Influence of Occupational Stress and Procedural Justice on Organizational Commitment Among Teachers of Selected Secondary Schools in Makurdi Metropolis.

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Abstract

This study examines the influence of occupational stress and procedural justice on organizational commitment among teachers of selected secondary schools in Makurdi metropolis. A total of 154 secondary school teachers drown from within Makurdi metropolis participated in the study; 84 (54.5%) were males and 70 (45.5%) were females. The study used three standardized instruments which are: work-related stress questionnaire, organizational justice scale, and organizational commitment questionnaire. Results from the tested hypotheses showed that occupational stress significantly influenced organizational commitment. [β = .241; p < .05]. The result also indicated that procedural justice did not significantly influence organizational commitment. [β = -.081; p > .05]. Lastly, the result showed that occupational stress and procedural justice significantly and jointly influenced organizational commitment. [R= .259, R2 = .067, F = 4.642; p < .05]. The study recommends among other things that the management of secondary schools should ensure a stress reduced working environment for the teachers to increase their job commitment.

Keywords: Occupational stress, Organizational commitment, Procedural justice, Secondary School, Teachers.

Introduction

In today's competitive world, every organization is facing new challenges regarding sustained productivity and creating committed workforce. No organization can perform at peak levels unless each employee is committed to the organizations objectives (Dixit and Bhati, 2012). Most organizations have realized that the performance of their workers plays a vital role in determining the success of the organization (Ajila and Awonusi 2004). One of the antecedent determinants of workers' performance is believed to be organizational commitment. As such, it is important for employers and managers alike to know how to get the best of their workers (Ajila and Awonusi, 2004).

Organizational commitment can be defined as "an affective response to the whole organization and the degree of attachment or loyalty employees feel towards the

organization." (Ongori, 2007). It can commonly be referred to as the "the degree to which the employee feels devoted to their organization" (Akintayo, 2010).

Organizational commitment has become one of the most popular work attitudes studied by practitioners and researchers. It was noted that one of the reasons why commitment has attracted research attention is that organizations depend on committed employees to create and maintain competitive advantage and achieve superior performance (Akintayo, 2010). Dordevic (2004) stated that the commitment of employees is an important issue because it may be used to predict employee's performance, absenteeism and other behaviors.

Meyer, Allen and Smith (1993) suggested a framework with three different types of organizational commitment: affective commitment (staff members' emotional attachment to, identification with, and involvement in the organization), continuance commitment (staff members' assessment of whether the costs of leaving the organization are greater than the costs of staying), and normative commitment (staff members' feelings of obligation to the organization).

One of the organizational factors that have a significant impact on the commitment of staff is occupational stress. Sdrolias et al, (2005) observed that besides energizing employees, excessive pressure may lead to side effects such as the creation of employee dissatisfaction. Kakos and Trivellas (2011) stated that excessive workplace pressure may lead to mental disorders, which in turn, may compromise individual and/or organizational performance. A major source of distress among teachers is the result of failure of school to meet the social needs and job demands of the teachers.

Likewise, procedural justice appears to be another significant contributory factor of employees' organizational commitment. Procedural justice is a part of a multidimensional concept – organizational justice, the perceived justice in a work setting. The term procedural justice was introduced by Thibaut and Walker (1975) and refers to the decision making procedures through which outcome distributions are made. Typically, individuals form judgments about procedural justice by gauging whether those organizational procedures are accurate, consistent, unbiased, ethical, correctable (Leventhal, 1980), and open to employee input (Folger, 1977). According to the instrumental perspective of justice (Thibaut and Walker, 1975), workers are fundamentallyconcerned about their outcomes. In order to maximize long-term outcomes, workers rely upon procedural justice. In brief, workers assess procedural justice in order to make judgments on distributive justice for the economic rewards they have received and will receive in the future.

Statement of the Problem

It is a commonly held belief that teaching can be a highly stressful profession (Jarvis, 2002). This is supported by national survey data from the United Kingdom (Dunham and Varma, 1998). Travers and Cooper (1996) found that one quarter of the 1,790 teachers surveyed, from a cross-section of schools reported that they regarded their profession as very or extremely stressful. The National Union of Teachers (NUT) reported that stress is one of the biggest problems facing teachers, and that it is the main health and safety concern in four out of five schools studied (NUT, 1999). Compared to other occupational groups (e.g., doctors, dentists, nurses) teachers experience lower job satisfaction and poorer mental health, such as anxiety and depression (Travers and Cooper, 1993).On the same grounds if an individual perceives that the ratio of his own efforts to his benefits is the same as that of the like, he believes the requirement of justice or equality is met. If he thinks the ratio of his own efforts to his benefit is more or less than that of the like, he considers the case injustice (Yücel and Gülveren, 2007). If employees decide or perceive injustice, they could change their effort level, as well as developing different ways of behavior. The changes of effort levels generally cause them to display negative job related behaviors, because their perceptions about organizational justice affect their job-related attitudes and organizational behaviors (Tansky, 1993).

A plethora of studies have been carried out on occupational stress and related factors among teachers of secondary schools. Nevertheless, few of such studies have been conducted in Benue State, particularly Makurdi metropolis that linked occupational stress and procedural justice to organizational commitment. It is based on the above challenges that the researcher seeks to investigate the influence of occupational stress and procedural justice on organizational commitment among teachers of selected secondary schools in Makurdi metropolis.

Purpose of the Study

The purpose of this study is to assess the influence of occupational stress and procedural justice on job commitment among teachers of selected secondary schools in Makurdi metropolis.Therefore, the study aimed at determining (1) the influence ofoccupational stresson job commitment among teachers of selected secondary schools in Makurdi metropolis. (2) to examine the influence of procedural justice on job commitment among teachers of selected secondary schools in Makurdi metropolis. (3) to ascertain the joint influence ofoccupational stress and procedural justice on job commitment among teachers of selected secondary schools in Makurdi metropolis. Three corresponding hypotheses were tested based on the three specific purposes of the study.

Method

Research Design

The study adopted a cross-sectional survey design. This is because a cross-sectional survey collects data to make inferences about a population of interest (universe) at one point in time. Cross-sectional surveys have been described as snapshots of the populations about which they gather data. This design allows the researcher to observe variables without any attempt to manipulate or control them. The observations can be done at one or more points in time, and questionnaire can also be used in data collection.

Setting

The research was conducted in Makurdi metropolis. Makurdi is the capital of Benue State, Nigeria and it was created in 1970. Samples were from secondary school teachers selected from eight government and private secondary schools in Makurdi metropolis.

Participants

The participants in this study involved teachers in secondary schools within Makurdi metropolis. They consisted of both young and old, in the Nigerian civil service working age; 4 (2.6%) were between 21 and 25 years of age, 20 (13.0%) were between 26 and 30 years, 26 (16.9%) were between 31 and 35 years, 23 (14.9%) were between 36 and 40 years, 24 (15.6%) were between 41 and 45 years, 23 (14.9%) were between 46 and 50 years, 20 (13.0%) were between 51 and 55 years old, while 11 (7.1%) were between 56 and 60 years of age as at the time of carrying out the study. The participants consisted of 84 (54.5%) males and 70 (45.5%) female secondary school teaching staff. The number of teachers participating from each schools were as follows; 24 (37.0%) were from Unique Secondary School, 10 (15.4%) Vaatia Model College, 20 (30.8%) Mount Saint Gabriel, 27(41.6%) Command Secondary School, 33 (50.8%) Padopad's Harmony Secondary School, 13 (20.0%) Baptist High School, 15 (23.1%) Government College, 12 (18.5%) Aveco Model College, giving a total number of 154 participants. All schools sampled in the study were from different geographic location of Makurdi metropolis.

Sampling

The sample size drawn from the population for the study was 154, using the online sample size calculator (calculator.net). The sampling technique adopted for the study was a non-probability sampling technique, specifically accidental/convenience sampling technique; this sampling technique allows the researcher to have a feeling or an idea of a phenomena. The participants were issued questionnaires at all points seen.

Instruments

The study made use of the following instruments: (i) Work-related Stress Questionnaire (ii) Procedural Justice Scale (iii) Organizational Commitment Questionnaire.

Work-related Stress Questionnaire: A standardized, 39-item Work-related Stress Questionnaire designed by Health and Safety Executive (HSE), (2009), was used to measure Occupational Stress. The questionnaire was scored using a 5 point likert format (1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Always).

Procedural Justice Scale: Procedural justice was measured using the 6-item on Procedural Justice of the standardized organizational justice scale adopted from Al-Zu'bi (2010). The scale used a 5 point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

Organizational Commitment Questionnaire: a standardized 18-item Organizational Commitment Questionnaire (OCQ) by Allen & Meyer (1990) was used to measure Organizational Commitment. The scale also used a 5 point Likert scale scoring format (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

Procedure

Secondary schools were visited, and data was collected with the permission of school principals. The participants consent was sought, and participants were assured of confidentiality of information provided. Subsequently, a structured questionnaire was then distributed to the participants to read the statements and tick where it applied to them, while the researcher was around to explain where necessary. The participants were also informed to quit participation when unsatisfied. The collected data was then taken for statistical analysis. The study employed simple linear and multiple regressions, to test the hypotheses stated in the study.

Hypotheses
i.   Occupational stress will significantly influence organizational commitment among teachers of selected secondary schools in Makurdi metropolis.
ii. Procedural Justice will significantly influence organizational commitment among teachers of selected secondary schools in Makurdi metropolis.
iii. Occupational stress and procedural justice will jointly influence organizational commitment among teachers of selected secondary schools in Makurdi metropolis

Results of Findings

Hypothesis one stated that there will be a significant independent influence of occupational stress on Organizational Commitment among teachers of selected secondary schools in Makurdi metropolis.

Table 1. **Regression analysis showing the influence of occupational stress on organizational commitment**

Predictor	R	R^2	β	T	P
Constant	.241	.058	.241	2.810	< .05
Occupational Stress				2.827	

The result in Table 1 above reveals that, there is a significant influence of Occupational Stress on Organizational Commitment among teachers of secondary schools in Makurdi metropolis, given that [β = .241; p < .05]. Hypothesis one is therefore accepted.

Hypothesis two stated that there will be a significant independent influence of procedural justice on Organizational Commitment among teachers of selected secondary schools in Makurdi metropolis.

Table 2 **Regression analysis showing the influence of procedural justice on organizational commitment among secondary school teachers**

Predictor	R	R^2	β	T	P
Constant	.081	.007	-.081	7.755	> .05
Procedural Justice				-1.001	

The result in Table 2 above shows that there is no significant independent influence of Procedural Justice on Organizational Commitment among teachers of secondary schools in Makurdi metropolis, given that [β = -.081; p > .05]. With this result, hypothesis two was rejected and the nullhypothesis upheld.

Hypothesis three stated that; there will be a significant joint influence of occupational stress and procedural justice on organizational commitment among teachers of selected secondary schools in Makurdi metropolis.

Table 3 Regression analysis showing the influence of occupational stress and procedural justice on organizational commitment

Predictor	R	R^2	β	F	t	P
Occupational Stress	.259	.067	.241	4.642	2.832	< .05
Procedural Justice			-.096		-1.129	

The result in Table 3 above reveals that, there is a significant joint influence of occupational stress and procedural justice on organizational commitment of selected teachers of secondary schools in Makurdi metropolis, given that [R= .259, R2 = .067, F = 4.642; p < .05]. Based on this finding, hypothesis three is accepted.

Discussion of Findings

Hypothesis one was tested to find out if there will be a significant independent influence of occupational stress on Organizational Commitment among teachers of selected secondary schools in Makurdi metropolis. The result showed that there is a significant influence of Occupational Stress on Organizational Commitment among teachers of secondary schools in Makurdi metropolis. This implies that an individual's experience of job related stress significantly determines the degree to which he/she identifies with his/her organization and wants to continue actively participating in it. This is in agreement with the findings of Kotze (2005) in a study carried out to investigate Occupational Stress, Organizational Commitment and ill-health of employees among 950 academic and support staff at the University of Technology, South Africa. She reported that stressful job demands were the only statistically significant predictor of affective commitment.

Hypothesis two was tested to determine if there will be a significant independent influence of procedural justice on organizational commitment among teachers of selected secondary schools in Makurdi metropolis. The result from this present study showed that there is no significant independent influence of procedural justice on organizational commitment among teachers of secondary schools in Makurdi metropolis. This is contrary to the findings of a study conducted by Bakhshi, Kumar and Rani (2009) where they reported positive relationship between procedural justice and organizational commitment of medical college employees in India.

Hypothesis three was tested to investigate if there will be a significant joint influence of occupational stress and procedural justice on organizational commitment among teachers of selected secondary schools in Makurdi metropolis. The result from this present study reveals that, there is a significant joint influence of Occupational Stress and Procedural Justice on Organizational Commitment of selected teachers of secondary

schools in Makurdi metropolis. This implies that, an employee's experience of job related stress and the involvement of an employee in the decision making of his/her organization, jointly predicts the degree to which he/she identifies with his/her organization and wants to continue actively participating in it.

Conclusion

The study investigated the influence of occupational stress and procedural justice on organizational commitment among teachers of selected secondary schools in Makurdi metropolis. Three hypotheses were stated and tested. Based on the findings, the study accepted hypothesis one, hypothesis three and rejected hypothesis two. Based on the findings of this study, it is concluded that; occupational stress significantly influenced job commitment among teachers of selected secondary schools in Makurdi metropolis. Also it is concluded that procedural justice did not significantly influence job commitment among teachers of selected secondary schools in Makurdi metropolis. Finally, occupational stress and procedural justice significantly and jointly influence job commitment among teachers of selected secondary schools in Makurdi metropolis.

Recommendations

Based on the findings of the study, the study provides the following recommendations aimed at ensuring job commitment among secondary school teachers in Nigeria.

i.   Future research should examine the determinants of employees' organizational commitment. This is to have a holistic approach in assessing the impact of organizational justice on various aspects of the workplace.

ii.   There is a need to carry out a comprehensive comparative study between schools and other organizations on the effects of occupational stress, organizational justice and organizational commitment.

iii. The management of secondary schools should ensure a stress reduced working environment for the teachers to increase their job commitment and productivity.

iv.   The government in collaboration with relevant ministries should organize workshops to enlighten school management officials on the role of organizational justice to ensuring job commitment among teachers.

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