

EXAMINING PRIMARY SCHOOL TEACHERS' ORGANIZATIONAL JUSTICE PERCEPTIONS IN TERMS OF DIFFERENT VARIABLES

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Abstract

The purpose of the study is to analyze teachers who are working in the primary schools. Organizational justice includes that related for justice, perception and reactions of individuals in relation to justice at the level of the organization in which they working. The study which was a quantative research was carried out in a descriptive and survey model. This is a quantitative research study and was carried out in a descriptive model. In this study, the scale of organizational justice consisted of 20 items was developed by Niehoff and Moorman was used. 201 primary school teachers working in Uskudar, Istanbul ocured the sample of this study. In the study, as a statistical techniques; the factor analysis, t-test for independent groups, one way ANOVA and Tamhane's t2 test was used in the study. According to the results of research, it was seen that primary school teachers have problems especially as far as the dimension of the procedural justice of organizational justice, in the case of interactional justice dimension, female teachers that they face discrimination more than male teachers. And also, one of the findings of the study was that the perception level of the teachers' organizational justice increases as seniority advances. In an attempt to effect the perceptions of teachers' organizational justice positively in system of education a fair and satisfactory payment should be provided, teachers should participate actively in the decision process about education. As a consequence, one of the suggestions of this study is that concrete actions should be taken in order to enable teachers to have the right of critical thinking.

Key Words : Organizational justice, distributive justice, procedural justice, interactional justice.