

THE PERCEPTIONS OF ORGANIZATIONAL JUSTICE OF PRIMARY SCHOOLS TEACHERS' IN TERMS OF DIFFERENT VARIABLES

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Abstract

The aim of the study is to analyze teachers who are working in the primary schools. Organizational justice includes that related for justice, perception and reaction of individuals who work in organization which they are working at. The study which was a quantitative 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 who teach in the county of Uskudar, Istanbul occurred the sample of this study. In the study, as a statistical technique, the analyze of factor, for independent groups T test, one way ANOVA were used. The normality of distribution was tested by Levene test, the source of difference of significance was tested by Tamhane's T2 test. According to the results of research, it was seen that primary school teachers had problems especially in the part of procedural justice of organizational justice, In the interactional justice dimension, female teachers had the perception that they are facing discrimination more than male teachers. And also, according to the seniority, it was among the findings of the study that the level of perception of organizational justice of the teachers increase. In the system of education, to effect in a positive way, the perceptions of organizational justice of teachers, it was ensured that a fair and satisfactory payment and in decision and active participation of teachers about the education, to make arrangements makes the rights of criticism to the teachers possible are among the advices of this study.

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