfa iç tutarlılık katsayılarına bakılmıştır. Bu katsayılar; duygusal bağlanma boyutu için 0.85, normatif bağlanma boyutu için 0.89, devamsal bağlanma boyutu için 0.79 ve ölçeğin bütünü için ise 0.81 olarak bulunmuştur

Bulgular

Path katsayıları ve p değerleri incelendiğinde, öğretmenlerin kişiler arası güven algılarındaki artış devam bağlılığının % 74'ünü açıklamakta iken duygusal ve devam bağlılığını yordamada başarısızdır. Bu bulgu, örgütsel güven davranışının alt boyutu olan kişilerarası güven, örgütsel bağlılık davranışının devam bağlılığının güçlü bir yordayıcı olduğunu göstermektedir. Bu bulgu, kişilerarası güvene ilişkin algının olumlu hale gelmesiyle birlikte, duygusal bağlılık davranışın arttığı biçiminde yorumlanabilir Öğretmenlerin dağıtımsal adalet algılarındaki artış duygusal bağlanma davranışının % 15'ini ve devam bağlılığı davranışlarının % 47'sini açıklamaktadır. Ancak dağıtımsal adalet, normatif bağlılık davranışını açıklamada başarısızdır. Bu bulgu, örgütsel adalet davranışının alt boyutu olan dağıtımsal adaletin, örgütsel bağlılık davranışının devam bağlılık davranışının daha güçlü bir yordayıcısı olduğunu göstermektedir. Öğretmenlerin sistemsel adalet algısı, normatif bağlılığın % 1.26'sını ve devam

bağlılığının % 1.34'ünü açıklamaktadır. Ancak sistemsel adalet algısı, duygusal bağlılığı açıklama başarısızdır. Öğretmenlerin işlemsel adalet algıları ile duygusal bağlılık ve devam bağlılıklarını açıklamada başarısızdır. Ancak öğretmenlerin işlemsel adalet algıları normatif bağlılığın % 11'ini açıklamaktadır. Son olarak öğretmenlerin sisteme güven algıları örgütsel bağlılığın tüm alt boyutlarını açıklamada başarısızdır.

Tartışma ve Sonuç

Araştırmada iki ana sonuca ulaşılmış ve raporlaştırılmıştır. Bunlardan birincisi, yordayıcı değişkenler olan örgütsel adalet ve örgütsel güven ile yordanan değişken olan örgütsel bağlılık arasında olumlu ve yüksek bir ilişkinin olduğu saptanmıştır. Çalışanların örgütsel güven ve adalet algıları artığında örgütsel bağlılık davranışlarının artacağı istatistiksel olarak görülmüştür. Birçok araştırma sonucu da (Pillai,1999; Beugre,1996; Arye,2002; Korsgaard,1995; Kaneshıro, 2008) örgütsel bağlılık ile örgütsel güven ve adaletin bir birleriyle ilişkili olduğunu ortaya koymuştur. Bu noktada öğretmenlerin kendilerinden beklenen görevleri tam olarak yerine getirmeleri için yöneticilerin adaletli bir yönetim tarzı benimsemeleri ve güvenli bir örgüt iklimi oluşturmaları öğretmenlerde yüksek bir bağlılık duygusu oluşturacağı söylenebilir.

Bu araştırmada elde edilen ikinci önemli bulgu, çalışanların örgütlerine bağlılıklarında örgütsel güvenin, örgütsel adaletten daha fazla önemli olduğu sonucudur. Örgütsel güven, örgütsel adalet ve örgütsel bağlılığın birbirleri üzerine etkilerini araştıran alan yazında çok az sayıda araştırmaya rastlanmaktadır. Kaneshıro (2008) örgütsel adalet, örgütsel güven ve örgütsel bağlılık değişkenlerinin anlamlı bir biçimde ilişkili olduğunu belirlediği çalışması, bu araştırmanın sonuçlarını desteklenmektedir. Bu nedenle yöneticiler öncelikli olarak kurumalarında güven duygusu oluşturmaları önemlidir. Hoy ve Tarter'da (2004) okullardaki örgütsel adaletin en temel taşının okuldaki güven algısı olduğunu öne sürmüştür. Bundan dolayı yöneticiler öğretmenlere öncelikli olarak ona ve aldığı kararlara güvenmeleri gerektiğini göstermeleri gerekmektedir. Yöneticilerin öğretmenlerde güven duygusu oluşturmaları için idari işlerin dağıtımında, ek derslerin verilmesi, nöbet uygulamalarında öğretmenler arasında ayrım yapmadan adil davranmaları öğretmenlerin güven duygularını arttıracaktır. Artan güven duygusu ile birlikte öğretmenlerin bağlılıkları artacak ve böylece örgüt kendinden beklenen düzeyde nitelikte ve verimli işleyecektir. Aynı zamanda idari ve akademik işlerde yüksek düzeyde performans gösteren öğretmenlerin adalet ve güven algılarını arttırmak için yöneticilerin fazladan çaba göstermesi önerilebilir. Zira bu öğretmenlerin örgütlerine bağlılıkların yüksek olmasından örgüt kazançlı çıkacaktır. Yöneticilere, bu çalışanlar için özellikle ödüllendirme ve ya ceza işlemlerinde daha adil davranılması ve güven duygularının artırılması önerilebilir.

Sonuç olarak, alanyazındaki çalışmalara benzer bir biçimde bu araştırmada da örgütsel güven ile örgütsel bağlılık arasında anlamlı ilişki olduğu tespit edilmiştir. Bu noktada yöneticilerin davranışlarında tutarlı, dürüst ve yardımsever davranmaları, dedikodudan kaçınmaları, sır tutmaları, nezaketli davranmaları, iletişim kanallarını açık bırakmaları ve çalışanlarına ilgili göstermeleri öğretmenlerin güven duygularını arttırmak etkili yollar olacağı söylenebilir. Güven algısının yüksek olduğu örgütle çalışanların örgütlerine bağlılıkları artacaktır. Bu durum hem çalışanların performanslarını yükseltecek hem de örgütün

verimliliğini artıracaktır. Özelikle çalışanların örgütlerine bağlanmalarının zorunluktan hislerini engellemeleri ve duygusal bağlılıklarını artırmaları gerekmektedir. Bağlılığın alt boyutlarından birisi olan duygusal bağlılığı artırmak için yöneticilerin daha fazla çaba harcaması gerektiği unutulmamalıdır.

Bu araştırmada, örgütsel bağlılık üzerinde örgütsel güvenin ve örgütsel adaletin etkisinin pozitif yönde ve anlamlı olduğu, öğretmenlerin örgütsel bağlılık davranışlarını, örgütsel güven ve adaletin arttırdığı ortaya konmuştur. Araştırmada ayrıca öğretmenlerin örgütsel güven algılarının, örgütsel adalet algısına göre örgütsel bağlılığı daha fazla arttırdığı ortaya konmuştur. Örgütsel güven, örgütsel adalet ve örgütsel bağlılık arasındaki ilişkinin düzeyi ve yönünün incelendiği bu çalışmanın bulgularına dayalı olarak; işgörenlerin yüksek örgütsel adalet ve örgütsel güven algıları, artan bir örgütsel bağlılıkla sonuçlanacağı söylenebilir.

Anahtar Sözcükler: Örgütsel bağlılık, Örgütsel adalet, Örgütsel güven