ATILIM UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCE
DEPARTMENT OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION MASTER'S PROGRAMME

THE RELATIONSHIP BETWEEN ORGANIZATIONAL JUSTICE AND WORK MOTIVATION: A PRIVATE SCHOOL SAMPLE

Master's Thesis

Nazrin Mammadova

Ankara- 2018

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ETHICS DECLARATION

I hereby declare that;

- I prepared this thesis in accordance with Atılım University Graduate School of Social Sciences Thesis Writing Directive,
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January 15, 2018

Nazrin Mammadova

ÖZET

Motivasyon her türlü örgüt için başarıyı garantileyen en önemli faktörlerden biridir.Çalışanların performansı acısından moivasyon çok önemlidir.Bu nedenlearaştırmacılar arasında sıkca araştırılan konular sırasında yer almaktadır.

Motivasyonla beraber çalışanların örgütsel adalet algıları da önem taşımaktadır.Çalışanların örgütsel adalet algılarının, işyerindeki davranışlarını şekillendirdiği söylenebilir.

Mevcut araştırmanın amacı, bu iki değişken arasındaki ilişkiyi araştırmaktır.Bu, Ankara'daki eğitim kurumlarından birinde çalışan 200 çalışan arasında yapılan nicel yöntem çalışmasıdır.Veri analiz sürecinde Sosyal Bilimler için İstatistiksel Paket programı (SPSS) kullanılmıştır.

Çalışmanın bulguları, çalışanların örgütsel adalet algıları ile motivasyon seviyeleri arasında pozitif bir ilişki olduğunu ortaya koymuştur

Anahtar kelimeler: Motivasyon, örgütsel adalet, örgütsel adalet algısı, motivasyon seviyyesi

ABSTRACT

Motivatıon can be seen as the main theme that ensures succes for any kind of organiation. It is essential for the performance of employees. That is the reason why motivation has been one of the widely discussed topics among researchers.

Like motivation organizational justice perceptions of employees are also important factor in the organizational context. It can be said that organizational j ustice perceptions of employees shape their behaviours in the workplace.

The aim of the current research is to investigate the relationship between these two variables. This is a quantative method study conducted among 200 employees workıng at one of the educational organizations in Ankara. Statistical Package for the Social Sciences (SPSS) was used in data analyzing process.

The findings of the curret study revealed that there ıs a positive relationship between organizational justice perceptions of employees and their motivation levels.

Key words: motivation, organizational justice, motivation levels, organizational justice perceptions

CONTENTS

ÖZET……..... **I**

ABSTRACT…….. **II**

CONTENTS…….. **III**

FIGURE LIST……... **VII**

TABLE LIST…… **VIII**

INTRODUCTION…… **1**

FIRST CHAPTER

1. INTRODUCTION _____ **1**

1.2. Purpose of the Study _____ **2**

1.3. Importance of the Study _____ **2**

1.4. Overview of the Study _____ **3**

SECOND CHAPTER

2. REVIWIEW OF THE LITERATURE _____ **4**

2.1. Organizational Justice: Concept and Definition. _____ **4**

2.1.2. Organizational Justice Concept in the Literature. _____ **6**

2.1.3. Why Organizational Justice Perceptions are Important? 7

2.1.4. Typology of Organisational Justice 9

2.1.4.1. Distributive Justice 10

2.1.4.1.1. Components of Distributive Justice 11

2.1.4.2. Procedural Justice 12

2.1.4.3. Interactional Justice 14

2.2. Motivation 15

2.2.1. Meaning of Motivation 15

2.2.2. The Process of Motivation. 17

2.2.3. Types of Motivation 18

2.2.2.1 Intrinsic Motivation 19

2.2.2.2. Extrinsic Motivation 20

2.2.4. Motivation Theories 22

2.2.4.1. Content Theories 22

2.2.4.2. Process Theories 23

2.3. Organizational Justice and Motivation 24

2.3.1. Distributive Justice Perception and Motivation 25

2.3.2. Procedural Justice Perception and Motivation 26

2.3.3. Interactional Justice Perception and Motivation 28

2.4. Motivation Theories and Organizational Justice 29

2.4.1. Content Theories and Organizational Justice Perception 30

2.4.1.1. Maslow's Hierarchy of Needs and Organizational Justice _____ 30

2.4.1.2. Herzberg's Two Factor Theory and Organizational Justice_____ 31

2.4.1.3. McClelland's Theory of Needs and Organizational Justice _____ 32

2.4.1.4. Alfred's ERG Theory and Organizational Justice _____ 32

2.4.2. Process Theories and Organizational Justice Perceptions _____ 33

2.4.2.1 Vroom's Expectancy Theory and Organizational Justice Perception_____ 33

2.4.2.2. Porter and Lawler's Theory of Expectancy _____ 34

2.4.2.3. Skinner's "Operant Conditioning" Theory _____ 35

2.4.3. Hypothesis Development_____ 35

THIRD CHAPTER

3. METHODOLOGY _____ 37

3.1 Research Model_____ 37

3.2 Data Collection Tool _____ 37

3.2.1. Design of Research Questionnaire_____ 37

3.2.2 Scales of the Questionnaire _____ 38

3.3. Data Collection Procedure _____ 38

3.4 Area of the Study_____ 39

3.5. Population of the Study _____ 39

3.6. Data Analysis Instrument _____ 39

FOURTH CHAPTER

4. RESULTS AND FINDINGS 40

4.1 Research Findings 40

4.2.1. Descriptive Statistic of the Study Variables 42

4.2.3. Normality 42

4.2.4. Reliability 43

4.2.5 Mann Whitney-U and Kruskal Wallis-H Results 43

4.2.6 Hypothesis Testing 52

FIFTH CHAPTER

5. DISCUSSION AND CONCLUSION 53

5.1 Discussion 53

5.2. Conclusion 55

5.3. Limitations of the Study 55

5.4 Suggestions for the Future Researches 56

5.5. Practical Implications 56

REFERENCES 58

APPENDIX-1 71

CURRICULUM VITAE 76

FIGURE LIST

Table No	Title of the Table	Page No
Figure 1.	Development of Organizational Justice Dimensions	10
Figure 2.	Components of Distributive Justice	12
Figure 3.	Components of Procedural Justice	13
Figure 4.	Components of Interactional Justice	15
Figure 5.	Motivation Process	18
Figure 6.	Research Model	37

TABLE LIST

Table No	Title of the Table	Page No
Table 1	Frequency Distributions of Employees by Martial Status and Gender	40
Table 2	Frequency Distributions of Employees by Education Level	41
Table 3	Frequency Distributions of Employees by Positions in the Organization	41
Table 4	Frequency Distributions of Employees by Work Experience	42
Table 5	Descriptive Statistic of the Study Variables	42
Table 6	Normality of the Questionnaire Components	43
Table 7	Reliability of the Components of the Questionnaire	43
Table 8	Mann Whitney-U Results of Organizational Justice Scale by Gender	44
Table 9	Mann Whitney-U Results of Organizational Justice Scale by Martial Status	45
Table 10	Mann Whitney-U Results of Motivation Scale by Martial Status	45
Table 11	Mann Whitney-U Results of Motivation Scale by Gender	46
Table 12	Kruskal Wallis-H Results of Organizational Justice Scale by Age Groups	47
Table 13	Kruskal Wallis-H Results of Organizational Justice Scale by Education Levels	48

Table 14	Kruskal Wallis-H Results of Motivation Scale by Education Levels	49
Table 15	Kruskal Wallis-H Results of Motivation Scale by Age Groups	50
Table 16	Kruskal Wallis-H Results of Motivation Scale by Work experience	51
Table 17	Kruskal Wallis-H Results of Organizational Justice Scale by Work experience	52
Table 18	Correlations of Variables	53

1. INTRODUCTION

People are the most valuable asset to an organization, thus retaining employees in their jobs is essential for any kind of organization (Iravo, Namusonge and Ng'ethe, 2012). The success of an organization is tightly connected to the performance of the employees and the successful performance of employees which is key factor for the overall success of an organization depends on some factors. Employee motivation is one of the vital aspects for accomplishing this purpose successfully. In his study, stressing the importance of motivation Kovach (2000) states the following:

> Proper motivation of employee is directly associated with the productivity and with maintenance factors. Workers who are content with their jobs, who feel challenged, who have the opportunity to fulfill their goals will exhibit less destructive behavior on the job. (p. 65)

So, it is fact that employee's motivation is indeed key factor for the health and future success of any kind of organization. Sharma (2006) noted that to provide motivated staff to the organization should be main concern of human resources. This is the reason why a number of companies and organizations seek the best ways of motivating employees. As a result of it a plenty of organizations and business companies spend humongous amount of money and time on researches to find out the factors that influence employee motivation.

Along with motivation, organizational justice is also important issue for maintaining healthy work environment. According to Loi, Diefendorff and Yang (2009) organizational justice refers to "people's subjective perceptions of fairness in organizations" (p. 770). People need to be treated fairly in order to preform effectively and be successful for their organization. When there is justice in organization, people's perceptions about organizational justice are high which influence their behaviors in the workplace. Justice in organization, forms important aspects such as organizational commitment, trust in the workplace, job satisfaction, etc. (Kernan and Hanges, 2002). That is why the notion organizational justice has been studied from different aspects related to different organizational variables such as work alienation (Sayü, 2014), job satisfaction (Kaya, 2014), organizational commitment (Tanrıverdi, Koçaslan and Perdeci, 2007), organizational silence (Özçınar, Demirel and Özbebek, 2015), etc.

In this sudy, link between employees' perceptions of organizational justice and work motivation was investigated. A lot of research has been done proving the existence of positive relationship between these two aspects. Current study paid most attention to investigation of differences in the relationships of organizational justice dimensions and motivation types.

1.2. Purpose of the Study

Organizational justice perceptions and motivation are separately two of the extensively researched topics in the fields of such as phycology, human resource management, industrial-organizational psychology, etc. Over the last 30 years organizational justice has received great attention of researchers and scholars and has been frequently researched (Trevino and Weaver, 2001). Along with employee perceptions of organizational justice, employee motivation and factors that influence motivation in the workplace were one of the frequently investigated topics in the literature.

The primary aim of the current study is to investigate the relatıonship of organizational justice perceptions of employees and their motivation level focusing on the type of relationships between organizational justice dimensions and levels of motivation.

To conclude, this study attempts to provide a reader with an overview about how employees' organizational justice perceptions are related to their work motivation paying more attention to the relationship between dimensions of organizational justice and types of work motivation.

1.3. Importance of the Study

As it was mentioned above, both justice and motivation are very important issues in every field of life including work and business life. It can be said that, without motivation people would have no desire to achieve and to be successful and in its turn, without fair environment and positive perceptions of fairness they would have no motivation. That is the reason why employee motivation and organizational justice are very important in organizational contexts.

Firstly, talking about organizational justice perceptions, it should be noted that employees' opinions in other word perceptions, about justice level in their organization are necessarily significant in increasing organizational commitment, job satisfaction, job alienation and employee motivation (Cohen-Charash and Spector, 2001).

Secondly talking about motivation, it should be stressed that motivation is directly associated to productivity. So, to have motivated should be priority of any kind oforganization in order to get success. Furthermore, in order to succeed managers and supervisors should consider all the incentives that stimulate employee motivation including justice perceptions of employees.

Taking into account the factors mentioned above, it can be stated that this study aims to make a contribution to organizations, institutions, and their human resources managers by investigating these two vital factors trying to find an answer to the question "how organizational justice perceptions affect employee motivation?" which will be beneficial to achieve overall organizational goals.

Additionally, the study is supposed to increase awareness among managers about the significance of fair treatment and the role of positive justice perceptions in the workplace.

Lastly, it is expected that the current study will be helpful in improving previous studies filling in the blanks in the relevant literature.

1.4. Overview of the Study

This study consists of five chapters. The current chapter is an introduction to the study which refers to introducing the topic to a reader. In this chapter, topics such as the aim of the study and its importance in the literature were discussed. The overview information about the research makes it possible for reader to understand the overall design of the study and this is also given in the first chapter of the study.

The second chapter, refers to the review of the literature. This chapter consists of three parts. Whereas, first part deals with organizational justice and organizational justice perception notion, its definition and importance in the literature, the second part gives a definition of motivation, types of motivation and its importance in the

workplace. Finally, the relationship between organizational justice and work motivation is discussed in the third part of the second chapter.

The third chapter deals with methodology. It explains the design of the research to the reader and reasons of why relevant methods are used in the certain study. It also gives background information about data collection process, participants and the amount of participants that took part in the research.

The results of the research, findings and discussion of these findings are described in the fourth chapter. The findings that were found out in this research are described in relation to existing knowledge. An explanation for the results and findings of the research are provided in this chapter of the study

Finally, the last chapter of the research concludes the overall research topic. It gives brief information about the result of the study and summarizes topics that were discussed in the research paper previously. Limitation of the study is also described in the last chapter of the research. Suggestions and recommendations for the future researches are also described in the conclusion chapter of the research.

2. REVIEW OF THE LITERATURE

2.1. Organizational Justice: Concept and Definition.

People always have assumptions, opinions towards situations, decisions and behaviours that occur in the external environment. They always look for justice making comparisons and judgements, evaluating fairness and unfairness of the decisions, behaviours towards them. Rebore (2001) states that justice is a term related to the fairness or unfairness of behaviours and attitudes directed towards an individual or a group. Based on the fairness or unfairness of the decisions and behaviours towards them, people also shape their individual attitudes, behaviours in any kind of situation (Dilek, 2005). Concept of justice is very important and can be seen in many areas of life, including organizational life (Sayü, 2014). Regarding to it, it can be noted that organizational justice stands on the adoption of "social justice" notion into organisations and is very important in providing healthy work environment. In organizational content justice is taken as "organizational justice" (Sayü, 2014). As a term "organizational justice" for the first time was used by Greenberg in 1987 and it

refers to the employee rights and punishments towards the organisation. Giving definition to the concept Moorman (1991) states that organizational justice is the justice "directly related with work areas" (Ocak, 2010, p.32). According to Rawls (2013) and Berward (2000) this kind of justice which occurs in the workplace is very important to provide in all kinds of organizations.While Rawls defines organizational justice as the first virtue of social institutions (cited in Rock Oh, 2013), according to Berward justice is considered to be one of the essential bases that provides cooperative actions in any kind of organisation (Konovsky, 2000). Giving, a limited definition to the notion Yıldırım (2006) defines organizational justice as the norms and rules that are related to fair distribution of rewards and punishments whereas, organizational justice deals with all the issues of fairness not only fair distribution of rewards and punishments . It can be also added that, in more general sense, organizational justice refers to the level of fairness in decision making procedure and outcomes of this process (Niehoff and Moorman, 1993). However, to make a decision that can be considered as "fair" by all the individuals within an organization is almost impossible. That is why, in his research, Yeşil (2017) states that a decision or an act that most of the people perceive it to be right can be defined as fair. For this reason, in a large amount of researches organizational justice is defined in the relationship with employee perceptions about justice and fairness in their organization (Oral, 2012). For example, according to Kaya (2013) organizational justice refers to employee perceptions towards workplace outcomes, procedures, decisions and interactions. Vries (2010) also takes organizational justice related to organizational justice perceptions referring it as "the research area in which the perceptions of fairness in the workplace are examined". In his study, Cropanzano also defines organizational justice related to employee perceptions of justice in the workplace defining the concept as personal evaluation of the ethical and moral dimensions of executive situations. For the opinion of Baron and Beugre (2001) organisational justice as a concept refers to "social feature showing how the perceptions of employees are formed in terms of their relationships with their co-workers and administrators in the workplace" (p.330).

Taking into account definitions of the term it can be mentioned that organisational justice is related with the perception of the employees about justice (Sayin, 2009). Thus, in general sense, organisational justice can be defined as the

employee perception regarding practices in the organisation (Greenberg, 2004). Making comparative perceptions regarding theirsuccess and satisfaction levels, employees compare their gains with the gains of similar employees receive in other organisations (Seçkin and Demirel, 2014). After the process of making comparisons, based on it they develop an attitude towards their organisation, manager and job (Özdevecioglu, 2009). As a result, this process leads to employees' perceptions of justice (Seçkin and Demirel, 2014). While positive perceptions of organizational justice give a rise to work productivity, improving organizational commitment and organizational citizenship of employee behaviours, negative organizational justice can cause decrease in work motivation and weaken employee commitment (Döven and Mumcu, 2016). Abbasoğlu, Ekiyor and Tengilimoğlu (2016) stressing the role of organizational justice in the workplace point out the following:

> When employees feel the lack of justice in the work environment their motivation is affected, they loaf their responsibilities and they do not want to take on responsibilities, seek jobs and can even seek revenge from the organization (p.15).

That is why, establishing positive justice perceptions in the workplace results in positive work outcomes and success (Elanain, 2009).

To conclude, it can be noted that organizational justice is very important factor in organizational context, and has got an important impact on organizational results and employee behaviour (Ulukapı and Bedük, 2014).

2.1.2. Organizational Justice Concept in the Literature.

In everyday of organizational life a lot of decisions are made by managers about employees, their salaries and their projects, etc. and based on the results of these decisions employees also make some perceptions about the level of fairness and justice in their organization (Yeşil, 2017). While, positive justice perception hold people together, lack of justice or injustice can cause to the separation of people (Folger and Cropanzano, 1998). For this reason, organizational justice has been phenomenon that has attracted attention of many researchers (Kaya, 2013). However despite the attempts of large amount of researchers, over the last two decades it was unable to form a clear definition of the boundaries of the role that organizational justice play in

any kind of organization (Castillo and Fernandez, 2016). While first studies focused on peoples opinions regarding what fairness and unfairness are (Hobbes, 1987; cited in Castillo and Fernandez, 2016),with the improvements in social science, individuals' feelings and perceptions about justice and injustice were considered (Ali, 2016). In their study Bobocel, et al. (2015) state that in the most of the researches people's reactions to justice concept have been examined in accordance with three main groups of human activities which are:

1. Behaviors, i.e., how much people exhibit fairness-related actions,
2. Desires, i.e., how much people want fairness, and
3. Perceptions, i.e., the extent to which people judge fairness to be relatively higher or low (p.104).

For example, in the study held by Choi (2011) the relationship of organizational justice with work related concepts that affect employee behaviours in the organization such as job satisfaction, trust and turnover intention was investigated. In the research conducted by Abbasoğlu (2015) among 917 hospital employees the role of organizational justice perception in employee motivation was analysed. According to the results of the study the existence of the relationship between organizational justice types and motivation was proved.

2.1.3. Why Organizational Justice Perceptions Are Important?

Is widely accepted truth that focusing only on financial, structural issues is not enough for achieving organizational goals (Seçkin and Demirel, 2014). In this sense, organizational justice is very important in organizational life (Soyuk, 2007). As it was stated at the beginning of the current chapter people seek for justice, fairness in each field of their lives, including their workplace (Delshad, Kolouie and Ali, 2016) They want fair treatment, decisions and fair distribution of allocations in the result of their contribution to the organisation (Ugboro and Obeng, 2000). Managers' fair treatment is one of the important priorities for employees and is very crucial factor in shaping employee attitudes, beliefs and behaviours (Greenberg, 1993; Cropanzano and Ambrose, 2001; Rajabi, Abdar and Agoush, 2017). According to Bailey and Nunan (2008) employees' attitudes, behaviours in the workplace have got a significant effect

on their work performance and productivity (cited in Rajabi, Abdar and Agoush, 2017). Additionally, it can be said that being one of the determinants of employee behaviours in the workplace, employee organizational justice perceptions affect not only their work performance individually, but also overall organisational achievements. (Deshields, Kara and Kaynak, 2005). That is the reason why to form positive justice perceptionsin the minds of employees is very important for all types of organisations (Taşkıran, 2010).Without fair environment it is impossible for employees to be successful and useful for the organisation. It can be added that when employee justice perceptions are positive their work performance is high . Workplace justice perceptions give a path to the effectivenessof implementation of job duties. When justice exists in the organisations, employees have got positive perceptions about the fairness of their organisation and it increases not only their performancebut also their loyalty and job satisfaction. The existence of loyalty in the workplace forms strong relationships between the managers, supervisors and employees which can be translated into much larger profitability. Besides it, high justice perceptions also affect employee trust which is important in employee-manager relationship and communication among employees. As the relationships between co-workers and managers progress, they will know each other even better which can result in building up team spirit and membership in the organisation (Abbasoğlu, Ekiyor and Tengilimoğlu, 2016) Organizational justice has got a high impact on job satisfaction too (Abbasoğlu et al.,2016). In their study investigating the relationship between organisational justice and employee motivation Abbasoğlu et al. (2016) state that "employees with high perceptions of justice will demonstrate high performance and will do their job better" (p.17). Thus, job satisfaction which results in high-performance is also related to the organisational justice.

In conclusion it can be noted that organisational justice and employee perceptions of it affect many concepts such as loyalty, job satisfaction, work performance, employee motivation which are significantly important to organizations to achieve and to be successful. The relationship between motivation and organisational justice is discussed in the following chapter in a more detailedform.

2.1.4. Typology of Organisational Justice

A lot of classifications concerning dimensions of organisational justice can be found in the literature (Yılmaz and Taştan, 2008). According to Rock Oh (2013) despite the fact that there are various classifications of organisational justice, classification involving all the types at the same time has not been formed. Until 1975, only distributive justice which was based on Adam's Equity Theory was the only type in the literature (Başar and Sığrı, 2015).However, fair distribution of allocations and resources did not cover organizational justice perception completely. That is why, since 1975, procedural justice dimension was added to the literature. While the earlier studies identified two types of organisational justice which were distributive and procedural justice, in the laterstudies, third dimension ,interactional justice was added came fromthe model made by Bies and Moag in 1986 (Seçkin and Demirel, 2014; Döven and Mumcu, 2016). Meanwhile classifications including four dimensions of organisational justice are also met in the literature. For example, in their meta-analytic study Conlon et al. (2006) distinguished the fourth dimension namely informal justice. This type refers to the right of information and being informed about social and individual rights (Tutar, 2007). However the most common classification includes distributive justice, procedural justice and interactional justice (Yılmaz and Taştan, 2008). These three types of organizational justice should be taken into consideration as three components determining overall organizational justice and fairness (Amand and Ambrose, 2005; Ambrose and Schminke, 2007). Furthermore, in order to provide justice in the workplace it is necessarily important to consider each of these three components separately (Cropanzano, Bowen and Gilliland, 2007) that is why the following paragraphs contain literature review of each component separately and in detailed form.

Figure: 1. Development of organizational justice dimensions

2.1.4.1. Distributive Justice

According to Greenberg (2004) distributive justice "refers to people's perceptions of the fairness by which resources are distributed" (p.353). In broad terms, distributive justice is defined as evolution of individuals' concerning gains, rewards and outcomes they get as a result of their knowledge, contributions and energy they spend for the organisation (Buluc, 2015). In brief, it can be said that distributive justice refers to individuals' perceptions concerning with whether they received their "just share" or not (Bowen, Cropanzano and Gilliland, 2007).

Providing positive employee distributive justice perceptions in the workplace is very important factor for organizations, because of the reasonthat employee perceptions of distributive justice have got a strong relationship with both negative and positive employee attitudes and behaviours (Cohen-Charash and Spector,2001). For example, whentwo workers with similar jobs are paid equally their feelings and attitudes will be positive, whereas in the case of one of worker's being paid lower than the other worker; he or she would have negative perceptions of organisational justice (Güner, 2016). In other words, if distribution of rewards and resources is fair, an individual find the workplace fair (Colquitt, 2001). In the case, when individual's outcome-input ratios are not perceived to be the same of co-workers' outcome-input ratios he or she find the organization as unfair, which can lead decrease in employee work performance and low work productivity (Buluc, 2015). This kind of analysis which is used to compare outcomes as a result of the contributions to the organization,

is not made only from an individual point of view, but encompasses group comparisons of contributions too (Castillo and Fernandez, 2016). For this reason, choosing best strategies in distribution process is very important in organizational life. However, to establish fair distribution system of rewards, allocations and resources is very challenging task for all kinds of groups, organizations and societies (Döven and Mumcu, 2016). That is the reason why, distribution process of outcomes is one of the most investigated and critical problems in the literature.

In the process of establishing fair distribution system it should be taken into consideration that distributive resources and benefits can be economic and no economic. While economic rewards refer to the "financial well being of the beneficiary" (Kaya, 2013, p.24), non-economic rewards consist of work environment, respect and different kinds of social benefits (Deutch, 1985). Nevertheless, there is some difference of opinions among scholars on that issue. For instance, while Greenberg (2004) defines respect and sensitivity as a part of distributive justice too, Giap and Hackermeier (2005) hold the point that distributive justice beliefs of employees can be met addressing their material interests as a result of their work performance. However it should be mentioned that, along with economic or material based needs, employees also have non-economic needs. Furthermore, in order to address economic and non-economic employee need, distributive resources and allocations also should be economic and non-economic and fair distribution of both types of resources provide equality and justice in the workplace. As a result, it can be added thatemployee needs, equality and justice form three important elements of distributive justice (Koopman, 2002). All the three elements should be considered in distribution process in order to maintain fair distributive justice perceptions among employees.

2.1.4.1.1. Components of Distributive Justice

First conceptualisations of organizational justice are related to distributive justice. It was defined by Greenberg as individuals perceptions of fairness of resource distributions based on their contributions to the organisation (Greenberg, 1993). The main the main idea of Greenberg's theory is based on "Equity theory" which was developed by Adams in 1965. "Equity theory" suggests that we consider what we get

related to how much we contribute. It means that resource distribution should be fair based on employee contribution. Everyone should get resource in return their efforts, performance and contributions. So it can be said that according to this theory, the first condition of fairness is equity in resource distribution.

However, researchers have also classified other rules providing fair distribution such as equality and need (Chia-Han, 2012). According to Levner (1975) equality is considered to be the second principle of distributive justice (Chia-Han, 2012). This kind of norm refers to the group outcomes or membership rather than individual outcomes. For example, if there is a resource allocation or reward, it is distributed equally among the members' regardless individual's personal performance or contribution to the organisation.

Along with equity and equality, need is the last distribution norm (Fryiner and Houser, 2000). According to, Homans people's need also should be taken into account in the allocation of resources. It means that people should get what they need.This principle stresses identification ofbenefits based on the needs. Indıvıduals'performance, their contributions to organization and their productivity is not taken into account in allocation process.

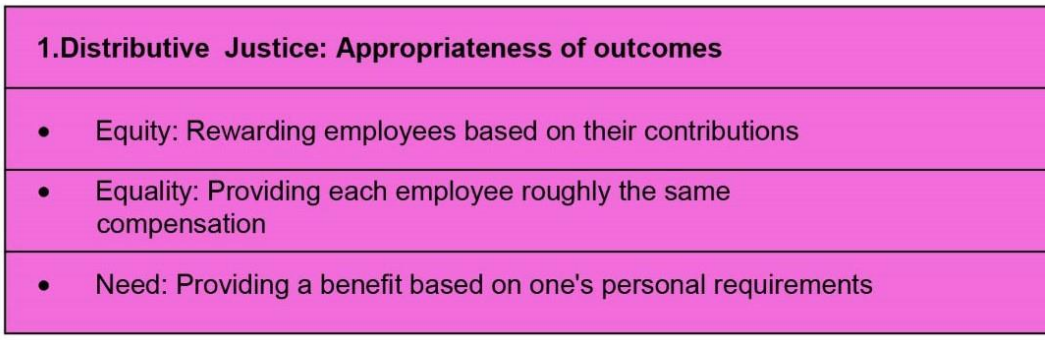

Figure: 2. Components of Distributive Justice (Cropanzano, Bowen and Gilliland, 2007)

2.1.4.2. Procedural Justice

Procedural Justice, as it is seen from the name refers to the process of decision-making and is defined as "the fairness of the process by which outcomes are determined" (Cohen-Charash and Spector, 2001, p.3). As it was mentioned above primary conceptualisations of organisational justice concept is related to distributive

justice. However there was a need for an extra indicator in order to maintain organisational justice. That is why procedural justice was added as the second dimension of organisational justice along with distributive justice. While distributive justice refers to the fair distribution of outcomes, procedural justice refers to the perceived fairness of the methods and procedures that are used to distribute organizational resource and allocations (Sia and Tan, 2016). In other words, procedural justice refers to "the degree to which the processes and procedures used for making resource and allocation decisions are perceived to be fair" (Nakra, 2014, pg.187). Like distributive justice, procedural justice also has got some principles and rules. Six components of procedural justice were determined by researchers. They are consistency (same treatment to employees), lack of bias (fair decisions without self interest), accuracy (accurate information in decision-making process), correctability (providing a chance to correct and accurate decisions by employees) representativeness (considering interests of all stakeholders), and ethics (making ethical decisions) (Cropanzano et al., 2007; Güner, 2016; Rock Oh, 2013). Rock Oh (2013) points out that the important difference between procedural and distributive justice lies in these six principles. It can be added that personal interests of employees which means self interest are not considered in this kind of justice while distributive justice is not beyond self interest and is called personal justice. (Greenberg, 1993).

2. Procedural Justice: Appropriateness of the allocation process
• Consistency: All employees are treated the same
• Lack of Bias : No person or group is singled out for discrimination or ill-treatment
• Accuracy: Decisions are based on accurate information
• Representation of all concerned: Appropriate stakeholders have input into a decision
• Correction: There is an appeals process or other mechanism for fixing mistakes
• Ethics: Norms of professional conduct are not violated

Figure: 3. Components of procedural justice (Cropanzano, Bowen and Gilliland, 2007)

2.1.4.3. Interactional Justice

Along with distributive and procedural justice there is also third dimension which is called interactional justice. Interactional justice has some differences compared with distributive and procedural justice dimensions (Buluc, 2015). Interactional justice is the justice dimension that "emphasizes the quality of the relationships among employees in an organization" (Altinkurt, Karaman and Yilmaz, 2015, p.35). While Greenberg, defines interactional justice as "procedural justice in human relations" (cited in Döven and Mumcu, 2016, p.139), according to Bies and Moag (1986) interactional justice refers to the perception of fairness of the interpersonal treatments in the course of implementation of organizational procedures (cited in Nakra, 2014). One similarity of these two definitions is that, according to both of the interactional justice refers to quality of attitudes and behaviours (Döven and Mumcu, 2016). In this kind of justice, decisions and rules are not important, but the way employees are treated, while the process of realization of these decisions is valued. To put it another way, it refers to the perceptions of the fairness in supervisorsor managers' treatment to the employees (Cole, Bernet and Holt, 2010). However, there are some opinions pointing out that interactional justice focuses on not on employee-management relationship but also employee-employee relationship (Sayü, 2014) referring it to the way of one person's treatment to another person (Bowen, Crapanzanoand Gilliland, 2007). Despite it, it should be mentioned that, in the most samples of the literature interactional justice is defined as the interaction between decision makers who distribute resources and individuals who are affected by these decisions (Özdevecioğlu, 2004).

Greenberg suggested that, there are two types of interactional justice namely interpersonal justice and informational justice (Başar and Sığrı, 2015). While interpersonal justice is concerned with the respect and dignity that managers treat employees, informational justice refers to the degree mangers inform employees and co-workers about decisions that are made in the workplace. Both types of interactional justice are very important for providing overall organizational justice in the workplace.

3. Interactional Justice: Appropriateness of the treatment one receives from authority figures
• Interpersonal Justice: Treating an employee with dignity,courtesy, and respect
• İnformational Justice : Sharing relevant information with employees

Figure: 4. Components of interactional justice (Cropanzano, Bowen and Gilliland, 2007)

2.2. Motivation

2.2.1. Meaning of Motivation

It is fact that, success of any kind of organization is tightly connected to the successful performance of individuals, in other word, employees working for the particular organization. Every organization consider its workforce as a key aspect that determines competitive advantage (Sihag, 2016). For this reason in this, rapidly changing and comparative world of business, organizations should do their best in order to maximize the amount of employees at hand. This challenging goal can be achieved best by having motivated employees who work together for the overall goal of the organization they work in (Sihag, 2016). Furthermore, it can be added that motivation is considered to be a key factor for talent retention and performance. All the reasons mentioned above give further explanation of why motivation is necessarily important to be provided at all level of any organization.

Motivation has been topic of interest of many organizational psychologists and scholars since 1930s (Sihag, 2016). “Employees’ motivation was an important topic even in 1789; Samuel Slater was a pioneer who was concerned about creating a good working condition for employees to do their jobs well” (Lazear and Gibbs, 2009, p. 129).There are a number of opinions about the origin of the word motivation. In the daily life of people motivation is used as a word which refers to desire of somebody for doing something. Paraphrasing ideas about the origin of the word motivation, it can be stated that motivation is the term which derives from the Latin word with the meaning of “movement” (Kressler, 2003; Musaaizi, 2006). Being one of the most discussed topics in the literature of psychological, educational and managerial fields, a various definitions for the concept of motivation by various authors can be found in

the current literature (Ibrahim, 2015). According to Armstrong and Taylor (2014) motivation is the strength and direction of behavior and the factors that influence people to behave in certain ways. Perry and Porter (1982) also define motivation as a concept that "energizes, directs and sustains behavior" (p.89). Myers (2009) giving the similar definition to the concept defines motivation as "a need or desire that energizes behavior and directs it towards a goal" (p.339). According to Okello and Gilson (2015) motivation refers to "the desire of individuals to act or behave in certain ways" (p.2). However, Maslow states (1954) that peoples needs and desires are not the same, they differ from one another (cited in Ibrahim, 2015).

Giving a broad definition to the concept Arnold, Robertson and Cooper (1991) described three components of motivation which are:

1. Direction- what a person is trying to do
2. Effort- how hard a person is trying?
3. Persistence- how long a person keeps on trying (cited in Armstrong and Taylor, 2014, p.170)

For the point of Dornyei and Ushoida (2011) along with "effort" and "persistence" the third key point is not "direction" but "choice" which refers to the reason of people's decision to do something.

The other common definition of motivation indicates possibility of its being related to the internal state. İn his study Woolfolk (2004) defines motivation as an internal state that "arouses, directs and maintain behaviors" (p.350). However, whereas some group of scholars hold the view that motivation is the result of internal factors, the other group of scientists point that there are also some other extra factors which arouse motivation (Manzoor, 2012). For example in their book Armstrong and Taylor (2014) note that there can be other factors that provide additional motivation for people, pointing out the following:

> Well-motivated people engage in positive discretionary behavior – they decide to make an effort. Such people may be self-motivated, and as long as this means they are going in the right direction to attain what they are there to achieve, then this is the best form of motivation. But, additional motivation provided by the work itself, the quality of leadership, and various forms of recognition and

reward, builds on self-motivation and helps people to make the best use of their abilities and to perform well (p.173).

Holding the same point of view Locke and Lantham (2004) define motivation as "internal factors that impel action" and "external factors that can act as inducements to action" (p.388).

In addition, motivation can be defined from psychological point of view. According to Madsen (1974), motivation plays an important role in modern psychology (cited in Ibrahim, 2015). Madsen (1974) states that without having knowledge of motivation, to predict and understand behaviours of human-beings is almost impossible (Ibrahim, 2015). In general sense, from psychological point of view motivation can be defined "as the psychological process that gives behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need, and the will to achieve, respectively" (Kreitner, 2004, p.3).

To conclude, taking into account all the definitions of the concept, in his study Ibrahim (2015) gives several explanations to motivation:

- Motivation is an invisible force that pushes people in return.
- Motivation is not a fixed trait; it changes according to psychological, financial, environmental and social factors.
- Having motivated workforce helps organization to survive from threat in the external environment (p.6).

2.2.2. The Process of Motivation.

The process of motivation is based on a simple model of human behaviour (Ibrahim, 2015). According to Khanka (2000) there three essential elements of motivation process:

- Motives: mean prompting people to action. It provides an activating thrust toward reaching goals.
- Goals: motives are directed toward goals. Motives generally create a state of psychological imbalance. Attaining goal restores balance.
- Behaviour: is a series of activities to be undertaken .Behaviour is directed to achieve a goal (p.106).

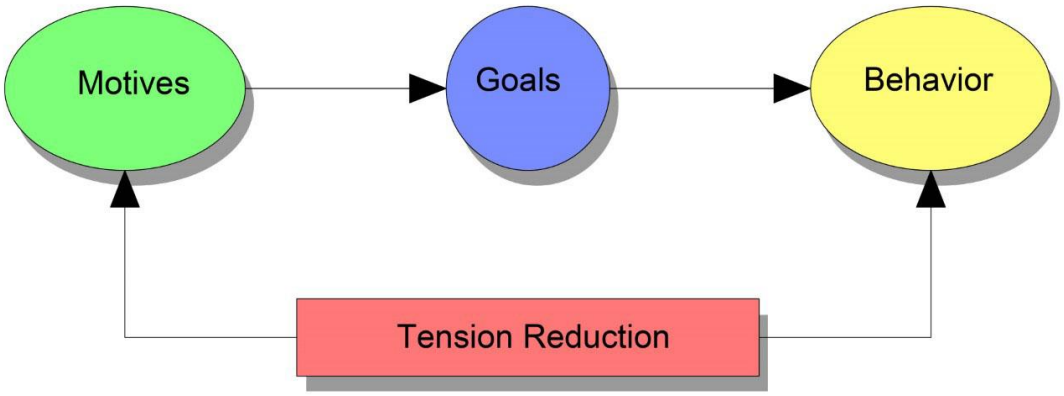

Figure: 5. Motıvation process (Khanka, 2000)

2.2.3. Types of Motivation

For choosing and applying a proper strategy to provide positive employee motivation, every manager should take into account that people are not all the same and the factors that motivate them shaping their behavior and work performance are also different. The same thing can be perceived in different ways by two people (Sihag, 2016). Moreover, employees have needs and desires that are different from one another and the ways of fulfilling of these needs and desire are also different. That is why it is important to consider "types of motivation" in order to inspire and motivate employees in an effective way. If managers have got knowledge about types of motivation it will be easier for them to apply the appropriate strategy in order to address employees' desires and needs. Additionally, they can determine the source of these desires for each employee; will be able to find out the forces these wishes and desires stem from. Being aware of these aspects researches distinguished different types of motivation due be helpful to the managers and direct those to choose best strategy for providing motivation among employees which leads to overall organizational success. In their article dealing with the types of motivation Ryan and Deci (2000) indicates that:

People have not only different amounts, but also different kinds of motivation. That is, they vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions.

In their study, Ryan and Deci (2000) distinguished two types of motivation which are intrinsic motivation and extrinsic motivation. However, researchers' opinions about the types of motivation are not the same in the literature. There are also a group of researchers who classify three types of motivation which are: intrinsic motivation, extrinsic motivation and amotivation (Ali, 2016). This study will discuss the relationship of extrinsic and intrinsic motivation with organizational justice.

2.2.2.1 Intrinsic Motivation

Armstrong and Taylor (2014) point out that intrinsic motivation is the type of motivation that occurs by the work itself and is not created by external incentives. According to Ryan and Deci (2000) when employees are intrinsically motivated they act for the fun and challenge rather than for external rewards, pressures and external prods. So, intrinsic motivation is related to the individuals' personal desire for performing and fulfilling the task set by the organization and does not depend on external factors. "The phenomenon of intrinsic motivation first emerged from experimental studies of animal's behavior where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward" (Jones and George, 2000, p.519). It means that intrinsic motivation is somehow related to the personal satisfaction, benefits of the employee rather than any kind of external factor. It is the result of a inside desire of a worker to achieve and to be successful. According to Deci (1971) people get intrinsically motivated when they have an interest for accomplishing a definite task (cited in Ibrahim, 2015). That is why in his study Deci defines intrinsic motivation as "free choice". Moreover, in their study Ryan and Deci (2000) stress existence of intrinsic motivation in the nexus between a person and a task stating the following:

> Although in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others and not everyone is intrinsically motivated for any particular task (Ryan and Deci, 2000, p.56).

There are some opinions among researchers, which stress the relationship of intrinsic motivation with extrinsic motivation. Supporting this opinion, in his study

Brook (2009) states that extrinsic factors such as rewards, promotion, good working condition, job security can increase intrinsic type of employee motivation.

Additionally, in the literature three dimensions of intrinsic motivation are classified which are:

- Intrinsic motivation to know
- Intrinsic motivation to accomplish
- Intrinsic motivation toexperience stimulation (Khoo et al., 2015, p.242)

Intrinsic motivation to know refers to desire to learn, to investigate, to explore. "This is the fact of performing an activity for pleasure and satisfaction that one experiences while learning" (Ali, 2016, p.4). Intrinsic motivation toward accomplishment refers to "motivation to master, increase efficacy, and feel competent" (Khoo, et al., 2015, p.242). In other words, people become satisfied or feel pleasure in the process of accomplishing or creating something (Ali, 2016). Intrinsic motivation to experience is the type of intrinsic motivation that refers to "experience stimulating sensations (e.g., ecstasy, thrills) derived from participating in a given activity, such as bungee jumping or sky diving" (Khoo et al., 2015, p.242). It means that, the excitement than one get from stimulating of doing something gives motivation to the person.

2.2.2.2. Extrinsic Motivation

Extrinsic motivation is a type of motivation that occurs as a result of external incentives. Extrinsic motivation refers to the type of motivation that provokes individual to make an effort in order to gain an outcome. Vice versa, Armstrong, et al. point out that extrinsic motivation occurs when things are done to or for people in order to motivate them.It means that motivators for employees come not only inside of them but from outside. External incentives refer to tangible materials such as rewards such as incentives, increased pay, praise or promotion; and punishments such as disciplinary action, with holding pay or criticism.

In the literature extrinsic motivation is considered to be a contrast concept to intrinsic motivation. Contrast to intrinsic motivation that is related to the desire and

enjoyment coming inside of the worker to do an activity, extrinsic motivation is related to the instrumental value of the activity (Ryan and Deci, 2000)

According to Ryan and Deci (2000).extrinsic motivation itself is divided into three categories which are:

- external regulation,
- introjected regulation,
- identification
- integrated regulation (p.61)

External regulation refers to doing the specific task and performing because of the environmental rewards and punishments. It means that an employee does particular work or implements some tasks because he or she gets money for it. This type of extrinsic motivation straightforwardly deals with the external factors..

Second type of extrinsic motivation is introjected regulation which arises from the desire of employee to avoid guilt, anxiety and recrimination. In their scientific study Ryan and Deci (2000) state that:

> Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride. Put differently, introjection represents regulation by contingent self-esteem (p.62).

Third type of extrinsic motivation is characterized by regulation through identification (Rusu and Avasilcai, 2014). In this type of motivation an employee recognizes the significance of performing well and implementing tasks. It is related to the personnel desire of a person to do specific work. For example, an employee comes leaves the workplace twenty minutes later because he or she sees it an important point for complementing daily tasks.

Forth type of extrinsic motivation is called integrated regulation. This kind of motivation occurs in the case of identified regulations being fully assimilated to the self (Ryan and Deci, 2000).

2.2.4. Motivation Theories

Motivation, as a term, was developed during 1950s (Ibrahim, 2015). A lot of theories can be met about motivation in the literature. Motivation has been one of the most investigated topics in the literature. In order to understand the nature and factors affecting human motivation a plenty of researchers studied the concept of human motivation. In the literature of social science three categories of motivation theories were distinguished:

- Content Theories
- Process Theories (Ali,2016,p.22)

2.2.4.1. Content Theories

According to Content Theory, needs are facts that have impact on employee motivation. It deals with the elements inside of person that shape the behavior of the person and these elements inside "try to specify the needs that stimulate the person" (Ibrahim, 2015, p.6). Taking into account this aspects with other name content theories can be called "needs theories".

Maslow's hierarchy of needs is considered to be one of the most common content theories. According to this theory, person's motivation can only be provided in the case his or her needs are met by the manager. In other words, people cannot be motivated unless their needs are considered and met. In his theory Maslow (1954) distinguished five types of human needs: physiological needs, safety needs, social needs, esteem needs and self-actualization (McShane and Gilinow, 2009). These levels of needs are interrelated among one another. If the lower level of hierarchy is not satisfied the higher need cannot be dominant (Armstrong and Taylor, 2014).

Clayton Alfred's ERG theory is similar to Maslow's hierarchy of needs. However, while Maslow categorized needs into five categories, according to Clayton there are three types of needs. He distinguished existence, relatedness and growth (Ibrahim, 2015). While existence covers material, safety and psychological needs in Maslow's hierarchy of needs, relatedness and growth are equal with belonging and self-actualization needs in the hierarchy respectively (Ibrahim, 2015).

Frederick Herzberg's theory on human motivation is different from the previous ones. According to Herzberg, there are two types of factors: motivational factors which lead to satisfaction and hygiene factors which prevents from dissatisfaction (Armstrong and Taylor, 2014).

Another theory referring to human needs belongs to McClelland's needs theory which "focuses on the relationship between needs and behaviors" (Ibrahim, 2015, p.7)

2.2.4.2. Process Theories

"Process theories analyse howbehaviour is activated, guided, continued and stopped by the factors that are basically external to the person" (Ibrahim, 2015, p.8). Whereas content theories deals with factors that motivate human-beings, process theories focus on the ways people become motivated.

One of the process theories is Adam's Equity theory. It deals with "the perceptions people have about how they are being treated as compared with others" (Armstrong and Taylor, 2014, p.176). According to this theory, people always compare their outcomes in relation to their efforts and inputs and they do this comparing their gains with co-workers' rewards and allocations. Equity theory is very important to consider to provide organizational justice which leads to employee motivation. But there are also some feedbacks of the theory for the opinions of some researchers. For example, Armstrong, et al stated that "Equity theory explains only one aspect of the processes of motivation and job satisfaction, although it may be significant in terms of morale and, possibly, of performance" (Armstrong and Taylor, 2014, p176.)

Expectancy theory developed by Victor Vroom stems from social psychology concept (Ibrahim, 2015). This theory claims that there are there cases when people are motivated:

1. Effort will lead to desire outcomes
2. The desired outcomes of employees will be rewarded
3. Perceiving the value of these rewards is highly positive (Locke and Latham, 2004, p. 389)

One of the process theories belongs to Porter and Lawler, whose theory is based on Vroom's theory of Expectancy. According to Porter and Lawler there are two factors shaping individuals' behaviour in terms of their effort in the workplace (Armstrong and Taylor, 2014). While the first factor refers to the value of rewards, the second factor is about the probability that outcomes depend on the level of effort individuals make to achieve (Armstrong and Taylor, 2014).

Skinner's theory also takes an important place among process theories. This theory deals with the idea that "Positive reinforcement of desired behaviour elicits more of the same; punishment of undesired behaviour (negative reinforcement) elicits less of the same" (Shields, 2007, p.47)

2.3. Organizational Justice and Motivation

There are important links between people's perceptions, thoughts and their behaviours. It can be said that our perceptions, intentions and expectations shape our behaviours (Güner, 2016). In this regard employees' organisational justice perception affects their desire to achieve, their performance, and motivation. Justice is an important factor to maintain motivation between employees. Examining the effect of organizational justice perceptions on employee motivation, it is seen that both of the concepts that emerge as a result of similar or the same organizational processes (Atalay, 2010). In other words, aspects and factors that cause motivation and organizational justice perceptions are the same (Bilsel, 2013). For this reason, a linear relationship between these two concepts can be found in the literature (Atalay, 2010). It means that when employees' justice perception is high, their morals and motivation will be high and they will be more likely to work harder in order to get success and be successful for their organisation; when employees perceptions of justice are low, theirnegative attitudes to the organisation will grow and their negative attitudes will affect their behaviours, work performance and of course motivation. In other words, negative organisational justice perceptions will have a significant and negative impact on their desire to work in favour of the organisation (Cohen-Charash and Spector, 2001).

Likewise, it can be also added that all three dimensions of organizational justice perception are directly related to employee motivation.It is vivid that employees

always compare managerial treatments towards them and their co-workers in terms of salary, promotion, rewards, etc. Based on these comparisons they make judgements about the justice level of the organisation and shape their perceptions about the organisation they work in.It is the reason why many studies have been conducted on the perception of justice and fairness in the organisation. In the study held by Bilsel, (2013) in Ankara, among 130 bank employees it has been found that organizational justice has got a positive effect on employee motivation. In other study held by Abbasoğlu among 297 health care personal, the relationship between three dimensions of organizational justice perceptions and motivation was investigated in the result of which it was found out that employees' motivation depend on their organizational justice perceptions.

In conclusion, to maintain higher employee motivation in the workplace it is significant to make positive organizational perceptions. Furthermore, when manager decisions are fair, this would affect organizational justice perceptions positively while increasing employee motivation. Otherwise, if managers make decisions based on their own criteria, employee motivation will also be affected in a negative way because in order to provide positive employee perceptions it is important to make them believe fairness of the existing justice system in the organization.

In this study, held by in educational organization, the nature of the relationship between organizational justice dimensions and types of employee motivation was examined.

2.3.1. Distributive Justice Perception and Motivation

Processes such as equal payment based on the equal performance, improvement in the work conditions, fair distribution of outcomes and allocations are factors affecting overall organizational motivation. Dealing with the factors mentioned above it can be noted that organizational motivation is significantly related to employees' distributive justice perceptions. Therefore, it is natural that an employee with a positive distributive justice perception can also be called motivated employee (Atalay, 2010).

Providing fair rewarding system will increase both employee motivation and distributive justice perceptions (Malik and Basharat, 2011). Employees require fair

rewarding system matching their needs and expectations. In the case when employees believe that their wages and payments correspond to their efforts, and skills, job requirements and social wage standards they will be more motivated and goal-oriented (Mercanlıoğlu, 2012). In order words, believing in fair distribution of allocations will increase their motivation and will affect positively on their relationship with the organization they work for in terms of organizational commitment, trust and turnover (Bilsel, 2013). According to Işcan (2005), not only reward system but also punishment system should be fair based on the performance employees display in the work place. It can be added that fair punishment system is also important factor affecting motivation. In the case when employees are punished unfairly, their motivation will decrease and they will be demotivated.

According to Armstrong and Taylor (2014), because of the fact that distributional justicerefers to the factors that cause to a rapid change in employee motivation such as rewards, wages, promotion, recognition, etc., it has a greater effect on employee motivation compared with procedural and international justice. When employees have unfair organisational justice perception in terms of distribution of resources and allocations their first reaction is to reduce contributions and commitment to the organization decreasing level of motivation (Malik and Basharat, 2011). In this sense, fair distribution of wages which is the most important factor affecting employee motivation is also essential in providing positive perceptions of distributive justice (Bilsel, 2013). That is why according to equity theory which is found in the literature of both organisational justice and employee motivation distribution of allocations among employees should be equal for equal performances (Colquitt, Scott, Judge and Shaw, 2006). Adam's Equity theory affirms that employee motivation can be affected by their perception of fairness in term of treatment and human relationships (Kaya, 2013).

2.3.2. Procedural Justice Perception and Motivation

Procedural justice is a tool which refers to the objectivity of the process in which decisions about employees are made. For example in some cases employees can compare not only resources they get as a result of their efforts, but also can question the fairness of the particular decision-making process. When employees have doubts

about the objectivity and fairness of the decision making process, they change their behaviours towards the managers who are responsible for the fairness of this process (Platow et al., 2013). As a result of it, having negative procedural justice perception, employees interest in the job as well as the motivation and performance will decrease (Abbasoğlu et al., 2016) with the help of procedural justice managers and administrators can reduce employee demotivation. However, when it is lookedat from the opposite direction lack of procedural justicecan cause to negative outcomes in the organisation (Karaeminoğullari, 2006). Sharing the same point of view Abbasoğlu, et al. (2016) finds it necessary to provide employee participation in the decision-making process pointing out the following:

> Asking for the opinions of the employees for the procedures and activities and enabling their participation in the administration is of great importance for the motivation and loyalty of the employees. Providing these values to the employee will ensure a high organizational justice perception and motivation. (p.19)

However, in the majority of studies investigating the relationship between organizational justice dimensions and employee motivation procedural justice perception is given as a concept related to organizational outcomes such as organizational commitment and managerial trust, while distributive justice is seen as a concept related to the personal outcomes such as satisfaction coming from fair distribution of allocations. İn his study, Chaundry (2012) states that while distributive justice is significantly related with motivation, procedural justice is more essential in the variables such as organizational commitment and loyalty. İn another study conducted by Atalay (2010), it has been found that being determinant of organizational commitment procedural justice is as important as distributive justice in the employee motivation.

In conclusion, it is fact that, taking part in decision making process, being treated equally in the result of fair managerial decision is very motivating factor for employees. That is why it can be added that there is an important relationship between procedural justice perception and work motivation.

2.3.3. Interactional Justice Perception and Motivation

It is known that a dimension of organizational justice dealing directly with the human dimension is organizational justice (Abbasoğlu, 2015). Main concerns of interactional justice are the human relationships that occur between manager and employee or between employee and employee (Masterson, Lewis, Goldman and Taylor, 2000).

It is important for all employees to be provided with fair communication from employees (Abbasoglu, 2015). Fair interactional perceptions of employees affect the relationship between employees and managers. For example negative perceptions of interactional justice can lead to negative attitudes towards managers, while positive interactional perceptions can result in formation of strong relationship between them.

Besides distributive and procedural justice, interactional justice is also very important in forming positive perceptions of organizational justice and motivating employees. To build healthy relationships with employees, make them aware about organizational decisions, give them proper explanations about the situations and decisions involving employees themselves is very influential in providing fair interpersonal justice perception which affect employee motivation (Yıldırım, 2006). Employees are always interested in being informed about the managerial strategies of compensation system and want to be sure about the fairness of this kind of decisions (Bilsel, 2013). Additionally, along with being informed, they also want to take part in decision-making process. Explaining the outcomes of wage management process increases not only interactional justice perceptions but also fulfilmentand satisfaction they get from their job.

Not only in compensation system, but also in all the functions of human resources management such as, training performance assessment, personal selection is very important for employees and affect their motivation in a positive way (Chaundry, 2012). For example, being informed about personal selection criteria will form positive and high interpersonal justice perceptions in employees which is very essential for providing employee motivation (Greenberg, 2004).

In conclusion, it should be mentioned people are the most important aspects of achieving organizational goals. Without human power in terms of employee performance and efforts it would be impossible for organizations to be successful and grow day by day. So, it is important to have employees who are motivated enough to do their best for the organization they work in.Accordingly, for having motivated employees it is essential to build up positive organizational justice perceptions among employees. From this point of view, to handle all three dimensions of organizational justice is very significant and should be considered by managers equally.

2.4. Motivation Theories and Organizational Justice

In order to achieve organizational goals managers have investigated the tools that motivate their employees as well as the ways in which employees are motivated to get success (Sökmen, 2010). Thus, they made an effort to make it clear how the behaviours expected from employees in their enterprises would be repeated and how undesirable behaviour could be avoided (Bilsel, 2013).

These explanations enriched researches and studies in this field that led the development of motivation theories that explain causes and effects of motivation in the organizational content (Ünsalan and Şimşeker, 2011). It can be said that the 1950s are very rich period in terms of the development of motivation theories (Abbasoğlu, 2015). In spite of the fact that, these theories are highly criticized and called into question, probably they are the best known explanations of employee motivation today (Robbins and Judge, 2013).

In the literature, motivation theories are divided into two groups which are content theories and process theories (Nye, Konstantopoulos and Hedges, 2004).

Theories investigating factors that affect motivation in the workplace, priorities of employee needs are called Content theories (Chory-Asad, 2002). Although content theories can not directly predict employee behaviors or the factors affecting their motivation, they contain considerable information to understand employee needs and what motivate them in the workplace (Sökmen, 2010). Current research examined Maslow's hierarchy of needs, Herzberg's two factor theory, McClelland's theory of needs and Alderfer's ERG theory under the heading Content theories.

Process theories, instead on focusing on needs and motives, contrary to content theories, deal with external factors which can be called purpose and can be used to meet individuals' needs (Akgemici, Çelik and Şimşek, 2008). In other words, these theories examine the causes of motivation, the ways it is created and employees get motivated to achieve (Sökmen, 2010). Among process theories the most notable ones such as Vroom's Expectancy theory, Skinner's Reinforcement theory, Latham and Locke's Goal theory, Porter and Lawler's Expectancy theory and Adam's Equity theory was focused on in this study.

Examining motivation theories in detail, it is possible to see the role of organizational justice perception in increasing motivation (Podsakoff, Whiting, Podsakoff and Blume, 2009). Looking at the relationship between organizational justice perceptions and employee motivation from the aspect of both content and process theories it is possible to see many clues proving truth of the fact that justice perceptions have got effect on organizational motivation (Yıldırım, 2006). In this context, it will be clear how and in which organizational processes perceptions of organizational justice affect individuals' motivation.

2.4.1. Content Theories and Organizational Justice Perception

2.4.1.1. Maslow's Hierarchy of Needs and Organizational Justice

Maslow's hierarchy of needs one of the mostly used theories used by managers. Being based on logical idea, it is easy to understand and beneficial to use. Unfortunately, validity of the theory is not proven by researchers in the literature (Abbasoğlu, 2015).

It can be said that this is the theory based on human needs. Safety needs listed in this hierarchy is also important to provide positive organizational justice perceptions. Since, organizational justice perceptions are high in the organizations where employees have trust the managers and organization they work in (Yıldırım, 2006).

The other ladder of the pyramid refering to the need of love and friendship is the social needs (Sökmen, 2010). Establishing good relationships in the workplace, being valued by managers forms high interactional justice perceptions which increase motivation (Adair, 2006).

Esteem needs of employees in terms of being respected, having good wages, taking part in decision-making processes are influential in forming positive procedural and interactional justice perceptions. When managers take into consideration opinions of employees they meet their esteem-needs which affects procedural and interactional justice perceptions of employees positively.

Being the last ladder of the hierarchy, self-actualization needs of employees are directly related to organizational justice perceptions (Abbasoğlu, 2015). In the process of self-actualization factors such as formation of organizational culture, giving fair decisions insipte of environmental challenges affects interactional justice perception of employees in a positive way.

2.4.1.2. Herzberg's Two Factor Theory and Organizational Justice

According to Herzberg's two factor theory, factors that result in employee satisfaction are often different from factors that cause dissatisfaction (Abbasoğlu, 2015). Researchers divided these factors into two groups (Sökmen, 2010). While first group of the factors are related directly to the work itself, second group of factors refers to circumstances encountered during the work process (Sökmen, 2010). In the literature, first group of factors are mentioned as motivators whereas second group of factors are called hygiene factors. Factors such as recognition, success, responsibility, promotion (motivational factors) are related to the direct work when factors as wages, work conditions, rewards (hygiene factors) are parts of overall work process. This theory is based on the opinion that internal factors referring to motivational factors are able to increase job satisfaction and motivation while external factors referring to hygiene factors can only prevent from dissatisfaction.

As the other factors and dimensions of motivation motivational and hygiene factors take an important place in the development of organizational justice perception (Abbasoğlu, 2015). Since these factors play a significant role in the formation of organizational justice perception, it is one of the issues that managers should focus on (Adair, 2006). Additionally, motivational and hygiene factors are influential in all dimensions of organizational justice perception (Manzoor, 2013). As a matter of fact, hygiene factors such as work conditions, wages influence the perceptions of distributive justice, motivational factors such as relations with managers, improvement

in work conditions are influential in interactional justice perceptions whereas motivators such as respect, recognition and responsibilities have an impact on procedural justice perceptions of employees (Mercanlıoğlu, 2012).

2.4.1.3. McClelland's Theory of Needs and Organizational Justice

McClelland's theory of needs is one of the well-known content theories. He gathered people in three groups: those born with the need to achieve, those who need to establish relationships, those who need to gain power (Abbasoğlu, 2015).

People born with the need to achieve have got definite goals. Additionally, this kind of people have got desires to be better than competitors. That is the reason why they set difficult goals to achieve and do their best in this way. These group of people feel satisfaction from the fulfillment of the task and get motivated (Koçel, 2011).

Second type of people have got a need for power. They get satisfaction from the power they gain. Need for power refers to the desire of person to be powerful, to govern other people having authority over them (Koçel, 2011).

Third group of people prefer having strong social relationships to success and power. This kind of people make great efforts to make friends, to be accepted by other people and to enter their groups (Adair, 2005).

From this aspect theory of needs is related to the interactional justice perceptions which deals with the relationships in the workplace and group-value model which stresses the role of which emphasizes the importance of well-established human relationships. It is the fact that strong and healthy relationships with colleagues and managers make it easy to withstand unfairdecisions and practices in the workplace. The three needs mentioned above do not necessarily occur separately. An individual can feel need for these three factors at the same time depending on her or his desires.

2.4.1.4. Alfred's ERG Theory and Organizational Justice

Alfred's theory of needs is simpler than Maslow's hierarchy of needs. As in the hierarchy of needs, it is impossible to pass upper steps without satisfying the needs on the lower steps (Abbasoğlu, 2015). There are three primary categories of needs which are: existence needs, relatedness needs and growth needs.

Existence needs refer to fundamental needs such as food, drink, shelter which coincide with physiological needs in hierarchy of needs. While relatedness refer to social needs such as building up relationships, growth needs refer to the desire of self-actualization of an individual.

Like dimensions of hierarchy of needs, existence, relatedness and growth needs that form the basis of ERG theory are also related to organizational justice perceptions (Abbasoğlu, 2015). Individuals' strong and healthy relationship with co-workers and managers will have a positive effect on employee perceptions of interactional justice.

2.4.2. Process Theories and Organizational Justice Perceptions

2.4.2.1 Vroom's Expectancy Theory and Organizational Justice Perception

According to Expectancy theory motivation of employees depend on their expectance about reward, especially when they know that the reward is worthwhile (Armstrong and Taylor, 2014). When an individual does not get desired outcome, he will not repeat the same behavior anymore (Bilsel, 2013). There are three main concepts in this model which are valency, instrumentality and expectancy (Armstrong and Taylor, 2014). While valency stands for value, instrumentality refers to the belief that if individuals do one thing it will give a path to another one and expectancy is the probability of getting reward as a result of their contributions for the organization. The composition of these three concepts varies for individuals (Bilsel, 2013). According to this theory individuals are endeavoring when they have got high expectation of achievement and desired goals, whereas they will not make any effort in case their expectations are not strong (Koçel, 2011).

Like other motivation theories Vroom's theory of Expectancy is also related to organizational justice perceptions of employees. Especially distributive justice perceptions of employees are directly related to Expectancy theory. It is known that distributive justice perceptions of employees deal with the fair distribution of allocations such as rewards, wages and promotions which are among the expectancies of employees. When distribution of resources is fair, individuals' expectancies are met which influence their motivation levels positively.

2.4.2.2. Porter and Lawler's Theory of Expectancy

One of the process theories is theory of expectancy developed by Porter and Lawler (1968) which follows Vroom's ideas (Armstrong and Taylor, 2014). According to this theory, to make more effort is not enough unless the effort made by an individual is not effective (Armstrong and Taylor, 2014). This theory suggests that if anindividual does not have necessary knowledge and skills, he or she would not be able to achieve no matter how much effort an individual shows (Koçel, 2011). So there are variables additional to effort such as ability and role perceptions which are significant in task achievement (Armstrong and Taylor, 2014). While ability refers to personal skills, knowledge, experience of the employee, role perceptions, as it is seen from the name, are employee perceptions about requirements of the organization on tasks he or she should achieve (Armstrong and Taylor, 2014).

Additionally, according to the theory of expectancy by Porter and Lawler, employee motivation and satisfaction is related to the performance and rewards given fairly as a result of this performance (Koçel, 2011). In order words, the rewards and prizes that an individual gets cause leads to motivation if an individual knows that he or she is rewarded fairly for his or her performance. Contrast to it, in case an individual thinks that he or she has not been treated fairly as a result of his or her efforts in comparison to the allocations of coworkers' motivation level of the individual decreases (Sökmen, 2010).

From this point of view, Porter and Lawler's theory of expectancy is directly related to the distributive organizational justice perceptions of employees. If distribution of rewards in the organization is fair, it affects employee perceptions of distributive justice which is influential in getting motivated. When employees know that distribution of resources is fair they their distributive justice perceptions are formed positively and they feel motivated. As theory suggests, employees feel motivated when they have belief in fair rewarding system. Thus, based on this theory it can be noted that, in order to make employees motivated it is necessarily important to make them believe in fair distribution system in other words, it is vital to form positive distributive justice perceptions in their mind.

2.4.2.3. Skinner's "Operant Conditioning" Theory

This is the theory focusing on the behavior of individuals. It is considered to be one of the oldest process theories (Armstrong and Taylor, 2014). According to this theory, employees' behaviours depend on its consequences. If consequences are positive, an individual will repeat the behavior, vice versa, if consequences are negative an individual will no longer repeat the behavior (Shields, 2007). Skinner's theory is based on Thorndike theory (1911) which states that as time passes people learn about consequences of their action and this shapes their future behavior (Armstrong and Taylor, 2014).

According to this theory, people whose behaviours are reinforced become more motivated and show a better performance in the workplace (Abbasoğlu, 2015). When employees are rewarded fairly they get more motivated and their perceptions about organizational justice increases as well as their performance. From this point of view employees' organizational justice perceptions are related to their motivation and behaviours in the workplace.

2.4.3. Hypothesis Development

As it was discussed in the previous chapters, in the literature, there are several studies on the relationship of organizational justice and work motivation. According to the results conducted in the majority of studies, it has been found that there is a relationship between organizational justice dimensions and employee motivation. For example, in his study investigating the relationship between organizational justice perceptions and organizational motivation among healthcare personnel, based on the result of the research Abbasoğlu (2015) stresses the role of forming positive organizational justice perceptions in making employees motivated to achieve and be successful. Based on these studies, addressing the nature of this relationship hypothesis below was developed:

H_1: There is positive relationship between organizational justice and employee motivation.

There are also different opinions about the relationship between organizational justice dimensions and motivation levels of employees as it was discussed in the

literature review part of the current study. In most cases, distributive justice perceptions of employees are given as a factor related to the type of motivation which stems from a fair distribution of allocations, while procedural and interactional justice perceptions of employees lead to the type of motivation which is related to relationships personal relationships among employees and managers, participation in the decision-making process, etc. Based on it the following hypothesis were developed and will be tested in the current study.

H2: Distributive justice perception has a stronger relationship with extrinsic motivation compared with procedural and interactional justice dimension

H3: Procedural justice and interactional justice has a stronger relationship on intrinsic motivation compared with distributive justice.

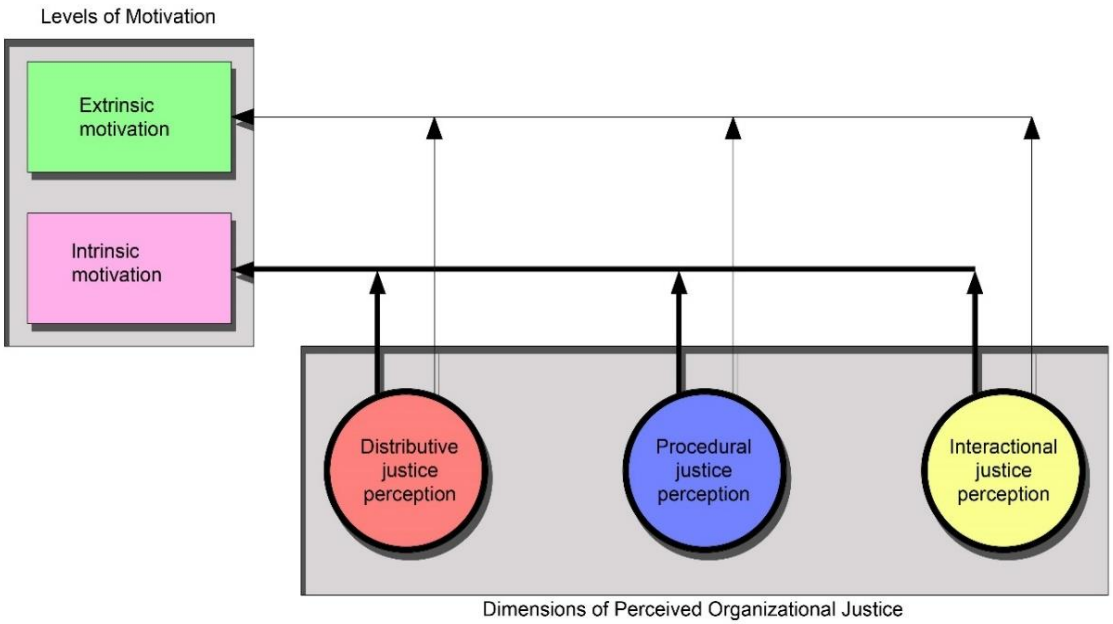

Figure 6: *Research Model*

Figure: 6. Research model

3. METHODOLOGY

3.1 Research Model

The current study refers to a quantitative study with a questionairy survey. Survey researches are very benefical in adressing to a large amont of people by using questionairies in a written form or formal interviews (Neuman, 2014). With the help of questionnaires and interviews it is possible to learn beliefs, opinion and points of view of a large group of people (Neuman, 2014). Additionally, surveys are also very useful to give a broad description of situations that exists or existed in the past time (Karasar, 2008).

3.2 Data Collection Tool

As a data collection tool, questionnaires were used in the current study. Since questionnaires are "any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers" they make data collection process much easier by helping researcher to save time (Brown, 2001 as cited in Bailey and Nunan, 2009, p.126) and "they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible (Dornyei, 2011, p.101).

3.2.1. Design of Research Questionnaire

Question airy used in this research consists of three parts: Part 1, Part 2, Part 3.Taking into account the fact that, the vast majority of participants that takea part in the current study are Turkish in nationality, questionnaire was designed in turkish language in order to make it easy for participants to understand questions.

Questionnaire begins with the appeal of researcher to participants and contains information about the name, aim, of researcher and the study as well.

Part1: First part of the questionnaire was designed to reveal demographic data about participants. The aim of the first part is to get some background information about population of the thesis. Choosing the proper answers among alternatives

respondents gave information about their genders, education, martial status, position in the organization and job experience

Part 2: Second part of the study was designated to measure employees' perceptions about organizational justice. Respondents were supposed to rate 20 items by stating their opinions marking one of the expressions on a Likers Scale (Strongly Agree/ Agree/ No idea/ Strongly Disagree/ Disagree).

Part 3: Third part of the study refers to the measurement of levels of employee motivation. This part of the questionnaire consists of 14 questions. Like in the second part, respondents were supposed to state their opinions rating the expressions on a Likert scale (Strongly Agree/ Agree/ No idea/ Strongly Disagree/ Disagree).

3.2.2 Scales of the Questionnaire

The scale used to measure organizational justice perceptions of employees was developed by Niehoff and Moorman in 1993, and later was used in the studies of researchers such as Atalay and Abbasoğlu. In their studies Atalay (2010) and Abbasoğlu (2015) considered all three dimensions of organizational justice. While the first dimension measures distributive justice perception, the second and the third dimensions are about procedural and interactional justice perceptions respectively.

The first 5 questions are about distributive justice, questions from 6 to 11 are about procedural justice and questions from 12 to 20 refers to interactional justice perceptions

The scale for measuring motivation was used in the research was used in the study namely "The Effect Of Compensation System On Employee Motivation: The Role Of The Moderate Variables In the Effect Relationship Between Compensation System And Level Of Employees Motivation" by Wafaa Salman Ibrahim in Izmir, While first 8 questions are used to measure intrinsic motivation, questions from 9 to 12 refer to extrinsic type of motivation.

3.3. Data Collection Procedure

Research process of the current study lasted over a four week period. Questionnaires were distributed to the employees of the target educational

organization. In most cases access to these employees was provided by visiting to the school. However, in some cases e-mails, social networks, delivery services are also used to contact with employees. Because of the busy work schedule of the participants they were not supposed to complete the questionnaire immediately. They were given time- a couple of days to fill in them. Participants who were sent questionnaires through internet were supposed to send their answers to the mail address of the researcher. Answers sent through the internet were printed out in order to simplify data analysis process.

3.4 Area of the Study

This study was conducted in Ankara, Turkey. As an area for study private school "Uğur" was chosen. Private "Uğur" schools is not only in Ankara but also in different regions of Turkey such as Mersin, Konya, Istanbul, Nevshehir, Bursa, Tokat and Izmir. Four of them are in Ankara. This research was conducted in the schools situated in Balgat and Incek. Private"Uğur" School situated in Incek is nursery school. Both of the schools belong to the same owner and naturally, organizational culture, vision and mission of both schools are the same. These districts were chosen because they are nearer to Atilim University and transport system from all sides is available. Private "Uğur" School is among top ten private schools in Ankara.

3.5. Population of the Study

The survey was held among 200 people. Participants of the survey were not only teachers but also employees from different departments and positions. 92 of the participants were male, whereas 108 of them were female. Equality of genders was considered in the survey. All of the answers were treated in the strictest confidence and no individual information was identified in this survey. Without any missing data the result of the survey is discussed in the following chapter.

3.6. Data Analysis Instrument

In data analysis process of the current study the statistical program (SPSS) Version (23) was used. To generalize all the analyzed data statistical instruments such as frequency, descriptive statistics, Kruskal Wallis-H, Mann Whitney-U and

correlation was used. The results of the analysis will be described in detail in the following chapter.

4. RESULTS AND FINDINGS

4.1 Research Findings

This chapter aims to give clear information about the results of the research. Analysis conducted with The Statistical Program for Social Sciences (SPSS) will be explained in data below.4.1.1. Demographic Statistics

According to the Table 1, out of 200 participants 108 (54%) were female, while 92 (46%) were male. It means that the number of female participants is more than male participants. Amount of single and married participants is almost equal being 101 (50,5%) and 99 (49,5%) respectively.

Gender	Frequency	Percent	M. Status	Frequency	Percent
Female	108	54,0	Single	101	50,5
Male	92	46,0	Married	99	49,5
Total	200	100,0	Total	200	100,0

Table 1. Frequency Distributions of Employees by Martial Status and Gender

Table 2, illustrates age and education profiles of participants. As it is seen from the table, more than half of the participants (60%) belong to the age group of 26-35, while only 5 people are at the ages between 46 and 55. 20,5 % of participants are the youngest group which is 4% more than the number of participants who belong to the age group of 36-45.

Among people who took part in the survey questionnaire, 126 (63%) participants have got bachelor's degree, while only 50 (25%) participants own master's degree. The percentage of employees who hasn't got graduate education is 10% which is five times more than the amount of participants has got associate's degree (2%).

Additionally, it should be mentioned that the number pf people who are at the age pf 56 or more and have got doctoral degree was 0. That is why frequency distribution of these groups is not shown in the table.

Age	Frequency	Percent	Education Level	Frequency	Percent
Under 25	41	20,5	High School	20	10,0
26-35	121	60,5	Associate Degree	4	2,0
36-45	33	16,5	Bachelor's Degree	126	63,0
46-55	5	2,5	Master's Degree	50	25,0
Total	200	100,0	Total	200	100,0

Table: 2. Frequency distributions of employees by education level

Table 3, demonstrates frequency and percentage distribution of participants by the positions they take in the organization. According to the results teachers constitute the most crowded group of the participants. 119 (59.5%) of people taking a part in the survey are teachers, whereas this indicator for employees in corporate communication is 23 (11,5 %). While 19 people taking part in the survey work in the department of monitoring and data processing. The amount of school bus drivers, lawyers and finance specialists taking part in the survey is equal and the least in number (1,5%). The number of chefs, janitors and security guards is also equal being 8 person (4%) for each.

Position in the Organization	Frequency	Percent
Cook	8	4,0
Monitoring and data processing.	19	9,5
Finance specialist	3	1,5
Güvenlikçi	8	4,0
School Bus Driver	6	3,0
Lawyer	3	1,5
Corporate communication	23	11,5
Accountant	3	1,5
Teacher	119	59,5
Janitor	8	4,0
Total	200	100,0

Table: 3. Frequency distributions of employees by positions in the organization

Table 4, illustrates frequency and percentage distribution of employees based on their work experience. The results show that more than half of participants (108) are not long-serving employees. They have got work experience less than 5 years. Only a quarter of employees have got work experience between 6-10 years. Employees with the highest experience constitute 4,5 % of total, which is 0,5 % percent less than the

employees with 16-20 years of work experience. Participants who have got work experience about 11-15 years are 23 in number which is 11,5 % in percentage.

Work experience	Frequency	Percent
less than 5 years	108	54,0
6-10 years	50	25,0
11-15 years	23	11,5
16-20 years	10	5,0
More than 20 years	9	4,5
Total	200	100,0

Table: 4. Frequency Distributions of Employees by Work Experience

4.2.1. Descriptive Statistic of the Study Variables

Table 5, demonstrates descriptive statistics of the study variables. The mean of Distributive Justice, procedural justice, interactional justice, organizational justice total, intrinsic motivation, extrinsic motivation and motivation total from the lowest mean 2,2900 to the highest mean 3,8163 is represented in the table. The mean value for extrinsic motivation and distributive Justice is the lowest which refers to the fact that employees are not satisfied about distribution of allocations and demotivated. In contrast, employees are more likely to be motivated in the area of interactional justice and intrinsic motivation.

Scale and Scale dimensions	N	Mean	Std. Deviation
Interactional justice	200	3,1533	1,00168
Procedural justice	200	2,9575	,95896
Distributive Justice	200	2,7880	,97169
Organizational Justice Total	200	3,0032	,89887
İntrinsic Motivation	200	3,8163	,74831
Extrinsic Motivation	200	2,2900	,77586
Motivation Total	200	3,1621	,56050

Table: 5. Descriptive statistic of the study variables

4.2.3. Normality

In order to measure normality Kolmongorov-Smirnov and Shapiro-Wilk tests were used as it is seen from the table. Since, Kolmongorov-Smirnov and Sharpio-Wilk values are less than 0,05, non-parametric test techniques will be used.

The Mann Whitney U test was used to calculate the differences between two and less variant non-parametric values, and the Kruskal-Wallis H test was used to calculate the differences between three and more variable non-parametric values.

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Interactional justice	,131	200	,000	,939	200	,000
Procedural Justice	,130	200	,000	,955	200	,000
Distributive Justice	,083	200	,002	,969	200	,000
Total Organizational Justice	,080	200	,003	,962	200	,000
Intrinsic Motivation	,145	200	,000	,941	200	,000
Extrinsic Motivation	,086	200	,001	,974	200	,001
Total Motivation	,091	200	,000	,975	200	,001

Table: 6. Normality of the questionnaire components

4.2.4. Reliability

Cronbach's alpha reliability analysis was used to test reliability of the variables. As a result of the reliability analysis, the alpha coefficients of the total and subscales of the scales were examined. The reliability coefficient for each dimension was calculated above $\alpha = 0.70$ and these results can be interpreted as being highly reliable (Şencan, 2005)

Scale Dimensions	Number of Items	Cronbach Alpha
Interactional justice	9	,914
Procedural Justice	6	,909
Distributive Justice	5	,963
Total Organizational Justice	20	,968
Intrinsic Motivation	8	,910
Extrinsic Motivation	6	,799
Total Motivation	14	,823

Table: 7. Reliability of the components of the questionnaire

4.2.5 Mann Whitney-U and Kruskal Wallis-H Results

As a result of the analysis made, there is a significant relationship between the mean of organizational justice scale, subscale scores and gender of the participants ($p<0,05$). Males' organizational justice perceptions are higher in comparison with females.

	Gender	N	Mean Rank	Mann Whitney-U p Value
Interactional justice	Female	108	86,51	3457,000 ,000
	Male	92	116,92	

	Total	200		
Procedural Justice	Female	108	83,13	3092,000 ,000
	Male	92	120,89	
	Total	200		
Distributive Justice	Female	108	86,60	3467,000 ,000
	Male	92	116,82	
	Total	200		
Total Organizational Justice	Female	108	85,02	3296,000 ,000
	Male	92	118,67	
	Total	200		

Table: 8. Mann Whitney-U results of organizational justice scale by gender

As a result of the Mann Whitney-U analysis;

- ✓ There is no significant relationship between the mean of the interactional justice dimension score and the marital status of the participants in the survey (p>0,05).
- ✓ There is no significant relationship between the mean of the procedural justice dimension score and the marital status of the participants in the survey (p>0,05).
- ✓ There is no significant relationship between the mean of the distributive justice dimension score and the marital status of the participants in the survey (p>0,05).
- ✓ There is no significant relationship between the mean of the total organizational justice score and the marital status of the participants in the survey (p>0,05).

	Marital Status	N	Mean Rank	Mann Whitney-U p Value
Interactional justice	Single	101	99,09	4857,500 ,728
	Married	99	101,93	
	Total	200		
Procedural Justice	Single	101	99,48	4896,500 ,801
	Married	99	101,54	
	Total	200		
Distributive Justice	Single	101	98,29	4776,000 ,584
	Married	99	102,76	
	Total	200		
Total Organizational Justice	Single	101	98,93	4840,500 ,697
	Married	99	102,11	
	Total	200		

Table: 9. Mann Whitney-U results of organizational justice scale by martial status

As a result of theMann Whitney-U analysis;

✓ There is no significant relationship between the mean of the intrinsic motivation dimension score and the marital status of the participants in the survey (p>0,05).

✓ There is no significant relationship between the mean of the extrinsic motivation dimension score and the marital status of the participants in the survey (p>0,05).

✓ There is no significant relationship between the mean of the total motivation score and the marital status of the participants in the survey (p>0,05).

	Marital Status	N	Mean Rank	Mann Whitney-U p Value
Intrinsic Motivation	Single	101	101,66	4882,000 ,773
	Married	99	99,31	
	Total	200		
Extrinsic Motivation	Single	101	94,41	4384,500 ,132
	Married	99	106,71	
	Total	200		
Total Motivation	Single	101	98,46	4793,000 ,613
	Married	99	102,59	
	Total	200		

Table: 10. Mann Whitney- U Results of motivation scale by martial status

As a result of the Mann Whitney-U analysis;

✓ There is no significant relationship between the mean of the intrinsic motivation dimension score and the gender of the participants in the survey (p>0,05).

✓ There is no significant difference between the mean of the total motivation score and the gender of the participants in the survey (p>0,05).

✓ There is no significant relationship between the mean of the intrinsic motivation dimension score and the gender of the participants in the survey (p<0,05). Males' extrinsic motivation mean score is higher than females' extrinsic motivation mean score.

	Gender	N	Mean Rank	Mann Whitney-U p Value
Intrinsic Motivation	Female	108	101,42	4869,000 ,808
	Male	92	99,42	
	Total	200		
Extrinsic Motivation	Female	108	90,38	3874,500 ,007
	Male	92	112,39	

	Total	200		
Total Motivation	Female	108	93,48	4210,000 ,063
	Male	92	108,74	
	Total	200		

Table: 11. Mann Whitney-U results of motivation scale by gender

According to Kruskal Wallis – H results;

✓ There is a difference in the relationship between the mean score of the total organizational justice scale and the age groups of the participants (p <0,05). The organizational justice scale scores of those under the age of 25, 36-45, and 26-35 were found to be higher than those in the 46-55 age group. The average score of the organizational justice scores of the people between the ages of 26-45 is higher than that of the people between the ages of 26-35

✓ There is a difference in the relationship between the mean of the interactional justice dimension scores of the participants in the survey and age groups (p <0,05). It is clear from the table that the mean scores of the interactional justice dimensions of the 36-45 age group are higher than the 26-35 and 46-55 age groups.

✓ There is a difference in the relationship between the mean of the procedural justice dimension scores of the participants in the survey and age groups (p <0,05). The means of procedural justice dimension score of those under 25, 26-35 and 36-45 are higher than those in the 45-56 age group.

✓ There is a difference in the relationship between the mean of the Distributive Justice dimension scores of the participants in the survey and age groups (p <0,05). Distributive Justice mean score of participants at the age 36-45 is higher in comparison with those who belong to under 25 and 26-35 age groups.

	Age	N	Mean Rank	X^2 p Value
Interactional Justice	Under 25 age	41	94,20	20,828 ,000
	26-35 Age	121	96,24	
	36-45 Age	33	134,94	
	46-55 Age	5	28,00	
	Total	200		
Procedural Justice	Under 25 age	41	102,91	12,754 ,005
	26-35 Age	121	94,11	
	36-45 Age	33	128,29	

	46-55 Age	5	52,00	
	Total	200		
Distributive Justice	Under 25 age	41	95,89	20,968 ,000
	26-35 Age	121	90,04	
	36-45 Age	33	138,61	
	46-55 Age	5	140,00	
	Total	200		
Organizational Justice Total	Under 25 age	41	95,73	17,419 ,001
	26-35 Age	121	94,08	
	36-45 Age	33	136,55	
	46-55 Age	5	57,00	
	Total	200		

Table: 12. Kruskal Wallis-H results of organizational justice scale by age groups

According to Kruskal Wallis – H results;

- ✓ There is no significant difference in the relationship between the mean of the total organizational justice score and the education of the participants in the survey ($p>0,05$).
- ✓ There is no significant difference in the relationship between the mean of the interactional justice score and the education of the participants in the survey ($p>0,05$).
- ✓ There is no significant difference in the relationship between the mean of the procedural motivation score and the education of the participants in the survey ($p>0,05$).
- ✓ There is a difference in the relationship between the mean of distributive justice score and the education of the participants in the survey ($p<0,05$). The mean of Distributive Justice Dimension score of participants who have finished only high school is higher than the results of those with bachelor's degree.

	Education Level	N	Mean Rank	X^2 p Value
Interactional Justice	High School	20	113,38	3,233 ,357
	Associate Degree	4	82,50	
	Bachelor's Degree	126	95,79	
	Master's Degree	50	108,67	
	Total	200		
Procedural Justice	High School	20	109,10	2,444 ,486
	Associate Degree	4	128,50	
	Bachelor's Degree	126	96,26	
	Master's Degree	50	105,50	
	Total	200		

Distributive Justice	High School	20	123,05	8,475 ,037
	Associate Degree	4	96,00	
	Bachelor's Degree	126	91,87	
	Master's Degree	50	113,60	
	Total	200		
Total Organizational Justice	High School	20	115,08	3,044 ,385
	Associate Degree	4	98,00	
	Bachelor's Degree	126	95,39	
	Master's Degree	50	107,74	
	Total	200		

Table: 13. Kruskal Wallis-H results of organizational justice scale by education levels

According to Kruskal Wallis – H results;

✓ There is no significant difference in the relationship between the mean of the total motivation score and the education of the participants in the survey (p>0,05).

✓ There is no significant difference in the relationship between the mean of extrinsic motivation score and the education of the participants in the survey (p>0,05).

✓ There is significant difference in the relationship between the mean of intrinsic motivation score and the education of the participants in the survey (p<0,05).Intrinsic motivation dimension of participants with bachelor and master degrees is higher in comparison with participants with high school education.

	Education Level	N	Mean Rank	X^2 p Value
Intrinsic Motivation	High School	20	52,73	16,321 ,001
	Associate Degree	4	85,00	
	Bachelor's Degree	126	108,33	
	Master's Degree	50	101,11	
	Total	200		
Extrinsic Motivation	High School	20	111,48	2,696 ,441
	Associate Degree	4	123,00	
	Bachelor's Degree	126	95,74	
	Master's Degree	50	106,31	
	Total	200		
Total Motivation	High School	20	77,55	4,972 ,174
	Associate Degree	4	121,50	
	Bachelor's Degree	126	99,82	
	Master's Degree	50	109,71	
	Total	200		

Table: 14. Kruskal Wallis-H results of motivation scale by education levels

According to Kruskal Wallis-H results;

✓ There is no difference in the relationship between the mean of the total motivation scores of the participants in the survey and age groups (p>0,05).

✓ There is no difference in the relationship between the mean of the intrinsic motivation scores of the participants in the survey and age groups (p>0,05).

✓ There is a difference in the relationship between the mean of the extrinsic motivation scores of the participants in the survey and age groups (p<0,05). Extrinsic motivation dimension of participants with the ages between 36and 45 is higher than those at the ages 46-55 and 26-35.

	Age	N	Mean Rank	X^2 p Value
Intrinsic Motivation	Under 25 age	41	100,77	1,035 ,793
	26-35 Age	121	102,14	
	36-45 Age	33	92,20	
	46-55 Age	5	113,50	
	Total	200		
Extrinsic Motivation	Under 25 age	41	93,63	14,950 ,002
	26-35 Age	121	95,59	
	36-45 Age	33	133,48	
	46-55 Age	5	58,00	
	Total	200		
Total Motivation	Under 25 age	41	97,51	4,950 ,175
	26-35 Age	121	96,64	
	36-45 Age	33	120,58	
	46-55 Age	5	86,00	
	Total	200		

Table: 15. Kruskal Wallis- H results of motivation scale by age groups

According to Kruskal Wallis-H results;

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of total motivation scale and their work experience. (p <0,05). The total motivation level of workers between 11-15 and 6-10 years is higher than those who have got 16-20 years and less than 5 years work experience.

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of intrinsic motivation dimension and their work experience (p<0,05). Intrinsic motivation level of employees with 6-10 years work experience is more than those who have got 11-15 years and less than 5 years work experience.

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of extrinsic motivation dimension and their work experience (p<0,05). Extrinsic motivation level of employees with 11-15 years of work experience is more than those who have got 6-10, less than 5 and more than 20 years work experience.

	Work Experience	N	Mean Rank	X^2 p Value
Intrinsic Motivation	less than 5 years	108	86,02	40,014 ,000
	6-11	50	140,04	
	11-15	23	81,33	
	16-20	10	68,25	
	more than 20 years	9	139,39	
	Total	200		
Extrinsic Motivation	less than 5 years	108	90,85	36,556 ,000
	6-11	50	87,66	
	11-15	23	167,15	
	16-20	10	110,00	
	more than 20 years	9	106,78	
	Total	200		
Motivation Total	less than 5 years	108	84,89	23,429 ,000
	6-11	50	120,88	
	11-15	23	124,57	
	16-20	10	78,00	
	more than 20 years	9	138,11	
	Total	200		

Table: 16. Kruskal Wallis-H results of motivation scale by work experience

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of total organizational justice scale and their work experience (p <0,05).). Organizational justice perception of employees with 11-15 years of work experience is less than those who have got 6-10 and less than 5 years of work experience whereas this indicator is more than participants with 16-20 years work experience.

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of interactional justice dimension and their work experience (p<0,05). Interactional justice perception of employees with 11-15 years of work experience is more than those who have got 6-10, 16-20 and less than 5 years of work experience. Additionally, interactional justice perceptions of employees with work experience less than 5 years is more in comparison with participants who have got work experience between 16 and 20 years.

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of procedural justice dimension and their work experience (p<0,05). Procedural justice perception of employees with 11-15 years of work experience is less than those who have got 6-10 and less than 5 years of work experience, while the same indicator is more in comparison with participants with 16-20 years of work experience.

✓ As a result of the analysis made, there was a difference in the relationship between the participants' mean of distributive Justice dimension and their work experience (p<0,05). Distributive justice perception of participants with 11-15 and 16-20 years of work experience is more than those who have got work experience between 6-10 years and less than 5 years.

	Work Experience	N	Mean Rank	X^2 p Value
Interactional Justice	less than 5 years	108	96,22	35,506 ,000
	6-10 years	50	91,13	
	11-15 years	23	150,59	
	16-20 years	10	39,50	
	more than 20 years	9	143,67	
	Total	200		
Procedural Justice	less than 5 years	108	98,97	33,593, 000
	6-10 years	50	87,33	
	11-15 years	23	147,48	
	16-20 years	10	39,00	
	more than 20 years	9	140,28	
	Total	200		
Distributive Justice	less than 5 years	108	95,35	32,843 ,000
	6-10 years	50	76,74	
	11-15 years	23	148,02	
	16-20 years	10	121,00	
	more than 20 years	9	150,11	
	Total	200		
Organizational Justice Total	less than 5 years	108	95,89	33,977 ,001
	6-10 years	50	88,22	
	11-15 years	23	153,04	
	16-20 years	10	52,00	
	more than 20 years	9	143,67	
	Total	200		

Table 17: Kruskal Wallis- H results of organizational justice scale by work experience

4.2.6 Hypothesis Testing

As a result of the correlation analysis between the perceptions and motivations of organizational justice of the participants in the research;

• The correlation coefficient between the participants' perceptions of organizational justice and the average scores of motivation was r = 0,623 and the relationship between the two scales was statistically significant at the significance level of 0,01 (Sig. = 0,000 <0,010). In other words, as the perception of the organizational justice of the people increases, the level of motivation increases. As a result of the current analysis, it can be noted that: H1 hypothesis is accepted.

- Secondly, according to the results of correlation analysis there are significant and positive relationship between subscales of organizational justice perceptions and extrinsic motivation. The correlation coefficient between distributive justice and extrinsic motivation (r=0,698), procedural justice and extrinsic motivation (r=0,532) as well as interactional justice and extrinsic motivation (r=0,662) is statistically significant at the significance level of 0.01 (Sig. = 0,000 <0,010). It can be said that relationship between distributive justice perceptions of employees and their extrinsic motivation is stronger in comparison with procedural and interactional justice perceptions. As a result of the analysis it can be said that: H2 hypothesis is accepted.

- Thirdly, as it is shown in the table, there are significant and positive relationship between subscales of organizational justice perceptions and intrinsic motivation. The correlation coefficient between variables: distributive justice and intrinsic motivation (r=0,167), procedural justice and intrinsic motivation(r=0,256) , interactional justice and intrinsic motivation(r=0,222) is statistically significant at the significance level of 0.05 (Sig. = p <0,050). On the contrary to the relationship between distributive justice perception and extrinsic motivation, it can be said that relationship between distributive justice perceptions of employees and their intrinsic motivation is weaker in comparison with procedural and interactional justice perceptions. The result of the analysis make it clear that: H3 hypothesis is accepted.

		Interactional Justice	Procedural Justice	Distributive Justice	Organizational Justice Total	Intrinsic Motivation	Extrinsic Motivation	Total Motivation
Interactional Justice	Correlation	1,000	,812**	,662**	,932**	,222**	,662**	,603**
	Sig.	.	,000	,000	,000	,002	,000	,000
	N	200	200	200	200	200	200	200
Procedural Justice	Correlation		1,000	,709**	,923**	,256**	,532**	,561**
	Sig.		.	,000	,000	,000	,000	,000
	N		200	200	200	200	200	200
Distributive Justice	Correlation			1,000	,838**	,167*	,698**	,557**
	Sig.			.	,000	,018	,000	,000
	N			200	200	200	200	200
Organizational Justice Total	Correlation				1,000	,240**	,683**	,623**
	Sig.				.	,001	,000	,000
	N				200	200	200	200
İntrinsic Motivation	Correlation					1,000	,077	,761**
	Sig.					.	,276	,000
	N					200	200	200
Extrinsic Motivation	Correlation						1,000	,653**
	Sig.						.	,000
	N						200	200
Motivation Total	Correlation							1,000
	Sig.							.
	N							200

Table: 18. Correlations of variables

5. DISCUSSION AND CONCLUSION

5.1 Discussion

According to the findings of the research out of 200 participants, 108 participants were female, while the number of males was 92 in number. The results of the research show that there is a significant difference in the relationship between organizational justice perceptions of employees and their gender. Males' organizational justice perceptions are in comparison with females. While the relationship between organizational justice perceptions and employee motivation is significant, there is no significant difference in the relationship between intrinsic motivation and gender. In other words, it can be noted that male and female participants' intrinsic motivation levels are not different. However, extrinsic motivation perception of males is more in comparison with females. There are different findings in the literature on the

relationship between organizational justice perceptions of the employees. While some of the studies suggest that there is no differences in the relationship of organizational justice perceptions and gender factor (Altınkurt and Yılmaz, 2010; Yürür, 2005; Yazıcıoğlu and Topaloğlu, 2009; Yılmaz and Taştan, 2009; Yavuz, 2010; Kılıç, 2013), there are also researches stating that there is a significant relationship between mentioned variable like this research do (Yavuz, 2010; Cihangiroğlu, Şahin and Naktiyok, 2010, Polat, 2007; Polat and Celep, 2008)

It can be mentioned that, the number of married and single participants in the organization is almost equal being 99 and 101 respectively. According to the results of MannWhitney-U analysis, there is no significant difference between participants' martial status and their motivation perceptions. Furthermore, no important difference is observed in the relationship between martial status and organizational justice perceptions of employees.

Results of the descriptive statistics show that ages of vast majority of participants are between 26 and 35, while the least amount of participants belong to the 46-55 old people's age group. Significant differences were observed in the relationship between age groups and employees' organizational justice perceptions as well as their motivation perceptions. The similar result were observed in the previous researches too (Yürür, 2005; Cihangiroğlu, Şahin and Naktiyok, 2010)

While a significant difference is observed in the relationship between intrinsic motivation, distributive justice perceptions and their education level, no significant difference is observed between extrinsic motivation, procedural, interactional justice perceptions and their education level.

Significant differences were observed among organizational justice, motivation perceptions of employees and their work experience. This result was also found in other results (Tuna, 2013, Kılıç 2013, and Polat, 2007).

The last part of the previous chapter refers to analysis of hypothesises of the current study. All three hypotheses were tested and according to the results all of them are accepted. In other words, based on the results of the current study, it can be noted that there are a positive relationship between employees' perceptions of organizational

justice and their motivation. This result of the research is similar to the study of Abbasoğlu (2015). Additionally, relationship of distributive justice perceptions with extrinsic motivation is stronger in comparison with procedural and interactional justice perceptions of employees, where as relationship between intrinsic motivation and procedural, interactional justice perceptions is stronger than distributive employee distributive justice perceptions.

5.2. Conclusion

This study was an attempt to determine factors increasing employee motivation at Private Balgat "Uğur" Schools in Turkey. With an aim to find out the nature of relationship between employee perceptions of organizational justice dimensions and types of employee motivation, it has been found that there is a positive relationship between variables. The results of research shows that distributive justice perceptions of employees have got stronger relationship with extrinsic motivation than intrinsic motivation and vice versa, procedural and interactional justice perceptions of employees has got stronger relationship with intrinsic motivation than extrinsic motivation.

It should be mentioned that human capital is very important in achieving organizational goals (Yeşil, 2017). Furthermore, human beings are the key factor for achieving success, creativity and innovation (Yeşil, 2017). From this point of view the current study is very beneficial because the relationship between the dimensions of two important variables such as organizational justice perceptions and motivation were examined in detail. The results of this research will be useful for managers to choose the most proper strategies to maintain overal organizational justice.

5.3. Limitations of the Study

Although the whole study was designed with attention, there are also some limitations. The first limitation concerns with the area and population of the study. Firstly, it would be better to reach more population group from different backgrounds, organizations and even cities. This would make it possible to measure results of the study taking into account the effect of different organizational cultures and environments. Secondly, along with intrinsic and extrinsic types of motivation it would

be better to cover more things in motivation. However, the limited time frame made it impossible to cover more population groups and motivation issues. Thirdly, most of the participants taking part in the research are newly employed ones who have not got much work experience. Therefore, the result of the study with more experienced employees may have been different.

5.4 Suggestions for the Future Researches

1. The current study refers to a private school sample limiting its area of research with one of the private schools situated in Ankara. So, it can be said that the results of the current research can be completely different for public schools. That is why, future researches should focus on comparing motivation and organizational justice perceptions of employees with those who work in public schools.

2. Taking into account that the current research focuses on only intrinsic and extrinsic motivation type's tools for motivation processes should also be analyzed in the relationship with organizational justice perceptions of employees.

3. Along with investigating organizational justice and motivation from employees'' point of view, it is also important to find an answer to the question "Why do managers treat employees unfairly?" (Bies, 2015). So, further researches should draw a bigger picture of organizational justice picture in the organizations.

5.5. Practical Implications

1. Managers at the Uğur Schools should take into consideration that extrinsic motivation levels of employees are low in comparison with intrinsic motivation. Therefore, they should seek for strategies to increase extrinsic motivation of their employees.

2. Managers should also consider the fact that distributive justice perception of employees is lower than procedural justice and interactional justice perceptions. In other words, employees' perceptions about fairness about distribution of allocations are low. Therefore, they should seek for strategies to increase distributive justice perceptions of their employees, as it plays an important role in increasing motivation which is very essential for overall organizational success.

3. Additionally the results of the research showed that there is relationship between extrinsic motivation and distributive justice. Therefore, considering the relationship between distributive justice and extrinsic motivation managers should remember that when distributive justice increases extrinsic motivation will also increase.

4. Managers should remember that relationship between intrinsic motivation and procedural, interactional justice perceptions is stronger than distributive justice perceptions of employees.

5. It is recommended to emphasize on male's extrinsic motivation because their extrinsic motivation levels are higher in comparison with females. Additionally, it is important to find out the reasons of why females' extrinsic motivation levels are lower in comparison with males.

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APPENDIX-1

Sayın Katılımcı;

Bu çalışma yüksek lisans eğitimi aldığım Atılım Üniversitesi Sosyal Bilimler Enstitüsü İşletme Bölümü programı kapsamında **"Relationship between Employees'Organizational Justice and Work Motivation**" isimli tarafımdan yapılan yüksek lisans tez çalışmam kapsamında kullanılmak üzere hazırlanmıştır. Örgütsel adalet ve çalışan motivasyonu arasındakı ilişkiyi ölçmeniz için siz değerli katılımcının yaklaşık 15-20 dakikasını alacak anketi doldurmanız bilimsel çalışma için çok büyük bir değer taşımaktadır. Bu yüzdenVereceğiniz cevaplar doğru sonuçların elde edilebilinmesi açısından çok kıymetlidir. Anket çalışması demografik bölgüler, örgütsel adalet ölçeği ve motivasyon ölçeği olan üç ayrı hisseden oluşmaktadır. Elde edilen verilerin tamamen bilimsel amaçlarla kullanılacağına emin olabilirsiniz. Çalışma tamamen akademik amaç için gerçekleştirilmektedir ve katılımcıların verdikleri hiçbir bilgi bireysel veya firma düzeyinde açıklanmayacaktır.

Değerli zamanınızı ve dikkatinizi ayırıp ankete Katıldığınız ve Çalışmamıza Katkı Sağladığınız İçin Teşekkür Ederizş

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1. BÖLÜM: DEMOGRAFİK SORULAR

KİŞİSEL BİLGİLER

1. ***Cinsiyetiniz*:**

- Kadın
- Erkek

2. ***Yaşınız*:**

- 25 yaş ve altı
- 26-35 yaş
- 36-45 yaş
- 46-55 yaş
- 55 yaş üzeri

3. ***Eğitim Durumunuz*:**

- İlköğretim/Lise
- Ön Lisans
- Lisans
- Yüksek Lisans
- Doktora

4. ***Medeni Durumunuz:***

- Bekar
- Evli

5. Göreviniz (Lütfen Belirtiniz)

……

6.Çalışma Süreniz

- 5 yıldan az
- 6-10 yıl
- 11-15 yıl
- 16-20 yıl
- 20 yıldan fazla

2. BÖLÜM: ÖRGÜTSEL ADALET ÖLÇEĞİ

Lütfen aşağıdaki ifadeleri, katılım durumunuza göre işaretleyiniz.

1- Kesinlikle katılmıyorum ***2- Katılmıyorum*** ***3- Fikrim yok*** ***4- Katılıyorum*** ***5- Katılmıyorum***	**1**	**2**	**3**	**4**	**5**
1. Çalışma programın adildir.					
2. Ücretimin adil olduğunu düşünüyorum.					
3. İş yükümün adil olduğu kanısındayım.					
4. Bir bütün olarak değerlendirildiğinde iş yerimden elde ettiğim kazanımların adil olduğunu düşünüyorum.					
5. İş sorumluluklarımın adil olduğu kanısındayım.					
6. İşe ilişkin kararlar yöneticiler tarafından tarafsız bir şekilde alınmaktadır.					
7. Yöneticiler, işle ilgili kararları almadan önce bütün çalışanların görüşlerini alırlar.					
8. Yöneticiler işle ilgili kararları vermeden önce doğru ve eksiksiz bilgi toplarlar.					
9. Yöneticiler, alınan kararları çalışanlara açıklar ve istendiğinde ek bilgiler verirler.					
10. İşle ilgili bütün kararlar, bunlardan etkilenen tüm çalışanlara ayrım gözetmeksizin uygulanır.					
11. Çalışanlar, yöneticilerin işle ilgili kararlarına karşı çıkabilirler ya da bu kararların üst makamlarca yeniden görüşülmesini isteyebilirler.					
12. İşimle ilgili kararlar alınırken yöneticilerim bana nazik ve ilgili davranırlar.					

13. İşimle ilgili kararlar alınırken yöneticilerim bana saygılı davranırlar ve önem verirler.					
14. İşimle ilgili kararlar alınırken yöneticilerim kişisel ihtiyaçlarıma karşı duyarlıdır.					
15. İşimle ilgili kararlar alınırken yöneticilerim bana karşı dürüst ve samimidirler.					
16. İşimle ilgili kararlar alınırken yöneticilerim bir çalışan olarak haklarımı gözetirler.					
17. Yöneticilerim işimle ilgili kararların doğuracağı sonuçları benimle tartışırlar.					
18. Yöneticilerim işimle ilgili kararlar için uygun gerekçeler gösterirler.					
19. İşimle ilgili kararlar alınırken yöneticilerim bana akla uygun açıklamalar yaparlar.					
20. Yöneticilerim işimle ilgili her kararı bana net olarak açıklarlar.					

3. BÖLÜM: MOTİVASYON ÖLÇEĞİ

Lütfen aşağıdaki ifadeleri, katılım durumunuza göre işaretleyiniz.

1- Kesinlikle katılmıyorum ***2- Katılmıyorum*** ***3- Fikrim yok*** ***4- Katılıyorum*** ***5- Katılmıyorum***	**1**	**2**	**3**	**4**	**5**
1. İş yerinde yapmakta olduğum görevler eğlenceli.					
2. Gerçekten işimin anlamlı olduğunu düşünüyorum					
3. İş yükümün adil olduğu kanısındayım.					
4. İş zamanı bana verilen görevlerin kendileri başlı başına itici güçtür.					
5. Yaptığım işten çok memnunum.					
6. Yararlı bir hizmet verme duygusu beslediğim için çalışıyorum.					

,					
7. Bana zevk verdiği için bu işi yapıyorum					
8. Ücretlandirme sisteminin belirlenme biçiminden memnunum.					
9. Maaş seviyemden memnunum					
10. Yaptığım işin karşılığı ödendiği için bu işi yapıyorum.					
11. Çok para kazandırdığı için bu işi yapıyorum					
12. Bana belirli bir yaşam standartı sağladığı için bu işi yapıyorum.					

CURRICULUM VITAE

Name and Surname: Nazrin Mammadova

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Degree	Field	University	Year
Undergraduate	Education	Azerbaijan University of Languages	2011-2015
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ORIJINALLIK RAPORU

%13	%9	%4	%5
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

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6	SEçKİN, Zeliha and DEMİREL, Yavuz. "The Relationship between the Employees' Organizational Justice Perceptions and Mobbing Behavior", Journal of Graduate School of Social Sciences, 2014. Yayın	<%1
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