Management Styles' Levels of Predicting Job Satisfaction and Burnout: Intermediary Role of Organizational Justice [*]

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Abstract

The purpose of the present study is to find out the intermediary role of organizational justice on the effects of perceived principal management styles on teachers' job satisfaction and burnout levels. It was designed as relational survey model, predictive design research model was used. The universe of the study consists of 3194 teachers working in Mersin city centre during the 2017-2018 academic year and 561 teachers from this universe were taken to the sample through simple random sampling method. Perceived-Principal Management Style, Organizational Justice, Teaching Job Satisfaction and Maslach Burnout Scales were used to collect to data. Following the data collection, mediation analyses were performed with the help of data collected by using structural equation model. It was found that organizational justice was a complete mediating variable in cooperative management style's predicting job satisfaction, while it was found to be a partial mediating variable in predicting emotional exhaustion and it was not found to have any mediating role in cooperative management style's predicting personal achievement and depersonalization. Organizational justice was a partial mediating variable in authoritative management style's predicting emotional exhaustion, while it was not found to have any mediating role in authoritative management style's predicting job satisfaction, personal achievement and depersonalization. Organizational justice was also a partial mediating variable in indifferent management style's predicting job satisfaction and emotional exhaustion, while it was not found to have any mediating role in indifferent management style's predicting personal achievement and depersonalization. It was also found that organizational justice did not have a mediating variable effect in resistant management style's predicting job satisfaction, emotional exhaustion, personal achievement and depersonalization. Finally, the relevant results were discussed in the literature and some recommendations were developed based on these results.

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Introduction

The realization of organizational objectives depends on effective management activities. Management can be defined as co-ordinating people who have come together to achieve specified organizational objectives (Başaran, 2008). The reflection of the behaviors of the manager in performing his / her management duty is considered as management style. It can be said that each manager has a unique management style due to the differences in the manager's behaviours and relations with employees. Moiden (2002) stated that it is difficult to agree on defining the most appropriate management style. Therefore, it is a frequent situation that different management styles are shown while performing management activities, in addition to the manager's character, educational status, abilities, behaviours and way of communication, the manager's authority and responsibilities are also expected to have an influence on the manager's management style (Werner, 1993). Since each manager has different aforementioned characteristics, it is inevitable for them to have different management styles. For this reason, it can be said that there are as many management styles as the number of managers in the world. However, how managers' management styles are perceived by the employees is an important factor in the classification of the management style they have.

Style of using authority is the leading factor determining and shaping the behaviours of a manager (Terzi & Kurt, 2005). Likert classified manager behaviours from System 1 to System 4 as exploitative-authoritative, benevolent-authoritative, participative and consultative (Likert, 1961). In Blake and Mouton's (1964) managerial grid model, management styles were classified as impoverished management, produce-or-perish management, middle-of-the-road management, country club management and team management. Başaran (2008) who proposed a classification of four made a classification from autocratic to democratic style as authoritarian, protective, supportive and cooperative management style. For him, management style is a significant factor in the formation of employees' organizational behaviour (Başaran, 2008). On the other hand, Üstüner (2016) classified the management styles of school principals as cooperative, indifferent and resistant.

In cooperative management style, it is thought that employees who have a specific scientific level have reached self-management competence. Employees can determine the principles and rules they need. There is no managerial discrimination between manager and employee (Başaran, 2008). Cooperative management style can be applied in school organizations in terms of teacher self-efficacy. In addition, a school principal who adopts this management style can increase the applicability of the decisions taken based on making use of common sense. Üstüner (2016) stated that the characteristics of cooperative manager are behaviours such as solving problems together, sharing success, not abstaining from asking for help, sharing duties, prioritizing teachers' personal development, providing the required support to teachers and not abstaining appreciating success. On the contrary, in *authoritative management style*, power, authority and responsibility are gathered in the manager and employees do not have the right to speak (Yılmaz, 2016). The manager whose whole interest is on production and efficiency values employees in proportion to their contribution to production. However, an employee who senses authoritative management style stops making an effort about work, obeys the rules passively, does not do anything by taking the initiative and just does whatever is told (Özgür, 2011). In a way, he/she shows a passive resistance to work. An authoritative school principal makes decisions alone in creating rules, tries to rule the school with fear, places too much importance on hierarchical relationships, expects absolute compliance and draws strength from official regulations and codes (Üstüner, 2016). In *indifferent management style*, manager does not care about employees' indifference, indecision and not being around when needed (Sağır, 2013). This manager can be assessed as neutral element in the organization. Such a school principal ignores the problems of teachers and the school, does not care about teachers who do not do their work, and those who do, ignores problems and continually postpones solution (Üstüner, 2016). It can be said that as a result of school's being in chaos with a continuous uncertainty, teachers' behaviours are negatively influenced. On the other hand, some managers do not want their system to collapse and thus introduce innovation as something bad and

object to everything. Shaw (1981) stated that managers have a tendency to resist and make things harder due to their suspicion and doubts about employees (as cited in Üstüner, 2016). *Resistant* school principals don't want the system they have built to collapse, they follow their habits and act as if they will face a problem in every step they take (Üstüner, 2016).

Management style is an important factor in the formation of organizational behaviors of employees. (Başaran, 2008). When studies about management and managing in literature are examined, it can be seen that management style is examined with some individual and organizational factors. Among these studies, there are studies which have examined school principals' management styles (Yılmaz, 2016) and management forms (Arlı, 2007) within the context of demographical management styles; in addition to studies which have examined the association between school principals' abilities to manage variations and teachers' organizational justice perception (Akman, 2018), leader-member interaction and organizational justice perception (Gürboyoğlu, 2009).

Organizational justice is a concept about behaviour oriented decisions in the work place and about how these decisions influence work-related variables (Moorman, 1991) and they can be indicated as a reflection of equal and just practices (Çağ, 2001). Folger and Cropanzano (1998) define organizational justice as the methods which are used to make decisions about the distribution of organizational resources and social norms and rules governing relationships between people during the implementation of these methods. This perception is determined as a result of employees setting some criteria and using these criteria about whether they are treated fairly or not (Altınkurt & Yılmaz, 2010). The perception of justice is influenced by organizational practices such as organizational outputs and the quality of interaction in addition to personality traits (Cohen-Charash & Spector, 2001). In general, organizational justice is associated with concepts such as trust, citizenship behaviour, job satisfaction, motivation, leader-member interaction, decision-making, burnout, leadership, stress and conflict (Giderler Atalay, 2015). Cohen-Charash and Spector (2001) stated that the factors influencing organizational justice were organizational output and practices and demographics and personal characteristics, while the factors influenced by organizational justice were performance, citizenship behaviours, damaging behaviours, attitudes and feelings. The behaviors of managers who make decisions, direct the operations in the organization, make organizational plans and coordinate the works are among the most important factors determining the perception of organizational justice (Altınkurt & Yılmaz, 2010). The fact that the executive behaviors that determine the management style of the manager are effective in determining the organizational justice shows that these two concepts may be related to each other.

It can be seen in studies conducted that another organizational variable management style is associated with is job satisfaction (Başaran & Güçlü, 2018; Dolan, 2003; Erdil, Keskin, İmamoğlu, & Erat, 2004; Öztabak, 2002). In addition, it can be seen from a study conducted by Batmaz (2012) that management style has significant effect on job satisfaction. Dick and Metcalfe (2001) also stated that management style can influence employees' job satisfaction positively or negatively. Taş and Önder (2010) concluded that managers' leadership behaviors had a significant effect on job satisfaction. Job satisfaction, which expresses an emotional state resulting from the professional experiences of employees, is a result of the perceptions of employees about to what extent important things are work-related (Akehurst, Comeche, & Galindo, 2009). According to Ostroff (1992), job satisfaction increases organizational efficacy. Iaffaldano and Muchinsky (1985) reported a low association between job satisfaction and performance. Studies conducted found a low positive association between job satisfaction and production, while a negative association was found with the rate of absence (Özkalp & Kırel, 2013). At the same time, a reverse association has been reported between coming to work late and job satisfaction (Güneş Dağ, 2006). Significant association has been found between job dissatisfaction and nervous and emotional breakdowns in employees (Akıncı, 2002). As expected, while job satisfaction increases the intentions to continue working; dissatisfaction results in burnout, absence, quitting work or change in field. Job dissatisfaction is considered as the most important factor influencing teachers'

decisions to quit the job (Makela, 2014). It can be said that high job satisfaction develops as a result of positive feelings teachers develop for school.

There are studies in literature which show the effects of managers' leadership styles (Alga, 2017) and leadership behaviours (Yıldız & Çolak, 2018) on their perceptions of burnout. The perception of burnout has been the subject of researches in occupations which require intense interactions with people (Gündüz, 2004). Maslach and Jackson (1981) define burnout as failure, wear and exhaustion as a result of excessive coercion of energy, power and potential. Kaya Göktepe (2016) defines burnout as a type of stress and expresses that this syndrome is characterized by feelings of emotional exhaustion, depersonalization and failure. The dilemma between what people are and what they want to be shows burnout, which represents deterioration in human values, reputation, effort and desire (Maslach & Leiter, 1997). Individuals who are unable to define their skills and abilities correctly and who try to do things above their capacity are considered to be more likely to experience burnout. Maslach and Leiter (1997) state that injustice in the workplace causes burnout. Kaya Göktepe (2016) states that the factors such as inequality, unfair competition, inadequate management and supervision and inability to receive feedback from management are organizational factors that cause burnout.

It can be said that changes in expectations and roles (Işıklar, 2002) cause teachers to experience burnout more when compared with other professions. Teaching, which is evaluated by the American Stress Institute among the professions that make it difficult to cope with daily life problems, it is seen as one of the professions that burnout syndrome is more likely to occur due to being an emotionally destructive profession (Baltaş & Baltaş, 1987, 2018). As a result of their psychological states being negatively influenced due to specific stressors, teaching is a risky profession in terms of burnout. This risk can cause teachers' efficacy to decrease (Kayabaşı, 2008). Dolgun (2015) stated that in addition to the individual consequences of burnout, there are also negative organizational consequences such as withdrawal from work, lack of focus and distraction, insensitivity to the organization and work, lack of interest, absenteeism, late arrival and early leave.

There are a great number of studies in literature which show that the variable of organizational justice is associated with job satisfaction (Addai, Kyeremeh, Abdulai, & Sarfo, 2018; Afridi & Baloch, 2018; Altınkurt & Yılmaz, 2012; Demirtaş & Kılıç, 2016) and burnout (Baranik & Eby, 2016; Capone & Petrillo, 2016; Dishon-Berkovits, 2018; Köse, 2014; Meydan, Basım, & Çetin, 2011). In addition, in a study conducted by Gürboyoğlu (2009), it was concluded that leader-member interaction is highly related to organizational justice and burnout, and that organizational justice has a full mediating effect in the relationship between leader-member interaction and burnout. The relationship between leader-member interaction and these variables shows that it is important to examine the relationship between managers' management styles and these variables. In terms of educational organizations, justice has an important place in the relations between teachers (Köybaşı, Uğurlu, & Öncel, 2017), organizational justice increased the commitment level of teachers (Babaoğlan & Ertürk, 2013), and as a result of justice perception of the behavior of decision-makers, communication developed in schools positively (Titrek, 2009). In addition, teachers' job satisfaction increases their professional commitment; As a result of this, student achievement increased (Tek, 2014), high teachers 'job satisfaction enables higher quality education-teaching activities and these teachers' students are more successful in academic terms (H. Demirtaş, 2010); low job satisfaction increases wear, separation and absenteeism (Makela, 2014; Miles, 2010). Gu (2016) states that teacher job satisfaction affects student achievement, and ineffective teachers cause student achievement to decline. Besides, burnout may decrease teacher effectiveness (Kayabaşı, 2008). It can be said that a teacher who has burnout will be inadequate to meet student needs. The teacher, who is inadequate to meet the needs of the students, may have trouble doing her job (Seferoğlu, Yıldız, & Avcı Yücel, 2014). Dorman (2003) states that burnout causes serious harm to teachers doing their job. All these studies show that teachers' perceptions of organizational justice, job satisfaction and burnout have produced important results for schools. Considering the significance of these possible outcomes, it is thought that examining these variables together with school principal management styles

expected to affect these perceptions will have important results about the functioning of the school. When the results of previous studies are taken into consideration, it can be seen that management style is associated with organizational justice (Gül & İnce, 2014; Kugun, Aktaş, & Güripek, 2013; Yıldırım, 2010), job satisfaction (Başaran & Güçlü, 2018; Dolan, 2003; Holloway, 2012; Uludağ & Tepe, 2018; Wong, 2007) and burnout (Dursun, 2009; Bakan, Erşahan, Büyükbeşe, Doğan, & Kefe, 2015). In addition, organizational justice is associated with job satisfaction (Altahayneh, Khasawneh, & Abedalhafiz, 2014; Çelik & Gürsel, 2017; Dündar, 2011) and burnout (Andela & Truchot, 2017; Balaban & Konyalı, 2016). When these results are assessed together, it has been thought that organizational justice can have an influence in explaining the relationship of manager's management style with job satisfaction and burnout. No studies have been found in literature in which the aforementioned variables are discussed together and in which the intermediary role of organizational justice is researched. In addition, there are very few studies in which the relationship between principals' management styles and organizational variables has been studied, especially in schools, and it has been considered that further investigation of these relationships would be appropriate. For this reason, it is expected for the present study, which is designed specifically for schools, to show original results. Within this context, the purpose of the present study is to find out the level of relationship between principals' management styles and teachers' job satisfaction and burnout levels and the intermediary role of organizational justice on this relationship.

Method

Research Model

In this study, which was designed as relational survey model, predictive design research model was used. Relational survey model is a model which aims to find out the presence and degree of the change between two or more variables together (Karasar, 2010). Predictive design researches aim to find out which variable predicts the other (Creswell, 2017). In predictive design researches, there should be at least two variables, one external latent and one internal latent. In the present study, perceived principal management styles were taken as external latent, while organizational justice, job satisfaction and burnout were handled as internal latent variable and the associations between these were tested by using predictive design research model. The model created for this purpose is shown in Figure 1.
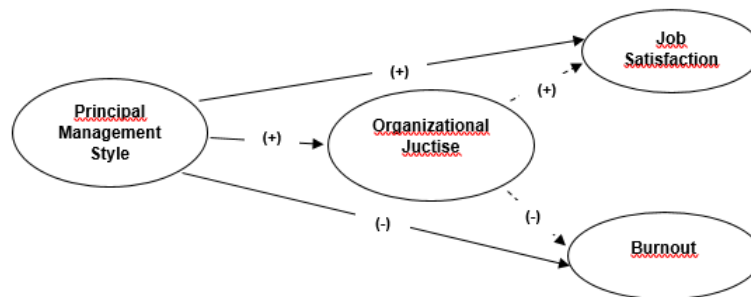
Figure 1. Basic Model of Research

With the help of the model shown in Figure 1, the intermediary role of organizational justice in the relationship between perceived principal management style (cooperative, authoritative, indifferent and resistant) and job satisfaction and burnout (emotional exhaustion, personal achievement and depersonalization) was found. In other words, the predictive power of principal management style on job satisfaction and burnout both directly and indirectly through organizational justice was tested.

Universe and Sample

The universe of the study consists of 3194 teachers working in state high schools of Mersin city centre during the 2017-2018 academic year. 561 teachers from this universe were taken to the sample through simple random sampling method. One of the important advantages of random sampling method is the fact that each individual in the universe has an equal chance to be selected for the sample

(Kuş, 2009). This is the rule of impartiality and the hypothesis that the sample will represent the universe is associated with impartiality (Bakioğlu & Kurnaz, 2011). Demographic characteristics of the teachers in the sample are as follows: 50.1% (n = 281) of the sample are female, while 49.9% (n = 280) are male; 84.1% (n = 472) are undergraduates, 15.9% (n = 89) are postgraduates; 67.4% (n = 378) are graduated from the education faculty, while 32.6% (n = 183) are graduated from another faculty. In addition, 14.1% (n = 79) have a professional experience of 1-5 years, while 21.7% (n = 122) have 6-10 years, 29.8% (n = 167) have 11-15 years, 17.1% (n = 96) have 16-20 years and 17.3% (n = 97) have 21 and longer years of professional experience. Finally, 41.5% (n = 233) of the teachers had been working for 1-3 years in their present school, while 33.4% (n = 187) had been working for 4-6 years, 14.8% (n = 83) for 7-10 years and 10.3% (n = 58) for 11 years and longer.

Data Collection Instruments

The data in the study were collected through quantitative data collection techniques. Perceived-Principal Management Style Scale, Organizational Justice Scale, Teaching Job Satisfaction Scale and Maslach Burnout Scale were used in data collection.

1. Perceived-Principal Management Style Scale (P-PMSS): 5-Likert type scale developed by Üstüner (2016) consists of four dimensions as cooperative management style with 7 items (items 1, 2, 3, 4, 5, 6 and 7), authoritative management style with 7 items (items 8, 9, 10, 11, 12, 13 and 14), indifferent management style with 7 items (items 15, 16, 17, 18, 19, 20 and 21) and resistant management style with 4 items (items 22, 23, 24 and 25) and explains 67% of the total variance. The scale items are answered between the range of "1 = Never" and "5 = Always". This scale was used in this study since it is a current scale developed to determine the management styles of school principals and since it was developed in our country. In the present study, internal consistency coefficient was calculated as .93 for cooperative management style, as .90 for authoritative management style, as .86 for indifferent management style and as .85 for resistant management style. Confirmatory Factor Analysis (CFA) goodness of fit values were found as χ^2/df = 2.28, RMSEA = .08, SRMR = .09, NFI = .94, NNFI = .95, CFI = .96 and IFI = .96 and the model was found to have a good fit.

2. Organizational Justice Scale: It is a 5-Likert type scale with 10 items and one dimension developed by Hoy and Tarter (2004) and adapted into Turkish by Taşdan and Yılmaz (2008) and it explains 61.74% of the total variance. The scale items are answered between the range of "1 = Strongly Disagree" and "5 = Strongly Agree". This scale was deemed appropriate to use in the present study since it was developed for educational institutions and reflects the issue of organizational justice with a holistic perspective. In the present study, internal consistency coefficient was calculated as .93. CFA goodness of fit values were found as χ^2/df = 2.31, RMSEA = .06, SRMR = .04, NFI = .97, NNFI = .98, CFI = .98 and IFI = .98 and the model was found to have a good fit.

3. Teaching Satisfaction Scale: 5-Likert type scale with five items and a single dimension was developed by Ho and Au (2006) adapted into Turkish by Z. Demirtaş (2010) and it explains 63.71% of the total variance. The scale items are answered between the range of "1 = Strongly Disagree" and "5 = Strongly Agree". This scale, which was developed to determine the job satisfaction levels of teachers, was deemed appropriate to use in the present study since it is a valid and reliable scale used in many studies in the literature. In the present study, internal consistency coefficient was found as .86. CFA goodness of fit values were found as χ^2/df = 1.16, RMSEA = .03, SRMR = .02, NFI = .99, NNFI = 1.00, CFI = 1.00 and IFI = 1.00 and the model was found to have a good fit.

4. Maslach Burnout Scale: The scale developed by Maslach and Jackson (1986) was adapted into Turkish by Ergin (1992). Emotional exhaustion includes 9 items (items 1, 2, 3, 6, 8, 13, 14, 16 and 20), personal achievement includes 8 items (items 4, 7, 9, 12, 17, 18, 19 and 21) and depersonalization includes 5 items (items 5, 10, 11, 15 and 22). The scale items are answered between the range of

"1 = Never" and "5 = Always". While high scores in emotional exhaustion and depersonalization indicate burnout, low scores in personal achievement indicate burnout. In order to calculate the total scores of the scale, items of personal achievement dimension must be reverse coded. However, total scale score was not calculated in the present study. The scale was used in this study since it is a study with high validity and reliability used in most of the studies in the burnout literature. In the present study, internal consistency coefficient was found as .90 for emotional exhaustion, as .88 for personal achievement and as .85 for depersonalization. CFA goodness of fit values were found as $\chi^2/df = 4.12$, RMSEA = .08, SRMR = .05, NFI = .94, NNFI = .95, CFI = .95 and IFI = .95 and the model was found to have a sufficient fit.

Data Collection

In order to collect the data in state high schools in central districts of Mersin through scales; firstly, it was decided by Non-Interventional Research Ethics Committee of Fırat University that the study was in compliance with the ethical rules and following this, official correspondence with Mersin Governorship was made through the Rectorate of Fırat University and permission was requested to apply the scale. After obtaining the permission to apply the scale, the scale forms were copied and applied randomly by the researchers at the state high schools in the central districts of Mersin. 600 scales were applied to high school teachers working in 56 high schools in the research universe on a voluntary basis and 561 scales that could be used were included in the analyses.

Assumptions of the Study

Current research results can be generalized to the universe within some assumptions. First of all, it was assumed that the scales used in this study were sufficient to determine the perceptions of teachers working in high schools. In addition, it was thought that the management styles of school principals and organizational justice, job satisfaction and burnout levels of teachers could be determined according to teacher perceptions.

Data Analysis

Before analysis of the collected data, first the data were examined through SPSS 22.00 program in terms of lost data and extreme values, and in addition to descriptive analyses, Skewness and Kurtosis values of the variables were checked. Skewness and Kurtosis values varying between +1 and -1 show that the data do not deviate more than normal (Büyüköztürk, 2012; Çokluk, Şekercioğlu, & Büyüköztürk, 2016) and it was found that the data of the present study fulfilled this condition. In addition, whether multiple normality assumption was met was evaluated with mahalanobis distance, cook's and leverage values. Seçer (2015) stated that the distance between the mahalanobis values as well as the cook's values approaching zero and the leverage value being .05 and below means that the data shows normal distribution. The values obtained in the present study showed that the data met multiple normality conditions.

Confirmatory factor analyses and structural equation models tested within the scope of the research were tested with the help of Lisrel 8.80 program. In Structural Equation Model (SEM), when the t values of the standardized regression (path) coefficients of the path between the external latent variable and the internal latent variable are between 1.96-2.56, this path is considered to be significant at .05 level and when they are above 2.56, this path is considered to be significant at .01 level. If t values are less than 1.96, the relationship between the variables is not significant (Çokluk et al., 2016). This criterion was taken into consideration in order to determine the significance of regression (path) coefficients in the structural models to be established related to the research. For each tested structural model, first the measurement model was tested and then the structural model was tested. The fit values of the tested measurement model for each structural model are shown in the related table together with the structural model. RMSEA, SRMR, NFI, NNFI, CFI and IFI compliance criteria were used in addition to the χ^2 / df ratio to evaluate the fit of the model obtained in the structural equation model. These criteria are stated as the most commonly used compliance criteria in the literature (Kline, 2011;

Tabachnick & Fidell, 2015). In some cases where model fit is adequate, not all of the fit criteria evaluated may be statistically significant (Çelik, 2009; Çelik & Yılmaz, 2013). Therefore, the criteria used in evaluating the model fit are considered as a whole rather than individual. The compliance criteria and cut-off points used to determine the fit of the research models (Çelik & Yılmaz, 2013; Çokluk et al., 2016; Marsh & Hocevar, 1988; Sümer, 2000) are shown in Table 1.

Table 1. Fit Criteria and Cut off Points

Fit criteria	Good fit	Enough fit
χ^2/df	≤ 3	≤ 5
RMSEA	$\leq .08$	$\leq .10$
SRMR	$\leq .05$	$\leq .10$
NFI	$\geq .95$	$\geq .90$
NNFI	$\geq .95$	$\geq .90$
CFI	$\geq .95$	$\geq .90$
IFI	$\geq .95$	$\geq .90$

In order to be able to talk about the intermediary effect of a variable, it should be found whether the indirect influence of external latent variable on internal latent variable is significant through intermediary variable. In addition, external latent variable should have an influence on intermediary variable, while intermediary variable should have an influence on internal latent variable and external latent variable should have an influence on internal latent variable (Baron & Kenny, 1986). In addition, when the intermediary variable is included in the model, the influence of external latent variable on internal latent variable should decrease or become insignificant. If this influence becomes insignificant, full intermediacy is referred to; however, if a decrease occurs with significance continuing, partial intermediacy is referred to (MacKinnon, Fairchild, & Fritz, 2010). When the influence of external latent variable on internal latent variable decreases after intermediary variable is added, sobel test is used to find out the significance of intermediary effect. Significance of Sobel test value indicates that the mediation relationships between the variables were significant (Sobel, 1982). In the present study, the significance of the intermediary tests was found by using sobel test.

Results

In this part of the study, the findings of the latent variables obtained as a result of the analyses conducted are presented respectively. The descriptive analysis results of the latent variables used in the study are shown in Table 2.

Table 2. Mean, Standard Deviation and Correlation Coefficients of Scales and Dimensions

Scales and Dimensons	N	$\bar{X}$	Sd	1	2	3	4	5	6	7	8	9
1.CMS	561	3.45	.83	1								
2.AMS	561	3.11	.88	-.20**	1							
3.IMS	561	2.40	.90	-.19**	.37**	1						
4.RMS	561	2.76	1.05	-.12**	.36**	.55**	1					
5.EE	561	2.57	.91	-.21**	.18**	.44**	.24**	1				
6.PA	561	3.65	.89	.07	.02	-.17**	-.12**	.12**	1			
7.D	561	2.27	1.00	-.06	.13**	.52**	.32**	.63**	-.04	1		
8.OJ	561	3.58	.89	.60**	-.21**	-.18**	-.06	-.21**	.00	-.03	1	
9.JS	561	3.87	.85	.33**	-.03	-.17**	-.09*	-.25**	.20**	-.18**	.48**	1

p**<.01; p*<.05

CMS: Cooperative management style; **AMS**: Authoritative management style; **IMS:** Indifferent management style; **RMS**: Resistant management style; **OJ**: Organizational justice; **JS**: Job satisfaction; **EE**: Emotional exhaustion; **PA**: Personal achievement; **D**: Depersonalization

When Table 2 is examined, a low negative relationship was found between cooperative management style and emotional exhaustion (r = -.21), while a moderate and positive relationship was found between cooperative management style and organizational justice (r = .60) and job satisfaction (r = .33). A low negative relationship was found between authoritative management style and emotional exhaustion (r= .18) and depersonalization (r = .13); while a low negative relationship was found between authoritative management style and organizational justice (r = -.21). A moderate and positive relationship was found between indifferent management style and emotional exhaustion (r= .44) and depersonalization (r = .52); while a low negative relationship was found between indifferent management style and personal achievement (r = -.17), organizational justice (r = -.18) and job satisfaction (r = -.17). A low negative relationship was found between resistant management style and personal achievement (r = -.12) and job satisfaction (r = -.09); while a low relationship was found between resistant management style and emotional exhaustion (r = .24) and a moderate and positive relationship between resistant management style and depersonalization (r = .32).

Before examining the mediation models, two models were tested to find out the effects of external latent and intermediary variables on internal latent variables. In the first model, the relationship between perceived principal management styles and organizational justice, job satisfaction, emotional exhaustion, depersonalization and personal achievement were tested; while in the second model the relationship between organizational justice and job satisfaction, emotional exhaustion, depersonalization and personal achievement were tested. Table 3 shows the standardized path coefficients, fit and t values of these models.

Table 3. Standardized Path Coefficients and Fit Values

Models	Path	Path coefficients (β)	Standard deviation	t-value
Model 1	CMS → OJ	.69	.53	14.74
	CMS → JS	.43	.82	8.85
	CMS → EE	-.25	.96	-5.34
	CMS → PA	.06	1.00	1.34
	CMS → D	-.10	.98	-2.05
	AMS → OJ	-.25	.93	-5.34
	AMS → JS	-.08	1.01	-1.57
	AMS → EE	.22	.98	4.49
	AMS → PA	.01	1.00	.30
	AMS → D	.17	.97	3.41
	IMS → OJ	-.23	.94	-4.87
	IMS → JS	-.25	.96	-5.16
	IMS → EE	.55	.70	11.15
	IMS → PA	-.16	.98	-3.22
	IMS → D	.64	.59	12.95
	RMS → OJ	-.10	.98	-2.03
	RMS → JS	-.17	.99	-3.38
	RMS → EE	.36	.89	7.19
	RMS → PA	-.14	.98	-2.75
	RMS → D	.45	.79	8.81
Model 2	OJ → JS	.72	.72	10.92
	OJ → EE	-.24	.95	-5.19
	OJ → PA	.01	1.00	.14
	OJ → D	-.05	.99	-1.15

Fit criteria	χ2/df	RMSEA	SRMR	NFI	NNFI	CFI	IFI
Measurement 1	2.47	.05	.05	.93	.95	.96	.96
Model 1	2.59	.05	.07	.92	.95	.95	.95
Measurement 2	3.16	.06	.05	.94	.95	.96	.96
Model 2	3.56	.07	.12	.92	.94	.94	.94

Table 3 shows t values which show the path coefficients of each external latent variable on internal latent variable and the significance values of these coefficients. When these values are examined; it was seen that cooperative management style significantly predicted organizational justice, job satisfaction, emotional exhaustion and depersonalization, and did not predict personal achievement. It was seen that authoritarian management style significantly predicted organizational justice, emotional exhaustion and depersonalization, and did not predict job satisfaction and personal achievement. It was seen that indifferent and resistant management styles significantly predicted organizational justice, job satisfaction, emotional exhaustion, personal achievement and depersonalization. Organizational justice significantly predicted job satisfaction and emotional exhaustion, but did not predict personal achievement and depersonalization. In addition, it was found that fit indices of the tested models were within the value intervals given for the acceptance of these indices. After path coefficients of external latent variables on internal latent variables were determined, tests for intermediacy were conducted.

Figure 2 shows the model (Model 3) which shows the intermediary role of organizational justice in cooperative management style's predicting job satisfaction, emotional exhaustion, personal achievement and depersonalization.
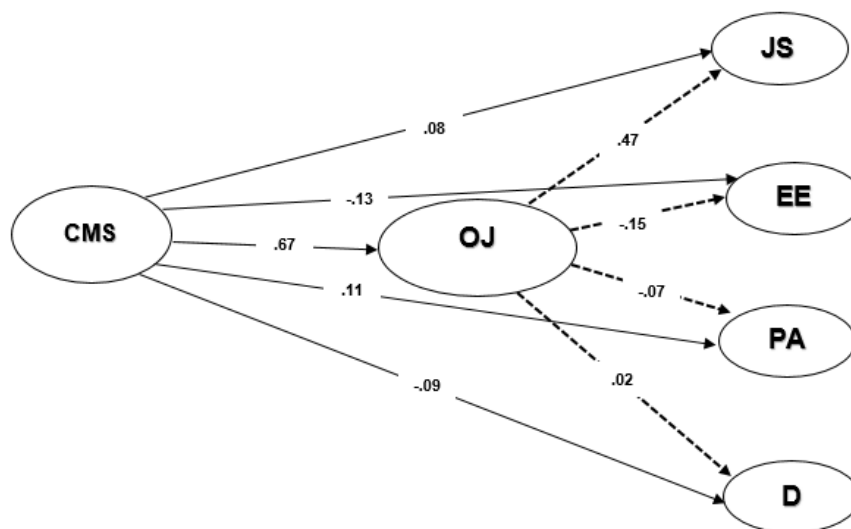
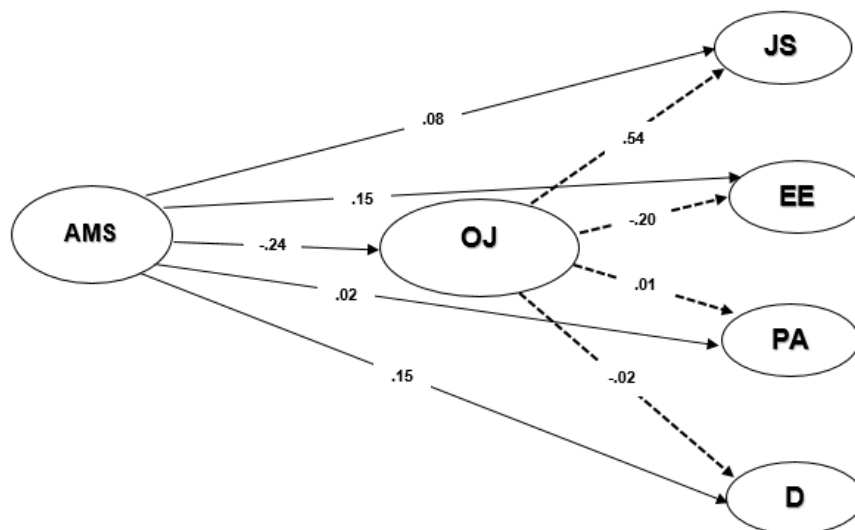**Figure 2.** Intermediary Model for CMS (Model 3)

In Model 1, it can be seen that cooperative management style significantly predicted job satisfaction (β = .43, p < .01; t = 8.85), emotional exhaustion (β = -.25, p < .01; t = -5.34) and depersonalization (β = -.10, p < .01; t = -2.05). When Model 3 shown in Figure 2 is examined, it can be seen that the predictive power of cooperative management style on job satisfaction (β = .08, p > .05, t = 1.21; Sobel test: 10.05, p = .00) and depersonalization (β = -.09, p < .05, t = -1.34; Sobel test: -.77, p = .44) became insignificant, while its effect on emotional exhaustion (β = -.13, p < .05, t = -1.99; Sobel test: -4.97, p = .00) decreased. According to these results, organizational justice has a full mediation effect in cooperative management style's predicting job satisfaction, while it has a partial mediation effect in cooperative management style's predicting emotional exhaustion. In addition, it was found that cooperative management style's predicting level of depersonalization was not significant and there was no decrease in its predicting level of personal achievement. Table 4 shows the prediction level coefficients and model fit values of cooperative management style on internal latent and intermediary variables.

Table 4. Fit Values for Model 3

Internal latent variables	CMS direct effect		OJ direct effect		CMS indirect effect		CMS total effect
OJ	.67						.67
JS	.08		.47		.31		.39
EE	-.13		-.15		-.10		-.24
PA	.11		-.07		-.04		.06
D	-.09		.02		.01		-.08
Fit criteria	χ2/df	RMSEA	SRMR	NFI	NNFI	CFI	IFI
Measurement 3	2.85	.06	.05	.94	.96	.96	.96
Model 3	3.12	.06	.10	.93	.95	.95	.95

When the direct, indirect and total predictive effects of cooperative management style on organizational justice, job satisfaction, emotional exhaustion, personal achievement and depersonalization were checked in Table 4, it can be seen that a significant part of its total predictive effect on job satisfaction and emotional exhaustion resulted from organizational justice.

The model (Model 4) which shows the intermediary role of organizational justice in the effect of authoritative management style's predicting job satisfaction, emotional exhaustion, personal achievement and depersonalization is shown in Figure 3.

Figure 3. Intermediary Model for AMS (Model 4)

Model 1 shows that authoritative management style significantly predicts emotional exhaustion (β = .22, p < .01; t = 4.49) and depersonalization (β = .17, p < .01; t = 3.41). When Model 4 shown in Figure 3 is examined, it can be seen that authoritative management style's power of predicting emotional exhaustion (β = .15, p < .01, t = 3.16; Sobel test: 3.62, p = .00) and depersonalization (β = .15, p < .01, t = 3.01; Sobel test: .76, p = .44) decreased. These results show that organizational justice has a partial intermediary role in authoritative management style's predicting emotional exhaustion, while it does not have a role in authoritative management style's predicting depersonalization. In addition, it can be seen that no decrease occurred in authoritative management style's power of predicting job satisfaction and personal achievement.

Table 5 shows the effect coefficient and model fit values of authoritative management style on internal latent and intermediary variables.

Table 5. Fit Values for Model 4

Internal latent variables	AMS direct effect		OJ direct effect		AMS indirect effect		AMS total effect
OJ	-.24						-.24
JS	.08		.54		-.13		-.05
EE	.15		-.20		.05		.20
PA	.02		.01		.00		.02
D	.15		-.02		.00		.16
Fit criteria	$\chi2$/df	RMSEA	SRMR	NFI	NNFI	CFI	IFI
Measurement 4	3.12	.06	.05	.93	.95	.95	.95
Model 4	3.12	.06	.10	.92	.94	.94	.94

When the direct, indirect and total predictive effects of authoritative management style on organizational justice, job satisfaction, emotional exhaustion, personal achievement and depersonalization were checked in Table 5, it can be seen that some of its total predictive effect on emotional exhaustion resulted from organizational justice.

Figure 4 shows the model (Model 5) which shows the intermediary role of organizational justice in indifferent management style's predicting job satisfaction, emotional burnout, personal achievement and depersonalization.
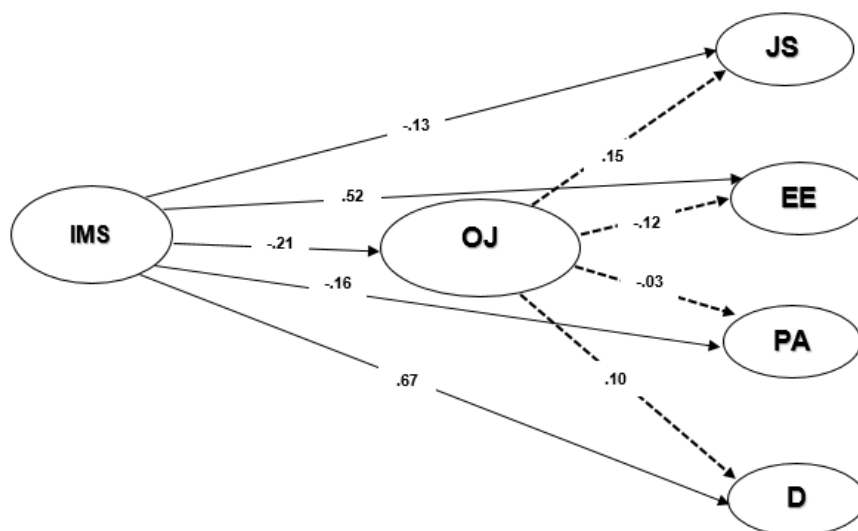
Figure 4. Intermediary Model for IMS (Model 5)

Model 1 shows that indifferent management style has a significant level of predicting job satisfaction (β = -.25, p < .01; t = -5.16), emotional exhaustion (β = .55, p < .01; t = 11.15), personal achievement (β = -.16, p < .01; t = -3.22) and depersonalization (β = .64, p < .01; t = 12.95). When Model 5 shown in Figure 4 is examined, it can be seen that the power of indifferent management style's predicting job satisfaction (β = -.13, p < .01, t = -2.94; Sobel test: -4.13, p = .00) and emotional exhaustion (β = .52, p < .01, t = 10.58; Sobel test: 3.35, p = .00) decreased. The results show that organizational justice has partial intermediary role in predicting job satisfaction and emotional exhaustion. In addition, it can be seen that no decrease occurred in indifferent management style's level of predicting personal achievement and depersonalization.

Table 6 shows the effect coefficient and model fit values of indifferent management style on internal latent and intermediary variables.

Table 6. Fit Values for Model 5

Internal latent variables	IMS direct effect		OJ direct effect		IMS indirect effect		IMS total effect
OJ	-.21						-.21
JS	-.13		.15		-.10		-.23
EE	.52		-.12		.03		.55
PA	-.16		-.03		.01		-.16
D	.67		.10		-.02		.65
Fit criteria	χ2/df	RMSEA	SRMR	NFI	NNFI	CFI	IFI
Measurement 5	2.74	.06	.05	.94	.96	.96	.96
Model 5	2.94	.06	.07	.93	.95	.95	.95

When the direct, indirect and total predictive effects of indifferent management style on organizational justice, job satisfaction, emotional exhaustion, personal achievement and depersonalization were checked in Table 6, it can be seen that some of its total predictive effect on job satisfaction and emotional exhaustion resulted from organizational justice.

The model (Model 6) which shows the intermediary role of organizational justice in resistant management style's predicting job satisfaction, emotional exhaustion, personal achievement and depersonalization is shown in Figure 5.
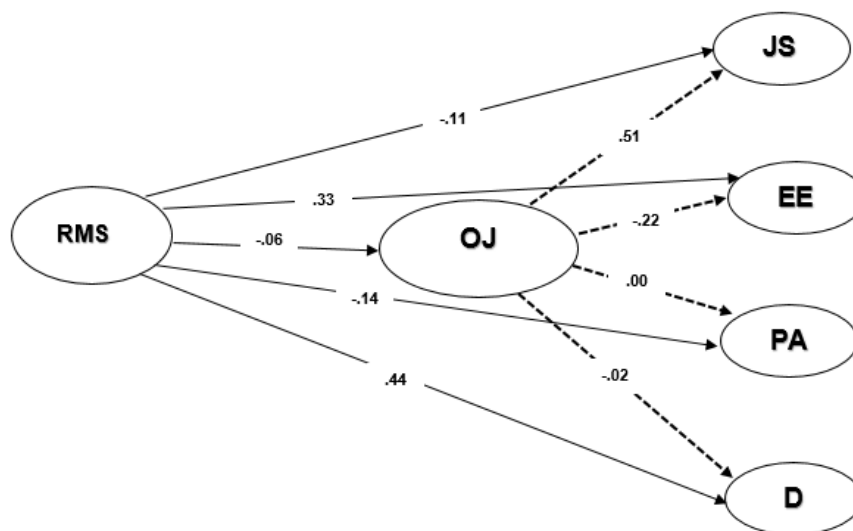
Figure 5. Intermediary Model for RMS (Model 6)

Model 1 shows that resistant management style has a significant level of predicting job satisfaction (β = -.17, p < .01; t = -3.38), emotional exhaustion (β = .36, p < .01; t = 7.19), personal achievement (β = -.14, p < .01; t = -2.75) and depersonalization (β = .36, p < .01; t = 7.19). When Model 6 shown in Figure 5 is examined, it can be seen that the level of resistant management style's predicting job satisfaction (β = -.11, p < .01, t = -2.59; Sobel test: -1.40, p = .15), emotional exhaustion (β = .33, p < .01, t = 6.88; Sobel test: 1.36, p = .17) and depersonalization (β = .45, p < .01, t = 8.73; Sobel test: .67, p = .49) decreased. However, when assessed together with the Sobel test, the results show that organizational justice does not have intermediary role in indifferent management style's predicting job satisfaction, emotional exhaustion and depersonalization. In addition, it can be seen that no decrease occurred in resistant management style's level of predicting personal achievement.

Table 7 shows the effect coefficient and model fit values of resistant management style on internal latent and intermediary variables.

Table 7. Fit Values for Model 6

Internal latent variables	RMS direct effect	OJ direct effect	RMS indirect effect	RMS total effect
OJ	-.06			-.06
JS	-.11	.51	-.03	-.15
EE	.33	-.22	.01	.35
PA	-.14	.00	.00	-.14
D	.44	-.02	.00	.44

Fit criteria	χ2/df	RMSEA	SRMR	NFI	NNFI	CFI	IFI
Measurement 6	2.92	.06	.05	.93	.95	.96	.96
Model 6	3.21	.06	.09	.92	.94	.95	.95

When the direct, indirect and total predictive effects of resistant management style on organizational justice, job satisfaction, emotional exhaustion, personal achievement and depersonalization were checked in Table 7, it can be seen that its level of predicting these variables did not result from organizational justice.

Discussion and Conclusion

According to the first result obtained within the context of the purpose of the study, it was found that *cooperative management style* of school principals has a high positive predictive power on teachers' organizational justice perceptions. While *authoritative and indifferent management styles* of principals have a moderate negative predictive power on teachers' organizational justice perceptions, *resistant management style* of principals has a low negative predictive power on teachers' organizational justice perceptions. Greenberg (1990) states that the belief that the manager exhibits objective behaviors, informing employees about organizational practices and benefiting from organizational opportunities increases the perception of organizational justice. Titrek (2009) states that the relationship between employees and their managers is an important factor that determines their perceptions of organizational justice, while Eren (2015) emphasizes that the behavior of the manager towards misrepresentation is an important factor affecting organizational justice. When the results of the current research are evaluated, it can be said that the result of the power of the cooperative management style to predict organizational justice is supported by the literature. No studies were found in literature which was conducted to find out the effects of school principals' management styles on teachers' organizational justice perceptions. However, Akman (2018) found a positive association between school principals' skills of managing differences and their organizational justice perceptions, while Oğuz (2011) found a positive association between school principals' transformative and sustainable leadership styles and teachers' organizational justice perceptions. In addition, there are also studies in literature stating that there are moderate (Tekin, 2018; Turgut, Tokmak, & Ateş, 2015) and high (Gürboyoğlu, 2009) positive associations between leader member interaction and organizational justice perceptions. When the results of this study are assessed with the results of the present study, it can be said that managers' behaviours and management styles have a predictive power in creating organizational justice perceptions. There is a correlation between teachers' perceiving the management styles of their principals positively and their organizational justice perceptions. These two variables may increase or decrease together. This result can be interpreted as teachers' justice perceptions can be positively influenced when they are aware of managerial practices or when they contribute to these practices.

The antecedents that arouse teachers' perceptions that the school principal exhibits a cooperative management style are the principal's acting together with teachers in school management, looking for solutions to problems with teachers, evoking a sense of reliability in their relationships, appreciating teachers when necessary, believing that success can be achieved through teamwork, and including teachers in the decision-making process (Üstüner, 2016). Principals' such attitudes and behaviors have the potential to increase teachers' perceptions of organizational justice and job satisfaction and to play a role in reducing burnout feelings. Teachers who have perceptions that the principal of the school they are working in shows a cooperative management style may think that they

run the school together with the principal. Such a thought can increase teachers' perceptions of justice in the school. Thus, the teachers' pleasure and happiness levels they get from work can be increased, while the feeling of fatigue and weariness may decrease.

In the study, it was seen that *cooperative management style* had a high positive predictive power on teachers' job satisfaction. It was concluded that *authoritarian management style* did not affect teachers' job satisfaction. *Indifferent and resistant management styles* have the power to predict teachers' job satisfaction moderately negatively. The studies results indicate the fact that the manager creates a participatory environment with the management style enables the direct participation of the employees in the decisions and as a result, more job satisfaction is achieved (Özkalp & Kırel, 2013). Eren (2015) states that the beliefs and emotions of the employees in the authoritarian management style are not taken into consideration sufficiently and therefore they may experience psychological dissatisfaction. In contrast to this in a democratic and participatory management approach, it states that the level of satisfaction is high with the working power and morale of the employees. Management style is an important factor in achieving job satisfaction and excessive authoritarian behavior decreases job satisfaction. The highest job satisfaction is thought to be achieved in a cooperative management style (Başaran, 2008). When the results regarding the power of the cooperative management style to predict job satisfaction are considered, it can be said that they are similar to the literature. Moreover, it can be interpreted that the result that the authoritarian management style does not predict job satisfaction differs with the literature. Batmaz (2012) states that managers' attitudes and behaviors are an important factor in ensuring job satisfaction of employees. When the common opinion and current research results are examined in the literature, it is seen that the management style displayed by the school principal is related to the job satisfaction levels of the teachers.

According to the results of the research, it was seen that *cooperative management style* negatively predicted emotional exhaustion and depersonalization and did not predict personal achievement. It was found that *authoritarian style* increased emotional exhaustion and depersonalization and did not affect personal achievement. It was concluded that *indifferent and resistant management styles* increased emotional exhaustion and depersonalization and decreased personal achievement. Telli, Ünsar, and Oğuzhan (2012) concluded that autocratic leadership style increased burnout. In the study conducted by Alga (2017), it was found that there was a negative correlation between relational and participatory leadership and burnout, and statistically significant a positive relationship between bureaucratic leadership and burnout. When the results of the present study are examined, it can be said that the relationship between management style and burnout is similar to the results of this study.

Another result obtained from the study is that teachers' perception of organizational justice is a significant determinant in the formation of their job satisfaction. In addition to studies which have found moderately (Demirtaş & Kılıç, 2016) and high (Afridi & Baloch, 2018) positive associations between organizational justice and job satisfaction, there are also results which have found that teachers' organizational justice perceptions significantly predict their job satisfaction (Çelik & Gürsel, 2017). There is a consensus in literature that organizational justice perception positively predicts job satisfaction. It can be said that teachers who perceive managerial practices in school they work will have high job satisfaction levels resulting from the school and their duty.

The school principal's being consistent in his behavior, treating everyone fairly without giving any privilege to anyone, avoiding putting himself in the forefront, valuing and respecting everyone, adhering to ethical principles play an effective role in teachers' forming organizational justice perception. In addition, factors such as teachers' being fair to students, not giving privilege to anyone, not thinking about their personal interests and having a say in decisions that will affect them are also effective in the formation of teachers' perception of organizational justice (Taşdan & Yılmaz, 2008). One of the determinants in teachers' being proud of their professions, being satisfied with doing this profession, having positive perceptions that they will choose teaching profession again if they are given the chance to make a choice of profession is their perceptions towards organizational justice. It was found that organizational justice predicted emotional exhaustion in a moderate negative level, while it did not predict personal achievement. Teachers' having high organizational justice perception can have

a decreasing role in their sensory exhaustion symptoms such as having a dislike about their profession, feeling exhausted, feeling unable to endure the job, finding students weary to deal with, being discouraged from work, perceiving themselves as restricted, thinking that they are working more than necessary and getting stressed. There are studies showing moderate negative associations between organizational justice and burnout (Capone & Petrillo, 2016; Dishon-Berkovits, 2018; Gürboyoğlu, 2009), while there are studies showing low negative associations between the dimensions of organizational justice and the dimensions of burnout (Köse, 2014). In the present study, it was found that the result about organizational justice having a negative effect on emotional exhaustion was similar to the results of other studies conducted in literature (Meydan et al., 2011; Yeniçeri, Demirel, & Seçkin, 2009), while the result that it did not have a significant effect on personal achievement and depersonalization was not similar.

It was found that organizational justice was a complete intermediary variable in *cooperative management style's* predicting job satisfaction, while it was a partial intermediary variable in its predicting emotional justice and did not have any intermediary role in its predicting personal achievement and depersonalization. In other words, it was found that cooperative management style predicted job satisfaction and emotional exhaustion directly as well as predicting them indirectly through organizational justice. Teachers who have the perception that the school principal in the school they are working show a cooperative management style may think they have the right to speak together with the principal because the school principal who adopts a cooperative management style works with teachers to find solutions to problems (Üstüner, 2016). Ogunola, Kalejaiye, and Abrifor (2013) state that such managers inform their employees on all matters concerning their work. In other words, it can be thought that as a result of the cooperative management style, teachers may be more informed and have a say in the operation of the school. Therefore, it can be said that teachers' perceptions of justice in school will be higher in this management style. As a result, the levels of pleasure and happiness that teachers receive from their work may increase and feelings of fatigue and exhaustion may decrease. In other words, it can be said that some of the positive attitudes and perceptions developed by the teacher as a result of the perception of cooperative management style result from the perceived organizational justice.

It was found that organizational justice was a partial intermediary variable in *authoritative management style's predicting* emotional exhaustion, while it did not have any intermediary role in its predicting job satisfaction, personal achievement and depersonalization. Authoritative management style predicts emotional exhaustion both directly and indirectly through organizational justice. It is thought that employees do not have a tendency to contribute to the work in the authoritative management approach. Therefore, they are not given the initiative and a high level of control is provided (Ogunola et al., 2013). Communication and interaction between managers and employees is low and employees do not have autonomy (Sezgin Nartgün & Ertürk, 2018). In such a management style, it can be said that teachers will have negative attitudes and perceptions. Batmaz (2012) found a negative relationship between authoritative management style and job satisfaction, but the findings of this study are not supported by the current study findings. The fact that these studies were conducted in different populations and samples may have caused a difference between the results. Teachers who perceive the principal of the school they work in as authoritative may feel that the principal solves the problems in the school and conducts the work unilaterally without asking their opinions and without allowing their contributions. Thus, it can be said that job satisfaction levels are not negatively affected. Moreover, authoritative management style does not predict job satisfaction directly or indirectly through organizational justice. It can be said that if teachers perceive their supervisor's authoritative behaviors as fair, their emotional energy decreases and they perceive fatigue less. The positive predictive power of organizational justice perception on emotional exhaustion positively affects authoritative management style's predictive level of emotional exhaustion. However, when injustice is perceived in the behavior and practices of the authoritative manager, it can be said that it will cause teachers to experience higher levels of emotional exhaustion.

It was found that organizational justice was a partial intermediary variable in *indifferent management style's predicting* job satisfaction and emotional exhaustion, while it did not have any intermediary role in its predicting personal achievement and depersonalization. Employees who work in an indifferent management style think that they are alone during the process of making decision and doing the job (Üstüner, 2016). This is because the manager does not support them about anything during the process of solving the problems in addition to not giving any feedback (Ogunola et al, 2013). It can be said that teachers who are left alone by the school principals think that problems in school are not solved, work is not inspected, or good and bad behaviours do not mean anything and thus they have lower job satisfaction levels and higher emotional exhaustion levels. However, in such an environment where uncertainty prevails, organizational justice perceived by teachers has a partial influence in the effect indifferent management style has on job satisfaction emotional exhaustion levels. In other words, indifferent management style directly predicts job satisfaction and emotional exhaustion, as well as indirectly predicting these variables through organizational justice.

It was found that organizational justice did not have a partial intermediary variable role in the predictive power of *resistant management style* on job satisfaction, emotional exhaustion, personal achievement and depersonalization. The manager can help the organization to reach its goals by supporting the employees or it can make things difficult by opposing the things done (Sezgin Nartgün & Ertürk, 2018). Teachers who perceive the school principal to show resistant management style may think that nothing happens the way they want and that their ideas are constantly blocked. It was found that perceptions and attitudes of teachers who think that they are constantly restrained by sceptical and insecure behaviors of the school principle are not predicted by organizational justice; thus, resistant management style directly predicted job satisfaction, emotional exhaustion, depersonalization and personal achievement, while it predicted these variables indirectly through organizational justice. It can be said that the attitudes and perceptions of teachers whose feelings are suppressed by resistant management style are negatively influenced, while organizational justice did not have an influence on changing these affected attitudes and perceptions.

Gürboyoğlu (2009) found that organizational justice perception had an intermediary effect in the effect of leader-member interaction on burnout. However, no studies were found in literature which researched the intermediary role of organizational justice in the effects of school principals' management styles on teachers' perceptions of job satisfaction and burnout. For this reason, it was not possible to compare the results of the existing study with literature; however, the results of the study were discussed by making use of the literature about management styles. It is a known fact that managerial behaviours perceived by teachers influence their perceptions of organizational justice. When it is considered that school principals' management styles occur as a result of the managerial behaviours they show, it is expected for organizational justice to have intermediary role in principals' management styles predicting teachers' attitudes and perceptions. In the present study, it was found that organizational justice did not predict personal achievement and depersonalization; thus, it was found that the effects of principals' management styles on personal achievement and depersonalization did not result from organizational justice.

Limitations of the Study

Current research results can be generalized to the universe within certain limitations. The most important limitation of the study is that it is a cross-sectional study. Cross-sectional studies are studies that investigate the state of the relationships obtained over a specific period of time, not the development of them over time. Therefore, the generalizability of the relationships obtained in this study may be limited. In addition, the research is limited to the teachers working in official high schools in the city center of Mersin in the 2017-2018 academic year and their perceptions. In addition, the results of the research are limited to the data collection tools used to measure teacher perceptions.

Suggestions

When the effects of management styles school principals show on teachers' organizational justice, job satisfaction and burnout perceptions are considered, discussion sessions can be organized about which of the management styles shown by principals will have positive influences on teachers' attitudes and perceptions, and which will have negative influences. The contribution of academics may be requested to guide these working groups.

It was seen that the perception of organizational justice had a mediating effect on cooperative management style's predicting level of job satisfaction and emotional exhaustion. When it is considered that organizational justice perception increases job satisfaction and decreases emotional exhaustion, it can be suggested for school principals to increase teachers´ organizational justice perception by making cooperative management perception dominant. Thus, it will be possible to increase teachers' job satisfaction levels and decrease their emotional exhaustion levels.

It was found that organizational justice perception had no mediating effect on resistant management style's predicting levels of job satisfaction, emotional exhaustion, personal accomplishment and depersonalization. When the positive predictive power of organizational justice especially on job satisfaction and emotional exhaustion is considered, it can be suggested for school principals to trust teachers and to avoid resistant behaviors to increase teachers' job satisfaction and to prevent emotional exhaustion.

It can be seen that there are limited number of studies in literature to find out the effects of management styles shown by school principals on teachers' perceptions and attitudes. Further studies can be conducted on the issue.

In addition to effects of school principals' management styles on teachers' perceptions and attitudes, their effects on teachers' behaviour can also be researched.

Thinking that there are some organizational variables influenced by management styles in addition to individual and organizational variables influenced by management styles of school principals, the effects of organizational structures of schools on principals' management styles can be examined.

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