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# TEACHERS' PERCEPTION OF ORGANIZATIONAL JUSTICE AS A CORRELATE OF THEIR JOB COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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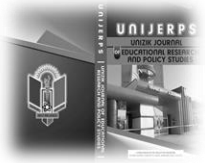
## ABSTRACT

*This study investigated teachers' perception of organizational justice as a correlate of their job commitment in secondary schools in Anambra State. It adopted the correlational research design. Three research questions guided the study and one hypothesis was tested at 0.05 level of significance. The population of the study comprised 5,261 teachers in 261 public secondary schools in the state. The sample comprised 1,000 teachers drawn using stratified sampling technique. Data were collected using two researcher developed instrument titled 'Organizational Justice Scale' and 'Teachers Commitment Questionnaire'. It was duly validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. A reliability index of 0.77 and 0.82 was obtained using Cronbach Alpha. Out of 1000 copies of the instrument administrated, 991 copies representing 986% were duly completed, retrieved and used for data analysis. Data were analysed using Mean and Pearson Product Moment Correlation Coefficient. The findings revealed that there is low organizational justice perception among teachers in secondary schools in Anambra State, a moderate job commitment among teachers and a low positive correlation between teachers' perception of their organizational justice and their job commitment. Based on the findings, it was recommended among others that since teachers perceive low organizational justice. The government should endeavour to evolve strategies to guide and ensure that there is centralized and equitable distribution of outcomes for teachers in secondary schools and principals should ensure that teachers are treated fairly and respected in the school.*

**Key words**: Organizational Justice, Job Commitment, Distributive, Procedural, Interactional.



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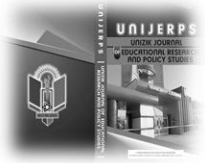
## Introduction

Educational system has been consistently ranked among the biggest industry with a large number of educated labour force. The size of the industry has necessitated the huge allocation of government funds for the achievement of effective teaching and learning. Many initiatives that will facilitate quality assurance and develop the teachers' capacity to participate constructively in educational goal attainment have been introduced in the school. But, despite the effort of the government towards education, the quality of education has been low and declining thereby giving every stakeholder of education serious concern. The success of this effort in achieving high standards in education depends largely on the commitment of the teachers. The maxim that no educational system can rise above the quality of its teaching staff further underscores the relevance of teachers to national development (Federal Republic of Nigeria) (FRN) 2013).

Teachers are invaluable resource to the achievement of effective learning and qualitative education. They guide the learners to effective learning, acquisition of knowledge, skills, abilities and needs for purposeful living. The above indicate that teachers are truly at the heart and soul of the teaching and learning process. Ekundayo (2011) describes a teacher as a person who lays the moral foundation on which good citizenship is built. Thus, a teacher's job goes beyond teaching but stretches into moulding and guiding youths, monitoring students, mentoring students and promoting general character building. Therefore, teachers need to be committed and dedicated to their job for the attainment of educational goals. In support of this, Aladejana (2012) observed that teachers' job commitment is the hallmark of qualitative education.

The relevance of teachers' job commitment is vital for a long term growth and development of any educational system. Therefore, it is an undeniable fact that the future of school depends upon the commitment of its workforce (employees). Hence any factor that will lead to low job commitment should not be taken lightly this is because uncommitted employees cause immediate problems to their organization. Factors such as fairness and equity in the school when perceived

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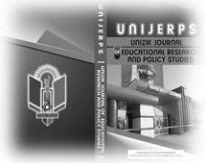
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to be high by teachers could be an important vehicle for improving teachers' job commitment. As teachers often complain that they are not part of the decision making process in their school and that resources are not distributed evenly to every teacher. These unsatisfactory conditions that result to low job commitment as most often proffered by teachers themselves includes discrimination, lack of professional autonomy, ineffective staff meeting, communication gap, lack of involvement in decision making, segregation and favouritism. The effect of these on the teachers job commitment and dedication to duties includes lack of enthusiasm for the job, teacher absenteeism, absence of creativity, ineffectiveness poor attitude to work, engaging in commercial activities more than their professional responsibilities, combining full time post graduate studies in universities with their teaching jobs, paying less attention to students' academic achievement and inefficiency on the part of the teachers (Daily Trust, 2010). All these are indicators that there is lack of commitment among the teachers. These may likely affect teachers' job commitment because teachers' job commitment and their organizational justice perceptions go hand in hand. Organizational justice perception determines the attitude that the teachers bring to work. This presupposes that teachers' perception of organizational justice is likely to affect their job commitment.

Organizational justice has been referred to the perception of fairness and equity in a workplace. Organizational justice can also be defined as the process of ensuring that everyone in an organizational is treated fairly and equally. According to Schneide (2004) organizational justice is the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. These perceptions can influence workers attitudes and behaviours for good or bad, in turn having a positive or negative impact on employee performance and organizational success. Workers with high perceptions of organizational justice will be motivated to higher levels of job performance while those whose organizational justice is low will respond passively and negatively by resorting to withdrawal behaviours, be absent from work, put in low quality output, or even leave the organization. In another view, Zainhpour, Fini & Minkamili (2010)



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reported that perception of injustice among teachers in school can lead them to mistrust their management, low productivity, ineffectiveness and dissatisfaction. The bottom line is that, when teachers' perception of organizational justice is low, their job commitment will be low.

Job commitment is an employee's emotional attachment to the job and it can also be seen as the level of allegiance an employee feels for his job. According to O'Relly (2010), job commitment is typically conceived of as an individual's psychological bond to his or her organization, including a sense of job involvement, loyalty and a belief in the values of the organization. Teachers' job commitment can arise from factors within the school system which if favourable to them, could motivate them to increase the level and thus improve on the quality of their output. Job commitment comes into being when teachers identify with their school and exerts effort on behalf of the goals and values of the school. A committed teacher is one who identifies with the goals of his or her school and strives for excellence and growth in instructional practice. When teachers perceive justice in their judgement on issues relating to fair pay, equal opportunities for promotion, assignment of responsibilities, personnel selection procedures, fair personnel management practices amongst others it tends to boost their commitment. This is only possible if the teachers have the feeling of obligation to give in their best, help students to learn regardless of their academic difficulties or social background.

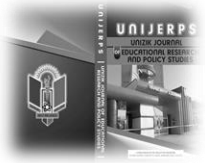
Taken together, in order for educational organizations to achieve their goals and objectives, teachers' perceptions of fairness and job commitment should be given serious consideration because of it determines the level of dedication they give to their job. Therefore, it is very important to investigate the relationship between teachers' perception of organizational justice and their job commitment in schools. It is on the basis of this that the researcher embarked on this study which investigated teachers' perception of organizational justice as a correlate of their job commitment in public secondary schools in Anambra State.

## Purpose of the Study

The purpose of the study is to determine the relationship between teachers'



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perception of organizational justice and their job commitment in secondary schools in Anambra State. Specifically, this study sought to determine:

1. The perception level of teachers' organizational justice in secondary schools in Anambra State.
2. The perception level of teachers' job commitment in secondary schools in Anambra State.
3. The nature of relationship between teachers' perception of organizational justice and their job commitment in secondary schools in Anambra State.

**Research Questions**

The following research questions guided the study:

1. What is the perception level of teachers' organizational justice in secondary schools in Anambra State?
2. What is the level of secondary schools teachers' job commitment in secondary schools in Anambra State?
3. What is the nature relationship between teachers' perception of organizational justice and their job commitment in secondary schools in Anambra State?

**Hypothesis**

The following hypothesis was tested at 0.05 level of significance.

1. There is no significant relationship between teachers' perception of organizational justice and their job commitment.

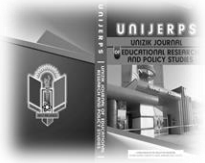
**Method**

The study adopted the correlational survey design. In this study, the design is used to show the magnitude and level of relationship between teachers' organizational justice perception and their job commitment.

The population of the study was 5,261 teachers in the 261 state government owned secondary schools on Anambra State. A total of 1,000 teachers were sampled from the population using stratified sampling technique.

A researcher developed instruments titled 'Organizational Justice Scale' (OJS) and 'Teachers Commitment

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Questionnaire' (TCQ) were used for data collection. The instruments contained 45 items. OJS contains 30 items divided into three parts, A, B, and C. The three parts are on Distributive, procedural and interactional justice respectively. Part A contain 12 items, part B contains 10 items while part C contains 8 Items. All the items in the three parts are structured on a 4- point response scale of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), weighted 1, 2, 3 and 4 respectively. TCQ contains 15 items and has only one part which is structured on a 4- point response scale of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), weighted 1, 2, 3, and 4 respectively.

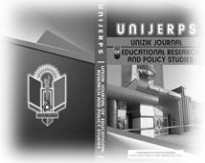
The instruments were subjected to face validation by three experts: two in Educational Management and one in Educational Measurement and Evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistencies of the instruments were verified using Cronbach Alpha, and this yielded coefficient values of 0.77 and 0.82. A total of 1,000 copies of the questionnaire were administered by the researchers directly on the respondents. Out of these, only 991 copies, representing 98.6% return rate were properly completed, retrieved and were used for data analysis. Mean and Pearson Product Moment Correlation Coefficient was used in answering the research questions and in testing the hypothesis. The critical level of significance for the analysis was $p< 0.05$. All analysis was Statistical Package for Social Sciences (SPSS) version 20.

For answering the research questions 1 and 2,any mean score of 2.50 and below was taken as "low" perception of organizational justice; mean score 2.50 to 3.80 was taken as moderate while 3.80 and above was taken as "high".

For research question 3, the items with correlation coefficient of 0.00 to 0.40 were regarded as having low relationship; 0.41 to 0.60 high relationship while items with coefficient of 0.60 to 0.80 were regarded as having substantial high relationship. The relationship was regarded as negative if the correlation coefficient is a negative value while it was regarded as positive if



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the correlation coefficient value obtained is a positive value. For testing of the hypothesis a hypothesis was rejected if the probability (p) value obtained is greater than the significant level of 0.05 where as a hypothesis was not rejected if the probability (p) value obtained is less than the significance level of 0.05.

## Results

The results are presented according to the research questions and hypothesis.

### Research Question One

What is the perception level of teachers' organizational justice?

**Table 1: Perception level of teachers' organizational justice.**

| | N | Mean | Standard Deviation | Decision |
|---|---|---|---|---|
| Teachers' perception of organizational justice | 1000 | 2.10 | 0.68 | Low |

As shown on Table 1, the grand mean is 2.10, and it is less than the 2.50 which indicates that the perception level is low. Thus, the perception level of teachers' organizational justice is low.

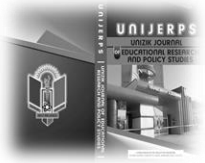
### Research Question Two

What is the perception level of teachers' job commitment?

**Table 2: Perception Level of Teachers' Job Commitment**

| | N | Mean | Standard Deviation | Decision |
|---|---|---|---|---|
| Job commitment | 1000 | 3.17 | 0.96 | Moderate |

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Results in Table 2 reveal that the grand mean scores of teachers' job commitment is 3.17. This shows that there is moderate job commitment amongst secondary school teachers. The mean score is above 2.50 and hence it is a moderate level of job commitment in secondary schools in Anambra State.

**Research Question Three**

What is the nature of relationship between teachers' perception of organizational justice and their job commitment?

**Table 3: Pearson Correlation between Teachers' Perception of Organizational Justice and their Job Commitment?**

| | N | Teachers perception of organizational justice | Job commitment | Decision |
|---|---|---|---|---|
| Teachers perception of organizational justice | 1000 | 1 | .226 | Low positive |
| Job commitment | 1000 | .226 | 1 | |

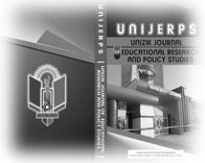
As shown on table 3, the Pearson Correlation Coefficient, r= .226. This is an indication that a low positive correlation exist between teachers' perception of organizational justice and their job commitment. This implies that if teachers' perception of organizational justice increase their job commitment would also increase.

**Hypothesis One**

There is no significant relationship between teachers' perception of organizational justice and their job commitment.



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**Table 4: Test of Significant of Pearson Correlation between Teachers' Perception of Organizational Justice and their Commitment.**

| | N | Teachers' perception of organizational justice | Teachers' job commitment | P value decision Significant |
|---|---|---|---|---|
| Teachers' perception of organizational justice | 1000 | 1 | .226 | |
| Teachers' job commitment | 1000 | .226 | 1 | |

Data analysis on Table 4 show that the probability value obtained r= .226 is greater than the p-value 0.05. Thus there is a significant relationship between teachers' perception of organizational justice and teacher's job commitment. The null hypothesis was therefore rejected.

**Discussion of findings**

Analysis of data reveals that a low positive correlation exists between teachers' perception of organizational justice and their job commitment. This implies that an increase in teachers' perception of organizational justice will lead to increase in their job commitment. This finding agrees with Nojani (2012), who reported that organizational justice perception of teachers had a significant impact on teachers' job commitment.

The results also show that there is a low perception level of organisational justice among secondary schools teachers. This finding agrees with Brown (2014) who found that teachers are not treated fairly in schools and argued that organizational justice is one the most influential element in creating a harmonious school climate where teachers can be devoted in their jobs.



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The study also revealed that there is moderate level of job commitment amongst secondary school teachers in Anambra State. This implies that teachers' commitment to their discharge of duties is on the average. The teachers exhibits moderate perseverance towards their job and they consider it as a moral responsibility to achieve the value and goals of their school. This finding supports Chime (2013), who found out that there is moderate level of job commitment among teachers.

Findings of the study imply that the more teacher perceive fairness and equity in the school, the more committed they will be in their job. This agrees with the view of Gibson (2009), who pointed out that principals should not see themselves as the "boss" neither melt unfair treatment to the teachers. But teachers should see themselves as team players with the teachers. The principal should involve teachers in decision making and also respect them as professionals. The finding also corroborates with Kurt (2015), who asserted that organizational justice perception influences teachers' commitment to their instructional roles as they do more than what they are supposed to do in terms of their job definition and beyond when they perceive high justice in their school. A teacher whose justice perception is high, generally go the extra mile in teaching and learning. No wonder, Tan (2006) argued that employees' justice perception and job commitment go hand in hand. An increase in one results to increase in the other.

## Conclusion

Teachers' perception of organizational justice and their job commitment happens to be one of the most crucial subjects in any educational institution. Organizational justice perceptions play an important role in teachers' job commitment. When teachers are committed and devoted to their legitimate duties, it is very essential for a effective teaching and learning climate suitable for qualitative education.

It is for this reason that school principals and the government pay increasing attention to the justice perceptions of teachers in order to boost



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teachers' job commitment in the schools.

**Recommendations**

Based on the findings, the following recommendations are made:

1. The government should make conscious effort to formulate policies that will ensure centralized distribution of outcomes in the school to minimize inequitable distribution being experienced by teachers.
2. The principals should apply rules fairly to all teachers and also pay greater attention to appreciation, giving of awards, literary and moral appreciation because they make a psychological compensation to teachers and boost their commitment.
3. The principals should establish an open and democratic relationship with the teachers as this will continuously ensure their high organizational justice perception.
4. The government should endeavour to improve teachers' job commitment through empowerment, recognition, motivation, rewards and seminars.
5. The principals should allow teachers to participate and voice their opinion when decisions are made in schools.

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