

---

# ORGANISATIONAL JUSTICE AND EMPLOYEE COMMITMENT IN PRIVATE EDUCATION SECTOR IN RIVERS STATE

By

**Nwabuatu, Emmanuel Nnajiubah (Ph.D)**

Department of Management, Ignatius Ajuru University of Education

**Akpan, Anthony Bassey (Ph.D)**

Department of Management, Ignatius Ajuru University of Education

**Miidom, Dumbor Frank**

Department of Management, Ignatius Ajuru University of Education

## ABSTRACT

*The study examined the relationship between organizational justice and employee commitment in the private education sector in Rivers State. The study adopted a cross-sectional research design. The population of the study consisted of 350 employees in the private education sector in Rivers State. A sample size of 187 employees was determined using Yamene's sample size determination formula. The data was collected using a questionnaire and analyzed using the Pearson Product Moment Correlation Coefficient Statistic. The result revealed a significant relationship between organizational justice and employee commitment in the private education sector in Rivers State. Specifically, distributive justice has a very strong and significant relationship with employee affective commitment; procedural justice has a very strong and significant relationship with employee affective commitment. While interactional justice has a strong and significant relationship with employee emotional commitment. Based on these findings, the study concludes that organizational justice relates to employee commitment in the private education sector in Rivers State. Thus, the study recommended that management should ensure distributive justice by establishing a clear and transparent salary and benefit, provide procedural justice through ample professional development opportunities for employees, ensure interactional justice by fostering open and transparent communication channels, and encourage regular feedback to promote a sense of fairness, involvement, and employee affective commitment.*

**Keywords:** *Organisational justice, distributive justice, procedural justice, interactional justice, employee affective commitment.*

## Introduction

In recent years, improving employee commitment has been the major pressing goal of many organizations because of the present competitive educational environment. No organization can perform at its maximum level unless each employee in the organization is committed to the objectives of the organization. Employee commitment is needed in the private education sector in Rivers State because the private education sector is important to Nigeria's educational development. Private schools in Rivers State help increase access to education by providing students with extra educational opportunities. According to the 2019 National Bureau of Statistics (NBS) report, private schools accounted for around 47.9% of all schools in Nigeria, suggesting their significant presence and contribution to the education system countrywide. Therefore, it is important to understand the concept of employee commitment and its influence on feasible outcomes in the private education sector in Rivers State.

Employee commitment can be viewed as an attitude that includes a great desire to be part of the organization, a great desire to act in the best interests of the organization, a strong belief in the organization, and also accepting the values and objectives of the organization (Luthans 2006). Committed employees do not only stay in the organization for a longer time but also give their best efforts and be loyal to the organization. They will show better performance, lower turnover intentions, and higher attendance records. Employees who exhibit high levels of employee commitment are more likely to engage in discretionary behaviors that contribute to organizational success, such as increased effort, reduced turnover, and improved job performance (Allen & Meyer, 1990).

However, employee commitment cannot be achieved without certain factors that determine its existence. Such factors may include organizational justice (Colquitt et al., 2001). Organizational justice refers to the perception of fairness within an organization. It encompasses three main dimensions: distributive justice, procedural justice, and interactional justice. The concept of organizational justice has garnered significant attention in research and has been linked to various outcomes within the workplace. Distributive justice refers to the fairness of outcomes such as rewards, promotions, and resource allocations. Employees assess whether they receive fair treatment in terms of the distribution of rewards and outcomes. Research has shown that perceived distributive justice is positively related to job satisfaction, employee commitment, and organizational citizenship behavior (Colquitt et al., 2001; Cropanzano et al., 2007).

Procedural justice refers to the fairness of the procedures used to determine outcomes. It focuses on the fairness of decision-making processes, including consistency, accuracy, and the opportunity for employee input. Studies have demonstrated that employees' perceptions of procedural justice are associated with increased job satisfaction, employee commitment, trust in management, and reduced turnover intentions (Bies, 2000; Colquitt et al., 2001; Kim & Mauborgne, 2016). Interactional justice refers to the fairness of interpersonal treatment within an organization. It involves respectful and considerate treatment of employees by supervisors and colleagues. Research has shown that high levels of interactional justice are related to positive outcomes such as job satisfaction, trust in management, organizational citizenship behavior, and reduced stress and turnover intentions (Bies, 2000; Colquitt et al., 2001; Kim & Mauborgne, 2016). In all, organizational justice has significant implications for employee attitudes, behaviors, and well-being. The perception of fairness in the workplace can contribute to positive outcomes and foster a healthier organizational environment. Therefore, organizational justice and employee commitment are two crucial constructs that

significantly influence employee attitudes and behaviors within an organization. Understanding the relationship between these constructs is of utmost importance for organizations seeking to enhance employee engagement, satisfaction, and overall performance.

Although scholars have examined the relationship between organizational justice and employee commitment, despite numerous studies exploring the association between organizational justice and employee commitment, several gaps and inconsistencies still persist within the literature. This calls for a comprehensive understanding of the nature and strength of the relationship between these two constructs, taking into account the evolving work environment and organizational dynamics over the past two decades. Additionally, such a relationship has not been extensively examined in the private education sector in Rivers State. Hence, to bridge this gap in literature within the Nigerian private educational sector, the present study examined the relationship between organizational justice and employee commitment in the private education sector in Rivers State.

In Rivers State, the private education industry aids in employment generation and economic expansion. Numerous instructors, administrators, and support staff are employed by private schools, creating job possibilities. This industry also stimulates the economy by making investments in the construction of infrastructure, buying supplies for schools, and paying taxes. Despite these benefits, the private education sector in Rivers State is facing challenges related to employee commitment. Employee commitment refers to the psychological attachment and loyalty of employees to their organization. However, there is a need to investigate the factors influencing employee commitment within the private education sector in Rivers State and understand its impact on employee retention, job satisfaction, and overall organizational effectiveness. Research has shown that employee commitment is crucial for employee retention and job satisfaction (Mathieu & Zajac, 1990; Mowday et al., 1979). However, in the context of the private education sector in Rivers State, there may be unique challenges that affect employees' commitment to their organizations. These challenges include inadequate compensation and benefits. Private educational institutions may struggle to offer competitive compensation packages, leading to dissatisfaction among employees and a potential lack of commitment (Jones & George, 2011). Limited career growth opportunities: The private education sector may have limited career advancement opportunities compared to the public sector or other industries, which can hinder employees' commitment to their organization (Arthur et al., 2005).

Employees in the private education sector in Rivers State have experienced high workloads, increased job demands, and job stress, which can negatively impact employees' commitment (Bakker et al., 2004). Employees may perceive a lack of support from their organizations, including inadequate recognition and appreciation for their contributions, which can undermine their commitment (Eisenberger et al., 1986). One aspect of organizational justice that has been the subject of discussion is distributive justice, which relates to the fairness of resource allocation, rewards, and benefits within the organization. Employees in the private educational sector in Rivers State might have suffered from disparities in salary and compensation packages among employees, with some individuals perceiving unfairness in the distribution of financial resources. Additionally, procedural justice, which focuses on the fairness of decision-making processes, has also been a point of contention as employees in the private education sector have expressed concerns about the lack of transparency and inclusivity in decision-making processes related to promotions, work assignments, and disciplinary actions.

Furthermore, interactional justice, which pertains to the fairness of interpersonal treatment and communication within the organization, has been a significant concern. Instances of disrespectful behavior, favoritism, and inadequate communication channels have been reported, leading to perceptions of unfair treatment and reduced employee morale (De Vito et al., 2016). Therefore, the problem of organizational justice in the private education sector in Rivers State is important to address as it can have detrimental effects on employee job satisfaction, motivation, and overall organizational performance. Hence, to provide a solution to this problem, the present examines the relationship between organizational justice and employee commitment in the private education sector in Rivers State.

### **Aim and Objectives of the Study**

The aim of the study is to examine the relationship between organizational justice and employee commitment in the private education sector in Rivers State. However, the objectives of the study are to:

1. Examine the relationship between distributive justice and affective commitment of private education sector in Rivers State
2. Investigate the relationship between procedural justice and affective commitment of private education sector in Rivers State
3. Evaluate the relationship between interactional justice and affective commitment of private education sector in Rivers State

### **Research Questions**

The following research questions were formulated to guide the study:

1. What is the relationship between distributive justice and affective commitment of private education sector in Rivers State?
2. How does p between procedural justice and affective commitment of private education sector in Rivers State?
3. What is the relationship between interactional justice and affective commitment of private education sector in Rivers State?

### **Research Hypotheses**

The following statements of null hypotheses were formulated to guide the study:

**H<sub>01</sub>:** There is no significant relationship between distributive justice and affective commitment of private education sector in Rivers State.

**H<sub>02</sub>:** There is no significant relationship between procedural justice and affective commitment of private education sector in Rivers State.

**H<sub>03</sub>:** There is no significant relationship between interactional justice and affective commitment of private education sector in Rivers State.

### **Scope of the Study**

The content scope of the study focused on examining the relationship between three dimensions of organizational justice (distributive justice, procedural justice, and interactional justice) and one measure of employee commitment (affective commitment). The geographical scope of the study was conducted in the private education sector in Rivers State.

The unit of analysis was the micro level because it examined employees in the private education sector in Rivers State.

### **Significance of the Study**

The significance of studying the relationship between organizational justice and employee commitment in the private education sector in Rivers State can be understood through the following points:

**Retention and turnover reduction:** Employee turnover is a significant challenge in many organizations, including the private education sector. High turnover rates can be detrimental to the continuity and quality of educational services. By examining the impact of organizational justice on employee commitment, this study can shed light on how organizations can create a fair and supportive workplace, ultimately leading to higher employee retention rates and reducing turnover costs.

**Attracting and recruiting talent:** Private educational institutions compete for talented individuals to maintain and enhance their educational standards. The perception of organizational justice plays a crucial role in attracting and retaining top talent. If the study reveals a positive relationship between organizational justice and employee commitment, it can serve as a valuable marketing tool for organizations to attract potential employees who seek fair and supportive work environments.

**Policy and management implications:** The findings of this study can have practical implications for organizational policies and management practices in the private education sector. It can inform decision-making regarding recruitment and selection processes, performance management, promotion criteria, and dispute resolution procedures. By emphasizing fairness and justice, organizations can cultivate a positive work environment that nurtures employee commitment and contributes to the sector's overall growth and development.

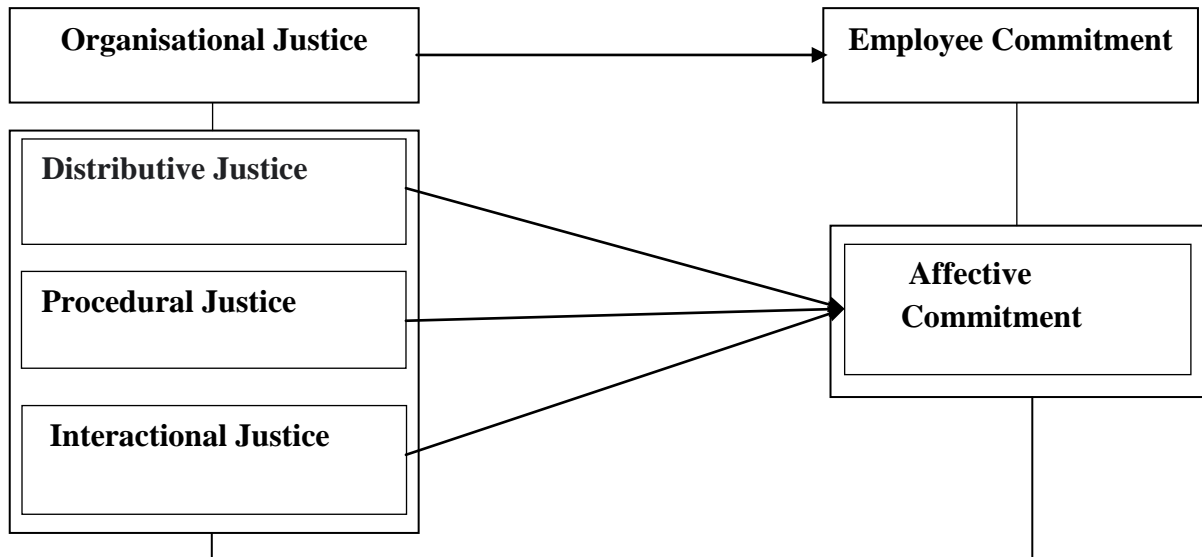
Studying the relationship between organizational justice and employee commitment in the private education sector in Rivers State has significant implications for both the individual employees and the organizations. It can guide the development of strategies and practices that foster a fair and supportive work environment, leading to higher employee commitment, improved organizational performance, and enhanced educational outcomes.

## **REVIEW OF RELATED LITERATURE**

### **Conceptual Review**

The conceptual review of this study covers the concept of organizational justice with three dimensions, such as distributive justice, procedural justice, and interactional justice. The review also examined the concept of employee commitment, with a focus on affective commitment. The review also identified equity theory as the base-line theory that explains the relationship between organizational justice and employee commitment.

## Conceptual Framework



Source: Adapted from Greenberg (1990), Colquitt (2001), Cropanzano and Ambrose (2001), Porter et al. (1976), Allen and Meyer (1990), Meyer and Herscovitch (2001).

### Concept of Organisational Justice

Organizational justice refers to the perceived fairness in the workplace. It is a multidimensional construct that includes several dimensions, such as distributive justice, procedural justice, and interactional justice. These dimensions represent different aspects of fairness in the allocation of resources, decision-making processes, and interpersonal treatment within an organization. The work by Greenberg (1990) outlines the foundations of organizational justice. It provides an overview of the three dimensions of organizational justice (distributive, procedural, and interactional) and discusses their significance in the workplace. Colquitt (2001) focuses on the dimensionality of organizational justice by validating a measure that assesses the three dimensions: distributive, procedural, and interactional justice. The authors argue that these dimensions of justice should be examined together to gain a comprehensive understanding of fairness.

### Distributive Justice

Distributive justice represents the employee's perception of the fairness of the outcome that they receive from the organization (Folger & Cropanzano, 1998), which refers to the perceived fairness of outcomes such as pay, recognition, promotion, performance appraisal, and rewards. When these results are considered unfair, individuals would cognitively distort input and outcome from themselves or others (Adams, 1963), and it would increase deviant behavior due to relative deprivation (Colquitt et al., 2001). Therefore, individual employees can determine the level of fairness of the distribution through comparison with others (Campbell & Finch, 2004). Distributive justice is considered important because unfair distribution of outcomes can cause dire consequences such as disputes, distrust, disrespect, and other social problems between employees and the manager (Suliman, 2007).

## **Procedural Justice**

Procedural justice is the fairness of the procedures used in the organization to determine the employees' outcomes (Malik & Naeem, 2011). This justice mainly emphasized the procedures and techniques through which outcomes decisions are made. Employees perceive the fairness guidelines that are used to make a decision that will lead to crucial outcomes (Bryne, 2005). It is focused on giving employees input into decision-making and ensuring fairness by communicating accurately and providing opportunities for rectification. Thus, procedural justice emphasizes the fairness of the procedures used in the organization and the decision-making concerning the outcomes.

## **Interactional Justice**

According to Colquitt et al. (2001), interactional justice refers to the perception of fairness in interpersonal interactions within an organization. It encompasses the extent to which individuals believe they are treated with respect, dignity, and politeness by their supervisors or colleagues. Employee commitment, on the other hand, refers to an individual's psychological attachment and loyalty to the organization. It reflects the level of dedication and identification an employee has with their organization's goals and values (Colquitt et al., 2001; Colquitt et al., 2007).

## **Concept of Employee Commitment**

According to Meyer and Allen (1997), commitment "is a psychological state that characterizes the employees' relationship with the organization and has implications for the decision to continue membership in the organization. It is a vital concept in organizational behavior and has significant implications for both employees and organizations. Meyer and Herscovitch (2001) promoted the three-component model of employee commitment, which distinguishes between affective, continuance, and normative commitment. This model has been widely influential in understanding the different dimensions of commitment. Meyer et al. (2014) presented an integrative model of employee commitment and motivation, highlighting the reciprocal relationship between commitment and motivation. This model provides a comprehensive framework for understanding the motivational processes underlying employee commitment. However, for the purpose of this study, only one important component of employee commitment was treated. This is the affective commitment because it emphasizes that employees should develop a commitment that is based on affection or the willingness to remain with the organization, not on their duty (normative commitment) or the possibility of not finding another job (continuance commitment). The affective commitment is discussed under the next subheading.

## **Affective Commitment**

This commitment represents the individual's emotional attachment to the organization. According to Meyer and Allen (1997), affective commitment is "the employee's emotional attachment to, identification with, and involvement in the organization". Organizational members, who are committed to an organization on an affective basis, continue working for the organization because they want to link closely with the same organization (Meyer & Allen, 1997). Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). The employee commitment model of

Meyer and Allen (1997) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity, and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability. Affective commitment development involves identification and internalization (Lee & Chen, 2000) employee commitment.

## **Theoretical Framework**

The theoretical review of this study covers equity theory by Adams (1965) and social exchange theory by Homan (1958). These theories tend to explain the relationship between organizational justice and employee commitment. These theories are further discussed below.

### **Equity Theory**

The equity theory of Adams (1965) is a psychological concept that proposes that individuals compare their input-output ratios (efforts and contributions) to those of others in order to assess fairness in a given situation. When individuals perceive inequity, it can have negative effects on their employee commitment. However, when equity is achieved, it can contribute to increased employee commitment. Equity theory suggests that individuals are motivated to maintain a state of equity or fairness in their work environment. When employees perceive that their inputs (efforts, skills, and time) are fairly rewarded with outputs (compensation, recognition, and opportunities), they are more likely to experience higher levels of employee commitment (Konovsky & Cropanzano, 2000). This is because a perceived sense of fairness enhances trust, satisfaction, and a willingness to invest in the organization. Procedural justice, which refers to the fairness of decision-making processes, is an important aspect of equity theory. When organizations have transparent and participative procedures for decision-making, employees are more likely to perceive fairness in resource allocation and distribution. Research has shown that procedural justice positively influences employee commitment (Colquitt et al., 2001). Employees who believe that decisions are made in an unbiased and consistent manner are more likely to be committed to the organization.

Distributive justice, which concerns the fairness of outcomes or rewards, is another key component of equity theory. When employees perceive that rewards are distributed fairly based on their contributions, it enhances their sense of equity and increases employee commitment. Studies have found a positive relationship between distributive justice and employee commitment (McFarlin & Sweeney, 2006). Employees who perceive fairness in reward allocation are more likely to be committed to the organization.

Equity theory emphasizes that individuals engage in social comparisons to evaluate fairness. When employees perceive that their inputs and outputs are similar to those of their colleagues, it contributes to a sense of equity and increases employee commitment. Research has shown that perceptions of equity through social comparisons positively influence employee commitment (Konovsky & Cropanzano, 2000; Greenberg, 1990). Employees who perceive their treatment as fair in comparison to others are more likely to exhibit higher levels of commitment. In summary, equity theory suggests that perceptions of fairness in terms of inputs, outputs, procedural justice, and distributive justice contribute to increased employee commitment. When employees feel that they are treated fairly and equitably, it enhances their trust, satisfaction, and commitment to the organization.



## **Social Exchange Theory**

The major proponent of social exchange theory is associated with the work of George Homan in 1958. The theory proposes that employees exhibit positive or negative behavior as a response to the treatment they receive from their employers. According to Greenberg and Scott (1996), the central aspect of this theory is the norm of reciprocity. A strong exchange relationship between the employer and employee would help maintain a positive working relationship and would elicit positive sentiments such as satisfaction, commitment, and trust in employees, which in turn would encourage employees to engage themselves in employee productivity. Social exchange theory proposes that the relationships we choose to create and maintain are what maximize our rewards and minimize our costs. According to this, we are more self-centered and not necessarily concerned with equality. The basic idea is that relationships that give us the most benefits for the least amount of effort are the ones we value the most and are likely to keep for the long term. Greenberg and Scott (1996) assert that the exchange theory is most commonly used by studies in predicting work behavior in the field of organizational behavior. Employers need to treat their employees fairly so that they can reciprocate the good gesture in the form of behavior such as employee commitment, which contributes to organizational success.

## **Empirical Review**

Nwakaji et al. (2022) examined the relationship between interactional justice and employee commitment in insurance companies in Rivers State. The study utilized a cross-sectional research survey design. Primary data was sourced through a structured questionnaire. There are 58 insurance companies registered to operate in Nigeria (this information is from the NAICOM website). 36 of the companies have a functional office in Rivers State, with a permanent staff strength of 195. The sample size of 131 was determined using the Krejcie and Morgan (1970) table for determining the minimum returned sample. The reliability of the instrument was achieved by using the Cronbach alpha coefficient, with all the items scoring above 0.70 selected. The hypotheses were tested using Spearman's rank-order correlation statistics. The findings revealed that there is a significant relationship between interactional justice and employee commitment in insurance companies in Rivers State. The study concludes that when interactional justice is adopted, employee commitment increases in insurance companies in Rivers State. The study recommends that the management of insurance companies should create an enabling environment for employees to make contributions to decision-making in the organization; this will help the employee develop a better perception of interactional justice.

Emmanuel and Wosu (2021) examined the relationship between procedural justice and employee commitment. A convenience sampling method was used for the sample size of 200 studied. The results of the correlation analysis show that there is a significant positive relationship between procedural justice and employee commitment. The study concludes that employees who perceive unfairness in the workplace may exhibit varying degrees of malicious behavior. This study provides guidelines for organizational management and better ways to reduce employee turnover.

Emmanuel and Wosu (2021) examined the relationship between procedural justice and employee commitment. A convenience sampling method was used for the sample size of 200 studied. The results of the correlation analysis show that there is a significant positive relationship between procedural justice and employee commitment. The study concludes that

employees who perceive unfairness in the workplace may exhibit varying degrees of malicious behavior. This study provides guidelines for organizational management and better ways to reduce employee turnover.

Amanawa et al. (2022) examined the relationship between organizational justice and employee commitment at deposit money banks in Rivers State. The study's objective was to empirically examine how organizational justice relates to employee commitment in terms of normative, affective, and continuance commitment at deposit money banks in Rivers State. The research design for the study was an explanatory cross-sectional survey research design. The study population consisted of two hundred and ninety-one (291) customers. From a population of 22 Money Deposit Banks, thirteen (13) Money Deposit Banks were conveniently selected. Thus, from the thirteen (13) banks conveniently selected, the sample size of the study was one hundred and sixty-two (162) tellers and customer service staff in the head office of thirteen (13) selected Money Deposit Banks in Rivers State. A questionnaire was used in data collection. The data were analyzed using Spearman's rank-order correlation coefficient and t-test. The study found a positive relationship between organizational justice and normative commitment in Deposit Money Banks in Rivers State; there is a strong positive relationship between organizational justice and affective commitment in Deposit Money Banks in Rivers State; and there is a solid positive relationship between organizational justice and continuance commitment in Deposit Money Banks in Rivers State. The study concluded that organizational justice positively enhances employee commitment in deposit money banks, especially in terms of normative commitment, affective commitment, and continuance commitment.

Chaudhary and Das (2018) investigate the impact of distributive justice and procedural justice on employee commitment in the Indian telecom sector. The findings suggest a positive relationship between distributive justice and affective commitment, indicating that when employees perceive fairness in the distribution of rewards, they tend to develop a stronger emotional attachment to the organization. Colquitt et al. (2001) examine the relationship between various dimensions of organizational justice, including distributive justice, and affective commitment. It highlights that distributive justice is positively related to affective commitment, indicating that when employees perceive fairness in the distribution of outcomes, they are more likely to develop emotional attachment and commitment to the organization.

Ahmad and Oranye (2010) examine the relationship between distributive justice and affective employee commitment among employees in the Nigerian oil and gas industry. The results reveal a positive association between distributive justice and affective commitment, indicating that perceptions of fairness in reward distribution contribute to higher levels of emotional attachment and commitment to the organization. Colquitt et al. (2007) in their meta-analysis examined the relationship between trust, procedural justice, and job performance. It highlights that procedural justice is positively associated with employee commitment, indicating that employees who perceive fairness in decision-making processes are more likely to be committed to the organization. Cohen-Charash and Spector (2001) investigate the relationship between organizational justice and various outcomes, including employee commitment. It confirms a positive association between procedural justice and employee commitment, indicating that perceptions of fair procedures contribute to higher levels of commitment among employees. Masterson et al. (2000) investigate the differential effects of procedural justice (related to fair decision-making processes) and interactional justice (related to fair interpersonal treatment) on work relationships, including employee

commitment. The findings suggest that interactional justice has a stronger impact on employee commitment than procedural justice. When employees perceive fair interpersonal treatment, their commitment to the organization increases.

### **Literature Gap**

Although research on organizational justice and employee commitment in the private education sector in Rivers State is limited, very few specific studies or data are available to provide a conclusive review. The private education sector in Rivers State, Nigeria, plays a crucial role in providing quality education to students and contributing to the socio-economic development of the region. However, there appears to be a lack of research and understanding regarding the relationship between organizational justice and employee commitment within this specific sector. This discussion will highlight the potential reasons for this gap and the implications it poses for the private education sector in Rivers State.

One of the primary reasons for the lack of literature on organizational justice and employee commitment in the private education sector in Rivers State is the absence of sector-specific research. Most studies in this area tend to focus on public educational institutions or generalize findings from other sectors, overlooking the unique characteristics and dynamics of the private education sector. As a result, the specific challenges and opportunities faced by private educational institutions in Rivers State may not have been adequately explored.

### **Method**

A cross-sectional research design can be defined as a snapshot of a population over a given period of time. Hence, in this study, the cross-sectional research design was adopted because it guides the study in collecting data at the particular time of the research and analyzing it to generate findings.

### **Population of the Study**

The population of the study consisted of 350 employees in private education institutions in Rivers State. These were examined using a census sampling method.

### **Sample/Sampling Technique**

The sample size of 187 was determined from the population of 350 employees in private education institutions in Rivers State using Yamene's formula. The formula and the computation are shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where;

N = Population size

e = level of significance (0.05)

2 = level of significance power

Computing the sample size for the study by applying the formula becomes;

$$n = \frac{350}{1 + 350(0.05)^2}$$
$$n = 187$$

As a result, the sample size is increased to 187.

### **Instrumentation/Measurement**

The data for this research was collected from both primary and secondary sources. The primary data was collected mainly through a structured questionnaire. The questionnaire was divided into two parts. The first part covered the demographic representation of the various respondents, while the second part covered the respondents' ideas and opinions relating to the studied variables. The 187 copies of the questionnaires were personally administered to the respondents. The predictor variable (organizational justice) has three dimensions, which include distributive justice, procedural justice, and interactional justice. While affective commitment was the dependent variable, all variables were measured on a Likert scale ranging from strongly agreeing to strongly disagreeing. Where 1 mean strongly disagree, 2 means disagree, 3 means undecided, 4 means agree, and 5 means strongly agree.

### **Methods of Data Collection**

A questionnaire was used for data collection. The research instrument was split into two parts, A and B. Section 'A' contained demographic data, while Section 'B' contained data on the independent and dependent variables. The researcher personally distributed the questionnaire to the respondents. The use of a questionnaire to collect data was advantageous since it allowed respondents to consider the questions before responding.

### **Validity and Reliability of the Instrument**

The validity of the instrument in this study was ascertained using content validity. This was done by subjecting the instrument to experts who carefully examined the content for suitability for data collection. The Cronbach Alpha coefficient, which is the most commonly used internal consistency indicator, was employed to verify the instrument's dependability. When it comes to internal consistency, however, most experts agree that a minimum of 0.70 is required (Nunnally, 1978). This was accomplished by loading all variables on version 23.0 of the Statistical Package for Social Sciences (SPSS), a statistical data programming tool designed to handle sophisticated analysis. The following results were obtained: All 43 items met the benchmark score of 0.7 or higher, which Cronbach (1951) recommended as the research instrument's reliability level. The study claims that the research instrument utilized in this study was accurate and measured the variables it was intended to. The outcome displays a Cronbach alpha of 0.7 or higher, which was sufficient for all of the items under examination.

### **Data Analysis and Results**

The association between organizational justice and employee commitment was tested using the Pearson Product Moment Correlation Coefficient. All of these were conducted using the statistical package for social sciences (SPSS).

### Questionnaire Distribution and Retrieval

A total of 187 (100%) copies of the questionnaire were distributed to the employees of the private education institutions in Rivers State. Out of this total, 178 (95.2%) copies were recovered, meaning 9 (4.8%) of the total copies of the questionnaire were left unanswered. The researcher next went on to assess copies of the questionnaire that had been returned and analyze them to generate findings.

**Table 1. Descriptive Analysis of the Study Variables**

#### Descriptive Statistics

	Mean	Std. Deviation	N
Distributive justice	3.4070	1.66188	178
Procedural justice	3.0814	1.70959	178
Interactional justice	3.3721	1.78916	178
Employee Affective commitment	3.5349	1.74017	178

Source: Research Survey (2023).

The results shows that all means scores were above 3.00 with standard deviations less than 2.0. This implies that the respondents were positive in their attempt to the items on questionnaire.

### 4.2.3 Test of Hypotheses (Bivariate Data Analyses)

Bivariate data analyses focus on test of hypotheses. The variables in this study were tested using Pearson Product Moment Correlation Coefficient statistical tool to ascertain their relationship. Two variables at a time were tested and their correlation results were presented in tabular form through SPSS application.

**Table 2. Correlation between Organisational Justice and Employee Commitment**

#### Correlations

		Distributive justice	Procedural justice	Interactional justice	Affective commitment
Distributive justice	Pearson Correlation	1	.936**	.753**	<b>.782**</b>
	Sig. (2-tailed)		.000	.000	.000
	N	178	178	178	178
Procedural justice	Pearson Correlation	.936**	1	.728**	<b>.803**</b>
	Sig. (2-tailed)	.000		.000	.000
	N	178	178	178	178
Interactional justice	Pearson Correlation	.753**	.728**	1	<b>.871**</b>
	Sig. (2-tailed)	.000	.000		.000
	N	178	178	178	178
Affective commitment	Pearson Correlation	.782**	.803**	.871**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	178	178	178	178

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

Source: Research Survey (2023).

## Interpretations of Results

From table 2, distributive justice and affective commitment correlates at  $r = 0.782$ ) when the P-value is  $.000 < 0.01$ . This indicates a strong and positive relationship. Therefore, the study rejected the null hypothesis and accepted the alternative hypothesis. Also, from table 2, procedural justice and affective commitment correlates at  $(0.803)$  when the P-value is  $.000 < 0.01$ . This indicates a very strong and positive relationship. Hence, the study rejected the null hypothesis and accepted the alternative hypothesis. Finally, from table 2, interactional justice and affective commitment correlates at  $(0.871)$  when the P-value is  $.000 < 0.01$ . This indicates a very strong and positive relationship. Thus, the study rejected the null hypothesis and accepted the alternative hypothesis.

## Findings

Based on the results, the following findings were obtained:

- H<sub>A1</sub>:** There is a very strong, positive and significant relationship between distributive justice and affective commitment of private education sector in Rivers State.
- H<sub>A2</sub>:** There is a significant relationship between procedural justice and affective commitment of private education sector in Rivers State.
- H<sub>A3</sub>:** There is a significant relationship between interactional justice and affective commitment of private education sector in Rivers State.

Based on these findings the study claimed that there is a significant relationship between organisational justice and employee commitment of private education sector in Rivers State.

## Discussion of Findings

From the findings of hypothesis one, there is a very strong, positive and significant relationship between distributive justice and affective commitment of private education sector in Rivers State. This finding is supported by the work of Nwakaji et al. (2022). They examined the relationship between interactional justice and employee commitment in insurance companies in Rivers State. The study utilized a cross-sectional research survey design. Primary source was sourced through structured questionnaire. The population of the study was 195 staff. The sample size of 131 was determined using the Krejcie and Morgan (1970) table. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient reliability test with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Statistics. Their findings revealed that there is a significant relationship between interactional justice and employee commitment in insurance companies in Rivers State. Their study concludes that when interactional justice is adopted employee commitment increases.

From the finding of hypotheses two, there is a significant relationship between procedural justice and employee affective commitment of private education sector in Rivers State. The finding is in harmony with the work of Emmanuel and Wosu (2021) as they examined the relationship between procedural justice and employee commitment in Selected Hospitals in Rivers State. A convenience sampling was used on the sample size of 200 respondents. The results of correlation analysis showed that there is a significant positive relationship between procedural justice and employee commitment. Their study concludes that employees who perceive unfairness in the workplace may exhibit varying degrees of malicious behaviors. This shows that procedural justice provides guidelines for organizations for better ways to reduce employee turnover and improves employee affective commitment. From the finding

of hypotheses three, there is a significant relationship between interactional justice and affective commitment is in congruence with the study by Colquitt et al. (2001). They found a positive relationship between interactional justice and employee commitment, indicating that when employees perceive fair treatment in interpersonal interactions, they are more likely to develop higher levels of employee affective commitment towards the organization.

## **Conclusion**

Based on the results and findings, the study claim that organisational justice relate to employee commitment. Specifically, distributive justice improves employee affective commitment when employees perceive their organization as just, it can positively influence their commitment to it. Procedural justice enhances employee affective commitment when organisational justice becomes particularly important by treating employees fairly, involving them in decision-making processes, providing opportunities for growth and development, and maintaining transparent communication can foster a sense of justice and enhance employee commitment.

When employees perceive that their organization values and supports them, they are more likely to exhibit higher levels of commitment. Employee commitment in the private education sector can manifest as increased dedication to their work, a willingness to go the extra mile, and lower turnover rates. This, in turn, can contribute to organisational effectiveness, improved employee work outcomes, and overall success. In conclusion, promoting organisational justice in the private education sector in Rivers State is likely to have positive implications for employee commitment. By fostering a fair and supportive work environment, private educational institutions can enhance employee commitment, which ultimately contributes to organisational success.

## **Recommendations**

Based on the study of organisational justice and affective commitment in private education sector in Rivers State, the following recommendations can be made:

1. Management should adopt distributive justice by establishing a clear and transparent salary and benefit structure that ensures equitable compensation for employees based on their qualifications, experience, and responsibilities eliminate perceptions of unfairness and promote employee affective commitment within the private education institutions in Rivers State.
2. Management should provide procedural justice through ample professional development opportunities for teachers and staff, including training programs, workshops, and conferences to enhance their skills and knowledge, leading to improved job performance, increased job satisfaction, and higher affective commitment in private education institutions in Rivers State.
3. Management should ensure interactional justice by fostering open and transparent communication channels within the sector, where employees can voice their concerns, suggestions, and grievances without fear of retribution to improve employee affective commitment in the private education institutions in Rivers State.

## **Contribution to Knowledge**

Organisational justice and employee commitment are crucial factors in the private education sector in Rivers State. Understanding the relationship between these variables contributes to knowledge in following ways:

**Theoretical Contribution:** Studying the relationship between organisational justice and employee commitment in the private education sector in Rivers State can contribute to organisational justice theory and its application in educational settings. It can help validate existing theories and models or propose new frameworks specific to the sector, enhancing our understanding of how justice perceptions influence employee commitment.

**Policy and Practice Recommendations:** Research on organisational justice and employee commitment in the private education sector can provide evidence-based recommendations for policymakers, educational administrators, and human resource professionals. These recommendations can guide the development of fair policies and practices that promote employee commitment and well-being in educational institutions, leading to improved educational outcomes.

**Contextual Factors:** The private education sector in Rivers State operates within a specific cultural, social, and economic context. Research on organisational justice and employee commitment can examine the influence of these contextual factors on the relationship between the two variables. This knowledge can help understand how cultural norms, societal expectations, and economic conditions shape employees' perceptions of justice and commitment in educational organizations.

## **Area for Future Research**

Research on organisational justice and employee commitment in the private education sector in Rivers State is limited, and very little specific studies or data are available to provide a conclusive analysis. However, based on a broader understanding of organisational justice and employee commitment, it is important to note that the relationship between organisational justice and employee commitment is complex and can be influenced by various factors such as organisational culture, leadership style, and individual differences. Additional research specific to the private education sector in Rivers State would be beneficial to provide a more comprehensive understanding of this relationship.



## References

- Adams, J. S. (1965). Inequity in social exchange in social exchange. *Advances in Experimental Social Psychology*, 2, 267–299.
- Ahmad, N., & Oranye, N. O. (2010). Empowerment, job satisfaction and organisational commitment: a comparative analysis of nurses working in Malaysia and England. *Journal of Nursing Management*, 18(5), 582-591.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1–18.
- Amanawa, D., Nwiyii, B. & Uelee, M. (2022). *Organisational Justice and Employee Commitment in Deposit Money Banks in Rivers State*, 6, 148-157.
- Arthur, M. B., Khapova, S. N., & Wilderom, C. P. M. (2005). Career success in a boundaryless career world. *Journal of Organisational Behavior*, 26(2), 177-202.
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43(1), 83-104.
- Bies, R. J. (2000). the sacred and the profane In J. Greenberg & R. Cropanzano (Eds.), *Advances in Organisational Justice*, 89–118.
- Bryne, B. (2005). Factor analytic models: Viewing structure of an assessment instrument from three different perspectives. *Journal of Personality Assessment*, 85(1), 17-32.
- Chaudhary, A., & Das, S. (2018). The impact of distributive justice and procedural justice on employee commitment in the Indian telecom sector. *Journal of Business Ethics*, 149(3), 631-644. doi:10.1007/s10551-018-3977-5
- Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organisational Behavior and Human Decision Processes*, 86(2), 278–311.
- Colquitt, J. A. (2001). On the dimensionality of organisational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386-400. doi:10.1037/0021-9010.86.3.386
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the Millennium: A Meta-Analytic Review of 25 Years of Organisational Justice Research *Journal of Applied Psychology*, 86(3), 425–445.
- Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909–927.
- Cronbach, L. J. (1951) Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334
- Cropanzano, R., & Ambrose, M. L. (2001). Procedural and distributive justice are more similar than you think: A monistic perspective and a research agenda. In J. Greenberg & R. Cropanzano (Eds.), *Advances in Organisational Justice*, 119-151.

- Cropanzano, R., Bowen, D. E., & Gilliland, S. W. (2007). The management of organisational justice. *Academy of Management Perspectives*, 21(4), 34–48.
- Devito, L., Brown, A., Bannister, B., Cianci, M., & Mujtaba, B. (2016). Employee motivation based on the hierarchy of needs, expectancy and the two-factor theories applied with higher education employees. *International Journal of Advances in Management, Economics and Entrepreneurship*, 3(1), 20.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology*, 71(3), 500-507.
- Emmanuel S.A., Wosu M. (2021), Procedural justice and employees' commitment in selected hospitals in Rivers State. *African Journal of Social Sciences and Humanities Research* 4(2), 49-58.
- Folger, R. G., & Cropanzano, R. (1998). *Organisational justice and human resource management*, 7, 1-5.
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597-606.
- Greenberg, J., & Scott, K. S. (1996). *Why do workers bite the hands that feed them?* Employee theft as a social exchange process.
- Greenberg, J. (1990). Organisational justice: yesterday, today, and tomorrow. *Journal of Management*, 16(2), 399–432.
- Greenberg, J. (1990). Organisational justice: Yesterday, today, and tomorrow. *Journal of Applied Psychology*, 75(3), 499-506. doi:10.1037/0021-9010.75.3.499
- Jones, G. R., & George, J. M. (2011). *Essentials of contemporary management*. McGraw-Hill.
- Kim, W. C., & Mauborgne, R. (2016). *Der Blaue Ozean als Strategie: Wie man neue Märkte schafft, wo es keine Konkurrenz gibt*. Carl Hanser Verlag GmbH Co KG.
- Konovsky, M. A., & Cropanzano, R. (2000). Perceived fairness of employee drug testing as a predictor of employee attitudes and job performance. *Journal of Applied Psychology*, 85(6), 799-816.
- Lee, C, & Chen, C. (2000). The relationship between employee commitment and job attitude and its effect on service quality in the tourism industry. *American Journal of Industrial and Business Management*, 3, 196-208.
- Luthans, F. (2006). Positive organisational behavior: Developing and managing psychological strengths. *Academy of Management Perspectives*, 20(3), 57-72.
- Malik, M. E., & Naem, B. (2011). Role of spirituality in job satisfaction and organisational commitment among faculty of institutes of higher learning in Pakistan. *Journal of Business Ethics*, 102(2), 259-272.
- Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: the differing effects of fair procedures and treatment on work

- relationships. *Academy of Management Journal*, 43(4), 738–748, doi:10.5465/1556362
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of employee commitment. *Psychological Bulletin*, 108(2), 171-194.
- McFarlin, D. B., & Sweeney, P. D. (2006). Distributive and procedural justice as predictors of satisfaction with personal and organisational outcomes. *Academy of Management Journal*, 29(4), 851–869
- Meyer J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage; 1997.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model *Human Resource Management Review*, 11(3), 299–326,
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of employee commitment. *Journal of Vocational Behavior*, 14(2), 224-247.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). McGraw-Hill.
- Nwakaji Osaro, Dr. E.H. Ogbonda and Dr. Bassey, U. Lawrence (2022). Interactional justice and employee commitment in insurance companies in Rivers State. *International Journal of Business Systems and Economics*, 13(5), 250 – 263.
- Porter, L. W., Crampon, W. J., & Smith, F. J. (1976). Employee commitment and managerial turnover: a longitudinal study. *Organisational Behavior and Human Performance*, 15(1), 87–98.
- Suliman, A. M. (2007). Emotional intelligence and management leadership: A review of the literature and implications for future research. *International Journal of Business and Management*, 2(1), 54-62.