

Meta-Analysis of the Relationship between Perception of Organizational Justice and Gender in Educational Organizations in Türkiye

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Abstract

This study aims to examine the relationship between the perception of organizational justice and gender in educational organizations using the meta-analysis method. Additionally, the study explores the impact of moderator variables, including year, thesis/study type, field of study, participants, school type, and applied region, on the relationship between organizational justice perception and gender. The research begins with a comprehensive literature review that identified 883 academic theses. These theses were then screened based on inclusion criteria, resulting in 86 independent theses that met the criteria for meta-analysis. The meta-analysis encompassed a total sample size of 37,192, with 20,503 females and 16,689 males. The study findings indicate a significant gender-based difference in organizational justice, favoring men [$k = 86$, $d = -0.062$, 95% CI (0.096, -0.028), $p < 0.05$]. Additionally, the results show that the relationship between gender and organizational justice perceptions remains consistent across various moderators. Based on these findings, it is recommended that researchers conduct causally-determining studies, while educational administrators should focus on enhancing interactional, distributional, and procedural efforts to improve the perception of organizational justice, particularly among women.

Keywords: Educational organization, Educational administration, Organizational justice, Gender, Meta-analysis.

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Introduction

Justice is a concept that Plato and other philosophers emphasized intensively and which is still difficult to define scientifically today. Nevertheless, it is indisputable that justice is key to the continuation of the exchange relationship between living beings, especially regarding respect for the right to life. Its essence lies in valuing and respecting the right to life of others at least as much as one's right to life. It is inherent in the concept of justice that at least one of the living beings involved must be conscious, as the content of valuing and respect implies. This is because only a conscious living being can realize whether the established exchange relationship includes respect for its right to life. On the other hand, the survival of unconscious creatures relies on the initiative of the conscious, and while consciousness can be socialized, collective consciousness is not superior to individual consciousness; both forms of consciousness are equally valid. The greatest unconscious living being is nature and the universe, which contains movement and formation within itself and encompasses all conscious and unconscious living beings. If this movement holds inherent meaning, it can be considered conscious. Hence, it is crucial to emphasize that any harm inflicted upon the balance of nature and the universe also affects conscious beings. Accordingly, it is clear that human beings, as conscious creatures, should base their exchange relationships on respect for the right to life, which includes nature within its scope. Moreover, if both living beings establishing the exchange relationship are conscious, it becomes necessary to speak of a qualitative and quantitative development of respect for the right to life within the framework of peace (spiritual) and quality of life (material) of the consciousnesses. As evident, the three variables of the concept of justice are two living beings, at least one of which is conscious, and nature. Therefore, a definition of justice can be formulated within the context of these variables. Justice is the achievement of a dynamic balance of respect for the right to life, considering nature in the material and spiritual exchange relationship between a human (conscious) and another (living-conscious).

When considering the qualifications related to the concept of justice, it is crucial not to overlook the variables of nature/universe and unconscious living beings, as studies addressing the problems arising from this deficiency focus on future generations and environmental issues (Algan, 1995; Bahro, 1989; Baudrillard, 1998; Bookchin, 1994; Brzezinski, 1994; Castoriadis, 1993; Demirer, 1992; Elgin, 1994; Feyerabend, 1995; Firat, 2003; Giddens, 1998; Kaplan, 1997; Metzner, 1994; Özdek, 1993; Özer, 2001; Popper, 2001; Tanilli, 2000; Touraine, 2000; West, 1994). Beyond these studies, numerous significant thinkers, such as Hume, Rousseau, Locke, Hobbes, Kant, Mill, and later scholars (Deutsch, 1975; Gill, 1992; Gorowitz, 1981; Habermas, 1999; Jasso, 1980; Lerner, 1977; Rawls, 1999; Reeve, 2017; Robertson, 1998; Van Wormer, Kaplan & Juby, 2012), have contributed to a more socially-oriented understanding of justice. In fact, according to the TDK (2023) dictionary, justice is defined as follows: "1. Distinguishing between the rightful and the unjust, giving the rightful his/her right. 2. Having everything where it should be, being in its proper place. 3. To dispose of one's property in the area that belongs to oneself, to respect the rights of others." From this definition, it can be inferred that the concept of justice is often associated with social or societal justice, highlighting the relationship between social consciousness and individual consciousness.

When examining ideas related to social justice, thinkers like Rawls argue for the equal distribution of fundamental rights and duties (Adams, 1965; Rawls, 1999). They propose that social and economic inequalities should only be accepted if they benefit the least advantaged members of society (Rawls, 1999; Van den Bos, 2003). On the other hand, Nozick and similar thinkers emphasize the uniqueness of the individual and the importance of individual rights and freedoms (Folger&Konovsky, 1992; McDaniel, Rios, Necochea, Stowell & Kritzer, 2001; Tanaka, 1999; Sağlam, 2007). Some views perceive social justice as a social ideal with no class differences, where all citizens are considered equal (Miller, 2001). Additionally, Walzer's understanding of justice emphasizes that different conceptions of equality should be taken into account in the distribution of values in society, depending on each social production (Hazır, 2012). Social justice, therefore, pertains to justice within a social structure. A social structure, which encompasses society, consists of substructures called 'institutions' created to fulfill the needs of its members (Toprakçı, 2017). Thus, the distinction between 'society' and 'organization' can be explained by the fact that 'society' encompasses 'organization'. Society can be seen as a vast organization that encompasses countless smaller organizations. Consequently, the

concept of social/societal justice can shape the concept of organizational justice in terms of its meaning (İçerli, 2010; Özen, 2002; Özmen, Timurcanday & Özer, 2005).

In terms of meaning, the concept of organizational justice appears to align with Rawls' (1999) idea that inequality can be tolerated in favor of the disadvantaged and Adams' (1965) understanding of social justice. Combining these perspectives, organizational justice can be defined as the equality between what members contribute to an organization and what they receive from it, in comparison to other members within the spiral of similar organizations. The perception of this equality by each member is referred to as the 'perception of organizational justice'. Greenberg (1990) considers the 'perception of organizational justice' as the reflection of perceived justice in the work environment or the perceived justice regarding the work environment. Establishing organizational justice is vital for the healthy functioning of an organization, which involves ensuring that employees have a balanced perception of equality concerning other members within the spiral of similar organizations. When this is achieved, employees tend to increase their input to the organization (Yeniçeri, Demirel, & Seçkin, 2009) and develop positive attitudes toward their jobs. Organizational justice is typically examined through three sub-dimensions: distributive justice, procedural justice, and interaction justice (Adams, 1965; Colquitt, 2001; Cropanzano, Prehar, & Chen, 2002; Greenberg, 1990).

Distributive justice refers to the perception of whether the outcomes (such as tasks, goods, services, opportunities, roles, status, wages, promotions, etc.) obtained by an organizational member are fair, ethical, and moral, as well as whether the rewards are distributed fairly (Polat, 2007). Adams defined distributive justice as the perceived fairness of outcomes obtained from a social exchange or interaction (Nowakowski & Conlon, 2005). In short, distributive justice entails the fair sharing of outputs within an organization (Lambert, 2003).

Procedural justice, another sub-dimension, concerns the fairness of the procedures, practices, and methods used in decision-making. It reflects employees' perceptions of whether managers, who are responsible for distributing organizational resources, act fairly in their distribution practices. It also encompasses employees' perceptions of the processes that determine the rewards, promotions, and wages they receive (Altıntaş, 2007; Çakar & Yıldız, 2009). The quality of relationships between individuals within the organization influences the perceptions and attitudes of each member. Therefore, the quality of relations between decision-makers and employees forms the basis for interaction justice, which plays a crucial role in the perception of organizational justice (Karaeminoğulları, 2006). The perception of interaction justice is influenced by the communication between employees and those responsible for implementing organizational procedures and managers. Elements such as respect, honesty, and courtesy are essential in shaping this process, significantly impacting people's perceptions of justice. Low perception of interaction justice among employees may lead to negative reactions toward their managers or the unit responsible for causing this perception (Söyük, 2007).

Realizing social/organizational justice within educational institutions, as one of the essential means of ensuring social justice (Kahraman, Karadağ&İşeri, 2023), seems to be relatively more critical compared to other organizations. Consequently, numerous studies have focused on how stakeholders (teachers, administrators, supervisors, and academics) experience the perception of organizational justice within educational organizations, both globally and in Turkey. These studies have examined the perception of organizational justice in various educational organizations and aimed to identify the variables that influence this perception. Depending on the country, variables, and specific research focus, some academic studies on employees' perceptions of organizational justice in Turkish educational organizations have utilized the concept of "gender to gather information about the sample. However, in academic theses, the concept of "gender" is primarily used as a variable (Gök, 2014; Akgüney, 2014; Bahçeci, 2014; Çökük, 2013; Kılıç, 2013; Kuru Çetin, 2013; Polat, 2007). Despite this, the lack of a meta-analysis study on gender and the perception of organizational justice in educational organizations in the literature highlights the need for further research.

This study aims to systematically and comprehensively synthesize the relationship between gender and organizational justice in educational organizations and determine whether gender significantly influences the perception of organizational justice. By obtaining a large sample, it seeks to investigate

whether there is a substantial difference in the perception of organizational justice between genders. The findings of this study are expected to contribute to future research on the perception of organizational justice and inform practitioners about the potential role of gender as a variable in establishing justice within their organizations.

In this context, the study seeks to answer the following questions:

1. Does the perception of organizational justice differ significantly according to gender in academic theses on educational organizations in Turkey?
2. Do various moderators, such as the year of the study, type of thesis/research, the field of study, the people to whom it is applied, type of school, and region of application, affect the effect size of the significant difference between organizational justice and gender in academic theses/research on educational organizations in Turkey?

Method

In this study, the meta-analysis method was used to determine the role of gender in organizational justice in educational organizations. Meta-analysis is a statistical method used to combine independent studies on a certain subject to obtain stronger results and a larger sample size (Littel, Corcoran, & Pillai, 2008; Petitti, 2000; Cumming, 2012). The study focused on quantitative studies that examined the relationship between organizational justice and gender, with organizational justice as the dependent variable. The studies analyzed were master's and doctoral theses published in the YÖK Thesis database, written in Turkish, and conducted in educational institutions in Turkey.

Determination of Theses for Analysis

The theses included in the study were obtained from the YÖK Thesis database, covering the period from 2007 to 2023. A search for "organizational justice" was conducted, resulting in a total of 883 theses. Then, the title, abstract, and sample parts of these theses were examined and 130 theses that were studied in educational organizations were identified. These theses were screened based on the criteria of being quantitative research, providing the number of male and female participants, and reporting the means, standard deviations, or p-values for "general organizational justice perception" of male and female participants. As a result of the screening, a total of 44 studies were excluded from the study because 11 of them were not quantitative and 33 of them did not contain sufficient and necessary data (29 of them did not have a general score). Attempts were made to contact the investigators of 29 studies with no overall score, but no results were obtained. As a result of this elimination, the number of theses included in the study was 86. All of the included theses are about educational organizations, measure the general perception of organizational justice with gender variables, are made with quantitative methods, and include data sets used to find the standard mean difference in the study.

Coding of Theses

The Standardized Mean Difference (SMD) effect size, also known as Cohen's *d*, was used in the meta-analysis. To calculate the SMD and identify possible moderators, the following information was extracted from each study:

- a) Sample size (male and female),
- b) Author's coding scheme for gender,
- c) Quantitative data (correlation coefficient, *t*-value, *F* statistic, chi-square, or mean and standard deviation) necessary for calculating the effect size.

In this study, males were coded as 0, and females were coded as 1. If the data were coded oppositely, it was transformed to match the coding scheme of this study. Thus, a negative *d* value indicates that men score higher on organizational justice perception, while a positive *d* value indicates that women score higher on each dimension of organizational justice perception.

Additionally, all studies were coded into six different moderator categories for further analysis. These categories were:

- a) Year of publication,
- b) Type of thesis (Master's Degree→M, PhD→D),
- c) Field of study (Educational Sciences →ES, Non-Educational Sciences →NON-ES),
- d) Sample type (Teachers →T, Administrators, and Teachers →A+T, Administrators and all stakeholders →A+S, University Lecturers →UL),
- e) School levels included in the sample (Pre School→Pre, Primary School →P, Secondary School →S, High School →H, University →U),
- f) Region where the study was conducted (All, Aegean, Mediterranean, Black Sea, Marmara, Central Anatolia, Eastern Anatolia, Southeastern Anatolia).

In the meta-analysis study, a total of 86 effect sizes related to general organizational justice were calculated. The study sample consisted of 37,192 participants, with 20,503 females and 16,689 males.

The inclusion/exclusion of the articles analyzed for study reliability was evaluated by two researchers. Each checklist item on the coding sheet was independently checked, and five studies were jointly coded for control purposes. The remaining 81 studies were coded separately by the two researchers. Inter-coder reliability (ICR) correlation and Cohen's kappa statistic were calculated using SPSS software version 17, resulting in values of 94% and 0.92, respectively. In case of disagreement, the researchers had planned to consult a third coder to make the final decision, but no disagreements were found between the coders on any item.

Effect size calculations were performed using Comprehensive Meta-Analysis software (Version 2.0). To determine the appropriate model based on statistical results, the Q statistic, which tests heterogeneity-homogeneity in meta-analysis, was examined. If the Q value was significant, indicating heterogeneity, the random effects model (Borenstein, Hedges, Higgins & Rothstein, 2013) was deemed appropriate. In meta-analysis, the I² value, which represents the ratio of variance and ranges from 0 to 100, was used to interpret the effect size. Values of 25, 50, and 75 were considered as low, medium, and high heterogeneity, respectively (Higgins, Thomson, Deeks, & Altman, 2003).

Findings

Publication Bias

Publication bias refers to the tendency to publish statistically significant studies. Publication bias affects the average effect size to be calculated and shows it higher than it should be (Borenstein et al., 2013). In this study, publication bias was analyzed by looking at the funnel scatter plot. When Figure 1 is analyzed, it is seen that the funnel plot is symmetrical. Therefore, there is no publication bias in terms of the funnel scatter plot.

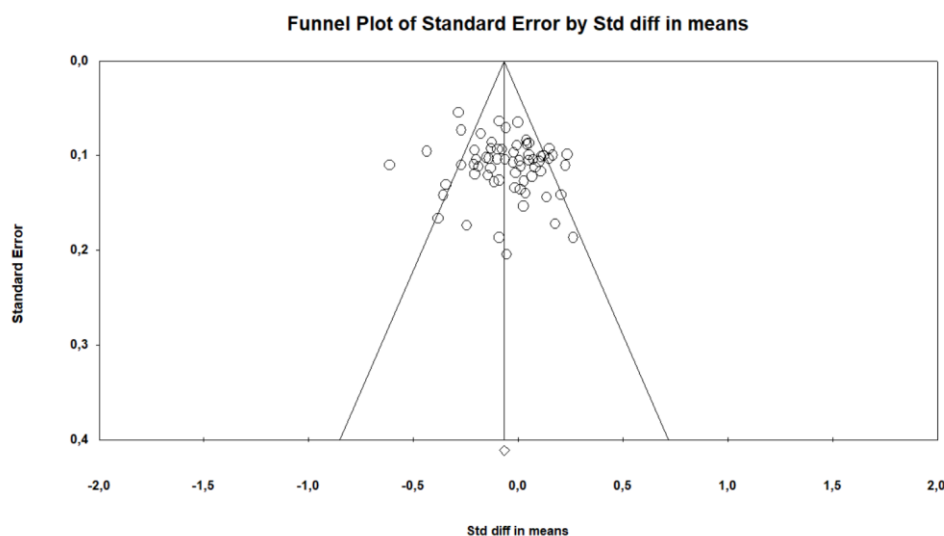


Figure 1. Funnel Plot for Publication Bias

In addition to the funnel plot, four methods were used to test for publication bias. These are Orwin's Protected Number, Egger's test, Duval and Tweedie's trim and fill method, and Kendall's. The reason for choosing these four statistics is that they are frequently used and understandable in the studies in the literature. The findings for these tests are presented in Table 1.

Table 1.
Publication Bias Test Results for Organisational Justice

Organizational Perception of Justice	Orwin's Protected Count	Duval and Tweedie's Clip and Fill Method		Egger Test	Kendal tau b
	"insignificant" for SMD* number of necessary studies	Cropped Study	SMD Observed (filled)		
Female	0,01 SMD for 524	17	-0,06219(-0,10718)	$P1=0,06$ (2 tails)	0,23
Male		0	-0,06219(-0,06219)	$P2=0,11$ (2 tails)	0,45

* SMD: Standardized Mean Difference

Orwin's Protected Count for Perception of Organizational Justice is approximately six times larger than the total of 86 included studies. Moreover, the newly calculated Standardized Mean Difference (SMD), considering the trimmed and filled studies, does not exhibit a significant difference in terms of size or direction. All of the Egger test results are $p > .05$, indicating that the funnel plot is not asymmetric. Lastly, Kendall's tau b value was calculated, and both tau b1 (.23) and tau b2 (.45) were found to be insignificant ($p > .05$). These findings collectively suggest that no publication bias was detected in this meta-analysis study.

In this study, the effect of gender on the perception of organizational justice was examined using 86 independent studies, which provided a total sample size of 37,192 participants. Among these participants, 20,503 were female and 16,689 were male. The Q statistic was calculated to determine the appropriate model for the meta-analysis, and it was found to be significant [$Q(86) = 202.788$, $p < .001$]. Additionally, the I2 value indicated a moderate variance ratio of 58.084, further supporting the use of the random effects model in the meta-analysis.

The results of the meta-analysis conducted using the random effects model are presented in Table 2.

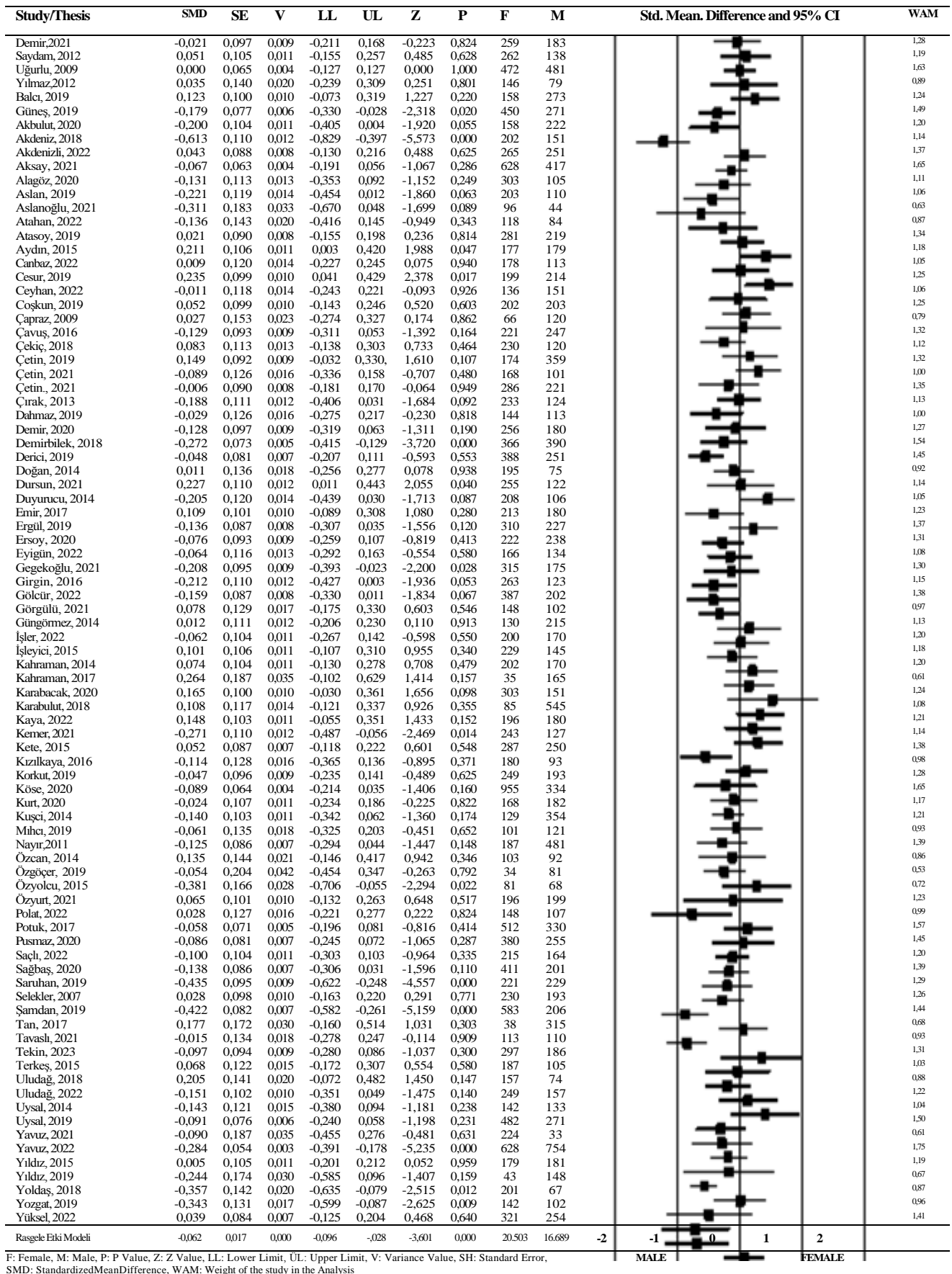
Table 2.
Meta-Analysis Results of Gender on Organisational Justice

Variable	N		k	d	%95 CI		Q	I2
	Female	Male			Lower limit	Upper limit		
Organizational Justice	20.503	16,689	86	-0,062	-0,096	-0,028	202,788	58,084

Notes: Random Effects Model; $p < .01$; CI Confidence Interval; Q Homogeneity Measure; I2 Higgins and Thompson Heterogeneity Measure

As can be seen from Table 2, the findings reveal that gender has a significant effect on the perception of organizational justice [$k = 86$, $d = -0.062$, 95% CI (-0.096, -0.028), $p < .05$]. This suggests that women and men hold different perceptions of organizational justice, with men exhibiting a more favorable perception. The forest plot, displayed in Figure 2, visually represents the effect size and confidence intervals of each included study.

The forest plot illustrates the weights of each study in the meta-analysis and provides insight into the individual and overall effect sizes (Lewis & Clarke, 2001). In this study, the weights of the included studies are observed to be closely distributed.



F: Female, M: Male, P: P Value, Z: Z Value, LL: Lower Limit, UL: Upper Limit, V: Variance Value, SH: Standard Error, SMD: StandardizedMeanDifference, WAM: Weight of the study in the Analysis

Figure 2. Forest Graph of Organisational Justice Meta-Analysis Study

Figure 2 shows the forest plot of the effect of organizational justice on the gender of employees in educational institutions. The figure shows the study weights of each study included in the meta-analysis. It is observed that the weights of the studies included in the research are close to each other.

Moderator Analyses

Another purpose of this study is to evaluate whether various moderators affect the relationship between the perception of organizational justice and gender. The moderators of the study were determined as the year of the studies, the type of thesis reached in the studies, whether the studies were conducted in the field of educational sciences, the sample of the studies, the school levels of the sample of the studies, and the region where the sample of the studies was applied. The factors that may affect the direction and size of the overall effect size of the studies were determined as moderators, and it was left to the researcher to determine these moderators. Moderator analyses were made in line with the determined analyses, and the analyses of these categorical moderators are given in Table 3.

Table 3.
Moderator Analyses For Organisational Justice

<i>Moderator</i>	<i>K</i>	<i>%k</i>	<i>d</i>	<i>SE</i>	<i>95% CI</i>		<i>Qb</i>	<i>df(Q)</i>	<i>p</i>
					<i>Lower</i>	<i>Upper</i>			
Year of Studies	86	100					15,530	14	0,343
2007	1	1,16	0,028	0,098	-0,163	0,220			
2009	2	2,33	0,004	0,060	-0,113	0,121			
2011	2	2,33	-0,152	0,070	-0,289	-0,015			
2012	1	1,16	0,035	0,140	-0,239	0,309			
2013	1	1,16	-0,188	0,111	-0,406	0,031			
2014	6	6,98	-0,018	0,048	-0,112	0,075			
2015	6	6,98	0,039	0,063	-0,084	0,162			
2016	3	3,49	-0,152	0,062	-0,273	-0,031			
2017	4	4,65	0,065	0,071	-0,075	0,205			
2018	6	6,98	-0,145	0,125	-0,390	0,099			
2019	19	22,09	-0,089	0,044	-0,174	-0,003			
2020	9	10,47	-0,081	0,031	-0,142	-0,020			
2021	11	12,79	-0,055	0,045	-0,143	0,034			
2022	14	16,28	-0,055	0,039	-0,131	0,021			
2023	1	1,16	-0,097	0,094	-0,280	0,086			
Thesis Type of Studies	86	100					1,646	1	0,200
PhD	10	11,63	-0,116	0,044	-0,202	-0,029			
Master's Degree	76	88,37	-0,054	0,019	-0,091	-0,017			
Whether it has been done in the field	86	100					0,196	1	0,658
ES	81	94,19	-0,064	0,018	-0,100	-0,028			
NON ES	5	5,81	-0,044	0,041	-0,124	0,036			
Sample of Studies	86	100					3,843	3	0,279
T	74	86,05	-0,048	0,017	-0,081	-0,014			
UL	2	2,33	-0,134	0,069	-0,269	0,001			
A+T	9	10,47	-0,172	0,076	-0,322	-0,023			
A+S	1	1,16	-0,090	0,187	-0,455	0,276			
School Levels of Studies	86	100					3,489	7	0,836
Pre+P+S+H	17	19,77	-0,053	0,036	-0,123	0,017			
P	11	12,79	-0,027	0,035	-0,095	0,041			
P+S	20	23,26	-0,046	0,041	-0,126	0,034			
P+S+H	16	18,60	-0,061	0,039	-0,138	0,016			
H	10	11,63	-0,077	0,045	-0,166	0,011			
S	7	8,14	-0,164	0,098	-0,355	0,028			
S+H	3	3,49	-0,066	0,076	-0,215	0,083			
U	2	2,33	-0,134	0,069	-0,269	0,001			
Implementation Region	86	100					13,751	7	0,056
Mediterranean	6	6,98	0,016	0,037	-0,057	0,088			
Eastern Anatolia	7	8,14	-0,152	0,046	-0,242	-0,062			
Aegean	14	16,28	0,006	0,035	-0,064	0,075			
Southeast Anatolia	5	5,81	-0,111	0,106	-0,319	0,098			
Central Anatolia	12	13,95	-0,127	0,055	-0,234	-0,020			
Black Sea	11	12,79	-0,046	0,030	-0,104	0,012			
Marmara	30	34,88	-0,061	0,031	-0,122	0,000			
All	1	1,16	-0,125	0,086	-0,294	0,044			

K: Number of Studies, %k: Percentage of Study, d: Effect size, SE: Standard Error, CI: Confidence Interval, Qb: Homogeneous Matching of Moderator Effects With Gender, Q: Homogeneity Measure, p: Significance Level

When the theses included in the study in Table 3 are examined according to the year of the study, it is observed that the studies in which organizational justice is examined as a dependent variable are mostly from 2019 (22.09%). Furthermore, the studies on organizational justice have shown an increasing trend over time, especially after 2019. However, the meta-analysis results indicate that the effect size calculated based on the relationship between organizational justice perception and gender does not differ significantly according to the moderator effect of the year of the studies ($p > .05$).

When the theses included in the study were examined according to their type, it was found that the majority of studies examining organizational justice as a dependent variable were master's theses (88.37%). Nevertheless, the meta-analysis results indicate that the effect size calculated based on the relationship between organizational justice and gender does not significantly differ according to the moderator effect of the type of studies ($p > .05$).

In terms of the field of study, when examining the theses included in the study, it was observed that the studies in which organizational justice was examined as a dependent variable were mostly in the field of educational sciences (94.19%). However, the meta-analysis results suggest that the effect size calculated based on the relationship between organizational justice and gender does not significantly differ according to whether the studies were conducted in educational sciences ($p > .05$).

When the theses included in the study were analyzed based on the participants, it was revealed that the studies in which organizational justice was examined as a dependent variable mostly involved teachers (86.05%). However, the meta-analysis results indicate that the effect size calculated based on the relationship between organizational justice and gender does not significantly differ according to the moderator effect of the participants ($p > .05$).

Regarding the type of school in which the studies were conducted, it was observed that the studies examining organizational justice as a dependent variable were mostly conducted in the sample group comprising both primary and secondary schools (23.26%), while the proportion was the lowest for university settings (2.33%). However, the meta-analysis results suggest that the effect size does not significantly differ based on the moderator effect of school type ($p > .05$).

Finally, when examining the regions where the studies were conducted, it was observed that the studies investigating organizational justice as a dependent variable were mostly conducted in the Marmara Region (34.88%), while the least number of studies were conducted in mixed regions (1.16%). However, the meta-analysis results suggest that the effect size calculated based on the relationship between organizational justice and gender does not significantly differ according to the moderator effect of the region where the studies were conducted ($p > .05$).

Conclusion, Discussion, and Recommendations

This study aims to demonstrate the divergence between standard methods for assessing the connection between organizational justice and gender in educational organizations and to identify moderators who can partially account for the perceived male/female gender difference. In this context, theses on the relationship between perceptions of organizational justice and gender in educational organizations in Turkey were examined. As the research is based on theses with a sample of Turkey and there is no meta-analysis study with domestic and foreign samples, this section includes discussions about studies that use domestic articles instead of foreign ones.

According to the results of the study, there is a significant difference in the perception of organizational justice in educational organizations in Turkey, with men being more likely to be favored by gender. The studies conducted by Oguz (2011), Akar (2015), Şamdan, and Başkan (2019) in educational organizations in Turkey demonstrate substantial disparities in favor of men when examined against other research methods. In accordance with Jepsen and Rodwell (2010), Australian studies reveal that organizational justice in educational organizations is influenced by gender differences. Again, in a study conducted by Ramamoorthy and Flood (2004), women in Ireland had lower organizational justice perceptions than men. Based on Lee, Pillutla, and Law (2000), men were more likely to perform their duties within the organization, follow the existing contract properly, and treat their superiors and friends fairly than women in the study conducted in Hong Kong. Procedural justice is a subdimension of organizational justice.

Upon reviewing the publications in Turkey, no considerable advantages for women were detected. In the USA, a study conducted by Warner, Culatta, and James (2013) found that women are more likely to be influenced by gender than status in their perception of organizational justice. This is supported by other important studies. In Nigeria, Arogundade, Anandades, and Oyebanji (2015) conducted research on educational organizations and found that female teachers tend to have a higher level of organizational commitment than male teachers, which has broader implications for organizational justice. Ansari, Moazzam, Jabeen, and Salman (2016) analyzed their research in Pakistani universities and concluded that perceptions of justice are significantly influenced by gender. In the same study, the researcher conducted a literature review on whether there is a sex difference in perception of organizational justice and stated that and stated that the studies in the literature show a difference in favor of men. However, when his studies were examined, it was found that organizational justice perceptions in women were higher than in men, contrary to what had been assumed. Despite this, the literature generally indicates that men have a higher belief in organizational justice in educational institutions than women.

Another study's findings indicate that only 19 of the investigated theses contain statistically significant data on how gender-based differences affect the perception of organizational justice. In the meta-analysis study, it is crucial to demonstrate that a significant outcome can be achieved when large effects are produced through merging studies with mostly irrelevant data. In fact, Üstün and Eryilmaz (2014) assert that meta-analysis is an effective method of research synthesis in which the results of many large-scale studies are merged and interpreted to explain the inconsistent results in the literature.

The study's second outcome indicates that the relationship between gender and organizational justice perceptions remains consistent across different moderators, including the year, type, field, individuals applying to the thesis/study, the type of school, and the region in which the project is conducted. Because the studies on organizational justice differences based on gender cannot be analyzed in a meta-analysis, this research has revealed whether the dependent and independent variables are affected by the moderator effect for the first time. This study highlights this issue. The literature is expected to provide a significant guideline for further research to enhance and develop the subject.

This research was limited to theses in Turkey. Researchers were asked to identify the theses and dissertations of meta-analysis studies in the context of articles that can be suggested. On the other hand, studies conducted in other countries.

It can be suggested that educational administrators should give importance to interaction, transactional, and distributional practices that increase the perception of organizational justice of female staff in their organizations, or avoid or reduce interactional, transactional, and distributional practices that decrease their perceptions of organizational justice.

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(*)References marked with * indicate studies included in the meta-analysis

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