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# Effects of Teachers' Organizational Justice Perceptions on Intention to Quit: Mediation Role of Organizational Identification

**Ufuk Başar<sup>a</sup>**

Baskent University

**Ünsal Sığrı<sup>b</sup>**

Baskent University

## Abstract

This research aims to discover the effects of teachers' organizational justice perceptions on intention to quit as well as the mediation role of teachers' organizational identification in this process. Interactions between research variables were measured using structural equation models. The sample used comprised teachers working at primary and secondary public schools in the Çankaya district of Ankara, Turkey. Data were collected through questionnaires completed by 292 teachers who participated voluntarily. Participants were selected according to a random sampling technique. The collected data were analyzed using linear regression and multiple correlation analyses. The findings indicate significant relationships between all research variables. Teachers' procedural, distributive, interpersonal, and informational justice perceptions have a positive predictive effect on organizational identification. Distributive and interpersonal justice perceptions coupled with organizational identification have a negative predictive effect on teachers' intention to quit. Organizational identification fully mediates the predictive effect of distributive justice perception on intention to quit; however, it partially mediates the predictive effect of interpersonal justice perception on intention to quit.

**Keywords:** Schoolteachers • Organizational justice perceptions • Organizational identification • Intention to quit • Mediation effect

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## a Corresponding author

Ufuk Başar, Institute of Social Sciences, Baskent University, Ankara, Turkey

Research areas: Management and organization with specific focus on organizational behavior, leadership, training, education

Email: [ufuk-basar@hotmail.com](mailto:ufuk-basar@hotmail.com)

## b Ünsal Sığrı, Department of Sports Sciences, Baskent University, Ankara, Turkey

Email: [usigr@baskent.edu.tr](mailto:usigr@baskent.edu.tr)

Over time, for diverse reasons, teachers may search for a new job or jobs similar to their current job at other schools. Specific organizational and individual factors may force teachers to search for alternative employment. Though candidates passionately strive to be teachers, especially in public schools in Turkey, unjust managerial practices with regard to rewards, assignments, and interpersonal relations may cause recently assigned novice teachers, who desire to establish a new life, to resign or seek re-assignment to another school. As implemented in numerous countries and organizations, the management of educational organizations wants to improve and motivate teachers and educators through feedback based on performance appraisals. In this process, although public schools in Turkey do not face human resource-related problems, because of the considerable unemployment rate, factors that can potentially prevent teachers' resignations or voluntary assignments to other schools may be important in terms of education effectiveness, cost efficiency, and student motivation. In this context, we propose that teachers may remain at schools in which they are currently employed based on perceptions of fair managerial processes, which prevents resignation or re-assignment. Teachers' identification with their organizations may also be a catalyst—a fact that reinforces this proposal. Organizational identification refers to a strong psychological tie—beyond organizational commitment—between employees and organizations. Therefore, teachers who strongly identify with their organizations tend to stay at their schools and continue teaching even in worsened conditions (Ashforth & Mael, 1989).

In this regard, we aimed to explore the predictive effects of teachers' organizational justice perceptions on their intention to quit as well as the mediating role of teachers' organizational identification in this process. First, we develop a theoretical framework based on a review of the related literature. Next, we comprehensively describe the research variables pertaining to organizational justice perception, organizational identification, and intention to quit and detail the theoretical interactions among these variables. Further, we explain the analyses. Research findings indicate that teachers' perceptions of fair management and organizational identification are factors motivating them to stay and continue teaching at their organizations. Moreover, teachers' organizational identification explains and strengthens the causal effect of organizational justice perception on intention to quit. We believe that the findings of this research contribute to

the literature by opening new avenues for future research and guiding managerial practices, which aim to improve both individual and organizational productivity and develop factors that strengthen teachers' ties with their organizations and jobs.

### Organizational Justice Perception

Since ancient times, the notion of justice has attracted scholarly attention. Studies on the fairness of resource distribution between individuals date back to Aristotle's analyses. Locke's (1689; 1994) writings on human rights, Hobbes' (1651; 1947) analyses of valid treaties in the 17<sup>th</sup> century, and Mill's (1861; 1940) research in the 19<sup>th</sup> century contributed to earlier studies. Generally, these studies treated the notion of justice as a normative ideal to be ultimately attained (Colquitt, Greenberg, & Zapata-Phelan, 2005). Later, theories developed since the beginning of the 20th century applied the concept of justice to the organizational context. In this way the notion of organizational justice was developed through adaptation of social justice theories into the organizations (Eker, 2006). Stouffer, Suchman, Devinney, Star, and William's (1949) relative deprivation theory, Homans' (1961) distributive justice theory, and Adams' equity theory are prominent theories that inspired the conceptualization of organizational justice.

Until 1975, studies on organizational justice focused only on *distributive justice*, which refers to the fair distribution of resources and benefits. Many of these were based on Adams' (1965) equity theory, which evaluates and treats the concept of equity within a social exchange theory framework (Colquitt, Wesson, Porter, Conlon, & Ng, 2001). However, the insufficiency of equity theory and other distributive justice models shifted the focus of organizational justice research to procedural justice perception, which refers to individuals' perceptions of processes used in decision-making and distribution of resources and benefits (Cohen-Charash & Spector, 2001). This shift helped better explain employees' reactions to perceived inequities (Crosby, 1976; Deutsch, 1975; Folger, 1984). With their book, which summarized the reactions of disputants to fair processes, Thibaut and Walker (1975) pioneered research on processes within framework of justice studies. By conceptualizing *process control* and *decision control*, Thibaut and Walker demonstrated the circumstances in which disputants perceived processes as fair, indicating that individuals' perceptions of procedural justice improved when control over processes was established (Colquitt et

al., 2001). Although Thibaut and Walker emphasized the importance of process control, Leventhal (Leventhal, 1980; Leventhal, Karuza, & Fry, 1980) proposed additional dimensions of procedural justice. According to Leventhal, specific process elements such as selection of decision makers, setting ground rules for evaluating potential rewards, information gathering methods, procedures for defining the decision process, procedures for appeals, safeguards against abuse of power, and availability of change mechanisms can be used to evaluate the fairness of resource and acquisition distribution processes. In this case, process fairness is evaluated according to various criteria, including the extent to which processes suppress bias, create consistent allocations, rely on accurate information, are correctable, represent the consent of all recipients, and are based on prevailing moral and ethical standards (Greenberg, 1990, p. 403). As such, researchers interested in procedural justice tended to focus on the structural characteristics of decision-making processes until the 1980s. However, focus on the interactional dimension of these processes was limited. Although Thibaut and Walker (1975) and Leventhal (1980) touched on communication and interpersonal interactions in their studies, there was no significant progress on this subject until Bies and Moag's (1986) research on interpersonal interactional justice. Through their studies, *interactional justice* emerged as a point of discussion. Since the end of the 1980s, the conceptual and structural characteristics of interactional justice became key focus areas (Colquitt et al., 2005). Greenberg (1990; 1993) suggested that the concept of interactional justice comprises two dimensions, namely *interpersonal justice* and *informational justice*. Interpersonal justice refers to the extent to which managers behave decently, courteously, and with dignity toward subordinates. Informational justice refers to the extent to which managers inform subordinates and other colleagues about decision-making and resource distribution processes (Colquitt et al., 2001). Dissidence among researchers on the dimensions of organizational justice continues; however, research by Colquitt (2001) and Folger and Cropanzano (1998) support Greenberg's (1990; 1993) approach. In this approach, the organizational justice structure comprises four dimensions: distributive, procedural, interpersonal, and informational justice. Therefore, in this study, we analyzed teachers' organizational justice perception based on these four dimensions in accordance with Colquitt (2001).

## Organizational Identification

Organizational identification is becoming increasingly important as a key concept in the field of organizational behavior. Because organizational identification explains and predicts quite a few of attitudes and behaviors of employees in the workplace and corresponds to a key psychological condition, namely the basic tie between employee and organization (Edwards, 2005). Empirical research by Foote (1951), Kelman (1958), Brown (1969), March and Simon (1958), Patchen (1970), Lee (1969; 1971), Hall, Schneider, and Nygren (1970), and Cheney (1983a; 1983b) contributed to the conceptualization and theoretical development of organizational identification with insightful ideas and explanations. These studies determined and defined the structure and content of organizational identification. Drawing on these studies, Ashforth and Mael (1989) advanced the concept of organizational identification by applying the social identity approach to organizational processes.

The social identity approach comprises two closely related theories, namely *social identity theory* (Taifel & Turner, 1979, 1986) and *self-categorization theory* (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987). Social identity theory explains individuals' behaviors and attitudes arising from group membership and affiliation in relation to their self-definition. As such, being a member of a group defines part of its members' identities (Van Dick, Wagner, Stellmacher, Christ, & Tissington, 2005). According to social identity theory, individuals tend to categorize themselves and others in terms of social coteries, such as group membership, religious affiliation, gender, and age, which serves two purposes. First, the social environment is shaped according to a specific system; thus, individuals can identify others systematically through social categorization. Second, individuals determine their position in the social environment. Since an individual's self-definition comprises an individual identity—shaped by personal characteristics—and a social identity, which is shaped by social categorization, according to social identity theory, social identification is the feeling of belonging and oneness with various communities. Therefore, it is believed that social identification can answer the question: "Who am I?" (Ashforth & Mael, 1989).

Almost ten years after social identity theory emerged, Turner et al. (1987) developed *self-categorization theory*. This theory determines intergroup processes and explains contextual influences on identification. Both social identity theory and self-

categorization theory propose two preconditions for the actualization of group behaviors and self-categorization: category salience and identification. Identification refers to individuals' expression of their identities as a member of a specific group, while category salience refers to accessibility of a category within a person's cognitive processes and differentiation from other groups (Van Dick et al., 2005). From this perspective, organizational identification is a form of social identification (Mael & Ashforth, 1992), and organizations can answer an individual's question of "Who am I?" (Ashforth & Mael, 1989). Based on this, it can be concluded that organizational identification occurs when individuals integrate organizational values and characteristics with their self-concept and feel one with the organization (Ashforth & Mael, 1989; Kreiner & Ashforth, 2004).

### Intention to Quit

Management researchers emphasize the importance of the reasons motivating employees' intention to remain or leave their organizations (Martin, 1979). Resignation or "quitting their jobs" refers to employees' removal from the organization by their own will or by being fired. However, intention to quit refers to employees' conscious decisions and will to leave their organizations (Sıgır & Çıra, 2010). While some researchers such as Alley and Gould (1975), Atchison and Lefferts (1972), Kraut (1975), and LaRocco, Pugh, and Gunderson (1977) focused on the reasons motivating employees' intention to stay in their organizations, others including Lyons (1968), Mercer and Mould (1977), and Price and Bluedorn (1977) focused on the reasons motivating employees' intention to resign (Martin, 1979). Employees who resign by their own will do so based on their decisions. In contrast, employees may also leave because of the employer's decision to cancel a work contract (Shaw, Delery, Jenkins, & Gupta, 1998). In this study, we elaborate the reasons that may impact employees' intention to quit based on their own decisions.

### Relation between Organizational Justice Perception, Organizational Identification, and Intention to Quit

Thus far, several models have been designed for and many surveys conducted on the reasons affecting the development of employees' intention to quit; these studies have yielded remarkable results. Based on his research model, Martin (1979) found

that job satisfaction, promotion, and aging have negative predictive effects, while education has a positive predictive effect on intention to quit. In addition, Shaw et al. (1998) determined the negative predictive effects of pay and health care benefits on intention to quit. In another study, Çakar and Ceylan (2005) found that organizational commitment negatively predicts intention to quit. According to Çekmecelioglu's (2005) study, organizational creativity and supervisory support negatively predict employees' intention to quit. Lewin and Sager (2010) found that individuals with an external locus of control are more likely to develop the intention to quit. On the other hand, they also found that self-efficacy decreases the development of intention to quit within a model that included strategies to cope with this intention. Meanwhile, Yin-Fah, Foon, Chee-Leong, and Osman (2010) discovered that job stress increases employees' intention to quit. However, Şahin (2011) found that leader-member exchange decreases employees' intention to quit. Furthermore, Ali and Baloch (2010) identified numerous variables with negative correlations to intention to quit such as pay, social status, job security, promotion, working conditions, supervision, recognition, coworkers, nature of work, distributive justice, procedural justice, job autonomy, affective commitment, and continuous commitment. They also uncovered positive correlations between intention to quit and work-family conflict, work overload, and perceived alternative employment opportunities. In addition, Çelik and Çıra (2013) revealed that employees' organizational citizenship behaviors reduce intention to quit. However, work overload decreases the negative effects of organizational citizenship behaviors on intention to quit. Yıldız, Savcı, and Kapu (2014) add new variables that significantly decrease employees' intention to quit such as wage, physical working conditions, and cooperation between personnel.

In addition, organizational justice perceptions may also predict employees' intention to quit. Therefore, we posit that the more employees perceive fair managerial practices, the less would be their intention to quit. Several studies support our point of view. According to Dailey and Kirk (1992) and Cantor, Macdonald, and Crum (2011), employees' distributive and procedural justice perceptions negatively predict intention to quit. Likewise, Loi, Hang-Yue, and Foley (2006) found that both distributive and procedural justice perceptions negatively affect intention to quit through perceived organizational support. However, Özer and Günlük

(2010) discovered significant negative effects for only procedural justice perceptions on intention to quit. As distinct from other studies, Özüoğlu and Özafşarlıoğlu (2014) determined the negative predictive effects of employees' organizational justice perception under three dimensions: distributive, procedural, and interactional justice perception. In another study, Turunç (2011) discovered that organizational identification mediated the negative predictive effects of distributive justice perception on employees' intention to quit.

In this context, depending on the characteristics of organizational justice and identification, we posit that employees' perceptions of organizational justice may strengthen organizational identification. Moreover, organizational identification may explain the effects of employees' perceptions of organizational justice on intention to quit. Previous researches support our view. Cheung and Law (2008) found positive correlations between organizational identification and distributive, interpersonal, and informational justice perception. Olkkonen and Lipponen (2006) also indicated the predictive positive effects of procedural and distributive justice perception on organizational identification. Furthermore, De Cramer (2005), Jiang and Law (2013), and Lipponen, Olkkonen, and Moilanen (2004) identified the predictive positive effects of employees' procedural justice perception on organizational identification. Çetinkaya and Çimenci's (2014) study also supported previous studies with their findings on the positive predictive effects of procedural and interactional justice perception on organizational identification.

In addition, Van Knippenberg and Van Schie (2000) and Cicero and Pierro (2007) indicated that identification with working groups decreases employees' intention to quit. Cole and Bruch (2006), De Maura, Abrams, Retter, Gunnarsdotir, and Ando (2009), Turunç and Çelik (2010), and Polat and Meydan (2010) also revealed the significant negative predictive effect of organizational identification on employees' intention to quit.

Based on these studies, it seems theoretically possible to posit that organizational justice perception is one of predictors of both organizational identification and intention to quit. Furthermore, we posit that organizational identification can decrease teachers' intention to quit by mediating the effects of organizational justice perception. Therefore, depending on theoretical framework, we hypothesize that:

H1: There are positive and significant relationships between dimensions of organizational justice

perception and organizational identification.

H2: There are negative and significant relationships between dimensions of organizational justice perception and intention to quit.

H3: There are negative and significant relationships between organizational identification and intention to quit.

H4: Organizational identification mediates the effects of dimensions of organizational justice perception on intention to quit.

Within this framework, the results of hypotheses testing aim to contribute new insights to the literature and management theory to elucidate the situation for school managerial staff. Conducted on schoolteachers, this study is the first in Turkey to analyze organizational justice perception under four dimensions, namely distributive, procedural, interpersonal, and informational justice perception. Teachers may intend to quit their jobs or be re-assigned to another school based on the unjust management of school directors and/or vice-directors. In this context, we think our findings can contribute towards improving the productivity of education, preventing teachers' intention to quit or intention to be re-assigned to another school, and performance loss, which may occur because of teachers' negative intentions. At the same time, by uncovering the mediating effect of organizational identification, we emphasize that teachers may have an important role in overcoming difficulties and raising well-educated generations if they identify strongly with their organizations.

## Method

### Research Design, Sample, and Sampling Technique

In this empirical study, the dependent variable is teachers' intention to quit. The independent variables are teachers' organizational justice perception and organizational identification. The research adopted a model to measure the predictive effect of organizational justice perception on intention to quit with organizational identification as mediator.

The research universe comprised 3,280 teachers working at public primary and secondary schools in Çankaya district in Ankara, Turkey. In this research, a simple random sampling technique was used, and sample size was determined according to criteria designated at a 95% confidence level (Büyükoztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2011). The research data were collected

through a questionnaire completed between October and December 2010 by 292 schoolteachers working at 11 public, primary, and secondary schools in Çankaya district in Ankara, Turkey. All respondents participated in our survey voluntarily. Female teachers comprised 73.6% ( $n = 215$ ) of all participants, while 26.4% ( $n = 77$ ) were males. Furthermore, 86% ( $n = 252$ ) of participants were married and 13.7% ( $n = 40$ ) single. Regarding age, 1.7% ( $n = 5$ ) of participants were aged 26–30 years, 8.2% ( $n = 24$ ) 31–35 years, 25.3% ( $n = 74$ ) 36–40 years, and 64.7% ( $n = 189$ ) were aged 41 years and more. In terms of education, 90.8% ( $n = 256$ ) of participants have a bachelor's degree, 8.6% ( $n = 25$ ) a master's degree, 1 participant has a high school degree, and 1 a doctoral degree.

### Data Collection Instruments

**Organizational Justice Perception:** Teachers' organizational justice perception was measured through a questionnaire developed by Colquitt (2001). This questionnaire was translated into Turkish by Özmen, Arbak, and Özer (2007). Polat (2009) and Başar (2011) also used the adapted Turkish questionnaire in their research. The questionnaire comprised 20 items, 4 of which correspond to distributive justice perception, 7 to procedural justice perception, 4 to interpersonal justice perception, and 5 to informational justice perception. A five-point Likert-type scale (1 = strongly disagree, 5 = strongly agree) was used to measure the four dimensions of organizational justice perception, namely distributive, procedural, interpersonal, and informational justice perception. Ascending scores indicate the strength of each item. The questionnaire included items such as "My manager treats me politely" and "My manager explains procedures thoroughly." Özmen et al. (2007) assessed the reliability of each dimension using Cronbach's coefficient alpha, which varies from  $\alpha = 0.88$  to  $\alpha = 0.94$ . A factor analysis determined that 68% of variance was explained under these four dimensions. Regarding reliability in this research, the coefficient alpha for the procedural justice perception dimension is  $\alpha = 0.86$ , and  $\alpha = 0.88$  for distributive justice perception,  $\alpha = 0.94$  for interpersonal justice perception, and  $\alpha = 0.92$  for informational justice perception. Furthermore, confirmatory factor analysis determined that 67.07% of variance was explained under these four dimensions. The KMO measure of sampling adequacy (0.88) and significance ( $p = 0.000$ ) of Bartlett's test of sphericity indicated convenience of factor analysis.

**Organizational Identification:** Teachers' organizational identification was measured through a questionnaire developed by Mael and Ashforth (1992). This questionnaire was translated into Turkish by Tak and Aydemir (2004). Polat (2009) and Başar (2011) also used the adapted Turkish questionnaire in their research. The questionnaire comprised six items. Organizational identification within one dimension was measured through a five-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Ascending scores indicate the strength of each item. Questionnaire items included "When someone criticizes my organization, it feels like a personal insult" and "When I talk about where I work, I usually say *we* rather than *they*." Tak and Aydemir (2004) assessed the reliability of the questionnaire, determining Cronbach's coefficient alpha as  $\alpha = 0.78$ . Factor analysis determined that 63% of variance was explained. In this research, questionnaire reliability was assessed as  $\alpha = 0.80$ , and through confirmatory factor analysis, we found that 51.92% of variance was explained under one dimension. The KMO measure of sampling adequacy (0.85) and significance ( $p = 0.000$ ) of Bartlett's test of sphericity indicated convenience of factor analysis.

**Intention to Quit:** Teachers' intention to quit was measured through a questionnaire developed by Tak and Çifçioğlu (2008). Polat (2009) also used this questionnaire in his research. The questionnaire comprised five items. Intention to quit within one dimension was measured using a five-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Ascending points indicate the strength of each item. Questionnaire items included "I frequently think about quitting my job" and "I'm planning to work at another organization in the forthcoming years." Tak and Çifçioğlu assessed the reliability of the questionnaire, with Cronbach's coefficient alpha as  $\alpha = 0.79$ . Factor analysis confirmed that 59.47% of variance was explained. In this research, questionnaire reliability was assessed as  $\alpha = 0.92$ , and our confirmatory factor analysis indicated that 77.73% of variance was explained under one dimension. The KMO measure of sampling adequacy (0.89) and significance ( $p = 0.000$ ) of Bartlett's test of sphericity indicated convenience of factor analysis.

**Validity of Questionnaires:** Confirmatory factor analyses were conducted to test the validity of each questionnaire via AMOS software. Fit indices yielded by factor analyses are presented in Table 1.

Table 1  
Results of Confirmatory Factor Analyses

Questionnaire	$\chi^2$	sd	$\chi^2/sd$	RMSEA	GFI	CFI
OJP	281.60*	162	1.73	.05	.91	.97
OI	16.73	9	1.86	.05	.98	.98
IQ	10.30	5	2.06	.06	.98	.99

\* $p < .01$  (OJP: Organizational Justice Perception, OI: Organizational Identification, IQ: Intention to Quit)

The indices in Table 1 indicate an acceptable good fit for each questionnaire (Meydan & Şeşen, 2011). According to these analyses, the questionnaire results in this research are valid.

### Procedures

Prior to the survey, meetings were arranged with the directors of the 11 public schools where this research was conducted. During these meetings, the aim and scope of the survey was explained to directors and the required approval obtained. Later, the first author of this paper explained the aim and scope of the survey to schoolteachers between classes and during breaks in teachers' rooms. The first author then distributed questionnaires to 396 teachers, who volunteered to participate in our survey, and collected the completed surveys a week later by visiting each school again. In total, 292 teachers completed and submitted the questionnaires. Data collected from the questionnaires were entered into SPSS software and a research data set was created.

### Data Analysis

Validity and reliability of each questionnaire was determined through AMOS and SPSS software for the research data set, as explained earlier. The mean values of each research variable were then calculated to determine the extent to which participants perceived organizational justice, identified with their organizations, and intended to quit. Following this, multiple correlation analyses were conducted using SPSS software to determine relationships between variables, which can elucidate causal interactions. Following the research design, the last hypothesis (H4) was tested using structural regression models through regression analyses conducted via AMOS software. Finally, findings are discussed and implications emphasized.

### Findings

Mean values of research variables can indicate participants' feelings, perceptions, intentions, and tendencies. Mean values above and below

2.5 indicate participants' status. As such, the schoolteachers participating in our survey identified with their organizations (Mean = 3.83, SD = 0.74), and perceived fair distribution of resources (Mean = 3.51, SD = 0.77), fair managerial processes (Mean = 3.43, SD = 0.66), fair interpersonal relations (Mean = 3.83, SD = 0.85), fair notifications (Mean = 3.78, SD = 0.81), and did not intend to quit their jobs or to be re-assigned to other schools (Mean = 2.03, SD = 0.98).

Correlation coefficients, which indicate relationships between variables, are presented in Table 2. Our findings indicate significant relationships between all research variables. Positive relationships between organizational justice perception and organizational identification, and negative relationships between organizational justice perception and intention to quit along with organizational identification and intention to quit are underscored. This supports hypotheses 1, 2, and 3.

Table 2  
Correlation Coefficients

Variables	1	2	3	4	5	6
1. OI	1					
2. PJP	0.53**	1				
3. DJP	0.48**	0.52**	1			
4. IPJP	0.67**	0.56**	0.49**	1		
5. IJP	0.65**	0.56**	0.51**	0.79**	1	
6. IQ	-0.62**	-0.29**	-0.32**	-0.40**	-0.37**	1

\*\* $p < .01$  (Two tailed) (OI: Organizational Identification, PJP: Procedural Justice Perception, DJP: Distributive Justice Perception, IJP: Informational Justice Perception, IQ: Intention to Quit)

To analyze causal relationships, structural regression models were designed, which are presented in Figures 1, 2, 3, and 4. The list of abbreviations for the figures is as follows: OJP: Organizational Justice Perception, PJP: Procedural Justice Perception, DJP: Distributive Justice Perception, IPJP: Interpersonal Justice Perception, IJP: Informational Justice Perception, OI: Organizational Identification, and IQ: Intention to Quit.

Values on the paths in Figure 1 (PJP → OI, DJP → OI, IPJP → OI and IJP → OI) correspond to standardized  $\beta$  coefficients, all of which are significant ( $p < .05$ ). The structural regression model has acceptable fit indices ( $\Delta\chi^2 = 449.85$ , SD = 287, GFI = 0.90, CFI = 0.96, RMSEA = 0.04). Findings indicate that each dimension of organizational justice perception has positive and significant effects on organizational identification.

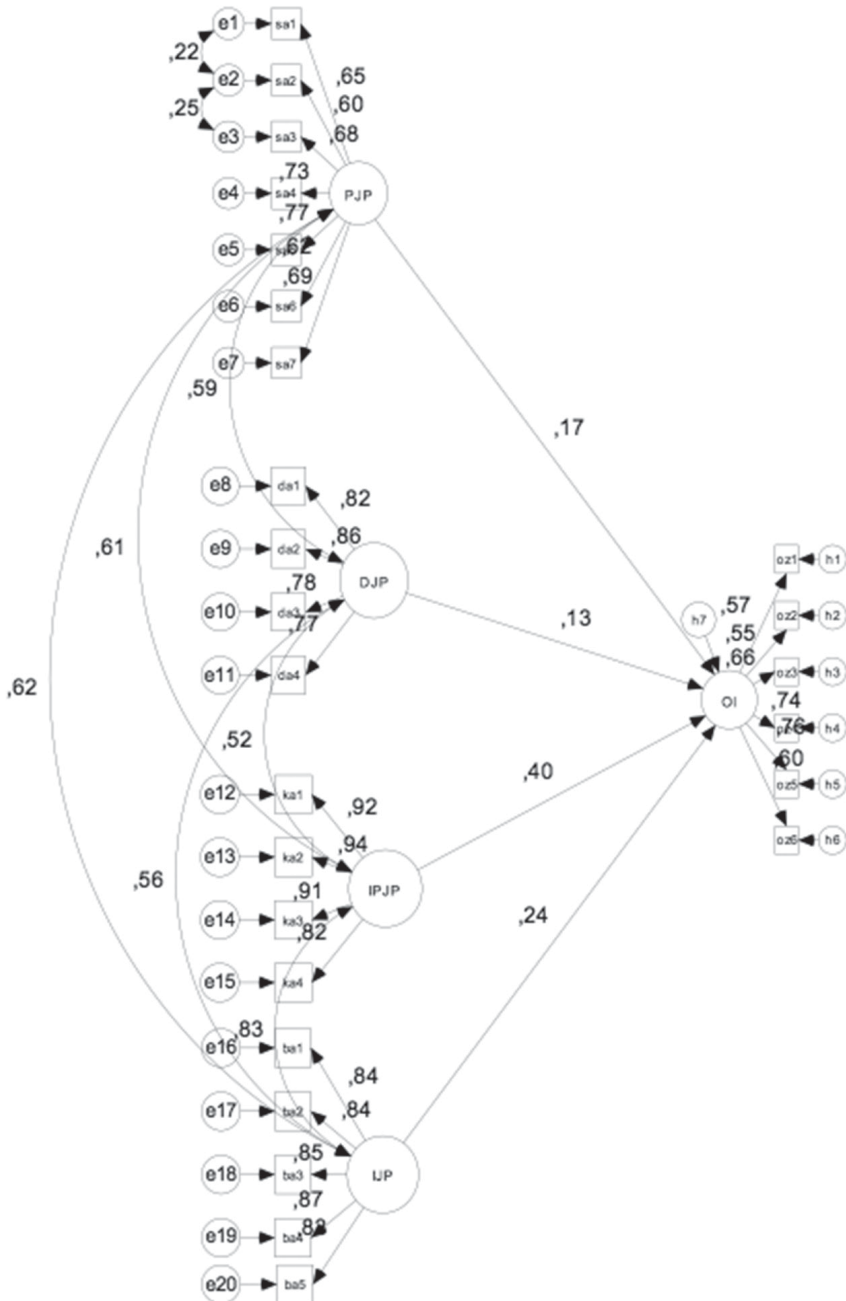


Figure 1: Structural regression model for OJP and OI.

Values on the paths in Figure 2 (DJP -> IQ and IPJP -> IQ) correspond to standardized  $\beta$  coefficients, all of which are significant ( $p < .05$ ). The structural regression model has acceptable fit indices ( $\Delta\chi^2 = 403.60$ ,  $SD = 265$ ,  $GFI = 0.90$ ,  $CFI = 0.97$ ,  $RMSEA$

$= 0.04$ ). Findings indicate that distributive justice perception and interpersonal justice perception have negative and significant effects on teachers' intention to quit.



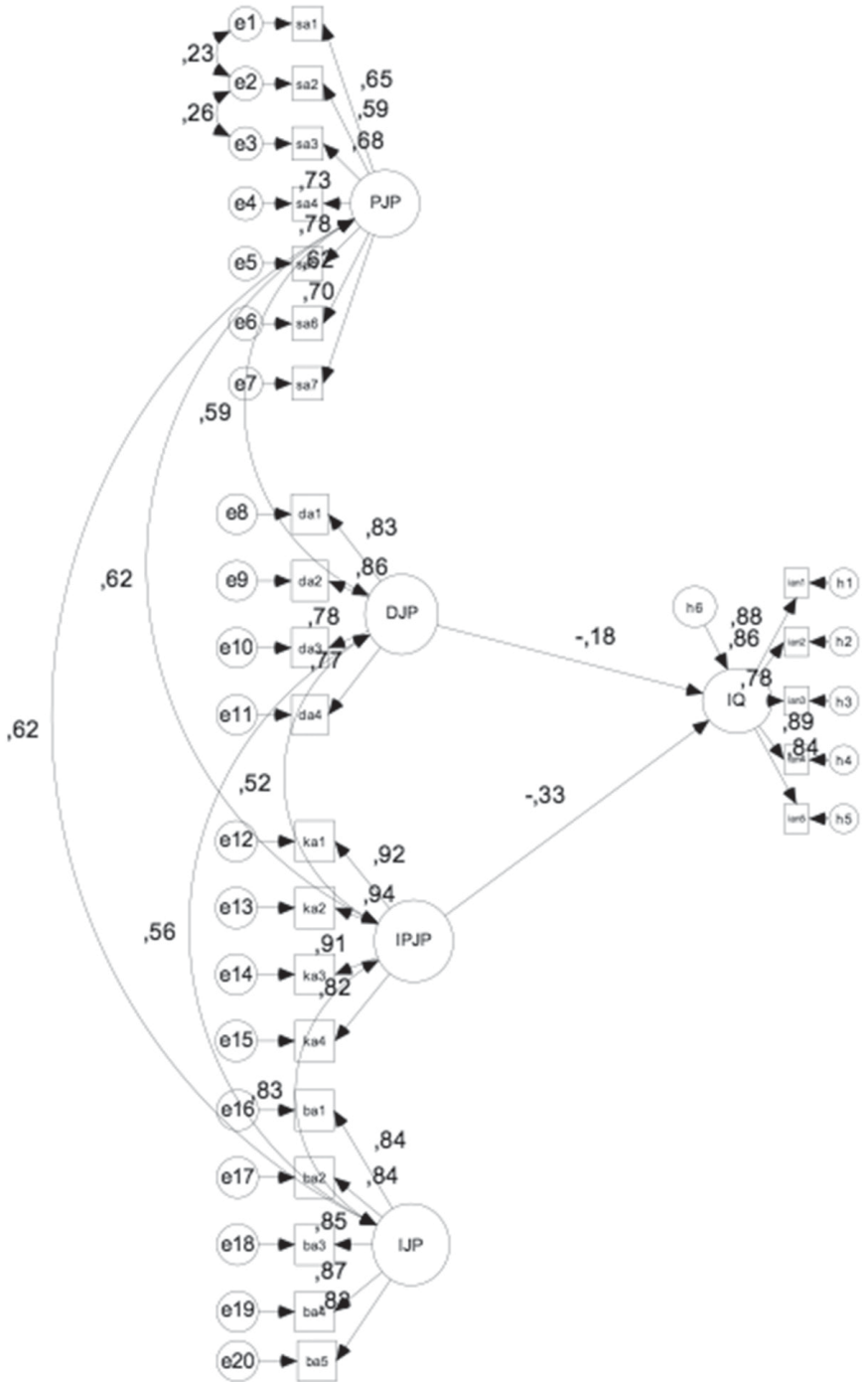


Figure 2: Structural regression model for OJP and IQ.

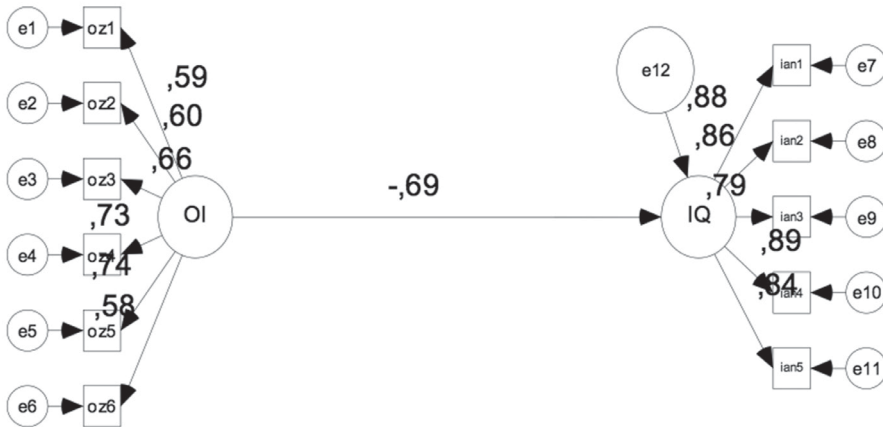


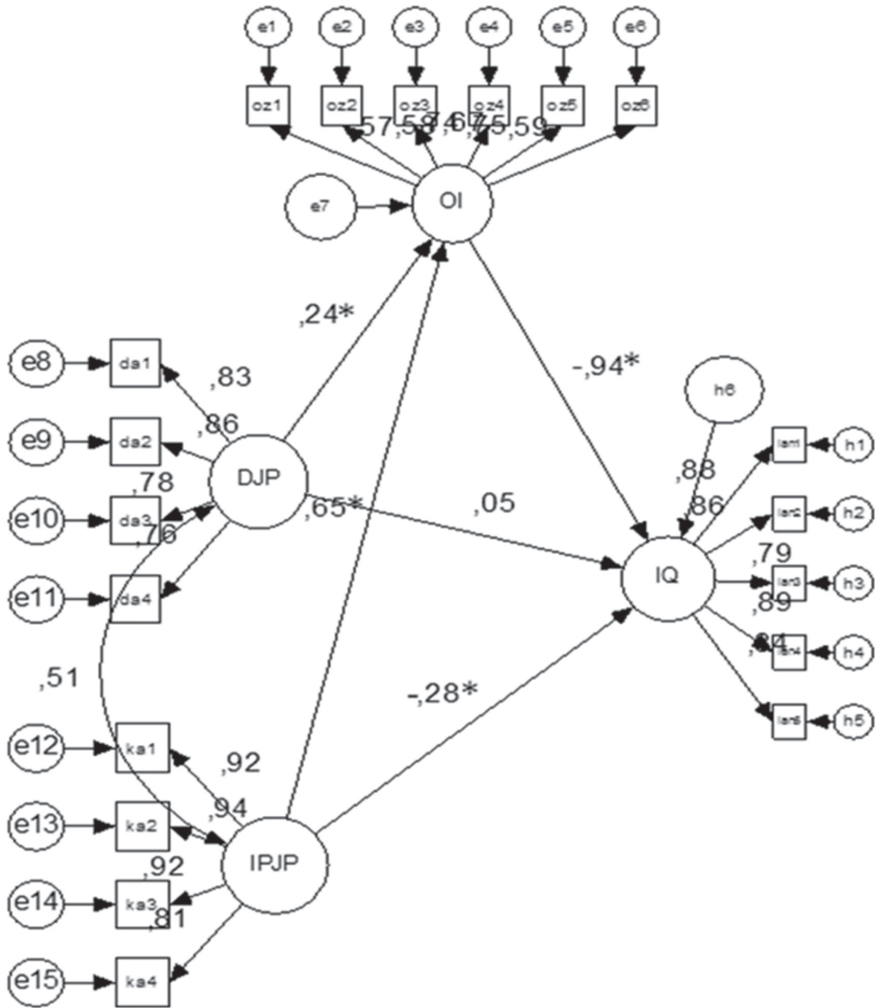
Figure 3: Structural regression model for OI and IQ.

Value on the path in Figure 2 between organizational identification and intention to quit corresponds to standardized  $\beta$  coefficient ( $p < .05$ ). The structural regression model has acceptable fit indices ( $\Delta\chi^2 = 67.24$ ,  $SD = 43$ ,  $GFI = 0.96$ ,  $CFI = 0.98$ ,  $RMSEA = 0.04$ ). Findings indicate that organizational identification has a negative and significant effect on teachers' intention to quit as another antecedent.

Thus far, we determined that distributive justice perception, interpersonal justice perception, and organizational identification are negative predictors of teachers' intention to quit. In addition, all organizational justice perception dimensions increase teachers' organizational identification. In this context, we analyze whether organizational identification mediates the effects of organizational justice perception on intention to quit. A specific condition must be met to perform mediation analysis, namely the independent variable must significantly affect both dependent and mediator variables. The mediator variable must also significantly affect the dependent variable. If the effect of the independent variable on the dependent variable decreases when the mediator variable is included in the analysis and the independent variable and mediator variable significantly affect the dependent variable, we refer to partial mediation. However, if the significant effect of the independent variable on the dependent variable becomes insignificant when the mediator variable is added to the analysis, and the mediator variable significantly affects the dependent variable, we refer to full mediation (Meydan & Şeşen, 2011). According to the findings presented in Figures 1, 2, and 3, the conditions needed for mediation

analysis were met. Thus, the structural regression model in Figure 4 was formulated to analyze the mediation effect of organizational identification. Fit indices ( $\Delta\chi^2 = 175.10$ ,  $SD = 146$ ,  $GFI = 0.94$ ,  $CFI = 0.99$ ,  $RMSEA = 0.02$ ,  $RFI = 0.94$ ) of the structural regression model indicate an acceptable good fit.

Values on the paths in Figure 4 correspond to standardized  $\beta$  coefficients. The path between distributive justice perception and intention to quit (DJP->IQ) became insignificant when organizational identification entered the analysis with distributive justice perception. Therefore, organizational identification fully mediated the predictive effect of distributive justice perception on intention to quit. In other words, distributive justice perception predicted intention to quit through organizational identification. On the other hand, when organizational identification entered the analysis with interpersonal justice perception, the path between interpersonal justice perception and intention to quit (IPJP->IQ) remained significant. However, compared to its value in Figure 2, the strength of the effect of interpersonal justice perception on intention to quit decreased from ( $\beta = -0.33$ ,  $p < .05$ ) to ( $\beta = -0.28$ ,  $p < .05$ ). Therefore, organizational identification partially mediated the predictive effect of interpersonal justice perception on intention to quit. In this case, hypothesis 4 is partially supported. Essentially, organizational identification fully mediated the predictive effect of only distributive justice perception and partially mediated the predictive effect of only interpersonal justice perception on intention to quit. Furthermore, both procedural and informational justice perception have no effect on teachers' intention to quit.



\* $p < .05$

Figure 4: Structural regression model for mediation effects.

### Discussion and Conclusion

In this research, based on data collected from a sample of schoolteachers, structural regression models and correlation analyses were conducted to examine the relationships between organizational justice perception, organizational identification, and intention to quit as well as the predictive effect of organizational justice perception on intention to quit and the mediation effect of organizational identification.

The findings indicate a positive relationship between organizational justice perception dimensions and organizational identification.

However, a negative relationship between organizational justice perception dimensions and intention to quit as well as between organizational identification and intention to quit was also evident (See Table 2). In addition, all organizational justice perception dimensions are positive predictors of organizational identification (See Figure 1), while distributive justice perception, interpersonal justice perception, and organizational identification are negative predictors of intention to quit (See Figures 2 and 3). Moreover, organizational identification explains the effect of distributive justice perception on intention to quit through full mediation, and explains the effect of interpersonal justice

perception through partial mediation (See Figure 4). This means that schoolteachers who identify with their organizations by perceiving the fair distribution of resources and courteous treatment do not intend to quit their jobs or to be re-assigned to another school.

Findings indicate that fair managerial practices strengthen teachers' organizational identification. This is evidence that fair management is important for schoolteachers. As such, fair managerial practices may strengthen feelings of organizational belonging and commitment. In this way, teachers' intention to quit their jobs or to be re-assigned to other schools can be prevented to some extent. Predictive effects of both distributive and interpersonal justice on teachers' intention to quit may derive from the value, meaning, and importance teachers assign to resource distribution, rewards and promotions, and treatment by school directors. In this context, it can be inferred that teachers may be alienated from their jobs and schools if treated impolitely by school directors. Therefore, managerial virtues such as courtesy and dignity toward subordinates are considered factors that strengthen teachers' organizational identification and, thereby, their commitment and motivation.

Distinct from other researches, the research sample in this study comprised schoolteachers. Furthermore, the partial mediating role of organizational identification was identified when interpersonal justice perception predicted the intention to quit. We therefore believe we filled an important gap in the literature. Furthermore, previous studies examining the same variables were not conducted on a sample comprising schoolteachers. For the first time in our country, our study measured teachers' organizational justice perception under four dimensions. Our findings regarding interactions between organizational justice perception and organizational identification correspond to those of Cheung and Law (2008), Olkkonen and Lipponen (2006), De Cramer (2005), Lipponen et al. (2004), and Çetinkaya and Çimenci (2014). However, our study differs from these in its four-dimensional examination of organizational justice perception. Findings regarding interactions between organizational justice perception and intention to quit correspond to those of Dailey and Kirk (1992) and Loi et al. (2006). However, this study differs in that our results indicate that procedural justice perception had no effect on intention to quit. In contrast, Özer and Günlük (2010) determined a predictive effect of procedural

justice on intention to quit. Turunç's (2011) research also differs from ours, as he examined organizational justice perception under three dimensions, namely procedural, distributive, and interactional justice perception. His results indicate that only distributive justice perception predicts intention to quit. Similarly, Örucü and Özafşarloğlu (2013) surveyed employees' organizational justice perceptions under three dimensions. Finally, our findings on the effect of organizational identification on intention to quit concur with the survey results of van Knipenbergh and van Schie (2000), Cicero and Piero (2007), Cole and Bruch (2006), De Moura et al. (2009), Turunç and Çelik (2010), and Polat and Meydan (2010).

Our findings indicate that teachers' perceptions of organizational justice are a predictor of two important variables for school directors, namely organizational identification and intention to quit. Schools employing teachers who identify with the organization might be ahead of their peers in terms of education productivity, teachers' tenure in the same school, individual and organizational effectiveness, cost, and teacher performance. School directors expect their teachers to produce well-educated students. However, sometimes teachers' performance and motivation decrease, or they intend to be re-assigned to another school, as they cannot risk resigning in Turkey's current economic climate. Here, it is important that school directors should take precautions against teachers' resignation or desire for re-assignment. As such, based on the findings of this research, it is recommended that school directors should apply fair managerial practices and provide a working climate that enables strong organizational identification. In our country, many teachers work in remote rural areas, where they deal with several natural, economical, managerial, and cultural challenges. Thus, it is important to remember that teachers who identify strongly with their organizations will be successful. The importance of educational productivity, a consequence of fair management, should not be overlooked in nurturing the new generations that will design the future of our country. This research identified two important factors that encourage teachers to remain at their schools and work more effectively, namely fair management and organizational identification. Our findings on organizational identification explain how fair management encourages teachers to remain at work based on their perceptions of the fair distribution of rewards and resources as well as enactment of healthy and courteous interpersonal relationships between directors and teachers.

Despite our remarkable findings, our research has some limitations. First, data were collected from only 11 schools because of limited time, resources, and opportunities. Second, similar previous studies are lacking. Third, data were collected through only questionnaires. Had we collected data from more than 11 schools, our interpretations would have been more generous. If previous studies had been conducted on schoolteachers, we could have compared results. Furthermore, if we had collected data through interviews in addition to questionnaires, we could have obtained more information and made more comprehensive evaluations. However, we believe that the findings

of this research will elucidate the area for future studies. For example, our research model can be improved in future studies by adding new variables to explain other predictors of teachers' intention to quit or for re-assignment to another school. Our research can also be replicated using a different sample or schoolteachers in different parts of our country or world. This would allow the comparison of teachers' reactions and perceptions. Moreover, we believe that if school directors consider our findings, schoolteachers who strongly identify with their organizations and desire to work at their schools will produce well-educated new generations, who will shape our future.

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