

The predictive powers of organizational trust and justice on enabling school structure: A structural equation modelling approach

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ABSTRACT

Organizational structures are an important organizational variable affecting organizational behaviours and individuals' relationships with each other. The structural dimension of schools in terms of educational management is evaluated under two groups in the literature, namely, enabling and hindering school structures. Enabling school structures provide a healthy school climate and help schools be more effective. Individuals' perceptions of organizational trust and justice are also effective in ensuring a healthy school climate and school effectiveness. The aim of this study is to examine the predictive power of teachers' perceptions of organizational trust and justice on their perceptions of the enabling school structure. The structural equation model was used in the study, which is designed in the descriptive survey method. The study group is composed of 1187 teachers working at primary, secondary and high schools. Data were collected through Enabling School Structure Scale (Form-ESS), Organizational Justice Scale, Organizational Trust Scale and a Personal Information Form. The findings revealed that teachers' perceptions of organizational justice and organizational trust predict their perceptions about enabling school structure.

Keywords: Enabling school structure, hindering school structure, organizational trust, organizational justice, educational management.

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INTRODUCTION

Human beings need to attend organizations around common purposes. An organization is a structure with a unique culture formed by people with certain characteristics and it is in constant communication with its environment (Karahan, 2008). The subsystems of an organization and the relationships among them are vital in understanding the true nature of organization (Tortop et al., 2007) and ensuring the survival of the organization (Plaza-Úbeda et al., 2020). In this context, the purpose, structure and organizational climate comprise three basic dimensions of the organization, which emphasize the similarities between organization and human. Bruhn (2001) expresses these dimensions as body, mind and soul. The system approach requires structure, purpose and organizational climate to be compatible with each other so that the organization functions healthily just as the body, mind and spirit need to work in harmony for a

healthy body (Ardıç and Polatçı, 2007).

Bureaucratic structures provide the systems needed to prevent irregularities and support effectiveness in organizations. As schools are bureaucratic structures in terms of policy, practice and hierarchy (Morales, 2016), their organizational characteristics are vital for increasing their effectiveness by eliminating negativities and irregularities, and improving student achievement (Wu et al., 2013; Yılmaz and Beycioğlu, 2017), teacher motivation (Branganza, 2018) and teachers' performance (Morales, 2016). The structural dimension of school is evaluated under two groups as hindering and enabling organizational structures (Adler and Borys, 1996). Apart from the organizational structure, several other factors are also significant for the effectiveness of schools with trust and justice being among the most effective ones essential for healthy relationships within the school and

achievement of educational goals (İşcan and Sayın, 2010). However, the relationship between teachers' perceptions about organizational trust, organizational justice and organizational structure in their schools has not been examined together in any studies in the literature, yet. Therefore, the current study aimed to fill this gap and contribute to the literature in this sense by examining the predictive powers of organizational trust and organizational justice on enabling school structure through structural equation modelling.

Enabling and hindering school structures

Organizational structure, described as the distribution of duties and powers in organizations (Andersen and Johnson, 2006), includes contextual variables such as performance management and distribution of resources (Rigby et al., 2016). It affects individuals' organizational behaviours (Coburn, 2016) and teamwork abilities (Chrispeels and Martin, 2002). While some claim classical bureaucratic structure impedes the development (Murphy, 2013) and educational achievement (Angelides and Ainscow, 2000) of schools, others argue bureaucracy and hierarchy do not necessarily contain negativity and organizational structure can vary. For example; Hoy and Miskel (2013) group organizations in four different ways, namely Weberian, Professional, Authoritarian and Chaotic in terms of bureaucracy and expertise. Gouldner (1954) classifies bureaucratic structures as punishment-focused and representative. Adler and Borys (1996) call the same structures as coercive and facilitator, which are named as mechanical and organic structures respectively by Nahm et al. (2003). In a similar approach, Likert (1979) classifies organizations as System-1 (exploitive authoritative), System-2 (benevolent authoritative), System-3 (consultative) and System-4 (participative group) from hindering organizational structures with a strict hierarchical structure to enabling organizational structures respectively.

Tschannen-Moran (2009) states bureaucracies can be either enabling or hindering hierarchically. Schools are bureaucratic and hierarchical structures (Buluç, 2009; Chingara and Heystek, 2019) whose level of centralization and formalization shows the enabling or hindering feature of administrative processes (McGuigan and Hoy, 2006). Schools may encounter negative situations such as low performance, burnout, etc. based on their hierarchical structures (Messick, 2012). In this context, organizational structure is a determinant of school effectiveness as it affects student achievement (Wu et al., 2013; Yılmaz and Beycioğlu, 2017), teacher empowerment (Branganza, 2018) and teachers' performance (Morales, 2016). Besides, hindering school structure has a negative effect on academic achievement (Oldac and Kondakci, 2020).

School structures hierarchically structured to

encourage collaborative and innovative studies in a healthy school climate are called enabling school structures (Hoy and Sweetland, 2001; Branganza, 2018). In such structures, management is flexible, open-communication is established, errors are accepted and unexpected problems are successfully reacted (Weick and Sutcliffe, 2001). Tarter and Hoy (2004) describe enabling school structures as open systems with informal, mutual and collegial communication, common benefit and collective decision making. However, hindering school structures expect blind obedience from individuals, control the subordinates and put control at the forefront (Hoy, 2003). In such organizational structures, change and uncertainty are feared, different viewpoints are ignored and mistakes are punished since they are seen as obstacles. The more restrictive and coercive the organizational rules and processes are, the greater they constitute an obstacle to the dynamism and effectiveness of the organization (Sinden et al., 2004a).

Organizational structures are considered enabling and hindering in terms of employee participation in decision-making processes. In highly centralized organizations, decision-making process is one-sided from top to down and the directives are expected to be implemented without questioning (Sinden et al., 2004a). On the other hand, everyone is encouraged to participate in the organizational decision-making processes in organizations with low level of centralization where individuals' perception of organizational trust, especially in school administrators, are higher (Hoy and Sweetland, 2001; Sinden et al., 2004b).

Apart from hierarchical structure, air dimension of organizations consisting of communication, motivation, justice, etc. also enable the organization to benefit from the human element effectively (Çelik, 2004). Healthy and successful organizations require the structure and air dimensions be compatible with each other. Organizations with strict bureaucratic structures neglecting the air dimension cannot be healthy since organizational climate has a great effect on organizational structure (Brands Vereecke, 2016).

Many factors are effective for schools to maintain their existence healthily in line with their goals. However, various studies have revealed that trust and justice are among the most effective elements essential for healthy relationships within the school and achievement of educational goals (İşcan and Sayın, 2010; Tüzün, 2007, Baş and Şentürk, 2011). To understand the issue clearly, organizational trust and justice will be mentioned briefly at this stage of the study.

Organizational trust

Confidence consists of three dimensions: self-confidence, trust in others and trustworthiness (Baltaş, 2000). Trust, an important factor for organizational achievements

(Asunakutlu, 2002; Demircan and Ceylan, 2003; Tüzün, 2007), has a considerable effect on the organizational dimensions (Asunakutlu, 2001) by serving a coordinating function among the individuals and holding the organization together (Bökeoğlu and Yılmaz, 2008). It is defined as having confidence and commitment without experiencing doubt and fear (Halis et al., 2007). Trust is a valuable relational asset for the long-term existence of organizations (Gillespie et al., 2014) because it encourages mutually supportive behaviours among individuals, prevents non-supportive negative behaviours (Caldwell et al., 2009) and ensures the prioritization of organizational goals against personal aims (Tschannen-Moran, 2001).

Organizational trust refers to the belief that all members of the organization will be honest, impartial and egalitarian, and all organizational procedures will be performed accordingly (Duffy and Lilly, 2013). In this context, trust within the organization ensures healthier communication, stronger cooperation (Christen, 2004) and effective interaction among individuals (Koster, 2016). Based on mutual interactions, it also affects individuals' future behaviours (Caldwell and Clapham, 2003).

Educational institutions are important in terms of their outputs as they raise future generations. Moreover, failure in educational institutions means the academic inadequacy of students as the human capital of a country. Organizational trust in schools is an indispensable factor for the creation of an effective and productive learning environment as it ensures healthy relationships and interactions between individuals, creating a healthy organizational climate (Ennis and McCauley, 2002). Trust in school positively affects the organizational climate and the relationships between teachers and administrators (McMillan et al., 2004), improves the quality and quantity of teaching activities, provides more effective communication and interactions between individuals (Moye et al., 2005) and improves educational achievement (Arslan, 2009). In addition, teachers who trust in school are more willing to share their teaching methods, strategies and materials with others (Tschannen-Moran, 1998).

There are also studies examining the relationship between organizational trust and school structure. Adler (2001) concluded that organizational trust is high in enabling organizational structures. Similarly, Mayerson (2010) revealed a mutually proportional relationship between enabling school structures and organizational trust. Hoy (2003) stated that enabling school structures positively affect teachers' trust in school. Koster (2016) argued that enabling school structure positively influences organizational trust by providing cooperation and positive interaction. Enabling school structure and mutual trust in schools serve to make the school a professional learning community (Gray and Summers, 2015; Gray et al., 2016; Kalkan, 2016).

As stated by Cemaloğlu and Kılınç (2012: 133), achieving trust within organizations is related to different variables. However, Colquitt et al. (2003) asserted that the most important factor to ensure organizational trust is organizational justice.

Organizational justice

Organizational justice is defined as rules and social norms on how to manage and distribute rewards and punishments (Aydın and Karaman-Kepenekçi, 2008). It emphasizes the importance of justice and equity for organizations to function effectively (Mylona and Mihail, 2019). Based on organizational norms and values (Cropanzano et al., 2001), organizational justice is perceived differently in line with the distribution of organizational resources or the treatments towards members (Greenberg, 2001).

It is stated that individual's perception of justice is important in understanding the concept of organizational justice (Byrne and Cropanzano, 2001; Colquitt et al., 2013). Hoy and Tarter (2007) claim that the principles of organizational justice consist of equality, interpersonal justice, consistency, equity and correction. Concerned with understanding the complexity of fair treatment at work based on classical expectations of justice (Graso et al., 2019), organizational justice refers to the fairness of resource distribution, decision making principles and treatment practices (Elovainio et al., 2011). The perception about the fairness of decision-making procedures forms the perception of organizational justice (Eren, 2015). As for schools, organizational justice is related to teachers' perceptions about fairness based on their interactions with school leaders (Burns and DiPaola, 2013).

Organizational justice is discussed within two theories as reactive-preventive and process-content (Greenberg, 1987). Having emerged as a reaction to injustice, reactive theories focus on individuals' behaviours to avoid unfair situations, whereas preventive theories attach importance to the behaviours of employees to ensure justice in the organization, thus creating fair situations (Yürür, 2005). However, process-content theories are based on research that distinguishes the decisions and the reasons underlying them. Content theories deal with the outputs while process theories are concerned with the methods used to achieve these outputs (Greenberg, 1987).

In another aspect, organizational justice is basically classified as distributive, procedural and interactive justice. Distributive justice is associated with the allocation of resources fairly in accordance with individuals' contributions to the organization (Farndale et al., 2011; Güllüce et al., 2015; Özdevecioğlu, 2003). Procedural justice, which focuses on organizational policies and procedures (Roch and Schanok, 2006), requires consistent and impartial management processes

compatible with common ethical norms, employee participation in decision-making processes (Leventhal et al., 1980; Byrne et al., 2012) and fairness in payments, working conditions and performance evaluation (Jahangir et al., 2006). Appropriate human social interaction is driven by justice (Shawabkeh and Al-Lozi, 2019) and interactive justice is based on interpersonal behaviours (Masterson et al., 2000; Cropanzano et al., 2003).

Organizational justice is considered an important determinant of employees' attitude, behaviour, performance (Luthans, 1995; Ohana and Meyer, 2016) and job satisfaction (Camgoz and Karapinar, 2011). In organizations with high organizational justice, individuals feel peaceful and work more (Demirbilek, 2018). However, low organizational justice leads to low trust in the organization (Hubbell and Chory-Assad, 2005). Several studies revealed that there is a positive relationship between organizational justice and organizational trust (Aryee et al., 2002; Cohen-Charash and Spector, 2001; Colquitt et al., 2005; Polat and Celep, 2008; Yilmaz et al., 2009; Bař, 2010). These two concepts are inextricably linked and cannot exist without each other (Hoy and Tarter, 2004).

In connection with the subject of this research, there are also studies dealing with the relationship between organizational justice and school structures. Kim (2005) and Turner (2018) found a mutual positive relationship between organizational justice and organic (enabling) school structure and a negative and inverse relationship between organizational justice and mechanical (hindering) organizational structure.

Purpose of the study

Schools may face many negative situations such as low performance, burnout, insecurity, etc. due to their hierarchical structures (Messick, 2012). Therefore, the effectiveness of any school is affected by its organizational structure. The impact of the organizational structure on various dimensions of school is supported by various studies in the literature (Coburn, 2016; Morales, 2016; Yilmaz and Beyciođlu, 2017; Branganza, 2018). Two of these dimensions are organizational trust and organizational justice. It is revealed that teachers' perceptions about organizational trust and justice are high in schools with enabling school structure (Koster, 2016; Turner, 2018). The mutual relationship of organizational structure with organizational trust or organizational justice is examined separately in the literature. However, no study handling these three variables together exists, which makes this study significant.

This study aims to examine the predictive roles of teachers' perceptions about organizational trust and justice on their perceptions about enabling school structures. Hypotheses for this purpose are as follows:

1. Teachers' perceptions about organizational trust in their schools are an important predictor of their perceptions about enabling school structures.
2. Teachers' perceptions about organizational justice in their schools are an important predictor of their perceptions about enabling school structures.

MATERIALS AND METHODS

This study is designed in descriptive survey method which aims to define a past or present situation, case, object or individual as it is (Karasar, 2006). The predictive role of teachers' perceptions about organizational trust and organizational justice in schools on their perceptions about enabling school structure is tested with a structural equation model.

Study group

The study group consists of 1187 teachers Primary, Secondary and High School teachers, including 657 female and 530 male teachers from different school levels being 269 Primary, 473 Secondary and 445 High School teachers. The participants of the study were chosen through random sampling method on voluntary basis. Sufficient sampling number is accepted as at least 10 participants for each parameter in a scale (Hair et al., 2006). With a different approach, Hair et al. (2019) propose that the least required number of respondents for exploratory factor analysis equals to the multiplication of the number of items with the number of response options. On the other hand, Hair, Black, Babin and Anderson (cited in Hair et al., 2019) claim that the number of participants could be considered sufficient if it is equal to a ratio of five respondents per scale item. As for confirmatory analysis, according to Hoyle (1995), the sampling size should not be less than 250 to perform a confirmatory factor analysis. řimřek (2007) claims that minimum sampling size to use structural equation model in a study is $k = (k-1) / 2$. Considering the above mentioned criteria about the sufficient number of participants, it is seen that the number of the participants in this study, which is 1187, is sufficient for exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and structural equation modelling.

Data collection process

Three scales were used to collect data in the study. Permissions to use the scales were asked for, received and stored through e-mail. In addition, official permission to conduct the study applying the scales in schools was obtained from Niđde Provincial Directorate of National Education. The scales were personally distributed to and

then the data were collected from the teachers by the researcher himself within working hours.

Data collection tools

Data on teachers' perceptions about enabling school structure were collected through Enabling School Structure Scale (Form-ESS) (Hoy and Sweetland, 2000), which was adapted into Turkish by Buluç (2009). For the adaptation process, the scale was first translated into Turkish by the researcher and then into English, namely, it was exposed to the back-translation process in order to determine whether there was any loss of meaning with the help of two linguists and expert academicians in the field of organizational structure. Then the scale was applied to a group of 130 classroom teachers outside the study group of the study for the validity and reliability test. Before the factor analysis, KMO and Barlett Tests were conducted to determine whether the items were suitable for analysis. KMO and Barlett Test results were found .856 and 600.677 respectively. The df value was 66 and p value was .000. Accordingly, the questionnaire was found to be suitable for factor analysis. In the resulting Turkish version of the 5-point Likert type scale with 12 items, the total variance of the single factor was 43.265% and the reliability coefficient was .8753.

Data on teachers' perceptions about organizational trust at school were collected through Organizational Trust Scale (OT-Scale) (Hoy and Tschannen-Moran, 2003) adapted into Turkish by Özer et al. (2006). The original scale was a 6-Likert type scale with 26 items under three dimensions. These dimensions were called 'trust in colleagues' with 8 items, 'trust in parents and students' with 10 items and 'trust in principals' with 8 items. During the Turkish adaptation process, the original scale was first translated from English to Turkish and then back translation was conducted from Turkish to English by the researchers. After that, the scale was applied to 156 teachers working in five different high schools. KMO and Bartlett tests were conducted to determine the suitability of the data for factor analysis. KMO and Bartlett Test of Sphericity test results were found .83 and 1359.780 respectively ($p = .000$), which showed that the scale was suitable for factor analysis. As a result of the factor analysis performed, it was seen that the items were distributed among three factors as in the scale adapted. The first dimension, called trust in colleagues, consisted of 7 items. The second dimension was called trust in parents and students and consisted of 8 items and the third dimension called trust in school principals consisted of 5 items. These three dimensions explained 29.80, 11.76 and 7.27% of the total variance respectively. The total variance for the whole scale was 48.83% and the reliability coefficient was .86.

Data on teachers' perceptions about organizational justice at school were obtained through the

Organizational Justice Scale (OJ-Scale) (Hoy and Tarter, 2004) adapted into Turkish by Taştan and Yılmaz (2008). The original scale was a 6-likert type one with 10 items under one dimension that explained the 78% of the total variance. As 6-likert type scale is not common in Turkey, the researchers reorganized it as a 5-likert scale in the Turkish adaptation study. Barlett test and Kaiser-Meyer-Olkin (KMO) tests were conducted to determine whether the data was suitable for factor analysis. KMO and Barlett test results were .92 and 1305,504 respectively with df value 45 and p value .000, which proved the scale to be appropriate for the factor analysis. The scale also consisted of 10 items under one factor as in the original scale. The total variance and reliability coefficients of the scale were found 61.74% and .92 respectively.

RESULTS

In the study, SPSS24 was used for the exploratory analysis and AMOS24 was used for the confirmatory analysis and the structural equation modelling. In this section of the study, the results obtained through various statistical analyses are included. These results are presented in tables and explained afterwards.

Exploratory factor analysis results

The suitability of the scales to the exploratory factor analysis was examined with KMO and Bartlett's tests. According to Beavers et al. (2013), the KMO test result should be .60 and above, and Bartlett's test results should be smaller than 0.5 for a scale to be accepted suitable for factor analysis. According to the KMO test results, KMO values of Form-ESS, OJ-Scale and OT-Scale were obtained as .790, .846 and .847 respectively. Bartlett's test results were found significant for all the scales ($p < 0.01$). The limit value for the load values of the items in the factors in the exploratory factor analysis was .40. Maximum likelihood analysis method and Varimax technique were used to find the items with the highest relationship with the factors and to interpret the factor more easily. Table 1 shows the results of the exploratory factor analysis for Form-ESS.

Seven items with factor loads below .40 were removed from Form-ESS after the factor analysis. The scale consists of two factors explaining 41.841 and 31.025% of the total variance respectively and the total factor dimensions of the scale explain 72.866% of the whole scale. Table 2 shows the results of the exploratory factor analysis for OT-Scale.

After the factor analysis of the OT-Scale, four items were excluded from the scale because their factor loads were below 0.40. Besides, 16 items were excluded after confirmatory factor analysis. The scale, including the remaining six items, consists of two factors explaining

Table 1. Exploratory factor analysis results regarding Form-ESS.

Item no.	Factor covariance	Factor-1 load	Factor loads after rotation		Corrected item total correlation	Cronbach alpha*
			Factor-1	Factor-2		
ESS 2	.759	.678	.844		.505	.669
ESS 8	.745	.683	.832		.505	
ESS 5	.702	.785		.804	.635	.797
ESS 6	.739	.807		.824	.672	
ESS 10	.698	.761		.816	.617	

* Cronbach Alpha for the whole scale is .791.

Table 2. Exploratory factor analysis results regarding OT-Scale.

Item No	Factor covariance	Factor-1 load	Factor loads after rotation		Corrected item total correlation	Cronbach alpha*
			Factor-1	Factor-2		
OT 2	.705	.779	.770		.653	.793
OT 16	.725	.747	.816		.649	
OT 21	.706	.713	.817		.616	
OT 7	.728	.715		.836	.632	.814
OT 15	.760	.819		.793	.708	
OT 18	.732	.770		.810	.673	

* Cronbach Alpha for the whole scale was determined as 848.

36.574 and 36.024% of the total variance of the scale respectively. The total factor dimensions of the scale explain 72.598% of the whole scale. The results of the exploratory factor analysis for OJ-Scale are presented in Table 3.

After exploratory and confirmatory factor analyses, 6 out of 10 items in the original scale were removed from the scale. The scale consists of a single factor that explains 80.253% of the scale.

The reliability of the scales was tested through Cronbach's Alpha coefficients. The Cronbach Alpha value for the whole Form-ESS is .791 and the Cronbach Alpha

values for the two factors of the scale are .669 and .797 respectively. The Cronbach Alpha value for the whole OJ-Scale, consisting of a single factor, is .915. The Cronbach Alpha value of the OT-Scale is .848 for the whole scale while the Cronbach Alpha values of the two factors of the scale are .793 and .814 respectively. Alpar (2012) states the reliability coefficient should be 1 (one) for a scale to be accepted reliable, according to which all three scales are reliable. Exploratory factor analysis and internal consistency coefficients of the scales also support the validity and reliability of them.

Table 3. Exploratory factor analysis results regarding the OJ-Scale.

Item No	Factor covariance	Factor-1 load	Corrected item total correlation	Cronbach alpha
OJ 3	.667	.817	.698	.915
OJ 5	.836	.914	.835	
OJ 6	.868	.932	.866	
OJ 10	.839	.916	.838	

Confirmatory factor analysis results and reliability levels of the scales

The scales were applied maximum likelihood method for the confirmatory factor analysis. In the confirmatory factor

analysis of Form-ESS, Chi-Square (X^2) and degrees of freedom (df) were calculated as 8.802 and 4 respectively, showing the model was statistically significant ($p < 0.01$). Confirmatory factor analysis of OJ-Scale showed Chi-Square (X^2) and degrees of freedom (df) values were

2.739 and 2 respectively, revealing that the model was statistically significant ($p < 0.01$). Similarly, the model regarding the OT-Scale was also considered statistically significant ($p < 0.01$) since the Chi-Square (X^2) and the degree of freedom (df) values were 19.847 and 8 respectively. In Table 4, the goodness-of-fit indices (gfi) of the scales for the first order confirmatory factor analysis results are presented.

The suitability of the model proposed in the confirmatory factor analysis and the sample included in the analysis is presented with the value of χ^2 , used to test the equivalence of the sample's covariance matrix to the covariance matrix used in the model (Schumacker and Lomax, 2004). However, considering that there is a direct proportion between the sample size and the χ^2 value, it is recommended to use the χ^2/df value corrected with degrees of freedom (df) (Bagozzi, 1981). The χ^2/df values for Form-ESS, OJ-Scale and OT-Scale are 2.201, 1.369 and 2.481 respectively. Accordingly, the model is found statistically significant. In addition, IFI values of the Form-ESS, OJ-Scale and OT-Scale were found .997,

1.000 and .996 respectively showing that all three scales are at good fit index level. RMSEA, NFI, CFI, GFI and AGFI values for all three scales are also at good fit index level. As a result, it can be stated that the factors obtained from the exploratory factor analysis results are also confirmed by the confirmatory factor analysis results.

The factors of Form-ESS and OT-Scale were applied composite reliability (CR) analysis. AVE, MSV and ASV values of the scales were also calculated for convergent validity (CV) and discriminant validity (DV). However, as the OJ-Scale consists of a single factor, CR analysis was performed and the AVE value was calculated for the discriminative validity of the scale. For the composite reliability of a scale, the AVE and CR values must be over .5 and .7 respectively, and the CR value must be higher than the AVE value. In addition, for the discriminative validity of a scale, both MSV and ASV values must be lower than AVE value and \sqrt{AVE} must be higher than the correlation between factors (Gürbüz, 2019). In Table 5, reliability and validity values of the scales are presented.

Table 4. Goodness of fit indices regarding the model created for Form-ESS, OT-Scale and OJ-Scale.

Fit Indices	Good Fit	Acceptable fit	ESS	OJ	OT
RMSEA	$0 < RMSEA < 0.05$	$0.05 \leq RMSEA \leq 0.10$	0.032	0.018	0.035
NFI	$0.95 \leq NFI \leq 1$	$0.90 \leq NFI \leq 0.95$	0.995	0.999	0.993
CFI	$0.97 \leq CFI \leq 1$	$0.95 \leq CFI \leq 0.97$	0.997	1.000	0.996
GFI	$0.95 \leq GFI \leq 1$	$0.90 \leq GFI \leq 0.95$	0.997	0.999	0.995
AGFI	$0.90 \leq AGFI \leq 1$	$0.85 \leq AGFI \leq 0.90$	0.989	0.994	0.986
X^2/df	$0 < X^2/df < 3$		$8.802/4 = 2.201$	$2.739/2 = 1.369$	$19.847/8 = 2.481$

Table 5. Reliability and validity values of Form-ESS, OT-Scale and OJ-Scale.

Scale	Dimension	CR	AVE	MSV	ASV	\sqrt{AVE}
Enabling school structure	1	0.80	0.57	0.47	0.47	0.71
	2	0.67	0.50	0.47	0.33	0.71
Organizational trust	1	0.80	0.57	0.54	0.54	0.75
	2	0.82	0.61	0.54	0.54	0.78
Organizational justice	1	0.92	0.74	-	-	-

According to Table 5, the CR values of all the factors of all three scales are above 0.70, which makes them highly reliable. Since AVE values are above .50 and lower than CR values, the scales have convergent validity. Also, as both MSV and ASV values are lower than AVE values, it can be stated that the factor has convergent validity. The analyses reveal that the \sqrt{AVE} scores of the factors are higher than the inter-factor correlations, indicating that the factors of the scales also have discriminating validity.

Based on the data of the study, a structural equation

model was created regarding the predictive power of teachers' perceptions about organizational trust and organizational justice on their perceptions about the enabling school structure. The model is presented in Figure 1.

The hypotheses tested in this study are Hypothesis-1 arguing that organizational trust predicts the enabling school structure and Hypothesis-2 claiming that organizational justice predicts the enabling school structure. Table 6 shows the results of Hypothesis 1.

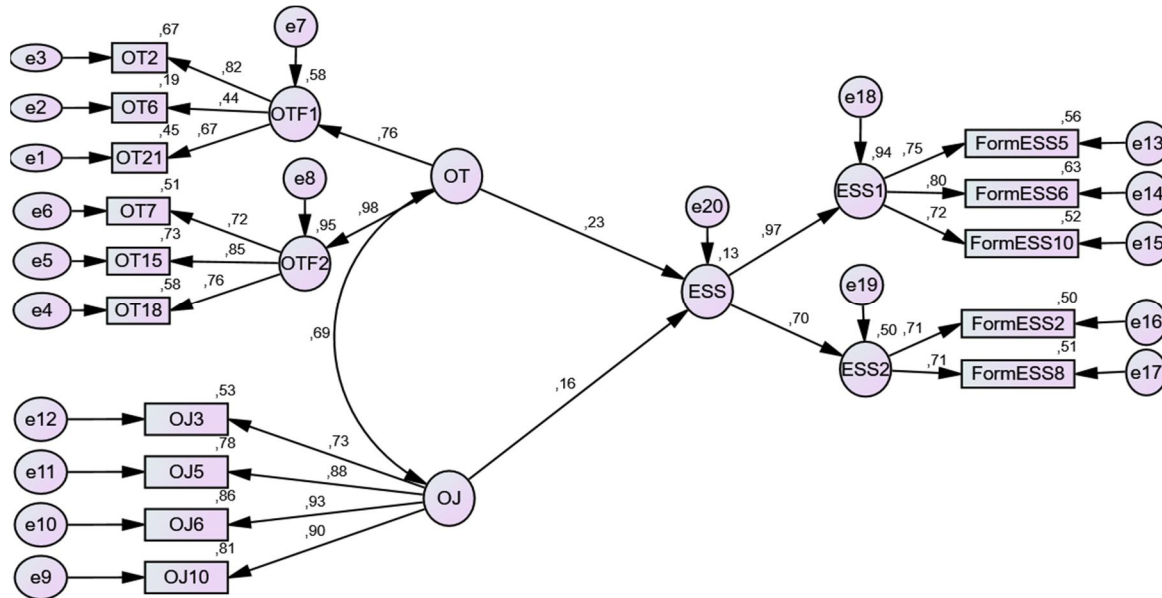


Figure 1. Structural equation model regarding the predictive power of teachers' perceptions about organizational trust and organizational justice on their perceptions of enabling school structure.

Table 6. Results regarding hypothesis-1.

Hypothesis	Path	Path Coefficient	t	Result
H1	OT → ESS	.291	4.085*	Accepted

*p < 0.05.

The data in Table 6 supports Hypothesis-1. Accordingly, organizational trust significantly predicts enabling school structure. This means that enabling

school structure significantly predicts organizational trust as well. Data regarding Hypothesis-2 are presented in Table 7.

Table 7. Results regarding hypothesis-2.

Hypothesis	Path	Path Coefficient	t	Result
H2	OJ → ESS	.098	3.073*	Accepted

*p < 0.05.

Hypothesis-2, arguing that organizational justice significantly predicts enabling school structure, is supported by the data in Table 7. This indicates that enabling school structure significantly predicts organizational justice, too.

DISCUSSION

The hypotheses tested in this study are supported by the findings of the study. In this section, the results are discussed within the related literature.

Hypothesis-1

Teachers' perceptions about organizational trust are found to predict their perceptions about the enabling school structure in their schools. Finding a similar result, Adler (2001) revealed organizational trust is high in schools with enabling school structure. Similarly, Adams (2003) and Mayerson (2010) found a directly proportional relationship between organizational trust and enabling school structure.

Similarly, enabling school structure is thought to be significant for organizational trust as it positively affects

trust among teachers (Hoy, 2003) and provides cooperation and positive interaction between teachers (Koster, 2016). Geist (2002) found a mutual positive relationship between organizational trust and enabling school structure. It was found that trust in school and enabling school structure together ensure schools to be professional learning communities (Gray and Summers, 2015; Gray et al., 2016). Kalkan (2016) concluded that organizational trust had a mediating role between the bureaucratic structure of the school and its being a professional learning community.

Hypothesis-2

The findings revealed that teachers' organizational justice perceptions significantly predict their perceptions about enabling school structure. This result is consistent with the results of the study by Turner (2018), who found a positive correlation between organizational justice and enabling school structure. Similarly, Kim (2005) found a positive and directly proportional relationship between organizational justice and enabling organizational structure. Describing organizational structures as organic and mechanical ones, Marjani and Ardahaey (2012) concluded that individuals' organizational justice perceptions are higher and more positive in enabling school structures than in hindering school structures.

Dealing with organizational structure within its dimensions, Schminke et al. (2000) revealed that more centralization and rigid hierarchical procedures result in less organizational justice. Similarly, Williams (2009) and Özşahin and Yürür (2018) also found that individuals' perceptions about organizational justice are directly related to the formalization levels of organizational structures.

CONCLUSIONS AND RECOMMENDATIONS

The results of this study reveal that organizational trust and organizational justice significantly predict teachers' perceptions about enabling school structure. In this context, it is recommended that school managers be informed about the impact of organizational structure on teachers' perceptions about trust and justice in educational institutions, and provided with the necessary knowledge and skills regarding how to establish an enabling school structure. For this purpose, events such as seminars or workshops can be organized by the authorities. Also, central educational authorities are recommended that they show an enabling management approach so that they serve as a model for the school managers and encourage them to create enabling structures in their schools.

The results underline the inseparable relation between the structure and air dimension of educational institutions. In this sense, it is recommended that school managers

be trained so that they gain a holistic viewpoint that will blend different dimensions of their organizations together without prioritizing one over others.

This study examines the predictive power of organizational trust and organizational justice on the enabling school structure as a whole, yet it does not focus on the dimensions of the concepts in detail. In this sense, it is recommended other researchers examine the predictor and mediator roles among organizational trust, organizational justice and enabling school structure in terms of their dimensions so that school principals can get an idea about how the enabling school structure can be created and where to start the process.

This research presents the relationship between organizational justice, organizational trust and enabling school structure as it is. Therefore, there are no data on the underlying causes of the findings which, in fact, may serve to understand the relationships between variables more comprehensively. In this sense, it is recommended that qualitative studies on teachers' opinions about the three issues and the relationship among them be conducted through interviews.

This study investigates the issue through teachers' perceptions. However, students are the main stakeholders of schools. Therefore, researchers are recommended to conduct quantitative, qualitative or mixed-method studies examining the students' perceptions about organizational justice, organizational trust and enabling school structure.

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