

**EFFECT OF ORGANIZATIONAL JUSTICE ON
ORGANIZATIONAL COMMITMENT IN PUBLIC
SECONDARY SCHOOLS AND COMMERCIAL BANKS IN
KENYA**

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(Human Resource Management)**

**JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY**

2016

**Effect Of Organizational Justice On Organizational Commitment In
Public Secondary Schools And Commercial Banks In Kenya**

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**A Thesis Submitted in Partial Fulfilment For The Degree Of Doctor Of
Philosophy In Human Resource Management In The Jomo Kenyatta
University Of Agriculture And Technology.**

2016

DECLARATION

This thesis is my original work and has not been presented for an award in any other university.

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This thesis has been submitted for examination with our approval as University supervisors.

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DEDICATION

This work is dedicated to my parents, Mr. and Mrs. Daniel Karanja who laid the foundation upon which I rely, to my dear wife Priscilla, and my sons Dan and Mark.

You are the best.

ACKNOWLEDGEMENT

My gratitude goes to my supervisors Dr. H. Gachunga, Dr. Kalio, and the late Dr. J. Mwangi for their patience and expert input that helped to shape this thesis. I thank my friends who believed in me and encouraged me to keep going. I cannot forget my family, my wife Priscilla and my sons, Dan and Mark who urged me on whenever I felt low. Finally I acknowledge all those who have contributed to my work in one way or another but have not been explicitly named here. God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACS	Affective Commitment Scale
BIFU	Banking Insurance and Finance Union
CCS	Continuance Commitment Scale
DSO	District Staffing Officer
G.o.K.	Government of Kenya
KBA	Kenya Bankers Association
KNUT	Kenya national union of teachers
KUCFAW	Kenya Union of Commercial, Food and Allied Workers
KUPPET	Kenya Union of post primary education teachers
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NCS	Normative Commitment Scale
OC	Organizational commitment
R.o.K	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

DEFINITION OF TERMS

- Distributive Justice:** Distributive justice refers to perception of justice that encompasses the perceptions of the members of the organization regarding fair distribution of resources among the members of the organization (Yavus, 2010).
- Informational Justice:** Informational justice is defined as People's perceptions of the fairness of the information used as the basis for making a decision (Greenberg & Baron 2008).
- Interpersonal justice:** Interpersonal justice is the degree to which people are treated with politeness, dignity, and respect by authorities (Greenberg & Beron 2008).
- Organizational commitment:** Organizational commitment refers to the degree to which an employee identifies with the goals and values of the organization and is willing to exert effort to help it succeed (Reyes, 1990).
- Organizational justice:** Perceptions of fairness regarding outcomes from social exchange (Greenberg, 1990).
- Procedural justice:** Procedural justice is the fairness of the decision-making process in an organization (Korgaard & Sapienza, 2002).
- Employees:** Employees refer to a pool of human resources under the firm's control in a direct employment relationship (Armstrong, 2008).

ABSTRACT

The study sought to explore the influence of organizational justice on organizational commitment of teachers in public secondary schools and bank tellers in commercial banks in Kenya. The objectives of the study were to establish whether perceptions of distributive, procedural, interpersonal, and informational justice had an effect on organizational commitment, and to find out whether effects of organizational justice on organizational commitment differed significantly among teachers in public secondary schools and employees in the banking sector in Kenya. The study adopted a correlational research design. The study population included 63,933 teachers in the 47 Counties and bank tellers in commercial banks in Kenya. A random sample of 382 teachers was drawn from three purposively selected Counties. The Nairobi head office of each bank was purposively sampled for commercial banks. A sample of 140 tellers was selected using simple random sampling. Data was collected using a structured questionnaire. Data analysis involved statistical computations for means, percentages, correlation and multiple regression analysis. Statistical Package for Social Sciences (SPSS) version 21.0 for Windows was used for analysis. The study findings indicated that teachers' organizational justice significantly influenced teacher's organizational commitment. Distributive justice and interpersonal justice were found not to be important predictors of organizational commitment while procedural, and informational justice were found to be useful predictors of organizational commitment for teachers. Only procedural justice was found to be significant in predicting organizational commitment for bank employees. The study results also indicated that the effect of organizational justice on organizational commitment for teachers was significantly different from that of bank employees. The study recommended that management should ensure fairness in provision of rewards; involve employees in decision making, show dignity and respect when explaining decision outcomes to concerned staff members. The management should maintain consistency in applying rules; ensure accuracy in use of information, and safeguards against bias when dealing with employee issues. The management should also adopt a proactive approach to understand employees' perceptions of organizational justice, and provide appropriate working environment in order to reap benefits including the cost associated with employee retention and efficiency of service delivery.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizational justice is an important factor associated with the success of every organization. In an attempt to keep employees committed to the organization, the organization needs to be fair in its system regarding organizational justice (Akanbi & Ofoegbu 2013). Organizational justice perception is one of the important determinants of employees' perception of organizational commitment. This is due to the fact that employees with high perception of organizational justice tend to show positive behaviors, while those with negative perception tend to show behaviors like decreased effort and reduced commitment to their organization (Cemal, 2014). Selvitopu and Sahin (2013) argue that what is more important in an organization is an accurate perception of the organizational justice by the employees. This perception is an important feature of social interaction. Where this perception is negative, the management may have issues in motivating and directing their employees.

The term organizational justice, originally coined by Greenberg in the 1980s is believed to generally encompass three different components, namely: distributive justice, procedural justice and interactional justice (Folger & Cropanzano, 1998). According to Greenberg (1990), organizational justice theory relates to employees' points of view about justice in job-related matters. In this sense, organizational justice is concerned with the rules developed to distribute or to take decisions on distribution of acquisitions such as tasks, goods, services, rewards, punishments, organizational positions, opportunities and roles among employees and societal norms that constitute the basis for these rules (Folger & Cropanzano, 1998). 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).

According to Roch and Shannock (2006), many important organizational attitudes and behaviour can be directly linked to employee's perceptions of justice. Issues like monetary resources allocation, recruitment and selection of employees in organizations, policy and decision making all require special attention in respect to organizational justice (Colquitt, Greenberg, & Zapata-Phelan, 2005). Organizational justice is thought to be an important requirement for the effective functioning of organizations. Thurston and McNall (2010) argue that fairness perceptions holds an important position in the decisions and processes as per human resource aspect like pay, benefits and other compensation issues. Fairness in rewards received, decisions regarding the compensation process and the way this information is communicated to all the employees is important in formulating the responses about the compensatory system (Milkovich & Newman, 2008).

Organizational justice theory aids in understanding employee attitudes such as perceived organizational support (Rhoades & Eisenberger, 2002) and organizational commitment (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 (Tang & Sarsfield-Baldwin, 1996). 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. It is noted that fairness is very important in individuals' everyday life particularly in job setting (Ambrose, 2002). Managers should take actions to enhance employees' organizational commitment in an attempt to reduce employees' turnover intension with the help of distributive and procedural justice (Elanain, 2009). Cropanzano, Bowen, and Gilliland, (2007) add that

organizational justice can create immense benefits for organizations and employees including greater trust and commitment.

Organizations are increasingly relying on their human capital to give them a sustainable competitive edge (Woolridge, 2002). Akanbi and Ofoegbu (2013) argue that organizational justice and organizational commitment are among the most important issues in today's highly competitive business environment. In the last two decades, there has been an increase in the field of research on organizational justice perceptions. A number of studies conducted in different countries and cultures have documented positive relationship between organizational justice perceptions and organizational commitment (Lambert, Hogan, & Griffin, 2007).

Organisational commitment (OC) has been defined as 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). The key to the success of any organization depends on the commitment of employees toward that organization (Herman & Armanu, 2013). Robbins and Judge (2007) posit that commitment toward an organization goes beyond formal membership; it includes the attitude towards the organization and willingness to pursue everything for the sake of organization. Organizational commitment according to Robbins and Judge (2007) is a situation where an employee is in congruent with a particular organization as well as its goals and wishes to maintain membership in the same organization. Organisational commitment is distinguished from job satisfaction in that organisational commitment is an affective response to the whole organisation, while job satisfaction is an affective response to specific aspects of the job (Morrison, 2004).

Researchers also view commitment as involving an exchange of behaviour in return for valued rewards (Balci, 2003). Organisational commitment is the outcome of a matching process between the individual's job-related and vocational needs on one hand and the organisation's ability to satisfy these needs on the other (Cemal, 2014). Explained as an

individual's identification and involvement with a particular organisation, organisational commitment is represented by (a) a strong belief in and acceptance of the organisation's goals and values; (b) a willingness to exert considerable effort on behalf of the organisation; and (c) a strong desire to maintain membership in the organisation (Somech & Bolger 2002).

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 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 (Meyer & Allen, 1991). Employees whose commitment is in the nature of continuance 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 (Dixit & Bhati, 2012).

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; Reilly & Orsak, 1991). In general, available literature assume that OC is a very desirable behaviour in many different kinds of industries. As a result, some studies treat OC as a consequence of other factors. For instance, OC has been studied as a consequence of leadership behaviours (Perryer & Jordan, 2005), justice (Rifai, 2005), pay satisfaction, social support, and autonomy (Rayton, 2006).

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 recent years, there have been an increase in publications relevant to organisational commitment in various occupational groups. This is evidenced by the immense literature available related to antecedents and consequences of organisational commitment (Hammer & Avgar, 2005). Employees with a sense of equality and a feeling that they are rewarded fairly for their genuine contributions to the organization are satisfied (Srivastava, 2015). The reward may include multiple benefits and perks other than financial gains. Employees with high job satisfaction tend to exert higher levels of performance, productivity, commitment and retention rates. Therefore organizational Justice must prevail (Al-Zu'bi, 2010).

1.1.1 Secondary Education in Kenya

Since independence, the Kenyan education system has undergone numerous changes in line with national aspirations as well as with the needs of the fast expanding economy (Sifuna, 1999; RoK (2006). Sifuna continues to argue that the increasing demand for more knowledgeable and skilled manpower, together with the rising expectations of parents has put tremendous pressures on schools and other learning institutions to fulfil these needs. Along the teaching demands, teachers are charged with other responsibilities such as; guiding and counseling, disciplining students, managing classes and participating in both co-curricular and extra curricular activities. Coupled with this, the freezing of the hiring of teachers to public schools by the Kenyan government in 1998, created a teacher shortage in many schools leading to increased workload to the existing staff (Sifuna, 1999). Data from Teachers Service Commission headquarters indicate that the current shortage of teachers in secondary schools stands at 38503 with Kilifi county having the highest shortage of 1038 teachers.

According to RoK (2006) numerous official documents over the last decade, have increasingly drawn attention to the fragility of perceived teacher commitment. Notably is the recent policy, which demands that newly employed teachers stay in the same station for a mandatory five year service before requesting for transfer to a new station of work. Further, there is a demand that teachers must sign performance contracts. This directive by the Ministry of Education has drawn criticisms from Kenya National Union of Teachers (KNUT) and the Kenya Union of Post Primary Education Teachers (KUPPET). The unions have contested out of fear that performance contracts could interfere with the permanent and pensionable status of teachers' jobs hence their commitment to teaching.

There has also been a general concern, among members of the teaching professional, who are employees in public schools about a public announcement by the Teachers Service Commission (TSC) regarding payment of licencing fees by all teachers under TSC. KNUT and KUPPET opposed this proposal. During the year 2009, the Ministry of Education, in collaboration with a civil society organization known as the National Tax Payers Association, developed a school card as a formal tool through which parents in Kenyan schools would compile information concerning their school and communicate directly to the Ministry of Education headquarters. The school report card was envisaged by parent as their tool in demanding improved performance from head teachers and teachers on behalf of the students. Since there is a mechanism for inspection and management of schools a new one may not be necessary as argued by KNUT officials. KNUT felt that this report card was contradictory to the laid down legal procedures for inspection and management of schools and was likely to disrupt school order and teacher commitment. The recent industrial action by teachers where teachers staged a three week strike from 5th September to 25th september 2012 is another indication of teachers concern about issues of teachers justice perceptions. Teachers country wide demanded that their salaries be harmonised with those of others civil servants in the country.

In Kenya the recent effort by the government to introduce free primary education and subsidized secondary education programmes has led to an influx in enrolments, this has brought concerns about student – teacher ratio and teachers commitment to their work in secondary schools. In the education sector regardless of public or private institutions, the importance of commitment is equally important. According to Hartmann and Bambacas (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.

Research specifically pertaining to commitment amongst teachers has begun to receive much attention due to the decrease in popularity and status of the teaching profession as a whole (Gendin & Sergeev, 2002). Also as a result of the high teacher turnovers recorded in many countries over the past few decades (Buckley, Schneider & Shang, 2005; Kotterman, 2000). 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 (Ingersoll, 2001; Tye & O-Brien, 2002). Because of the impact of the constant demands that are made on teachers to produce better results and aim for higher educational objectives, investigations as to the experience of teachers, as human resources, in respect of their work situation has become increasingly necessary.

Prosperity of a country depends on its educational institutions (Aslam & Sadaqat, 2011). If the young generation is equipped with better education and skills, they are in a better position to give positive output to their country. Educational institutions need teachers to polish talent in students. They are the builders of a nation so their importance in any

country cannot be ignored. Aslam and Sadat also note that Human Resource is considered as most powerful resource of a country to make it prosperous. All other resources like monetary and natural resources are dependent on talented and capable human resources for their optimal utility (Aslam & Sadaqat, 2011).

It has been argued that organizational justice plays an important role in the development of employee attitudes towards the organization which is highly associated with their commitment and job satisfaction (Colquitt *et al.*, 2001; Srivastava, 2015). Moreover, the health of an individual is greatly affected by organizational justice (Kivimaki, Elovainio, Vaktera, & Ferrie, 2003). Organizational justice is not only important for an organization but also important for the wellbeing of the workers in an organization (Poole, 2008). Johns and Alan (2001) note that organizational justice has a vital role on enhancing individual's satisfaction and commitment.

Organizational justice in an organization is also important because of its impact on the performance of any organization. It can be measured in terms of work effectiveness, loyalty of the employees and fostering mutual respect among employees (Sheppard, Lewicki, & Minton, 1992). Justice is a social phenomenon, which not only affects the social life of an employee, but also their professional activities (Beugre, 1998). Justice at the workplace has a significant relationship with employee's satisfaction (Poulus, 2004), as well as the effectiveness of an organization (Colquitt, Conlon, Wesson, Porter, & Ng, 2001).

Although organizational justice in organizations is not a new concept in literature, it has not received much attention in the field of education (Hoy & Tarter, 2004). In Kenya this situation is even worse. Malik and Basharat (2011) after conducting a research in Pakistan, to investigate faculty members' perceptions of organizational justice in institutes of higher learning, identified a research gap that indicated a need for a study to investigate perceptions of organizational justice outside western cultures. This study

therefore aimed to address this by investigating perceptions of organizational justice in a Kenyan culture.

According to Poulus (2004), organizational justice should be made a main agenda in organizations because employees want organizational justice in the work place. Wide range of human behaviours in the context of organizations can be explained by how the workforce perceives distributive, procedural and interactional fairness. That is why numerous researchers have investigated the role of organizational justice perceptions on job satisfaction, withdrawal behaviours, organizational citizenship behaviour, organizational commitment and productivity (Cohen-Charash & Spector, 2001; Colquitt *et al.*, 2001; Viswesvaran & Ones, 2002). 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 organizational 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.

1.1.2 Banking Sector in Kenya

Many business organizations recognize the important role played by human resources in gaining a competitive edge in today's competitive global business environment (Ombasa, 2013). All human resource management practices are important, but employee retention continues to top Human Resource Management activities that help organizations in their endeavor to achieve their goals and objectives (Mello, 2007). As a result, researchers and practitioners are interested in addressing the key issues and challenges relating to employee motivation, commitment and retention.

Retaining well motivated, committed and productive employees is essential in running a successful business. Retaining such employees saves companies not only money but also

other costs in recruitment and training while helping maintain an efficient and knowledgeable workforce (Ombasa, 2013). Promotions, health insurance and retirement packages are among many benefits that majority employees desire from their employers. Organizations that offer such benefits have a higher chance of motivating and retaining workers than businesses that fail to offer benefit packages, asserts Ombasa (2013). Ongori (2008) argue that no business can enjoy and sustain success unless it deals with the problem of employee turnover effectively. This calls for a strategic approach to the management of employees in order to enhance their commitment and motivate them to stay.

Banks are the biggest financial service providers of any nation. The strength of any financial service providing company depends on the contentment and inspiration of its employees (Ombasa, 2013). Bottorff (1999) posit that banks have to respond to increased competition by rewarding performance and efficiency. He further adds that by rewarding efficient employees banks could generate a structural solution to the banking industry's productivity challenges.

Commercial banks in Kenya are set up and regulated under the Companies Act, the CBK Act and the Banking Act. Legislative changes, in the form of prudential guidelines issued from time to time by the Central Bank of Kenya, led to the liberalization of the banking system. Banking organizations are considered to be one of the more stressed-out sectors in the World (Ebiringa, 2011). This is also the case with banking sector in Kenya. Long working hours is a major reason of employees' lack of satisfaction and commitment. The Banking sector is one of the fanciest sectors for young business graduates. But the problems they face after joining the banking sector affect their commitment and in turn, raise issues like turnover, absenteeism and underperformance. The Global commercial banking survey (2014) warns that despite positive progress, the banking environment still remains cloudy with uncertainties still persisting in areas of employment levels and economic growth.

The world economic forum's 2014-2015 Global competitiveness report shows that Kenya's Competitiveness ranking leaped from 106th to 90th place over the past five years, reflecting strong improvements in areas of technological adoption, innovation capacity, financial market development, and infrastructure and business sophistication. With these promising opportunities it is paramount that commercial banks strengthen their work force in terms of committed employees to find new sources of growth and protect themselves against increasing competition from new banks and non-traditional entrants (Ongori, 2008).

In today's competitive world, organizations cannot perform well unless the employees in such organizations are committed and work effectively in teams. It is important to have faithful employees who do their job tasks independently. Fairness perceptions hold an important position in the decisions and processes as per human resource aspect (Thurston & McNall, 2010). The practice of the organizations with regards to their employees' commitment is different comparing the past and the present. In the past, organizations secured the loyalty of their employees by guaranteeing job security. However, many organizations have practiced downsizing, restructuring and transformation as a response to competitive pressures. This has created a less secure organizational climate. One of the challenges facing organizations involves maintaining employee commitment (Bergmann, & Grahn, 2000). With no assurance of continued employment, workers have now raised their expectations in the other areas. For instance, managers expect employers to be committed to their companies in terms of pleasant working conditions, access to training and development, provision of safe working environment and a balance between work and employees commitment outside workplace (Thurston & McNall, 2010).

According to Central Bank of Kenya (2005-2014) Supervision Report, there are 47 commercial banks in Kenya. 27 banks are locally owned while 20 are foreign owned. Commercial banks all together account for 65% of the banking assets. The growth of the banking sector in Kenya has created a lot of opportunities. The banks recruited many

experienced and qualified employees from other competing banks at much better salaries and packages. This has affected the quality of workforce of the existing banks (Nyamongo & Temesgen, 2013).

Although the banking sector in Kenya has experienced problems over the last 25 years, with 37 banking institutions collapsing between 1986 and 1998 (Kithinji & Waweru, 2007; Ngugi, 2001), there has been a continued growth in performance over the last eight years, with the banking sector collectively registering impressive performance (Nyamongo & Temesgen, 2013). According to Price water coopers (2011) the Banking sector in Kenya has recorded growth in assets, deposits, profitability and products offering. Under the competitive environments that commercial banks operate, bank employees have had a lot of pressure to try and come up with creative ideas to enable them survive in such an extremely turbulent and competitive environment (Price water coopers, 2011).

From independence, the legal and institutional frame work for employment relations recognized freedom of association and the right to collective bargaining in Kenya (Tayo, 2010). The rights of both employers and employees are enshrined in the Kenya Constitution (Republic of Kenya, 2010). Article 41 of the constitution provides that every employee has a right to good working conditions, fair remuneration, right to form or join a union and the right to go on strike (Republic of Kenya, 2010). Employers also have a right to form and join an employer's organization and take part in the activities and programs of such an organization (Republic of Kenya, 2010). The same Article also guarantees trade unions, employers' organization and employers the right to engage in collective bargaining (Republic of Kenya, 2010).

Kenya's banking industry has adopted collective bargaining and flexible wage fixing approaches in determining wages (KIPPRA, 2013). Collective bargaining approach is a negotiation process that involves employers or their association with representative of workers on wages and the terms and conditions of employment (KIPPRA, 2013). Wages are the most important issue in collective bargaining (Price water coopers, 2011). Two

parties are involved in collective bargaining in Kenya's banking industry. These include the Kenya Bankers Association (KBA) which was established in 1962 to negotiate terms and conditions of service of unionisable employees in the banking industry and the Banking, Insurance and Finance Union (BIFU) (KBA, 2013). The role of KBA has evolved to include standardization of management practices to ensure harmony in the banking industry (KBA, 2013).

On the other hand the Banking Insurance and Finance Union (BIFU) was registered in 1986 through a Court Order with the aim of recruiting workers in banks, insurance, building societies among other financial institutions (Tayo, 2010). Prior to the registration of BIFU, unionisable employees in the banking industry were members of Kenya Union of Commercial, Food and Allied Workers (KUCFA W) which was established in 1962. After registration, BIFU only managed to recruit a small number of unionisable bank employees in 1998 when an illegal strike in the banking industry failed (Tayo, 2010). Workers in the banking industry believed that the strike failed because KUCFAW did not support them adequately. According to (Tayo, 2010), the failure of the strike made the unionisable employees in the banking industry to join BIFU in large numbers. Unionisable employees in the banking industry are mainly non-management staffs who comprise of support staff, supervisors, section heads, clerics and secretarial staff (Central Bank of Kenya, 2013).

A major challenge of the banks involves maintaining employee commitment in the current business environment (Tayo, 2010). According to PWC (2012) annual report, employees expect employers to demonstrate their commitment in terms of providing pleasant working conditions, access to training and development, enabling employees to have a work-life balance and providing them with fair and just work environment. In return, the employees would also demonstrate commitment which is an antecedent to banks' operational and financial performance. In order to motivate employees to remain creative and increase their commitment the banking sector in Kenya has to rethink its approach on how it uses it's most important resource - the people. It was thought

significant from this background to carry out a study relating to commitment of employees in the banking sector.

1.2 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. Little consideration has been given to developing service delivery which would increase teacher commitment, and make teachers feel secure and confident in their schools. In the financial sector, the rapid technological growth and increased competition have forced commercial banks in Kenya to aggressively compete for employees in order to remain competitive (Central Bank of Kenya, 2010). This trend has created a lot of interest on the effect of organizational justice on organizational commitment. As a result, it is important to understand whether organizational justice stimulates and sustains employee's commitment to their organizations in Kenya.

Previous research to address this situation has demonstrated that employee' working conditions impacts on their commitment (Dehkordil, Mohammadi, & Yektayar, 2013). 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. Kipkebut (2010) after conducting a study of organizational commitment and job satisfaction in higher education institutes in Kenya suggested that research should be extended to other sectors and institutions in Kenya. To fill these gaps, this study investigated the role of organizational justice dimensions on organizational commitment of teachers and bank tellers as important human resources in public secondary schools and commercial bank in Kenya. The study addressed two sectors which are not related with the intention of establishing how organizational justice

influences these sectors. Both sectors have been plagued by industrial unrest in the past few years and both are heavily unionised hence the research aimed to see which component of organizational justice influence organizational commitment in each sector.

1.3 Research Objectives

The study was guided by the following objectives:

1.3.1 General Objective

To explore the influence of organizational justice on organizational commitment of teachers and bank tellers in Kenya

1.3.2 Specific Objectives

1. To find out whether distributive justice influence organizational commitment of teachers and bank tellers.
2. To establish whether procedural justice influence organizational commitment of teachers and bank tellers.
3. To establish whether interpersonal justice influence organizational commitment of teachers and bank tellers.
4. To find out whether informational justice influence organizational commitment of teachers and bank tellers.
5. To find out whether effect of organizational justice on organizational commitment differs significantly among teachers in secondary schools and bank tellers in commercial banks in Kenya.

1.4 Research Hypotheses

Based on the objectives of the study the following hypotheses were developed to carry out the research.

H_{1A}: Distributive justice significantly influences affective commitment of teachers and bank tellers.

H_{1B}: Distributive justice significantly influences normative commitment of teachers and bank tellers.

H_{1C}: Distributive justice significantly influences continuance commitment of teachers and bank tellers.

H_{2A}: Procedural justice significantly influences affective commitment of teachers and bank tellers.

H_{2B}: Procedural justice significantly influences normative commitment of teachers and bank tellers.

H_{2C}: Procedural justice significantly influences continuance commitment of teachers and bank tellers.

H_{3A}: Interpersonal justice significantly influences affective commitment of teachers and bank tellers.

H_{3B}: Interpersonal justice significantly influences normative commitment of teachers and bank tellers.

H_{3C}: Interpersonal justice significantly influences continuance commitment of teachers and bank tellers.

H_{4A}: Informational justice significantly influences affective commitment of teachers and bank tellers.

H_{4B}: Informational justice significantly influences normative commitment of teachers and bank tellers.

H_{4C}: Informational justice significantly influences continuance commitment of teachers and bank tellers.

H₀₅: Effect of organizational justice on organizational commitment among secondary teachers is not significantly different from that of bank tellers.

1.5 Justification of the Study

The results of this study will enable the management of schools and banks to establish the effects of organizational justice on organizational commitment, hence identify the areas where improvements can be done. It will also help the management in planning for the development and implementation of effective and efficient human resource strategies that will lead to improved commitment in the schools and the banks. This will in turn

help in ensuring academic improvement and economic growth and stability of the country.

Other researchers who may need reference to information on role of organizational justice on organizational commitment will also benefit by being able to assess previous approaches used to solve similar management questions and revise their research on human resources planning and development. The study will also add to the frontiers of knowledge and will also help in the management of public secondary schools and commercial banks in improving employees' commitment.

1.6 Scope of the Study

The study focused on all public secondary schools and commercial banks in Kenya. Public secondary schools, from Nairobi, Isolo and Baringo counties in Kenya were sampled for the study. The headquarters of each bank branch was purposively sampled for the study. Bank tellers were purposely chosen because like teachers they hold no managerial positions hence appropriate for comparison purposes. The study was only limited to organizational justice and its effect on organizational commitment in the banking and education sectors in Kenya.

1.7 Limitations of the Study

Most schools and banks were not willing to provide data related to their employees' problems and details of the schools and the banks. Some respondents may also have given false responses to the questions asked. It was very hard to convince the respondents of the intention of my research in a bid to collect information from them, especially the banks mainly due to the sensitivity of the sector. However, with the assistance of friends working in the schools and the banks, and with the introduction letter from the university the researcher was given the opportunity to undertake the research.

Some of the respondents were also not co-operative and attempted to ignore the questionnaires which threatened to reduce the response rate. The researcher minimized

non response cases by taking and collecting questionnaires by hand from some respondent. Also, by having trustworthy and known people help to distribute and collect the questionnaires. Those who did not respond were also called later and requested to fill in the questionnaires.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter describes available literature in the topic. It also offers a critical analysis of previous studies that have been done by other scholars in the study area. It presents the research gap which the research intends to explore. It finally presents the conceptual framework of the study.

2.2 Theoretical Review

This study was based on Adams Equity Theory, Colquitt's four-factor model of organizational justice and social exchange theory.

2.2.1 Adams Equity Theory

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. Equity theory as developed by Adams (1965), considers motivation as the result of a comparison of a worker's perceived outcomes and inputs to the outcomes and inputs of a referent other (Vinchur & Koppes, 2011).

In an organizational context, outcomes may refer to monetary compensation, benefits, flexible work arrangements, salary, career opportunities, psychological rewards like

feedback and support from colleagues or supervisor (Pepermans, & Jegers, 2012). Inputs may include the employee's time, expertise, qualifications, experience, intangible personal qualities such as drive and ambition, interpersonal skills, effort and commitment (Pepermans, & Jegers, 2012). 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 to business settings by industrial psychologists to describe the relationship between an employee's motivation and his or her perception of equitable or inequitable treatment (Vinchur & Koppes, 2011). In a business setting, 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). According to Redmond (2013) Adams equity theory makes practical sense for instance it is reasonable to assume that most people do compare their inputs and outcomes relative to others.

Most criticisms on equity theory concern the issue whether the theory as suggested by Adams (1965) really holds. According to Al-Zawahreh and Al-Madi (2012) most studies are unable to answer this question as this requires the theory to be evaluated within each person's value system. In particular, equity theory predicts a decrease or increase in work effort in a situation of underpayment or overpayment respectively, with the exact decrease or increase in work effort depending on the person's valuation of the effort and the underpayment or overpayment. However, traditional research on equity theory only measures whether the work effort increases or decreases, but fails to test whether the magnitudes of these increases or decreases are in line with what equity theory would predict (Redmond, 2013).

Nevertheless equity theory is unbounded by space or time. This means that it is applicable to any relationship which increases its generalizability (Al-Zawahreh & Al-Madi, 2012). This theory will be relevant to this study because supervisors must be

sensitive to perceptions of justice by employees while distributing duties, rewards, opportunities and punishments among employees which affect workers' inputs and outputs in the course of their duties.

2.2.2 Colquitt (2001) Four-factor Model of Organizational Justice

Colquitt four-factor model is divided into four dimensions: distributive justice, procedural justice, interpersonal justice and informational justice. Colquitt (2001) suggest that an individual is likely to make evaluation of fairness of any social exchange using a complex and interrelated set of criteria. judgments may be based on one or more perceptions of fairness regarding the outcomes of that exchange (distributive justice), the organizational procedures used to make that decision (procedural justice) the organizational actors they interacted with during the decision making process (interpersonal justice) and the explanations provided to people that conveys information about why procedures were used in a certain way (informational justice).

According to the Greenberg and Baron (2008) distributive justice means the form of organizational justice that focuses on people's beliefs that they have received fair amounts of valued work-related outcomes like recognition among others. 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). Interpersonal justice reflects employees' feelings of how fair they are treated by their supervisors (Blakely, Andrews & Moorman, 2005).

Interpersonal justice acts primarily to alter reactions to decision outcomes, because sensitivity can make people feel better about an unfavourable outcome. Informational justice refers to people's perceptions of the fairness of the information used as the basis for making a decision (Greenberg & Baron, 2008). Research has shown that there is higher level of fairness in perceptions of employees when people explain outcomes with detail i.e. high informational justice (Colquitt, 2001).

All four types of organizational justice (Distributive, procedural, interpersonal and informational justice) are correlated with each other (Colquitt, 2001) but are distinct aspects of organizational justice hence having different effects (Greenberg, 1993, 1994). Researchers have recently questioned the benefits of focusing exclusively on specific types of organizational justice, suggesting a shift toward examining overall organizational justice judgments (Ambrose & Arnaud, 2005).

Ambrose and Schminke (2009) argue two reasons for this interest in overall organizational justice. One, there is an increasing acknowledgment in the organizational justice literature that the focus on different types of organizational justice may not accurately capture individuals' justice experiences. Two, a focus on overall justice may broaden the questions justice researchers consider and overcome some limitations in current examinations of justice.

2.2.3 Social Exchange Theory

Social exchange theory posits that all human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives (Gould-Wiliams, 2007). It views social relations as an exchange process involving two steps. First, the actor's behaviour is contingent upon the reward from the environment; and second, the environmental reward is contingent upon the actor's behaviour (Blau, 1989).

Based on this theory, it is contended that, positive organizational action (stimulus) that is perceived to be 'fair' is the starting point for the proposed model. Consequently, an employee would judge this action of 'perceived fairness' by comparing the received output with comparable others (Gould-Wiliams, 2007). The theory views interpersonal interactions from a cost-benefit perspective, just like an economic exchange, except that a social exchange deals with the exchange of intangible social costs and benefits like respect, honor, friendship, and caring and is not governed by explicit rules or agreements (Kelley & Thibaut, 1978).

According to this theory, individuals regulate their interactions with other individuals based on a self-interest analysis of the costs and benefits of such an interaction (Blau, 1964). Social exchange theory argues that when workplace relationships are effective, then the organization benefits. The theory explains social change and stability as a process of negotiated exchanges between parties. Thus people calculate the overall worth of a particular relationship by subtracting its costs from the rewards it provides. Outcome is defined to be the difference between the benefits and the costs (Blau, 1964).

Early conceptualizations of social exchange theory can be traced to Gouldner (1960) who maintained that to maximize one's own outcomes, individuals engage in helping behaviors to generate feelings of reciprocity. Blau (1964) expanded on the notion of reciprocity and suggested that over time these mutual exchanges serve as the basis of social exchange relationships. When applied to organizations, the essential tenet of social exchange theory is that individuals and organizations enter into reciprocal relationships in which the organization provides a supportive, fair, and just environment in exchange for loyalty and commitment on the part of the employee (Rupp & Cropanzano, 2002).

Social exchange theory in the context of the workplace often has been used as an underlying framework for explaining attitudes and behaviors in response to organizational and managerial actions (e.g., Masterson, Lewis-McClear, Goldman, & Taylor, 2000; Scott Colquitt, & Paddock, 2009). For example, Rhoades, Eisenberger, and Armeli (2001) found that feelings of commitment are positively related to employee perceptions of organizational rewards, including recognition for good work and opportunity for advancement and high earnings as well as feelings of supervisor support.

Based on social exchange theory, employees who feel they are appreciated by their organization may perceive high status in the organization (Fuller, Barnett, Hester, & Relyea, 2003). Employees who experience mutual reciprocity of resources, information, respect and power with management experience high perceptions of autonomy hence, they would be satisfied with the resources, information and support offered by the

supervisor, as well as their job. As a result, they would be committed to staying in the organization and also perform well. Empirical evidence shows that high levels of employee involvement and job security have contributed to increased employee commitment (Gould-Wiliams, 2007).

Among the criticism of social exchange theory is that it is impossible to make a distinction about what people, who want to make an exchange, value as benefits and costs, how they value the outcome and how they behave during the exchange (West & Turner, 2007). If a person values money as a benefit, but another values trust as a benefit, they contradict each other. This is also true for costs. For some people money is a cost, for others losing resources might be a cost.

Another criticism is the conceptualization of people. The Social Exchange Theory conceptualizes human beings, as if they are comparable to calculators, who compute their outcome based on benefits and costs. Not every person rationally computes their outcome of an exchange (West & Turner, 2007). Whitener, Brodt, Korsgaard, Audrey, and Werner (1998) also argue that there is no guarantee for reciprocated benefits, as the exchange is on voluntary basis. This suggests that people are able to and needs to decide on their own and thus, measure the costs and benefits with the incurred outcome on their own.

2.3 Conceptual Framework

A conceptual framework is a theoretical structure of assumptions, principles, and rules that holds together the ideas comprising a broad concept (Zikmund, 2003). The study conceptualized that organizational justice variables (independent variables) influences Affective, Normative and Continuance dimensions of organizational commitment (dependent variables) that in turn determine the overall organizational commitment of an employee. The conceptual model describes the potential relationship between these independent and dependent variables as depicted in figure 2.1.

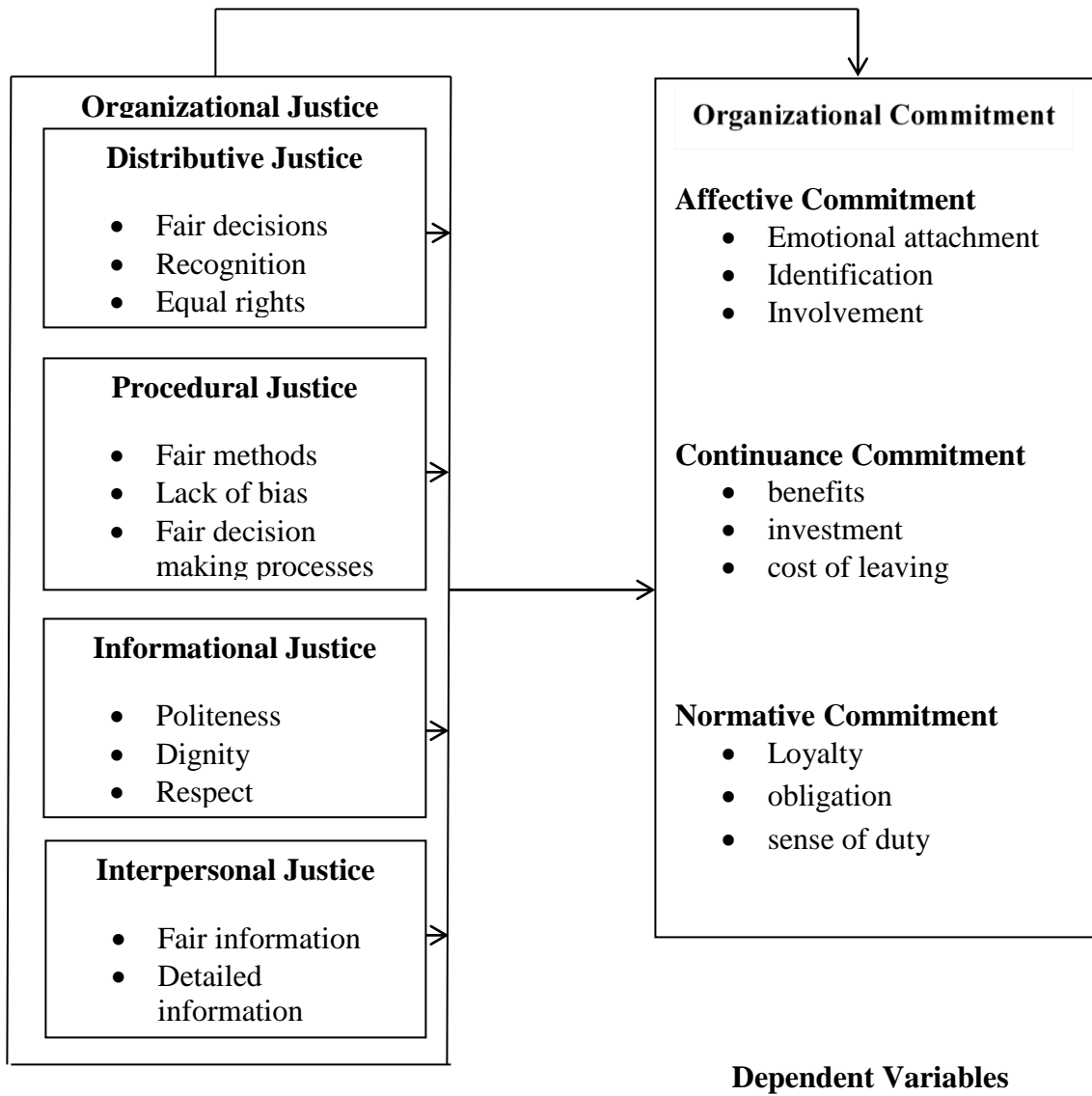


Figure 2. 1: Conceptual Framework

2.4 Empirical Studies

This sub-section focuses on empirical literature on the study variables namely: organizational justice and organizational commitment.

2.4.1 Organizational Justice

The perception of organizational justice is thought to be an important element in ensuring the development of organizational commitment (Içerli, 2010). Organizational justice covers the perceptions of the employees about the accuracy of organizational decisions and implementations, and the impact of these perceptions on the employees (Içerli, 2010). Observing justice also effect organization durability and protects its health in the long run. Observing justice is considered one of the political necessities of organizational behavior, because it enhances interest, loyalty and trust of people to the organization and adds to human and social investment of the organizations (Williams, 2004).

Organizational justice describes the individual's perception of fairness in organizations, his behavioral reaction to such perceptions and to show how these perceptions affect organizational outcomes such as organizational commitment and job satisfaction (Noruzy, Shately, Rezazadeh, & Hatami-Shirkouhi, 2011). Injustice decreases job performance as well as decreasing the quality of work and the degree of cooperation among workers (Fatimah, Amiraa & Halim, 2011).

According to (Muharram-Zadeh, 2012) organizational justice refers to the fair and equitable behavior of the organizations with their employees. If an organization wants to fully achieve its objective using a clear mission, optimal strategies, organizational structures and efficient job design, competent and committed manpower is needed (Muharram-Zadeh, 2012). Organizational justice has the potential to create enormous benefits for organizations and employees, the benefits include more trust and commitment (Cropanzano & Rupp, 2008). Greenberg and Baron (2009) defined organizational justice as the study of people's perceptions of fairness in organization. Researchers of Organizational behavior identified four types of organizational justice: distributive, procedural, interactional, and informational justice (Colquitt *et al.*, 2001; Greenberg, & Zapata-Phelan, 2005).

2.4.2 Distributive Justice

According to Greenberg and Baron (2008) distributive justice refers to the form of organizational justice that focuses on people's beliefs that they have received fair amounts of valued work-related outcomes for instance pay, recognition etc. Yavuz, (2010) sees distributive justice is a perception of justice that encompasses the perceptions of the employees regarding fair distribution of resources among the members of the organization.

Colquitt, Greenberg and Zapata-Phelan (2005) posit that employees are likely to compare the fairness of their outcomes with those of similar employees based on their level of inputs within the organization to determine their perceptions of fairness. An employee will feel that distributive justice exists if resources are distributed equitably across employees within his or her organization relative to their inputs (Mishra, Mishra, & Lee Grubb, 2015). The fundamental principle in distributive justice is that individuals should think that they get a share from the distributed sources fairly (Ozdevecioglu, 2003).

A study by Gulluce, Ozer, and Erkilic, (2015) to examine the relationship between organizational commitment and organizational justice perceptions of employees working in private healthcare institutions in Van province found that distributive justice has a statistically significant correlation with commitment of the healthcare employees. This study concluded that the most important ways to increase the commitment of employees is executives being fair to them. For this reason, it is possible to increase their commitment through the development of their justice perceptions towards the management (Gulluce, *et. al.* 2015).

In a study conducted by Ang, Van Dyne and Begley (2003) in Singapore on two workers groups regarding their feeling about distributive justice, foreign workers were not paid fairly according to their work so they showed higher levels of distributive injustice and their productivity reduced because they received less and as a result they

produced less. This study showed that people were keenly sensitive to the fair and just distribution of resources and rewards. Employees who perceived that they were treated fairly by the organization would try to maintain a long term relationship with the organization (Kim, 2009). This would eventually modify the behavior of the employees including creating more commitment towards that particular organization.

In a study to evaluate whether there was a relationship between organizational justice perceptions and organizational commitment levels of teachers working in a private educational institute in city of Konya, Yadigarjon and Aykut (2014) observed that organizational justice dimensions had a positive and significant relationships between organizational commitment types. The results indicated that normative commitment perceptions of the teachers increased directly in proportion to the increase in their distributive justice perceptions. The study concluded that treating people in the same position equally and applying rules and procedures of the institution to the employees fairly resulted in enhanced organizational commitment (Yadigarjon & Aykut, 2014).

Akanbi and Ofoegbu (2013) examined the role of organizational justice on organizational commitment in a food and beverage firm in Nigeria. The findings from the study showed that there was a significant relationship between distributive justice and organizational commitment. Based on the findings from this study, it was recommended that organizations should embrace justice in all their practices with the employees to bring about committed employees (Akanbi & Ofoegbu, 2013).

Cemal (2014) in a study of the effect of organizational justice on organizational commitment in primary education institutions in Turkey found that teacher's perception of distributive justice had a positive and significant effect on their organizational commitment. Fields (2000) also found that distributive justice had a major impact on employee's intention to remain in an organization. If people felt that their work assignments and rewards were fair, they would show more commitment to their work. Greenberg and Baron (2008) note that organization officials should be very careful to

adhere with distributive justice practices and ensure that good performance of employees are fairly rewarded.

There are three allocation rules that could lead to distributive justice if they are applied appropriately: equality, where each person is given the same, equity, where each person is given in accordance with their contributions, and need where each person is given in accordance with what they require most urgently (Greenberg & Baron, 2008). Distributive justice is concerned with the reality that not all workers are treated in a similar manner; the allocation of outcome is differentiated in workplace (Cropanzano & Rupp, 2008). Konovsky (2000) stated that much of the research on organizational justice focuses on the distribution of rewards associated with it. Individuals evaluate the fairness of the exchange between people and organizations by the comparison between inputs and outputs (Yi and Gong, 2008).

Distributive justice seems to play an important role for employee in evaluating their employing organization (Loi, Hang-Yue, & Foley, 2006). It has been argued that it is impossible for employees to trust, have a sense of belonging and be committed to an organization which is unfair and inequitable in the manner it treatments its employees (Baharyfar, Ali, Javaheri, Kamal, Ahmed, Seyyd & Aliakbar, 2011). Dirks and Ferrin (2002) suggested that a perception of fairness leads employees to be more trusting of the organization and its leaders. Lee, Singhapakdi and Sirgy (2007) argue that employees would only be more attached to their organization if they cannot obtain the same benefits in another firm.

2.4.3 Procedural Justice

People's perceptions of the fairness of the procedures used to determine the outcomes they receive are known as procedural justice (Greenberg & Baron, 2008). Mirmohamdi and Marefat (2014) note that the word procedure as used in research in the field of organizational justice consists of a series of steps that guide actions and judgments in the

allocation of resources. When people are dealing with these procedures they make judgment on the fairness of these procedures (Rezayian, 2011).

Procedural justice as explained by Gulliance *et al.* (2015) means the perceived justice of the tools, processes and methods used in the identification of gains. According to this, the term procedural justice means that employees are not only concerned with the decisions they are making regarding their organizational justice but also they consider the processes which determine these decisions. Procedural justice may also express the situations which cannot be explained by distributive justice in organizations (Çakmak, 2005).

On their part Nadiri and Tavana (2010) see Procedural justice as the perceived fairness of the processes that organizations use to make decisions about the distribution of resources in an organization, while recently Khan and Habib (2011) argued that procedural justice is the perceived fairness and the transparency in the decision making procedures followed in resource allocation or disputes resolution. People desire to participate in the decision-making processes in organizations and assume control (Nadiri & Tavana, 2010).

Employees are not only interested in fair outcomes but also interested in fair process for the determination of their outcomes (Aslam & Sadagat, 2011). 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.

According to Greenberg and Colquitt (2005) procedural justice criteria includes the following important factors: Voice in making of decisions, consistency when 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 Baron (2008) fairness does not mean that employees are only interested

in fair outcomes (distributive justice) but they are also interested in fair processes used in the determination of their outcomes (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 (Abu-Alanine, 2010). In case of procedural injustice people do not only consider their outcomes as unfair but also reject the entire system if they consider the outcomes to be unfair (Greenberg & Cropanzano, 2001).

Greenberg and Baron (2008), note that People's tendencies to follow company rules were found to be affected by procedural justice practices and therefore top levels officials were advised to promote procedural justice which would make it easy for employees to follow organization rules. Ali and Saifullah (2014) in a study of distributive and procedural justice as predictors of job satisfaction and organizational commitment in the banking sector of Balochistan found that procedural justice had significant positive influence on organizational commitment of the banking sector employees.

Niazi and Ali (2014) found that procedural justice had a positive impact on the organizational commitment of employees and a negative influence on the employees intention leave the job. They also found that procedural justice contribution to predict the commitment of the employees was greater than that of distributive justice. Likewise, Lambert *et al.*, (2005) found that perceptions of procedural justice had a greater impact on organizational commitment of employees than perceptions of distributive justice.

In Colquitt *et al.*, (2001) meta-analytical review of organizational justice literature, it was observed that procedural justice was a significant predictor of organizational commitment. Later, Aryee, Budhwar and Chen (2002) and Ramamoorthy and Flood (2004) found that distributive justice was linked to higher level of organizational commitment. Zaman, Ali and Ali (2010) conducted a research on private school teachers of Pakistan and concluded that procedural justice had a positive influence on organizational commitment.

In a different study, Bakhshi, Kumar and Rani (2009) reported positive relationship between procedural justice and organizational commitment of medical college employees in India. Ponnu and Chuah (2010) investigated the relationship of organizational justice and organizational commitment of the employees working in diverse organizations at Malaysia, and found that perceptions of procedural justice and distributive justice positively and significantly explained variance in organizational commitment. Consistent with prior findings, Najafi, Noruzy, Azar, Nazari-Shirkuuhi and Dalvand (2011) also found that educational experts of different universities reported higher levels of commitment with provision of distributive justice.

Fairness and justice offers opportunity to the employees to feel a sense of belonging which is considered a significant interpreter in organizational commitment (Ponnu & Chuah, 2010). Procedural and distributive justice gives the employees an opportunity to consider organizational decisions as legitimate and this legitimacy promotes commitment of the employees to their organizations (Tallman, Phipps, & Matheson, 2009). Masterson, Lewis, Goldman and Taylor (2000) asserted that organizational justice is an important forecaster of job satisfaction and employees commitment. Lambert, Hogan and Griffin (2005) also established significant positive associations of employees' perceptions of distributive and procedural justice with commitment to the organization.

When there is justice in the organization, employees treat the administrators' behaviour as fair, moral and rational (Hubbell & Chory-Assad, 2005). The fair distribution of organizational output and fair procedures influence the employee's organizational behaviour and attitude (Brockner, Chen, Mannix, Leung, & Skarlicki, 2000). Aggressive behaviour damages the relations between individuals and the organization as well as the relationship among individuals (Ozdevecioglu, 2003).

Injustice that comes out in organizations in terms of delivering gifts equally causes conflicts (Yurur, 2005). The fact that workers' perception of organizational justice is high amplifies perception of organizational dedication and confidence as well (Polat,

2007). Contrary to other studies, Griffin and Hepburn (2005) reported that correctional officers at Arizona did not perceive any significant association among organizational justice and organizational commitment.

2.4.4 Interpersonal justice

Interpersonal justice is a compliment of procedural justice (Aydin & Kepenekci, 2008). Interpersonal justice focuses on the aspects of interpersonal and group communication (Mirmohhamdi & Marefat, 2014) where certain behaviors are recognized as fair whereas other behaviors are considered as inappropriate and unfair. According to Greenberg and Beron (2008) interpersonal justice means people's perceptions of the fairness of the manner in which they are treated by others, especially those in authority.

Interpersonal justice as argued by Colquitt *et al.* (2001) is the degree to which people are treated with politeness, dignity, and respect by authority figures involved in executing procedures or determining outcomes. Chuang, Lee and Shen (2014) note that interpersonal justice as evidenced by supervisors' respectful and polite treatment of employees can reduce employees' perception of damaged self-esteem when they seek negative feedback.

The decision maker treatment in an organization is very important for those affected by such decision. Decision makers should give respect to others, be truthful, courteous, and ready to give reasonable explanation of their decision and open a two way communication (Greenberg & Colquitt 2005). The importance of interpersonal justice can be judged from previous studies. Fariba, Rafei, Dehkordil, Sardar, Mohammadi and Mozafar Yektayar (2013) examined the relationship between organizational justice and its relation with organizational commitment of the staff in directorate of youth and sport of Chahar Mahal va Bakhtiari. Results indicated a direct and significant relationship between interpersonal justice and organizational commitment.

According to Greenberg and Colquitt (2005), if the supervisor of an employee explained the situation and reason of say a layoff of that employee in a careful and sensitive

manner, it resulted in positive feeling in the mind of the leaving employee, who considered layoff as fair and would not sue that organization for wrongful termination. This explains the importance of interpersonal justice, the way one is treated in the organization by authority figures is necessary for the goodwill of the organization.

The experience of interpersonal justice can alter reactions to decision outcomes, because sensitivity can make people feel better about an unfavorable outcome (Mohamed, 2014). Mohamed continues to note that interpersonal treatment includes interpersonal communication, truthfulness, respect, propriety of questions, justification, honesty, courtesy, timely feedback, and respect for rights.

Chuang, Lee and Shen (2014) conducted a study on multilevel perspective on the relationship between interpersonal justice and negative feedback-seeking, data involving 690 employees showed that individual-level interpersonal justice was related to employee negative feedback-seeking behaviour. Negative feedback-seeking behaviour refers to an effort to obtain information about inadequacies in work behavior and work performance (Chen, Lam, & Zhong, 2007). The finding of this study is consistent with the justice literature, which has found that interpersonal justice is associated with supervisor-related outcomes (Colquitt *et al.*, 2001)

2.4.5 Informational Justice

Informational justice refers to people's perceptions of the fairness of the information used as the basis for making a decision (Greenberg & Baron 2008). Research has shown that there is higher level of fairness in perceptions of employees when people explain outcomes with detail (high informational justice), and when outcomes were explained to them in a manner that showed a message of dignity and respect to them (high interpersonal justice). If both informational and interpersonal justice were combined, then the results were additive, and together their results became magnified (Colquitt, 2001).

Informational justice plays an important role in the success of an organization because people perceive that organizational decisions are based on fair information. Informational justice is thought to consist of factors that enhance individual perceptions of efficacy of explanations provided by organizational agents (Greenberg & Baron 2008). These factors include perception of organizational agents' truthfulness and justification (Srivastava, 2015).

The link between informational justice and organizational commitment can be explained by the fact that when higher authorities and managers keep their employees informed about organizational matters, they tend to inspire feelings of loyalty and voluntary compliance of policies and rules among their employees thus fostering their organizational commitment (Srivastava, 2015). Mohamed, (2014) revealed in a study on the relationship between organizational justice and quality performance among healthcare workers that informational justice has more positive relationship with quality performance. These results were consistent with (Aryee *et al.* 2002) who found an equitable exchange relationship between managers and employees motivating employees to act in accordance to organizational norms that emphasize service quality.

If individuals perceive they have been communicated with in a sensitive and respectful manner and are treated with politeness and dignity by their superiors they are more likely to judge this communication as fair (Cohen-Charash & Spector, 2001). In a study based on the Public State Corporations in Kenya, Gachunga (2010) found that discussing with employees possible means of self-improvement, discussing their personal development needs as well as their objectives for improvement was positively associated with interpersonal and informational justice.

2.4.6 Organizational Commitment

Organizational commitment is an important aspect in human resource management literature. It refers to the state in which employees sense loyalty with their respective organization and align themselves with organizational goals and objectives (Lambert, Hogan, & Griffin, 2007). The success of an organization depends on the commitment of

employees toward the organization. Herman and Armanu (2013) argue that commitment towards an organization is more than just a formal membership but rather it encompasses the attitude to the organization and a willingness to pursue all things for the sake of the organization.

Employees' organizational commitment helps managers in programming, improving job performances and in decreasing frequency of absenteeism from duty (Somayyeh, Mohsen, & Zahed, 2013). On the other hand, having a committed staff provides a background for improvement and expansion of the organization, while the personnel with little or no commitment to the organization remain indifferent towards the goals and overall success of the organization (Somayyeh, Mohsen, & Zahed, 2013). The fact that secondary schools and commercial banks are organizations, establishment of justice can be a significant action to improve job performance, efficiency, job satisfaction and organizational commitment in these organizations.

Gemlik, Sisman and Signri (2010) posit that organizational commitment is a multidimensional construct where an individual feels psychologically bound to an organization. Douglas (2010) also state that organizational commitment describes an individual's identification with and involvement in a particular organization. This commitment is characterized by a strong belief in and acceptance of the organizations goals and values, a desire to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization (Douglas, 2010). Organizational commitment according to Hodge and Orag (2007) is an individual's identification with and involvement in a particular organization. If this association is positive then it fosters levels of personal and professional satisfaction and increased productivity.

Employee commitment is seen as an affective response to the whole organization and the degree of attachment or loyalty employees feel towards the organization (Ongori, 2007). Research within this perspective has tended to focus on individual differences as antecedents of commitment, revealing that factors such as age and organizational tenure

are positively correlated with commitment, whereas level of education is negatively related (Mathieu & Zajac, 1990). Research utilizing this affective approach to commitment has also frequently revealed an inverse relationship between commitment and turnover intention (Gemlik, Sisman & Signri, 2010) as well as a positive relationship between commitment and regular employee attendance. Unfortunately, commitment has historically been found to exert little direct influence on actual work performance, although lessened turnover intention and consistent attendance are themselves critically important pro-organizational attitudes and actions (Mathieu & Zajac, 1990).

The characteristics from the definitions of organizational commitment imply according to Herman and Armanu (2013) that the members of an organization wish to be active players in the organization and have an impact on what is going on in it, feel that they have high status within it, and are ready to contribute beyond what is expected of them. According to Dixit and Bhati (2012) commitment comes into being when a person, by making a side bet, links extraneous interests with a consistent line of activity. Organizational commitment has an important place in the study of organizational behaviors since previous studies have found relationships between organizational commitment and attitudes and behaviors in the workplace (Yucel, McMillan & Richard, 2013).

Organizational commitment according to Zangaro (2001) is the promise and pledge of any responsibility in the future. Organizational commitment can't be thought as a simple loyalty. Organizational commitment has also been defined as involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership (Cohen, 2007).

In the light of all these definitions, organizational commitment is a definite desire to maintain organizational membership, identification with the purposes, successes of organization, the loyalty of an employee, and a willingness to exert considerable effort

on the behalf of the organization (Aydin, Sarier, & Uysal, 2011). Many researchers including (Bidgoli 2011, Shekari 2011, Yadegari 2010, Panggabean 2008 and Camerman, Cropanzano, & Vandenberghe, 2007) have carried out research studying the relation between organizational justice and organizational commitment in different organizations in several countries. These researchers found the relation to be positive and significant (Somayyeh *et al.*, 2013).

In the current competitive world many organizations are facing new challenges regarding sustained productivity and creating committed workforce (Dixit & Bhati, 2012). According to Ireffin and Mechanic (2014) organizations value commitment among their employees because it is assumed to reduce withdrawal behaviour, such as lateness, absenteeism and turnover. Lo, Ramayah and Min (2009) posits that employees with a sense of commitment are less likely to engage in withdrawal behaviour and are more willing to accept change. Business organizations today are aware of the importance of employee commitment and its role in motivating employees. No organization can perform at peak levels unless each employee is committed to the organizations objectives (Ngui, 2014).

Meyer and Allen (1991) proposed a three-component model, which describes three factors of attitudes and behaviours that are relevant to the characterization of organizational commitment. They are: Acceptance of and a belief in the values and goals of the organization (affective commitment); Desire to maintain organizational membership (continuance commitment); and a willingness to contribute to the organization (normative commitment). These various dimensions of commitment will have varying effects on the organization's performance and a person can display aspects of all of them (Yucel *et al.*, 2013).

2.4.7 Affective Commitment

Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with his or her organization (Aydin *et al.* 2011). It is

the positive emotional attachment that employees feel for the organization because they see their goals and values to be congruent with those of the organization. Meyer and Allen (1997), note that employees retain membership out of choice and this is their commitment to the organization. Employees, who are affectively committed, strongly identify with the goals of the organization and desire to remain a part of the organization. These employees commit to the organization because they want to (Aydin *et al.* 2011). The concept of affective commitment is linked to the idea that strongly committed persons identify with, are involved in, and enjoy membership in an organization (Meyer & Allen, 1997).

Mishra *et al.*, (2015) conducted a study of a national franchise organization and eight of its small business franchisees to understand the roles of trust, organizational commitment, and justice on employee turnover. The results indicated that the degree to which employees are affectively committed to their organization has a distinct negative effect on the likelihood of their voluntary turnover. This demonstrates that managers who build a sense of affective commitment among employees can prevent turnover and its associated costs to the firm. These costs include the recruitment and training of new employees who must replace those who leave, as well as the lost training and knowledge that goes with those employees who leave (Mishra, *et al.*, 2015).

In a study on the impact of distributive justice, procedural justice, and affective commitment on turnover intention among public and private sector employees in Malaysia, Gim and Mat Desa (2014) found that distributive and procedural justice were significantly and positively related to affective commitment, which in turn was significantly and negatively related to turnover intention. This means it is important for organizations to reward their employees equitably and to implement fair compensation procedures to foster higher affective commitment thus improve employees' retention in the workplace (Gim & Mat Desa, 2014).

2.4.8 Continuance Commitment

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with “non-transferable” investments. Non-transferable investments may include retirement, relationships with other employees, and other things that are special to the organization (Obeng & Ugboro, 2003). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985).

The main factor that influences continuance commitment is the maintenance in the organization (Yalçın & Iplik, 2005). Continuance commitment emanates from the disadvantages that an employee will face when he leaves the organization (Aydin *et al.* 2011). In general, continuance commitment depicts an employee’s assessment of whether the costs of leaving the organization are greater than the cost of staying. That is, the need to stay with the organization based on the costs of leaving or a sense that available comparable alternatives are limited.

Individuals commits to the organization because they perceive high costs of losing organizational membership, including economic losses, such as pension accruals and social costs, like friendship ties with co-workers that would have to be given up (Aydin *et al.* 2011). The employees remain members of the organization because they have to. The cost perception for leaving an organization leads to the commitment of members stay in the organization (Dixit & Bhati, 2012).

2.4.9 Normative Commitment

Normative commitment is the commitment that people believe they have to the organization or their feeling of obligation to their workplace. It refers to the employee’s feeling of duty, loyalty or obligation to the organization (Wasti, 2003). These feelings may derive from many sources. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an

internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization (Aydin *et. al.* 2011).

In normative commitment an individual is willing to stay within an organization and contribute to an organization to correspond with a group norm (Dixit & Bhati, 2012). Affective, continuance, and normative commitment are components of organizational commitment rather than types because employees could have varying degrees of all three (Meyer & Allen, 1991). In other words, the three components are not mutually exclusive: an employee can simultaneously be committed to the organization in an affective, normative, and continuance sense, at varying levels of intensity.

The above idea led Meyer and Herscovitch (2001) to argue that at any point in time, an employee has a commitment profile that reflects high or low levels of all three of these components, and that different profiles have different effects on workplace behaviour such as job performance, absenteeism, and the chance that they will quit. Meyer, Allen, and Smith (1993) argue that the three components of commitment are a psychological state that either characterizes the employee's relationship with the organization or has the implications to affect whether the employee will continue staying with the organization.

2.5 Critique of Existing Literature Relevant to the Study

A lot of research is available on organizational justice and its effect on organizational commitment, but the results of the studies conducted in different settings vary. Most of the research on organization justice and organizational commitment has been done in the industrial and the manufacturing sector which makes it impossible to generalize in the educational and the banking sectors. Arif (2000) found positive relationship between distributive and procedural justice factors and employees' organizational commitment and intent to leave in Malaysia. Because of national and cultural differences, what might be true in Malaysia may not necessarily be true in Kenya.

Distributive justice in organizations is a concept that explains the distribution of all kinds of acquisitions such as duties, goods, services, opportunities, punishments/rewards, roles, status, and promotion among individuals, on the basis of their similarities and differences (Foley, Deborah & Powell, 2002). Distributive fairness breeds commitment, intentions to remain on the job and helpful citizenship behaviours while going beyond the call of formal job responsibilities (Alam, Hoque, & Rout, 2010). According to Lee (2000) distributive justice has failed to answer questions raised about justice in various organizational environments where concerns about fairness are more process-oriented. Organizational justice researchers (Folger & Greenberg, 1983; Greenberg & Folger, 1985) became more concerned with how decisions were made as opposed to what the decisions were, and focused attention to procedural justice.

Employees are not only interested in fair outcomes but also interested in fair process for the determination of their outcomes (Aslam & Sadagat, 2011). Research has shown that the fairness of decision making policies and practices is an important consideration for individuals (Simons & Roberson, 2003). Research has suggested that procedural justice influences individuals' perceptions of fairness with regards to promotions as well as organizational commitment and job satisfaction (Kirby & Richard, 2000). Greenberg (1996) moreover, claimed that the perceptions of procedure are more useful for explaining attitudes toward institutions, and distributive justice perceptions have a greater influence over attitudes towards a result of decision (as cited in Rifai, 2005). These perceptions relate to multi-dimensions of organizational justice (Colquitt, 2001).

Cohen-Charash, Spector (2001) showed that affective commitment is predicted by all justice types, distributive, procedural and interactional dimensions, but best by procedural justice. On the other hand, they found that procedural, distributive and interactional justices negatively predict continuance commitment in the manufacturing sector. Little or no literature is available as regards to the effect of justice items on the commitment of teachers and bankers. Thus studies need to be brought forth regarding

these issues in the case of the teachers and bankers to enable generalization of the findings.

Although it is useful to consider teacher professional commitment and organizational commitment as separate concepts, they are recognized to often function interdependently Muchler (2005). In other cases, the two can be at odds. For instance, Firestone and Pennell (1993) proposed that teachers' commitments to the students in their assigned school may differ from and even conflict with commitments to the school organization itself. Somech and Bogler (2002) agree, noting that commitments to certain professional values can run counter to the norms or organizational rules of a particular school. Although Weick and McDaniel (1989) assert there are no inherent conflicts between a professional's commitment to the profession and to her/his particular organization, they suggest that the congruence of professional and organizational goals provides the best indicator of the degree to which the organization and the professional are compatible.

2.6 Research Gaps

Justice in organizations is not a new concept in the literature but it has not received much attention in the field of banking and education (Hoy & Tarter, 2004). In Kenya this situation is even worse. Therefore, this study attempted to fill in this gap by studying the relationship between organizational justice and organizational commitment in the education and banking sector. There is also no known research to the author where investigation of organizational justice and organizational commitment in the education sector has been compared to the banking sector.

Numerous researchers have investigated the role of justice perceptions on job satisfaction, withdrawal behaviours, organizational citizenship behaviour, organizational commitment and productivity (Cohen-Charash & Spector, 2001; Colquitt *et al.*, 2001; Viswesvaran & Ones, 2002). Although the associations between justice perceptions and various work outcomes are well established in western literature very few studies have examined the relationship of justice perceptions with work attitude and work behaviour in African culture and particularly in Kenya. A number of studies have showed that

culture do influence the justice perceptions of the employees and that culture is an important determinant of what impact the justice perception will have on various work outcomes.

Tyler and his colleagues (Lind & Tyler, 1988; Tyler, Boeckmann, Smith, & Huo, 1997) proposed that procedural justice concerns are omnipresent across unlike societal and cultural settings. Cross-cultural research on procedural justice has recently begun (Brockner, Chen, Mannix, Leung, & Skarlicki, 2000; Lind & Earley, 1992; Lind, Tyler, & Huo, 1997). A first question addressed by cross-cultural procedural justice researchers is whether non-Westerners care about procedural justice issues as well (LaTour, Houlden, Walker, & Thibaut, 1976).

Similarly, Sugawara and Huo (1994) found that the Japanese show a strong concern about procedural justice in conflict resolutions. White, Tansky, and Baik (1995) reported that Korean subjects exhibit concerns about procedural justice, although their concerns are lower than those of American subjects. The present study aims to find the relationship between justice perceptions and organization commitment in the Kenyan culture and attempt to fill this research gap.

In a study of career commitment of teachers in Kenya, Mbwiria (2010) found that demographic variables such as gender and working experience had an impact on career commitment of teachers. Female teachers were found to have a higher level of career commitment than their male counterparts. Additionally, novice teachers were found to have high levels of career commitment, which then declined as they stayed longer in the teaching profession before improving as they neared retirement. This study attempted to study employee's commitment to their organization as opposed to career commitment of the employees.

2.7 Summary

Organizational commitment is an issue of prime importance, especially to the management and owners of the organizations. Organizational commitment and job

satisfaction are directly related to an organization's profitability and competitive position in the market. Organizational commitment directly affects employee's performance and is therefore treated as an issue of great importance (Meyer *et al.*, 2002; Jaramillo, Mulki, & Marshall, 2005; Vijayashree & Jagdishchandra, 2011).

From the literature reviewed organizational commitment can be influenced to a great extent by organizational justice perceptions. Leadership behaviour is crucial. Fatt *et al.*, (2010) reported that the higher level of employee's perception towards procedural justice and distributive justice tended to increase the level of employees' organizational commitment. Therefore, organizations that take a proactive approach to understand employee's perceptions of distributive and procedural justice, and provide appropriate working environment can potentially reap benefits including cost associated to employee retentions.

From the literature it is evident that employees need to know the objectives and targets of their organizations. Employees also expect that there should be some form of dialogue in the setting of these objectives and targets and they expect feedback from the supervisors on how they are performing. The feedback should be on a continuance basis. The reward system in the organization should also be seen to be fair in order to motivate employees, encourage them in achievement of objectives and help reduce demotivation and demoralization in their work. Available literature suggests that there is a close link between the perceptions of organizational justice and organizational commitment.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the research design that was used in the study. This helped in adequate planning for the study. The chapter further went ahead to discuss the study population, sampling design and sample size, data collection methods, tools and procedures and data analysis. The measures used to ensure validity and reliability of the study instruments were also discussed in this chapter. The chapter also presented the measures that were put in place to ensure that the study was done in an ethical manner.

3.2 Research Design

The study used correlational research design. According to Burns and Grove (2003), 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. Research designs can be classified as either non experimental or experimental. In non-experimental design, the researcher studies phenomena as they exist (Gall, Gall & Borg 2003). This study was non-experimental and its purpose was predictive and therefore a correlational design was appropriate.

Correlational research design refers to studies in which the purpose is to discover relationships between variables through the use of correlational statistics. A correlational research design is useful in determining the degree to which two variables are related. According to Creswell (2008) correlational research does not prove a relationship; rather, it indicates an association between two or more variables. In correlational research, the investigator deliberately seeks to examine links (or relationships) between variables without introducing an intervention. The purpose is often to generate hypotheses that can be tested (Parahoo, 1997; Burns & Grove, 1999). The basic design in correlational research is simple, involving collection of data on two or more variables for each individual in a sample and then computing a correlation coefficient.

In social sciences, situations occur in which several variables influence each other in a particular pattern of behaviour. Correlational research enables researchers to analyse how these variables, either singly or in combination, affect the pattern of behaviour. Fariba *et al.* (2013) used correlation study to examine the relationship between organizational justice and its relation with organizational commitment of the staff in Directorate of Youth and Sport of Chahar Mahal va Bakhtiari Province. Somayyeh, Mohsen, and Zahed (2013) also used correlational research design, carried out with a descriptive method to study the relation between organizational justice and organizational commitment among the librarians working in the academic libraries of Khuzestan province, Iran.

The study used positivism as its philosophical foundation. According to Easterby-Smith, Thorpe and Lowe (2002) the key idea of positivism is that the social world exists externally, and that its properties should be measured through objective methods rather than being inferred subjectively through sensation, reflection and intuition. Positivism has a number of implications (Easterby-Smith *et al.*, 2002), which were in line with this research. These included value-freedom; where the choice of what to study and how to study was obtained through objective criteria; causality- whose aim was to identify causal explanations and fundamental laws that explain regularities in human social behaviour; hypothesis and deduction where the current research had a set of hypothesis guiding it; operationalization- where the concepts were operationalized in a way which enabled facts to be measured objectively; reductionism; where the problem as a whole was reduced and simplified to possible elements; generalization; where sufficient sample was obtained to enable inferences to be made; and cross-sectional analysis; which was addressed by obtaining samples from different organizations (education sector and banking sector) to enable comparison variations across different sectors. Positivism encourages hypothesis development as well as the use of quantitative data, which made it appropriate for this study.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for this study consisted of all the teachers from all the public secondary schools in Kenya and bank tellers in commercial banks in Kenya. Currently, there are 62533 teacher employed by the teachers service commission in Kenya (Teachers Service Commission, 2013). Public secondary schools in Kenya were chosen as a research site because there is evidence of increasing teacher absenteeism, demotivation and poor academic performance in public secondary schools.

The schools also suffer from a decrease in popularity and status of the teaching profession. Changes in education policies, the children's rights movement and legislation changes have also seen teachers increasingly becoming the targets of criticism, leading to high incidences of burnout and general dissatisfaction among teachers in the Country with little known about teachers perceptions of justice and level of commitment to their schools. The role of organizational justice in influencing teacher organizational commitment and work performance in these schools cannot be overstated.

The banking sector was purposely chosen to establish whether organizational justice variables were stronger predictors of organization commitment in the banking sector than in the education sector. The bank employees were selected from the headquarters of the 46 banks in Kenya. This decision was made because most of the strategic decisions of banks are made at the headquarters and then cascaded down to the branch levels. This then means that the strategies at the headquarters are normally the same strategies used at the branches. Bank tellers were purposely chosen because like teachers they hold no managerial positions hence useful for comparison purposes. The banks had 1400 tellers (CBK, 2010).

3.4 Sampling Procedure and Sample Size

The purpose of sampling is to secure a representative group (Mugenda, 2008). Burns and Grove (2003), refer to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study. The sample for the study was designed to produce a representation of the teachers serving under teachers' service commission in Kenya. To arrive at an appropriate sample size, the study adopted a formula by Cochran (1977) for estimating a sample size, n_o , from an infinite population.

$$n_o = \frac{Z_{\alpha/2}^2 * (p) (q)}{(\epsilon)^2}$$
$$n_o = \frac{(1.96)^2(.5) (.5)}{(.05)^2} = 384$$

Cochran's (1977) correction formula was used to calculate the finite sample size, n_1 , as follows:

$$n_1 = \frac{n_o}{1 + (n_o - 1) / \text{Population}}$$
$$n_1 = \frac{(384)}{1 + (384 - 1) / 62533} = 382$$

To arrive at the above sample size, the study adopted a multistage sampling design in three stages. In the first stage, Purposive sampling technique with a maximum variation

technique was used to select three counties in the country. According to Cochran (1977) multi stage sampling is useful when the population sampled is divided in subsets which may be considered exchangeable and which have a role of some administrative nature. Small number of units or cases that maximize the diversity relevant to the research question can be used in the sample selection. Financial, accessibility and time constraints can be taken into consideration in the selection of the first-stage sample. Cohen, Manion, & Morrison (2001) state that the whole population should be shared into homogenous groups, each group having comparable features. In this respect, it is assumed that teachers have similar characteristics with the exception that teachers in urban, peri – urban and rural areas may not perceive all situations in the same manner. Consequently, the counties were categorized on bases of urban, peri – urban and rural counties. In this case Nairobi, Baringo and Isiolo counties were selected respectively since they meet the criteria for selection.

In the second stage, self-weighted stratified sampling technique was used to select 30 schools from the three counties selected in stage one stratification enabled selection of large and small schools. This was in accordance to the assertion by Kathuri and Pal (1993) that for a correlation research, the minimum sample size should be 30. The self-weighted technique ensured that the number of schools selected from each county would be proportionate to the population size in each county. This was done by multiplying 30 by total number of schools in each county and dividing by total number of all schools in the three counties. In the light of this, 18, 10, and 2 schools were selected from Nairobi, Baringo, and Isiolo counties respectively.

Random sampling technique as a more practical approach because it offers no biasness by providing every element with an equal chance of being selected (Lee, Forthofer & Lorimer, 1989). In the third stage, simple random sampling technique suggested by Vuuren and Maree (2002) was adopted to select the 18 schools from Nairobi County, 10 from Baringo and 2 schools from Isiolo County. Each school was allocated a portion of

the sample by dividing the total number of teachers in that school by the total number of all teachers in the 30 selected schools and then multiplied by the sample size (382).

Simple random sampling was then used to select the specific number of teachers allocated to each selected school. Researchers used a multi-stage sampling design to survey teachers in Enugu, Nigeria, Iyoke, Onah, and Onwasigwe (2006) in order to examine whether socio-demographic characteristics determine teachers' attitudes towards adolescent sexuality education. First-stage sampling included a simple random sample to select 20 secondary schools in the region. The second stage of sampling selected 13 teachers from each of these schools, who were then, administered questionnaires.

Roscoe (1975) proposed that as a rule of thumb, sample sizes between 30 and 500 are appropriate for most research for cases of exploratory purposes or where samples are to be broken into subsamples; (male or females, juniors or seniors, etc.). On the strength of this, for bank tellers the sample focused on drawing 10% of the target population that resulted in a sample size of 140 bank tellers. Sekaran (2003) advocates that where the purpose of the study is to explore and try to understand phenomena, a convenience sample can be used.

3.5 Instrumentation

The study used structured questionnaire for teachers in both the pilot study and the actual study. Questionnaire is used to cope with the constraints of limited time and budget. It helps to obtain more responses from a large number of respondents in a short time and is used for obtaining structured responses which is also convenient in data analysis (Cooper & Schindler, 2003). The questionnaire had various items seeking different information from the targeted respondents. The questionnaire had two sections: Section A measured the organizational justice while section B measured organizational commitment variables.

To measure organizational justice this study modified and used Niehoff and Moorman (1993) organizational justice scale. In the original scale Reliability of the alpha coefficient for this scale in Western studies was (0.90), Niehoff and Moorman (1993). Responses to each of the items was rated using a 5-point Likert scale with anchors labeled: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, i.e undecided 4 = agree, 5 = strongly agree. High scores from the scale showed positive opinions about organizational justice.

Organizational commitment was measured using Organizational Commitment Scale developed by Meyer and Allen (1997). The Cronbach-alpha Reliability score of the original scale was .94 (Meyer & Allen, 1996). The study adopted and modified Meyer and Allen's scale to suit the school situation. The scale identified 17 items that tap a teacher's belief in and acceptance of the school's goals and values, their willingness to be part of the school and a strong desire to maintain membership and remain in the school. The Organizational Commitment scale is a self-scoring questionnaire. Responses to each of the items were rated using a 5-point Likert scale with anchors labeled: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, i.e undecided 4 = agree, 5 = strongly agree.

3.6 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after receiving permission from the school for human resource development of Jomo Kenyatta University of Agriculture and Technology. Permission was also sought from the principals of the schools and managers of banks involved in the study. The completed questionnaires were verified and collected on the same day of distribution.

3.7 Pilot Testing

A pilot study is a trial run in preparation for a major study. Cooper and Schindler (2006) observe that respondents in a pilot test do not have to be statistically selected. 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. Questionnaires were distributed to 20 employees. 17 questionnaires were returned. The objective of piloting was to eliminate any ambiguous items, establish if there were problems in administering the instruments, test data collection instructions, establish the feasibility of the study, anticipate and amend any logical and procedural difficulties regarding the study, and allow preliminary (dummy) data analysis. All of the measures included in the questionnaire showed adequate levels of internal consistency reliability as shown on table 3.1

3.7.1 Reliability

The study used a three step measure of reliability; (1) Drawing from literature those items that have been tested for reliability by other researchers and adopting them. (2) Revision of questionnaires and pre-testing. (3) Cronbach Alpha internal consistency technique to measure the reliability of the data collection instruments was used. While there is no agreement between researchers regarding the acceptable value of reliability, the study applied the widely accepted value of 0.70 as the cut-off point for the Cronbach alpha coefficient (Garson, 2013). Cronbach coefficient alpha for the instrument was computed as illustrated in Table 3.1

Table 3. 1: Reliability of Each Subscale

Variables	Subscale	No. of items	Cronbach's α
Independent	Distributive justice	4	.771
	Procedural justice	4	.897
	Interpersonal justice	4	.900
	Informational justice	4	.874
Dependent	Affective commitment	6	.754
	Normative commitment	5	.841
	Continuance commitment	5	.852

All variables registered a Cronbach alpha coefficient of more than 0.7, this fulfilled the required standard for an instrument to be reliable in that it should have a Cronbach alpha coefficient greater than 0.7.

3.7.2 Validity

Content validity of the research instruments was established in order to make sure that they reflected the content of the concepts (Organizational justice and Organizational commitment) in question. First, the researcher went through the instruments and compared them with the set objectives and ensured that they contained all the information that addressed the objectives. The supervisors then scrutinized the relevance of the questionnaire items against the set objectives of the study. The study also ensured construct validity by constructing the questionnaire based on prior studies and a logical conceptual framework.

Table 3. 2: Operationalization of Variables

The variables of the study were operationalized as follows:

Independent Variables

Distributive Justice	Rewards promotions, and recognition are given based on effort put in one’s work and contribution to the organization.	Section B a, b. c. d
Procedural Justice	Fairness in decision making, judgment is based on evidence, adequate notice given, and giving a fair hearing.	e, f, g, h i
Interpersonal Justice	Respectful and Polite treatment of teachers by the administrators, refraining from improper remarks or comments by the administration.	J, k, l, m
Informational Justice	Honest comments from head teacher, explanation of procedures involved in work, communication of relevant work details by the head teacher, ensuring that communication to teachers is tailored around their individual performance needs.	n, o, p, q

Dependent variables

Affective Commitment	Emotional attachment, identification, and involvement that a teachers has with his or her school	Section C a, b. c, d, e f
Continuance Commitment	Willingness to remain in a school because of the investments and benefits in the school	g, h, i ,j k,
Normative Commitment	Feelings of obligation to the school, feelings of duty, loyalty to the school.	l, m, n, o, p, q

The variables were operationalized using studies carried out by Colquitt (2001) for Organizational justice variables and Meyer and Allen (1991) for organizational commitment.

3.8 Data Analysis and Presentation

Data collected was coded, keyed in the computer and analysed with the aid of Statistical Package for Social Sciences (SPSS). Before the analysis the questionnaires were checked for completeness. The questionnaires that were incomplete were set aside and were exempted from the analysis. For minor cases of omission where respondents skipped a case, the researcher provided for non-response in the analysis. Descriptive statistics (frequencies, percentages, means and standard deviations) were used to describe the findings while inferential statistics (correlation analysis and multiple Regression analysis) were used to test hypotheses. Pearson correlation coefficient was used to show the associations between variables. The analysis procedures used in the study for addressing each research hypothesis were as presented in Table 2.3. Multiple Regression analysis was used to test hypotheses. The multiple linear regression model used was:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e, \text{ Where:}$$

Y= Organizational Commitment which is the dependent variable

β =Constant

X_1 = Distributive justice

X_2 =Procedural Justice

X_3 = Interpersonal Justice

X_4 =informational Justice

e =Error term

3.8.1 Factor Analysis

Factor analysis was performed to explore the underlying relationships and the structure of the measurement models for the organizational justice and organizational commitment items and to summarize data. To meet the statistical and conceptual assumptions regarding appropriateness of factor analysis, the variables included were metric level; the sample size was 382 which was greater than the preferable 100, the ratio of cases to variables exceeded the required 15 to 1 threshold, the correlation matrix for the variables contained more than two correlations of greater than 0.30, Variables with measures of sampling adequacy less than 0.50 were removed, the overall measure of sampling adequacy's Kaiser-Meyer-Olkin (KMO) measure was higher than the required 0.50 and the Bartlett test of sphericity was statistically significant ($p < 0.05$) (Field 2009).

Principal Component Analysis was used as the method of extraction since it is more common and usually yields results similar to common factor analysis. Since theoretical grounds for a correlation between organizational justice and organizational commitments exists, the researcher performed factor analyses using oblique rotation models, which does permit cross-factor loadings Gorsuch (1983), together with Kaiser Normalization. Furthermore, the researcher used the latent root (Eigen value) criterion, examination of the Scree Plot as well as examination of the pattern matrix to determine the number of Factors. During examination of the pattern matrix, cut off value was set to 0.4, and items cross loading over 0.4 were removed. The factor analysis was conducted iteratively with the removed items and thus the factor analyses presented in this report are a result of numerous factor analyses. Factor mean scores were computed prior to conducting multiple regression analysis.

3.8.2 Data Management

The researcher carried out analysis for multivariate regression assumptions to ensure that the data violated none of the multivariate assumptions. As such, the researcher tested for linearity, Normality, multicollinearity and heteroscedasticity whose results are as shown below.

3.8.2.1 Test of Linearity

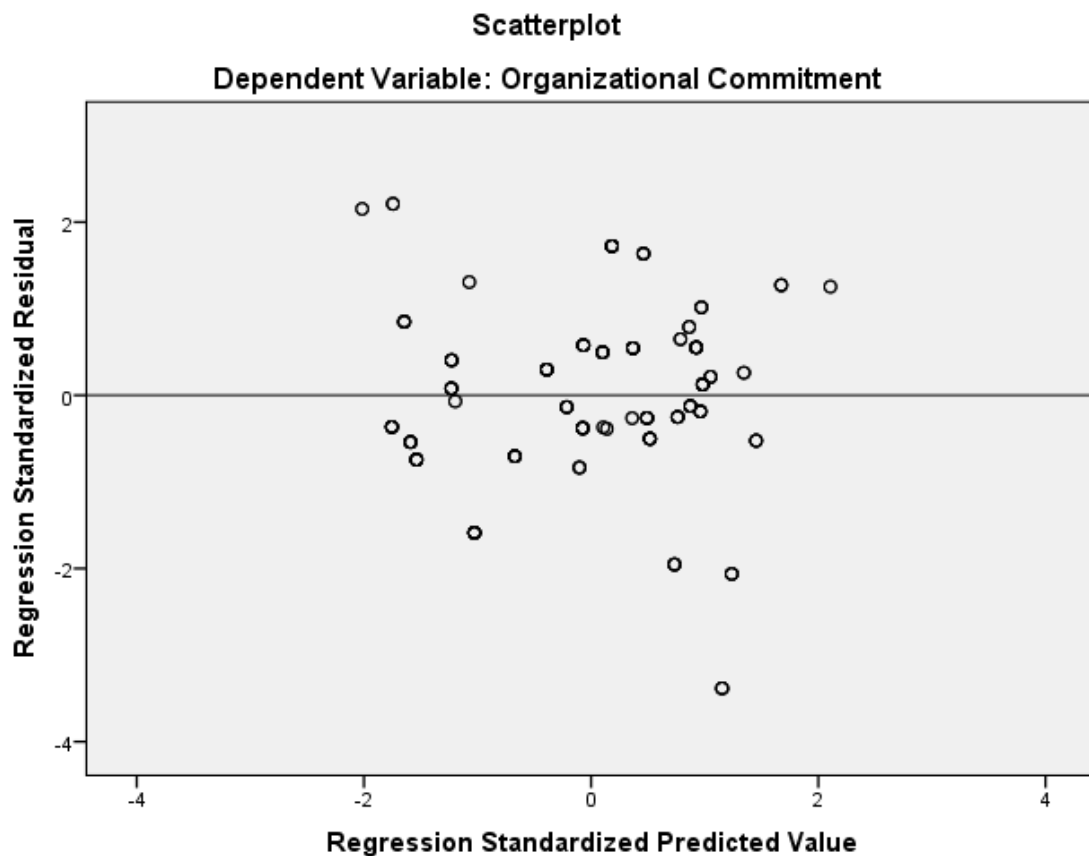


Figure 3.1: Standardized Residual Plots

The standardized residual plot were examined by looking for an average residual around 0, and no curves or clumps of points but rather points that roughly form an ellipsoidal shape was observed. The residuals scatter randomly around 0, as per figure 3.1.

3.8.2.2 Test of Normality

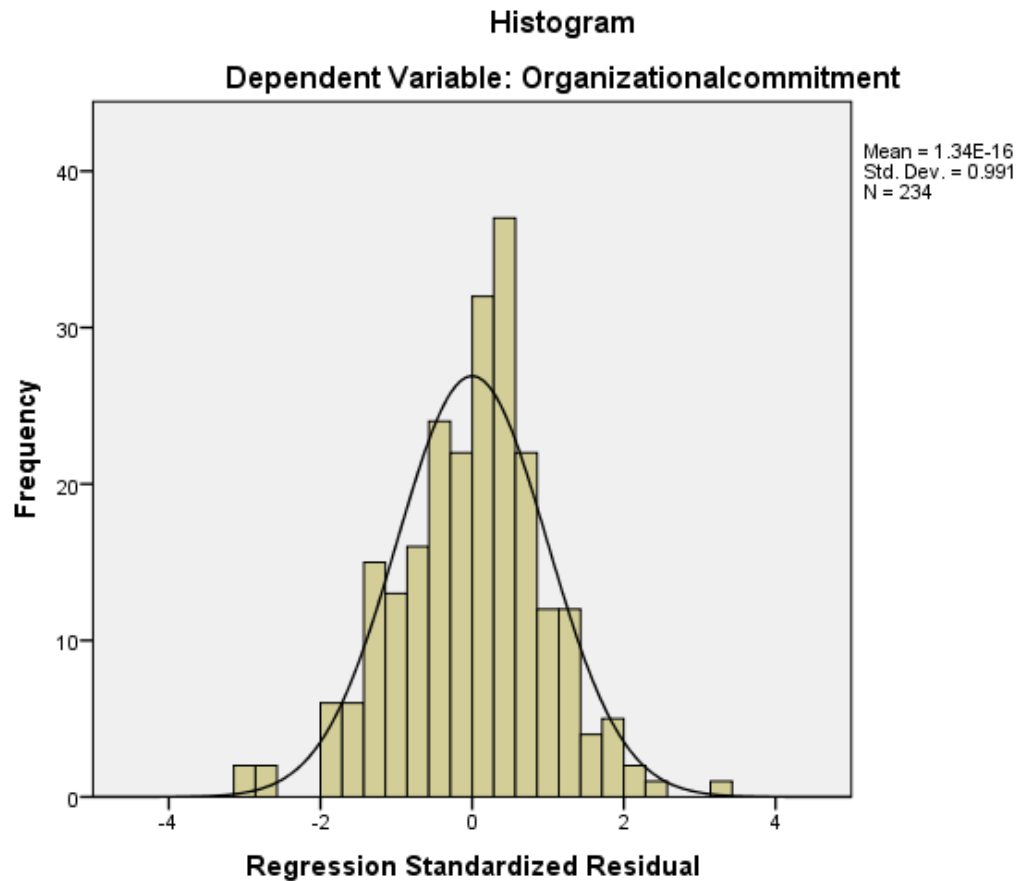


Figure 3. 2: Histogram of the Standardized Residual Plot

A histogram of the standardized residuals was used to visually verify Normality. The standardized residuals did not exhibit any serious departures from normality. For normality, the standardized residual plot for organizational commitment should roughly follow a diagonal line, which represents the normal distribution. The standardized P-P plot, Figure 3.2 fits this assumption well. The findings were also construed to show that there were no serious cases of outliers in the data.

3.8.2.3 Test of Multicollinearity

According to Menard (1995) a tolerance value which is less than 0.1 indicates serious collinearity problems. Myers (1990) suggests that a Variance Inflation Factor (V.I.F) value greater than 5 is a sign of collinearity and a cause of concern. The analysis showed that all the variables had a VIF value greater than 1 and less than 4. This suggests that there were no apparent multicollinearity problems. This means that there was no variable in the model that measured the same relationship/quantity as was measured by another variable or group of variables.

3.8.2.4 Test for Heteroscedasticity

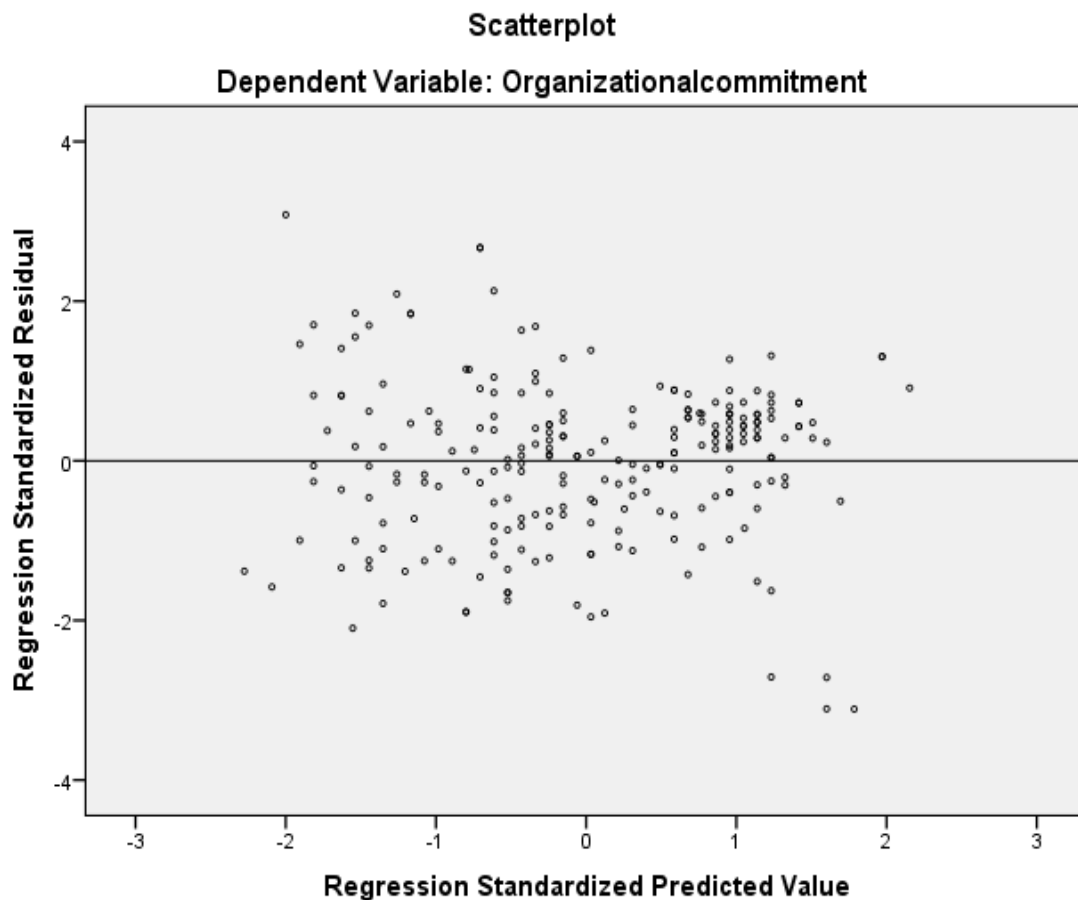


Figure 3. 3: Standardized Scatter Plot

Heteroscedasticity (constant error term) was tested by examining the standardized residual plot and looking for an ellipsoidal shape rather than a diamond or triangle-shaped plot. The constant variance assumption was not violated, as per Figure 3.3.

Table 3. 3: Summary Table of Variables and Data Analysis Approaches

Research hypotheses	Variables		Statistics
	Independent	Dependent	
There is significant influence of distributive justice on organization commitment.	Distributive justice	Affective commitment Normative commitment Continuance commitment	Frequencies, Percentages Means, correlation analysis, Multiple regression analysis
There is significant influence of Procedural justice on organizational commitment.	Procedural justice	Affective commitment Normative commitment Continuance commitment	Frequencies, percentages Means, correlation analysis, Multiple regression analysis
There is significant influence of Interpersonal justice on organizational commitment.	Interpersonal justice	Affective commitment Normative commitment Continuance commitment	Frequencies, Percentages Means, correlation analysis, Multiple regression analysis
There is a significant influence of Informational justice organization commitment	Informational justice	Affective commitment Normative commitment Continuance commitment	Frequencies, Percentages Means, correlation analysis Multiple regression analysis
Effect of organizational justice on organizational commitment among secondary teachers is not significantly different from that of bank tellers.	Distributive justice procedural justice Interpersonal justice Informational justice	Affective commitment Normative commitment Continuance commitment.	correlation analysis Multiple regression analysis

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter describes the analysis of data followed by a discussion of the research findings. The findings relate to the research questions and objectives that guided the study. Data was analyzed to identify, describe and explore the relationship between organizational justice and organizational commitment of teachers in public secondary schools and bank tellers in commercial banks in Kenya.

4.2 Response Rate

The response rate for this study was 61.3% which can be characterized as a good indicator that the results were externally valid and therefore can be generalized. Essentially the response rate that every researcher would pursue would be 100%. In reality however this is not possible 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.

4.3 Descriptive Statistics

The study employed research instruments that were structured in a way that they gave responses that were on a likert scale. A likert scale is composed of a series of Likert-type items that are combined into a single composite score during data analysis process. As such, a Likert scale constitutes responses that can be combined to describe the variable in question (Clason & Dormody, 1994). Descriptive statistics were provided in line with the study objectives and study variables.

4.3.1 Teachers Perception towards Distributive Justice

In regard to the aspect of distributive justice, the respondent views were as represented in table 4.1.

Table 4. 1: Teachers Perception on Distributive Justice

	N	Min	Max	Mean	Std. Dev
My level of pay is fair	232	1	5	2.43	1.270
rewards I receive are fair	230	1	5	2.97	1.293
My workload is quite fair	233	1	5	3.53	1.122
My responsibilities are fair	223	1	5	3.62	1.037
Valid N (listwise)	218				

From table 4.1, the results indicated that teachers disagreed with the assertion that their level of pay was fair. This aspect registered a mean of 2.43 (disagree) with a standard deviation of 1.270. On the other hand, teachers agreed that their workload and responsibilities were fair registering a mean of 3.53 and 3.62 respectively. However teachers were indifferent on whether the rewards they received were fair or not, registering a mean of approximately 3 (undecided). It was noted that the respondent's views were very diverse as each of the standard deviations were greater than 1. This showed that there was very little agreement in the respondent's views in these aspects.

4.3.2 Teachers Perception towards Procedural Justice

Table 4.2 indicates the findings from the respondents regarding procedural justice.

Table 4. 2: Teachers Perception on Procedural Justice

	N	Min	Max	Mean	Std. Dev
Teachers concerned heard before job decisions are made	234	1	5	2.95	1.281
Head teacher collects accurate and complete information	233	1	5	3.05	1.281
Head teacher clarifies decisions and provides additional information when requested by teachers	234	1	5	3.34	1.202
All jobs decisions are applied consistently to all affected teachers	231	1	5	3.12	1.210
Teachers are allowed to challenge or appeal job decisions made by the head teacher	234	1	5	2.82	1.196
Valid N (list wise)	231				

The findings indicate that all the means inclined towards 3 (undecided). This implied that teachers were undecided on all aspects of procedural justice. It was also evident that respondents had very diverse opinions in all aspects since all the responses had standard deviations of more than 1.200 given the small means recorded.

4.3.3 Teachers Perception towards Interpersonal Justice

The study in this case sought to establish the views of the respondents towards interpersonal justice. The findings were as indicated in table 4.3.

Table 4. 3: Teachers Perception on Interpersonal Justice

	N	Min	Max	Mean	Std. Dev
Head teacher treats me with kindness and consideration	233	1	5	3.43	1.124
Head teacher treats me with respect and dignity	233	1	5	3.56	1.066
Head teacher is sensitive to my personal needs	233	1	5	3.33	1.184
Head teacher deals with me in a truthful manner	233	1	5	3.43	1.109
Valid N (listwise)	231				

The findings indicated positive perceptions in all aspects with all the responses registering average means. However it was difficult to conclude that the respondents were of the view that the head teacher treated them with kindness, in a truthful manner or was sensitive to their personal needs since the findings were not strongly indicative of that. It was observed that the head teachers treated teachers with respect and dignity. (Mean 3.56 and the least standard deviation of 1.066).

4.3.4 Teachers Perception towards Informational Justice

The study also sought to establish the perceptions of teachers regarding to informational justice. The findings are indicated in the table 4.4.

Table 4. 4: Perception of Teachers on Informational Justice

	N	Min	Max	Mean	Std. Dev
Head teacher shows concern for my right as a teacher	234	1	5	3.47	1.101
Head teacher discusses with me the implications of the decisions about my job	233	1	5	3.33	1.177
Head teacher offers explanations that make sense to me on decisions made on my job	233	1	5	3.34	1.183
Head teacher explains clearly any decisions made about my job	234	1	5	3.33	1.186
Valid N (list wise)	232				

Table 4.4 shows that teachers rated the indicators of informational justice average. However the findings failed to conclusively indicate that head teachers showed concern for the rights of teachers, discussed implications of decisions made about the teacher's job and explained clearly any decisions made about the job.

4.3.5: Teachers Perception towards Affective Commitment

The study further investigated the perception of teachers on affective commitment. The study obtained the following results.

Table 4. 5: Teachers Perceptions on Affective Commitment

	N	Min	Max	Mean	Std. Dev
Am very happy being a member of this school	232	1	5	3.83	1.005
I enjoy discussing about my school with people outside it	234	1	5	3.49	1.162
I really feel as if this school problems are my own	227	1	5	3.24	1.173
I could easily become attached to another school as I am to this one	233	1	5	3.09	1.168
I do not feel like am part of the family at my school(R)	233	1	5	3.85	1.035
I do not feel emotionally attached to this school(R)	233	1	5	3.63	1.189
This school has a great deal of personal meaning for me	234	1	5	3.45	1.153
I do not feel a strong sense of belonging to my school(R)	232	1	5	3.71	1.162
Valid N (listwise)	221				

Table 4.5 indicates that the respondents rated all the indicators of affective commitment above average with mean scores ranging from $M = 3.09$ and $M = 3.85$. Respondents agreed on four aspects of affective commitment. This aspects were that teachers were very happy being members of their school, they felt like they were part of the family in their school, they felt emotionally attached to their school and that they felt a strong sense of belonging to their school. This aspects registered means of 3.83, 3.85, 3.63 and 3.71 respectively. However respondents were indifferent on whether they enjoyed discussing about their school with people outside it, whether they felt the school problems as their own, whether they could easily become attached to another school and whether the school had a great deal of personal meaning to them. These aspects recorded a mean of approximately 3.00 (undecided). The view that teachers felt very happy being members of their school recorded the least standard deviation of 1.005 meaning that the respondents were of different opinions in regard to this aspect.

4.3.6 Teachers Perception towards Normative Commitment

The study went further ahead to find out the perception of teachers on the issue of normative commitment. The findings were as in table 4.6.

Table 4. 6: Teachers Perceptions on Normative Commitment

	N	Min	Max	Mean	Std. Dev
I owe this school quite a bit because of what it has done for me	233	1	5	3.26	1.191
My school deserves my loyalty because of its treatment towards me	231	1	5	3.42	1.108
I would be letting my co-workers down if I was not a member of this school	232	1	5	3.13	1.217
I am loyal to this school because my values are largely its values	233	1	5	3.45	1.148
This school has a mission that i believe in and am committed to	232	1	5	3.78	.968
I feel it is morally collect to dedicate myself to this school	234	1	5	3.96	.973
Valid N (listwise)	228				

From table 4.6, it is clear that respondents agreed on two aspects; that the school had a mission that teachers believed in and were committed to, and that teachers felt that it was morally collect to dedicate themselves to their school. These aspects registered means approximately close to 4.0 (Agree). The two aspects recorded the least standard deviations of 0.968 and 0.973 respectively. This showed that the respondents were in greater agreement in their responses. However, respondents were indifferent on all the other aspects of normative commitment with means of approximately 3.00 (undecided).

4.3.7 Teachers Perceptions towards Continuance Commitment

Finally, the study sought to establish the perception of teachers towards continuance commitment. The findings are as indicated in Table 4.7.

Table 4. 7: Teachers Perceptions towards Continuance Commitment

	N	Min	Max	Mean	Std. Dev
I worry about the loss of investments I have made in this school	233	1	5	2.71	1.293
If I wasn't a member of this school, I would be sad because my life would be disrupted	233	1	5	2.52	1.277
Am loyal to this school because I've invested a lot in it, emotionally, socially and economically	234	1	5	3.06	1.317
I often feel anxious about what I have to lose with this school	234	1	5	2.89	1.178
I worry about what might happen if something was to happen and am no longer in this school	234	1	5	2.82	1.236
Am dedicated to this school because I fear what I have to lose in it	234	1	5	2.60	1.226
Valid N (listwise)	232				

The respondents were indifferent on all the aspects of continuance commitment recording a mean of approximately 3.00 (undecided) in all questions. The findings also indicated diverse views of the respondents since all the aspects had standard deviations greater than 1.17 given the small means recorded.

4.4 Results of Factor Analysis

4.4.1 Factor Analysis on Distributive Justice

The study sought to establish the underlying relationship and the structure of the measurement model as described above for the distributive justice items. A PCA was conducted on the 4 Distributive Justice items of the questionnaire. The results are described in the following tables.

Table 4. 8: KMO and Bartlett's Test for Distributive Justice

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.730
	Approx. Chi-Square	223.619
Bartlett's Test of Sphericity	df	6
	Sig.	.000

Table 4.8 shows a sampling adequacy of 0.730 for distributive justice items which exceeds the recommended value of 0.5 (Field, 2009). Bartlett's test of sphericity was statistically significant at $p < 0.001$ which supports the factorability of the correlation matrix

Table 4. 9: Total Variance Explained for Distributive Justice Factor

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.356	58.898	58.898	2.356	58.898	58.898
2	.749	18.713	77.611			
3	.464	11.596	89.207			
4	.432	10.793	100.000			

Extraction Method: Principal Component Analysis.

Principal component analysis revealed the presence of one component with an Eigen value exceeding 1 explaining a total of 58.898 % of the variance. A clear factor solution was obtained for all the 4 Distributive Justice items thus no factor was removed.

4.4.2 Factor Analysis for Procedural Justice

Principal component analysis was conducted on the 5 Procedural Justice items of the questionnaire. The findings are as represented in Table 4.12

Table 4. 10: KMO and Bartlett's Test for Procedural Justice

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
	Approx. Chi-Square	464.238
Bartlett's Test of Sphericity	df	6
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure confirmed the sampling adequacy for the analysis KMO= 0.825. The Bartlett's test of sphericity ($p < 0.001$) was found to reach statistical significance, which supports the factorability of the correlation matrix.

Table 4. 11: Total Variance Explained for Procedural Justice Factor

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.908	72.711	72.711	2.908	72.711	72.711
2	.443	11.072	83.782			
3	.371	9.283	93.065			
4	.306	6.935	100.000			

Extraction Method: Principal Component Analysis.

PCA revealed the presence of one component with an Eigen value exceeding 1 explaining a total of 72.711 % of the variance. A clear factor solution was obtained by 4 of the 5 Procedural Justice items while redundant item was removed.

4.4.3 Factor Analysis for Interpersonal Justice

The principal component analysis for the four factor items of interpersonal justice were as presented in table 4.12.

Table 4.12: KMO and Bartlett's Test for Interpersonal Justice

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.805
	Approx. Chi-Square	600.252
Bartlett's Test of Sphericity	df	6
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure confirmed the sampling adequacy for the analysis. KMO= 0.805, characterized as very good. The Bartlett's test of sphericity ($p < 0.001$) was found to reach statistical significance, which supports the factorability of the correlation matrix.

Table 4. 13: Total Variance Explained for Interpersonal Justice

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.086	77.148	77.148	3.086	77.148	77.148
2	.426	10.658	87.806			
3	.314	7.854	95.660			
4	.302	4.340	100.000			

Extraction Method: Principal Component Analysis.

PCA revealed the presence of one component (Table 4.13), with an Eigen value exceeding 1 explaining a total of 77.148 % of the variance. A clear factor solution was obtained by all the Interpersonal Justice items, no item was removed.

4.4.4 Factor Analysis for Informational Justice

Principal component analysis was done for the 4 informational justice questionnaire items. The findings were as in table 14.

Table 4.14: KMO and Bartlett's Test for Informational Justice

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.766
	Approx. Chi-Square	491.732
Bartlett's Test of Sphericity	df	6
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure, Table 4.14, confirmed the sampling adequacy for the analysis (KMO= 0.766, exceeding the recommended value of 0.5 (Field, 2009). The Bartlett's test of sphericity ($p < 0.001$) was found to reach statistical significance for informational justice items which supports the factorability of the correlation matrix.

Table 4. 15: Total Variance Explained for Informational Justice

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.896	72.408	72.408	2.896	72.408	72.408
2	.528	13.198	85.606			
3	.369	9.228	94.835			
4	.207	5.165	100.000			

Extraction Method: Principal Component Analysis.

PCA revealed the presence of one component with an Eigen value exceeding 1 explaining a total of 72.408 % of the variance. A clear factor solution was obtained by all of Informational Justice items and none was removed.

4.4.5 Factor Analysis for Affective Commitment

PCA was conducted on the affective commitment questionnaire items, and the findings were as in table 4.16.

Table 4. 16: KMO and Bartlett's Test for Affective Commitment

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.754
	Approx. Chi-Square	381.361
Bartlett's Test of Sphericity	df	15
	Sig.	.000

From table 4.16 the Kaiser-Meyer-Olkin (KMO) measure confirmed the sampling adequacy for the analysis (KMO= 0.754), exceeding the recommended value of 0.5 (Field, 2009). The Bartlett's test of sphericity ($p < 0.001$) was found to reach statistical significance, which supports the factorability of the correlation matrix.

Table 4. 17: Total Variance Explained for Affective Commitment

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.891	48.182	48.182	2.891	48.182	48.182	2.588
2	1.079	17.980	66.162	1.079	17.980	66.162	2.047
3	.738	12.300	78.462				
4	.523	8.715	87.177				
5	.416	6.938	94.115				
6	.353	5.885	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of two components with Eigen values exceeding 1, explaining 48.182% (emotional attachment), 17.980% (Indirect emotional Attachment-Value) of the variance respectively. The Two-factor solution together explained a total of 66.162% of the variance. An inspection of the scree plot revealed a clear break after the 2nd factor, which was further supported by oblimin rotation where scrutiny of the pattern matrix revealed a clear factor solution, with all factors showing a number of strong loadings and all items loading significantly on one of the two factors.

Table 4. 18: Pattern Matrix^a for Affective Commitment Items

	Component	
	1	2
Am very happy being a member of this school	.749	.143
I enjoy discussing about my school with people outside it	.858	-.187
I really feel as if this school problems are my own	.736	.059
I do not feel like am part of the family at my school	.057	.868
I do not feel emotionally attached to this school	-.007	.896
This school has a great deal of personal meaning for me	.650	.106

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Only two redundant items were removed due to lack of Individual sampling adequacy and a high cross-loading. Correlations between factors was generally considered relatively low, ($r = 0.389$)

Table 4. 19: Component Correlation Matrix for Affective Commitment Factors

Component	1	2
1	1.000	.389
2	.389	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Table 4.19 shows the correlations between factors which was considered low ($r = 0.389$).

4.4.6 Factor analysis for Normative Commitment

Further, the study established the principal component analysis for the normative commitment items. The results as represented in table 4.20.

Table 4. 20: KMO and Bartlett's Test for Normative Commitment

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.783
Bartlett's Test of Sphericity	Approx. Chi-Square	444.205
	df	10
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO), table 4.20, measure confirmed the sampling adequacy for the analysis (KMO = 0.783, exceeding the recommended value of 0.5 for Normative commitment items. The Bartlett's test of sphericity was found to reach statistical significance ($p < 0.001$), which supports the factorability of the correlation matrix.

Table 4. 21: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.976	59.528	59.528	2.976	59.528	59.528
2	.838	16.759	76.287			
3	.480	9.604	85.892			
4	.380	7.602	93.494			
5	.325	6.506	100.000			

Extraction Method: Principal Component Analysis.

PCA revealed the presence of one component with an Eigen value exceeding 1 explaining a total of 59.528 % of the variance. A clear factor solution was obtained by 5 of the 6 Normative Commitment items while the redundant item was removed.

4.4.7 Factor analysis for Continuance Commitment Items

PCA was conducted on all the items of continuance commitment questionnaire. The following were the findings of the analysis.

Table 4. 22: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.832
	Approx. Chi-Square	386.120
Bartlett's Test of Sphericity	df	10
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure confirmed the sampling adequacy for the analysis (KMO= 0.832), exceeding the recommended value of 0.5. The Bartlett's test of sphericity ($p < 0.001$) was found to reach statistical significance, which supports the factorability of the correlation matrix.

Table 4. 23: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.948	58.955	58.955	2.948	58.955	58.955
2	.699	13.978	72.933			
3	.506	10.123	83.056			
4	.473	9.463	92.519			
5	.374	7.481	100.000			

Extraction Method: Principal Component Analysis.

Principal component analysis revealed the presence of one component with Eigen value exceeding 1, explaining 58.955% of the total variance. Only one redundant item was removed due to lack of Individual sampling adequacy.

4.5 Correlation Analysis Results

The study in this case sought to establish the relationships between the independent variables and the dependent variables. The analysis enabled the researcher to determine whether there were any significant relationships between the variables and show the degree to which organizational justice variables determined the organizational commitment. The findings were as described below.

4.5.1 Organizational Justice and Organizational Commitment

All the responses in regard to these aspects were on a Likert scale hence they could be consolidated into a composite score of their means. This enabled the researcher to draw inferences on the relationship between organizational justice components and organizational commitment components. The analysis was carried out by use of Pearson's correlation coefficient for both the teachers and bank tellers. The findings of the analysis from teachers are presented in table 4.24.

Table 4.24: Effect of Organizational Justice on Teachers Organizational Commitment

		Affective Commitment	Normative Commitment	Continuous Commitment
Distributive justice	Pearson Correlation	.046	.223**	.338**
	Sig. (2- tailed)	.484	.001	.000
	N	234	234	234
Procedural Justice	Pearson Correlation	.415**	.406**	.397**
	Sig. (2- tailed)	.000	.000	.000
	N	234	234	234
Interpersonal Justice	Pearson Correlation	.454**	.397**	.286**
	Sig. (2- tailed)	.000	.000	.000
	N	234	234	234
Informational Justice	Pearson Correlation	.373**	.435**	.372**
	Sig. (2- tailed)	.000	.000	.000
	N	234	234	234

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

The findings showed a very weak relationship between distributive justice and affective commitment. However, this relationship was not significant. This suggests that

distributive justice does not significantly affect affective commitment for teachers. On the other hand the findings indicated a relatively weak positive significant relationship between procedural justice and affective commitment ($r = 0.415$, $p < 0.01$). Thus it can be inferred that procedural justice significantly influences affective commitment of teachers. Additionally, from the table, it is observed that there is an average positive significant relationship ($r = 0.454$, $p < 0.01$) between interpersonal justice and affective commitment. The researcher inferred that interpersonal justice significantly influences affective commitment in schools. The two are positively correlated and therefore enhancing one aspect consequently leads to improvement of the other. The results further indicated a relatively weak positive significant relationship ($r = 0.373$, $p < 0.01$) between informational justice and affective commitment. The two are positively correlated implying that when one improves, the other one also improves. Therefore, informational justice significantly influences affective commitment.

Findings further indicated the presence of a positive weak and significant relationship ($r = 0.223$, $p < 0.001$) between distributive justice and normative commitment. This indicates that distributive justice significantly contributes to normative commitment. This means that as distributive justice is enhanced in the school, normative commitment consequently increases.

The researcher further observed that that there exists a weak positive significant relationship ($r = 0.406$, $p < 0.01$) between procedural justice and normative commitment. Thus it can be said that procedural justice significantly influences normative commitment. Therefore to improve normative commitment, procedural justice needs to be enhanced. In addition, the findings indicated a relatively weak positive significant relationship ($r = 0.397$, $p < 0.01$) between interpersonal justice and normative commitment. This implies that interpersonal justice significantly influences normative commitment. The two are positively correlated thus an increase in one aspect consequently leads to an increase in the other.

Further it was noted that there was a weak positive significant relationship ($r = 0.435$, $p < 0.01$) between informational justice and normative commitment. The positive correlation means that the two variables go hand in hand. This is a case of direct proportionality and thus informational justice significantly influences or improves normative commitment. On the other hand findings indicates a weakly positive significant relationship ($r = 0.338$, $p < 0.01$) between distributive justice and continuance commitment. This implies that distributive justice significantly affects continuance commitment. Thus enhancing distributive justice consequently enhances continuance commitment within the school organization.

Further the findings indicated a relatively weak positive significant relationship ($r = 0.397$, $p < 0.01$) between procedural justice and continuance commitment. From the findings, it can be observed that procedural justice significantly influences continuance commitment in the school organization. The findings also showed a weak positive significant relationship ($r = 0.286$, $p < 0.01$) between interpersonal justice and continuance commitment. Therefore enhancing interpersonal justice in the organization means enhancing continuance commitment.

Finally, the findings showed a relatively weak positive and significant relationship ($r = 0.372$, $p < 0.01$) between informational justice and continuance commitment. The variables portrayed a direct proportionality scenario where increasing the level of one leads to an increase in the other. Thus, informational justice significantly and positively influences continuance commitment within the school organization. Pearson correlation analysis for bank data yielded the findings in table 4.25

Table 4. 25: Bank Data Correlation

		Distributive Justice	Procedural Justice	Interpersonal Justice	Informational Justice
Affective Commitment	Pearson Correlation	.066	-.084	.149	.142
	Sig. (2- tailed)	.577	.480	.207	.232
	N	73	73	73	73
Normative Commitment	Pearson Correlation	.368**	.189	.265*	.180
	Sig. (2- tailed)	.001	.110	.024	.127
	N	73	73	73	73
Continuance Commitment	Pearson Correlation	.238*	.052	.101	.170
	Sig. (2- tailed)	.042	.663	.395	.151
	N	73	73	73	73

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

* . Correlation is significant at the 0.05 level (2-tailed).

The table indicated that none of the organizational justice components had any significant relationship with affective commitment. This is different from the findings obtained from secondary schools data where only distributive justice did not have significant relationship with affective commitment. On normative commitment the data from banks indicated that only distributive and interpersonal justice had significant relationship with normative commitment while procedural and informational justice did not have significant relationship with normative commitment.

However, secondary schools data showed that all organizational justice components had significant relationship with normative commitment. On the other hand only distributive justice had a weak significant positive relationship with continuance commitment while

the other three did not have significant relationship. In secondary schools all the justice variables had significant relationship with continuance commitment.

4.5.2 Organizational Justice and Organizational Commitment

The study went further ahead to establish the effect of organizational justice components on overall organizational commitment. A composite mean of all organizational commitment variables was computed. Pearson correlation coefficient was established to show the relationship. The findings for the teachers were as in Table 4.26.

Table 4. 26: Effect of Organizational Justice on Organizational Commitment

		Distributive justice	Procedural Justice	Interpersonal Justice	Informational Justice
Organizational commitment	Pearson Correlation	.247**	.483**	.447**	.467**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	234	234	234	234

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

The findings showed a weak positive significant relationship ($r = 0.247$, $p < 0.01$) between distributive justice and organizational commitment. This means that distributive justice significantly influences organizational commitment. Thus, improving distributive justice significantly enhances overall organizational commitment. The table further indicated an average positive significant relationship ($r = 0.483$, $p < 0.01$) between procedural justice and organizational commitment. This means that procedural justice significantly influences overall organizational commitment in schools. Thus organizations need to enhance procedural justice in order to improve organizational commitment.

On the other hand, the findings indicated a relatively weak positive significant relationship ($r = 0.447$, $p < 0.01$) between interpersonal justice and organizational commitment. Thus, interpersonal justice significantly contributes towards organizational commitment. Therefore improving interpersonal justice enhances organizational

commitment. In addition, the results indicated an average positive significant relationship ($r = 0.467$, $p < 0.01$) between informational justice and overall organizational commitment. This indicates that informational justice significantly affects overall organizational commitment positively. Thus, it can be asserted that improving informational justice also leads to an improvement in overall organizational commitment. On the other hand, the study established the relationship between organizational justice components and organizational commitment of bank tellers. The findings from the analysis were as presented in table 4.27

Table 4. 27: Effect of Organizational Justice on Organizational Commitment

		Distributive justice	Procedural Justice	Interpersonal Justice	Informational Justice
Organizational commitment	Pearson Correlation	.061	.019	.067	.111
	Sig. (2- tailed)	.609	.870	.571	.349
	N	73	73	73	73

From the table, it was established that none of the components of organizational justice had a significant relationship with the overall organizational commitment. Therefore, it was observed that the overall organizational commitment was independent of organizational justice components among the bank tellers in Kenya. These findings were different from those of school teachers where all components of organizational justice had significant relationship with composite organizational commitment.

4.6 Research Hypotheses Test Results

The study tested the research hypothesis so as to make informed conclusions on the research objectives. This was done using multiple regression analysis. The findings are discussed below.

4.6.1 Hypotheses Testing – Organizational Justice against Affective Commitment

The first set of hypotheses tested related organization justice components against affective commitment of teachers and bank tellers.

H_{1A}: Distributive justice significantly influences affective commitment of teachers

H_{2A}: Procedural justice significantly influences affective commitment of teachers

H_{3A}: Interpersonal justice significantly influences affective commitment of teachers

H_{4A}: Informational justice significantly influences affective commitment of teachers

Table 4. 28: Regressions Model Summary Result for Organizational Justice Variables and Affective Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.509 ^a	.259	.246	.64773	.259	20.025	4	229	.000

a. Predictors: (Constant), Informational Justice, Distributive justice, Interpersonal Justice, Procedural Justice

b. Dependent Variable: Affective Commitment

Table 4.28 indicated that the justice items taken together explained 25.9% of the affective commitment variation. 74.1% of the variation in affective commitment was explained by factors outside this model. The F-statistic value of 20.025 was found to be statistically significant at $p < 0.05$ level of significance. Therefore the researcher concluded that organizational justice components (informational justice, distributive justice, interpersonal justice and procedural justice) taken together influences the organizational commitment of school teachers. The model coefficients for the model were as presented in table 4.29.

Table 4. 29: Coefficients

Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.541	.187		13.617	.000		
Distributive justice	-.188	.054	-.230	-3.458	.001	.734	1.362
Procedural Justice	.198	.069	.277	2.864	.005	.345	2.896
Interpersonal Justice	.234	.071	.312	3.312	.001	.365	2.740
Informational Justice	.026	.070	.035	.373	.709	.376	2.662

^a Dependent variable: Affective commitment

The coefficients table indicates that informational justice had no statistical significant influence in determining the affective commitment of teachers at a significance level of $p < 0.05$. All the other variables; distributive justice, procedural justice and interpersonal justice were significant in determining the affective commitment at $p < 0.05$. Consequently, H_{1A} , H_{2A} and H_{3A} failed to be rejected and concluded that all the three variables; distributive justice, procedural justice and interpersonal justice significantly influence affective commitment. H_{4A} (informational justice significantly influences affective commitment of teachers) was on the other hand rejected and concluded that informational justice does not significantly influence affective commitment. From the information provided in table 4.29, the following regression model for affective commitment was developed.

$$AC = 2.541 - 0.188DJ + 0.198PJ + 0.234IJ + 0.026IFJ$$

The model shows the relationship between affective commitment and distributive justice components. Informational justice was depicted to be having the least effect on affective commitment with a unit increase in informational justice leading to an insignificant

variation in affective commitment. Distributive justice had a negative effect on affective commitment meaning that increase in distributive justice inversely influenced affective commitment.

The researcher further conducted regression analysis for the bank data to see how the justice components predicted the commitment items as compared to the secondary schools data. The findings are as presented in table 4.30

Table 4. 30: Bank model summary for organizational justice and affective commitment

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square	Adjusted R Square	F	df1	df2	Sig. F Change
1	.341 ^a	.116	.064	.54170	.116	2.234	4	68	.074

a. Predictors: (Constant), Informational Justice, Distributive Justice, Interpersonal Justice, Procedural Justice

b. Dependent Variable: Affective Commitment

The model summary indicated that the components of organizational justice taken together explained 11.6% of the variation in affective commitment of the banks workers at 1% level of significance. The remaining 88.4% of the variation in affective commitment was explained by factors not included in this model. The F-statistic value of 2.234 was significant at $p < 0.1$ level of significance. This meant that organizational justice components taken together were significant in accounting for variation in organizational commitment of bank employees. The researcher observed a difference in these findings since the data from secondary schools teachers indicated that the justice components could explain 25.9% of the affective commitment at 1% level of significance.

The researcher further established the coefficients for the model estimates. The findings were as indicated in Table 4.31.

Table 4. 31: Bank Coefficients for Organizational Justice and Affective Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.820	.271		10.424	.000
	Distributive Justice	.033	.064	.064	.511	.611
	Procedural Justice	-.211	.081	-.438	-2.614	.011
	Interpersonal Justice	.115	.080	.219	1.442	.154
	Informational Justice	.155	.083	.299	1.868	.066

a. Dependent Variable: Affective Commitment

The findings indicated that only procedural justice and informational justice were significant in explaining variation in affective commitment among the bank employees. Distributive justice and interpersonal justice were not significant in explaining the variation in affective commitment among the bank employees. As such, H_{1A} , and H_{3A} for bank tellers were rejected. On the other hand the hypothesis H_{2A} and H_{4A} that procedural justice and informational justice respectively significantly influences affective commitment of teachers failed to be rejected. Thus the study concluded that procedural and informational justice in banks influences bank tellers' affective commitment. The findings in the bank differed from those from secondary schools data where only informational justice was found not to be significant in explaining affective commitment. As such, the bank data on organizational justice components and affective commitment yielded the following model relating affective commitment with organizational justice.

$$AC=2.820+0.033DJ-0.211PJ+0.115IJ+0.155IFJ$$

From the model, with all other factors remaining constant in the model, the affective commitment of bank employees remains at 2.82 unit measures. Further, variation in distributive, procedural, interpersonal and informational justices causes a substantial

change in affective commitment of bank employees. Therefore, employees' affective commitment is very much dependent on organizational justice.

4.6.2 Hypotheses Testing - Organizational Justice against Normative Commitment

The second set of hypotheses tested related organizational justice with normative commitment. The hypothesis were as follows

H_{1B}: Distributive justice significantly influences normative commitment of teachers

H_{2B}: Procedural justice significantly influences normative commitment of teachers

H_{3B}: Interpersonal justice significantly influences normative commitment of teachers

H_{4B}: Informational justice significantly influences normative commitment of teachers

Table 4. 32: Regressions Result for Organizational Justice Variables and Normative Commitment

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.458 ^a	.210	.196	.77776	.210	15.192	4	229	.000

a. Predictors: (Constant), Informational Justice, Distributive justice, Interpersonal Justice, Procedural Justice

b. Dependent Variable: Normative Commitment

The model summary, table 4.32 indicates that organizational justice variables significantly influence 19.6% of normative commitment of teachers. The remaining 80.4% of normative commitment is determined by other factors. The F-statistic value of 15.192 was found to be statistically significant implying that organizational justice components (distributive justice, procedural justice, interpersonal justice and informational justice) taken together significantly influence normative commitment at $p < 0.05$ level of significance. The model coefficient results were as presented in table 4.33

Table 4. 33: Coefficients^a

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
	(Constant)	1.976	.224	8.819	.000
1	Distributivejustice	.006	.065	.007	.924
	ProceduralJustice	.121	.083	.145	1.450
	InterpersonalJustice	.088	.085	.101	1.040
	InformationalJustice	.221	.084	.251	2.623

a. Dependent Variable: NormativeCommitment

The coefficient table indicates that only informational justice had a statistical significant influence on normative commitment at a level of significance of $p < 0.05$. All the other items (distributive justice, procedural justice and interpersonal justice) of organizational justice did not significantly influence normative commitment. Consequently, H_{4B} : informational justice significantly influences normative commitment of teachers failed to be rejected and concluded that informational justice significantly influences normative commitment of teachers. H_{1B} , H_{2B} , and H_{3B} were all rejected and concluded that the three of them had no significant influence on normative commitment of teachers. The regression model that was fitted was as depicted below.

$$NC = 1.976 + 0.006DJ + 0.121PJ + 0.088IJ + 0.221IFJ$$

The relationship between normative commitment and organizational justice was as illustrated in the model above. Distributive justice had the least effect on normative commitment while informational justice had the greatest effect. All the organizational justice components were shown to have positive effect on normative commitment. As such, enhancing organizational justice in the organization would consequently enhance normative commitment among the teachers.

Comparatively, findings from bank tellers regarding the influence of organizational justice components on normative commitment were as shown hereafter.

Table 4. 34: Model Summary on Organizational Justice and Normative Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.394 ^a	.155	.105	.86852	.155	3.121	4	68	.020

a. Predictors: (Constant), Informational Justice, Distributive Justice, Interpersonal Justice, Procedural Justice

b. Dependent Variable: Normative Commitment

Table 4.34 indicated that informational justice, distributive justice, interpersonal justice and procedural justice taken together explained 15.5% of the variation in normative commitment among the bank employees. The remaining 84.5% of variation in normative commitment was explained by other factors other than organizational justice perception. In comparison, the justice variables explained 21.0% of the variation in normative commitment among teachers in public secondary schools. Thus, this indicated a slight difference between bank employees and teachers in public schools. The F-statistic value of 3.121 was significant at $p < 0.05$. Therefore the researcher concluded that organizational justice components taken together influence the normative commitment of bank employees.

The regression coefficient estimates for the model were established and presented as shown in table 4.35.

Table 4. 35: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.274	.434		5.244	.000
	Bank Distributive Justice	.263	.102	.317	2.584	.012
	Bank Procedural Justice	-.032	.129	-.041	-.248	.805
	Bank Interpersonal Justice	.115	.128	.134	.901	.371
	Bank Informational Justice	.050	.133	.059	.378	.707

a. Dependent Variable: Bank Normative Commitment

The regression coefficients indicated that only distributive justice was significant in predicting the variation in normative commitment among the bank employees. Distributive justice explained 31.7% of the variation in normative commitment among the bank employees at 5% level of significance. The other justice variables were not significant in predicting normative commitment among the bank employees. Based on these findings, hypothesis H_{1B} distributive justice significantly influences normative commitment, failed to be rejected. The study concluded that distributive justice significantly influences the normative commitment of bank tellers in Kenya. On the other hand, hypotheses H_{2B}, H_{3B}, and H_{4B} were rejected for the case of bank tellers. The findings from school teachers explained earlier in the document indicated that informational justice was the only significant justice item in explaining the variation in normative commitment among teachers. The findings led to the generation of the following model for the bank employees' normative commitment.

$$NC=2.274+0.263DJ-0.032PJ+0.115IJ+0.05IFJ$$

The model indicated that if all the other factors were unchanged, normative commitment for the bank employees would remain at 2.274 units of measurement. Additionally, any unit variation in organizational justice components would lead to substantial variation in the normative commitment of bank employees.

4.6.3 Hypotheses Testing- Organizational justice against Continuance Commitment

The study then sought to establish whether Organizational justice significantly influences continuance commitment of teachers. To establish this, the following hypotheses were tested.

H_{1C}: Distributive justice significantly influences continuance commitment of teachers

H_{2C}: Procedural justice significantly influences continuance commitment of teachers

H_{3C}: Interpersonal justice significantly influences continuance commitment of teachers

H_{4C}: Informational justice significantly influences continuance commitment of teachers

Table 4. 36: Regressions Result for Organizational Justice Variables and Continuance Commitment

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F	df1	df2	Sig. F Change
1	.446 ^a	.199	.185	.89519	.199	14.251	4	229	.000

a. Predictors: (Constant), Informational Justice, Distributive justice, Interpersonal Justice, Procedural Justice

b. Dependent Variable: Continuance Commitment

Table 4.36, model summary shows that all the items (Informational Justice, Distributive justice, Interpersonal Justice and Procedural Justice) of organizational justice used as independent variables explained 19.9% of continuance commitment of teachers. The analysis further showed an F-statistic value of 14.251 which was statistically significant at $p < 0.05$. As such, it was concluded that organizational justice components (distributive justice, procedural justice, interpersonal justice and informational justice) taken together influences continuance commitment of teachers. The model coefficients for the regression were as shown in table 4.37.

Table 4. 37: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.177	.258		4.564	.000
Distributive justice	.187	.075	.172	2.494	.013
Procedural Justice	.228	.096	.240	2.383	.018
1 Interpersonal Justice	-.114	.098	-.114	-1.163	.246
Informational Justice	.212	.097	.211	2.185	.030

a. Dependent Variable: Continuance Commitment

The coefficients analysis indicates that only interpersonal justice lacked statistical significant influence on continuance commitment at a level of significance of $p < 0.05$. The other three organizational justice items (Informational Justice, Distributive justice, and Procedural Justice) showed statistical significant influence on continuance commitment of teachers. Consequently, H_{3C} : Interpersonal justice significantly influences continuance commitment was rejected and concluded that interpersonal justice had no significant influence on continuance commitment of teachers. The study failed to reject hypotheses H_{1C} , H_{2C} , and H_{4C} and concluded that distributive, procedural and informational justices significantly influence continuance commitment. The researcher therefore fitted the following regression model to depict the relationship between continuance commitment and the components of organizational justice.

$$CC = 1.177 + 0.187DJ + 0.228PJ - 0.114IJ + 0.212IFJ$$

From the model, it was observed that interpersonal justice had an insignificant negative influence on continuance commitment of teachers. Further, with all the other factors held constant, continuance commitment of the employees remained at 1.177 unit measurement.

The researcher further sought to compare the findings from secondary school teachers and the bank employees on their perception as regards organizational justice items and continuance commitment. The findings on the analysis of the bank data were as presented in table 4.38.

Table 4. 38: Model Summary on Organizational Justice and Continuance Commitment

Model	R	Adjusted R Square	Error of the Estimate	Std. R Square	Change Statistics					
					R Square	F	Sig. F Change	Durbin-Watson	df1	df2
1	.303 ^a	.092	.038	.95041	.092	1.714	.157	4	68	1.402

a. Predictors: (Constant), Bank Informational Justice, Bank Distributive Justice, Bank Interpersonal Justice, Bank Procedural Justice

b. Dependent Variable: Bank Continuance Commitment

The model summary indicated that the justice components taken together explained 9.2% of the variation in continuance commitment among the bank workers. This was very small in comparison to school data where the justice components explain 19.9% of the variation in continuance commitment. On the other hand, the F-statistic value of 1.714 was found to be insignificant with a p-value of 0.157. Therefore, the researcher observed that organizational justice components taken together do not significantly influence the continuance commitment of bank employees. The coefficient estimates for continuance commitment were as presented in table 4.39.

Table 4. 39: Coefficients on Organizational Justice and Continuance Commitment

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	2.279	.475		4.801	.000
1					
Distributive justice	.224	.112	.255	2.009	.048
Procedural Justice	-.161	.142	-.193	-1.137	.260
Interpersonal Justice	-.021	.140	-.024	-.154	.878
Informational Justice	.228	.146	.254	1.563	.123

a. Dependent Variable: Continuance Commitment

Table 4.39 indicated that only distributive justice was significant in predicting continuance commitment explaining 25.5% of the variation in continuance commitment at 5% level of significance. Therefore the hypothesis H_{1C} that distributive justice significantly influences continuance commitment failed to be rejected. The researcher therefore concluded that distributive justice in the bank significantly influences the tellers' continuance commitment. The other three justice components were not significant in predicting continuance commitment among bank employees. Consequently, H_{2C} , H_{3C} and H_{4C} were rejected. The study therefore concluded that procedural justice, interpersonal justice and informational justice do not significantly influence continuance commitment for bank tellers in Kenya. In comparison with secondary school teachers, these findings differed. Among the teachers, only interpersonal justice was found to be insignificant in predicting continuance commitment in secondary schools staff. The researcher generated the following model from the table findings relating continuance commitment to organizational justice components in the banks.

$$CC=2.279+0.224DJ-0.161PJ-0.021IJ+0.228IFJ$$

The model demonstrated that when all factors are held constant, continuance commitment among the bank employees remains at a constant of 2.279 unit measures. Changes in organizational justice components could further lead to changes in continuance commitment as depicted in the model.

The fifth objective sought to find out whether the effect of organizational justice on organizational commitment differs significantly among teachers in secondary schools and employees in the banking sector. Therefore, the following null hypothesis was tested to accomplish the objective.

4.6.4 Hypotheses Testing – Hypothesis 5

H₀₅: The effect of organizational justice on organizational commitment for teachers is not significantly different from that of bank tellers.

Multiple regression analysis was undertaken for all the organizational justice components and organizational commitment for teachers and bank tellers. The findings from the analysis were as presented hereafter.

Table 4. 40: Regressions Model Summary Result for Organizational justice Variables and Organization Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F	df1	df2	Sig. F Change
1	.516 ^a	.266	.254	.62558	.266	20.782	4	229	.000

a. Predictors: (Constant), Informational Justice, Distributive justice, Interpersonal Justice, Procedural Justice

b. Dependent Variable: Organizational commitment

The model summary shows that all of the four organizational justice variables were able to explain 26.6 % of the organizational commitment of teachers in public secondary schools. The F-value of 20.782 was statistically significant at p<0.05 level of significance. As a result it was concluded that organizational justice components taken

together significantly influences overall organizational commitment of teachers. The model coefficients for the regression were as shown in table 4.41

Table 4. 41: Coefficients^a

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.935	.180		10.736	.000
Distributive justice	-.010	.053	-.012	-.184	.854
Procedural Justice	.184	.067	.265	2.754	.006
1 Interpersonal Justice	.080	.068	.110	1.170	.243
Informational Justice	.145	.068	.197	2.137	.034

a. Dependent Variable: Organizational commitment

The coefficients were interpreted using the following fitted model showing the relationship between organizational justice components and overall organizational commitment.

$$OC=1.935-0.010DJ+0.184PJ+0.080IJ+0.145IFJ$$

The model demonstrated that with other factors held constant, organizational justice remains at a constant of 1.935 units measurement. However, unit change in organizational justice components results to substantial change in organizational commitment of school employees. Therefore it was observed that to enhance the organizational commitment among the teachers, the school needs to enhance organizational justice perception among its employees.

On the other hand, the effect of organizational justice components on the organizational commitment among the bank tellers was established. The results from the analysis were as shown in table 4.42.

Table 4. 42: Model Summary on organizational justice and organizational commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.309 ^a	.095	.042	.67597	.095	1.791	4	68	.141

a. Predictors: (Constant), Bank Informational Justice, Bank Distributive Justice, Bank Interpersonal Justice, Bank Procedural Justice

b. Dependent Variable: Organizational commitment

Table 4.42 indicated that informational justice, distributive justice, interpersonal justice and procedural justice taken together explained 9.5% of the variation in organizational commitment among the bank employees. This was lower compared to findings among the teachers where the justice components explained 26.6% of the organizational commitment among the teachers. The F-ratio was found to be insignificant at $p < .05$. therefore it was concluded that organizational justice components taken together have no significant influence on organizational commitment of bank tellers in Kenya. These findings differ from the schools data since organizational justice components taken together were found to significantly influence the organizational commitment of teachers in secondary schools in Kenya. As such the hypothesis H_{05} that the effect of organizational justice on organizational commitment for teachers is not significantly different from that of bank tellers was rejected. The regression coefficient estimates for bank data were as in table 4.43.

Table 4. 43: Coefficients on Banks Organizational Justice and Organizational Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.526	.338		10.445	.000
	Bank Distributive Justice	-.036	.079	-.058	-.457	.649
	Bank Procedural Justice	-.235	.101	-.396	-2.333	.023
	Bank Interpersonal Justice	.050	.099	.078	.508	.613
	Bank Informational Justice	.089	.104	.138	.855	.396

a. Dependent Variable: Organizational commitment

The study established that only procedural justice was significant in predicting the bank's organizational commitment explaining 39.6% of the variation in organizational commitment among the bank employees. Distributive justice, interpersonal justice and informational justice were found not to be significant in predicting organizational commitment among the bank employees. Contrary to these findings, results from secondary school teachers showed that both procedural and informational justice were significant in explaining the variation in organizational commitment among teachers. Only distributive justice and interpersonal justice could not significantly explain the variation in organizational commitment among the teachers.

4.7 Discussion of Findings

4.7.1 Organizational Justice and Affective Commitment

The findings established that respondents agreed that their workloads and responsibilities were fair. Correlation analysis further indicated that distributive justice had a very weak positive insignificant relationship with affective commitment component of the organizational commitment among the school employees. The same results were replicated among the banking employees who also registered a weak positive insignificant relationship between the distributive justice and affective commitment. However, regression analysis indicated that distributive justice influenced

the variation in affective commitment to a negative extent among the teachers. Studies have shown that salaries are a very important ingredient in ensuring employees commitment to the organization (Singh, Fujita, & Norton, 2004). However, inadequate and uncompetitive salaries for teachers in Kenya are evident by recent strikes agitating for higher pay by teachers. On the other hand, the regression analysis on bank data revealed that distributive justice was not significant in accounting for the variation in affective commitment among the bank employees.

The findings for teachers were consistent with Kim (2009) studies that found that employees who perceive that they are treated fairly by the organization try to maintain a long term relationship with the organization which enable the employees to modify their behavior to become more commitment towards that particular organization. Consistent with results of this study, Gayipov and Beduk (2014) found that organizational justice dimensions had positive and significant relationship with organizational commitment types. This situation indicates that the affective commitment of the teachers will increase directly in proportion to the increase in their distributive justice perceptions. According to Janssen, Lam, and Huang, (2009) if employees are treated impartially and fairly compensated, then it will motivate and encourage them to invest their time, energy, experience and education in the organization. The findings were also consistent with Bakhshi, Kumar, and Rani (2009) findings which showed that distributive justice was positively correlated with affective commitment.

The study further established that there was a relatively weak positive significant relationship between procedural justice and affective commitment among secondary schools employees. However the bank data showed a very weak negative insignificant relationship with affective commitment. Further, regression analysis indicated that procedural justice was significant in accounting for the variation in affective commitment in both the schools and banking employees.

The findings asserted the findings by Gim and Mat Desa (2014) who observed that distributive and procedural justice were significantly and positively related to affective

commitment, which in turn was significantly and negatively related to turnover intention. Loi *et al.*, (2006) similarly found that affective commitment had a strong affirmative linkage with procedural justice. Lambert *et al.* (2007) found that staff perceptions of procedural justice exerted a relatively larger effect than did distributive justice on organizational commitment.

Interpersonal justice was shown to have an average positive significant relationship with affective commitment among the teachers. However the bank data demonstrated that interpersonal justice had a positive insignificant relationship with affective commitment. Regression analysis showed that interpersonal justice was significant in explaining variation in affective commitment among the teachers. On the other hand interpersonal justice was not significant in explaining the variation in the affective commitment among the bank employees.

Respondents agreed that they were treated with respect and dignity. Additionally, the study established that informational justice had a weak positive significant relationship with affective commitment among teachers in secondary schools. Regression analysis indicated that informational justice was not significant in explaining the variation in affective commitment among secondary school teachers. On the other hand, a weak positive insignificant relationship was established between affective commitment and informational justice among the bank employees. Regression analysis further indicated that informational justice was also not significant in explaining the variation in affective commitment among bank employees. The findings were anchored on other researches that previously examined the relationship between fairness perceptions and specific organizational outcomes, such as organizational commitment.

Results of these studies have been inconsistent in determining how fairness perceptions affect commitment. Akanbi and Ofoegbu (2013) reported a significant relationship between distributive justice and organizational commitment in a food and beverage firm in Nigeria. In a study of teachers in Turkey Yuves (2010) observed that procedural justice, interactional justice and distributive justice variables were significant predictors

of affective commitment, while informational justice was found not to be a significant predictor of affective commitment. This was very consistent with the finding in the current study.

4.7.2 Organization Justice and Normative Commitment

The study established that distributive justice had a positive significant relationship with normative commitment among the school teachers. However the relationship was found to be significantly weak. Regression analysis indicated that distributive justice was not significant in explaining variation in normative commitment among the school staff. Thus, though there is an existence of some positive relationship between distributive justice and normative commitment, the relationship was not sufficient to influence outcomes of normative commitment amongst the teachers. This findings were consistent with the findings of Cabarcos, Lopes, and Rodríguez (2015) who reported that interactional justice was not related to affective commitment, and was actually negatively related to normative and continuance commitment in a survey of employees at four- and five-star hotels in the north of Portugal. On the other hand distributive justice was found to have a relatively weak positive significant relationship with normative commitment among the bank employees. Further, regression analysis indicated that distributive justice was significant in explaining the variation in the normative commitment among the bank employees. The findings from the bank tellers therefore confirmed the findings by Gabriel, Gim and Nasina (2014) that distributive justice is positively related to normative commitment.

Procedural justice was also found to have a positive significant relationship with normative commitment among the teachers. However regression analysis indicated that procedural justice could not significantly account for the variation in normative commitment among the teachers. On the hand, bank data indicated that there was no significant relationship between procedural justice and normative commitment. Further, procedural justice also could not significantly account for the variation in normative commitment among the bank employees. Therefore, feelings of procedural justice

among the employees do not lead to enhanced normative commitment among employees in both sectors. Contrary to these results Raza, Rana, Qadir, Adnan and Rana (2013) found procedural justice to have positive and significant relationship with the three constructs of organizational commitment

Additionally, interpersonal justice was portrayed to be having positive significant relationship with normative commitment among the school employees. On the other hand, interpersonal justice was shown to have a positive significant relationship with normative commitment among the bank employees. However regression analysis demonstrated that interpersonal justice was not significant in accounting for perceptions of normative commitment among the bank employees. This result confirmed Gim and Mat Desa (2014) results where interpersonal justice had a non-significant relationship with normative commitment. This implies that no matter how much respectful treatment were provided to employees, it may not result in higher normative commitment from the employees in the banking sector

The study further established that informational justice had a relatively weak positive significant relationship with normative commitment in schools. Thus the researcher observed a direct relationship in that enhancement of informational justice led to enhanced normative commitment among secondary schools employees. Regression analysis further showed that informational justice was significant in explaining the variation in the normative commitment of teachers in Kenyan secondary schools. This was consistent with Gim and Mat Desa (2014) finding that informational justice had significant positive effects on normative commitment. On the other hand, data from the banks indicated that informational justice and normative commitment were not significantly related in the case of bank employees. Further, regression analysis indicated that informational justice was not significant in accounting for the variation in the normative commitment of bank employees. As such the feelings of information justice were not sufficient in explaining variation in normative commitment for bank

tellers. The researcher therefore noted that other factors could be responsible for the outcomes of normative commitment among the bank employees.

4.7.3 Organizational Justice and Continuance Commitment

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with non-transferable investments. Non-transferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Reichers, 1985). The study found that distributive justice had a weak positive and significant relationship with continuance commitment of teacher in secondary schools. Therefore, perceptions of fairness of treatment among the secondary school employees led to increased sense of continuance commitment in schools. In addition, regression analysis indicated that distributive justice was significant in explaining variation in continuance commitment in schools. The researcher therefore noted that enhancing distributive justice led to enhanced continuance commitment among secondary school employees. The finding corresponds with the findings of Gayipov and Beduk (2014) whose findings revealed that there was a positive and a significant relationship of distributive justice continuance commitment education institution in city of Konya.

On the other hand, bank data indicated that distributive justice had a weak positive significant relationship with continuance commitment. This was similar to the school findings. Regression analysis further indicated that distributive justice was significant in explaining the variation in continuance commitment. As such, similar to the school results, enhancing distributive justice contributes to enhancing continuance commitment among the bank employees. Employees who perceived that they were treated fairly by the organization would try to maintain a long term relationship with the organization (Kim, 2009).

Procedural justice was found to have a relatively weak positive significant relationship with continuance commitment among school teachers. In addition, regression analysis also indicated that procedural justice was significant in explaining the variation in

continuance commitment among the teachers similar results were also found by Gayipov and Beduk (2014). Therefore, outcomes of continuance commitment really depend on the procedural justice. On the other hand the bank data indicated that procedural justice did not have a significant relationship with continuance commitment among the bank employees. Further, regression analysis demonstrated that procedural justice could not significantly explain the variation in continuance commitment among the bank employees. Therefore the researcher observed that among the bank employees, their continuance commitment was not dependent on procedural justice.

In addition, interpersonal justice was shown to have a weak positive and significant relationship with continuance commitment among the teachers. Therefore positive interactions among the teachers and the administration led to increased continuance commitment among the school employees. Regression analysis however indicated that interpersonal justice could not significantly account for the variation in the continuance commitment of teachers. The researcher further established that interpersonal justice had no significant relationship with continuance commitment among the bank employees. Similar to these results Yavuz and Yucel (2013) revealed that there was no correlation between interactional justice and continuance commitment in study on Automotive Industry. Additionally, regression analysis demonstrated that interpersonal justice was not significant in accounting for the variation in continuance commitment among the bank employees.

Informational justice had a relatively weak positive and significant relationship with continuance commitment of teachers. Regression analysis further showed that informational justice significantly explained the variation in continuance commitment of secondary school teachers. However informational justice had no significant relationship with continuance commitment of bank employees. Further regression analysis indicated that informational justice could not significantly explain the variation in continuance commitment of bank employees.

4.7.4 Organizational Justice and Organizational Commitment

Observing justice is one of the important factors effecting organization durability and protecting its health in the long run. Observing justice is considered one of the political necessities of organizational behavior, because it enhances interest, loyalty and trust of people to the organization and adds to human and social investment of the organizations (Williams, 2004). In this study, the researcher established that organizational justice was significant in accounting for the organizational commitment in both secondary schools and banks employees.

All the components of organizational justice were shown to be positively correlated with organizational commitment. Further, regression analysis indicated that organizational justice was significant in explaining variation in the overall commitment of employs in banks and schools. The findings supported the findings of many other researches. (Dehkordil, Mohammadi, & Yektayar, 2013) revealed that changes related to organizational commitment among the staff of department of sport and youth in Chahar Mahal Va Bakhtiari Province is predictable by the components of the organizational justice. Mirmohhamdi and Marefat (2014) found that organizational justice has a significant positive impact on organizational commitment. Cropanzano and Rupp, (2008) established that Organizational justice has the potential to create powerful benefits for organizations and employees, the benefits include greater trust and commitment. It is important therefor to manage organizational justice issues in schools and banks since they are important determinants of job outcomes (Akanbi & Ofoegbu, 2013).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings from the study based on the research objectives. Conclusions are then presented based on the findings of the study. Recommendations are derived from the findings and conclusions of the study. The chapter ends with suggested areas in which further research can be undertaken.

5.2 Summary of Major Findings

The study was based on organizational justice as the independent variable and organizational commitment as the dependent variable. The findings were reported in line with the research objectives and the study hypotheses. The findings are summarized as below.

5.2.1 Descriptive Statistics

Descriptive statistics indicated that respondents, in regard to perceptions of distributive justice tended to agree with the idea that their workload and responsibilities were quite fair. However, they were indifferent on whether the rewards they received were fair and disagreed that their pay was fair. The respondents did show weak agreement in their views on the assertions of distributive justice items. On the other hand, all the respondents were indifferent with all the assertions of distributive justice statements. Greater standard deviation was also observed meaning that the respondents were in disagreement with each other in their responses.

In regard to interpersonal justice and informational justice, respondents indicated positive perceptions in all the items. In both cases the respondents showed disagreements in their responses. Further, responses on affective commitment showed that respondents concurred in most of the statements. They agreed that they were happy

being members of their organization, they felt like they were part of the work family, they felt emotionally attached to the organization and they felt a strong sense of belonging to their place of work.

The respondents were indifferent in most of questions of normative commitment while they agreed in two statements. They agreed that their school or bank had missions they believed in and were committed to and that they felt that it was morally collect to dedicate themselves to their school or bank. The two statements registered the lowest standard deviations showing that the respondents were in agreement in their views on these aspects. Respondents were indifferent in all the assertions regarding continuance commitment.

5.2.2 Inferential Statistics

The results of inferential statistics were as explained below.

5.2.2.1 Organizational Justice and Affective Commitment

Correlation analysis on the effect of distributive justice on affective commitment among the teachers showed a weak insignificant relationship between distributive justice and affective commitment. However, regression analysis showed that distributive justice was a significant predictor of affective commitment. The concept of affective commitment is linked to the idea that strongly committed persons identify with, are involved in, and enjoy membership in a school. However, in comparing these findings with case of banks employee, the study established that there was no significant relationship between distributive justice and affective commitment among the bank employees. Regression analysis further revealed that distributive justice was not a significant predictor of the banks employee affective commitment. Thus whereas distributive justice was significant in explaining the level of affective commitment among teachers, the case wasn't the same among the bank tellers.

A relatively weak positive significant relationship between procedural justice and affective commitment was observed among the teachers. However procedural justice was shown not to have any significant relationship with affective commitment among

the bank tellers. On the other hand, regression analysis indicated that procedural justice was significant in accounting for the variation in affective commitment for both the bank tellers and teachers. As such, the employees in both organizations were keen on the procedures in the organizations thus influencing their level of affective commitment.

Interpersonal justice was seen to have an average positive significant relationship with affective commitment for teachers. Further regression analysis showed that interpersonal justice was significant in explaining teachers' affective commitment. Among the bank employees, interpersonal justice did not have any significant relationship with affective commitment. Regression analysis further indicated that interpersonal justice was not significant in explaining affective commitment among the bank tellers. Thus, teachers portrayed a difference in perceptions regarding interpersonal justice and affective commitment.

Informational justice indicated a relatively weak positive significant relationship with affective commitment for teachers. Additionally, regression analysis indicated that informational justice did not significantly influence affective commitment among secondary school teachers. Correlation analysis showed that informational justice did not have any significant relationship with affective commitment among the bank tellers. Further, regression analysis indicated that informational justice was not significant in explaining affective commitment among the bank tellers. Thus there was no much difference in the outcomes of the employees' perceptions regarding the effect of informational justice on affective commitment.

5.2.2.2 Organizational justice and Normative Commitment

Findings from correlation analysis indicated a weak positive but significant relationship between distributive justice and normative commitment among secondary schools teachers. Further regression analysis showed that distributive justice was not a significant predictor of normative commitment among school teachers. Among the bank tellers, distributive justice had a significant relationship with normative commitment.

Regression analysis also indicated that distributive justice was significant in predicting normative commitment among bank tellers.

Procedural justice was shown to have a relatively weak positive significant relationship with normative commitment but could not significantly predict normative commitment basing on regression analysis among secondary school teachers. Among the bank tellers, procedural justice did not have a significant relationship with normative commitment. Further, procedural justice was not significant in explaining the variation in the normative among bank tellers. Therefore the results were similar in both the sectors.

Correlation analysis between interpersonal justice and normative commitment for teachers indicated a relatively weak positive significant relationship. Regression analysis showed that interpersonal justice was not a significant predictor of normative commitment. On the other hand, interpersonal justice was shown as having a weak significant positive relationship with normative commitment among the bank tellers. Further, regression analysis indicated that interpersonal justice was not significant in explaining the change in normative commitment among the bank tellers.

Further correlation analysis showed a relatively weak positive significant relationship between informational justice and normative commitment for teachers. It was further found out that informational justice was the only significant predictor of normative commitment for the teachers. Among the bank tellers, informational justice was found not to have any significant relationship with normative commitment. Further regression analysis indicated that informational justice was also not a significant predictor of normative commitment among the bank tellers.

5.2.2.3 Organizational Justice and Continuance Commitment

Results from correlation analysis indicated that distributive justice had a weak positive significant relationship with continuance commitment among secondary school teachers. Regression analysis indicated that distributive justice significantly explained variations in continuance commitment for teachers. Correlation analysis on bank tellers indicated a

positive weak significant relationship between distributive justice and continuance commitment. Regression analysis indicated that distributive justice significantly explained variation in continuance commitment among bank tellers. Therefore, both the teachers and bank tellers viewed distributive justice as being significant in predicting continuance commitment.

On the other hand, procedural justice was shown to have a relatively weak, positive significant relationship with continuance commitment for the teachers. Further regression analysis showed that procedural justice was statistically significant in explaining variations in continuance commitment. In contrast, procedural justice did not have a significant relationship with continuance commitment among the bank tellers. Regression analysis further showed that procedural justice was also not significant in explaining the variation in continuance commitment among the bank tellers.

The correlation coefficient derived for interpersonal justice indicated a weak positive significant relationship between interpersonal justice and continuance commitment. However, regression analysis indicated that interpersonal justice did not significantly explain continuance commitment among secondary schools teachers. Bank data indicated that interpersonal justice did not have significant relationship with continuance commitment among the bank tellers. Regression analysis indicated that interpersonal justice was also not significant in explaining the variation in continuance commitment among the bank employees. As such, among the teachers, interpersonal justice was an important predictor of continuance commitment while it was not in the banking sector.

Additionally, informational justice had a relatively weak but positive significant relationship with continuance commitment for teachers. Further regression analysis showed that informational justice was significant in explaining continuance commitment for teachers. There was no significant relationship between informational justice and continuance commitment among the bank tellers. Further, regression analysis indicated that informational justice was not significant in predicting continuance commitment among the bank tellers.

5.2.2.4 Organizational Justice and Organizational Commitment

All the components of organizational justice were shown to be positively correlated with organizational commitment. Further, regression analysis indicated that organizational justice was significant in explaining variation in the overall commitment of employees in banks and schools. The study findings indicated that the influence of informational justice, distributive justice, interpersonal justice and procedural justice taken together was low among the bank employees than among the teachers in explaining variation in organizational commitment.

5.3 Conclusions

The study investigated the effects of organizational justice on organizational commitment of teachers in public secondary schools and bank tellers in commercial banks in Kenya. Such an assessment was considered useful in analysing the potential and actual implications of organizational justice on employee commitment in their organizations. Further, the study aimed at establishing how the effect of organizational justice on organizational commitment among teachers differed with that of the bank tellers. Based on the summary findings, the study made significant conclusions as discussed below.

5.3.1 Organizational Justice and Affective Commitment

From the study findings the researcher concluded that distributive justice was not of great importance in predicting the affective commitment of both the banking and secondary school employees. However the researcher further concluded that the employees in both organizations valued fair treatment by their organization leadership. This served as a motivation for them to invest their time energy, experience and education in this organization. On the other hand it was concluded that procedural justice was significant in improving the affective commitment of employees in both the organizations. Thus, fair procedures are important predictors of the organizational identification by the employees from both the organization. The study also found that

procedural justice exerted a larger effect to affective commitment as compared to distributive justice.

The study concluded that while interpersonal justice did not influence affective commitment among the bank employees, it was important among teachers in secondary schools. Interpersonal justice was also shown to be positively related to affective commitment in secondary schools. As such the study concluded that teachers were keen on the kind of interactions existing within the school for their continued commitment in the schools. In regard to informational justice and affective commitment, the study concluded that the two were not related in both organizations. Informational justice was shown not to have any predictive power on affective commitment. Thus the study concluded that affective commitment was not dependent on informational justice in both schools and banks.

5.3.2 Organizational Justice and Normative Commitment

The study concluded that distributive justice was not an important predictor of normative commitment among the secondary school teachers. However it was observed that distributive justice was a determinant of normative commitment among the bank tellers. The study thus concluded that the continued stay of employees in the banking sector was dependent on the feelings of fair treatment from their seniors. A positive significant relationship was demonstrated between procedural justice and normative commitment among the teachers. Therefore it was concluded that procedural justice was important in enhancing normative commitment among the teachers. However the same was not the case for the banks and it was concluded that procedural justice did not influence the normative commitment of the bank tellers. In both organizations it was concluded that procedural justice did not predict normative commitment of the employees. As such, the feelings of procedural justice did not lead to enhanced normative commitments.

Further the study concluded that interpersonal justice was not significant in determining the normative commitment of employees in both banks and schools. As such the feelings of enhanced dignity of treatment did not result into enhanced normative commitment in

the organizations. On the other hand the study concluded that informational justice was significant in influencing the normative commitment of teachers. As such, teachers were concerned with information being passed across and this impacted on their decision to continue being in the schools. However, the study concluded that among the bank tellers, informational justice was not significant in predicting normative commitment.

5.3.3 Organizational Justice and Continuance Commitment

From the findings it was concluded that distributive justice was significant in predicting continuance commitment of employees in both the schools and banks employees. The findings indicated that the willingness to remain in the organization by the employees in both organizations was attributed to the fairness in treatment in terms of distribution of work and fair pay. Therefore, building up distributive justice among the employees would enhance the continuance commitment of the workers. On the other hand, the study concluded that procedural justice and interpersonal justice were important in predicting continuance commitment of teachers but not for bank tellers. Whereas procedural justice and interpersonal justice were significantly correlated with continuance commitment for teachers, such correlation was not there for the bank employees. Hence, clarity of procedures and relations between personnel impacted on the continuance commitment of teachers but not for bank employees. The study also concluded that informational justice was only significant in explaining the variation in continuance commitment of teachers but not for the bank tellers.

5.4. Recommendations

Based on the findings and conclusions of the study, the researcher provides the following recommendations aimed at ensuring that the human resources practices adopted by secondary schools and commercial banks play a positive role in ensuring improved organizational justice and organizational commitment thus improvement in performance of the schools and the commercial banks in Kenya.

5.4.1. Policy recommendations

The ministry of education and commercial banks should develop policies that would bring about an enhancement of organizational justice and consequently improve organizational commitment of employees. School and commercial bank management should ensure fairness in provision of rewards; involve employees in decision making, ensuring fairness when explaining outcomes with detail, and show dignity and respect when explaining such outcomes to concerned employees. It is also important to maintain consistency in applying rules, ensure accuracy in use of information, provide opportunity to be heard, and safeguards against bias when dealing with employee issues. In addition the school and bank management should adopt a proactive approach to understand employees' perceptions of organizational justice, and provide appropriate working environment in order to reap benefits including cost associated to employee retentions.

Determining the theories of administration by which school principals and bank managers run their institutions and offering in-service training programs could also help in ensuring justice in schools and banks. Procedural justice and informational justice were seen to be important predictors of organizational commitment. Therefore the researcher recommended that schools and banks management should enhance information sharing with the staff members and fair procedures to enhance commitment of employees. This can be achieved through meetings, surveys, management by walking around, use of a suggestion box and an open-door policy. This would go a long way in improving performance of teachers and bankers in their service.

5.4.2. Academic recommendations

From this study it is recommended that scholars and practitioners in human resources management should actively engage in joint research that will be used to assist secondary school principals and bank managers to effectively ensure the proper link between organizational justice and organizational commitment. The academic research will go a long way in ensuring that there is consistency between theory and practice.

Training institutions in Kenya should also work together with human resource practitioners to develop the curriculum for teaching students taking teaching and banking related courses in order to ensure a proper link between theory and practice.

It is also important that students attend internships/attachment or teaching practice before they graduate in order to apply the theory learned in class practically in the work environment. This will ensure that graduates leaving the training institutions to join the teaching and the banking sector are already trained in the various practical issues that they will encounter in their working environment.

5.5. Suggestions for Further Research

The subject of organizational justice in the education and banking sectors has attracted limited research attention in Kenya. However, from this research finding, it was established that organizational justice is a determinant of effective performance in teaching and banking sectors. This study therefore suggests the following areas for further research:

- i. Future research should examine the determinants of employee's organizational justice that might contribute and affect employee's organizational commitment. This is so as to have a holistic approach in assessing the impact of organizational justice on various aspects of the workplace.
- ii. Exploring how the dimensions of justice affect attitudinal and behavioural variables such as job satisfaction, job performance and turnover is also suggested.
- iii. There is a need to carry out a comprehensive comparative study between schools and other organizations on the effects of organizational justice and organizational commitment.

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APPENDICES

Appendix 1: Letter of Introduction to Respondents

George W. Karanja

School of human resource Development

Jomo Kenyatta University of Agriculture and technology

September 2013

Dear respondent,

I am a student at Jomo Kenyatta University of Agriculture and technology undertaking a Doctorate degree in Human resource development. I am conducting a research on effects of organizational justice on organizational commitment of teachers in public secondary school teachers in Kenya. I am requesting for information that will facilitate the study. The information you give will be used for this study only and will be treated with utmost confidentiality.

Thank you.

Yours sincerely,

George w. Karanja

Appendix 2: Teacher's Questionnaire

Instructions:

This questionnaire is designed to find out a few things about you and your job. Please answer the questions truthfully. There is **No Right or Wrong** answers.

Section A: Teacher's Organizational Justice

Please indicate whether you strongly disagree (SD), Agree (D), neither agree nor disagree, that is undecided (U), Agree (A), or Strongly Agree (SA) with the following aspects of your employment as a teacher in this school.

	SD	D	U	A	SA
Distributive justice					
a) I think that my level of pay is fair.					
b) Overall the rewards I receive here are quite fair.					
c) I consider my work load to be quite fair.					
d) I feel that my responsibilities are fair					
Procedural justice					
e) My head teacher makes sure that all teacher concerns are heard before Job decisions are made.					
f) To make job decisions, my head teacher collects accurate and complete information					
g) My head teacher clarifies decisions and provides additional information when requested by teachers.					
h) All jobs decisions are applied consistently to all affected teachers.					
i) Teachers are allowed to challenge or appeal job decisions made by the head teacher.					

Interpersonal justice					
j) When decisions are made about my job, the head teacher treats me with kindness and consideration.					
k) When decisions are made about my job, the head teacher treats me with respect and dignity.					
l) When decisions are made about my job, the head teacher is sensitive to my personal needs.					
m) When decisions are made about my job, the head teacher deals with me in a truthful manner.					
Informational justice					
n) When decisions are made about my job, the head teacher shows concern for my right as a teacher.					
o) Concerning decisions made about my job, the head teacher discusses with me the implications of the decisions.					
p) When making decisions about my job, the head teacher offers explanations that make sense to me.					
q) My head teacher explains very clearly any decisions made about my job.					

Section B: Organizational Commitment

The following statements describe your degree of attachment and loyalty towards your current school. Please indicate with a tick whether you strongly disagree (SD), disagree (D), neither agree nor disagree, that is undecided (U), agree (A), or strongly agree (SA) with the following aspects of your employment as a teacher in this school.

	SD	D	U	A	SA
Affective commitment					
a) I am very happy being a member of this school					
b) I enjoy discussing my school with people outside it					
c) I really feel as if this school's problems are my own					
d) I think I could easily become as attached to another school as I am to this one					
e) I do not feel like "a member of the family" at this school					
f) I do not feel "emotionally attached" to this school					
Normative commitment					
g) I feel that I owe this school quite a bit because of what it has done or me					
h) My school deserves my loyalty because of its treatment towards me					
i) I feel I would be letting my co-workers down if I wasn't a member of this school					
j) I am loyal to this school because my values are largely its values					
k) This school has a mission that I believe in and am committed to					
Continuance commitment					

l) I worry about the loss of investment I have made in this school					
m) If I wasn't a member of this school, I would be sad because my life would be disrupted					
n) I am loyal to this school because I have invested a lot in it, emotionally, socially and economically.					
o) I often feel anxious about what I have to lose with this school.					
p) Sometimes I worry about what might happen if something was to happen to this school and I was no longer a member					
q) I am dedicated to this school because I fear what I have to lose in it					

Appendix 3: Bank Teller's Questionnaire

Instructions:

This questionnaire is designed to find out a few things about you and your job. Please answer the questions truthfully. There is No Right or Wrong answers.

Section A: Employee's Organizational Justice

Please indicate whether you strongly disagree (SD), Agree (D), neither agree nor disagree, that is undecided (U), Agree (A), or Strongly Agree (SA) with the following aspects of your employment in this Bank.

	SD	D	U	A	SA
Distributive justice					
a) I think that my level of pay is fair.					
b)) Overall the rewards I receive here are quite fair.					
c) I consider my work load to be quite fair.					
d) I feel that my responsibilities are fair					
Procedural justice					
e) My supervisor makes sure that all employees concerns are heard before Job decisions are made.					
f) To make job decisions, my supervisor collects accurate and complete information					
g) My supervisor clarifies decisions and provides additional information when requested by teachers.					
h) All jobs decisions are applied consistently to all affected employees.					
i) Teachers are allowed to challenge or appeal job					

decisions made by the supervisor.					
Interpersonal justice					
j) When decisions are made about my job, the supervisor treats me with kindness and consideration.					
k) When decisions are made about my job, the supervisor treats me with respect and dignity.					
l) When decisions are made about my job, the supervisor is sensitive to my personal needs.					
m) When decisions are made about my job, the supervisor deals with me in a truthful manner.					
Informational justice					
n) When decisions are made about my job, the supervisor shows concern for my right as a teacher.					
o) Concerning decisions made about my job, the supervisor discusses with me the implications of the decisions.					
p) When making decisions about my job, the supervisor offers explanations that make sense to me.					
q) My supervisor explains very clearly any decisions made about my job.					

Section B: Organizational Commitment

The following statements describe your degree of attachment and loyalty towards your current Bank. Please indicate with a tick whether you strongly disagree (SD),

disagree (D), neither agree nor disagree, that is undecided (U), agree (A), or strongly agree (SA) with the following aspects of your employment in this Bank.

	SD	D	U	A	SA
Affective commitment					
a) I am very happy being a member of this Bank					
b) I enjoy discussing my Bank with people outside it					
c) I really feel as if this bank's problems are my own					
d) I think I could easily become as attached to another bank as I am to this one					
e) I do not feel like "a member of the family" at this bank					
f) I do not feel "emotionally attached" to this bank					
Normative commitment					
g) I feel that I owe this bank quite a bit because of what it has done or me					
h) My bank deserves my loyalty because of its treatment towards me					
i) I feel I would be letting my co-workers down if I wasn't a member of this bank					
j) I am loyal to this bank because my values are largely its values					
k) This bank has a mission that I believe in and am committed to					

Continuance commitment					
l) I worry about the loss of investment I have made in this bank					
m) If I wasn't a member of this bank, I would be sad because my life would be disrupted					
n) I am loyal to this bank because I have invested a lot in it, emotionally, socially and economically.					
o) I often feel anxious about what I have to lose with this bank.					
p) Sometimes I worry about what might happen if something was to happen to this bank and I was no longer a member					
q) I am dedicated to this bank because I fear what I have to lose in it					

Appendix 4: Redundant variables

Redundant variables removed from factor analysis based on Eigen values and individual sampling adequacy.

Component	Total Eigen value
PJ2	.257
AC7	.268
RAC8	.182
NC2	.252
CC6	.291

Appendix 5: List of Schools Involved in the Study

1. Ruaraka mixed S.S.
2. Baba dogo S.S.
3. Ruthimiti S.S.
4. Ndurumo S.S.
5. Kamukunji H.S.
6. Langata H.S.
7. Karen S.S
8. Dagoretti high school
9. Muhori Muchiri H.S.
10. Eastleigh S.S.
11. Uhuru H.S.
12. Jamhuri H.S.
13. Nairobi Milimani H.S.
14. Ngara Girls S.S.
15. Precious Blood G. H.S.
16. Statehouse G.H.S.
17. Embakasi G.H.S.
18. Buruburu G.S.S
19. Kituro S.S.
20. Kapropita G.S.S.
21. Ossen S.S.
22. Kasisit S.S.
23. Kapkawa S.S.
24. Talai S.S.
25. Kapluk S.S.
26. Aiyabo S.S.
27. Tabagon S.S.
28. Kasok S.S.
29. Isolo Boys S.S.
30. Isiolo G.S.S.

Appendix 6: List of Commercial Banks in Kenya

1. African Banking Corporation Ltd.
2. Akiba Bank Ltd.
3. Bank of Baroda (Kenya) Ltd.
4. Bank of India Ltd.
5. Barclays Bank of Kenya Ltd.
6. Chase Bank (Kenya) Ltd
7. Charter House Bank Ltd
8. Citibank, N.A.
9. City Finance Bank Ltd.
10. Commercial Bank of Africa Ltd.
11. Consolidated Bank of Kenya Ltd.
12. Co-operative Bank of Kenya Ltd.
13. CFC Bank Ltd.
14. Credit Agricole Indosuez
15. Credit Bank Ltd.
16. Development Bank of Kenya Ltd.
17. Diamond Trust Bank Kenya Ltd.
18. Dubai Bank Kenya Ltd.
19. Ecobank Ltd

20. Equatorial Commercial Bank Ltd.
21. Equity Bank Ltd
22. Fidelity Commercial Bank Ltd.
23. Fina Bank Ltd.
24. First American Bank of Kenya Ltd.
25. Giro Commercial Bank Ltd.
26. Guardian Bank Ltd.
27. Habib Bank A.G. Zurich.
28. Habib Bank Ltd.
29. Imperial Bank Ltd.
30. Industrial Development Bank Ltd.
31. Investment & Mortgages Bank Ltd.
32. Islamic Bank Ltd
33. Jamii Bora Bank
34. Kenya Commercial Bank Ltd.
35. K-Rep Bank Ltd.
36. Middle East Bank of Kenya Ltd.
37. National Bank of Kenya Ltd.
38. National Industrial Credit Bank Ltd.
39. Oriental Commercial Bank Ltd.

40. Paramount Universal Bank Ltd.
41. Post Bank Ltd
42. Prime Bank Ltd.
43. Southern Credit Banking Corp. Ltd.
44. Stanbic Bank Kenya Ltd.
45. Standard Chartered Bank Ltd.
46. Trans-National Bank Ltd.
47. Victoria Commercial Bank Ltd.