

Ali UNAL¹, professor
Necmettin Erbakan University, Faculty of Education
Educational Administration Program
Konya, Turkey

Aysel ATES², PhD
Ministry of National Education
Istanbul, Turkey

Original scientific paper
UDC: 37.018.4
DOI: 10.5937/IstrPed2201045U

MEDIATING ROLE OF ORGANIZATIONAL LEARNING MECHANISMS IN TEACHER BEHAVIOR

Abstract: The research determined the effect of teachers' organizational justice perceptions on organizational learning mechanisms, organizational cynicism, and deviant workplace behaviors. Linear regression analysis was performed to determine the effect of organizational justice perception on other variables and the Sobel test was used to test the mediating role of organizational learning mechanisms. The perception of organizational justice perception has a significant effect on organizational learning mechanisms, organizational cynicism, and deviant workplace behaviors. There is a full mediation role of organizational learning mechanisms in the effect of organizational justice perception on deviant workplace behavior; On the other hand, a partial mediation role in the effect of organizational justice perception on organizational cynicism was observed. Various suggestions were developed in light of the findings.

Keywords: Organizational justice, learning mechanisms, cynicism, deviant behaviors.

Introduction

How organizational justice affects the behavior of employees is among the most researched topics. Studies reveal that organizational justice perception (OJP) affects a range of positive and negative behaviors such as trust and commitment (Michel & Hargis, 2017; Cohen-Charash & Spector, 2001), performance, and organizational citizenship behavior (Cohen-Charash & Spector, 2001), deviant behaviors in the workplace (Cohen-Charash & Spector, 2001; Colquitt et al., 2013; Fox, Spector & Miles, 2001; Henle, 2005) and conflict (Cohen-Charash & Spector, 2001). Meta-analysis studies conducted with a sample of teachers in Turkey also show that OJP affects organizational citizenship behavior (Gurbuz, Ayhan & Sert, 2016), organizational commitment, and job satisfaction (Demir, 2016). Studies indicate that OJP is one of the important antecedents of positive or negative attitudes and behaviors in the organization.

OJP is whether employees feel that they are rewarded and treated fairly in return for their contributions to the organization (Greenberg, 1990). Employees' moral and ethical evaluations of the organization shape their OJP (Cropanzano, Bowen & Gilliland, 2007). Organizational

¹ aliunal@erbakan.edu.tr

² ates.aysel@yahoo.com

justice is not about how fair the organization/school is to the employee; It is about how fair the employee perceives the organization. Organizational justice is broadly examined in three interrelated sub-dimensions that are distributive, procedural, and interactional justice (Cohen-Charash & Spector, 2001). Distributive justice is based on the principle that the employee's benefit from organizational outputs should be proportional to their contribution to the organization (Greenberg & Lind, 2000). To ensure distributive justice, outputs such as pay, work schedule, performance evaluation, and promotion should be proportional to inputs (Lambert, Tolar, Pasupuleti, Hall & Jenkins, 2005). Procedural justice is perceived justice about the process by which outcomes are determined (Cohen-Charash & Spector, 2001). If employees participate in the process, they perceive justice, even if they are not satisfied with the result (Chen et al., 2015). In procedural justice, for organizational reward distribution procedures to be perceived as fair, decisions are expected to be consistent, based on accurate information, correctable by objection or complaint, based on moral and ethical standards, and taking into account the concerns of all employees (Leventhal, 1980 as cited in Greenberg, 1987). Interactional justice, on the other hand, refers to the justice of interpersonal interaction in organizational processes (Cohen-Charash & Spector, 2001). According to Bies (1985), for the perception of interactional justice, what expected from administrators; be open while applying decision-making procedures, be honest, and sincere in their communications, to provide adequate explanations about the results of the decision-making process, to avoid being rude or offensive and using prejudiced expressions or asking questions about race and religion (cited in Colquitt, Greenberg, & Zapata-Phelan, 2005). One of the most fundamental findings of organizational justice studies is employees respond to perceived justice conditions with appropriate attitudes and behaviors (Colquitt et al., 2013). If the employee perceives the organization as fair, the possibility of accepting the changes that will contribute to the development of the organization (Kim & Park, 2017), cooperation, fear of exploitation (Crossan, Maurer & White, 2011), and the decrease in deviant workplace behaviors (Robinson & Greenberg, 1998) is higher. If the employee perceives the organization as unfair, the probability of engaging in behaviors that will harm the organization and its goals increases. For instance, be reluctant to comply with directives (Lind & Tyler, 1988), adopt negative attitudes and behaviors, may exhibit behavior incompatible with the goals such as cynicism (Cohen-Charash & Spector, 2001; Colquitt, Conlon, Wesson, Porter & Ng, 2001; Folger & Cropanzano, 1998).

Deviant workplace behaviors (DWB) have attracted the attention of many researchers in recent years because they have important economic, sociological, and psychological effects in the workplace (Bodankin & Tziner, 2009; Ho, 2012). Studies show that although OJP changes depending on interpersonal justice values (Holtz & Harold, 2013), it is the main determinant of DWB (Bennett & Robinson, 2000; Fox et al., 2001). OJP is also related to organizational cynicism by expectations (Ozgen & Turunc, 2017). The employee may exhibit deviant behavior in response to perceived injustice, threats, or bad behavior (Robinson & Bennett, 1997). The response can be direct to the organization or the employees. Employees with a high organizational cynicism (OC) also direct their frustration to the organization that is the object of their frustration. While deviating toward administrators, they can be nice to their colleagues (Evans, Davis & Neely, 2021).

One of the important components affecting employee behavior in the organization is organizational learning (OL) (Mulford & Silins, 2011). Individual, interpersonal, and organizational-based positive outcomes follow learning, and the performance of organizations/schools increases (Silins & Mulford, 2002; Silins, Mulford, & Zarins, 2002). Organizational learning takes place in two dimensions, structural and cultural, and learning mechanisms constitute the structural dimension and learning culture as the cultural dimension (Popper & Lipshitz, 1998, 2000; Schechter, 2008). Studies show that organizational learning

culture harms negative behaviors exhibited in the workplace (Tufan & Ugurlu, 2019), and the intensive use of organizational learning mechanisms (OLM) to provide learning has a positive effect on organizational results (Ellis, Margalit & Segev, 2012). This means that OJP can be made more positive by using OLM processes or that cynical behavior and deviant behavior that can be experienced in the organization/school can be reduced in case of a negative perception.

Studies have shown that the relationship between justice and deviance is related to internal motivation and dispositional aggression (Michel & Hargis, 2017), psychological contract (Cohen & Diamant, 2019), culture (Shao, Rupp, Skarlicki & Jones, 2013), and power distance from the dimensions of culture. (Park et al., 2017). It can be assumed that the results of the research will also be valid for schools and teachers. Previous findings do not sufficiently reveal the mediation relations between OJP, DWB, and cynicism. In this study, we contribute to previous studies by suggesting that OLMs mediate the relationships between organizational justice perception, deviant workplace behaviors, and cynicism, and by testing this suggestion with data from schools.

Theoretical Background and Hypothesis Development

Organizational justice perception and organizational learning mechanisms

Organizational learning (OL) was first described by Argyris and Schon (1978) but was popularized by Senge's *The Fifth Discipline* (1990). OL occurs when employees act as a learning representative for the organization, perceive and correct the errors in the organizational theory in use, attribute the results of their experiences to themselves and the organization, and adapt to changes in their internal and external environments (Argyris & Schon, 1978). OL, in addition to individual learning, involves the dissemination of knowledge among different individuals and organizational units (Popper & Lipshitz, 2000) and is the change in organizational knowledge or behavior over time (Argyris & Schon, 1978). Concrete, observable systems that support individual and group learning are needed to change organizational knowledge and behavior, and organizational learning mechanisms (OLM) meet this need (Popper & Lipshitz, 1998, 2000). OLMs are the framework that establishes the relationship between the individual learning of employees and the learning of the organization and enables the information analyzed and distributed by the members in organizations to become an asset of the organization (Schechter & Asher, 2012). In other words, they are "structural and procedural arrangements" that result in learning in the organization. OLMs describe five different processes that involve embedded but interrelated organizational memory, knowledge acquisition, knowledge distribution, knowledge retrieval, and knowledge interpretation (Popper & Lipshitz, 1998; Schechter & Atarchi, 2014; Schechter & Quadach, 2012). OLMs range from social organizational arrangements such as meetings and training to physical objects such as reports and suggestion boxes. For an organizational structure to be called OLM, it must provide a means or environment to help facilitate the exchange and acquisition of new knowledge that will lead to the transfer or exchange of personal learning to organizational knowledge. OLMs help explain concretely how the organization can learn (Lipshitz & Popper, 2000).

OLM can be a tool to prepare, correct, and improve the structural features of the school to change what happens in the classroom that indirectly affects productivity, learning, and student outcomes (Schechter, 2008). Teachers who perceive the extensive OLM processes have stronger feelings of appreciation, which may increase emotional commitment more than a sense of obligation. It encourages teachers to spend more time and participate in formal and informal activities to achieve the school's goals (Schechter & Atarchi, 2014).

Studies show that the perception of organizational justice motivates employees to share their knowledge for the benefit of the organization (Cabrera & Cabrera, 2002) and increases knowledge sharing (Kim & Park, 2017; Park & Kim, 2015), while the perception of injustice leads them to react by not sharing learning results (Schilling & Kluge, 2009). Organizational justice is seen as a new way of encouraging employees to increase their knowledge and increase learning. The determinant in this regard is the quality of the relationship between the employee and the manager (Walumbwa, Cropanzano & Hartnell, 2009). Evaluating all these considerations together, the following hypothesis was developed:

H₁. Teachers' perceptions of organizational justice have a significant effect on the use of organizational learning mechanisms.

Organizational justice perception and deviant workplace behaviors

Deviant workplace behaviors (DWB) are voluntary and intentional actions that violate organizational norms and harm functioning (Bennett & Robinson, 2000; Robinson & Bennett, 1995, 1997). Deviant behaviors are divided into two as behavior that target other individuals and the organization according to their goals (Bennett & Robinson, 2000). Individuals targeting deviant behaviors such as ranking others, being rude, gossiping; those who target the organization include behaviors such as stealing from the organization, sabotaging its materials and equipment, or property. The deviation behavior of teachers can be directed toward the organization and individuals (Unal, 2012), and can also be examined as interpersonal, education, time, and cooperation deviations (Unal, 2013).

Perceived injustice is seen as the main determinant of workplace deviations (Bennett & Robinson, 2000; Cohen, 2016; Cohen & Diamant, 2019; Holtz & Harold, 2013). It has been revealed that having values of justice is effective and that employees with strong values of justice refrain from engaging in deviant behavior even in the face of perceived injustice (Holtz & Harold, 2013). The perception of distribution and procedural injustice causes deviance in younger workers, while the perception of interpersonal injustice causes deviance in elder workers (Brienza & Bobocel, 2017). Evaluating all these considerations together, the following hypothesis was developed:

H₂. Teachers' perceptions of organizational justice have a significant effect on deviant workplace behaviors.

Organizational justice perception and organizational cynicism

Organizational cynicism (OC) is the negative attitude and behavior of the employee toward the organization and includes the belief that the organization lacks integrity, a negative reaction against the organization, and the tendency to engage in critical and humiliating behavior (Dean, Brandes & Dharwadkar, 1998). Organizational cynicism attitudes weaken when employees trust the actions, policies, and communication of their organizations (Biswas & Kapil, 2017). As OC increases, the trust in the organization and perception of support may decrease (Dagyar & Kasalak, 2018). OC can cause low job satisfaction, organizational commitment, and job performance (Chiaburu, Peng, Oh, Banks & Lomeli, 2013). Dagyar and Kasalak (2018) and Biswas and Kapil (2017) revealed that there is a relationship between OC and OJP. Tsai and Harrison (2019), on the other hand, considered OC as an independent variable and found that OC directly affects the perception of justice, and the higher the degree of cynicism, the less fair the employees see their actions. In this study, we act on the assumption that OJP is an independent

variable in the relationship between OC and OJP. Evaluating all these considerations together, the following hypothesis was developed:

H₃. Teachers' perceptions of organizational justice have a significant effect on organizational cynicism.

Organizational learning mechanisms, deviant workplace behaviors, and organizational cynicism

OL in schools takes place in structural and cultural dimensions. Structural dimension is learning mechanisms, and cultural dimension is learning culture (Popper & Lipshitz, 1998, 2000; Schechter, 2008). The cultural aspect of OL consists of meanings and feelings, shared values and beliefs (Popper & Lipshitz, 1998, 2000). Therefore, the adoption of organizational norms and values through organizational culture is expected to reduce deviant behavior (Pearson, Andersson, & Porath, 2005). Studies conducted outside schools have revealed that the existence of organizational learning culture reduces negative behaviors (Tufan & Ugurlu, 2019) and that there is a negative relationship between OL and DWB (Avci, 2008). OC is also an undesirable behavior in the organization. Therefore, the use of OLMs and the realization of organizational learning are expected to reduce OC. By evaluating all this information together, the following hypotheses have been developed:

H₄. The use of organizational learning mechanisms at school has a significant effect on teachers' organizational deviation behavior.

H₅. The use of organizational learning mechanisms at school has a significant effect on teachers' cynicism.

Organizational justice perception, deviant workplace behavior, organizational learning mechanisms, and organizational cynicism

It is theoretically expected that there is a relationship between teachers' OJPs, DWB, and OC. However, some studies show that there is no relationship between teachers' OJPs and deviant behavior, or between perceptions of psychological contract violation and deviant behavior (Cohen & Diamant, 2019). This situation suggests that there are mediating variables that affect the relationship between the variables. For example, Michel and Hargis (2017) reported that intrinsic motivation mediates procedural injustice and deviance, and increases the effect size of dispositional aggression. Similarly, culture (Shao et al., 2013), power distance from the dimensions of culture (Park et al., 2017), psychological contract violation (Cohen & Diamant, 2019), having the values of justice (Holtz & Harold, 2013), age (Brienza & Bobocel, 2017), and cynicism (Dar, Khan, & Rauf, 2020) mediates the relationship between OJ and DWB. It seems to have not been investigated whether OL or the use of OLMs mediate the relationships between OJP, deviant behavior, and cynicism. In this study, we expect the use of OLMs in schools to mediate the relationships between teachers' OJPs, deviant behavior, and cynicism. By evaluating all this information together, the following hypotheses have been developed:

H₆. Organizational learning mechanisms play a mediating role in the effect of teachers' organizational justice perceptions on organizational deviation behavior.

H₇. Organizational learning mechanisms play a mediating role in the effect of teachers' organizational justice perceptions on organizational cynicism.

The theoretical model of the study is given in Figure 1.

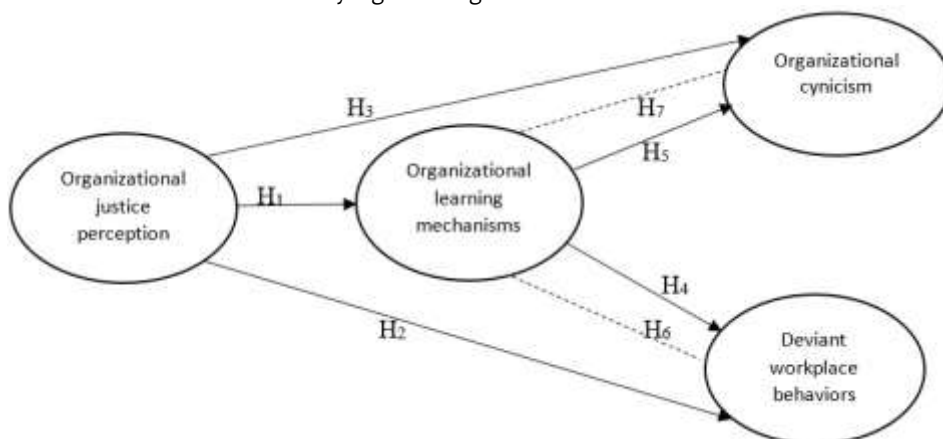


Figure 1. Theoretical model and hypotheses of the research

Method

The data of the study were collected from secondary and high school teachers working in that province in cooperation with Turkey's Karaman Provincial Directorate of National Education. After the necessary permissions were obtained, the data collection tools were published on the website, and 378 volunteer teachers filled in the scales. 177 of the teachers are female and 201 are male. 154 of the teachers work in high schools and 224 of them work in secondary schools.

Data Tools

Study data were obtained from developed Personal Information Form and four different scales. *Secondary School Teachers' Perception of Organizational Justice Scale* (Polat, 2007) is a 5-point Likert-type scale. There are 19 statements on the scale. The scale includes three sub-dimensions: distributive, procedural, and interactional justice.

Organizational Learning Mechanisms Scale (Unal, 2014) is a 5-point Likert-type scale. The scale has four sub-dimensions: searching for information, analyzing information, receiving and disseminating information, and storing-remembering-using information and includes 27 statements.

The Organizational Cynicism scale (Kalagan, 2009) is a 5-point Likert-type scale with three sub-dimensions: cognitive, affective, and behavioral and the scale consists of 13 statements.

Workplace Deviation behavior of Teachers Scale (Unal, 2013) is a 7-point Likert-type scale with four sub-dimensions: interpersonal, education, time, and cooperation deviation, and the scale includes 18 statements.

Data Analysis

Study data were analyzed with SPSS 21.00 and Amos 24.00 package programs. In the tables in the findings section organizational justice as (OJ), organizational learning mechanisms as (OLM), organizational cynicism as (OC), and organizational deviant workplace behaviors as (ODB) will

appear. The effects of OJP, OC, and DWB variables on each other were carried out by linear regression analysis. Then, central tendency measurements and correlation coefficients OJP as the independent variable, OLMs as the mediator of the dependent variables of OC and DWB were examined. The hypotheses regarding the mediating role were analyzed with the Sobel test.

Findings

In this part, the findings of the hypotheses and model are included.

Table 1. Findings of the Distribution of Data

Variables	Kolmogorov Smirnov			Central tendency measures			
	statistics	sd	p	\bar{X}	Median	Kurtosis	Skewness
OJP	0,093	375	0,000	3,864	4,000	-0,950	0,800
OLM	0,050	375	0,025	3,532	3,593	-0,286	-0,310
OC	0,102	375	0,000	2,241	2,077	0,912	0,368
DWB	0,169	375	0,000	0,503	0,333	1,198	1,236

When the central tendency measurements of the data in Table 1 were examined, the distribution of the data conformed to the normal distribution because the mean-media was close to each other and the kurtosis and skewness were between ± 2 (George & Mallery, 2009).

Table 2. Pearson Correlation Analysis of Variables

Variables	OJP	OLM	OC	DWB
OJP	1	,621**	-,416**	-,145**
OLM		1	-,368**	-,310**
OC			1	,271**
DWB				1

**p<0.01

According to Pearson correlation analysis in Table 2; there is a positive, moderately strong, and significant relationship between OJP and OLMs ($r=0.621$), a negative low-strength significant relationship between OJP and OC ($r= -0.416$), a negative and low-strength significant relationship between OJP and DWB ($r= -0.145$), a significant relationship between OLMs and OC ($r= -0.368$), a negative and low-strength significant relationship between OLMs and DWB ($r=-0,310$), a positive and low-strength significant relationship between OC and DWB ($r=0.271$).

Hypotheses H₁, H₂, H₃, H₄, and H₅ were analyzed by linear regression and the results are given in Table 3.

Table 3. Linear Regression Analysis Results

Hypotheses	Variables	β	Std. Error	t	p	F	F	Durbin Watson
H ₁	Constant	1,147	0,160	7,181	0,000**	233,804	0,000**	1,847
	OJP	0,617	0,040	15,291	0,000**			
	**p<0.01; R ² =0,384; Y=OLMs, X= OJP							
H ₂	Constant	0,845	0,124	6,81	0,000**	7,988	0,005**	1,749
	OJP	-0,089	0,031	-2,826	0,005**			

**p<0.01; R ² =0,018; Y=DWB, X= OJP								
H ₃	Constant	4,002	0,204	19,611	0,000**	78,155	0,000**	1,839
	OJP	-0,456	0,052	-8,841	0,000**			
**p<0.01; R ² =0,171; Y=OC, X= OJP								
H ₄	Constant	1,177	0,110	10,693	0,000**	39,716	0,000**	1,726
	OLMs	-0,191	0,030	-6,302	0,000**			
**p<0.01; R ² =0,094; Y=DWB, X= OLMs								
H ₅	Constant	3,674	0,193	19,074	0,000**	58,597	0,000**	1,757
	OLMs	-0,406	0,053	-7,655	0,000**			
**p<0.01; R ² =0,133; Y=OC, X= OLMs								

Durbin Watson's value in Table 3 was examined and since this value was between 1-3 for each hypothesis, it was decided that there was no autocorrelation for any model and there was no obstacle to the regression analysis.

When the results of the first hypothesis of the study were examined, OJP ($t=15.291$; $p<0.01$; $p<0.01$) had a significant effect on OLMs. OJP alone explains 0.384 of OLMs ($R^2=0.384$). OJP explained 38.4% of the participants' OLMs and other variables that not included in the model explained 61.6% of OLMs. According to the regression equation, OJP affects 0.617 units on OLMs. This result means that a one-unit increase in the OJP levels of the participants will result in a 0.617 positive increase in OLMs of the participants. According to these results, the H₁ hypothesis was accepted.

The results of the second hypothesis of the study were examined and OJP ($t= -2.826$; $p<0.01$; $p<0.01$) had a significant effect on DWB. OJP alone explained 0.018 of DWB ($R^2=0.018$). OJP explained 1.8% of the participants' DWBs, while other variables that not included in the model explained 98.2% of the participants' DWBs. OJP affected -0.089 units on DWB. This result means that a one-unit increase in OJP levels of the participants will cause a negative decrease of 0.089 on the DWB of the participants. According to these results, the H₂ hypothesis was accepted.

The results of the third hypothesis of the study were examined and OJP ($t= -8,841$; $p<0.01$; $p<0.01$) had a significant effect on OC. OJP alone explained 0.171 of OC ($R^2=0.171$). OJP explained 17.1% of the participants' OC levels, while other variables not included in the model explained 82.9% of the participants' OC. The regression equation showed that OJP affected -0.456 units on OC. This result means that a one-unit increase in OJP levels of the participants will result in a negative decrease of 0.456 in the OC of the participants. According to these results, the H₃ hypothesis was accepted.

For the fourth hypothesis, it was determined that OLMs ($t= -6,302$; $p<0.01$; $p<0.01$) had a significant effect on DWB. OLMs alone explained 0.094 of DWB ($R^2=0.094$). OLMs explained 9.4% of the participants' DWBs, while 90.6% was explained by variables that were not included in the model. OLMs affect -0.191 units on organizational deviation behavior. This result means that a one-unit increase in OLM levels of the participants will result in a 0.191 decrease in the DWB of the participants. According to these results, the H₄ hypothesis was accepted.

It was determined that OLMs ($t= -7.655$; $p<0.01$; $p<0.01$) had a significant effect on OC. It was determined that OLMs alone explained 0.133 of OC ($R^2=0.133$). 13.3% of the participants' OC levels could be explained by OLMs, while 86.7% was explained by variables that were not included in the model. OLMs affected -0.406 units on OC. This result means that a one-unit increase in OLM levels

of the participants will result in a 0.406 decrease in the participants' OC. According to these results, the H_5 hypothesis was accepted.

Findings of the Sixth Hypothesis

Baron and Kenny's (1986) mediating effect analysis method was used to analyze the mediating role of organizational learning mechanisms. To evaluate the effect of the mediator variable, a macro (PROCESS) developed by Hayes (2012) to be added to the SPSS program was used.

First of all, the effect of OJP, which is the independent variable, on OLMs, which is the mediating variable, should be evaluated. Then, the effect of OLMs on DWB and then the effect of OJP on DWB should be examined. When the models were examined, the effect of OJP on OLMs was significant ($\beta = 0.617$; $p < 0.01$; $p < 0.01$). In the second model, by looking at the effect of OJP on DWB, it was determined that the effect of OJP on DWB was significant ($\beta = -0.089$; $p = 0.005$; $p < 0.01$). In the third model, the effects of OJP and OLMs on DWB were examined at the same time and the effect of OLMs on DWB was significant ($\beta = -0.221$; $p < 0.01$; $p < 0.01$), while OJP was not significant ($\beta = -0.048$; $p = 0.216$; $p > 0.05$). The effect of the independent variable on the dependent variable in the model is -0.089 , but when OLMs, which is the mediating variable, is included in the model, the effect of OJP on DWB loses its significance.

To test whether the loss of significance is due to the mediating effect, the Sobel test was conducted. It was determined that the Z score value was greater than 1.96 and this value was significant ($Z = -5.3419$; $p < 0.01$). However, the bootstrap confidence interval was examined to evaluate the effect size for decision-making. The lower and upper bounds of the bootstrap confidence interval were above zero. In this direction, it has been determined that OLMs have a full mediator effect on the effect of OJP on DWB.

Findings of the Seventh Hypothesis

For the seventh hypothesis, first of all, the effect of OJP, which is the independent variable, on the OLMs, which is the mediating variable, was evaluated. Then, the effect of OLMs on OC and then the effect of OJP on OC was examined. In the first model, the effect of OJP on OLMs was significant ($\beta = 0.617$; $p < 0.01$; $p < 0.01$). In the second model, the effect of OJP on OC was significant ($\beta = -0.456$; $p = 0.005$; $p < 0.01$). In the third model, the effect of OJP on OC was significant ($\beta_{(\text{Organizational learning mechanisms})} = -0.197$; $p = 0.027$; $p < 0.05$, $\beta_{(\text{Organizational justice perception})} = -0.334$; $p < 0.01$; $p < 0.01$). The effect of the independent variable on the dependent variable was -0.456 , but when OLMs, which are the mediating variable, were included in the model, the effect of OJP on OC continued to be significant, but its effect decreased to -0.334 .

To test whether it does not lose its significance but the decrease in the beta coefficient is due to the mediating effect, the Sobel test was performed and it was determined that the z score value was greater than 1.96 and the value was significant ($Z = -2.9523$; $p < 0.05$). The existence and significance of the effect were analyzed with the Bootstrap confidence interval. The lower and upper limits of the bootstrap confidence interval were above zero. As a result, OLMs have a partial mediating effect on the effect of OJP on OC.

Discussion and Conclusion

In the study, it was tested whether OLMs play a mediating role in the effect of OJP on OC and DWB. It is observed that there are positive relationships between OJP and OLMs, negative relationships between OC and DWB, and negative relationships between OLMs and OC and DWB.

The findings showed that the OJP has a significant effect on OLMs, OC, and DWB. On the other hand, OLMs have full mediation in the effect of teachers' OJPs on DWB and partial mediation in the effect on OC.

Findings regarding the mediating role of OLMs in the effect of OJP on OC and DWB support the previous studies' findings. The findings are in line with expectations but how might this effect occur? There may be several answers. First; perhaps OLMs provide a tool or environment to help exchange and acquire new knowledge in school (Lipshitz & Popper, 2000). Teachers and administrators work and collaborating for information exchange or information acquisition at school may have more positive perceptions about each other's behavior, thanks to the relationships they establish. Misunderstandings could disappear and teachers can start to perceive school as a fairer place and start exhibiting positive behavior. In addition, teachers who perceive the OLM processes operating in their schools may have stronger feelings of appreciation and begin experiencing a more emotional commitment, independent of their OJP (Schechter & Atarchi, 2014). This commitment will naturally reveal positive attitudes and behaviors toward the organization.

Latter; Teachers who do not have enough information about the consequences of their cynical or deviant behavior may give up their undesirable behavior despite their perception of organizational injustice when they have information. Third; perhaps the use of OLM at school changes the belief that the organization that reveals cynicism lacks integrity (Dean et al., 1998) or increases the trust in the actions, policies, and communication of their organizations (Biswas & Kapil, 2017). Fourth; perhaps the use of OLMs, which constitute the structural dimension of the school, affects and changes the cultural dimension of the school (Pearson et al., 2005; Popper & Lipshitz, 1998, 2000; Schechter, 2008). The use of OLMs at school will change the OJP by ensuring that organizational norms and values are adopted or changed through organizational culture, or it can reduce DWB and cynicism behavior despite the perception of organizational injustice.

Previous studies have shown that intrinsic motivation, dispositional aggression (Michel & Hargis, 2017), culture (Shao et al., 2013), and power distance from the dimensions of culture (Park et al., 2017), justice values (Holtz & Harold, 2013), age (Brienza & Bobocel, 2017), and cynicism (Dar et al., 2020) mediated the relationship between OJP and DWB. With this study, a new contribution has been made to the literature that OLM can mediate the OJP-DWB relationship. Another contribution is that OLM may mediate the OJP-OC relationship.

The findings support the claim of Popper and Lipshitz (1998; 2000) that concrete, observable systems that support individual and group learning are needed to bring about change in organizational behavior. The use of OLMs at school can reduce teachers' cynical and deviant behavior, even they perceive school as an unfair place.

The main implication of the study findings for practitioners is that once again OJP is one of the main determinants of employee behavior. It means that school administrators must strictly observe OJP in their decisions and practices. Another implication is the active usage of OLMs at school reduces or eliminates DWB and OC behavior. Previous research results have also revealed that the use of OLMs in schools is an effective method in increasing school success (Schechter & Quadach, 2012) and encourages teachers to work toward achieving school goals and objectives (Schechter & Atarchi, 2014). Therefore, it is considered necessary to use OLMs at school for teachers to exhibit less undesirable behavior at school and to work for the goals of the school, and to work on the establishment of an organizational learning culture.

Limitations and research possibilities

In the DWB scale, which is one of the study variables, teachers were asked to report how often they performed their deviation behavior. It is open to question how sincerely the teachers will express their negative behavior about themselves. In this respect, research-based on observation or reporting by others can provide more reliable results.

Organizational learning and OLM theory suggests that behavioral change in the workplace is dependent on learning. However, the establishment of an OLM structure at school may not mean that learning has taken place. Although OLM has been established, individual and organizational learning may not take place. In this study, we tried to determine whether there are mechanisms for learning to take place. We do not know whether learning has taken place or not. Perhaps learning does not take place despite OLM, or teachers may learn through their efforts outside OLM and the positive results of this learning may be reflected in schools. For this reason, a study to determine whether OLM enables teachers to learn and whether they learn through their efforts can provide a more precise information.

While creating the model in our study, we performed our analysis by considering OJP as the independent variable and OLM as the dependent variable. The results of the analysis revealed that there is a positive relationship between these two variables and that OJP affects OLM in line with the model we established. Another thought on this subject is that the use of OLM in school, that is, the realization of the learner can positively affect the perception of OJP. In other words, the relationship between OLM and OC detected in this study may be similar between OLM and OJP. In other studies, models in which OLM is the independent variable and OJP is the mediating variable can be tested. We also evaluated OJP as a whole in our study. Other studies may examine the effects of the dimensions of OJP and other variables.

Previous studies show that the age and culture of employees play a mediating or modulating role between OJP, DWB, and OC. In future studies, it can be analyzed how the mediating effect of OLM on the relations between OJP, DWB, and OC occurs when age and culture are controlled.

References

- Argyris, C. & Schon, D. (1978). *Organizational learning: A theory of action perspective*. Reading MA: Addison-Wesley.
- Avcı, N. (2008). Konaklama işletmelerinde örgütsel öğrenme, iş tutumları ve örgütsel sapma arasındaki ilişkinin analizi. (Unpublished Doctoral Dissertation). Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü.
- Baron, R. M. & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173.
- Bennett, R. J. & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85(3), 349.
- Biswas, S. & Kapil, K. (2017). Linking perceived organizational support and organizational justice to employees' in-role performance and organizational cynicism through organizational trust: A field investigation in India. *Journal of Management Development*, 36(5), 696–711. doi.org/10.1108/JMD-04-2016-0052
- Bodankin, M. & Tziner, A. (2009). Constructive deviance, destructive deviance and personality: how do they interrelate? *Amfiteatru Economic Journal*, 11(26), 549-564.

- Brienza J. P. & Bobocel D. R. (2017). Employee age alters the effects of justice on emotional exhaustion and organizational deviance. *Front. Psychol.* 8, 479.
- Cabrera, A. & Cabrera, E.F. (2002). Knowledge-sharing dilemmas. *Organization Studies*, 23(5), 687-710.
- Chen, S. Y., Wu, W. C., Chang, C. S., Lin, C. T., Kung, J. Y., Weng, H. C., Lin, Y. T. & Lee, S. I. (2015). Organizational justice, trust, and identification and their effects on organizational commitment in hospital nursing staff. *BMC Health Services Research* 15(1), 363.
- Chiaburu, D. S., Peng, A. C., Oh, I. S., Banks, G. C. & Lomeli, L. C. (2013). Antecedents and consequences of employee organizational cynicism: A meta-analysis. *Journal of Vocational Behavior*, 83(2), 181-197.
- Cohen, A. (2016). Are they among us? A conceptual framework of the relationship between the dark triad personality and counterproductive work behaviors (CWBs). *Human Resource Management Review*, 26(1), 69-85.
- Cohen, A. & Diamant, A. (2019). The role of justice perceptions in determining counterproductive work behaviors. *The International Journal of Human Resource Management*, 30, 20: 2901-2924. doi: 10.1080/09585192.2017.1340321
- Cohen-Charash, Y. & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decision Processes*, 86, 278-321.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H. & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86, 425-445.
- Colquitt, J. A., Greenberg, J. & Zapata-Phelan, C. P. (2005). What is organizational justice? A historical overview. In J. Greenberg & J. A. Colquitt (Eds.), *Handbook of organizational justice* (pp. 3-56). USA: Lawrence Erlbaum Associates Publishers.
- Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E. & Wesson, M. J. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology*, 98(2), 199-236. doi.org/10.1037/a0031757
- Cropanzano, R., Bowen, D. E. & Gilliland, S. W. (2007). The management of organizational justice. *Academy of Management Perspectives* 21(4), 34-48.
- Crossan, M.M., Maurer, C.C. & White, R.E. (2011). Reflections on the 2009 AMR decade award: do we have a theory of organizational learning? *Academy of Management Review*, 36(3), 446-460.
- Dagyar, M. & Kasalak, G. (2018). A meta-analysis study on the antecedents and consequences of organized cynicism in the educational organizations. *Hacettepe University Journal of Education*, 33(4), 967-986. doi: 10.16986/HUJE.2018037797
- Dar, N., Khan, S. & Rauf, A. (2020). Deviant behavior and organizational justice: Mediator test for organizational cynicism—The case of Pakistan. *Asian Journal of Economics and Finance*, 2(4), 333-347.
- Dean Jr, J. W., Brandes, P. & Dharwadkar, R. (1998). Organizational cynicism. *Academy of Management Review*, 23(2), 341-352.
- Demir, K. (2016). Relations between teachers' organizational justice perceptions and organizational commitment and job satisfaction in the school: A meta-analysis. *Journal of Human Sciences*, 13(1), 1408-1417.
- Ellis, S., Margalit, D. & Segev, E. (2012). Effects of Organizational Learning Mechanisms on Organizational Performance and Shared Mental Models during Planned Change. *Know. Process Mgmt.*, 19, 91-102. doi.org/10.1002/kpm.1384
- Evans, W. R., Davis, W. D. & Neely, A. (2021). The role of organizational cynicism and conscientiousness in the relationship between ethical leadership and deviance. *Journal of Managerial Issues*, 33(1), 49-68.

- Folger, R. & Cropanzano, R. (1998). *Organizational justice and human resource management* (Vol. 7). Sage.
- Fox, S., Spector, P. E. & Miles, D. (2001). Counterproductive work behavior (CWB) in response to job stressors and organizational justice: Some mediator and moderator tests for autonomy and emotions. *Journal of vocational behavior*, 59(3), 291-309.
- George, D. & Mallery, M. (2009). *SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 update* (10a ed.) Boston: Pearson.
- Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review*, 12(1), 9-22.
- Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. *Journal of management*, 16(2), 399-432.
- Greenberg, J. & Lind, E. A. (2000). The pursuit of organizational justice: From conceptualization to implication to application. CL Cooper & EA Locke (Eds.), *Industrial/organizational psychology: What we know about theory and practice* (pp. 72-107). USA: Blackwell.
- Gurbuz, S., Ayhan, O. & Sert, M. (2016). Organizational justice and organization citizenship behavior relationship: A meta-analysis on studies in Turkey. *Turk Psikoloji Dergisi*, 31(77), 61-79.
- Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling [White paper]. Retrieved from <http://www.afhayes.com/public/process2012.pdf>
- Henle, C. A. (2005). Predicting workplace deviance from the interaction between organizational justice and personality. *Journal of Managerial Issues*, 17(2), 247-263.
- Ho, V. T. (2012). Interpersonal counterproductive work behaviors: Distinguishing between person-focused versus task-focused behaviors and their antecedents. *Journal of Business and Psychology*, 27(4), 467-482.
- Holtz, B. C. & Harold, C. M. (2013). Interpersonal justice and deviance: The moderating effects of interpersonal justice values and justice orientation. *Journal of Management*, 39(2), 339-365.
- Kalagan, G. (2009). Arastirma gorevlerinin orgutsel destek algilari ile orgutsel sinizm tutumlari arasindaki iliski. (Unpublished Master Thesis). Akdeniz Universitesi Sosyal Bilimler Enstitusu.
- Kim, W. & Park, J. (2017). Examining structural relationships between work engagement, organizational procedural justice, knowledge sharing, and innovative work behavior for sustainable organizations. *Sustainability*, 9(2), 205-221.
- Lambert, E., Tolar, T., Pasupuleti, S., Hall D. & Jenkins, M. (2005). The impact of distributive and procedural justice on social service workers. *Social Justice Research*, 18, 411-427.
- Lind, E. A. & Tyler, T. R. (1988). The generality of procedural justice. In *The social psychology of procedural justice* (pp. 129-145). Baston: Springer.
- Lipshitz, R. & Popper, M. (2000). Organizational learning in a hospital. *The Journal of Applied Behavioral Science*, 36(3), 345-361.
- Michel, JS. & Hargis, MB. (2017). What motivates deviant behavior in the workplace? An examination of the mechanisms by which procedural injustice affects deviance. *Motivation and Emotion*, 41, 51-68.
- Mulford, B. & Silins, H. (2011). Revised models and conceptualisation of successful school principalship for improved student outcomes. *International Journal of Educational Management*, 25(1), 61-82. doi.org/10.1108/09513541111100125
- Ozgen, F. O. & Turunc, O. (2017). Orgutsel adalet-sinizm iliskisinde kisi orgut uyumunun rolu: Egitim sektorunde bir arastirma. *Uluslararası İktisadi ve İdari Bilimler Dergisi*, 3(2), 80-96.

- Park, H., Hoobler, J. M., Wu, J., Liden, R. C., Hu, J. & Wilson, M. S. (2017). Abusive supervision and employee deviance: A multifocal justice perspective. *Journal of Business Ethics*, 158(4), 1113–1131.
- Park, S. & Kim, E. (2015). Revisiting knowledge sharing from the organizational change perspective. *European Journal of Training and Development*, 39(9), 769-797.
- Pearson, C. M., Andersson, L. M. & Porath, C. L. (2005). Workplace incivility. In S. Fox & P. E. Spector (Eds.), *Counterproductive work behavior: Investigations of actors and targets* (pp. 177–200). American Psychological Association. doi.org/10.1037/10893-008
- Polat, S. (2007). Ortaogretim ogretmenlerinin orgutsel adalet algilari, orgutsel guven duzeyleri ile orgutsel vatandaslik davranislari arasindaki iliski. (Unpublished Doctoral Dissertation). Kocaeli Universitesi Sosyal Bilimler Enstitusu.
- Popper, M. & Lipshitz, R. (1998). Organizational learning mechanisms: A structural and cultural approach to organizational learning. *The Journal of Applied Behavioral Science*, 34(2), 161-179.
- Popper, M. & Lipshitz, R. (2000). Organizational learning: Mechanisms, culture, and feasibility. *Management Learning*, 31(2), 181-196.
- Robinson, S. L. & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal*, 38(2), 555-572.
- Robinson, S. L. & Bennett, R. J. (1997). Workplace deviance: Its definition, its manifestations, and its causes. In R. J. Lewicki, R. J. Bies, & B. H. Sheppard (Eds.), *Research on negotiation in organizations*, Vol. 6 (pp. 3–27). Netherlands: JAI Press.
- Robinson, S. L. & Greenberg, J. (1998). Employees behaving badly: Dimensions, determinants and dilemmas in the study of workplace deviance. *Journal of Organizational Behavior*, 19, 1986-1998.
- Schechter, C. (2008). Organizational learning mechanisms: The meaning, measure, and implications for school improvement. *Educational Administration Quarterly*, 44(2), 155-186.
- Schechter, C. & Asher, N. (2012). Principals' sense of uncertainty and organizational learning mechanisms. *International Journal of Educational Management*, 26(2), 138-152. doi.org/10.1108/09513541211201951
- Schechter, C. & Atarchi, L. (2014). The meaning and measure of organizational learning mechanisms in secondary schools. *Educational Administration Quarterly*, 50(4), 577-609.
- Schechter, C. & Quadach, M. (2012). Toward an organizational model of change in elementary schools: The contribution of organizational learning mechanisms. *Educational Administration Quarterly*, 48(1), 116-153.
- Schilling, J. & Kluge, A. (2009). Barriers to organizational learning: an integration of theory and research. *International Journal of Management Reviews*, 11(3), 337-360.
- Senge, P.M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. NY: Doubleday/Currency.
- Shao, R., Rupp, D. E., Skarlicki, D. P., & Jones, K. S. (2013). Employee justice across cultures: A meta-analytic review. *Journal of Management*, 39, 263–301.
- Silins, H. & Mulford, B. (2002). Schools as learning organisations: The case for system, teacher and student learning. *Journal of Educational Administration*, 40(5), 425-446. doi.org/10.1108/09578230210440285
- Silins H., Mulford WR. & Zarins S. (2002). Organizational learning and school change. *Educational Administration Quarterly*, 38(5), 613-642. doi:10.1177/0013161X02239641
- Tsai, K. L. & Harrison, W. (2019). Organizational actions in gaining employee support for change: The roles of affective commitment to change, organizational justice, and organizational cynicism. *Journal of Organizational Psychology*, 19(5). doi.org/10.33423/jop.v19i5.2516

- Tufan C. & Ugurlu O.Y. (2019). Otantik liderlik ve orgutsel sapma davranisi arasindaki iliskide orgutsel ogrenme kulturunun aracilik etkisi: Turkiye ilac sektorunde bir arastirma. *BMIJ*, 7(1), 467-495. doi.org/10.15295/bmij.v7i1.1084
- Unal, A. (2012). Deviant teacher behaviors and their influence on school rules and interpersonal relationships at school. *Eurasian Journal of Educational Research*, 49, 1-20.
- Unal, A. (2013). Teacher' deviant workplace behaviors: sclae development. *Social Behavior and Personality*, 41(4), 635-642.
- Unal, A. (2014). Orgutsel ogrenme mekanizmalarinin okullarda kullanilmasi konusunda ogretmen gorusleri. *Pamukkale Universitesi Egitim Fakultesi Dergisi*, 35(1), 19-32.
- Walumbwa, F. O., Cropanzano, R. & Hartnell, C. A. (2009). Organizational justice, voluntary learning behavior, and job performance: A test of the mediating effects of identification and leader-member exchange. *Journal of Organizational Behavior*, 30(8), 1103-1126. doi.org/10.1002/job.611

Biographical notes:

Ali UNAL is a professor in the Department of Educational Administration at the Education Faculty of Necmettin Erbakan University. His research in the field focuses on educational administration, learning shoolds and organizational learning.

ORCID ID: : 0000-0003-2967-2444

Aysel ATES works at Ministry of National Education with PhD degree in the field of Educational Administration. Her research in the field focuses on educational administration, teacher professional development and leadership.

ORCID ID: 0000-0001-7582-6243