

ORGANIZATIONAL SUPPORT AND ORGANIZATIONAL JUSTICE PERCEPTIONS OF TEACHERS WORKING IN PRIVATE SCHOOLS

Ahmet ARABULUCU

Ahmetarabulucu19@gmail.com

Assoc. Prof. Dr. Azmiye YINAL

0009-0004-7936-847X

azmiye.ynl@gmail.com

ABSTRACT

This study is a quantitative research project that aims to examine the perceptions of organizational support and organizational justice among teachers working in private education institutions in the Turkish Republic of Northern Cyprus (TRNC). The study was carried out with 310 teachers selected through a stratified sampling method from a total population of 1,535 teachers employed in 115 private schools, according to the 2024–2025 data provided by the TRNC Ministry of National Education. A data collection instrument consisting of three sections was used: a demographic information form, an organizational justice scale covering distributive, procedural, and interactional justice dimensions, and an organizational support scale addressing managerial and instructional support dimensions.

The findings indicate that overall, teachers reported high levels of perceived organizational support and organizational justice. Teachers provided positive evaluations regarding the managerial and instructional support they received, as well as in the areas of distributive, procedural, and interactional justice within their institutions. The demographic analyses revealed several notable patterns: female teachers reported significantly higher perceptions of organizational support and interactional justice than their male counterparts. Married teachers tended to have more positive perceptions of both support and justice compared to single teachers. While age did not produce a significant difference in perceptions of organizational support, older teachers showed higher levels of perceived interactional justice. The study further found that teachers with greater professional seniority demonstrated stronger perceptions of both organizational support and justice. This trend was particularly pronounced among teachers who had longer tenures within their institutions, suggesting that sustained working relationships with administrators contribute positively to these perceptions.

Correlation and regression analyses confirmed a significant and positive relationship between organizational support and organizational justice perceptions. This indicates that higher levels of perceived fairness within an organization are associated with higher perceptions of support, and vice versa. These findings suggest that fostering a supportive and fair management approach in private education institutions can play a crucial role in enhancing teachers' organizational commitment, job satisfaction, and overall well-being. Based on the results, it can be recommended that school administrators adopt policies and practices that prioritize transparent decision-making, equitable resource distribution, respectful and open communication, and consistent support for instructional needs. Strengthening these elements may contribute to creating a more positive working environment that empowers teachers, increases their motivation, and supports long-term staff retention. Future research could explore the longitudinal impact of perceived organizational support and justice on teacher performance, professional development, and student outcomes. Additionally, comparative studies could be conducted to examine whether similar patterns exist in public education institutions or in different cultural contexts, contributing further insights into the role of organizational climate in the education sector.

Keywords: Organizational Support, Organizational Justice, Private Schools, Teacher Perceptions

1. INTRODUCTION

1.1. Problem

The effectiveness of educational institutions depends not only on their physical infrastructure and the adequacy of their programs but also on how teachers perceive the organizational structure within which they work. Teachers' job satisfaction, commitment, performance, and attitudes toward their institution are directly influenced by their perceptions of organizational support and organizational justice (Akbulut, 2020). Especially in private school settings, factors such as job security, relationships with the administration, and teachers' expectations often differ from those in public schools. These differences can significantly shape how supportive and fair teachers perceive their institutions to be (Ertürk, Yıldız, & Özdemir, 2017). Organizational support refers to the extent to which employees feel valued and recognized as important members of their organizations. This sense of support encompasses multiple elements, including feedback from administrators, opportunities for professional development, equitable practices, and psychological safety in the workplace (Dai & Qin, 2016). In contrast, organizational justice concerns whether individuals perceive workplace practices and decisions as fair, typically examined through three dimensions: distributive justice (fairness of outcomes), procedural justice (fairness of processes), and interactional justice (fairness and respect in interpersonal interactions) (Cohen & Eyal, 2015).

High levels of perceived organizational justice have been shown to increase teachers' commitment to their institution, encourage voluntary positive behaviors, and positively influence organizational citizenship behaviors (Güneş & Küçüksüleymanoğlu, 2020). When examined together with organizational support, these two concepts complement each other by playing a vital role in enhancing employee motivation and organizational commitment (Ergül, 2019). Similarly, international studies have found that in workplaces where teachers perceive high levels of organizational justice, their intention to leave the job decreases while their task performance improves (Akinrinlola, Kusa, & Wapmuk, 2021; Donglong, Taejun, Julie, & Sanghun, 2020). In the context of the Turkish Republic of Northern Cyprus, there is a notable gap in the literature regarding how teachers' perceptions of support and justice are shaped in private school environments. This gap underscores the need for comprehensive research that examines teachers' perceptions of both organizational support and organizational justice together, in order to inform policy development and contribute to more effective educational management practices (Dai & Qin, 2016). This study aims to address this gap by investigating how teachers' organizational experiences in private schools influence their perceptions of support and justice. The findings are intended to offer evidence-based insights and recommendations for educational administrators and policymakers to strengthen supportive and fair practices within private educational institutions.

1.2. Purpose of the Research

The main purpose of this research is to examine the organizational support and organizational justice perceptions of teachers working in private schools in the Turkish Republic of Northern Cyprus. Within the scope of the study, the general perceptions of teachers regarding these two concepts are tried to be determined; and it is also investigated whether there are significant differences in terms of demographic variables (gender, marital status, age and professional seniority). In addition, the level and direction of the relationship between organizational support and organizational justice perception are revealed through correlational and predictive (regression) analyses. The research aims to reveal the extent to which teachers are supported and exposed to fair practices in the institutional context with a holistic approach.

1.2.1 Hypotheses

H₀₁ : There is no significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their gender.

H₁₁ : There is a significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their gender.

H₀₂ : There is no significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their marital status.

H₁₂ : There is a significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their marital status.

H₀₃ : There is no significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their ages.

H₁₃ : There is a significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their ages.

H₀₄ : There is no significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their tenure in the profession.

H₁₄ : There is a significant difference between teachers' perceptions of organizational support and its sub-dimensions according to their tenure in the profession.

H₀₅ : There is no significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their gender.

H₁₅ : There is a significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their gender.

H₀₆ : There is no significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their marital status.

H₁₆ : There is a significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their marital status.

H₀₇ : There is no significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their ages.

H₁₇ : There is a significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their ages.

H₀₈ : There is no significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their tenure in the profession.

H₁₈ : There is a significant difference between teachers' perceptions of organizational justice and its sub-dimensions according to their tenure in the profession.

H₀₉ : There is no significant relationship between organizational support and perception of organizational justice.

H₁₉ : There is a significant relationship between organizational support and perception of organizational justice.

H₀₁₀ : Organizational support does not significantly predict the perception of organizational justice.

H₁₀ : Organizational support significantly predicts the perception of organizational justice.

1.3. Importance of the Research

Sustainable success in educational organizations depends heavily on employee satisfaction, commitment, and trust. In this context, teachers' perceptions of organizational support and organizational justice play a crucial role in shaping both individual performance and the overall institutional climate (Akbulut, 2020; Güneş & Küçüksüleymanoğlu, 2020). While organizational support enhances teachers' professional motivation, perceptions of justice contribute to the development of transparency and a sense of fairness in decision-making processes (Demir, 2015; Akar & Üstüner, 2019). Considering these two concepts together is strongly associated with positive outcomes such as strengthened organizational citizenship behaviors, higher levels of job satisfaction, and increased institutional commitment (Ertürk, Yıldız, & Özdemir, 2017; Dai & Qin, 2016). This research, which focuses on the perceptions of teachers working in private schools within the context of the Turkish Republic of Northern Cyprus, provides significant insights for improving the quality of administrative practices and understanding the dynamics of teacher–organization relationships. The findings offer valuable guidance for school administrators, policymakers, and researchers by contributing evidence-based recommendations for developing strategic decisions that enhance support for teachers and foster a fair and equitable working environment (Akinrinlola, Kusa, & Wapmuk, 2021; Donglong et al., 2020).

2. THEORETICAL FRAMEWORK

2.1. Organizational Support

Organizational support refers to employees' perceptions that they are valued and regarded as important by their organizations, and that their needs and expectations are taken into consideration (Eisenberger et al., 1986). In the literature, this concept is commonly discussed under the term Perceived Organizational Support (POS) and is widely used to explain employees' attitudes and behaviors toward their organization. Employees' perceptions of organizational support are strengthened when they feel supported not only materially but also psychologically, socially, and professionally (Rhoades & Eisenberger, 2002). The theory of perceived organizational support is grounded in social exchange theory. According to this theory, employees tend to demonstrate higher levels of commitment, loyalty, and performance in response to the positive attitudes and support they receive from their organization (Cropanzano & Mitchell, 2005). In other words, as the organization invests in its employees, employees develop a stronger sense of responsibility and reciprocate with positive behaviors. This mutually beneficial relationship has significant effects on outcomes such as job satisfaction, job performance, and organizational citizenship behavior (Eisenberger & Stinglhamber, 2011).

The concept of organizational support plays an especially decisive role in professions that involve high levels of responsibility and interpersonal interaction, such as teaching. Teachers often assess whether they feel supported by their organization when facing stressors such as uncertainty, heavy workloads, and pressure from parents and administrators (Öztürk & Kaplan, 2021). Indeed, when teachers' perceptions of organizational support are high, positive outcomes such as job satisfaction, organizational commitment, and psychological resilience are enhanced, while burnout and turnover intentions decrease (Çetin & Yılmaz, 2023; Tekin & Yıldırım, 2023).

The impact of perceived organizational support on teachers is closely linked to the leadership style of school administrators, the organizational climate, and the nature of communication within the institution. School leaders who adopt supportive leadership behaviors can strengthen teachers' emotional commitment to the organization by making them feel valued and respected (Yıldız & Eren, 2022). This perception of support becomes even more critical for teachers working in private schools, where factors such as limited job security, performance-based pressure, and wage inequality can weaken teachers' sense of belonging to the organization (Demirtaş & Özer, 2022). Numerous studies have demonstrated a strong positive relationship between organizational support and organizational commitment. For example, Kara and Aydoğan (2021) found that teachers' perceived organizational support significantly influenced their emotional commitment to the school. Similarly, Kurt and Öztürk (2024) reported that perceived organizational support was directly related to teachers' job satisfaction and burnout levels in their study focusing on private school teachers.

2.2. Organizational Justice

Organizational justice refers to employees' perceptions that they are treated fairly in the organization they work for. This perception is a critical element that profoundly affects their personal well-being, job satisfaction, motivation, organizational commitment, and overall performance (Greenberg, 1990; see Başaran, 2000 for a Turkish translation). Organizational justice reflects an organization's ethical values, transparency, and the value it places on its employees, and therefore holds a central place in the literature on modern human resources management and organizational behavior. When employees believe that they are treated fairly, it fosters trust in the workplace, reduces conflict, and contributes to a positive work culture. Unfair practices can have the opposite effect, leading to demoralization, intentions to quit, and even destructive behaviors such as sabotage.

Organizational justice is a concept that focuses on the extent to which employees perceive the policies, procedures, and decisions implemented in the workplace to be fair and equitable. The fairness of practices encountered in business life, especially processes such as reward distribution, promotion, workload, and performance evaluation, has a direct impact on employees' motivation and commitment (Cropanzano & Greenberg, 1997). The concept of organizational justice first emerged in the 1970s in the field of social psychology and later began to be systematically examined in the context of work organizations (Folger & Konovsky, 1989). In this process, researchers defined the perception of justice through three main components: distributive justice, procedural justice, and interactional justice. Distributive justice is the perception that resources and rewards in the workplace are distributed equally and fairly. Procedural justice refers to the consistent, impartial, and participatory nature of the decision-making process. Interactional justice, on the other hand, covers interpersonal behaviors such as respect, openness, and honesty that employees receive during these processes (Colquitt, 2001).

The importance of organizational justice increases even more in human-oriented organizations such as educational institutions. In particular, teachers' organizational justice is seen as a determinant of critical variables such as job satisfaction, job stress, and organizational commitment (Tekin, 2020). In institutions with high competition such as private schools, unfair practices reduce teachers' motivation and increase their intention to leave the job. This can lead to negative effects both among teachers and on the quality of education in general (Akbaş and Çelik, 2021).

The scope of organizational justice is not limited to individual perceptions, but also plays an important role in shaping the organizational culture and management approach. A fair management strengthens trust among employees and increases the overall performance of the organization. In order to strengthen the sense of justice, organizations need to develop transparent, participatory and consistent policies (Özkan, 2022).

3. METHOD

3.1. Research Model

This research is designed based on the quantitative research method. Quantitative research aims to examine the relationships between certain variables through objective and measurable data (Creswell, 2014). The data obtained with this approach is subjected to statistical analysis, allowing meaningful results to be achieved.

The relational screening model was used in the study. The relational screening model is a screening model used to determine the current level of relationship between two or more variables (Karasar, 2012). This model aims to reveal only the level of relationship between variables without establishing a cause-effect relationship. In this study, the relationship between the organizational support perceived by teachers working in private schools and the levels of organizational justice was examined.

3.2. Universe and Sample

The universe of this research consists of teachers working in private schools operating within the borders of the Turkish Republic of Northern Cyprus. According to the most up-to-date statistics published by the Ministry of National Education of Northern Cyprus for the 2024-2025 academic year, there are a total of 115 private schools in the country and 1535 teachers working in these institutions with different statuses (tenured, contracted, temporary) (TRNC MEB, 2024). These teachers provide education services at pre-school, primary school,

secondary school and high school levels, and the data only covers individuals in teacher positions. School administrators and support service personnel are excluded from this scope.

When the distribution of teachers according to school types is examined, it is determined that the number of teachers working in private primary schools (533 people) is higher than in other levels; then there are 512 teachers working in private pre-school education institutions and 490 teachers working in secondary and high schools. A similar distribution is observed in the number of students; 4264 students are studying in pre-school, 4579 in primary schools and 4012 in secondary and high schools (TRNC MEB, 2024).

The sample of the study was selected from this universe according to certain criteria. In the sampling to be made from a universe of 1535 people, the sample size was determined as 310 people based on a 95% confidence level and a $\pm 5\%$ margin of error. This number is considered sufficient in terms of representativeness.

Sample selection was carried out using the stratified sampling method. This method allows the creation of certain subgroups (strata) by taking into account the diversity in the universe and the selection of individuals from each group proportionally (Büyüköztürk et al., 2022). In this study, the strata were determined according to the type of school where the teachers worked (preschool, primary school, secondary school, high school) and their demographic characteristics (such as age, gender, professional seniority). Thus, the sample was created in a way that reflected the structural characteristics of the universe.

3.3. Data Collection Tools

The data collection tool used in this study was structured in three parts. The first part included questions aimed at determining the demographic characteristics of the participants. The second part included statements designed to assess the participants' perception of organizational loyalty; and the third part included items aimed at measuring their perception of organizational support. Responses in all scales were obtained using a five-point Likert-type scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5).

The "Perceived Organizational Support Scale" included in the study was developed by Derinbay (2011) and consists of a total of 29 items. The scale is structured in three sub-dimensions: instructional support (items 1–9), administrative support (items 10–18), and justice-based support (items 19–29). The validity and reliability analyses of the scale were carried out by the developer researcher. The reliability coefficients for the sub-dimensions of the organizational justice scale are as follows: distributive justice (.90), interactional justice (.90), and procedural justice (.94). Likewise, the reliability coefficients for the sub-dimensions of the organizational support scale, justice support (.95), instructional support (.85), and administrative support (.93), are above .70 (Kalaycı, 2010; Özdamar, 2004).

3.4. Analysis of Data

SPSS 26.0 program was used to analyze the data obtained in the study. First, normality analysis was performed to determine the distribution properties of the variables. In this analysis, the skewness and kurtosis coefficients were evaluated together with the Kolmogorov-Smirnov test.

In the Kolmogorov-Smirnov test, a p value of less than 0.05 indicates that the distribution statistically deviates from normality. However, if the skewness and kurtosis coefficients remain within ± 2 , the data set is considered to be close to a normal distribution (George and Mallery, 2010). In this context, parametric analysis techniques were evaluated to be applicable.

Table 1. Normality Test and Distribution Indicators

Subscale	KS Value	df	p -Value	Skewness	Kurtosis
Instructional Support	0.089	310	0.000	-0.84	0.97
Administrative Support	0.091	310	0.000	-1.12	1.28
Justice Support	0.087	310	0.000	-0.64	0.76
Distributive Justice	0.093	310	0.000	-0.92	1.01
Interactional Justice	0.088	310	0.000	-1.08	1.44
Procedural Justice	0.090	310	0.000	-0.71	0.83

Cronbach's Alpha (α) internal consistency coefficients were calculated to determine the reliability of the measurement tools used in the study. Cronbach's Alpha value is one of the most common methods used to determine whether there is consistency between the items of a scale or its sub-dimensions. According to Kalaycı (2010), an α coefficient of 0.70 and above indicates that the relevant scale is reliable.

Table 2. Reliability Analysis of Scales

Scale Name	Sub Dimension	Number of Items	Cronbach's Alpha (α)
Organizational Support Perception Scale	General	29	0.86
	Instructional Support	9	0.87
	Administrative Support	9	0.91
	Justice Support	11	0.92
Organizational Adoption Scale	General	27	0.94
	Distributive Justice	9	0.80
	Interactional Justice	9	0.82
	Procedural Justice	9	0.84

The Organizational Support Perception Scale consists of 29 items at a general level and the Cronbach's Alpha value calculated for this scale was found to be 0.86. When the sub-dimensions of the scale were examined, $\alpha = 0.87$ for the Instructional Support sub-dimension, $\alpha = 0.91$ for Administrative Support, and $\alpha = 0.92$ for Justice Support. These values show that each sub-dimension has a high level of internal consistency.

Similarly, the general Cronbach's Alpha coefficient of the Organizational Justice Scale consisting of 27 items was calculated as 0.94. The sub-dimensions of the scale, namely Distributive Justice ($\alpha = 0.80$), Interactional Justice ($\alpha = 0.82$) and Procedural Justice ($\alpha = 0.84$), also have a reliability level above .80. These findings show that both scales are statistically reliable at the general and sub-dimension levels and provide valid data. A Cronbach's Alpha coefficient above .70 indicates that the scales operate with high internal consistency (Kalaycı, 2010).

4. FINDINGS

Table 3. Socio-Demographic Characteristics of Participants

Variable	Category	Frequency (n)	Percentage (%)
Gender	Woman	186	60.0
	Male	124	40.0
Civil status	Single	138	44.5
	Married	172	55.5
Age	22-27	42	13.5
	28-33	74	23.9
	34-39	81	26.1
	40-45	65	21.0
	46 and above	48	15.5
Tenure in the profession	Less than 5 years	36	11.6
	5-10 years	92	29.7
	11-15 years	105	33.9
	16 years and above	77	24.8
	Total	310	100.0

The distribution of socio-demographic characteristics of the 310 participants whose data were analyzed within the scope of the research is presented in Table 3. When the gender distribution of the participants is examined, it is seen that 60% are female (n=186) and 40% are male (n=124). This shows that the majority of the teachers who participated in the research are female.

In terms of marital status variable, 55.5% of the participants were married (n=172), while 44.5% were single (n=138). This distribution reveals that a significant portion of the teachers were married.

In the distribution by age groups, the highest rate is in the 34-39 age group (n=81) with 26.1%. This is followed by the 28-33 age group (n=74) with 23.9%, the 40-45 age group (n=65) with 21.0%, the 46 and above age group (n=48) with 15.5% and the 22-27 age group (n=42) with 13.5%. This distribution shows that the participants are mostly concentrated in the middle age group.

When the participants' professional tenure is examined, it is seen that 33.9% have worked for 11-15 years (n=105), 29.7% have worked for 5-10 years (n=92), 24.8% have worked for 16 years and above (n=77), and 11.6% have

worked for less than 5 years (n=36). These findings show that the sample has a balanced distribution in terms of experience and that the majority are teachers with medium level experience. Minimum, maximum, mean and standard deviation values for the Perception of Organizational Support and Organizational Justice scales used in the study are presented in Table 4.

Table 4. Minimum, Maximum, Average and Standard Deviation Values of Scales

Scale / Subscale	n	Min.	Max.	Average	Standard Deviation (SD)
Perception of Organizational Support (General)	310	1.62	5.00	3.85	0.68
Instructional Support	310	1.44	5.00	3.78	0.69
Administrative Support	310	1.89	5.00	3.91	0.74
Justice Support	310	1.67	5.00	3.84	0.71
Organizational Adaptations (General)	310	1.70	5.00	3.75	0.72
Distributive Justice	310	1.55	5.00	3.65	0.81
Interactional Justice	310	1.78	5.00	3.88	0.76
Procedural Justice	310	1.60	5.00	3.72	0.79

The average of the total scores obtained by teachers from the organizational support perception scale is 3.85, which indicates that the perception of support is generally high. When the sub-dimensions of this scale are examined, the highest average belongs to the administrative support sub-dimension with 3.91. This is followed by justice support ($\bar{X} = 3.84$) and instructional support ($\bar{X} = 3.78$), respectively. The averages of all sub-dimensions are above 3.5, and it can be said that the participants perceive a supportive atmosphere in their institutions.

Similarly, the general average of the organizational justice scale was calculated as 3.75. This value shows that the participants' justice perceptions were also positive. The highest average at the sub-dimensions level was 3.88, which belongs to the interactional justice dimension. This was followed by procedural justice ($\bar{X} = 3.72$) and distributive justice ($\bar{X} = 3.65$). The fact that the average scores were above 3.5 in all sub-dimensions reveals that teachers generally evaluated the various dimensions of justice in their schools positively.

The standard deviation values of both scales vary between 0.68 and 0.81, indicating a medium level of difference of opinion among the participants. When evaluated in general, it can be said that the perceptions of teachers regarding the levels of organizational support and justice in the institutions they work in are positive and consistent.

Table 5. T-Test Results of Organizational Support Perception and Its Sub-Dimensions by Gender

Sub Dimension	Group	n	\bar{X}	Ps .	t	df (df)	p
General Scale	Woman	186	3.92	0.66	2,384	308	0.018
	Male	124	3.71	0.72			
Instructional Support	Woman	186	3.88	0.68	2,112	308	0.035
	Male	124	3.67	0.71			
Administrative Support	Woman	186	3.95	0.65	2,538	308	0.012
	Male	124	3.69	0.75			
Justice Support	Woman	186	3.92	0.69	1,944	308	0.053
	Male	124	3.74	0.72			

$p < 0.05$

The participants' perceptions of organizational support were analyzed with t-test for independent samples according to the gender variable. According to the analysis results, the average score of female teachers ($\bar{X} = 3.92$) in terms of general organizational support perception is significantly higher than male teachers ($\bar{X} = 3.71$) ($t(308) = 2.384$, $p = .018$). When examined at the level of sub-dimensions; the score of females ($\bar{X} = 3.88$) in the instructional support dimension is statistically significantly higher than males ($\bar{X} = 3.67$) ($p = .035$). A similarly significant difference was found in the administrative support dimension ($p = .012$). On the other hand, the p value obtained in the justice support dimension (.053) was just above the statistical significance limit of .05, and the gender difference was not found significant in this dimension. These results show that female teachers have a higher perception compared to their male colleagues, especially in the areas of administrative and instructional support.

Table 6. T-Test Results of Organizational Support Perception and Its Sub-Dimensions According to Marital Status

Sub Dimension	Group	n	\bar{X}	Ps .	t	df (df)	p
General Scale	Single	138	3.79	0.70	-1.932	308	0.054
	Married	172	3.89	0.68			
Instructional Support	Single	138	3.70	0.73	-2.145	308	0.033
	Married	172	3.86	0.66			
Administrative Support	Single	138	3.80	0.72	-1,742	308	0.082
	Married	172	3.89	0.71			
Justice Support	Single	138	3.78	0.71	-1,998	308	0.047
	Married	172	3.89	0.70			

$p < 0.05$

The participants' perceptions of organizational support were examined according to their marital status and t-test was applied for independent samples. Although the average score of married teachers ($\bar{X} = 3.89$) was higher than single teachers ($\bar{X} = 3.79$) at the general scale level, this difference was found to be at the limit of statistical significance ($p = .054$). When examined on the basis of sub-dimensions; the averages of married teachers ($\bar{X} = 3.86$) were significantly higher than single teachers ($\bar{X} = 3.70$) in the instructional support sub-dimension ($p = .033$). Similarly, it was observed that married teachers had higher perceptions of support in the justice support sub-dimension and this difference was significant ($p = .047$). However, the difference obtained in the administrative support sub-dimension was not statistically significant ($p = .082$). These results show that the organizational support perception of married teachers was higher in some dimensions (especially instructional and justice support), but a significant difference remained at the limit in terms of general support perception.

In order to determine whether the participants' perceptions of organizational support showed a significant difference according to age groups, one-way analysis of variance (ANOVA) was conducted. The results are presented in Table 7.

Table 7. ANOVA-Test Results of Organizational Support Perception and Its Sub-Dimensions According to Age

Sub Dimension	Group (Age)	n	\bar{X}	Ps .	F	p
General Scale	22–27	42	3.79	0.71		
	28–33	74	3.83	0.66		
	34–39	81	3.88	0.67	0.951	0.435
	40–45	65	3.91	0.72		
	46 and above	48	3.86	0.68		
Instructional Support	22–27	42	3.68	0.73		
	28–33	74	3.75	0.68		
	34–39	81	3.81	0.65	1,108	0.353
	40–45	65	3.84	0.70		
	46 and above	48	3.77	0.69		
Administrative Support	22–27	42	3.72	0.71		
	28–33	74	3.85	0.66		
	34–39	81	3.89	0.72	0.967	0.425
	40–45	65	3.93	0.75		
	46 and above	48	3.84	0.70		
Justice Support	22–27	42	3.76	0.69		
	28–33	74	3.82	0.70		
	34–39	81	3.86	0.72	1,163	0.327
	40–45	65	3.91	0.69		
	46 and above	48	3.85	0.71		

$p < 0.05$

When the general mean scores of the organizational support scale are examined, it is seen that the teachers in the 40–45 age group have the highest mean ($\bar{X} = 3.91$), followed by the 34–39 age group ($\bar{X} = 3.88$), 46 and above ($\bar{X} = 3.86$), 28–33 age group ($\bar{X} = 3.83$) and 22–27 age group ($\bar{X} = 3.79$). However, this difference is not statistically

significant ($F = 0.951$, $p = 0.435$). A similar result was obtained in the analyses conducted at the sub-dimensions. Although the means in the instructional support dimension slightly increased with age, the difference was not found to be significant ($F = 1.108$, $p = 0.353$). Similarly, no significant difference was found between the age groups in the sub-dimensions of administrative support ($F = 0.967$, $p = 0.425$) and justice support ($F = 1.163$, $p = 0.327$). These findings show that the age variable does not have a statistically significant effect on the perception of organizational support and its sub-dimensions. Although the ages of the teachers differ, it can be said that the levels of support they perceive from their institutions are similar. This result reveals that the perception of organizational support does not change significantly depending on age.

Table 8. ANOVA-Test Results of Organizational Support Perception and Its Sub-Dimensions According to Tenure in the Profession

Sub Dimension	Group	n	\bar{X}	Ss .	F	p
General Scale	Less than 5 years	36	3.65	0.71	3,214	0.023 <i>Less than 5 years ↔ 16 years and above</i>
	5–10 years	92	3.78	0.68		
	11–15 years	105	3.91	0.66		
	16 years and above	77	4.02	0.63		
Instructional Support	Less than 5 years	36	3.61	0.69	2,981	0.032 <i>Less than 5 years ↔ 16 years and above</i>
	5–10 years	92	3.73	0.65		
	11–15 years	105	3.86	0.64		
	16 years and above	77	3.95	0.62		
Administrative Support	Less than 5 years	36	3.59	0.75	3,537	0.017 <i>5–10 years ↔ 16 years and above</i>
	5–10 years	92	3.81	0.70		
	11–15 years	105	3.94	0.68		
	16 years and above	77	4.06	0.65		
Justice Support	Less than 5 years	36	3.74	0.68	1.945	0.122
	5–10 years	92	3.81	0.71		
	11–15 years	105	3.89	0.69		
	16 years and above	77	3.94	0.66		

$p < 0.05$

In order to determine whether the participants' perceptions of organizational support differed according to their tenure in the profession, one-way analysis of variance (ANOVA) was applied. According to the findings, a statistically significant difference was found in the general scores of the organizational support scale ($F = 3.214$, $p = 0.023$). According to the post-hoc (Tukey) test result, this difference was especially significant between teachers with less than 5 years of experience and teachers with 16 years and more experience. Similarly, a significant difference was found in the instructional support ($p = 0.032$) and administrative support ($p = 0.017$) sub-dimensions. It is understood that teachers who have been on duty for many years in particular perceive a higher level of support from the organization. No significant difference was found between age groups in the justice support sub-dimension ($p = 0.122$).

Table 9. T-Test Results of Organizational Adaptability and Its Sub-Dimensions by Gender

Sub Dimension	Group	n	\bar{X}	Ss .	t	df (df)	p
General Scale	Woman	186	3.81	0.67	1,763	308	0.079
	Male	124	3.69	0.71			
Distributive Justice	Woman	186	3.76	0.72	1,545	308	0.124
	Male	124	3.63	0.76			
Interactional Justice	Woman	186	3.89	0.68	2,215	308	0.028*
	Male	124	3.69	0.71			
Procedural Justice	Woman	186	3.78	0.66	1,909	308	0.057
	Male	124	3.63	0.70			

$p < 0.05$

When the participants' organizational justice perceptions are compared according to the gender variable, it is seen that the average scores of female teachers ($\bar{X} = 3.81$) are higher than male teachers ($\bar{X} = 3.69$) at the general scale level. However, this difference is not statistically significant ($t(308) = 1.763$, $p = 0.079$). When examined at the sub-dimensions level; a significant difference was found in the interactional justice dimension according to gender ($p = 0.028$). The average score of female teachers in this dimension ($\bar{X} = 3.89$) is significantly higher than the score of male teachers ($\bar{X} = 3.69$). This shows that female teachers feel more justice in their communication with administrators in their institutions. On the other hand, although the average scores of female teachers are higher in the distributive justice and procedural justice dimensions, these differences are not statistically significant ($p = 0.124$ and $p = 0.057$). The p value in the procedural justice dimension is quite close to the significance limit, but does not exceed the significance threshold. These findings show that, in general, female teachers' organizational justice perceptions are higher than male teachers; however, this difference only reaches a significant level in the interactional dimension.

Table 10. T-Test Results of Organizational Commitment and Its Sub-Dimensions According to Marital Status

Sub Dimension	Group	n	\bar{X}	Ss .	t	df (df)	p
General Scale	Single	138	3.69	0.72	-2,008	308	0.045*
	Married	172	3.83	0.66			
Distributive Justice	Single	138	3.60	0.75	-1,782	308	0.076
	Married	172	3.74	0.73			
Interactional Justice	Single	138	3.71	0.71	-2.153	308	0.032*
	Married	172	3.86	0.69			
Procedural Justice	Single	138	3.67	0.70	-1.934	308	0.054
	Married	172	3.80	0.67			

$p < 0.05$

The results of the independent sample t-test conducted to determine whether the participants' organizational justice perceptions differed according to marital status are presented in Table 6. At the general scale level, the average score of married teachers ($\bar{X} = 3.83$) is higher than that of single teachers ($\bar{X} = 3.69$), and this difference is statistically significant ($t(308) = -2.008$, $p = 0.045$). When the sub-dimensions are examined, a significant difference is also observed in the interactional justice dimension ($p = 0.032$). The perception of married teachers in this sub-dimension ($\bar{X} = 3.86$) is higher than the perception of single teachers ($\bar{X} = 3.71$). This shows that married teachers perceive a greater sense of justice in their interactions with administrators. Although the average scores of married teachers were higher in the distributive justice and procedural justice dimensions, these differences did not reach statistical significance ($p = 0.076$ and $p = 0.054$).

Table 11. ANOVA-Test Results of Organizational Adaptability and Its Sub-Dimensions According to Age

Sub Dimension	Age group	n	\bar{X}	Ss .	F	p
General Scale	22–27	42	3.65	0.70	2,874	0.025
	28–33	74	3.71	0.66		
	34–39	81	3.80	0.67		
	40–45	65	3.88	0.64		
	46 and above	48	3.90	0.62		
22–27 ↔ 46 and above						

Sub Dimension	Age group	n	\bar{X}	Ss .	F	p
Distributive Justice	22–27	42	3.52	0.75	2,106	0.078
	28–33	74	3.63	0.70		
	34–39	81	3.68	0.69		
	40–45	65	3.76	0.67		
	46 and above	48	3.79	0.65		
Interactional Justice	22–27	42	3.66	0.74	2,657	0.033 <i>22–27 ↔ 40–45 and 46+</i>
	28–33	74	3.75	0.69		
	34–39	81	3.83	0.66		
	40–45	65	3.88	0.64		
	46 and above	48	3.92	0.62		
Procedural Justice	22–27	42	3.65	0.70	2,331	0.057
	28–33	74	3.70	0.69		
	34–39	81	3.78	0.67		
	40–45	65	3.82	0.64		
	46 and above	48	3.86	0.63		

$p < 0.05$

When the participants' organizational justice perceptions were compared according to age groups, a significant difference was found at the general scale level ($F = 2.874$, $p = 0.025$). According to the post-hoc analysis results, this difference was especially significant between the 22–27 age group and the 46 and above age group. While young participants reported lower justice perceptions, teachers in the older age group had higher justice perceptions. The difference obtained for interactional justice from the sub-dimensions was also statistically significant ($F = 2.657$, $p = 0.033$). This difference emerged especially between the 22–27 age group and the 40–45 and 46 age groups. This finding shows that a more fair perception occurs in interpersonal interactions as age increases. On the other hand, the differences observed in the distributive justice ($p = 0.078$) and procedural justice ($p = 0.057$) sub-dimensions were close to the significance limit, but did not reach a statistically significant level. As a result, it is seen that age is a determining factor especially in general organizational justice and interactional justice perception, and young teachers have lower perception in these dimensions.

Table 12. ANOVA-Test Results of Organizational Adaptability and Its Sub-Dimensions According to Tenure in the Profession

Sub Dimension	Term of Office	n	\bar{X}	Ps .	F	p
General Scale	Less than 5 years	36	3.64	0.73	3,012	0.030 <i>Less than 5 years ↔ 16 years and above</i>
	5–10 years	92	3.71	0.70		
	11–15 years	105	3.83	0.66		
	16 years and above	77	3.91	0.62		
Distributive Justice	Less than 5 years	36	3.55	0.76	1,742	0.159
	5–10 years	92	3.66	0.71		
	11–15 years	105	3.72	0.69		
	16 years and above	77	3.78	0.67		
Interactional Justice	Less than 5 years	36	3.62	0.74	2,774	0.041 <i>Less than 5 years ↔ 16 years and above</i>
	5–10 years	92	3.75	0.68		
	11–15 years	105	3.84	0.65		
	16 years and above	77	3.90	0.63		
Procedural Justice	Less than 5 years	36	3.63	0.71		
	5–10 years	92	3.70	0.68		

Sub Dimension	Term of Office	n	\bar{X}	Ps .	F	p
	11–15 years	105	3.78	0.66		
	16 years and above	77	3.83	0.64	2.268	0.081

$p < 0.05$

In order to determine whether the participants' organizational justice perceptions differed according to their tenure in the profession, one-way analysis of variance (ANOVA) was conducted. In terms of general organizational justice perception, the tenure variable created a significant difference ($F = 3.012$, $p = 0.030$). According to the post-hoc test results, this difference emerged especially between teachers with less than 5 years of tenure and teachers with 16 years and more. Teachers who have been working for a long time perceive higher levels of organizational justice. Similarly, a significant difference was observed in the interactional justice dimension ($F = 2.774$, $p = 0.041$). In this dimension, a significant difference was determined between the groups of less than 5 years ↔ 16 years and more. This situation shows that senior teachers think that they perceive more fair attitudes in their relations with administrators. Although the mean scores between the groups tended to increase in the distributive justice and procedural justice dimensions, the differences were not found to be statistically significant ($p > 0.05$).

When evaluated in general, it is seen that as the professional seniority period increases, the organizational justice perception of the teachers increases and this increase reaches a significant level, especially at the interactional level.

3.2.4. Correlation Analysis

Table 13. Correlations between Organizational Support and Organizational Adherence and Sub-Dimensions (n = 310)

Variables	1	2	3	4	5	6	7	8
1. Organizational Support (General)	1.00							
2. Instructional Support	.841**	1.00						
3. Administrative Support	.876**	.604**	1.00					
4. Justice Support	.903**	.588**	.672**	1.00				
5. Distributive Justice	.649**	.497**	.528**	.559**	1.00			
6. Interactional Justice	.715**	.622**	.675**	.698**	.532**	1.00		
7. Procedural Justice	.704**	.543**	.607**	.672**	.591**	.658**	1.00	
8. Organizational Justice (General)	.768**	.634**	.682**	.719**	.678**	.792**	.774**	1.00

The correlation matrix presented above reveals the relationships between teachers' organizational support and justice perceptions and the sub-dimensions of these perceptions. A positive and highly significant relationship was determined between the general score of organizational support and the general score of organizational justice ($r = .768$, $p < .01$). This result shows that as the perception of support increases, the perception of justice also increases. Among the three sub-dimensions of the perception of support, especially justice support is the sub-dimension with the highest correlation with organizational justice ($r = .719$, $p < .01$). This situation shows that fair practices are one of the main determinants of the sense of organizational support. In addition, the general score of organizational support is positively and significantly related to all justice dimensions: distributive justice ($r = .649$), interactional justice ($r = .715$) and procedural justice ($r = .704$). These findings reveal that a supportive organizational structure is also related to a just management climate. As a result, the level of support that teachers perceive from their organizations significantly affects their sense of justice in the organization. In this context, administrative, instructional and justice-based support elements play a critical role in ensuring organizational justice.

Table 14. Effect of Organizational Support on Organizational Adherence (Simple Linear Regression)

Model	B	Std. Error	β	t	p	R ²	F	p (ANOVA)
Still	1,124	0.178	—	6.315	.000			
Organizational Support	0.675	0.045	.768	14,953	.000**	.590	223.60	.000**

* $p < .05$, ** $p < .01$ level of significance

According to the table above, organizational support has a significant and strong effect on organizational loyalty. According to the findings obtained from the regression analysis, organizational support perception is a significant predictor of organizational loyalty ($\beta = .768$, $p < .01$). This shows that supportive organizational structures are

evaluated as more fair by employees. The explanatory power of the model is high; $R^2 = .590$ value reveals that organizational support perception explains 59% of the total variance in organizational loyalty. The regression model is generally significant ($F(1, 308) = 223.60, p < .01$).

The results show that the level of support teachers perceive from the institution significantly affects their perception of organizational justice. Supportive management approach, distribution of justice, transparency of processes and interactive behaviors play an important role in the development of this perception.

CONCLUSION

When the findings obtained within the scope of this research are evaluated in general, it is concluded that the organizational support and organizational justice perceptions of the teachers in the private schools they work are at a high level. The participants stated that they receive administrative, instructional and justice-based support from their organizations; similarly, they stated that they have a positive perception in the distributional, procedural and interactional dimensions of justice within the organization. The high scores obtained from both scales indicate that the teachers perceive a generally supportive and fair atmosphere in the institutions they work.

It was determined that female teachers had higher organizational support and interactional loyalty compared to male teachers. Similarly, it was seen that married teachers had more positive evaluations than single teachers in both support and loyalty. This situation indicates that teachers' personal and social situations may be effective in their perception of the organizational environment.

The findings obtained in terms of age variable revealed that the perception of organizational support did not show a significant difference according to age; however, significant differences were found in the perception of organizational justice, especially between young teachers and older teachers. It was observed that older teachers perceived justice at a higher level, especially in interpersonal interactions.

When evaluated in terms of the tenure variable, it was understood that senior teachers had higher organizational support and organizational justice. It was determined that teachers who had been working for many years in particular had the perception that they were supported more and treated fairly in their relationships with administrators.

Correlation and regression analyses revealed that there are strong and positive relationships between organizational support and organizational justice. As teachers' perception of organizational support increases, their sense of justice also increases in parallel. This finding shows that providing justice in organizations strengthens the sense of support; similarly, supportive organizational practices strengthen the sense of justice. As a result, a supportive and fair management approach has the potential to increase teachers' organizational commitment and job satisfaction.

REFERENCES

- Akar, H., & Ustuner, M. (2019). The Relationships between Perceptions of Teachers' Transformational Leadership, Organizational Justice, Organizational Support and Quality of Work Life. *International Journal of Research in Education and Science*, 5(1), 309-322.
- Akbaş, H., & Çelik, E. (2021). Örgütsel adalet algısının öğretmenlerin işten ayrılma niyeti üzerindeki etkisi. *Eğitim ve Bilim*, 46(207), 1-15.
- Akbulut, A. (2020). *Öğretmenlerin örgütsel adalet ve örgütsel destek algılarının örgütsel sinizm tutumuna yönelik etkisinin incelenmesi* [Yüksek lisans tezi]. İstanbul Sabahattin Zaim Üniversitesi.
- Akinrinlola, F. N., Kusa, N. D., & Wapmuk, S. E. (2021). The Role of Perceived Organisational Support on Organisational Justice and Turnover Intent among Private Secondary Schools in Jos, Plateau State. *International Journal of Research and Innovation in Social Science*, 5(8), 684-692.
- Başaran, İ. E. (2000). *Örgütsel davranış: İnsan kaynaklarının yönetimi*. Feryal Matbaacılık.
- Cohen, A., & Eyal, O. (2015). The role of organizational justice and exchange variables in determining organizational citizenship behavior among Arab teachers in Israel. *Psychological Studies*, 60, 56-69.
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386-400.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Cropanzano, R., & Greenberg, J. (1997). Progress in organizational justice: Tunneling through the maze. *International Review of Industrial and Organizational Psychology*, 12, 317-372.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874-900.
- Çetin, M., & Yılmaz, H. (2023). Öğretmenlerin algıladıkları örgütsel destek ile iş doyumları arasındaki ilişki: Özel okul örneği. *Uluslararası Eğitim Araştırmaları Dergisi*, 16(1), 55-72.
- Dai, K., & Qin, X. (2016). Perceived organizational support and employee engagement: Based on the research of organizational identification and organizational justice. *Open Journal of Social Sciences*, 4(12), 46-57.

- Demir, K. (2015). The effect of organizational justice and perceived organizational support on organizational citizenship behaviors: The mediating role of organizational identification. *Eurasian Journal of Educational Research*, 15(60), 131-148.
- Demirtaş, Z., & Özer, N. (2022). Öğretmenlerin örgütsel bağlılık düzeylerinin yordayıcıları: Örgütsel adalet ve destek algıları. *Eğitim ve Bilim*, 47(211), 183-202.
- Donglong, Z., Taejun, C., Julie, A., & Sanghun, L. (2020). The structural relationship between organizational justice and organizational citizenship behavior in university faculty in China: the mediating effect of organizational commitment. *Asia Pacific Education Review*, 21, 167-179.
- Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organizational support: Fostering enthusiastic and productive employees*. American Psychological Association.
- Ergül, S. B. (2019). *Ortaöğretim okullarında görev yapan öğretmenlerin algıladıkları örgütsel destek düzeyleri ile örgütsel adalet algıları arasındaki ilişki* [Yüksek lisans tezi]. İstanbul Sabahattin Zaim Üniversitesi.
- Ertürk, R., Yıldız, K., & Özdemir, T. (2017). Öğretmenlerin örgütsel destek ve örgütsel adalet algıları arasındaki ilişki. 8. *Eğitim Yönetimi Forumu Bildiri Özetleri Kitabı*, 19-21.
- Güneş, A., & Küçüksüleymanoğlu, R. (2020). Öğretmenlerin örgütsel adalet algıları ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Yaşadıkça Eğitim*, 34(2), 313-330.
- Kara, E., & Aydoğan, E. (2021). Örgütsel destek ve öğretmen motivasyonu arasındaki ilişkinin incelenmesi. *Eğitim ve Toplum Araştırmaları Dergisi*, 8(1), 91-109.
- Karasar, N. (2012). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler* (23. baskı). Nobel Yayıncılık.
- Kurt, M., & Öztürk, N. (2024). Öğretmenlerin örgütsel adalet algıları ile iş tatminleri arasındaki ilişkinin incelenmesi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 13(1), 110-130.
- Özkan, Ş. (2022). Adaletli yönetim uygulamalarının örgütsel bağlılık üzerindeki etkisi. *İşletme Araştırmaları Dergisi*, 14(1), 1-15.
- Öztürk, B., & Kaplan, F. (2021). Öğretmenlerin örgütsel destek algılarının tükenmişlik düzeylerine etkisi. *Eğitimde Nitel Araştırmalar Dergisi*, 9(1), 72-91.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.
- Tekin, E., & Yıldırım, M. (2023). Örgütsel destek ve iş performansı arasındaki ilişki: Öğretmenler üzerine bir araştırma. *Eğitim ve Gelecek Dergisi*, 19(2), 99-113.
- Tekin, N. (2020). Öğretmenlerin örgütsel adalet algısı ile iş tatmini arasındaki ilişki. *Eğitim Yönetimi Dergisi*, 26(4), 546-564.