

**EFFECTS OF PROCEDURAL JUSTICE ON ORGANIZATIONAL COMMITMENT
OF PUBLIC SECONDARY SCHOOL TEACHERS IN KENYA**

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Abstract

The study sought to assess the influence of procedural justice on organizational commitment of teachers among public secondary schools in Kenya. The objective of the study was to establish whether perceptions of procedural justice had an effect on organizational commitment. The study adopted a correlational research design. The study population included 62533 teachers in the 47 Counties in Kenya. A random sample of 334 teachers was drawn from three purposively selected Counties. Data was collected using a structured questionnaire administered to teachers. The questionnaire was pilot-tested to validate and determine its reliability. The

collected data was analyzed using descriptive and inferential statistics which included frequency counts, means, percentages, correlation analysis and multiple regression analysis, with the aid of Statistical Package for Social Sciences (SPSS) version 21.0 for Windows. The study findings indicate that teachers' procedural justice significantly influences teacher's organizational commitment. The study recommends that school management should involve teachers in decision making, show dignity and respect when explaining decision outcomes to concerned teachers. The school management should also adopt a proactive approach to understand teachers' perceptions of procedural justice, and provide appropriate working environment in order to reap benefits including cost associated to teacher retentions.

Keywords: Procedural Justice, Organizational commitment, Public secondary school, Teacher

INTRODUCTION

Recent research in organizational justice theory suggests that justice can be broken down into four empirically distinct dimensions: distributive, procedural, interpersonal and informational justice (Colquitt, 2001; Greenberg, 1993). According to Roch and Shannock (2006), many important organizational attitudes and behaviour can be directly linked to employee's perceptions of justice. Organizational justice theory aids in understanding employee attitudes such as perceived organizational support (Rhoades & Eisenberger, 2002) and organizational commitment (Folger & Konovsky, 1989; McFarlin & Sweeney, 1992; Tang & Sarsfield-Baldwin, 1996). Employees compare the treatment they receive in their place of work with the treatments that others receive, and make judgments about the level of justice in the organization in accordance with their own perceptions. It is believed that these evaluations play a key role in the way members perform their organizational duties and responsibilities. Therefore, the concept of organizational justice is frequently included in studies concerning organizations and management (Cohen-Charash & Spector, 2001; Thompson & Heron, 2005; Konovsky, 2000). Organizational justice principles have important consequences for work organizations. This becomes relevant to human resource practitioners. When people are treated unfairly they have poor work attitudes (Daly & Geyer, 1995; Folger & Konovsky, 1989) and low organizational commitment (Folger & Konovsky, 1989).

Organisational commitment (OC) has been defined as the combined power of identification which an individual has with an organization and their commitment to it (Leong, Furnham & Cooper, 1996). According to Reyes (1990) commitment is a partisan, affective attachment to the goals and values of an organisation, to one's role in relation to goals and values of an organisation, and to the organisation for its own sake, apart from its purely instrumental worth. Organizational commitment is the degree to which people identify with the organization that employs them. It implies a willingness on the employee's part to put forth a

substantial effort on the organization's behalf and his or her intention to stay with the organization for a long time (Wagner & Hollenbeck, 2010).

Meyer and Allen (1991) hold that organizational commitment is a multidimensional construct consisting of three components: affective, continuance and normative. They continue to note that affective commitment is an employee's emotional attachment, identification with and involvement in the organization. Employees with a strong affective commitment will remain in the organization because they want to. Continuance commitment on the other hand has to do with one's awareness of the costs associated with leaving the present organization. Employees whose commitment is in the nature of continuance will remain in the organization because they have to. The third component, normative commitment has to do with feeling of obligations to the organization based on one's personal norms and values. Employees whose commitment to the organization is said to be of the normative type remains in the organization because they believe they ought to. The factor structure of Allen and Meyer's (1996) organizational commitment scale has been examined in several studies. Some of these studies include measures from all the three components (affective, continuance, and normative) whilst others focus only on affective commitment measure and/or continuance commitment measure. Studies have provided empirical support to demonstrate that the components are indeed distinguishable from one another (Dunham, Grube & Castaneda, 1994; McGee & Ford, 1987, Reilly & Orsak, 1991).

Organizational commitment is one of the basic activities as well as one of the ultimate goals in the efforts of organizations to maintain their existence (Yavus, 2010). The reason for this being that individuals with a high level of organizational commitment are more compatible, satisfied and productive, work with a sense of greater loyalty and responsibility and thus cost less to the organization (Balci, 2003). In the education sector regardless of public or private institutions, the importance of commitment is equally important. According to Hartmann (2000), the study of commitment is important in the field of education as it receives large amounts of public funding and has an important role in developing the skills and knowledge of the community. Therefore, as critical human resources in public secondary schools, the attitudes of teachers towards their schools is important. Lowly committed teaching workforce can result in a devastating deterrent to the successful performance of the pedagogical duties of the teachers (Yavus, 2010). Further, it affects the efficiency and effectiveness of the institution in totality in the accomplishment of predetermined educational and organisational goals.

In the recent years, effective school research has been directed at exploring into broad areas of education structure, management, policy framework and curriculum. However, limited empirical research attention has been directed towards understanding the relationship between procedural justice and organizational commitment among teachers in the fast – changing

education system in developing countries. Despite the premium placed on justice on educational institutions, there is lack of knowledge and awareness on key elements of service in secondary schools in Kenya.

Statement of the Problem

According to Mbwiria (2010), low levels of organizational commitment among teachers in Kenya have taken a worrying trend. This is evidenced by absenteeism from work by teachers in many schools, frequent incidences of industrial actions by teachers, teacher demotivation, and poor student performance in national examination and a decrease in popularity and status of the teaching profession as a whole. Changes in education policies, the children's rights movement and legislation changes have not only seen teachers increasingly becoming the targets of criticism, but have also led to high incidences of burnout and general dissatisfaction among teachers world-wide and particularly in Kenya. Little consideration has been given to developing service delivery which would increase teacher commitment, and make teachers feel secure and confident in their schools. Organizational commitment is an indicator of the extent to which employees identify themselves with organizational goals, value organizational membership, and intent to work smart to achieve the organizational goals. The fact that commitment is important for the realization of organizational goals, particularly in schools, has remained untapped by researchers. As a result, it is important to identify committed teachers as well as to understand whether organizational justice stimulates and sustains teacher's commitment to their schools in Kenya.

In a study on the effects of teachers' perception of organizational justice and culture on organizational commitment in Turkey Yavuz (2010), suggested that the concepts of justice and commitment should be evaluated within different cultural environments and in different countries. To fill this gap, this study investigated the role of procedural justice on organizational commitment of teachers, as important human resources in public secondary schools in Kenya.

Research Objective

The broad objective of the study was to explore the influence of procedural justice on organizational commitment of teachers. Specifically the study was guided by the following objective: To establish whether procedural justice influence organizational commitment of teachers.

Research Hypothesis

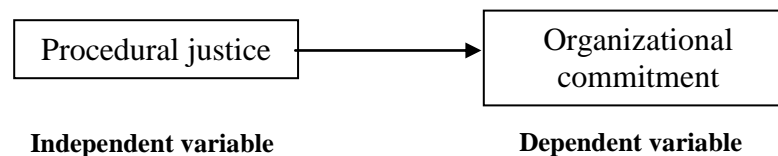
The research hypothesis for the study was:

H_{02} : There is no significance influence of procedural justice on organizational commitment

Conceptual Framework

The study conceptualized a framework consisting of the dependent and independent variables. This was aimed at guiding the study in achievement of the research objective (establishing the effect of procedural justice on organizational commitment). The framework conceptualized that procedural justice influences organizational commitment.

Figure 1: Conceptual framework



LITERATURE REVIEW

Theoretical Literature/ Adams (1965) Equity Theory

According to Adams (1965) individuals compare the effort they spent and the result they obtained with the effort others in the same workplace spent and the result they obtained. This situation is important for the organizational justice perception of a person who is a member of an organization. According to Guerrero, Andersen and Afifi (2007), Equity theory acknowledges that subtle and variable individual factors affect each person's assessment and perception of their relationship with their relational partners.

This theory proposes that a person's motivation is based on what he or she considers being fair when compared to others (Redmond, 2010). As noted by Gogia (2010) when applied to the workplace, Equity Theory focuses on an employee's work-compensation relationship or exchange relationship as well as employee's attempt to minimize any sense of unfairness that might result. Because Equity Theory deals with social relationships and fairness/unfairness, it is also known as The Social Comparisons Theory or Inequity Theory (Gogia, 2010).

Equity theory has been widely applied by psychologists to describe the relationship between an employee's motivation and his or her perception of equitable or inequitable treatment. The relevant dyadic relationship is that between employee and employer. Equity theory assumes that employees seek to maintain an equitable ratio between the inputs they bring to the relationship and the outcomes they receive from it (Adams, 1965). Equity theory introduces the concept of social comparison, whereby employees evaluate their own input/output ratios based on their comparison with the input/outcome ratios of other employees (Carrell & Dittrich, 1978).

Inputs in this context include the employee's time, expertise, qualifications, experience, intangible personal qualities such as drive and ambition, and interpersonal skills. Outcomes

include monetary compensation, benefits, and flexible work arrangements. Employees who perceive inequity will seek to reduce it, either by distorting inputs and/or outcomes in their own minds, directly altering inputs and/or outcomes, or leaving the organization (Carrell & Dittrich, 1978). These perceptions of inequity are perceptions of organizational justice, or more specifically, injustice. Subsequently, the theory has wide-reaching implications for employee morale, commitment, efficiency, productivity, and turnover. This theory is relevant to this study because head teachers must be sensitive to perceptions of justice by teachers while distributing duties, rewards, opportunities and punishments among teachers which affect teachers' inputs and outputs in the course of their duties.

Empirical Literature Review

Organizational justice principles have important consequences for work organizations. This becomes relevant to human resource practitioners. Employees compare the treatment they receive in their place of work with the treatments that others receive, and make judgments about the level of justice in the organization in accordance with their own perceptions. It is believed that these evaluations play a key role in the way members perform their organizational duties and responsibilities. Many studies have been conducted in regard to organizational commitment. This section will review empirical studies on procedural justice and organizational commitment.

Procedural Justice

Procedural justice can be defined as the fairness of the decision-making process in the organization. The existence of procedural justice can be understood by investigating how justice works in the decision-making processes that affect employees' relationships with the organizations and with each other (Korgaard & Sapienza, 2002). People desire to participate in the decision-making processes in organizations and assume control. The justice perceptions of individuals who are involved in the process in organizations are at a higher level (Thibaut & Walker 1975; Lind & Tyler, 1988; Folger & Konovsky, 1989).

Employees are not only interested in fair outcomes but also interested in fair process for the determination of their outcomes (Aslam & Sadagat, 2011). Procedural justice can be seen as extension of equity theory in perspective of allocation process (Deutsch, 1975; Leventhal, 1976). According to Greenberg and Colquitt (2005) procedural justice criteria included the following factors: Voice in making of decisions, consistency in applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias. Procedural justice has great significance in the organization because according to Greenberg and Beron (2008) fairness

does not mean that employees are only interested in fair outcomes, but also interested in fair processes used in the determination of their outcomes (i.e., procedural justice).

It is a key concern of every organization to maintain procedural justice as a regular practice because decisions based on unfair practices are not accepted by employees. In fact in case of procedural injustice people do not only consider their outcomes as unfair but also reject the entire system by considering them unfair (Greenberg & Cropanzano, 2001). People's tendencies to follow company rules were found to be affected by procedural justice practices, therefore top levels officials were advised to promote procedural justice so it would be easy for employees to follow company rules (Greenberg & Beron, 2008). An instrumental model by Thibaut and Walker's (1975) proposed that procedural justice resulted in more controllable and predictable outcomes so it was highly valued. According to Lee (2000), people perceive procedural fairness when process control is given to them in the procedures, and decision control lies with a neutral third party.

Organizational Commitment

Two distinct but intersecting areas to which teachers develop commitment include their work and their workplaces. The areas continue to be useful as researchers examine the interconnections among teachers, the teaching profession, and school organizations (Firestone & Pennell, 1993; Somech & Bogler, 2002). In applying the concept of commitment to teachers, two types of commitment are widely discussed in the literature (Mutchler, 2005). The first is professional commitment, which is characterized by client orientation, loyalty, professional autonomy, conformity to professional standards, and ethics (Somech & Bogler, 2002). The second, organizational commitment, centers on the teacher's commitment to the specific school in which she or he is working. Committed employees are more likely to be loyal to their school, support goals of the school, demonstrate positive work behaviours (e.g., low absenteeism), and exhibit motivation to perform well (Mitchell et al., 2001; Reyes, 1990; Somech & Bogler, 2002; Van Dick, 2001). This study limited itself to commitment of teachers to their school.

The most thoroughly investigated approach to organizational commitment is the perspective advanced by Mowday, Porter, & Steers (1982) which emphasizes the employee's affective bond with the organization. This viewpoint asserts that organizational commitment is characterized by (a) "a strong belief in and acceptance of the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization" (Mowday et al., 1982). This triad has come to be widely accepted in both the general organizational and educational administration literatures and is acknowledged in many contemporary investigations of teachers and their workplace commitments (Firestone & Pennell, 1993; Reyes, 1990; Somech & Bolger, 2002).

RESEARCH METHODOLOGY

The research methodology provides a detailed discussion of the research design, location of the study, population, and data collection procedure and data analysis. The study employed a descriptive co-relational research design. The purpose of research design is to achieve greater control of the study and to improve the validity of the study by examining the research problem (Burns and Groove, 2005). The target population for this study consisted of all the teachers from all the public secondary schools in Kenya. Currently there are 62533 teacher employed by teachers service commission in Kenya. (Teachers Service Commission, 2013).

Sampling

To arrive at a sample size, the study adopted a formula by Cochran (1977) for estimating a sample size, n_0 , from an infinite population. The formula yielded a sample size of 384. Cochran's (1977) correction formula was used to calculate the finite sample size of 334. To arrive at the above sample size, the study adopted a multistage sampling design in three stages. The study used structured questionnaire for teachers in both the pilot study and the actual study. Primary data was collected from the teachers using self-report structured questionnaires with mainly closed ended and some open ended questions. The instruments were taken for piloting on a population that is similar to the target population. Five secondary schools from Laikipia County were used for the pilot study. The piloting included 10 teachers from the selected schools.

Data processing and analysis

Collected data was coded, keyed in the computer and analysed with the aid of the Statistical Package for Social Sciences (SPSS). Descriptive statistics (frequencies and percentages) were used to describe the findings while inferential statistics (correlation analysis and Regression analysis) was used to test the hypothesis.

ANALYSIS & FINDINGS

The response rate for this study was 73% which can be characterized as very good and thus a good indicator that the results are externally valid and therefore can be generalized. The response rate that every researcher should pursue is 100%. In reality however it may not be possible to achieve this due to sampling measurement and coverage errors. A response rate below 51 % is considered inadequate in social sciences (Pinsonneault & Kraemer, 1993). Babbie (1990) suggested that a response rate of 60% is good; 70% is very good.

Teachers Perceptions towards Procedural Justice

Regarding how teachers perceive procedural justice in the school the findings of the study are as shown in table 1 below.

Table 1: Teachers Perceptions towards Procedural Justice

	N	Mean	Std. Deviation
My head teacher makes sure that all teachers concerns are heard before job decisions are made	243	2.70	1.256
To make job decisions my head teacher collects accurate and complete information	243	2.84	1.100
My head teacher clarifies decisions and provides additional information when requested by teachers	243	3.12	1.105
All jobs decisions are applied consistently to all affected teachers	243	2.70	1.055
Teachers are allowed to challenge or appeal job decisions made by the head teacher	243	2.68	1.180
Valid N (listwise)	243		

Table 1 indicates that principals clarify decisions and provide additional information when requested by teachers (M=3.12). The respondents rated the other indicators slightly below average with means ranging between 2.68 and 2.84.

Table 2: Teachers Perceptions towards Affective Commitment

	N	Mean	Std. Deviation
I am very happy being a member of this school	243	3.53	1.151
I enjoy discussing about my school with people outside it	243	3.23	1.125
I really feel as if this school problems are my own	243	3.56	.975
I think that I could easily become as attached to another school as I am to this one	243	3.20	1.026
(Recoded) I feel like part of the family at my school	243	3.84	1.042
(Recoded) I feel emotionally attached to this School	243	3.66	1.193
This school has a great deal of meaning for me	243	3.55	.992
(Recoded) I feel A strong sense of belonging to my school	243	3.42	1.252
Valid N (listwise)	243		

Table 2 indicates that the respondents rated all the indicators of affective commitment above average with mean scores ranging from $M = 3.20$ and $M = 3.84$. This means that teachers are happy being members of their respective schools, they feel emotionally attached to their schools and they feel a sense of belonging to their schools.

Table 3: Teachers Perceptions towards Normative Commitment

	N	Mean	Std. Deviation
I feel that I owe this school quite a bit because of what it has done for me	243	3.14	1.172
My school deserves my loyalty because of its treatment towards me	243	3.29	.962
I feel I would be letting my coworkers down if I wasn't a member of this school	243	3.39	.949
I am Loyal to this school because my values are largely it's values	243	3.53	1.136
This school has a mission that I believe in and am committed to	243	3.60	1.037
I feel it is morally Correct to dedicate myself to this school	243	3.87	1.004
Valid N (listwise)	243		

Table 3 shows that the respondents rated all the indicators of normative commitment above average with mean scores ranging from $M = 3.14$ and $M = 3.87$. This means that teachers appreciate what their schools have done for them, they feel that their schools deserve their loyalty and they also feel that it is morally correct to dedicate themselves to their schools.

Table 4: Teachers Perceptions towards Continuance Commitment

	N	Mean	Std. Deviation
I worry about the loss of investments I have made in this school	243	3.06	1.288
If I wasn't a member of this school I would be sad because my life would be disrupted	243	2.38	1.255
I am loyal to this school because I have a lot in it emotionally, socially and economically	243	3.32	1.137
I often feel anxious about what I have to lose with this school	243	3.04	1.100
Sometimes I worry about what might happen if something was to happen to this and I was no longer a member	243	2.92	1.132
I am dedicated to this school because I fear what I have to lose in it	243	2.82	1.152

Table 4 indicates that teachers worry about the loss of investments they have made in their schools by rating this factor slightly above average $M = 3.06$. The teachers are loyal to their school because they have a lot in the school emotionally, socially and economically $M = 3.32$. Teachers rated other continuance indicators slightly below average $M = 2.38$ and $M = 2.92$.

Table 5: Effect of Procedural Justice on Organizational Commitment

		Organizational commitment
Procedural justice	r	.200**
	sig. (2 tailed)	.002
	N	243

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 indicates that there exists a low positive significant relationship between Procedural justice and Organizational Commitment ($r = 0.200$), this suggests that teachers feel there is some fairness in decision making that relates with their commitment to the school. The finding suggests that when teachers are involved in decision making processes in schools then this predicts higher organisational commitment. Voice in making of decisions, consistency in applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias all contribute to teacher's perceptions of justice. This finding concur with Alexander and Ruderman (1987) and Aquino (1995) who reported that procedural justice was positively related to work outcomes of employees, but that procedural justice had stronger correlations with commitment.

Hypothesis Testing

Table 6: Significance Of Distributive Justice on Organizational Commitment

Model	Unstdized Coeff		Stdized Coeff	t	Sig.	Collinearity Statistics	
	B	SE	Beta			Tolerance	VIF
Procedural Justice	-.257	.069	-.367	-3.715	.000	.294	3.398

The hypothesis predicted that there is no significant influence of procedural justice on organizational commitment. The results show that procedural justice predicts organizational commitment of teachers. Since p -value (0.000) < 0.05 level of significance, we reject the null hypothesis and affirm that there is enough evidence to conclude that procedural justice is useful as a predictor of organizational commitment. This findings support Masterson et al. (2000) who found that employee' perceptions toward justice were positively related to their commitment.

Colquitt et al. (2001) also reported that the distinct justice types are moderately to highly correlated and are related to organizational commitment.

SUMMARY

A low positive significant relationship between procedural justice and organizational commitment exists; suggesting that teacher's perceptions of fairness in the decision making processes in schools predicts higher organisational commitment. Voice in making of decisions, consistency in applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias all contribute to teacher's perceptions of justice. The results also indicated that procedural justice is a good predictor of organizational commitment. P-value (0.000) < 0.05.

CONCLUSIONS

Based on the summary findings, the study concludes that the role of the school management in directing and managing teachers and students cannot be over emphasized. Teacher's perceptions of fairness in the decision making processes in schools, voice in making of decisions, consistency in applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias are all important in promoting higher commitment and performance.

In view of the above conclusions, this study recommends that school management should ensure fairness in the decision making process, ensure voice in making the decisions, apply rules consistently and safeguard against any form of bias while dealing with teachers. Future research should explore how procedural justice affects attitudinal and behavioral variables such as job satisfaction, job performance and turnover.

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