The Impact of Organizational Justice on Organizational Commitment: a Perception Study on Teachers of Bhutan

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Abstract: Principally, the study was aimed to find the impact of justice in an organization on organizational commitment among secondary schools of Trashi Yangtse and Trashigang Districts in eastern Bhutan. A total of 200 samples, consisting 100 male and 100 female secondary school teachers took part in the study through simple random sampling and thedescriptive survey method was used. The data was collected using standardized scales of measurement on organizational justice andteachers'organizational commitment.Theresults revealed there is a significant impact of organizational justice on organizational commitment mainly due to procedural justice and other two dimensions of justice were found to have insignificant impact.

Index Terms: organizational commitment, organizational justice, secondary school teachers.

I.   INTRODUCTION

Organization is often described as a social element of individuals whichare organized and brought together to achieve goals. The organizations are established by people for accomplishing goals.An employee with low job satisfaction and commitment can impact on the organization negatively, such as absenteeism, decrease in performance, and low turnover in the work place. It is always easier to attain school effectiveness if teachers are motivated and committed. Else, low commitment level of teachers can bring undesirable adverse effects on the organization compromising its achievement. The leadership style and navigating style of school leaders are pivotal in influencing teachers' commitment. According to teachers are committed to their work when school leaders establish supportive and stimulating work communities fostering their feelings of importance. On the other hand, inefficient leadership style of school leaders who tender minimal organizational assistance may compel to quit teaching profession of teachers. States that discontentment and frustration among teachers is due to their unfamiliarity of school functions outside classroom[6]. Teachers feel they are left out from being involved in important functions of the school system. Similarly, school leader's lack of knowledge on curriculum and instructional leadership also hinders school from performing well. Since teachers take a central role in educational system, the overall school's performance ultimately depends on the degree of their commitment and satisfaction with jobs. An individual possessing high level of commitment are contented,productive, well-suited and exhibit greater sense of dedication and work responsibility. Teacher commitment is perceived as an effective way to success of the school. Several studies have shown that commitment is a crucialmediatorfor quality performance of teachers [1].

Hoy and investigated on organizational justice in schools[22]. The study was conducted on 2600 teachers of 75 middle schools from 11 countries. The findings revealed an interdependent relation between trust and justice. The study indicated that trust and organizational justice are inseparable from one another and one alone cannot prevail in isolation. The result demonstrated that school principal can directly influence teachers' trust and justice in the school. Further, there exists a reciprocal association between organizational justice and employees' trust[11].

On the similar lines, studied on organizational citizenship behaviour and organizational justice for 120 staff in Malaysia higher secondary schools. The result displayed that with an increased perception of workers on procedural and interactional justice, there is more willingness among them to portray positive behaviours toward the organization. In general, it is concluded that with an increase in employee's perception of organizational justice in their work place, simultaneously it leads to a positive increase of level of citizenship behaviour towards organization, supervisor and co-workers[12][14].

The study conducted on a sample of 212 teachers of Gaziantep, Turkey to explore the associations among commitment, confidence, organizational justice and evaluating the managers based on the insights of managing the conflict on organizational behaviour. The findings revealed a medium to high degree of positive and significant relationships on perception of organizational justice, conflict management, confidence, commitment, and assessing the managers[9][19].

Another study was conducted to determine the relationships among organizational citizenship behaviour, organizational justice and student's achievement on 34 Virginia higher secondary students in United States. It was concluded from the study that there is significant

relationships between citizenship behaviour and justice of the organization. Thus, no significant correlation was observed between organizational justice and achievement of student, although some relationships were observed between some measures of achievement and citizenship behaviour [15].

A study on perception of justice in an organization as a predictor of organizational citizenship behaviour among 230 teachers of eastern Sri Lanka, revealed that the school teachers' perception of organizational justice and citizenship behaviour to be moderate, positive and significant. Further the finding shows that the possibilities of the employees who have justice perception for their organization are found to perform better in organizational citizenship behaviour, being an individual's behaviour is affected by individual's attitude[4][17][20].

Study on experiences and results of organizational commitment for 125 teachers from 33 universities in Pakistan indicated that individual characteristics, job satisfaction behaviour and organizational justice collectively were found significantly correlated with organizational commitment of university teachers. At an individual level, distributive justice and trust in the organization were seen to have strong correlation with commitment [5].

The similar study was carried out to find the relationships between commitment and trust in an organization on 120 teachers in Turkey. The result yielded trust affects the organizational commitment whereby employees with high commitment towards the organization have positive attitudes and feeling. This ultimately affects workforces' job satisfaction, occupational success, relationships and organizational behaviour among fellow workers. In addition, employees with high commitment level possess a positive attitude towards their organization and colleagues and wish to remain its member for longer duration [3][24][25][26].

examined on the effect of distributed leaderships on teachers' organizational commitment on 1522 teachers in Belgium. The investigation concluded that presence of collegial, supportive and participative decision- making leadership plays pivotal roles to predict teacher's commitment. However, teacher's job experience and supervisory roles depict negative impact on commitment [10].

Also, studied on job satisfaction and commitment for 331 Pakistani university teachers. It showed that they exhibited a high degree of organizational commitment and job satisfaction. The faculty members were greatly contented with their supervisor, fellow colleagues, compensation, nature of job and opportunities for advancement.

investigated on leadership styles and its effect on teachers' satisfaction and commitment in Turkey. It concluded the transformational style of leadership impacts on teachers' satisfaction towards job and their commitment. Moreover, teachers' job satisfaction and their commitment

increase when leadership style changes from transactional to transformational.

In continuation to this, a study was conducted on 357 samples of Iran by on leadership's styles,job satisfaction and organizational commitment[18]. The result displayed there exists constructive relationships among leadership's styles, organizational commitment and satisfaction with job. Thereby, it recommends a conducive working atmosphere should be created in schools to enhance teachers' potentialities.

Studied on leadership styles, culture of the organization, satisfaction with job and commitment among 151 private university lecturers of Indonesia. The findings revealed there is influence of culture of organization, satisfaction with work, and leadership styles on lecturers' commitment towards organization[8].

Conducted a comparative study on teacher's satisfaction with their job and commitment towards organization of 240 teachers under concurrent list. Result depicted there is a difference in organizational commitment among the teachers of two government schools. Further, the level of job satisfaction of teachers among two school managements also significantly differed in relation to their designation and gender categories[2]. It was found that teachers of central government schools expressed higher commitment level towards their school than the teachers of state government schools[7]. The teachers of central government schools were more satisfied with their fellow teachers, job responsibility and working environment as compared to teachers of state government schools. There was insignificant difference found on the teacher's organizational commitment based on gender. However, female teachers had a higher perception on promotional avenues and career advancement opportunities in comparison to their male counterparts. Moreover, female teachers had higher perception on their job security and their work was recognized more than that of male teachers. In conclusion, it was found that age, teaching experience and monthly remuneration had no significant correlation with organizational commitment of teachers.

II.OBJECTIVE

Study the impact ofjustice in an organization on teachers' commitment towards the organization among secondary schoolteachers.

III.METHODOLOGY

Secondary schools of Trashi Yangtse and Trashigangdistricts of eastern Bhutan were identified for the present study. A total of 200 samples (M=100,F=100) were taken from various secondary schools through simple random sampling technique. Descriptive survey research method was used.

Organizational justice scale consisting of 19 items across three dimensions; procedural justice, interactional justice and distributive justice developed and Teacher's

Organizational Commitment Scale developed by Sajid Jamal and Abdul Raheem (2014) were executed for gathering the data. Organizational commitment scale of teachers contains 42 items with four dimensions: commitment to school (CS), commitment to teaching works (CTW), commitment to group work (CGW), and commitment to teaching profession (CTP).

A. Analysis:

To analyze this objective, Pearson product moment coefficient of correlation and Linear Regression has been computed and results are presented in the tables below.

IV. TABLE SHOWING CORRELATION TABLE FOR ORGANIZATIONAL JUSTICE AND COMMITMENT

Dimension		Organizational Commitment
Total Organizational Justice	Pearson correlation	0.371
	sig2-tailed	0.000
	N	200
Interactional Justice	Pearson correlation	0.295
	sig 2-tailed	0.000
	N	200
Procedural justice	Pearson correlation	0.371
	sig2-tailed	0.000
	N	200
Distributive Justice	Pearson correlation	0.353
	sig2-tailed	0.000
	N	200

** significant0 at 0.01 level

Above table depicts the organizational justice is significantly correlated (p=0.000) to organizational commitment with correlation coefficient value (r=.37) displaying approximately moderate level of association between two variables.

Further, looking dimension wise, it is found that interactional justice and organizational commitment are significantly correlated (p=0.000) to each other with a correlation coefficient value (r=.29) exhibiting a slight correlation. Also, there appears the correlation is significant between procedural justice and commitment with a correlation coefficient value (r =.37) showing near to moderate correlation. Moreover, distributive justice and organizational commitment are also significantly correlated with correlation coefficient (r=.35) denoting again approximately moderate correlation. The association between various dimensions of organizational justice with that of achievement is appearing to be moderate, showing significant correlation at 0.01 level of significance for all dimensions[16].

Summary

Model	R	R sq.	AdjustedR sq.	error of the estimate (std)
1	0.371	0.138	0.133	15.77989
a. Constant predictors, Total organizational justice				

The above model summary table reflects regression coefficient (R^2=0.138) signifies that organizational justice is contributing only 13.8% to organizational commitment. Rest of the contribution is made by other variables that is beyond this study area.

ANOVA

	Model	Sum	df	M	F	sig
1	Regression	7871.054	1	7871.054	31.610	.000ª
	Residual	49302.946	198	249.005		
	Total	57174.000	199			

a. Predictors: (Constant), Total organizational justice
b. Dependent Variable: Total organizational commitment

Now, looking at the ANOVA table, it is clear that regression model shows statistically significant, $F(1,198)$ =31.610; p=0.000. On the whole, the model applied is significant that predicts statistically on the organizational commitment (dependent variable). Therefore, indicating that the impact of justice on organizational commitment is significant.

coefficients

		Coefficient unstandardized		coefficient standardized	t	sig
		B	Error std	Beta		
1	constant	124.348	7.897		15.747	0.000
	Total org. justice	.580	.103	.371	5.622	0.000

a. Dependent variable (organizational commitment)

Table of coefficients displays the p-value for organizational justice is 0.000 (t=5.662). So, organizational justice has significant positive impact on organizational commitment and the predicted regression equation is OC= 124.35+0.58 x OJ indicating that with one unit rise in justice in organizational there will be 0.58 unit rise in commitment of organization. The past studies supports the present finding where it was found that justice in an organization has significant impact on employees' organizational commitment.

Further, the dimension wise impact of various dimensions of organizational justice on organizational commitment was explored using step wise regression.

summary

Model	R	R sq.	AdjustedR sq.	estimate error (std)
1	.371[a]	.137	0.133	15.78146
a.Constant predictor(Procedural Justice)				

The model summary table above indicates that procedural justice contributes 13.7% (R^2=0.137) only to the organizational commitment which is quite negligible. Hence, rest of the contribution is made by some other variables which is not a part of this study.

ANOVA

Model		Sum	df	Mean	F	sig
1	Regression	7861.183	1	7861.183	31.564	.000[a]
	Residual	49312.817	198	249.055		
	Total	57174.000	199			
a. Constant predictors (Procedural Justice)						
b. Dependent Variables (Total organizational commitment)						

The ANOVA table above indicated that regression model predicts the dependent variable statistically significant in case of procedural justice only, and other two dimensions i.e. distributive justice and interactional justice are excluded from the model of regression.

Coefficient

Model		coefficient unstandardized		coefficient standardized	t	sig
		B	error	Beta		
1	constant	130.944	6.742		19.422	.000
	Procedural Justice	1.583	.282	.371	5.618	.000
a. Dependent variables (organizational commitment)						

variables

Model		BetaIn	t	sig	Partial correlation	collinearity statistics tolerance
1	Interactional justice	.013[a]	.121	.904	.009	.389
	Distributive justice	.160[a]	1.485	.139	.105	.373
a. predictors (constant) Procedural Justice						
b. variables (dependent)organizational commitment						

Table of coefficients (Coefficient table and Excluded variable table), the p-value of procedural justice is 0.000 (t=5.618) showing that procedural justice has significant impact on organizational commitment and p-value of interactional justice and distributive justice is 0.904 (t=.121) and 0.139 (t=1.485) indicating that being greater than 0.05 at 0.05 level of significance, these variables are making insignificant impact on organizational commitment and are excluded from the regression, meaning thereby that only procedural justice is contributing to the overall commitment in the organization.

So, the final regression equation is Organizational Commitment=130.94+1.58 x procedural justice.

V.CONCLUSION:

The findings reveal organizational justice is significantly having association with organizational commitmentand has a positive impact with nearly moderate correlation.Studying dimension wise, it was observed that impact was due to procedural justice only while interactional and distributive justice have not shown any contribution in raising perception towards commitment.

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