STUDY OF ORGANIZATIONAL JUSTICE AND ENABLING SCHOOL STRUCTURE IN SECONDARY SCHOOLS OF LAHORE

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Keywords

Organization, Justice, Enabling Structure, Coercive Structure, Enabling School Structure.

Abstract

The purpose of this study was to look into how secondary school teachers reacted to organizational justice and enabling school structures. The study was Correlational, which studied the relationship between variables evaluated by cross-sectional surveys and produced numerical descriptions of the variables, was the most appropriate design. All secondary schools of government high schools in Lahore were taken as the population of the Research. Two stages random sampling technique was used. Sample selection was done in two steps. Using random sampling technique government high schools were selected. All the SSTs were part of the cluster and all the teachers were part of the sample. Instrument of the study was compromised of demographic data sheet used to measure demographic characteristics of the teachers. Organizational justice scale was used to measure organizational justice. It includes three subscales which were procedural justice, distributive justice and interactional justice. Form-ESS was used to measure enabling school structure. It has two subscales, coercive structure and enabling structure. To ensure the instrument's validity and reliability, a pilot test was conducted. To achieve the goal of the study, descriptive statistics and inferential statistics were utilized to respond to the research questions. Organizational justice has strong positive relationship with enabling school structure.

The quality of the teaching and learning process is strongly correlated with the quality of the educational product, making instructors the most crucial component of the educational process in schools. In addition to being the key players in the execution of the educational process, teachers are also essential inputs. For a wide range of activities to be successful, organization is crucial. In this line of work, being able to put up tasks and give instructions is crucial (Yuan, 2009). The organizer may also offer demos, which encourages teachers to become more involved and enthusiastic with their students. By encouraging fairness and creating an accommodating school environment, teachers and administrators may have an impact on the atmosphere of the school. Since human resource management is the most strategically important aspect of every corporation, management scientists have given it a lot of attention. Two of the most fundamental and innate needs of humans are justifiability and the administration of justice, and their presence has always given human civilizations a solid platform on which to grow and expand throughout history. The structural component of the school is defined as the organizational structures that hinder and enable other organizational structures (Adler & Borys, 1996). In addition to organizational structure, there are other factors that affect how effective schools are, with trust and justice being two of the most crucial because they are necessary for both the development of positive school climates and the achievement of educational goals (Scan & Sayn, 2010).Organizational justice is the term used to describe how employees perceive fairness and how organizational outcomes, distribution structures, and supervisor contacts with subordinates affect how employees are treated. According to the definition, organizational justice is all about employees' perceptions of fairness in the company (Greenberg, 2006). Three criteria can be used to categories organizational justice; distributive justice is a legal idea. It has to do with the employees' perceptions of the fairness of the organization's decisions, distributions, and incentives for their efforts. Application of the law is what procedural justice entails. It displays how equally distributed decision-making processes for policies, outcomes, or formal systems for resource allocation are in relation to one another. A type of justice known as interactional justice takes place amongst individuals. It has to do with how fairly decision-makers in an organization treat their employees, how respectfully they treat their subordinates, and how well they g*et al*ong with one another. According to Hoy and Tarter (2004), trust is essential for achieving organizational fairness. Wong *et al*. (2004) conducted a research on evaluation and validation of the impact and role of the three dimensions of justice on the two dimensions of trust (belief on the boss and assurance in the organization) in China as did Ruder (2003). It was determined that allowing school structures and organizational trust have a beneficial relationship (Ruder, 2003). The trust that instructors have in the institution is positively impacted by supportive school structures (Hoy, 2003). According to Ruder (2003), the supportive school environment fosters collaboration and positive relationships between students and

instructors, which helps to build organizational trust. By fostering the atmosphere, leaders can guide to promote teamwork of teachers, creativity, and trust as well as trust in the concept (Hoy & Sweetland, 2001). The freedom to make decisions collectively and informal, reciprocal, and collegial communication are characteristics of enabling school architectures, according to Tarter and Hoy (2004). Hoy and Sweetland (2001) make a distinction between formalization and centralization as two different sorts of structures. Written regulations, guidelines, and procedures are classified into two categories—enabling formalization and coercive formalization—based on how much formalization takes place. The term "centralization" refers to the level of staff members' participation in decision-making. This category includes two different bureaucracies: one with little centralization and the other with high centralization. One of the research found that there is an inversely proportionate relationship between organizational trust in a school context and allowing school structures (Hoy & Sweetland,2001; Myerson, 2010). The trust that instructors have in the institution is positively impacted by supportive school structures. According to Myerson (2010), a supportive school environment fosters student collaboration and positive interactions, which has a positive effect on organizational trust. The reason the researcher opted to study this topic is because there haven't been enough studies on it. I would like to learn more about organizational justice, organizational trust, and supportive school structures. These have some sort of connection. For instructors and

companies looking to enhance how educational institutions run, the study of these traits is becoming more important. There hasn't been much research done on this topic, especially in the field of education. That is one of the reasons I decided to study this topic. In all educational institutions, the effectiveness of the teachers is one of a select few factors that affects both the school's success and the students' achievement. Without a question, the most crucial element of every educational system is the teacher. Their ability to succeed in their role as educators is influenced by the workplace culture and management systems. As a result, school administration is under more pressure and estimated to support their organisations in overcoming the challenges that have been facing by various internal forces. For a teacher to be effective, they must perceive themselves as part of the solution rather than as part of the problem. A teacher's capacity to succeed and keep a positive attitude can be impacted by a range of environmental factors. Finding the factors that have the most influence—both positively and negatively—is a prerequisite for working towards a solution. Understanding organisational justice and supportive school structures, among other things, is essential if public government high schools are to perform well. In schools, the interaction of these factors affects secondary school teachers' performance, secondary school performance, and, finally, the outcome.

2. Purpose of Research

The purpose of this research project was to determine whether enabling school structures and organisational fairness are related. It was carried

out to investigate public perceptions of organisational justice and supportive school systems. To learn the answers to the research questions, the following research questions served as the study's guiding principles.

1. How do instructors in secondary schools feel about organisational justice?
2. How do secondary school instructors feel about the supportive school environment?
3. How do secondary school teachers' perceptions of organisational justice and supportive school environments compare?

3. Research Methodology

3.1 Research Design

The current study used a quantitative research methodology. This study employed a correlational research method because the author sought to examine the relationship between organisational trust, organisational justice, and supportive school environments. For each component, a cross-sectional survey was utilized to examine the relationship between enabling school structures and organisational justice at the secondary level.

3.2 Sampling

There are total 333 government high schools in Lahore where 3161 SSTs are working. There are 153 boys where 1716 male SSTs are working while there are 180 girls high where 1445 female SSTs are working. The population was sampled using a two stage sampling technique. Using a table of random numbers, the researcher chose the schools in the initial stage. At the second stage, all the chosen government secondary schools were grouped together, and every secondary school teacher employed there was included in the sample. 25% of SSTs were drawn from the entire population using a table of random numbers for the sample selection. The researcher chose 800 samples from the entire population, including 310 men and 490 women.

Table 1: Demographic Information of the Respondents

Demographics	%	F	CF
Gender			
Female	49.2	292	49.2
Male	50.8	302	100
Marital Status			
Unmarried	5.6	33	5.6
Married	94.4	562	100
Age (in years)			
Below 26	4.5	27	4.5
26-35	34.8	202	39.4
36-45	28.6	170	68
46-55	19.4	115	87.4
Above 55	12.6	75	100
Qualification			
BS/MA/MSc	59.59	354	59.59
M.Phil/PhD	40.40	240	100

Table 1 presents demographic information of the respondents. 594 SSTs participated in the study.

Out of 594 SSTs, 292 SSTs were female (49.2%) and 302 were male SSTs (50.8%). SSTs were divided into two groups based on their marital status. 33 SSTs were married (5.6%) while 562 SSTs were unmarried (94.4%). SSTs were divided into five age groups based on their age. 75 SSTs belonged to the age group of above 55 years (12.6%). 115 SSTs belonged to the age group 46-55 years (19.4%) while 170 SSTs (28.6%) belonged to the age group 36-45 years of age. Moreover, 202 SSTs (34.8%) belonged to the age group of 26-35. Instrumentation Instruments contained the demographic data sheet to collect information regarding demographics of SSTs. It collected information from the participants regarding gender, marital status, age and qualification. The Organizational Justice Scale (OJS), which has three subscales: distributive justice (DJ), procedural justice (PJ), and interactional justice (IJ), was used to measure organisational justice. The rating system has five points, from Strongly Agree (5) to Strongly Disagree (5).

Table 2: Sub Scales of OJS

Sr. No.	Subscales	Items
1	Interactional Justice (IJ)	13, 15, 17
2	Procedural Justice (PJ)	2, 4, 6, 8, 10, 12, 14, 16, 18
3	Distributional Justice (DJ)	1, 3, 5, 7, 9, 11

Enabling school structure was measured through Form-ESS. The tool was modified by the researcher with authorization. The scale consists of 12 items on the enabling structure (ES) and coercive structure (CS) subscales. (CS). Both ES and CS have six components that demonstrate the enabling and coercive structures of schools, respectively. A Likert-type rating system with five points, from strongly disagree (1) to strongly agree (5), was employed.

Table 3: Sub Scales of Form-ESS

Sr. No.	Subscales	Items
1	Coercive Structure (ES)	2, 4, 6, 8, 10, 12
2	Enabling Structure (CS)	1, 3, 5. 7, 9, 11

3.3 Pilot Testing

89 SSTs who were not included in the study's final sample were used for the researcher's pilot testing. The researcher made sure that the instrument was reliable and valid. The view of the experts supported the scales' validity. Reliability analysis was carried out in order to ensure the reliability of the instrument. Reliability analysis was done using SPSS to check the reliability of the instrument. The reliability coefficient of ESS and OJ was .84 and .80 which shows good reliability.

Table 4: Reliability Analysis by Scale

Scales	*N*	Items	α
Form-ESS	89	12	.84
OJS	89	18	.80

3.4 Data Collection

Prior permission was sought to collect the data. The researcher explained the study, the instrument, and the process for scoring the questionnaire items to the respondents prior to data collection. The study was carried out in line with moral principles. Data were gathered using a questionnaire that included Form-ESS and OJS measurements. The study's participants were made aware of it and given the option to willingly participate. The researcher gave the individuals assurances that their data would be kept private.

3.5 Data Analysis

Data were analyzed using SPSS. The data was cleaned and assumptions were tested. To analyse the data, descriptive and inferential statistics were used. The study was carried out in line with moral principles. To determine perceptions and associations between OJ and ESS, descriptive and inferential statistics were used to analyse the research topics.

3.6 Ethical Considerations

The goal of the study and the reason for the participants' willingly participating in the current study were explained to the study's participants. The researcher initially obtained the respondents' prior consent before gathering the data. The data and findings were accurately presented by the researcher. Participants were given the assurance by the researcher that the information would be kept private and reported without their names. The researcher was unaware of the respondents' identities and personally identifiable information was not reported. Participants were made aware that the information from their participation would only be utilized for study.

3.7 Limitations

The present study had numerous limitations that were out of the researchers' control. The study's findings' generalizability came first. Lahore secondary school teachers made up the study's sample. The results of the study might not apply to teachers in elementary and primary schools. The findings of the research might not apply to other cities. The findings could only apply to the district of Lahore. The study's cross-sectional approach allowed it to examine a variety of subjects concurrently.

4. Data Analysis and Interpretation

Table 5: Item wise Mean Standard Deviation of OJS Items

OJS Items	N	M	SD	SD	D	UD	A	SA
			Distributional Justice (DJ)					
OJ 1	594	3.30	1.11	56	105	69	331	33
OJ 3	594	3.38	1.02	26	132	73	332	31

OJ 5	594	3.79	.84	37	100	89	336	32
OJ 7	594	3.65	1.01	2	83	68	368	73
OJ 9	594	3.57	.96	8	54	76	374	82
OJ 11	594	3.75	.87	28	72	63	347	84
Procedural Justice (PJ)								
OJ 2	594	3.35	1.02	38	85	54	368	49
OJ 4	594	3.72	.86	22	82	81	354	55
OJ 6	594	3.68	.90	16	91	86	320	81
OJ 8	594	3.51	1.04	10	58	87	354	85
OJ 10	594	3.60	.99	4	74	92	356	68
OJ 12	594	3.69	.85	9	56	97	381	51
OJ 14	594	3.77	.73	5	44	82	413	50
OJ 16	594	3.70	.94	4	71	80	377	62
OJ 18	594	3.84	.89	5	70	68	376	65
Interactional Justice (IJ)								
OJ 13	594	3.69	.81	18	61	87	343	85
OJ 15	594	3.71	.83	13	53	82	330	116
OJ 17	594	3.81	.92	6	59	79	333	117

Table 5 shows the mean and standard deviation of OJS items. Additionally, it displays the SSTs' responses on a five-point Likert scale. Strongly Disagree (1) to Strongly Agree (5) were the choices. The mean value for OJS item 18 is the greatest (M=3.84, SD=.89), while the mean value for OJS item 1 is the lowest (M=3.30, SD=1.11).
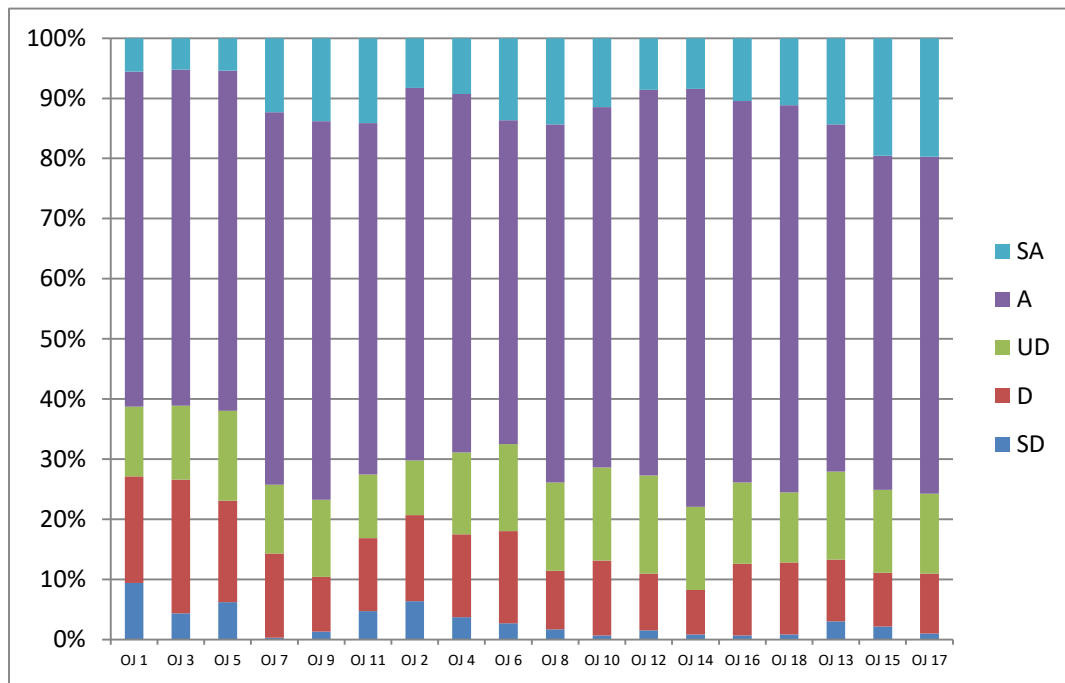

Figure 1: Responses of SSTs on OJS

Table 6: Descriptive Statistics of OJS

Scales	*N*	*M*	*SD*	*MPI*	Range Potential	Actual	Skew.	Kurt.
DJ	594	21.22	3.69	3.54	6-30	9-30	-.65	-.10
PJ	594	32.95	3.48	3.66	9-45	16-45	-.95	.42
IJ	594	11.35	2.13	3.78	3-15	6-15	-.69	.19
OJS	594	65.52	3.47	3.64	18-90	35-86	-.87	.34

Perception of SSTs regarding OJ is presented in table 6. Normality of data was proven from the values of skewness because the values fall within the normal range. Perception of SSTs regarding OJ falls above the scale median near the scale point Agree on five point Likert type rating scale. As far as the perception of SSTs regarding OJS subscales are concerned, IJ has the highest mean value (M=11.35, MPI=3.78, SD=2.13) followed by PJ (M=32.95, MPI=3.66, SD=3.48) and DJ (M=21.22, MPI=3.54, SD=3.69).

Table 7: Item wise Mean Standard Deviation of Form-ESS Items

Item	N	M	SD	SD	D	UD	A	SA
			Enabling Structure (ES)					
ESS 1	594	3.96	.83	3	47	59	349	136
ESS 3	594	3.68	.98	19	30	51	379	115
ESS 5	594	3.85	.66	26	69	53	368	78
ESS 7	594	3.54	.79	39	68	119	299	69
ESS 9	594	3.21	1.23	-	28	98	403	65
ESS 11	594	3.73	.78	11	22	70	454	37
			Coercive Structure (CS)					
ESS 2	594	3.91	.87	8	62	151	347	26
ESS 4	594	3.49	1.05	14	162	139	219	30
ESS 6	594	3.81	.67	69	102	147	185	91
ESS 8	594	3.05	1.06	41	117	124	225	86
ESS 10	594	3.34	1.15	-	51	129	343	71
ESS 12	594	3.87	.64	-	9	140	362	83

The mean and standard deviation of the Form-ESS elements are displayed in Table 5. Additionally, it displays the SSTs' responses on a five-point Likert scale. Strongly Disagree (1) to Strongly Agree (5) were the choices. The mean value for Form-ESS item 1 is the greatest (M=3.96, SD=.83), while the mean value for Form-ESS item 8 is the lowest (M=3.05, SD=1.06).
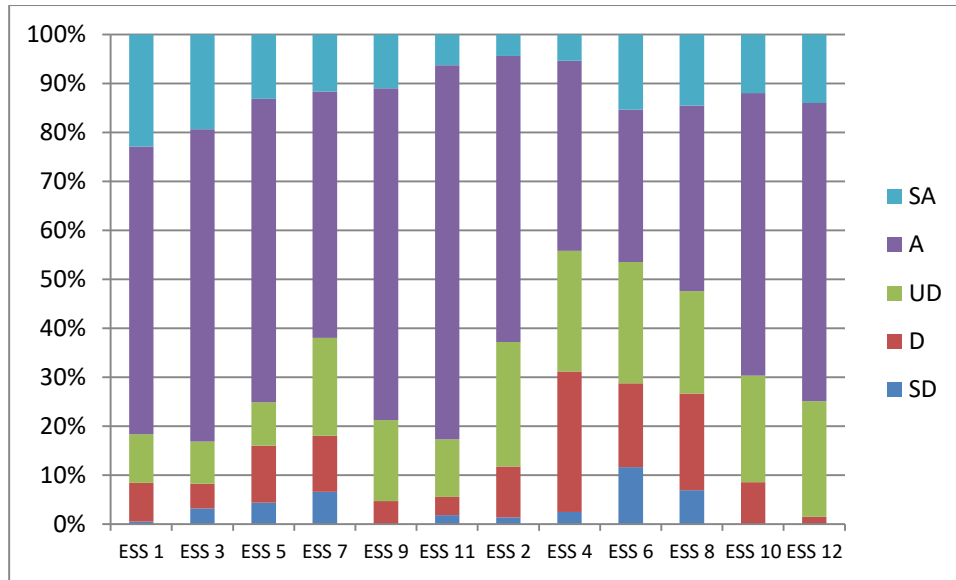
Figure 2: Responses of SSTs on Form-ESS

Table 8: Descriptive Scores of Form-ESS

Scales	N	M	SD	MPI	Range Potential	Actual	Skew.	Kurt.
ES	594	22.70	3.52	3.78	6-30	13-28	-.97	.79
CS	594	20.74	3.34	3.46	6-30	15-30	.59	-.51
ESS	594	43.44	5.66	3.62	12-60	15-54	-.21	-.02

Table 8 presents the descriptive statistics of Form-ESS. It presents the perception of SSTs regarding ESS. The scale is comprised of two sub scales that are ES and CS that jointly form ESS. Results of skewness show the data to be normally distributed because values fall within the normal range (+1 to -1). Mean value of ES (M=22.70, MPI=3.78, SD=3.52) is greater than CS (M=20.74, MPI=3.46, SD=20.74). Hence it might be indicated that the structures are enabling rather than coercive.

Table 9: Relationship between OJ and ESS

Scale	M	SD	1	2	3	4	5	6
1. DJ	21.22	3.69	-					
2. PJ	32.95	5.48	.49**	-				
3. IJ	11.35	2.13	.40**	.72**	-			
4. OJ	65.52	9.47	.74**	.93**	.76**	-		
5. ES	22.70	3.33	.52**	.38**	.65**	.61**	-	
6. CS	20.74	3.51	-.20**	-.54**	-.76**	-.48**	-.37**	-
7. ESS	43.44	5.66	.31**	.56**	.85**	.69**	.82**	-.84**

** Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2–tailed)

The purpose of this study was to examine the connection between OJ and ESS. In order to

respond to the study topic, the Pearson product moment correlation coefficient was calculated. The results of the association between OJ and ESS are shown in Table 9. Table 9 demonstrates that there was a significant (r=.69, p .05) association between OJ and ESS. It shows that a higher level of OJ also translates into a higher level of ESS. As a result, it can be said that if OJ increases, ESS tends to grow as well because they have a good link.

5. Findings and Discussion

The current study looked at how secondary school teachers' perceptions of organisational fairness and supportive school environments compared. The mean OJS score for instructors and its sub-factors are found to be consistent, exceeding the scale's median. The study's findings support the existence of OJ and its effects on SSTs. Teachers' opinions of O.J. reflect how procedural justice is applied in their schools' organisational structure. DiPaola and Guy (2009) assert that teachers at the school are accountable for their students' perceptions of organisational fairness. According to Greenberg and Lind (2000), found that teachers are responsible for their students' perceptions of organisational justice. The outcomes were consistent with the study on massive selection (Leventhal *et al*., 1980; Hoy and tarter, 2004). Similar outcomes from earlier investigations in Turkey were discovered (Beugre, 2002; Polat, 2007; Polat & Celep, 2008; Titrek, 2009; Tansky, 1993; Yılmaz & Taşdan, 2009; Yılmaz, 2010). As a result, the research's conclusions were consistent with those of earlier investigations. While unfairness leads to unfavourable behaviours that make it more difficult to accomplish goals (Atalay,

2005; Balay, 2000; Folger & Konovski, 1989; şbaş, 2001; Ünal, 2003; Yılmaz et. al., 2009; Zmen *et al*., 2007;). On the other hand, a lack of organisational justice is linked to a lack of trust in the company. (Chory-Asad & Hubbel, 2005). The average score for the ESS at the teacher level and its sub-factors are found to be in agreement and to be higher than the scale's median. Teachers see their schools' structures as forceful in their perceptions of ESS. The study's findings support the existence of ESS and ESS factors for SSTs. The outcomes support the study on massive selection (Forsyth *et al*., 2015; Hoy & Miskel, 2013). According to Hoy and Sweetland's (2000) study, enabling structures are characterized by principals who assist teachers in resolving issues, promote candor, and give them the freedom to carry out their duties without being overly concerned or penalized (Hoy & Sweetland, 2000; Hurt, 2015; McGuigan & Hoy, 2006). An enabling school structure fosters healthier surroundings, better collaboration, and problem-solving skills in teachers, according to a review of the literature (Erdogan, 2012; Hoy & Sweetland, 2001; Messick, 2012). The study's overall findings are consistent with the ESS literature already in existence (Anderson, 2012; Certit, 2017; Geist, 2002; Mitchell, *et al*., 2016). Researchers looked at findings that were in conflict with those of the research study (Buluc, 2009; Hoy, & Tarter, 2013; Koster, 2016; Ozer, 2010). This study investigated the connection between OJ and ESS. Results of the study showed a weak but substantial positive association between organisational justice and ESS at the secondary school level. The results have

been supported by regression analysis. Studies on the connection between organisational justice and school structures are also relevant to the topic of this research. Organizational justice and enabling school structures were found to be positively correlated by Kim (2005) and Turner (2018), but a negative and inverse association between organisational justice and coercive structures was discovered.

6. Implications

Together, variables are investigated in this study. A favourable association between the variable and the reviewed literature is hypothesised. Cooperation between factors is crucial for school organisation. The current study makes a number of different contributions to the expanding body of knowledge on OJ and ESS. The majority of works on organisational justice concentrate primarily on theoretical issues and point out practical implications. The current study offers insight into organisational fairness and supportive school administration. Like earlier studies, this one supports the notion that organisational justice and supportive school environments have a beneficial link. (Asunakutlu, 2002; Demircan & Ceylan 2003; Tuzun, 2007). This study aimed to provide context for the interactions between the variables of organisational justice and supportive school environments. It was determined that OJ and ESS had a good relationship. This demonstrates that a high level of OJ is probably associated with a high ESS level. This research appeared to have an impact on ESS. (Hoy & Sweetland, 2000, 2001). Organizational justice and supportive school structures are related. (Hoy & Tarter, 2004; Hoy &

Sweetland, 2000, 2001). Additionally, the current research adds to the body of knowledge by investigating a beneficial organisation between the many study factors. Organizational fairness and a supportive school environment are crucial elements in education. The findings of the present study add value to the knowledge gained from earlier studies in the day-to-day operations of schools. This study revitalises the elements in a school that ultimately contribute to a supportive learning environment. From a practical standpoint, staff members who believe their company is fair and just in its processes and distribution systems will exhibit positive behaviour and productivity. (Behson, 2002; Huebner, 2004; Huebner, 2004; Nielson *et al*., 2001).

7. Suggestions

The results of this study help people believe that their efforts to promote organizational fairness, organizational trust, and supportive school structures are working. The results highlight the interconnectedness of an educational organization's structure and air dimension. It is advised that school administrators receive training in developing a holistic vision that would incorporate many facets of their institutions without favoring any particular one over another. They may ask about policies and practices that they believe impede teaching and learning and discuss the reasons why. The decision-making process for school-wide policies and procedures may involve teachers in great detail. They might encourage thoughtful discussions about potential issues.

8. Recommendations for Future Research

This study was restricted to Lahore's public high schools. Larger samples provide the researcher with the more positive results they are looking for secondary schools used as a population in this study. Only instructors from secondary schools were used as samples. It will be crucial to employ research in the future to see whether findings apply to elementary school teachers. A longitudinal survey will be preferred for a better understanding of the variables. This was quantitative research; qualitative research would be used in the future to further understand the association between OJ and ESS. For detailed information about teachers' perceptions of the study's factors, qualitative research will be used. Additionally, qualitative study conducted at the elementary school level might yield better results. In order to investigate students' perceptions of organizational fairness, organizational trust, and supportive school structures, researchers advised using quantitative, qualitative, or mixed-method approaches.

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