A Model for the Effect of Organizational Justice on Negative Attitudes of Teachers

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Abstract

This study aims to determine the relationships between organizational justice perception and teachers' organizational cynicism, work alienation, and burnout levels. Scale-based relational model was used in the design of the study. The population of this study consists of teachers working in primary schools in Adana province. 284 teachers in 47 schools randomly selected from the primary schools in this population with the disproportionate cluster sampling method constitute the sample of the study. It was determined that the scales used in the study were valid and reliable. The data were analyzed with descriptive statistics, correlation, and structural equation modeling analyses. The existence of statistically significant relationships between the variables examined was proven with the correlation and then the measurement model. According to the structural model with the best-fit values, teachers' organizational justice perceptions negatively affect organizational cynicism and burnout levels. In addition, organizational justice perception has a negative effect on teachers' burnout levels with the partial mediation effect of organizational cynicism and work alienation. It has been seen that school principals who want to reduce teachers' organizational cynicism, work alienation, and burnout levels should be sensitive and delicate in their practices and in the processes in which these practices are implemented, to strengthen teachers' organizational justice perceptions.

Introduction

The need for people to live together to achieve their own goals creates the need for legal regulations regarding interpersonal relationships and the sharing of resources among individuals. This essential need is also taken into account in organizations (Atalay, 2015). Because members in an organization make comparisons regarding situations such as the distribution of rewards, decisions taken and their implementation, and the management's approach to them in their work environments. As a result of these experiences, they develop perceptions of equality or inequality in the organization (Lunenburg & Ornstein, 2012). Unless the management corrects and balances the behaviors and practices of the managers that are considered unfair by the organization members, members' criticism,

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complaints, and accusations increase (Şimşek, Akgemci & Çelik, 2011). In this case, members of the organization first try to change their work habits and then the system. Koçel (2018) emphasizes that members' feelings about whether the management's decisions and practices are fair also affect their motivation and performance. It is also known that achieving organizational goals is related to meeting the psycho-social needs of organization members rather than their material interests (Eren, 2015). For such reasons, it is important to focus on the concept of organizational justice and its outcomes, thus providing a broader conceptual framework for this structure.

It is conceivable that the perception of injustice in practices carried out in educational organizations causes teachers to show negative attitudinal and behavioral reactions, which may lead to a decrease in peace and happiness in schools and a decrease in the quality of education provided. In this regard, Eren (2015) emphasized the importance of managers acting honestly, equally, and fairly in making and implementing decisions to ensure organizational peace and happiness. Otherwise, teachers feel that their work is meaningless and they are worthless in their institutions and eventually experience burnout syndrome. Shukla and Trivedi (2008) emphasize that burnout causes teachers to exhibit negative attitudes and behaviors towards their students, feel emotional exhaustion and insensitivity, and experience exhaustion, depression, and failure in their professions. Burnout syndrome can be a source of very serious problems, especially in educational organizations (Kyriacou, 2000). For quality education, full utilization of human resources, a healthy environment, and the development of students, this issue requires special attention and emphasis (Shukla & Trivedi, 2008). For such reasons, it is important to prevent burnout in organizations and to reduce its effects if it is experienced. It was stated that the occupational group that experiences burnout most intensely is the teaching profession (Çokluk, 2014). In addition, reducing cynicism, work alienation, and burnout in educational organizations is seen as essential in terms of increasing teachers' productivity, and thus institutional performance. Considering the fact that emotions are contagious among people (Robbins & Judge, 2015), it comes to mind that negative emotions can seriously harm the quality of education and training. Indeed, it is known that the most important criterion determining the quality of education systems is the quality of teachers (Mourshed, Chijoke & Barber, 2010). It is clear that teachers' creativity increases even more in school environments where they feel peaceful, happy, and safe.

Organizational justice

The concept of organizational justice is based on J. Stacy Adams's Equity Theory (Atalay, 2015; Eren, 2015). This theory explains the effect of employees' perceptions of injustice and inequality in their organizations on their motivation and how they behave (Kreitner & Kinichi, 2009). Employees compare the results they get in return for their efforts with the efforts and results of their colleagues in the same status (Huseman, Hatfield & Miles, 1987; Özkalp & Kırel, 2010; Schermerhorn, Hunt, Osborn, & Uhl-Bien, 2011). If employees perceive equality as a result of the comparison, they become happy and their efforts continue to increase. On the contrary, if they perceive inequality, they feel unhappy, become resentful towards the institution and their manager, their motivation decreases, and they want to leave the organization (Güney, 2012; Kulik & Ambrose, 1992).

Organizational justice is a concept that predicts that the principles on which practices in an organization are based should be clear, should not change from person to person, and the reasons for these practices should be expressed transparently, even if they differ from person to person (Koçel, 2018). Lunenburg and Ornstein (2012) define organizational justice as the perceptions of individuals regarding the extent to which they are treated fairly in their organizations. Cohen-Charash and Spectator (2001) suggested that the factors that constitute the perception of organizational justice are organizational outputs (value of outputs), practices in the organization (compliance with the rules of justice, communication with employees, and the quality of behavior) and perceived characteristics (personal and personality). The concept of organizational justice consists of three elements: distributive justice (justice in distributions), procedural justice (process justice or transactional justice), and interactional justice (Eren, 2015). *Distributive justice* is the perception of how fair the distribution of rewards is (Lunenburg & Ornstein, 2012). *Procedural justice* is about whether there is fairness in decision-

making, planning, and management (Eren, 2015). In addition, this type of justice is the degree to which the methods, procedures, and policies used in determining and measuring situations such as wages, promotions, financial opportunities, working conditions, and performance evaluation are seen as fair (Doğan, 2002). *Interactional justice* is how fair employees perceive the treatment they encounter when distributing rewards and implementing procedures (Lunenburg & Ornstein, 2012). Therefore, school administrators should convince teachers that they are applying equal practices and that no one is treated preferentially.

The open and honest explanation of the decisions made in the organization, together with the reasons, for those affected by the decisions, makes it easier for employees to adopt the process and strengthens the perception of justice (Greenberg, 1990). When the members of the organization see that the decisions made and the practices of the management are prejudiced and unfair, their anger and rage increase, and their feelings of commitment, trust, and loyalty towards their jobs, managers, colleagues, and the organization as a whole decrease (Eren, 2015). Based on this, as a result of these erroneous and unfair practices of the organization managers, it is inevitable for the members to generalize their negative attitudes and behaviors to the entire organization, make pessimistic comments about their organizations, make complaints, and display destructive critical attitudes. As a natural result of these situations, the organizational climate is negatively affected (Mumcu & Özyer, 2020).

Organizational cynicism

Cynicism refers to the belief that individuals always work for their interests, are not virtuous, look out for their interests in the good deeds they do, and their words and intentions are not consistent (Koçel, 2018). Brandes, Dharwadkar, and Dean (1999) defined organizational cynicism as a negative attitude that an individual exhibits towards his/her organization, which has cognitive, affective, and behavioral dimensions. This three-dimensional structure of organizational cynicism is also supported in later studies (Brandes, 1997). The cognitive dimension is the belief that the organization lacks integrity, the affective dimension is a strong negative attitude towards the organization, and the behavioral dimension is a tendency towards critical and condescending behavior (Brandes et al., 1999). Organizational cynicism refers to a situation where management practices are inappropriate, misleading, and wrong, and therefore, a behavior that should be ridiculed and belittled (Koçel, 2018).

An organization where cynicism is experienced has an appearance that lacks organizational integrity, lacks organizational justice, is not treated fairly in promotions, has serious criticisms regarding organizational policies and practices, organizational commitment and sense of belonging decrease, and young retirees increase (Saruhan & Yıldız, 2014). In such an organization, members experience negative emotions such as anger, frustration, disappointment, hopelessness, contempt, and distrust directed towards work organizations and managers (Andersson, 1996). As a result of the unfulfilled expectations in their organizations and the accumulation of such negative experiences, members exhibit cynical behaviors in their organizations as a reaction (Reichers, Wanous & Austin, 1997); in other words, they constantly complain, think pessimistically about their organizations, and exhibit derogatory and destructive critical attitudes towards the organization and their colleagues (Abraham, 2000).

Teachers who experience cynicism do not trust their managers and colleagues. In addition, these individuals think that they are not given the opportunity for career development and that their ideas and work are not valued (Mirvis & Kanter, 1989). It seems possible that all these negative thoughts they have may lead them to despair that their expectations will be met in this organization, and thus, to isolate themselves from their organizations. Indeed, studies (Abraham, 2000; Dağyar & Kasalak, 2018; Demir, Ayas, & Yıldız, 2018) revealed that one of the consequences of organizational cynicism is alienation.

Work alienation

Pappenheim (2000) defined alienation as an introverted attitude resulting from the absence of values and a social-psychological disorder caused by the inability of the modern individual to participate in processes. Şimşek et al. (2011) explained alienation as the decrease in individuals' adaptation to their social, cultural, and natural environments, especially the ineffectiveness of their control over their environment, and the decrease in this control and adaptation causing feelings of helplessness and loneliness in the individual. Attitudes and behaviors such as not feeling a sincere commitment to something, not being integrated with the environment or process, disconnections in relationships, isolation, indifference, and disaffection constitute the symptoms of work alienation (Sidorkin, 2000). Work alienation is observed in employees due to reasons such as management style, past events and experiences, working conditions, and group characteristics in organizations (Şimşek et al., 2011). Work alienation is an important concept related to many individual and organizational variables. It decreases the positive attitudes of teachers and increases their negative attitudes. In this regard, Chiaburu, Thundiyil, and Wang (2014) found in their meta-analysis study that work alienation has negative relationships with job satisfaction, organizational commitment, job involvement, and organizational citizenship variables, and positive relationships with the intention to quit and burnout variables.

Burnout

Stress is a part of the work environment in the teaching profession (Hock, 1988). Teachers may experience stress due to reasons such as student discipline problems, excessive workload, inadequate administrative support, and parents who are not supportive but make excessive demands (Russell, Altmaier & Van Velzen, 1987). Teachers experience burnout as a result of prolonged stress related to their work and their inability to cope with this stress (Kyriacou, 2000). Those who experience burnout exhibit hostile attitudes towards their institutions and exhibit behaviors that include boredom, pessimism, dissatisfaction, and feelings of inadequacy (Şimşek et al., 2011).

Russell et al. (1987) found that teachers who had supportive administrators and who received positive feedback from others (friends and relatives) about their abilities and skills were less prone to burnout. Sarros and Sarros (1987) revealed that excessive workloads related to bureaucratic practices in their institutions, status and recognition, participation in decision-making, dissatisfaction with promotions and advancements, and wages constituted the sources of teachers' feelings of burnout. Schwab, Jackson, and Schuler (1986) found that unmet expectations, inconsistent reward and punishment practices, work conditions with low levels of participation in decision-making, role conflicts, lack of freedom and autonomy, and lack of social support systems led to burnout. The feeling of burnout that occurs for such reasons causes teachers to reduce their effort, not to show the necessary sensitivity to their work, and a decrease in the quality of their personal lives (Russell et al., 1987; Schwab et al., 1986).

The Relationship between Organizational Justice and Negative Teacher Attitudes

Perception of organizational justice facilitates the development of positive attitudes and behaviors and the reduction of negative attitudes and behaviors in organizations (Cohen-Charash & Spectator, 2001; Kulik & Ambrose, 1992). In the meta-analysis study of Cohen-Charash and Spectator (2001), it was revealed that perception of organizational justice is related to performance, extra-role behaviors (organizational citizenship behavior), counterproductive behaviors, attitudes, and emotions (job satisfaction, organizational commitment, trust, and intention to leave). In previous studies, it has been found that the perception of organizational justice is negatively related to negative attitudes such as cynicism (Biswas & Kapil, 2017; Çetin, Özgan, & Bozbayındır, 2013; Yazıcıoğlu & Gençer, 2017), work alienation (Kurtulmuş & Karabıyık, 2016), and burnout (Demir & Eser, 2019; Dishon-Berkovits, 2017; Gürboyoğlu, 2009; Korkmaz & Bozkurt, 2018). In addition, studies have clarified that there is a positive relationship between organizational cynicism and work alienation (Abraham, 2000; Dağyar & Kasalak, 2018; Demir et al., 2018), between organizational cynicism and burnout (Duman, Sak, & Şahin Sak, 2020;

Gün & Baskan, 2017; Johnson & O'Leary-Kelly, 2003; Mahmood & Sak, 2019), and between work alienation and burnout (Chiaburu et al., 2014; Demir & Eser, 2019).

Purpose of the Study

It is widely known that the perception of organizational justice has positive effects on employees (Cohen-Charash & Spectator, 2001; Koçel, 2018). This study provides important information on preventing or reducing negative attitudes of teachers. It reveals the extent to which the perception of organizational justice is effective in combating negative attitudes and behaviors that can lead to very serious problems in educational organizations. In addition, in this study, all of the variables of organizational justice, organizational cynicism, work alienation, and burnout were examined together, and the information on these variables examined together was expanded, and a structural model was proposed and tested to develop a better understanding of the complex relationships between these variables by considering the relevant literature and to form a basis for future studies. In this context, the study aimed to determine the relationship between the perception of organizational justice and the variables of organizational cynicism, work alienation, and burnout. In line with the purpose of the study, the following hypotheses were tried to be tested.

H1: Perception of organizational justice has a negative effect on burnout.

H2: Perception of organizational justice has a negative effect on burnout through the partial mediation effect of organizational cynicism and work alienation.

Method

Design

In this study, scale-based correlational design was used. Teachers' organizational justice, organizational cynicism, work alienation, and burnout levels were determined by scales. In addition, the existence and level of relationships between these variables were revealed. In order to provide stronger evidence for the research findings, a structural model was proposed based on the theoretical framework.

Population and Sampling

The population of the study consists of 8697 teachers working in 499 primary schools in Adana province in the 2022-2023 academic year. 46 primary schools were selected completely randomly using the cluster sampling method. A list of all primary schools in Adana was created and a sufficient number of primary schools were included in the sample by drawing lots. In this way, each primary school had an equal chance of being selected for the sample. The forms containing the scales were applied to the teachers in these schools. The results obtained were generalized to the entire population. Therefore, in this study, data were collected using the disproportionate cluster sampling method (Karasar, 2012). 302 of the distributed forms were returned, but it was seen that 18 of them were scored incompletely, carelessly, and negligently. 284 forms were found to be valid and these data were analyzed. Çokluk, Şekercioğlu, and Büyüköztürk (2014) emphasized that the number of samples in multivariate studies should be 200 and above, which is sufficient for performing analyses. In addition, this sample size has the power to represent the universe at a level of 95% (Field, 2009). Kline (2011) emphasized that the number of participants between 5 and 10 times the total number of items in the scales would be sufficient for representing the population and performing multivariate analyses. In this study, the total number of items in the scales is 54, and 5 times is 270. Therefore, the number of participants is sufficient in terms of representing the population and analyzing the data.

Data Collection Tools and Procedure

Information on the five-point Likert-type scales used in collecting research data is presented below in summary.

Organizational justice scale. The "Organizational Justice Scale" developed by Niehoff and Moorman (1993) and adapted to Turkish by Şahin (2014) was used to measure teachers' perceptions of organizational justice. The scale has three subscales: distributive justice, procedural justice, and

interactional justice. It consists of a total of 20 items, including 5 items in the distributive justice, 6 items in the procedural justice, and 9 items in the interactional justice. The factor structure of this scale is compatible with the data set of the study (χ^2 = 242.51, df = 101, χ^2/df = 2.40, P value = 0.00, RMSEA = 0.07, IFI = 0.96, TLI = 0.96, CFI = 0.96). x^2/df ratio is greater than 2 and the RMSEA value is greater than .05. These fit values are at an acceptable level. IFI, TLI, and CFI fit values are above .95. Therefore, these values show a good level of fit. Within the scope of this research, Cronbach's Alpha coefficient of the entire scale is 0.97. Cronbach's Alpha coefficients for three subscales are; Distributive justice: 0.85, Procedural justice: 0.95, and Interactional justice: 0.96. Büyüköztürk (2012) suggested that the reliability values of the scales being .70 and above are sufficient. Therefore, in the context of this research, it was determined that the scale and its subscales were reliable.

The "*Organizational Cynicism Scale*" developed by Brandes et al. (1999) and adapted to Turkish Culture by Karacaoğlu and İnce (2012) was used to measure organizational cynicism. The scale has three subscales: cognitive, affective, and behavioral. It consists of a total of 13 items, 5 items in the cognitive subscale and 4 items each in the affective and behavioral subscales. It was seen that this scale, which has 13 items and a 3-factor structure, is compatible with the data of the study (χ^2 = 83.91, df = 32, χ^2/df = 2.62, P value = 0.00, RMSEA = 0.07, IFI = 0.98, TLI = 0.97, CFI = 0.98). The x^2/df ratio is greater than 2 and the RMSEA value is greater than .05. These values indicate an acceptable fit. The IFI, TLI, and CFI fit indexes are greater than .95, so these fit values are at a good level. As a result of the reliability analysis, Cronbach's Alpha coefficients were calculated as .94 in the cognitive subscale of the scale, .97 in the affective subscale, .87 in the behavioral subscale, and .95 in the whole scale.

Work alienation sclale. The "*Work Alienation Scale*" developed by Hirschfeld and Feild (2000) and adapted to Turkish Culture by Kanten and Ülker (2014) was used to measure teachers' work alienation levels. As a result of the CFA, it was seen that this scale is compatible with the research data (χ^2 = 45.95, df = 20, χ^2/df = 2.29, P value = 0.01, RMSEA = 0.06, IFI = 0.95, TLI = 0.93, CFI = 0.95). The x^2/df ratio is greater than 2, the RMSEA value is greater than .05 and the TLI index is greater than .90. These values are at an acceptable level. The IFI and CFI fit values are greater than .95, so these values show a good level of fit. As a result of the reliability analysis, Cronbach's Alpha value was determined as .83.

Burnout scale. In this study, the burnout scale developed by Pines (2005) and adapted to Turkish by Tümkaya, Çam, and Çavuşoğlu (2009) was used to reveal the burnout levels of teachers. It was observed that the single dimension with 10 items explained 64.985% of the total variance in the measurement tool. As a result of the confirmatory factor analysis applied to the data set of this study, it was seen that this single-dimensional factor structure produced a good level of fit values (x^2 = 3.83, df = 5, x^2/df =.76, P value = 0.57, RMSEA = 0.00, IFI = 1.00, TLI = 1.00, CFI = 1.00). In this study, Cronbach's Alpha Reliability value is .93.

Analysis

The skewness and kurtosis coefficients for the variables examined were calculated. The skewness values were determined to be -.60 for organizational justice, .63 for cynicism, .39 for burnout, and .46 for alienation. The kurtosis coefficients were determined to be -.07 for organizational justice, .47 for cynicism, -.24 for burnout, and -.25 for alienation. The fact that the values obtained varied between -1.96 and +1.96 provides evidence that the normality assumption was met (Field, 2009). The fact that the relationships between the independent variables were not at high levels provides evidence that the multicollinearity problem would not occur. A CFA was performed for each variable. Afterwards, a measurement model was created that included measurement errors to provide strong evidence for the existence of relationships between the variables in the study. After the relationships between the variables were determined in this model, a structural model was proposed.

Findings

Descriptive Statistics and Correlation Findings

The values obtained as a result of descriptive statistics and correlation analyses are presented in Table 1.

Table 1. Descriptive statistical values and correlation

Variables	x̄	Sd.	Std error	1	2	3	4
1. Justice	3.57	.88	.05	1			
2. Cynicism	2.44	.80	.04	-.63**	1		
3. Alienation	1.85	.57	.03	-.25**	.34**	1	
4. Burnout	2.27	.78	.04	-.33**	.34**	.41**	1

*p<.05, **p<.01; Notes: Justice: Organizational justice, Cynicism: Organizational cynicism, Alienation: Work alienation

According to the mean scores, teachers' organizational justice perceptions are above the average (4: Agree). In addition, teachers' organizational cynicism, burnout, and work alienation levels are below the average (2: Disagree). According to the correlation matrix, there is a moderate, negative, and significant correlation between organizational justice perception and organizational cynicism perception (r = -.63, p < .01). While organizational justice and burnout variables are moderately, negatively, and significantly correlated (r = -.33, p < .01), organizational justice and work alienation variables are weakly, negatively, and significantly correlated (r = -.25, p < .01). There are moderate, positive, and statistically significant correlations between organizational cynicism and work alienation (r = .34, p < .01) and burnout (r = .34, p < .01) variables. Work alienation and burnout variables are moderately, positively, and significantly correlated with each other (r = .41, p < .01).

Measurement model

The measurement model for the relationships between the latent variables in this study is presented in Figure 1.
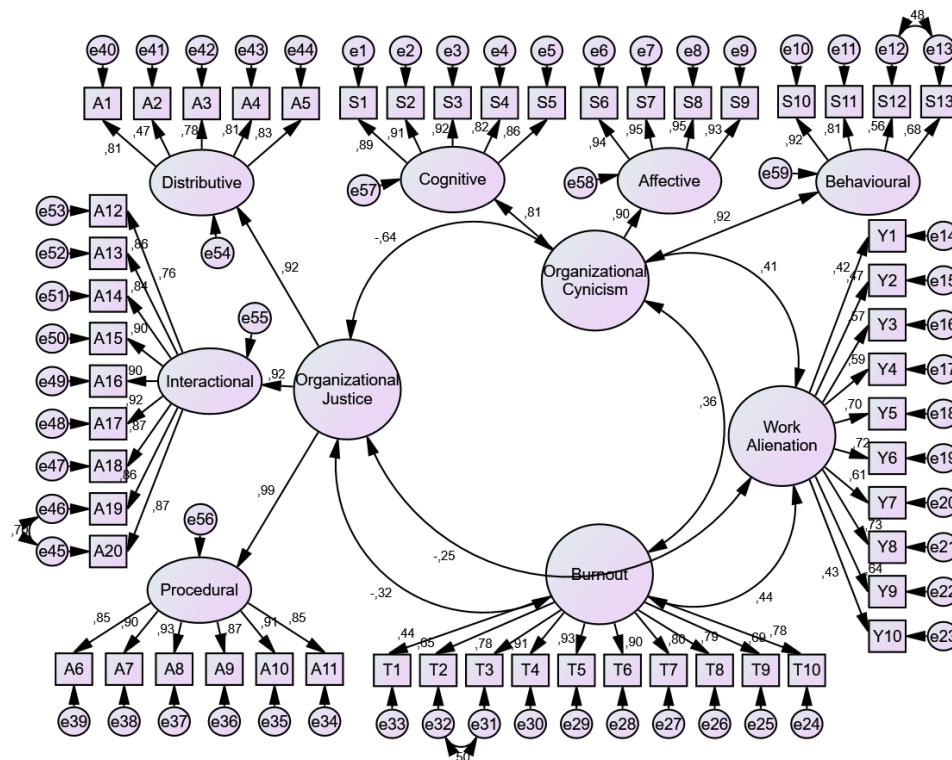

Figure 1. Measurement model

In the measurement model, it was observed that the errors of items A19 and A20, T2 and T3, and S12 and S13 were related to each other. Therefore, error covariances were added between the specified items in the model. The fact that the items in the scale are related leads to an increase in the chi-square value. This problem can be solved by adding covariance between the items whose errors are related (Byrne, 2010). The measurement model clarifies that the scales used in the study exhibit an acceptable fit with the data (x^2 = 2635.31, df = 1310, x^2/df = 2.01, p = .00, IFI = .90, CFI = .90, TLI = .90, RMSEA = .06). The x^2/df ratio is greater than 2; the RMSEA value is greater than .05; and the IFI, TLI, and CFI fit values are greater than .90. Therefore, these values are at an acceptable level. When Figure 1 is examined, it is seen that all latent variables in this model have significant relationships with each other.

Structural model

After obtaining the measurement model that produces the best-fit values, a structural model was proposed to provide stronger evidence for the relationships between latent variables. In this context, the covariances between the latent variables in the model were deleted and one-way paths were drawn to the latent variables based on the tested hypotheses. As a result of the analysis, the path coefficients were found to be insignificant, so the paths Organizational justice → Work alienation (B = .01, p = .77, ß = .02) and Organizational cynicism → Burnout (B = .11, p = .18, ß = .11) were deleted from the model, respectively.

Table 2 provides information regarding the deletion of meaningless paths from the structural model.

Table 2. Removing statistically insignificant paths from the structural model

	x^2	df	x^2/df	Δx^2	IFI	TLI	CFI	RMSEA
1. **Saturated model**	2635.31	1310	2.01	-	.90	.90	.90	.06
2. **Justice → Alien.**	2635.40	1311	2.01	0.00	.90	.90	.90	.06
3. **Cynicism → Burn.**	2637.13	1312	2.01	0.00	.90	.90	.90	.06

Notes: Justice: Organizational justice, Cynicism: Organizational cynicism, Alien: Work alienation, Burn: Burnout.

After the insignificant path coefficients were deleted from the model, the final structural model was obtained. It was seen that the structural model produced acceptable fit values with the research data (x^2 = 2637.13, df = 1312, x^2/df = 2.01, p = .00, IFI = .90, CFI = .90, TLI = .90, RMSEA = .06). The final structural model obtained is presented in Figure 2.
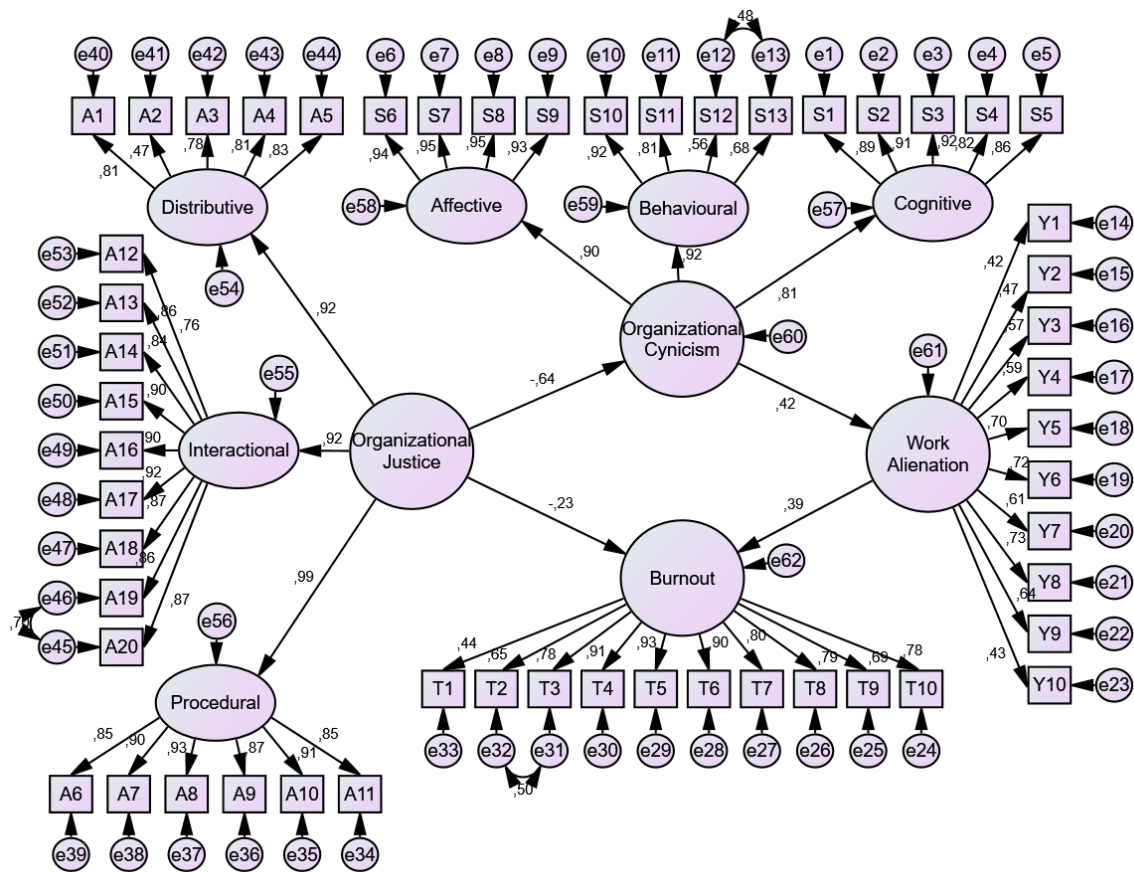
Figure 2. Structural model

According to the structural equation model that presents the best-fit indices, organizational justice perception negatively affects teachers' organizational cynicism (ß = -.64, p < .01) and burnout (ß = -.23, p < .01) levels. In addition, organizational justice has a negative effect on teachers' burnout (ß = -.10, p < .01) levels with the partial mediation effect of organizational cynicism and work alienation. It is seen that organizational justice perception has a direct and indirect effect on teacher burnout.

Discussion

This study determined the complex relationships between organizational justice, organizational cynicism, work alienation, and burnout. The effects of the variables examined within the scope of this research, which was shaped by the relational model, on teachers' burnout feelings were revealed. In this study, it was determined that teachers' organizational justice perceptions reduced their organizational cynicism levels. It was revealed that organizational justice perception reduced teachers' burnout levels with the partial mediation effect of organizational cynicism and work alienation. Therefore, it was determined that organizational justice perception reduced teachers' burnout levels both directly and indirectly.

In previous studies (Biswas & Kapil, 2017; Çetin et al., 2013; Yazıcıoğlu & Gençer, 2017), it was found that perceived organizational justice reduces organizational cynicism. When school administrators act in accordance with rules and procedures in their practices, in other words, when they do not act arbitrarily in their practices and the processes in which the practices are carried out, teachers' perceptions of organizational justice are strengthened. In a school that is managed fairly and equitably, teachers trust the practices and the processes of these practices. Therefore, teachers do not complain and do not make destructive criticisms while fulfilling their duties and responsibilities. Eren (2015) emphasized that perceiving the decisions taken and the practices of the management as fair and equitable will reduce people's anger and increase teachers' feelings of commitment, trust, and loyalty

towards their work, managers, colleagues, and the organization as a whole. Similarly, Cohen-Charash and Spectator (2001) found that organizational justice perception has a positive effect on attitudes and behaviors such as performance, organizational citizenship behavior, job satisfaction, organizational commitment, and trust in employees. It is understood that teachers who have such positive feelings and exhibit positive behaviors in their organizations are not expected to show cynical attitudinal reactions. Kılıç and Toker (2020) found that organizational justice perception is negatively related to organizational cynicism attitude. They also revealed in their studies that organizational justice and the subscales of organizational cynicism attitude are also negatively related. It was seen that the finding of the current study that organizational justice perception reduces the level of organizational cynicism is supported by the findings of previous studies. Therefore, it is evaluated that in an institution where organizational justice is perceived, teachers will not complain or become pessimistic while performing their jobs, and will not make destructive and degrading criticisms towards the institution. Based on this, it is seen that the justice perceived in the institution shapes the behaviors of teachers. In other words, the perception of justice positively affects the attitudes and behaviors of teachers.

Studies (Dishon-Berkovits, 2017; Eroğluer & Erselcan, 2017; Gürboyoğlu, 2009; Korkmaz & Bozkurt, 2018) revealed that the perception of organizational justice is negatively related to burnout. Similarly, this study also shows that the perception of organizational justice has a direct effect on burnout. Cohen-Charash and Spectator (2001) found that the perception of injustice in the organization causes negative reactions in the form of anger and moodiness and increases counterproductive behaviors. These negative emotions feed other negative emotions. It is conceivable that a teacher who experiences weariness and hopelessness in his/her school decreases his/her contribution to organizational performance as his/her counterproductive work behaviors increase. Therefore, it is thought that teachers experiencing a sense of burnout decrease the quality of education and training they provide to their students. It is doubtless that reducing the burnout of teachers, who are considered the most important element of the education system, increases their productivity and efficiency. It is evaluated that teachers have the opportunity to channel their energy more intensively to their work by reducing their burnout.

There are studies in the literature that reveal the existence of bilateral relationships between the variables of organizational justice, organizational cynicism, work alienation, and burnout. It is seen that the perception of organizational justice is negatively correlated with organizational cynicism (Biswas & Kapil, 2017; Çetin et al., 2013; Yazıcıoğlu & Gençer, 2017). One of the results of organizational cynicism is work alienation (Abraham, 2000; Dağyar & Kasalak, 2018). Demir et al. (2018) found a positive and significant relationship between organizational cynicism and work alienation in their research. In addition, there are studies in the literature that clarify the direct relationship of organizational cynicism with burnout (Duman et al., 2020; Mahmood & Sak, 2019). Work alienation is positively correlated with burnout (Chiaburu et al., 2014). Demir and Eser (2019) found that the attitude of organizational cynicism has a partial mediating effect on the relationship between organizational justice and burnout. The findings of this study revealed that the perception of organizational justice reduces the burnout levels of teachers through the partial mediating effect of organizational cynicism and work alienation. Therefore, in the current study, it was revealed that in addition to organizational cynicism, work alienation also has a partial mediating effect on the effect of organizational justice on burnout. It is seen that this research finding is also supported by other research findings. Indeed, the fact that teachers think that there is fairness in their institutions contributes to them having fewer negative experiences while providing service. Therefore, burnout is considered to be a preventable or reduceable attitude.

Conclusion and Recommendations

Teachers with high levels of organizational justice perceptions have critical expectations such as equality and trust from the school environment and administrators. Indeed, it is known that feelings of equality and trust are among the most important attitudes. Teachers believe that school administrators treat each teacher fairly in all kinds of work and transactions (preparing a curriculum, distributing lessons, sharing tasks, giving authority, etc.). Therefore, teachers feel peaceful and safe. As a natural result of these situations, they reduce their negative attitudes in their work and enable them to be more tolerant of the negativities they experience. These teachers, who have a positive perspective on their work, see their work as more meaningful and believe that they are useful in their work. It is thought that teachers' feeling that their work is meaningful increases their dedication to their work and therefore their desire to continue their work. This increases their job satisfaction. It is thought that teachers with these positive feelings experience less burnout due to their work.

It is evaluated that the phenomenon of burnout, which poses a threat to teachers' working lives, can be reduced or prevented with organizational interventions. First of all, it is considered important for school administrators to create a more democratic environment in schools. In this way, a school environment is created where all teachers have the opportunity to express their thoughts easily and their participation in decisions is ensured. In rewards, teachers' input and output ratios should be balanced. Administrators should respect personal rights, implement fair practices, inform teachers about the process, and convince them that they are acting fairly. Because even if the practices and the processes are fair, how teachers perceive this situation is important. In this way, teachers' destructive criticisms can be prevented, they can develop suggestions to improve the education and training process and they can focus their potential on their jobs to the fullest. The formation of very serious negative attitudes and behaviors such as organizational alienation and burnout, which can lead teachers to distance themselves from their jobs and institutions, can be reduced. In addition, they can be prevented from displaying these serious negative attitudes and behaviors.

Positive and negative emotions can be experienced together in organizational life. It is considered important to focus on studies aimed at determining and reducing negative emotions experienced in organizations. Because reducing negative attitudes is important for both the individual and the organization's efficiency. This study draws attention to critical negative attitudes. In future studies, examinations can be made with different critical attitudes affecting teachers' burnout. This study includes variables that affect burnout positively and negatively. Future studies can be conducted on the results of burnout. This study can be repeated in different cultures and school levels. In this way, the consistency of the results obtained in this study can be determined. In addition, future studies can be conducted with a mixed design instead of the limitations of a single design. In this way, it can be possible to find explanations for the reasons for the relationships between variables.

In this study, it is seen that attitudes are one of the most important resources of an individual. These attitudes are experienced by teachers in their school life and teachers can be affected by these attitudes. Being aware of these attitudes perceived by teachers and being sensitive to these attitudes yields results that are beneficial for the individual and the organization, such as increased productivity and efficiency. This study helps us to look at the effects of attitudes in organizational life more sensitively. In this respect, it also creates a theoretical infrastructure for future studies.

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