



**DETERMINANTS OF PERCEIVED REWARD JUSTICE AND THEIR EFFECT ON
EMPLOYEE COMMITMENT: A CASE OF TEACHERS IN MURANG'A COUNTY**

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Abstract

The purpose of this paper is to identify the factors that may reduce teachers' dissatisfaction in schools. The paper examines teacher's perception on organizational justice procedural and distributive justice. With globalization increasing, organizational justice procedural and distributive justice has emerged as an important workplace issue. Organizational justice can affect not only the long-term viability of an organization but also to a large extent determine the economic well-being of a nation and its competitiveness in the global front. It, therefore, has a great impact on organizations, especially in terms of relationship between employer and employee. Hence, the study on the influence of Distributive and Procedural Justice on Employees' Commitment which is guided by the objectives that is; to determine the influences of the teachers reward, workload, promotion, and the disciplinary and capability procedures on their perception of distributive and procedural justice and hence commitment. The study has been done by utilizing a descriptive research design. The study found out that the respondents in the study felt that the overall rewards they received and the level of pay was not quite fair considering the responsibilities, amount of education and training they had, the amount of effort they had put forth, the level of pay, the stresses and strains of their job. This therefore negatively influenced the teacher's commitment since they felt dissatisfied. It was established that the workload influenced the teachers positively towards commitment. Promotion was reasonably done since the respondents were comfortable in their position hence influencing their commitment positively. The study established that discipline was administered fairly but the employees were not contented with how the decisions were made. On Affective commitment, the respondents did not feel 'emotionally attached' to their institution; they did not have a strong sense of belonging. It was also established that the staff were not continuously committed to the institution because the study showed that if they had alternatives, they would quit. About normative commitment, the study showed that the respondents did not believe that a person must always be loyal to his or her school. They did not have an issue with quitting the job. The study recommends that the schools should adopt democratic management style where managers appreciate the employee's effort towards the job.

Key Words: Organizational Justice, Procedural justice, distributive justice, disciplinary procedures

Introduction

Over the past few decades, an impressive amount of research efforts have been devoted to understanding the nature, antecedents, and consequences of organizational commitment. Employee commitment is important because high levels of commitment lead to several favorable organizational outcomes. When employees react to the way they are treated at work, their motivation to respond cannot be understood adequately without taking into account two separate notions of fairness: distributive justice and procedural justice. Adams (1965) conceptualized fairness by stating that employees determine whether they have been treated fairly at work by comparing their own payoff ratio of outcomes (such as pay or status) to inputs (such as effort or time) to the ratio of their co-workers. This is called distributive justice, and it presents employees' perceptions about the fairness of managerial decisions relative to the distribution of outcomes such as pay, promotions. In contrast, procedural justice focuses on the fairness of the manner in which the decision-making process is conducted. Meta analyses indicate that commitment is negatively related to turnover, absenteeism and counterproductive behavior. They are positively related to job satisfaction, motivation, and organizational citizenship behaviors (Ricketts, 2002). Moreover, research studies have provided evidence of a positive correlation between organizational commitment and job performance. Low commitment has also been associated with low levels of morale and decreased measures of altruism and compliance (Schappe, 2004). Finally, non-committed employees may describe the organization in negative terms to outsiders thereby inhibiting the organization's ability to recruit high-quality employees.

Social scientists have long recognized the importance of the ideals of justice as a basic requirement for the effective functioning of organizations and the personal satisfaction of the individuals they employ (Greenberg, 2001). It is an important societal value where feelings of injustice have important consequences for the society and the workplace. Indeed, concerns about fairness have been expressed in such organizational domains as conflict resolution, personnel selection, labour disputes and wage negotiation, to name just a few. Given such diverse concerns about fairness in organizations, it is not surprising that justice has been claimed to be the first virtue of social institutions (Greenberg, 2001).

Statement of the Problem

Studies have been conducted to identify factors involved in the development of organizational commitment. Research studies have revealed that commitment is influenced by perceptions of organizational justice (McFarlin & Sweeny, 1992). Meyer and Allen (2002) have noted that there are at least three sets of beliefs that have been shown to have strong and consistent links with commitment to the organization – the beliefs that the organization is supportive, treats its employees fairly and contributes to the employees feeling of personal competence and self-worth.

Internal promotion policies and job security might foster perceptions of organizational support; performance based reward policies and employee participation might contribute to perceptions of organizational justice; and job challenge and autonomy might bolster perceptions of personal competence. One of the most critical intangible costs is the loss of employee morale for those employees who choose to remain with the organization. Few efforts, however, have been made that

concentrate on how employees perceive the characteristics of their organizations.

Lind, & Lissak (2005) reported that employees look more to the broader organizational environment than to their role perceptions in attributing their job satisfaction. This would imply the need for research concerning how employees perceive the fairness of organizational systems and how this issue of fairness affects employees' attitudes, commitment and behaviors.

Identifying the factors contributing to justice perceptions in an organizational context could provide additional insight into the area of organizational justice. The key to understanding group effectiveness is found in the on-going interaction process which takes place between individuals while they are working on a task. Thus, research is needed to explore how organizational justice is related to employees' commitment. This study attempted to investigate the influence of the organizational justice on employees' commitment. This specifically focused on influence of the two dimensions of organizational justice that is; procedural and distributive justice on teachers' commitment in Murang'a District.

Evidence on injustice in schools was seen when Kenya National Union of Teachers quietly prepared to launch a countrywide strike on September 5th. Teachers mounted a strike demanding the government respond to issues of understaffing in schools and the lack of full-time, contract employment. The strike affected all public schools across the country and was particularly disruptive to the older students who were preparing for their Kenya Certificate of Primary Education (KCPE) exams on November and Kenya Certificate of Secondary Education (KCSE) examinations which were scheduled for 18th October.

Teachers' demands for improved student teacher ratios in the classrooms have become more insistent since the introduction of universal free primary school in 2003 and the steady rise in enrollment since. An article in the Washington Post addressed the understaffing issue by saying, "The union wants the government to give full-time jobs to 18,000 teachers hired on temporary contracts and hire an additional 9,040 teachers." It also said, "Some 79,000 teachers are needed to reach the internationally recommended teacher to student ratio of one teacher to 35 students. Kenya's public schools see an average of 50 students for every teacher, though some classes have only one teacher for 100 pupils. The union projects a shortfall of 115,000 teachers in the next couple of years as the population increases."

Objectives of the study

The key objective of the study was to determine the influence of distributive and procedural justice on employees' commitment. The aim was to determine if teachers perceived rewards justice influenced the employee commitment. The study also aimed at establishing whether teachers perceived workload justice influences employee commitment. it also aimed at finding out if teachers perceived promotion justice influence employee commitment. the last thing the study wanted to find out is the extent to which teachers perceived disciplinary and capability justice influence in employee commitment.

Research Questions

1. Does the teachers' perceived rewards justice influence employee commitment?
2. How does the teachers' perceived workload justice influence employee commitment?

3. How does the perceived promotion justice influence their perception employee commitment?
4. To what extent does the perceived disciplinary and capability procedures influence the employee commitment?

The Scope of the Study

This study has been carried out in schools in Murang'a, County. The study has focused on determinants of perceived distributive and procedural justice and its effects on employee commitment. The study sought to establish the effect of reward justice on the employee performance. The study addressed the perceived reward justice, perceived workload justice, perceived promotion justice, perceived disciplinary and capability procedures and how they affect the employees' commitment in the organization. The study specifically focused on influence of the two dimensions of organizational justice that is; procedural and distributive justice on teachers' commitment in Murang'a District.

LITERATURE REVIEW

a) Organizational Justice

According to Moorman (1991), organizational justice is a term used to describe the role of fairness in the workplace. Organizational justice specifically, " ... is concerned with the ways in which employees determine if they have been treated fairly in their jobs and the ways in which those determinations influence other work related." Likewise Greenberg (2001), defines organizational justice as "people's perceptions of fairness in organizational settings." Generally, organizational justice research has focused on two major issues: employees' responses to the outcomes they receive and the means by which

they obtain these outcomes, that is, the procedures used Cropanzano & Greenberg, (2002). In other word, organizational justice can be examined from the distributive perspective, which is justice that deals with the content of fairness or what the decisions are, and the procedural perspective which focuses on the process of fairness or how the decisions are made.

The literature includes a number of studies about organizational justice, both the fairness of the outcomes they receive and the fairness of the decision processes used to determine how rewards are allocated. The first of these fairness perceptions - distributive justice - has been extensively studied over the past few decades under the more readily recognizable name of equity theory. The second – procedural justice - is a relative newcomer to organizational research Greenberg, (1990). However, limited work has been done in the Kenyan context, especially in educational sector. Thus, this study is designed to provide education institution leaders with insights into the formations of employees' justice perceptions, and insights into how to manage employees using organizational justice to draw positive attitudinal as well as behavioral reactions from employees. The present study will help them better understand how to retain valuable employees, increase employees' commitment and satisfaction with their work and improve the quality of service and students' satisfaction. This research intends to contribute to the study of employees' justice in the Kenyan context since there are not many researches done in this context. Hopefully, it will provide information that can be used to improve the employees and organizational commitment and relationship between employer and employee. This research also hopes to contribute some knowledge on organizational justice and thus

add to the existing literature of organizational justice.

Given that the distinction between distributive justice and procedural justice has been empirically established, there is a need to consider how these varieties of justice relate to various organizational variables Greenberg, (1990). A number of empirical studies have been conducted to investigate the predictive roles of distributive justice and procedural justice outcomes. The research findings seem to indicate that both distributive justice and procedural justice have significant influence on specific aspects of employees' attitudes and behaviors McFarlin & Sweeney, (1992); Martin & Bennett, (2001). In general, distributive justice may be more important a predictor of personal outcomes such as pay satisfaction (McFarlin & Sweeney, 1992), whereas procedural justice may have strong effects on attitudes about institutions or authorities such as organizational commitment and organizational trust McFarlin & Sweeney, (1992). However, both distributive and procedural justices contribute to individuals' perceptions of organizational fairness, although individuals' reactions may differ depending on the extent to which they focus on outcomes or procedures.

b) Distributive Justice

Distribution of the rewards that are based on the equity theory of Adams involve input and output as Adams (1965) describes that a person will be given rewards for his contribution towards the output. Adams discussed equity theory that the employees are satisfied when they feel that the rewards have been equally given according to their input and there is no difference as compared to the others. If rewards are not allocated equally and there may be the unpleasant atmosphere and the result will be in the form of de-motivation of

employees Folger & Cropanzano, (2004). Cohen and Greenberg (1982) described the outcome in the shape of rewards which individual receives against the input and these rewards might be in the form of salary or inner satisfaction, or sense of achievement. It is maintained that distributive justice also deals with how the economic and social goods and services are distributed in a society and focuses on the fair distribution of rewards. Distributive justice is just reward of favorable results and outcomes for employees. Therefore, distributive justice finally deals with the degree of perceived fairness in distribution and allocation of outcome, as an organization refers with input of employees (Cohen; 2000).

c) Equity Theory

The major structural components of equity theory are inputs and outcomes. Inputs are described as what a person perceives as his or her contributions to the exchange, for which he or she expects a just return. Outcomes are described as the rewards an individual receives from the exchange, and can include such factors as pay and intrinsic satisfaction Cohen, argued that social behavior is affected by beliefs that the allocation of rewards within a group should be equitable, that is, outcomes should be proportional to the contributions of group members. In other words, equity theory argues that people are satisfied when the ratios of their own inputs to outcomes (i.e., rewards) equal the ratios of inputs to outcomes in comparison to others.

Perceived inequity through this comparison feels unpleasant, and motivates people to reduce those unpleasant feelings Folger & Cropanzano, (2004). The presence of inequity will motivate people to achieve equity or to reduce inequity, and the strength of the motivation to do so will vary directly with the magnitude of the inequity experienced. In other

words, it is suggested that when allocation outcomes do not meet this criterion, people would perceive inequity distress and attempt to behaviorally or cognitively restore equity. There are six different modes of reducing inequity based on the theory of cognitive dissonance: (1) altering inputs; (2) altering outcomes; (3) cognitively distorting inputs or outcomes; (4) leaving the field; (5) acting on the object of comparison by altering or cognitively distorting the other's inputs or outcomes; or (6) changing the object of comparison. Walster, Walster, and Berscheid (1978) have also attempted to predict when individuals will perceive themselves to be unfairly treated and how they will react to that perception.

The key to this theory consists of four interlocking propositions: (1) individuals will try to maximize their outcomes; (2) groups evolve definitions of equity and sanction group members on the basis of those definitions; (3) inequity leads to psychological distress proportional to the size of the inequity; and (4) such distress will lead to attempts to eliminate it by restoring equity. Individuals can arrive at the belief that distributive fairness exists by distorting perceptions, rather than by actually changing the situation (Cohen; 2000).

d) Justice Judgment Model

Thus far, distributive justice has been discussed from the perspective of the individual who receives the outcome. On the other hand, another body of research has emerged that focuses on the allocation of outcomes among two or more recipients. (Cohen, 2000) Considered distributive justice from the perspective of the individual making the allocation. Walster, Walster, and Berscheid (1978) provided a critique of equity theory and developed a justice judgment model to explain perceptions of justice. According to equity theory, an individual perceives fairness when

rewards are in proportion to contributions. Thus, an individual's perception of fairness is influenced by a contributions rule which dictates that individuals who do better work should receive higher outcomes (Walster, Walster, and Berscheid (1978).

In other words, equity theory recognizes the relevance of only one justice rule, the contributions rule. The justice judgment model assumes that an individual's judgments of fairness may be based not only on the contributions rule, but also on an equality rule, or a needs rule. According to a justice judgment model, individuals evaluate allocation procedures used by decision-makers based on the situation, in effect proactively employing various justice norms such as equity, needs, and equality. While equality rule dictates that everyone should receive similar outcomes regardless of needs or contributions, a needs rule dictates that individuals with greater need should receive higher outcomes.

In other words, the central concept of the justice judgment is that an individual applies distribution rules selectively by following different rules at different times. Thus, the individual's basic criteria for evaluating fairness may change in various situations (Cohen & Greenberg, 1982). For example, equitable reward allocations would maximize an individual's positive work behaviors such as work performance over the long term, whereas equality of rewards may foster a high level of satisfaction, harmony, and solidarity among group members. Cohen shifted the focus of research on justice toward allocation and the role of the allocator, and raised fundamental questions about the allocator's role in matters of distributive justice (Cohen & Greenberg, 1982).

e) Procedural Justice

Procedural justice refers to the fairness of decision making. There should be consistency across individuals and times in shape of promotions and outcomes among the employees. (Cohen & Greenberg, 1982) described that employee of any organization prefer fair outcomes followed by fair procedure. Hence the desire of procedural justice in an organization is the desire of every fair employee. Procedural justice refers to the procedure or method while making a decision. Tendency of employees to form evaluation of supervisors has strong relationship with procedural justice. According to McFarlin and Sweeney (1992) when employees' experience high level of procedural justice, evaluation of supervision is higher across the all levels of distributive justice. Thus it can be concluded that procedural justice is about means while distributive justice is about ends.

Individuals apply each of these procedural rules selectively at different times, depending upon specific circumstances. In other words, each of these rules will be weighted differently in different situations in an individual's judgments about procedural fairness. That is, if a certain procedural rule has greater impact than others on judgments of fairness, that rule is said to have greater weight. Thus, the relative weight of procedural rules may differ from one situation to the next and from one procedural component to the next (Cohen & Greenberg, 1982).

Second, informational justice refers to the social determinants of procedural justice. Informational justice may be sought by providing knowledge about procedures that demonstrate regard for people's concerns Greenberg, (1993). Recent research has considered the interpersonal aspects of the way decision-making procedures are enacted.

(Cohen & Greenberg, 1982). found that people who received negative outcomes such as being turned down for a job were more likely to accept those results as fair when a reasonable explanation was offered than when no such explanations were provided. It was also found out that perceptions of procedural justice were enhanced only when explanations were believed to be adequately reasoned and sincerely communicated. It has been found that rejected requests were likely to be perceived as procedurally fair when the decisions were based on logically relevant information. Greenberg (1991) also found that workers perceived their performance appraisals as being fairer when numerical evaluations were accompanied by written narratives explaining their ratings than when no such written explanations were given. Thus, such findings strongly suggested that it is not only the procedures used to determine outcomes, but the explanations for those procedures that influence perceptions of procedural justice.

f) Referent Cognitions Theory

Folger's (1986) referent cognitions theory (RCT) expands upon equity theory's attempts to explain reactions to inequitable work outcomes. RCT explains two types of reactions: resentment reactions, and reactions of dissatisfaction or satisfaction Greenberg, (1990). RCT explains how dissatisfaction arises when a person compares existing reality to a more favorable alternative Aquino, Allen, and Hom, (2002). Specifically, RCT states that in a situation involving outcomes allocated by a decision maker, resentment is maximized when people believe they would have obtained better outcomes if the decision-maker had used other procedures that should have been implemented Cropanzano & Folger, (1989): According to this theory, people perform three mental simulations involving referent cognitions,

justifications, and the likelihood of amelioration. First, referent cognitions are alternative, imaginable circumstances that differ from a person's actual circumstances. People are more likely to be dissatisfied when imagined results are more attractive than existing reality. People become aware of alternatives when others are receiving rewards different from their own. As referent outcomes are compared to existing outcomes, people think about what might have been Aquino, Allen, and Hom, (2002). Regardless of whether the distributive rule being violated is equity, equality, or need, people are apt to feel resentful. Regardless of which rule was broken, the point is that what happened is not what ought to have happened (Folger, 1986).

Empirical literature

This field study used structural equation modeling to investigate the relationships among: distributive and procedural justice; justice components and organizational commitment; and justice components and behaviors/behavioral intentions. The results suggest that, over time, procedural justice judgments are likely to influence perceptions of distributive justice, but not vice versa. In addition, the results suggest that both distributive justice and procedural justice have reciprocal relationships with commitment and turnover intentions, although in some cases they are contingent on lagged effects. Relationships between procedural justice and behaviors (i.e. compliance, performance) were unidirectional, significant only in the justice-to-behavior direction.

Employees' Commitment

Employee commitment to an organization, according to theory, is a fairly reliable predictor of certain behavior, with particular reference to

turnover. Persons who are committed to an organization (profession) should be more likely to remain with an organization and to work towards its goals. Organizational commitment has been identified as a critical factor in understanding and explaining the work-related behaviour of employees in organizations. There are two underlying themes of organizational commitment to the literature: 1) attitudinal and behavioral, and 2) single dimension or multiple commitments. Attitudinal perspective defines organizational commitment in terms of cognitive and affective responses attachment to an organization. On the other hand, a behavioral perspective focuses on the behaviours that bind an individual to an organization. Another theme explains/addresses whether the construct consists of a single dimension, as in a commitment to an organization, or if there exist multiple commitments for an individual such as commitment to one's job or career as well as commitment to the organization (Bashaw & Grant, 2001).

Most definitions of organizational commitment describe the construct in terms of the extent to which an employee identifies with and is involved with an organization. For instance, the Organizational Commitment Questionnaire (OCQ), developed by (Cohen & Greenberg, 1982) defines organizational commitment as the relative strength of an individual's identification with the involvement in a particular organization. This identification with: 1) the organization's goals and values, 2) a willingness to exert effort for the organization and 3) desire to maintain membership in the organization. Attitudes assessed in this conceptualization are motivation, intent to remain with the organization and the identification with the values of the organization.

Organizational Commitment among Teachers

Most of the research on organizational commitment has been done by industrial organizational and occupational psychologists Moorman, (1991). Very little research on organizational commitment has been conducted within educational settings. The focus of the present study is to identify the antecedents and consequences of organizational commitment among Pakistani university teachers. Fostering organizational commitment among the academic staff is important because, as mentioned previously, employees that are highly committed stay longer, perform better, miss less work, and engage in organizational citizenship behaviors. These findings can be generalized to the teachers as well.

Teachers who are not committed to their work place are likely to put less effort in the classroom as compared to teachers with high levels of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general. Moreover, high turnover among teachers, especially when good teachers quit, can have high costs and implications for the education system. This is because good quality teachers take with them their research, teaching skills, and experience. Other costs include the time involved in recruitment, selection, and training of new faculty; advertising expenses; and increased workloads for existing faculty. It is not necessary to be a management expert or an economist to understand that if the education managers are spending thousands of dollars and hours of their time to replace teachers, preventing brain drain in the first place might have saved some of the resources (Lind & Lissak, 2005).

Critique

Essentially, all employees bring their own interests, desires, wants, and needs to the workplace which leads to a diversity of interests in which politics form. Politics in an organization are viewed as both negative and positive. Everyone practices politics in some form or in some degree in an organization but viewing politics positively are considered to have a positive force within the organization. Relationships, norms, processes, performance and outcomes are all enormously affected and influenced by organizational politics because they are all intertwined into the management system.

According to the political spillover theory, "one's experience of participation in the workplace will influence his or her participation in a democratic political system outside of the workplace" (Cohen & Greenberg, 1982). In regards to politics outside of the workplace, participation consists of behaviors such as community involvement, political voting, and participation in political party and campaign activities in a democratic political system (Greenberg, Grunberg, & Daniel, 1996). In terms of internal political efficacy there is acknowledgment of two types: internal efficacy and external efficacy. Internal efficacy "indicates individuals' self-perceptions that they are capable of understanding politics and competent enough to participate in political acts such as voting". External efficacy, on the other hand, "measures expressed beliefs about political institutions," in that political parties are only interested in votes of people and not in their opinions. While external political efficacy shares no relation to workplace participation, IPE and political participation have been directly associated with workplace participation.

Referring back to workplace participation, Cohen (2000) explained job autonomy and

decision involvement at work as the most significant contributors to the development of an individual's IPE, which then positively influences political participation. Higher levels of job autonomy and participation in decision making at work increase the sense of being able to control work and its environment, which translates into a sense of political effectiveness Cohen (2000) Stemming from this relationship, IPE therefore leads to increased political participation

Employees, as well as leaders, use politics to promote their self-interests, compete for power and leadership, and build personal physique. In any organization, or group, each and every individual is willing to defend for themselves before defending for the group as a whole. This can happen in any situation, at any time. Politically motivated behaviors are "activities that are not required as a part of one's formal role in the organization,

work relationships. Employees express a degree of happiness about this. A good social relationship means that employees have faith in the ability of their co-workers. Teamwork and consultation are examples of processes whereby employees derive social rewards from the working relationship. In addition to salary and similar compensation, people appreciate and respond to alternative forms of acknowledgement, i.e., dinners, awards, comp time, etc. To be effective, such recognition should be clearly tied to achievement and encourage the desired behavior in individuals and teams.

Disciplinary & Capability Procedures

The Capability and Disciplinary Procedures are the means by which rules are observed and standards of conduct and performance at work are maintained, they provide fair and consistent methods of dealing with problems of conduct or work performance. This ensures that all employees are treated fairly and consistently within a well understood and clear framework. The consistent application of the capability and the disciplinary procedures will minimize disagreements about disciplinary matters. The procedures have been drawn up to ensure that effective mechanisms exist to investigate and resolve problems of employees who appear unable to achieve satisfactory standard of work whether due to performance or conduct.

Capability issues refer to the skills, knowledge and aptitude of an employee that can be clearly distinguished from their conduct or misconduct and if this distinction can not be clearly made, the matter should be considered as a disciplinary issue and dealt with as such. Any health related issues should be dealt with in accordance with the Authority's Attendance Management Procedures. Neither the disciplinary or capability procedure are

Conceptual Framework

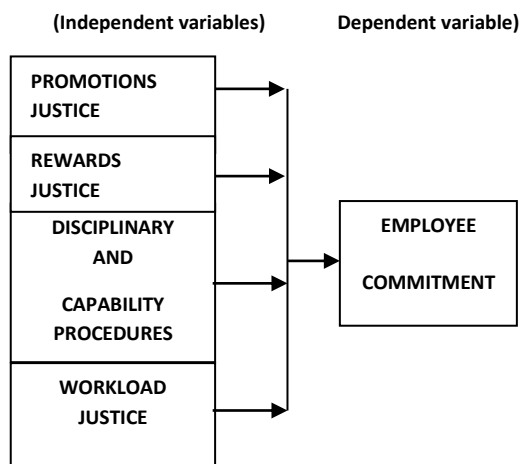


Figure 1: Conceptual Framework

Rewards Justice

Employees are more likely to become committed to the organization when they derive respect, friendliness and trust from their

designed to be punitive management tools but are intended to encourage and facilitate improvement at an early stage to ensure that conduct or performance do not become a problem that is unmanageable. The procedures allow for fair and consistent treatment of employees and hopefully they will achieve a positive outcome to any problems thus improved commitment in their work.

Research Gaps

Despite concerted efforts to streamline teacher's commitment, gaps still remain to identify determinants on distributive and procedural justice effects on employee commitment. The research studies have provided evidence of a positive correlation between organizational commitment and job performance. It has also been revealed that commitment is influenced by perceptions of organizational justice. This study will attempt to investigate the influence of the organizational justice on employees' commitment

Research Design

This study used descriptive research design. According to Mugenda and Mugenda (2003) a descriptive research is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. They point out that the purpose of a descriptive research is to determine and report the way things are done. Descriptive research is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation.

Target Population

This is a case study of a case of teachers in Murang'a District with the population of

interest consisting of teachers in different schools. There are 280 teachers in Murang'a District according (D.E.O office data bank). This population comprised of the target population of the current study.

Sample size and Sampling

The target population was sampled using purposive sampling method. Purposive sampling is confined to specific types of people who can provide the desired information, either because they are knowledgeable in the matters under study, or conform to some criteria set by the researcher. Purposive sampling falls into categories: judgments sampling and quota sampling. The study selected the former as the subjects were selected based on the number of schools in the study area.

Mugenda & Mugenda (2003), indicates that purposive sampling allows the researcher to get cases that have the required information with respect to the objectives of his/her study which in this case applies to all the teachers. The sample size was determined according to the Kay's (1997) table for determining needed sizes of a sample from a given population. At least 80% of the target population was used. This means that about 250 respondents were required for the data collection in the study.

Data Collection

Primary data was used in this research study. Survey questionnaires were administered to select teachers in order to gather the primary data and information on the various aspects on the influence of distributive and procedural justice on employees' commitment. Relevant structured and unstructured questions were constructed to solicit for the desired data. This mode of data collection using drop-and-pick technique on the 250 respondents was to

reduce the turn-around time especially when follow-ups were done.

Data Analysis and Presentation

For data collected to have a meaningful meaning, it needs to be analyzed in a way that is easily understood by the common man. This included an analysis of data to summarize the essential features and relationships of data in order to generalize and determine patterns of behavior and particular outcomes. Before processing the responses, the completed questionnaires were edited for completeness and consistency. The researcher used both qualitative and quantitative techniques in analyzing the data. A content analysis and descriptive analysis was employed; which included mean, frequencies and percentages. The organized data was interpreted on account of concurrence to objectives using assistance of computer packages especially statistical package for social scientists (SPSS) version 17 to communicate research findings. Tables and charts were used for data presentation. After the analysis and interpretation of data, a final report was written to provide a summary of the findings.

DATA ANALYSIS AND FINDINGS

Response Rate

Out of the 250 questionnaires administered, 82% were returned of which was quite representative. This is considered a good response rate. Research Has it that any response of 50% and above is adequate for analysis thus 82% is even better. The response rate was as presented in figure 4.1 below The findings were presented in the order of specific

objectives and were geared towards answering the research questions.

Reliability and validity

Reliability refers to the extents to which a measuring instrument contains variable errors that appears inconsistency from observation during any one measurement attempts or that vary each time a given unit is measured by the same instrument. Construct validity is established by relating measuring instruments to a general theoretical framework in order to determine whether the instruments is tied to the concepts and theoretical assumption they are employing. The reliability and validity are illustrated as below in table 2.

Table 2: Reliability and Validity

Variable	Coefficient		
	Mean	Variance	Reliability
Rewards Justice	2.869	1.163	.858
Workload Justice	3.207	1.264	.786
Promotion Justice	2.615	1.338	.522
Disciplinary and capability procedures	2.970	1.193	.810

The theoretical value of alpha varies from zero to 1, since it is the ratio of two variances. However, depending on the estimation procedure used, estimates of alpha can take on any value less than or equal to 1, including negative values, although only positive values make sense. Higher values of alpha are more desirable. Some professionals, as a rule of thumb, require a reliability of 0.70 or higher (obtained on a substantial sample) before they will use an instrument. Obviously, this rule should be applied with caution when α has

been computed from items that systematically violate its assumptions. Furthermore, the appropriate degree of reliability depends upon the use of the instrument. Other situations may require extremely precise measures with very high reliabilities.

DATA COLLECTION METHODS

The researcher used primary and secondary data collection methods by using questionnaires, observations, and focus group discussions.

Questionnaire

A questionnaire instrument was developed with closed ended questions. After the four items for Demographic Information, it had four Independent Variable dimensions (reward justice; workload justice; promotion justice; and discipline and procedures); and finally the Dependent Variable (Employee commitment). It was a self-administered questionnaire used to collect data on perceived reward justice and their effect on teacher's commitment in Murang'a County. The questionnaires were distributed with the help of the school administration.

In order to capture the general information of the respondents, issues such as gender, age and level of education of the respondents were addressed in the first section of the questionnaire. This was to get a better understanding of respondents who took part of the study.

FINDINGS AND DISCUSSION

Current job title

There were 22 schools in total where the research was done i.e. Murang'a High School, Kianderi Secondary school etc in Murang'a

County. The study targeted teachers and head teachers. This information is important as it illustrates that the study focused on employees who are directly involved in the activities of the institutions.

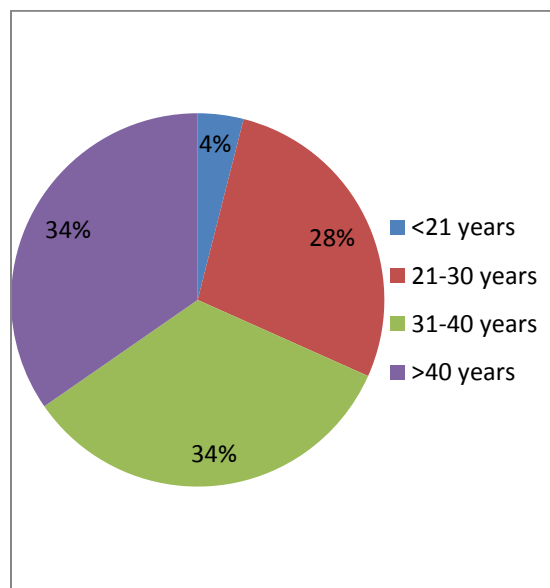
Length of Service

According to the study majority of the teachers had been employed for more than 10 years represented by 44%. 3 years and below were represented by 26%, 18% 6-10 years and 11% had been employed for 3-5 years.

Age

From the data collected, majority of the respondents, 34%, were in the age bracket of 31- 40 years, 34% were above 40 years. 28% were between 21-30 years and only 4% were below 20 years. This information is presented in the figure below. Christopher and Juttner (2000) see experienced employees as efficient and therefore are in a position to provide accurate information.

Figure 1 age distribution



Gender

According to the study majority, 54%, of the respondents were male while 46% were female.

Education Level

The study shows that most of the respondents (30.5%) were graduates and 26.6% had attained a degree and a diploma. Only 8.4% of the respondents had reached post graduate level. The study established that majority of the respondents were graduates and therefore well placed to understand the study. According to Sumanth (1979), productivity relies on level of education and training among other incentives. It is therefore imperative that employees with a high level of education are expected to be more productive and their information is equally important to the study.

Highest education level

According to the findings, 26.6 % indicated that they had attained diploma level of education; 30.5% had undergraduate; 8.4% indicated that they had post graduate degree; while 34.5% indicated others.

Rewards Justice

In an effort to establish whether perceived rewards justice influenced the respondents commitment , a likert scale running from 1 to 5 was utilized where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neither Agree or Disagree, 4 represents Agree and 5 represents Strongly Agree. A mean greater than 3 indicated that rewarding was done fairly to a moderate extent. Standard deviation less than 1 was generally considered as small and indicates that there was high level of consensus around the mean. Standard deviation greater than 1 showed huge

variations in respondent ratings indicating that there was not much congregation of responses around the mean.

Table 3 reward justice

	Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree
Rewards					
Fairly rewarded when I consider the responsibilities I have	14.6	34.1	16.1	32.7	2.4
Fairly rewarded when I take into account the amount of education and training that I have.	20.5	38.5	15.6	22.4	2.9
Fairly rewarded when I consider the amount of effort that I have put forth.	13.2	48.3	18.5	16.1	3.9
Fairly rewarded when I consider the stresses and strains of my job.	5.9	18.5	15.1	52.7	7.8
work schedule is fair	13.2	48.3	18.5	16.1	3.9
level of pay is fair	22.9	42.4	20.0	8.8	5.9
Overall the rewards I receive here quite fair.	16.1	42.9	20.0	18.5	2.4

Majority of the respondents agreed that work schedule was fair shown by a mean score of 3.314. However, the respondents disagreed that they were fairly rewarded when they considered the responsibilities they had and when they took into account the amount of education and training, represented by a mean score of 2.733 and 2.481 respectively. In addition, they disagreed that; they were fairly rewarded when they considered the amount of effort they had put forth (2.469), the rewards

they received were quite fair (2.399), the level of pay was fair (2.310), and fairly rewarded when they considered the stresses and strains of their job shown by a mean score of (2.215). This is also stated in the individual item analysis stated below

The researcher asked the respondents if they felt fairly rewarded considering the responsibilities they had. From the above results 14.6% (30 respondents) strongly disagreed, 34.1% (70 respondents) disagreed, 16.1% (33 respondents) were indifferent, 32.7% (67 respondents) agreed and 2.4% (5 respondents) strongly agreed. From the above results majority of the respondents, 34.1% (70 respondents) disagreed. This illustrates that majority of the respondents felt unfairly rewarded.

The researcher asked the respondents if they felt fairly rewarded considering the amount of education and training they had. From the above results 20.5% (42 respondents) strongly disagreed, 38.5% (79 respondents) disagreed, 15.6% (32 respondents) were indifferent, 22.4% (46 respondents) agreed and 2.9% (6 respondents) strongly agreed. From the above results majority of the respondents, 38.5% (79 respondents) disagreed. This illustrates that majority of the respondents felt unfairly rewarded considering the amount of education and training they had.

The researcher asked the respondents if they felt fairly rewarded considering the amount of effort they put forth. From the above results 13.2% (27 respondents) strongly disagreed, 48.3% (99 respondents) disagreed, 18.5% (38 respondents) were indifferent, 16.1% (33 respondents) agreed and 3.9% (8 respondents) strongly agreed. From the above results majority of the respondents, 48.3% (99

respondents) disagreed. This illustrates that majority of the respondents felt unfairly rewarded considering the amount of effort they put forth.

The researcher asked the respondents if they felt fairly rewarded considering the job stress and strains. From the above results 25.4% (52 respondents) strongly disagreed, 45.4% (93 respondents) disagreed, 13.2% (27 respondents) were indifferent, 14.6% (30 respondents) agreed and 1.5% (3 respondents) strongly agreed. From the above results majority of the respondents, 45.4% (93 respondents) disagreed. This illustrates that majority of the respondents felt unfairly rewarded considering the job stress and strain.

The researcher asked the respondents if they felt fairly rewarded considering the job stress and strains. From the above results 25.4% (52 respondents) strongly disagreed, 45.4% (93 respondents) disagreed, 13.2% (27 respondents) were indifferent, 14.6% (30 respondents) agreed and 1.5% (3 respondents) strongly agreed. From the above results majority of the respondents, 45.4% (93 respondents) disagreed. This illustrates that majority of the respondents felt unfairly rewarded considering the job stress and strain.

The researcher asked the respondents if they felt fairly rewarded considering the job stress and strains. From the above results 22.9% (47 respondents) strongly disagreed, 42.4% (87 respondents) disagreed, 20.0% (41 respondents) were indifferent, 8.8% (18 respondents) agreed and 5.9% (12 respondents) strongly agreed. From the above results majority of the respondents, 42.4% (87 respondents) disagreed. This illustrates that majority of the respondents disagreed that their level of pay was fair.

The researcher asked the respondents if they considered the overall rewards they received fair. From the above results 16.1% (33 respondents) strongly disagreed, 42.9% (88 respondents) disagreed, 20.0 % (41 respondents) were indifferent, 18.5 % (38 respondents) agreed and 2.4% (5 respondents) strongly agreed. From the above results majority of the respondents, 42.9% (88 respondents) disagreed. This illustrates that majority of the respondents were not contented with the overall rewards.

Disciplinary procedure Justice

In an effort to establish whether the, perceived Disciplinary procedures justice influence the teachers commitment, a Likert scale running from 1 to 5 was utilized where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neither Agree or Disagree, 4 represents Agree and 5 represents Strongly Agree. A mean greater than 3 indicated that rewarding was done fairly to a moderate extent. Standard deviation less than 1 was generally considered as small and indicates that there was high level of consensus around the mean. Standard deviation greater than 1 showed huge variations in respondent ratings indicating that there was not much congregation of responses around the mean.

Table 4 Disciplinary and Capability Procedures

Disciplinary Procedures	Strongly disagree	disagree	Neither agree nor disagree	agree	Strongly agree
Discipline is done from accurate and complete information	11.2	14.6	19.0	45.4	9.8
Discipline is applied	10.2	23.9	21.5	39.0	5.4

consistently across all affected employees	12.7	31.2	25.9	27.8	2.4
Employees are allowed to challenge or appeal for the decisions made by my supervisor					
When decisions are made about my job, my supervisor treats me with respect and dignity.	6.8	19.0	21.0	47.8	5.4
Concerning decisions about my job, my supervisor discusses the implications of the decisions with me.	10.7	25.9	21.0	39.0	3.4
My supervisor explains very clearly any decision made about my job	10.7	29.8	19.0	37.1	3.4
Job decisions are made by the manager in a biased manner	15.6	37.1	28.8	16.1	2.4

According to the findings majority of the respondents agreed that discipline was done from accurate and complete information 3.274; discipline was applied consistently across all affected employees by a mean score of 3.093. Concerning decisions about their job, they agreed that the supervisor discussed the implications of the decisions with them 3.054 and when decisions were made about their job, the supervisor treated them with respect and dignity. 3.052. A few agreed that their supervisor explained very clearly any decision made about their job 2.990. On the other hand, the study showed that the employees were not allowed to challenge or appeal for the decisions

made by their supervisor by a mean score of 2.757 and that job decisions were made by the manager in a biased manner shown by a mean of 2.583.

The interviewer asked the respondents if discipline in the institution was done on accurate and complete information. From the above results 11.2% (23 respondents) strongly disagreed, 14.6% (30 respondents) disagreed, 19 % (39 respondents) were indifferent, 45.4 % (93 respondents) agreed and 9.8% (20 respondents) strongly agreed. From the above results majority of the respondents, 45.4% (93 respondents) agreed. This illustrates that majority of the respondents felt discipline was done from accurate and complete information.

The interviewer asked the respondents if discipline was applied consistently across all affected employees. From the above results 10.2% (21 respondents) strongly disagreed, 23.9% (49 respondents) disagreed, 23.9 % (49 respondents) were indifferent, 21.5 % (44 respondents) agreed and 39 % (80 respondents) strongly agreed. From the above results majority of the respondents, 39 % (80 respondents) agreed. This illustrates that majority of the respondents felt that the discipline was applied consistently across all affected employees.

The interviewer asked the respondents if they were allowed to challenge the supervisors decisions. From the above results 12.7 % (26 respondents) strongly disagreed, 31.2 % (64 respondents) disagreed, 25.9 % (53 respondents) were indifferent, 27.8 % (57 respondents) agreed and 2.4 % (5 respondents) strongly agreed. From the above results majority of the respondents, 31.2% (64 respondents) disagreed. This illustrates that

majority of the respondents could not challenge the supervisors decisions.

The interviewer asked the respondents if their supervisors treated them with respect and dignity when making decisions. From the above results 6.8% (14 respondents) strongly disagreed, 19 % (39 respondents) disagreed, 21 % (43 respondents) were indifferent, 47.8 % (98 respondents) agreed and 5.4 % (11 respondents) strongly agreed. From the above results majority of the respondents, 47.8 % (98 respondents) agreed. This illustrates that majority of the respondents felt that the supervisor treated them with respect and dignity when making decisions.

The interviewer asked the respondents if the supervisor discussed the implications of decisions made about the job with the respondent. From the above results 10.7% (22 respondents) strongly disagreed, 25.9% (53 respondents) disagreed, 21 % (43 respondents) were indifferent, 39 % (80 respondents) agreed and 3.4% (7 respondents) strongly agreed. From the above results majority of the respondents, 39 % (80 respondents) agreed. This illustrates that majority of the respondents had discussions with their supervisors about job decisions.

The interviewer asked the respondents if their supervisor explained clearly decisions made about the job. From the above results 10.7% (22 respondents) strongly disagreed, 29.8 % (61 respondents) disagreed, 19 % (39 respondents) were indifferent, 37.1 % (76 respondents) agreed and 3.4 % (7 respondents) strongly agreed. From the above results majority of the respondents, 29.8 % (61 respondents) disagreed. This illustrates that majority of the respondents felt that their supervisors did not explain job decisions clearly.

The interviewer asked the respondents if the supervisor made decisions in a biased manner. From the above results 15.6% (32 respondents) strongly disagreed, 37.1% (76 respondents) disagreed, 28.8 % (59 respondents) were indifferent, 16.1 % (33 respondents) agreed and 2.4% (5 respondents) strongly agreed. From the above results majority of the respondents, 37.1 % (76 respondents) disagreed. This illustrates that majority of their supervisors did not make decisions in a biased manner.

4.4 Regression analysis

This section presents a discussion of the results of the inferential statistics. The researcher conducted a linear regression analysis so as to investigate the determinants of perceived distributive and procedural justice and their effects on employee commitment. The researcher applied the statistical packages SPSS to code enter and compute the measurements of the linear regression for the study. The findings are presented as follows

Table 5 Reward management distributive justice as a predictor of affective continuance and normative commitment

	Affective commitment	Continuance commitment	Normative commitment
R Squared	0.62	0.009	0.043
F	13.49	1.801	9.063
t	3.674	1.342	3.010
Beta	0.250	0.094	0.208
P	0.000	0.181	0.003

a. Predictors: (Constant), Reward

b. Dependent Variable: Affective commitment

Perceived reward management distributive justice is a predictor of affective commitment ($R^2=0.062$, $F=13.49$, $P<0.000$) coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variable or the percentage of variation in the dependent variable (affective commitment) that is explained by reward. This is explained by 62% of the variation in affective commitment is influenced by perceived reward management distributive justice. This therefore means that other factors contribute 38 % of variance in the dependent variable. The significance is less than 0.05 thus indicating that the predictor variable (reward) explains the variation in the dependent variable which is affective commitment.

This is well explained in the ANOVA table. This table indicates that the regression model predicts the outcome variable significantly well. This indicates the statistical significance of the regression model that was applied. Here, $p < 0.0005$, which is less than 0.05, and indicates that, overall, the model applied can statistically significantly predict the outcome variable. This also applies to effects on normative commitments by reward. However the table indicate that regression model does not predict the outcome variable significantly for the case of the continuance commitment. Here, $p>0.0005$, which is greater than 0.05, and indicates that, overall, the model applied cannot statistically significantly predict the outcome variable. The table above, **Coefficients**, provides us with information on each predictor variable. This gives the information we need to predict affective commitment from reward. We can see that

both the constant and reward contribute significantly to the model (by looking at the **Sig.** column). By looking at the **B** column under the **Unstandardized Coefficients** column, the study can present the regression equation as:

$$\text{Affective commitment} = 17.554 + 0.183(\text{reward})$$

According to the equation taking all factors constant at zero, affective commitment will be 17.554. The data findings also show that a unit increase in reward variable will lead to a 0.183 increase in affective commitment.

At 5% level of significance and 95% level of confidence reward had a 0.000 significance meaning that it is a significant factor.

The study also revealed that as much as the reward management distributive justice is a predictor of affective commitment it does not ensure continuance commitment this explained by the low value of R² which is 0.9%. The significance is greater than 0.05 that is 0.181 and so it is not significant. By looking at the **B** column under the **Unstandardized Coefficients** column, the study can present the regression equation as:

$$\text{Continuance commitment} = 19.263 + 0.083(\text{reward})$$

According to the equation taking all factors constant at zero, continuance commitment will be 19.263. The data findings also show that a unit increase in reward variable will lead to a 0.083 increase in continuance commitment.

At 5% level of significance and 95% level of confidence reward had a 0.181 meaning that it is not a significant factor.

It can also be established that the reward management distributive justice is not a predictor of a normative commitment indicated by R² 0.043 which is 4.3%. The significance is less than 0.05 and thus significant.

By looking at the **B** column under the **Unstandardized Coefficients** column, the study can present the regression equation as:

$$\text{Normative commitment} = 13.548 + 0.152(\text{reward})$$

According to the equation taking all factors constant at zero, normative commitment will be 13.548. The data findings also show that a unit increase in reward variable will lead to a 0.152 increase in normative commitment.

At 5% level of significance and 95% level of confidence reward had a 0.003 significance meaning that it is a significant factor.

Perceived disciplinary and capability procedure distributive justice as a predictor of affective, continuance and normative commitment

Table 6 Disciplinary and Capability Procedure

	Affective commitment	Continuance commitment	Normative commitment
R Squared	0.093	0.028	0.031
F	20.838	5.882	6.453
t	4.565	2.425	2.540
Beta	0.305	0.168	0.176
P	0.000	0.016	0.012

a. Predictors: (Constant), Disciplinary and capability procedure

- a. Predictors: (Constant), Disciplinary and capability procedure
- b. Dependent Variable: Affcom2

Perceived disciplinary and capability distributive justice is a predictor of affective commitment (R²=0.093, F=20.838, P<0.000) coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variable or the percentage of variation in the dependent variable(affective commitment) that is explained by disciplinary and capability . This is explained by 9.3% of the variation in affective commitment is influenced by perceived disciplinary and capability distributive justice. This therefore means that other factors contribute 90.7 % of variance in the dependent variable. The significance is less than 0.05 thus indicating that the predictor variable (discipline and capability) explains the variation in the dependent variable which is affective commitment. By looking at the **B** column under the **Unstandardized Coefficients** column, the study can present the regression equation as:

$$\text{Affective commitment} = 16.582 + 0.210(\text{Discipline and capability})$$

According to the equation taking all factors constant at zero, affective commitment will be 16.582. The data findings also show that a unit increase in reward variable will lead to a 0.210 increase in affective commitment. At 5%level of significance and 95% level of confidence reward had a 0.000 significance meaning that it is a significant factor.

The study further revealed that R² of 0.028 (2.8%) of variation in continuance commitment

is influence by predictor variable disciplinary and capability distributive justice. Thus showing that it confirms very little continuance commitment. It can also be revealed that the significance in this case is less than 0.05 thus indicating that the predictor explains the variations in the dependent variable which is continuance commitment. By looking at the **B** column under the **Unstandardized Coefficients** column, the study can present the regression equation as:

$$\text{Continuance commitment} = 17.998 + 0.139(\text{discipline and capability})$$

According to the equation taking all factors constant at zero, continuance commitment will be 17.998. The data findings also show that a unit increase in discipline and capability variable will lead to a 0.139 increase in continuance commitment. At 5%level of significance and 95% level of confidence discipline and capability had a 0.016 significance meaning that it is a significant factor.

It can also be established that the predictor has a very low influence on the dependent variable normative commitment which is R² 0.031 (3.1%). The p value is less than 0.05 and so it is significant. By looking at the **B** column under the **Unstandardized Coefficients** column, the study can present the regression equation as:

$$\text{Normative commitment} = 13.699 + 0.122(\text{discipline and capability})$$

According to the equation taking all factors constant at zero, normative commitment will be 13.669. The data findings also show that a unit increase indiscipline and capability variable will lead to a 0.122 increase in normative commitment. At 5%level of significance and 95% level of confidence discipline and capability

had a 0.012 significance meaning that it is a significant factor.

SUMMARY OF FINDINGS

The findings of this study show the work schedule was fair by a majority of the respondents. However, the respondents in the study disagreed that they were fairly rewarded when they considered the responsibilities they had, when they took into account the amount of education and training they had, when they considered the amount of effort they had put forth, the overall the rewards received were not quite fair, the level of pay was not fair and when they considered the stresses and strains of their job. The study therefore established that the respondents in the study felt unappreciated after putting a lot of effort in their job.

The study established that discipline was done from accurate and complete information; discipline was applied consistently across all affected employees. Concerning decisions about their job, the study revealed that the supervisor discussed the implications of the decisions with them and when decisions were made about their job, the supervisor treated them with respect and dignity. A few agreed that their supervisor explained very clearly any decision made about their job. On the other hand, the study showed that the employees were not allowed to challenge or appeal for the decisions made by their supervisor by and the job decisions were made by the manager in a biased manner.

From the study, the respondents agreed that they could easily become as attached to another institution as they were, the institution had a great deal of personal meaning for them,

they enjoyed discussing their institution with people outside it and they really felt as if the institution's problems were their own. The respondents disagreed that they would be very happy to spend the rest of their career within the institution, they did not feel 'emotionally attached' to their institution, did not feel like 'part of the family' at their institution and they did not feel a strong sense of belonging to their school.

The study revealed that, the respondent's staying within their institution was a matter of necessity as much as desire. Some also agreed that, one of the few serious consequences of leaving the institution would be the scarcity of available alternatives and that it would be very hard for them to leave their institution at that time, even if they wanted to. On the other hand, some respondents disagreed that; too much in their life would be disrupted if they decided to leave their institution, it wouldn't be too costly for them to leave their institution, one of the major reasons they continued to work for the institution was that leaving would require considerable personal sacrifice another institution may not match the overall benefits they had. They strongly disagreed that they had too few options to consider leaving the institution and that they were afraid of what might happen if they quit their job without having another one lined up.

Conclusion

The study therefore concluded that the respondents in the study felt that the overall rewards they received and the level of pay was not quite fair considering the responsibilities, amount of education and training they had, the amount of effort they had put forth, the level of pay, the stresses and strains of their job. This

therefore negatively influenced the teacher's commitment since they felt dissatisfied.

It was established that the respondents were willing to put in a great deal of effort beyond that which was normally expected in order to help the institution be successful, they were really caring about the fate of this institution, they were proud about their institution and the work load was quite fair. It was therefore concluded that the workload influenced the teachers positively towards commitment.

The study established that discipline was done from accurate and complete information and was applied consistently across all affected employees. Concerning decisions about their job, the supervisor discussed the implications of the decisions and when decisions were made about their job, the supervisor treated them with respect and dignity. But, the teachers were not allowed to challenge or appeal for the decisions made by their supervisor and the job decisions were made by the manager in a biased manner. Therefore, discipline was administered fairly but the employees were not contented with how the decision was made.

On Affective commitment, the respondents agreed that they could easily become as attached to another institution as they were, the institution had a great deal of personal meaning for them, they enjoyed discussing their institution with people outside it and they really felt as if the institution's problems were their own. But they would not be very happy to spend the rest of their career within the institution, they did not feel 'emotionally attached' to their institution, did not feel like 'part of the family' at their institution and they did not feel a strong sense of belonging to their school. Therefore, the staffs were not

emotionally attached to the institution because they did not feel a strong sense of belonging.

The study revealed that, the respondent's staying within their institution was a matter of necessity as much as desire. One of the few serious consequences of leaving the institution would be the scarcity of available alternatives and that it would be very hard for them to leave their institution even if they wanted to. Therefore, the staffs were not continuously committed to the institution because the study shows that if they had alternatives, they would quit.

About normative commitment, one of the major reasons they continued to work for the school was that they believed that loyalty was important and therefore felt a sense of moral obligation to remain but jumping from one school to another did not seem at all unethical to them. They did not believe that a person must always be loyal to his or her school. They did not have an issue with quitting the job.

Recommendations

The findings of this study show that management styles had a role to play in rewarding the employees. The study therefore recommends that the schools should adopt democratic management style where managers appreciate the employee's effort towards the job. It also recommends that management should be more concerned on the responsibilities and amount of education the employees have for them to be motivated hence encourage commitment. This is because the employees were willing to put in a great deal of effort beyond that which was normally expected in order to help the institution be successful and they were really caring about the fate of this institution This function cannot be ignored and therefore should be treated with

care to realize the potential of the employees in giving the schools much needed competitive advantage.

From the findings the school management had a big role to play in promoting their staff. This is because, the study approved that the employees were moderate on how promotion was done. This will encourage the teachers to put in a lot of effort in their job and to be attached emotionally to the institution hence commitment.

The study also recommends that the management should adopt democratic management style where managers allow the employees to take part in challenging or appealing for the decisions made by them and their supervisor. This is because the employees were contented on how disciplining was done and the discussions on the implications of the decisions but were not contented with how the decisions were made.

From the findings, the respondents did not feel 'emotionally attached' to their institution, they did not feel like 'part of the family' at their institution and they did not feel a strong sense of belonging to their school. One of the few serious consequences of leaving the institution would be the scarcity of available alternatives

meaning if they had alternatives they would quit. The study therefore recommends that management should emphasize on the importance of being loyal and the sense of moral obligation to remain. It further recommends that the management had a role to play in encouraging the employees to feel attached to the institution by appreciating their effort hence motivation.

The study also recommends that the management should invest more in research and development in teacher's satisfaction in the institutions. This is another source of potential to motivate employees and therefore focus should be diversified both internally and externally.

Recommendations for Further studies

The study focused on four factors influencing the teacher's perception of distributive and procedural justice and commitment i.e. rewards workload, promotion and discipline which lead to commitment. Future studies need to include other variables to expand on these findings. Also future studies could focus on schools from other counties as the current study focused on Murang'a County only. The school sector is crucial for the economic growth.

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