

THE INFLUENCE OF PSYCHOLOGICAL
EMPOWERMENT AND ORGANISATIONAL JUSTICE ON
ORGANISATIONAL COMMITMENT AMONG
SECONDARY SCHOOL TEACHERS

BY

CHENG MEI SZE
LIM WEI VOON
SOO WEI LIK
TAN KAI XIAN
TAN SIN LOO

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DECLARATION

We hereby declare that:

1. This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
2. No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
3. Equal contribution has been made by each group member in the process completing the research project.
4. The word count of this research report is 23743.

Name of Students:	Students ID:	Signature:
1. Cheng Mei Sze	11ABB03124	_____
2. Lim Wei Voon	11ABB03133	_____
3. Soo Wei Lik	11ABB02978	_____
4. Tan Kai Xian	11ABB01759	_____
5. Tan Sin Loo	11ABB03125	_____

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Last but not least, we would like to take this opportunity to express our deepest appreciation to all the people that had been supporting us in the process of completing this research.

DEDICATION

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TABLE OF CONTENTS

Copyright Page.....	ii
Declaration.....	iii
Acknowledgement.....	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables.....	x
List of Figures.....	xi
List of Appendices.....	xii
Preface.....	xiii
Abstract.....	xiv
CHAPTER 1 INTRODUCTION OF THE STUDY	1
1.1 Introduction	1
1.2 Research Background.....	1
1.3 Problem Statement	5
1.4 Research Objective.....	7
1.4.1 General Objectives.....	7
1.4.2 Specific Objectives	7
1.5 Research Questions	8
1.6 Hypotheses of the Study.....	8
1.7 Significance of the Study	10
1.8 Chapter Layout.....	12
1.9 Conclusion.....	13
CHAPTER 2 LITERATURE REVIEW	14
2.1 Introduction	14
2.2 Organisational commitment	14

2.3	Organisational Justice	18
2.3.1	Distributive Justice.....	19
2.3.2	Procedural Justice	21
2.4	Perceived Empowerment.....	22
2.4.1	Meaning	23
2.4.2	Competence.....	23
2.4.3	Self-determination.....	24
2.4.4	Impact	24
2.5	Review theoretical framework	26
2.5.1	Organisational Justice	26
2.5.2	Perceived Empowerment	27
2.6	Proposed Theoretical/ Conceptual Framework	29
2.7	Hypotheses Development.....	30
2.8	Summary	33
CHAPTER 3 RESEARCH METHODOLOGY		34
3.1	Introduction	34
3.2	Research Design.....	34
3.3	Data Collection Methods.....	35
3.4	Sampling Design	35
3.4.1	Target Population.....	35
3.4.2	Sampling Frame, Sampling Elements and Sampling Location	36
3.4.3	Sampling Techniques.....	37
3.4.4	Sampling Size	37
3.5	Research Instrument.....	37
3.5.1	Questionnaire design.....	38
3.6	Data Collection.....	39
3.7	Pilot Test	40
3.8	Construct Measurement and Operational Definition	41
3.8.1	Nominal Scale.....	41
3.8.2	Ordinal Scale.....	42
3.8.3	Ratio Scale	43

3.8.4	Interval Scale	43
3.9	Data Processing	45
3.10	Data Analysis	46
3.10.1	Reliability Test	46
3.10.2	Descriptive Analysis	47
3.10.3	Inferential Analysis	48
3.11	Conclusion.....	49
CHAPTER 4 RESEARCH RESULT.....		50
4.1	Introduction	50
4.2	Descriptive Analysis	50
4.2.1	Respondent Demographic Profile	50
4.2.2	Central Tendencies Measurement of Constructs	60
4.3	Scale Measurement	60
4.3.1	Reliability Test.....	61
4.4	Inferential Analysis	62
4.4.1	Pearson Correlation Coefficient.....	62
4.4.2	Multiple regression analysis	68
4.5	Conclusion.....	70
CHAPTER 5 DISCUSSION AND CONCLUSION		72
5.1	Introduction	72
5.2	Summary of Statistical Analyses.....	72
5.2.1	Descriptive Analyses	72
5.2.2	Scale Measurement	73
5.2.3	Inferential Analyses	74
5.3	Discussion of the Findings	76
5.3.1	Meaning Cognition and Organisational Commitment	77
5.3.2	Competence Cognition and Organisational Commitment	77
5.3.3	Self-determination Cognition and Organisational Commitment	78
5.3.4	Impact Cognition and Organisational Commitment	78
5.3.5	Procedural Justice and Organisational Commitment.....	79
5.3.6	Distributive Justice and Organisational Commitment	79

5.3.7	Perceived Empowerment, Justice and Organisational Commitment	80
5.4	Implications of the Study	80
5.5	Limitations of the Study	82
5.5.1	Sample Size.....	82
5.5.2	Short Time Frame	83
5.5.3	Sampling Frame	83
5.5.4	Sampling Location	83
5.5.5	R Square.....	84
5.6	Recommendation for Future Research.....	84
5.7	Conclusion.....	85
	REFERENCES	86
	APPENDICES	97

LIST OF TABLES

	Page
Table 3.1: Distribution of Teachers	36
Table 3.2: Result of reliability test.....	41
Table 3.3: Rules of thumb about Cronbach's Alpha coefficient size	46
Table 4.1: Respondents' Gender.....	50
Table 4.2: Respondents' Age.....	51
Table 4.3: Respondents' Race.....	52
Table 4.4: Respondents' Education Level	54
Table 4.5: Respondents' Teaching Experience.....	55
Table 4.6: Respondents' Teaching Hours per Week	57
Table 4.7: Number of Subjects Respondents Taught.....	58
Table 4.8: Descriptive Statistics	60
Table 4.9: Result of Reliability Test.....	61
Table 4.10: Correlations (N=183).....	62
Table 4.11: Strength.....	63
Table 4.12: Analysis of Variance.....	68
Table 4.13: Model Summary	69
Table 4.14: Parameter Estimates.....	69
Table 5.1: Summary of Hypotheses.....	76

LIST OF FIGURES

	Page
Figure 2.1: Relevant Theoretical Models.....	26
Figure 2.2: Relevant Theoretical Models.....	27
Figure 2.3: Proposed Theoretical/ Conceptual Framework	29
Figure 4.1: Respondent's Gender	51
Figure 4.2: Respondents' Age.....	52
Figure 4.3: Respondents' Race	53
Figure 4.4: Respondents' Education Level.....	54
Figure 4.5: Respondents' Teaching Experience	56
Figure 4.6: Respondents' Teaching Hours per Week	57
Figure 4.7: Number of Subjects Respondents Taught	59

LIST OF APPENDICES

	Page
Appendix 1: Questionnaire	97
Appendix 2: Distribution of Teachers.....	104
Appendix 3: Reliability Statistics	105
Appendix 4: Pearson Correlation Analysis.....	107
Appendix 5: Multiple Regression Analysis	108

PREFACE

This dissertation was submitted by the research group consists of five students in partial fulfillment of the requirement for the degree of Bachelor of Business Administration Faculty of Business and Finance as the final thesis for UBMZ 3016 Research Project in Universiti Tunku Abdul Rahman (UTAR). The researchers are very contented to have this completed report with the title of The Influence of Psychological Empowerment and Organisational Justice on Organisational commitment among Secondary School Teachers, as their final year project.

The group have conducted this research topic for several reasons which include:

1. The role of teachers is important in schools. Generally, commitment always associated with the teachers' high performance and also indicates teachers' attachment on their career. Thus, great teachers' performance will definitely lead to enhancements in student learning.
2. In addition, workload of the teachers has been increasing in schools. In this sense, the stress towards their work is also increasing. Hence, empowerment should be given to teachers where they have the power or authority to solve certain problem on the spot. Besides that, empowerment given by school authority can actually boost teachers' self-esteem and increase the sense of belonging to the schools.
3. Last but not least, teachers also perceive organisation justice as an important factor to continually commit to the school. If teachers feel that the school's procedure is fair enough, they are likely to view the school positively. In other words, they are more willing to provide high commitment towards the school.

ABSTRACT

This study examines the relationship between empowerment (self-determination, meaningful, impact, and competence) and organisational justice (distributive justice and procedural justice) on organisational commitment. The sample of this study consists of secondary school teachers at Kampar, Perak. In this study, 349 questionnaires had been distributed to five secondary schools in Kampar, Perak. Total numbers of questionnaire that had been collected from the secondary schools teachers were 188 copies, this yield a response rate of 53.87%. Prior to the actual study, 30 questionnaires were distributed for pilot study. In this study, several analysis techniques had been used to test the hypotheses such as descriptive analysis, scale measurement, and inferential analysis. In inferential analysis, Pearson Correlation Analysis was used to test for six out of seven hypotheses. The result showed show that, positive correlations were found between meaningful, self-determination, and impact on organisational commitment. Besides, procedural justice and distributive justice were positively correlated with organisation commitment. Multiple regression result indicated that the independent variables (psychological empowerment and organisational justice) significantly explain the variance of organisational commitment. Last but not least, the discussion and elaboration of the findings, limitations and recommendations for future researchers is located in the last chapter of this study.

CHAPTER 1 INTRODUCTION OF THE STUDY

1.1 Introduction

Commitment of employees is of utmost important to ensure the organisation works properly. Therefore, organisation should formulate a better strategy that able to retain and increase the commitment of employees.

The purpose of this study is to examine the impact of psychological empowerment and organisation justice effects on organisational commitment in education sector. In other words, in this study it focused on empowerment and justice whether have direct effect on the organisational commitment.

This chapter covers discussions on research background, problem statement and the research's objective, research questions, hypotheses, significance of the study, chapter layout and summary.

1.2 Research Background

In response to ever increasing global competition, organisations are continuously under pressure to undergo dramatic changes. Therefore, committed employees are essential to today organisation. According to Bateman and Strasser (1984), found out that organisational commitment is in positive relationship with the job satisfaction.

Previous studies examine the factors influencing organisational commitment have been conducted in different sectors, such as healthcare industry, banking sectors and public sectors. According to Carman-Tobin (2011), empowerment is important to full-time Licensed Practical Nurses (LPNs). This is because empowerment made the full time LPN feel that they are appreciated and supported. Hence, empowerment contributes to

employee's commitment. In Malaysia context, Chitpakdee, Chontawan, and Siew (2011) indicated that organisational commitment positively related to retention of employees. The study examined to what extent perceived organisational support, components of job satisfaction, which includes the pay, task requirement, organisational policies, autonomy, interaction and professional status as well as the years of experience predict organisational commitment.

Abdullah and Ramay (2012) indicated that work place condition and the security of job are the factors that influence organisational commitment of banking sector in Pakistan. A healthy working environment and good relationship with their colleagues can enhance employee's commitment towards their organisation. Employees are more willing to stay in work place that provides contentment and security to them. Hence, this can conclude that employees are more willing to contribute towards organisation.

Khan, Khan, and Shahzad (2013), stated that organisation in banking sectors need to provide congenial or righteousness work environment. Consequently this can give employees the sense of they had been taken care and unbiased manner. According to Sawalha, Zaitouni, and ElSharif (2012), employees that work in banking sectors, Kuwait shows that empowerment significantly related to affective commitment. When employees perceive the empowerment, this can conclude that employees feel more confident with their entire roles and tasks. Moreover, as stated in the study, in banking institution, employee empowerment has an advantageous effect on the quality of customer services. In others words, employees are able to make decision when face some problems from the customers.

On the other hand, Addae, Parboteeah and Velinor (2008) stated that organisational commitment is important to public sector employment in St Lucia. Public sector always been indicated to low commitment compare to private sector. Zeffane (1994) found that employees who work under private sector are more flexible than public sector due to the rules and regulations which are necessary to be obeyed by public sector employees and this flexibility had contributes high commitment to the private sector employees. St Lucia

is a developing country, in this country the public sector is the largest employer as compare to the private sectors. Hence, the organisational commitment is directly affect the development of the country in terms of politic, economic and society, especially when facing challenges due to the dynamic environment (Addae, Parboteeah and Velinor, 2008).

Other than healthcare industry, banking sector and public sector, organisational commitment is also essential in education sector. Education is one of the essential factors of development in every country (Ozturk, 2001). Human capital can help a country to achieve economic development, social progress and improving income distribution. Obama (n.d) stated that people should invest in education sector, because this can benefits the next generation of the country. President Obama stated that teachers are the builders of a nation. In others words, teacher plays an important role in order to educate talented students. The quality of teachers and teaching method is the important factors that influence student's result (The Important of Teaching,2010).

Memari, Mahdiah and Marnani (2013) showed that level of job satisfaction will affect the level of organisational commitment. Hence if the job satisfaction is high it will improve the employee job performance. In others words, with the improvement of job performance by teachers, consequently this can improve the performance of students. This is due to the reason that teachers are motivated to educate the students.

Prior studies on factors influencing employee towards organisational commitment are and the security of job, predictive ability of perceived organisational support, components of job satisfaction, including pay, task requirement, organisational policies, autonomy, interaction and professional status as well as years of experience on organisational commitment (Abdullah & Ramay, 2012, Chitpakdee et al, 2011). Apart from these factors, other factors that are crucial towards organisational commitment are empowerment and justice.

The present study investigates the important of empowerment and organisation justice on organisational commitment in educational sector. Conger and Kanungo (1988) defined empowerment is the way to enhance the feeling of self-efficacy in the employees in the organisation and provide them the discretion and latitude within an organisation.

Bolin (1989) explained that empowerment can give right to teacher exercise their professional judgment in order to achieve goals of school. Terry, (n.d.) stated that principal in secondary school is the leader who give empowerment towards teachers and let them making decision. According to Terry, (n.d.), it is important for principal in school create an environment encouraging to empowerment. This is because teachers can able to apply their creativity in teaching. Empowerment can retain good teachers in education sector and also attract new generation to join this sector (Erlandson & Bifano, 1987). According to Terry (n.d), stated that if empowerment is not implemented or supported by principal, authoritarian of principal will make teacher feel unhappy and bored. This is because teachers have no freedom in making any decisions therefore they can only follow the supervision by principal. They are not allowed to take risks in the curriculum and as a consequence, creativeness in teaching techniques among teachers will reduce.

According to Aslam and Sadaqat (2011), employee prefers working place with justice as this provides them a sense satisfaction and eventually they be more committed with their organisation. When employees are treated fairly in the organisation, reciprocal response will be given towards the organisation. Similarly, teachers need justice in their working environment as an incentive in order to guide and teach their students properly (Aslam and Sadaqat, 2011).

Generally, teacher's commitment is very important as it indicates their performance and teaching quality in school (Ting, 2013). According to the equity theory of Adams (1965), when teachers perceive injustice, naturally there may behave unfavourably and hence affect school's performance. The study of Ting (2013) concluded that justice of teachers in public universities have a significant effect towards organisational commitment. Yavuz

(2010) stated that effective school leaders encouraged a good culture and this culture can become the foundation of their democratic and social justice values. Hence, in the study of Yavuz (2010) concluded that if teachers perceive high organisational justice, this will also increase their organisational commitment.

1.3 Problem Statement

Nowadays, teachers' responsibilities have expanded out of the classroom into the school (Hargecas, 1994; Mayer, 2003). Traditionally, teaching was an isolated profession where teachers spend most of their time in separate classrooms and work independently. However, recent decentralization requires teachers' involvement in decision-making in the areas of curriculum, budgeting and program management (Beare, 2011). In other words, teachers have to collaborate, not only among the colleagues, but also with administration and even the wider school community. Arguably, the role of a teacher has moved from the narrow, traditional base of classroom instructor into a way more complex and challenging job of teaching.

Generally, teachers always show great enthusiasm and commitment at the beginning of their careers. However, they will eventually undergo a period of frustration and uncertainty after a time of experimentation. To make matter worse, this is often followed by stages of conservatism and even the disengagement (Huberman, Grounauer & Marti, 1993). So, it is obvious that this situation may discourage teachers from implementing changes in the class or school environment and even put a brake on voluntary participation in extra-curricular activities.

Compensation that had been given to teachers become one of the main reasons that affect the levels of commitment towards the school (Lee, 2004). Other than that, work conditions, salary, employee input in policy development, and work condition are also the factors that can increase or enhance organisational commitment in education level (Nawab & Bhatti, 2011). Moreover, in Pakistani public sector university faculty, the

environment of work and salary satisfaction and quality supervision are significant forecasters of organisational commitment (Malik, Nawab, Naeem & Danish, 2010).

According to Adams (1965), motivation and performance of the employees in the organisation are affected by the level of fair treatment in the organisation. Hence, this shows that organisational justice high possibly affects employees commitment towards organisation and intention to leave the organisation. Besides that, the perception of justice by individual may be related when they tend to make comparison within or outside the organisation. Hassan (2002) found that the employee commitment will increase as the decision made and the processes were observed as fairly.

Gardner and Siegall (2000) reported that employees who are psychologically empowered can provide the sense of self-esteem. This is due to the reasons authority and responsibility had been given to the employees to handle their jobs. This can help the employee to be committed to for their organisation. Nowadays, secondary school teachers teach their students only the important for exam instead of passing knowledge to student. This neglected the need of balanced personal development among the students. This process wills loss people-oriented among teachers and turned children into robots. Standard answers are teaches by teacher towards students in order to score well in standardization exam, hence teacher loss their professional voice regarding teaching. Thus, this can be concluded that teacher loss their professional judgment and creativity in the way of teaching (Blase & Anderson, 1995).

There were some researchers have been conducted to examine the outcomes of perceived equity among employees in Western Countries (Folger and Konovsky, 1989, Greenberg, 1993; McFarlin & Sweeney, 1992). These studies have shown that perception of employee about organisational justice can help to predict the intention of employee's to stay in the organisation. Moreover, organisational justice also can use to evaluate the employees job satisfaction and organisational commitment.

Despite various types of examine organisational commitment had been found in previous studies, examination on the impact of different dimension of organisation justice (Distributive Justice and Procedural Justice) and empowerment (Meaning, Competence, Self-determination, and Impact) on organisational commitment among secondary schools teachers in Malaysia context were limited. As such, this study will investigate employee's organisational justice and perceived empowerment that will influence the organisational commitment through surveying the education sector's teachers. The research results will reveal the impact of empowerment and organisational justice towards the organisational commitment among school teachers.

Last but not least, according to The Star Online (2013), Tan Sri Sri Megat Najmuddin said that nowadays fresh graduates can be produced thousand for each year in our country however they are lacking of critical thinking and communication skills in order to survive in the real working place. In others words, this show that education sector still facing the some problems in producing high quality of students or graduates. Therefore, several alternatives should be applied to solve the problem in education sectors. This can be done by changing current teaching skills or management skills in schools or organisation.

1.4 Research Objective

1.4.1 General Objectives

- To find out the influence of organisational justice (Distributive Justice and Procedural Justice) and psychological empowerment (Meaning, Competence, Self-determination, and Impact) towards organisational commitment.

1.4.2 Specific Objectives

- To determine the relationship between meaning cognition and organisational commitment.
- To determine whether there is a significant relationship between competence cognition and organisational commitment.

- To determine the significant relationship between self-determination cognition and organisational commitment.
- To determine the relationship between impact cognition and organisational commitment.
- To determine the relationship between procedural justice and organisational commitment.
- To determine the relationship between distributive justice and organisational commitment.

1.5 Research Questions

- Does meaning cognition influence organisational commitment?
- Does competence cognition influence organisational commitment?
- Does self-determination cognition influence organisational commitment?
- Does impact cognition influence organisational commitment?
- Does procedural justice influence organisational commitment?
- Does distributive justice influence organisational commitment?

1.6 Hypotheses of the Study

The hypotheses that will be tested in this study are as below:

The first hypotheses examined the relationship between psychological empowerment (meaning, cognition, self-determination and competence) on organisational commitment.

Hypotheses 1 a

Ho: There is no significant relationship between meaning cognition and organisational commitment.

H1: There is a significant relationship between meaning cognition and organisational commitment.

Hypotheses 1 b

Ho: There is no significant relationship between competence cognition and organisational commitment.

H1: There is a significant relationship between competence cognition and organisational commitment.

Hypotheses 1 c

Ho: There is no significant relationship between self-determination cognition and organisational commitment.

H1: There is a significant relationship between self-determination cognition and organisational commitment.

Hypotheses 1 d

Ho: There is no significant relationship between impact cognition and organisational commitment.

H1: There is a significant relationship between impact cognition and organisational commitment.

The second hypotheses examined the relationship between organisational justice (procedural justice and distributive justice) and organisational commitment.

Hypotheses 2 a

Ho: There is no significant relationship between procedural justice and organisational commitment.

H1: There is a significant relationship between procedural justice and organisational commitment.

Hypotheses 2 b

Ho: There is no significant relationship between distributive justice and organisational commitment.

H1: There is a significant relationship between distributive justice and organisational commitment.

Hypotheses 3

Ho: Psychological empowerment (meaning, impact, self-determination and competence) and organisational justice (procedural justice and distributive justice) not significantly explain the variance of organisational commitment.

H1: Psychological empowerment (meaning, impact, self-determination and competence) and organisational justice (procedural justice and distributive justice) significantly explain the variance of organisational commitment.

1.7 Significance of the Study

This major purpose of this study is used to provide a better understanding on the relationship of psychological empowerment and organisational justice towards organisational commitment. The result of this research can help to provide the useful information of influence in competence, meaning, competence, self-determination cognition, distributive and procedural justice towards the organisational commitment.

In addition, through this study, it can help in developing ideas that teacher's commitment is critical in knowledge or developing country, which is our country, Malaysia. Besides that, constant evolution of education in this globalization world, we need to consider the empowerment and justice given to teachers. Therefore, the negative outcome such as intention to leave and turnover rate can be decreases. Instead teachers should give the opportunity to make decision on their own and treated equally by school authority. Thus, this study is significant because it help to assist teachers or education leaders in the way of enhancing the organisational commitment levels in schools.

The level of teacher's commitment plays a crucial factor in school organisational and effectiveness (Ling & Ibrahim, 2013). Commitment of teachers will also lead to improvements in teachers' performance. When the performance of teachers is perform ultimately which will also lead to improvements in teaching skills. According to Razak,

Darmawan, and Keeves (2009), teachers play main role in delivering and promoting high quality of instruction and learning skills. Moreover, according to Beare's study (as cited in Crosswell, 2006), teachers also need to involve in larger extent in the school management and decision making. In other word, teachers need to be provided empowerment to make decision making in the schools.

In Malaysia, The normal working hours for secondary school teacher are 8 hours per day. However, based on the research done by Sultan Idris University of Education 2011 (as cited in Malaysia Education Blueprint 2013-2025, they had identified that teachers need to work as high as 77 hours per week. This means that that teachers need to spend 37 hours more per week to accomplish their infrastructure activities and administration work. Teacher in Malaysia have to do tremendous of paper work. According to China Press, 2013, teachers in Malaysia need to key in sixty five datas into two systems, which are SAPS (Sistem Analisis Peperiksaan Sekolah) and SPPBS (Sistem Pengurusan Pentaksiran Berasaskan Sekolah). This shows that the duration of total working hours for teachers are very long and it is double of their normal working hours.

President of KPPK ("Kesatuan Perkhidmatan Peguruan Kebangsaan Malaysia") stated that teacher's workloads are heavy and they need to spent much more time in order to handle the paper works and data key-in. This result was supported by Education Management Information System (EMIS). EMIS is a web-based system developed by Ministry of Education in Malaysia. EMIS helped in collecting school data for supporting planning of education ministry and also education researcher (Ibrahim, 2005). EMIS indicates that teacher spent around 2.4 to 2.9 hours per day on average teaching in classroom. In this case, if the teachers unable to sense the effort are equal to rewards, they tend to give up.

In addition, if school teachers feel that the school's procedure is fair enough, they are likely to view the school positively or provide highly commitment in the organisation. This can motivate them to remain committed to their respective schools, in the opposite if school teacher perceive unfairness, they are tend to be demotivated. Nevertheless, related

authority can refer to this research and this can help to enhance and improve the commitment of teachers in schools.

According to Wohlstetter and Mohrman (1993), School-based management (SBM) offers decentralisation system to promote and improve the power of control from main department to each school. By implementing this system, it able to give school administrators, teachers, and parents more power to control over what happens in schools.

As teachers need to perform variety of tasks and exposed long working hours, as such it is essential for management of the school to ensure empowerment and justice so that teachers are committed to the organisation.

1.8 Chapter Layout

Chapter 1: Introduction

This chapter covers introduction, research background, problem statement, research objective, research question, hypotheses of study and significance of the study.

Chapter 2: Literature review

This chapter describes a thorough study of the theories, concepts and models surrounding the area of research. A conceptual framework of our research and hypotheses were developing from the literature reviews. Besides the review of relevant theoretical framework of several journal articles, theses, online sources, textbooks and other sources have been enclosed in this chapter. This helps to build the foundation of proposed framework of this study. Therefore, all the secondary data was used to conduct hypothesize between the independent variables (Empowerment: self-determination, meaningful, impact, and competence; Justice: Distributive Justice and Procedural Justice) and dependent variable (Organisational commitment)

Chapter 3: Research Methodology

This chapter describes how the research will be conducted in terms of research design/framework, sample used, scales measurement, questionnaire design, data collection, and methods of analysis.

Chapter 4: Research Results

Additional explanation and expansion of the research analysis will be discussed in detail on chapter four. The research results related to research question and hypotheses will be presented in this chapter. The statically outcomes are presented in statistical format, such as table and graph. Statistical software, SAS software is used to analyse the data for this study.

Chapter 5: Discussion and conclusion

The discussion of the research will be discussed in the end of this chapter. The part that consists in this chapter includes summary of statistical analysis and finding of this study. In addition, implications and limitations of this research are also discussed in this study. Last but not least, recommendations for future researchers are also provided in this chapter.

1.9 Conclusion

The conclusion of chapter 1 is briefly introduced the topic and the variables. We also found the basic Hypotheses of the Study and why we conduct this research. In the next chapter we will further discuss about the topic and literature review.

In this chapter, rresearch background and problem statement had provided a basic and better understanding before continue to next chapter. Besides that, the research objective, research question, hypotheses of the study and significance of the study are also includes in this chapter. Last but not least, literature review, research methodology, research result, discussion and conclusion are to be presented in the following chapter.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter is about the influence of organisational justice and perceived empowerment towards the organisational commitment in the educational sector specifically among secondary teachers. Independent and dependent variable have been covered in the literature review and a relevant theoretical model and framework was constructed in order to develop the hypotheses for this study. The independent variables for the study are impact cognition, meaning cognition, self-determination cognition, competence cognition, distributive justice and procedural justice. In the contrary, the dependent variable will be organisational commitment.

2.2 Organisational commitment

Brown (2003) stated that organisational commitment is the individual's participation rate or the behaviour of personnel, which ties the attitude of an individual to an organisation. Allen and Meyer (1990) have categorized the organisational commitment into three different types, which are affective, continuance and normative commitment.

Affective commitment refers to employee's emotional attachment on the organisation. Employee gets emotional attach when they found themselves comfortable with the working environment. Always, a committed employee will have the initiative to identify the goal of the organisation and willing to remain as part. These employees commit to organisation because they "want to".

In the meantime, continuance commitment states that employees willing to commit to organisation because of the consequences of leaving the organisation. In other words, leaving the organisation implies losing their retirement funds, accumulated sick leave and even relationships among colleagues. Therefore, it is obvious that they remain as a member of organisation because they “need to”, and not because of ethical attachment.

Last but not least, normative commitment proposed that the employee stays with the organisation because of the feeling of obligation. Often, employees may feel obligated when they had get along with the colleagues or had been benefited from the organization. Thus, these employees commit to organisation because they “ought to”.

In addition, the researcher stated that organisational commitment is related with the strength of individual who participate and involve with the specific organisation (Porter, Steers, Mowday & Boulian, 1974). They classified the affective commitment into three factors. First, individual has strong belief in the value of the organisation. Second, individual has the effort to act on behalf of the organisation. Last, individual has the desired to sustain their relationship with the colleagues in the organisation. This is supported by Bateman & Strasser (1984) where organisational commitment has been considered as multidimensional in nature. This is because organisational commitment also involved the loyalty of employee and their willingness to work for the organisation and maintain relationship.

Noor and Noor (2006) stated that employees will remain in the organization if they have strong affective commitment to the organization. When employees agree with organization’s objective, they will remain to perform for the organization. Oppositely, they will choose to leave the company if they are no desire to be involved and commit to the organization.

Reichers (1985) stated that continuance commitment is the willingness of employees to stay in the organisation due to the ‘non-transferable’ investment. He had further explained that non-transferable investment includes retirement fund and relationship with

other employee in the organisation. Moreover, Allen and Meyer (1997) stated that employer who encourages continuance commitment in the organisation will make employees hard to leave the organisation.

The researcher stated that this type of commitment happens when that individual believes that they have their obligation to the organisation or workplace (Meyer & Allen, 1991). That individual will contribute to or remain with the organisation due the feeling of responsibility. In brief, personal belief and moral is the reason that enhanced employees' commitment (Allen & Meyer, 1990).

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Meyer and Allen (1991) defined organisational commitment as a multi-dimensional concept which had important impact on the organisation through employee performance, turnover, participation, involvement and also the influence on attitudes. The researcher divided the commitment into five components, each of which was created by different categories which are affiliate, associative, moral, affective and structural.

According to Memari, Mahdih and Marnani (2013), there are positive relationship between organisational commitment and employees' job performance. It means that, organisational commitment has significant effect on the employee's job performance. If the organisational commitment is high among the employees, the job performance and motivation towards the job given will also increase.

Chitpakdee, Chontawan, and Siew, (2011) stated that there are high turnover rate in the healthcare industry Malaysia. Nursing Board, Malaysia (2010) stated that the turnover rate among nurse in Malaysia from the year of 2005 to 2010 had increased more than

50%. Hence, majority of the healthcare organisations had increased the recruitment and retain nurses in order to lower down the turnover rate among nurses. According to (Chitpakdee et al, 2011), nurses who worked in organisations that appreciated their contributions and cared for their welfare were highly committed and loyal to their organisations. In addition, nurses are satisfied with their job if patients appreciate their nurse care. Nurses who are satisfied with their job will stay longer with their job. Besides, nurses with more experience are more committed to their organisation than those with short years of experience. This is because they can get accumulated benefits from the organisation (Chitpakdee et al, 2011).

For the new graduate nurses, empowerment is important for them in order to provide good care to patient (Carol, Julia, & Heather, 2006). This is because empowerment can affect their emotional exhaustion, and this will directly affect their commitment towards the organisation. According to Kanter (1993), an empowerment working environment allows employees to access full set of information and source easily in order to make a suitable decision. By this way, graduate nurses will be motivated and willing to commit more towards their job.

Research done by (Abdullah & Ramay, 2012) shown that young business graduates in Pakistan are keen to work in banking sector. However, long working hours and computer illiteracy are causing employees' poor performance. A few banks in Pakistan still perform the task manually (Abdullah & Ramay, 2012). This is the factor that causes employees resignation, absenteeism and low performance. In the last decade, multinational and private banks had entered into Pakistan.

Batool & Ullah (2013) investigated that job stress can affect employee's commitment toward organisation. The result showed that if job overload, employees are feeling stress to complete the task given. Banking sector have undergoes huge transformation (Batool & Ullah, 2013). Traditional transaction like transfer moneys to another parties already be replaced by innovative online banking system. Organisational revolution will bring uncertainty to the employees (Difonzo & Boedia, 1998). Employees will feel insecurity

and loss of control (Blake & Mouton, 1983). However, employees need to adopt to change in order to survive. They need to have frequently overtime in order to bear the responsibility (Batool & Ullah, 2013). This can bring negative effect to the productivity and effect individual performance. The organisational commitment among employees also will be low (Difonzo & Boedia, 1998).

2.3 Organisational Justice

There were some research have been carried out to study the effects of equity among the employees. These researches have shown that employee's intention to leave, job satisfaction and organisational commitment might predict by the employee perceptions about organisational justice (Folger & Konovsky, 1989, Greenberg, 1993; McFarlin & Sweeney, 1992).

According to Hassan (2002), employee commitment can be increased and reduced tendency to leave the organisation if the process of allocation decisions (procedural justice) and allocation decisions (distributive justice) were fairly perceived. Organisational justice mainly clarifies the perceptions of fairness by individuals or group from the organisation (Greenberg, 1990). Organisational justice is an idea that expressed the perceptions of employees about the fairly treatment in the organisations (Moorman, 1991) and how such perception influenced the organisational outcomes and performance (Greenberg, 1996).

The topic of organisational justice has become one of the most popular and most researched zones in the fields of organisation and management. According to Cropanzano, Bowen and Gilliland (2007), organisational justice has the potential to build powerful welfares for employees and organisation such as construct better trust and commitment, which help to improve the citizenship behaviours, job performance and customer satisfaction, while minimize the conflict (Cropanzano, Bowen & Gilliland, 2007).

Organisational justice is one of the influencing factors in creating and promoting organisational commitment (Hashemi & Sadeghi, 2013). In addition, justice is also very important in different industry. According to Hashemi and Sadeghi (2013), they had proved that there is a link between justice and organisational commitment in banks or financial institutions. Furthermore, based on the research of Sjahrudin and Sudiro (2013), organisational justice has no significant direct effect toward organisational citizenship behaviour improvement, but effect of organisational justice toward nurse organisational commitment at Hospitals in Makassar and organisational citizenship behaviour nurse when trust in managers higher.

According to the equity theory of Adams (1965), when teachers perceived injustice, there may be perform negative attitudes or Behaviours that will affect school's performance. The study of Ting (2013) concluded that justice of teachers in public universities have a significant towards organisational commitment. According to Yavuz (2010), successful school leader build a culture of collaboration, support and trust. This culture was firmly rooted in their democratic and social justice values and beliefs. Therefore, Yavuz (2010) concluded that the commitment toward organisation will increase if teachers can highly perceive organisational culture and organisational justice.

2.3.1 Distributive Justice

Mitchell, Holtom and Lee (2011) distributive justice was defined as the fairness of sharing benefits among the employees within the organisation. In other words, every employees hope that their efforts is equal to the rewards. If employees perceived that they treated fairly, they are willing to work harder to insist organisation productivity and opportunities. They also indicate that fair judgment can measure by level of pay or promotion opportunities.

Greenberg (1986) investigated that distributive justice relates to incentives, relates to how employees perceived fairness of the incentive allocated. Generally, employees would compare the amount allocated for various efforts that have been given. They are

concentrating on the incentive pay outcomes. In a nutshell, distributive justice is explained more variance in pay satisfaction. According to Adams, 1965 and Greenberg, 1990), distributive justice has a “content” focus and defined as employee perceptions of the fairness of outcome received. Allocation of resources and opportunities towards employees must be fair. Folger and Cropanzano (1998) also support that distributive justice is consider as the perceived fairness of the outcomes. They indicate that distributive justice is related to the outcomes such as salary and recognitions.

According to equity theory (Adams, 1965), individuals should receive output consistent with their inputs. Citera and Rantsch (1992) indicate that employees are expected to maintain or increase their inputs to increase their outcomes. Distributive justice exists when the actual outcomes are match with expected outcomes. The willingness of individuals giving effort are depends on the attraction of the output such as pay ad recognition. The rewards paid must match with employee’s performance.

Individual who have a higher distributive justice perception have more job satisfaction and higher performance. It can leads to less resignation since they are highly committed to their institutions (Turgut, Tokmak & Gucl, 2012). Input Turgut et.al (2012) claimed that there is a positive significant relationship between distributive justice and organisational commitment.

Moreover, Karim and Rehman (2012) stated that organisational commitment is significantly associated with employees’ perceptions of fair principles and procedures. In their study, they proved that distributive justice have a strongly correlated with organisational commitment. An employee who perceives that the commitments he makes to his work and the outcomes are consistent, they tend to be more loyal to their organisations and retain a positive attitude towards their jobs. Therefore, they are doubtful to change their jobs and consider their current job is better than the others (Karim & Rehman, 2012).

2.3.2 Procedural Justice

Lind and Tyler (1988) stated that procedural justice is significant to organisational commitment. Employees commitment toward an organisation will increase if the procedural justices are fairly perceived (Hassan, 2002). McFarlin and Sweeney (1992) stated that perceived equity as a form of procedural justice used to predict organisational commitment. It is supported by some study found that procedural justice has a significant positive relationship with organisational commitment (McFarlin & Sweeney, 1993).. They stated that procedural justice is one of the factors to predict organisational commitment. According to Hassan (2002), it stated that equity perceptions have a positive affiliation with organisational commitment while negatively related to employee's intention to leave.

Procedural justice would affect motivation of employees such as commitment to the organisation because the existing of procedurally fair practices indicate the organisation respect the rights of their employee (Nasurdin & Ahmad, 2001). It is supported by the study of Nasurdin and Ahmad (2001) stated that procedural justice has a positive significant relationship toward organisational commitment.

According to Bakhshi, Kumar and Rani (2009), employees will develop a communal relationship with the organisation if they were fairly treated. In their research, they conclude that procedural justice was positively related to organisational commitment. If an organisation perceived highly procedural justice among employees, their intention to leave will be decreased and more committed to their organisation (Bakhshi, Kumar & Rani, 2009). In other words, company which has fair practices able to bring many positive outcomes such as retain employees, reduce turnover, increase employees' commitment and satisfaction, and improve performance (Bakhshi, Kumar & Rani, 2009).

2.4 Perceived Empowerment

Thomas and Velthouse's study (as cited in Choong, Wong & Lau, 2011) that there are four cognitions for empowerment which are impact, competence, meaningfulness and choices. These four cognitions can be known as the intrinsic task motivation. On the other word, these cognitions will help to motivate the individual. Moreover, through the four combinations, it reflects how an individual has the desire to complete their own role. In the other hand, Spreitzer (1995) make some improvement on this model by renamed the meaningfulness cognition to meaning and change the choice cognition to self-determination.

Conger and Kanungo's study (as cited in Spreitzer, 1995), stated that empowerment from the social-structural perspective is about sharing of power, this can be done by distribute the power to the lower level of the organisation. Besides that, this can be supported by Gardner and Siegall (2000), stated that organisations have changes their structures to replace their traditional hierarchical management structures with empowered work teams. These work teams has full responsibility of what they do and handle things that traditionally handled by management in the past.

Nowadays, empowerment plays a vital character in an organisation of different sectors. There are more than 70 percent of organisations have adopted empowerment as initiative for their workforce (Ambad & Bahron, 2012). According to Ali (2013), there was a significant positive relationship between employees' empowerment and employees' commitment to their organisation in banking industry of KPK, Pakistan. Empowerment has positive effect on organisational commitment in IT executives of Indian software industry (Jha, 2012).

Employees who had been given empowerment able to increase organisational commitment in an organisation and hence leads to increase in competitiveness, accountability, risk taking, highly innovativeness, low wastage, and the desire to improve overall job performance (Sahoo & Das, 2011). According to Sahoo and Das (2011),

perceive empowerment able to build autonomy for all employees. This is because empowerment allows the sharing of responsibility and power at all levels, builds employee self-esteem and energizes the workforce for better performance. Moreover, empowerment enables employees to consider themselves as having impact on organisation such as freedom, autonomy and personally connected to the organisation (Sahoo & Das, 2011). Therefore, they conclude that empowerment can increase the organisational commitment which increases the level of individual commitment and help for achieving organisation goals.

2.4.1 Meaning

Spreitzer's study (as cited in Lotfollah, Mehdi, Hamidreza & Saied, 2011), meaning is defined as purpose to the work goal. However, according to Thomas and Velthouse's study (as cited in Choong, Wong & Lau, 2011), the meaning of the job is depending on the individual requirement towards the job's beliefs, values and Behaviours. In the most ideal situation is the individual known that the jobs they doing are important for the organisation. Moreover, according to Brief & Nord (as cited in Choong et al, 2011), every company must ensure that they have the ability to assign each employee's work task is same with the employees ability to complete the task. This will enhance the meaning of the work and hence ensure they are motivated and willing commit to the organisation.

2.4.2 Competence

Besides that, competence is considered as the self-confidence of individuals that enable them to have the skills to complete their entire job scope requirement. In other words, this will ensure the individual to complete their assigned job with the skills and abilities and also promote their performance.

According to Rawat (2011), competence able to make employee feels that they can perform the job with their abilities and skills. This sense can encourage them to put more effort on the organisation's activities. On the other hand, Thomas and Velthouse (as cited in Choong, Wong & Lau, 2011) competence cognition is defined as the level of an individual employee's ability to complete their task with the skills they have.

2.4.3 Self-determination

Self-determination is defined as sense of a person towards the control of a work (Greenberger & Strasser, 1991). On the other hand, Thomas and Velthouse (1990) also explained that self-determination refers to the ability of a person to control his work. Besides, self-determination also can be defined as freedom and autonomy in theoretically (Vansteenkiste, 2006). It is a perception that a person contains to believe that himself have the right and ability to make decision based on their own thinking. This can be supported by Quinn and Spreitzer (1997) stated that self-determination owned by a person had the autonomy to carry their work by their own way. Kirkman and Rosen (1991) stated that workers have self-determination able to control their own works and get involved in the work-related decision making to improve the organisation. There are some research shows that self-determination able to enhance work contentment and effectiveness (Spreitzer, 1997; Thomas & Tymon, 1994).

2.4.4 Impact

According to Seligman (1975), impact is defined as psychological of an individual believed that individual has little ability control over the results. Impact also can be defined as believe of a person's completed job task directly affect the outcomes of an organisation (Ashforth, 1989). Besides, Thomas and Velthouse (1990), stated that impact of individuals make them believe that their job behaviour influence the organisational outcomes in terms of strategies, management, administration and operations. Based on the Spreitzer (1997) impact of an individual is able to enhance

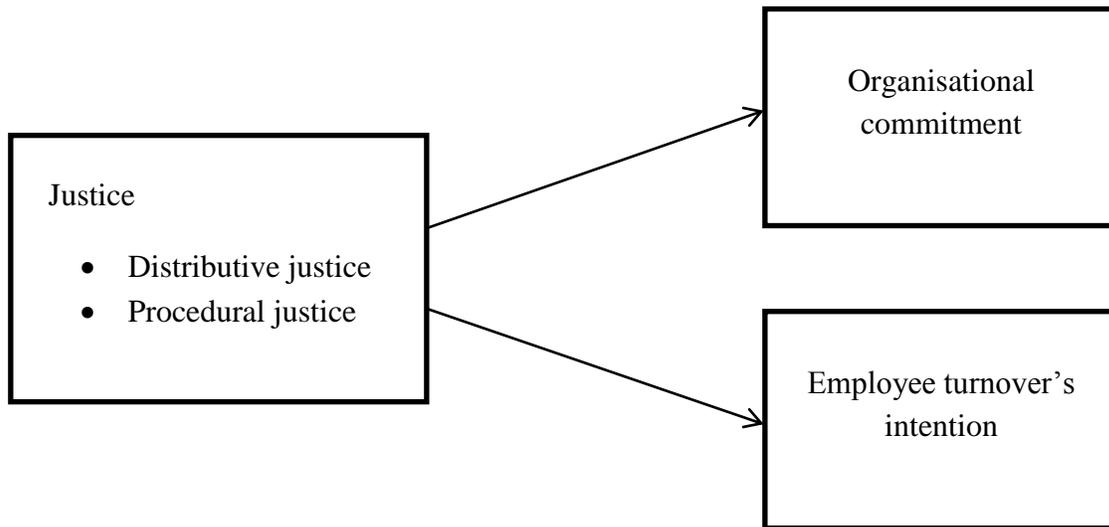
work satisfaction and effectiveness. This means that the employees with impact able to enhance the organisation performance as Kirkman and Rosen (1999) stated that the workers which having impact are able to contribute in shaping the organisational system. Hence, impact make the employees feel that they able to perform better and influence the organisation outcomes.

2.5 Review theoretical framework

2.5.1 Organisational Justice

Review the Relevant Theoretical Models

Figure 2.1: Relevant Theoretical Models



Source:

Ponnu, C. H. & Chuah, C. (2010). Organizational commitment, organizational justice and employee turnover in Malaysia. *African Journal of Business Management*, 4(13), 2676-2692.

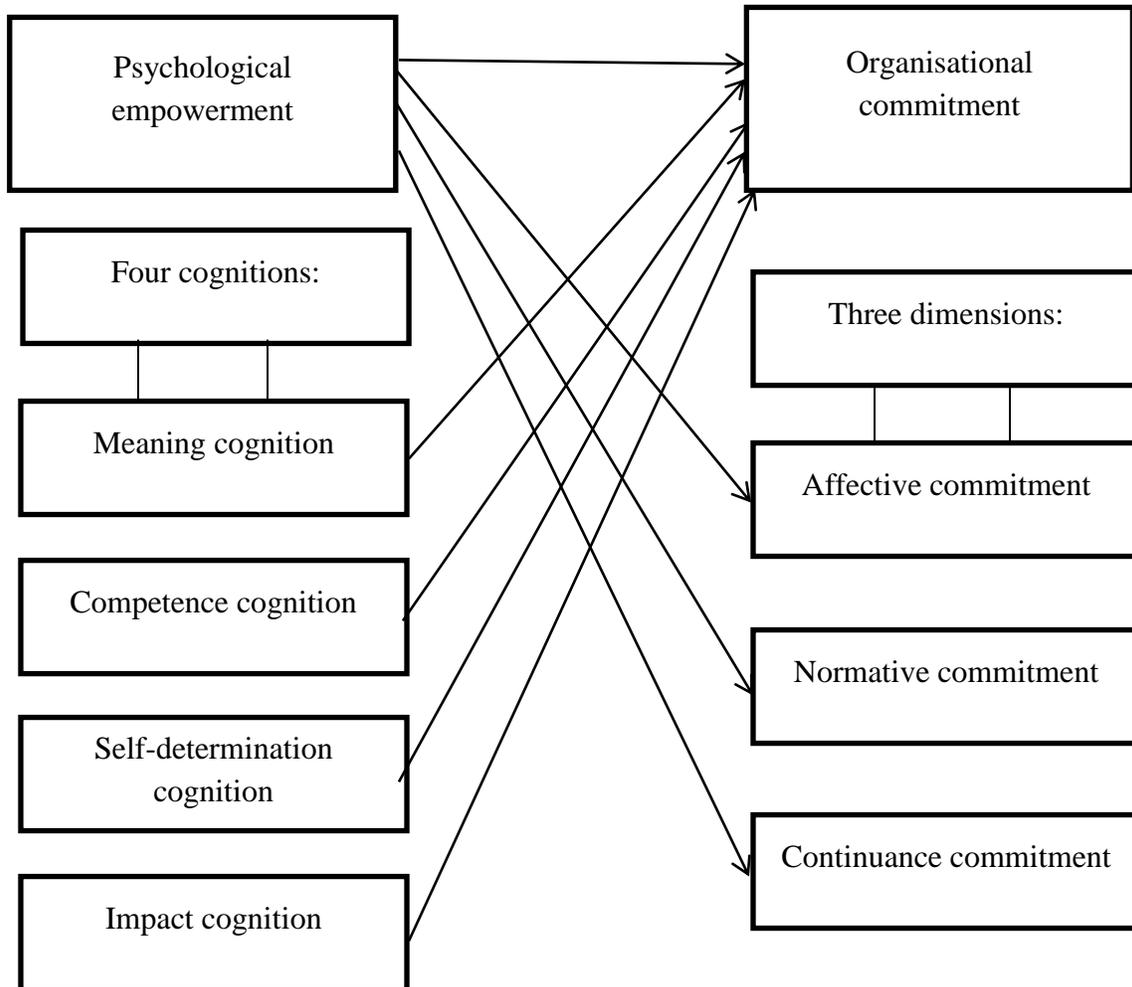
According to Ponnu and Chuah (2010), there was a positive significant relationship between the organisational justice (procedural justice and distributive justice) and organisational commitment. In other word, high procedural and distributive justice enhances employee's commitment. In addition, study of 172 samples from various organisation across industries by Ponnu and Chuah (2000) showed that there was a negative significant relationship between the organisational justice (procedural justice and distributive justice) and turnover

intention. This means that employees will less likely to leave the organisation if the procedural and distributive justice were high.

2.5.2 Perceived Empowerment

Review the Relevant Theoretical Models

Figure 2.2: Relevant Theoretical Models



Source:

Choong, Y. O., Wong, K. L., & Lau, T. C. (2011). Psychological empowerment and organizational commitment in the Malaysian Private Higher Education Institutions: A review and research agenda. *Academic Research International*, 1(3), 236-245.

Result from Choong, Wong and Lau (2011) has shown that there are significant relationship between psychological empowerment and organisational commitment.

Choong et al. (2011) further explained that by focusing on the four cognition of psychological empowerment can increase the academic staff organisational commitment in Malaysian Private Higher Education Institutions.

According to Choong et al. (2011), there is significant relationship between psychological empowerment and organisational commitment. Lotfollah, Mehdi, Hamidreza, and Saied (2011) stated that there was positive and meaningful relationship between empowerment and organisational commitment. They determined that increase in psychological empowerment will lead to increase in job satisfaction and organisational commitment. Psychological empowerments have positive significant relationship with organisational commitment.

Choong et al. (2011) stated that meaning, self-determination, competence and impacts cognition are related to organisational commitment. Similarly, Lotfollah, Mehdi, Hamidreza and Saied (2011) found that the meaningful, impact and self-determination have relationship with organisational commitment. On the other hand, Chen and Chen (2008) found out that meaning, impact and competence have significant related to organisational commitment. However, they had revealed that self-determination is not significant to predict organisational commitment.

Finding from Choong et al. (2011) has shown that psychological empowerment influences the affective commitment and continuance commitment. Research by Lotfollah, Mehdi, Hamidreza and Saied (2011) stated that there are positive relationship between psychological empowerment towards the affective commitment and normative commitment. However, there were no relationship between psychological empowerment and continuance commitment.

2.6 Proposed Theoretical/ Conceptual Framework

Figure 2.3: Proposed Theoretical/ Conceptual Framework

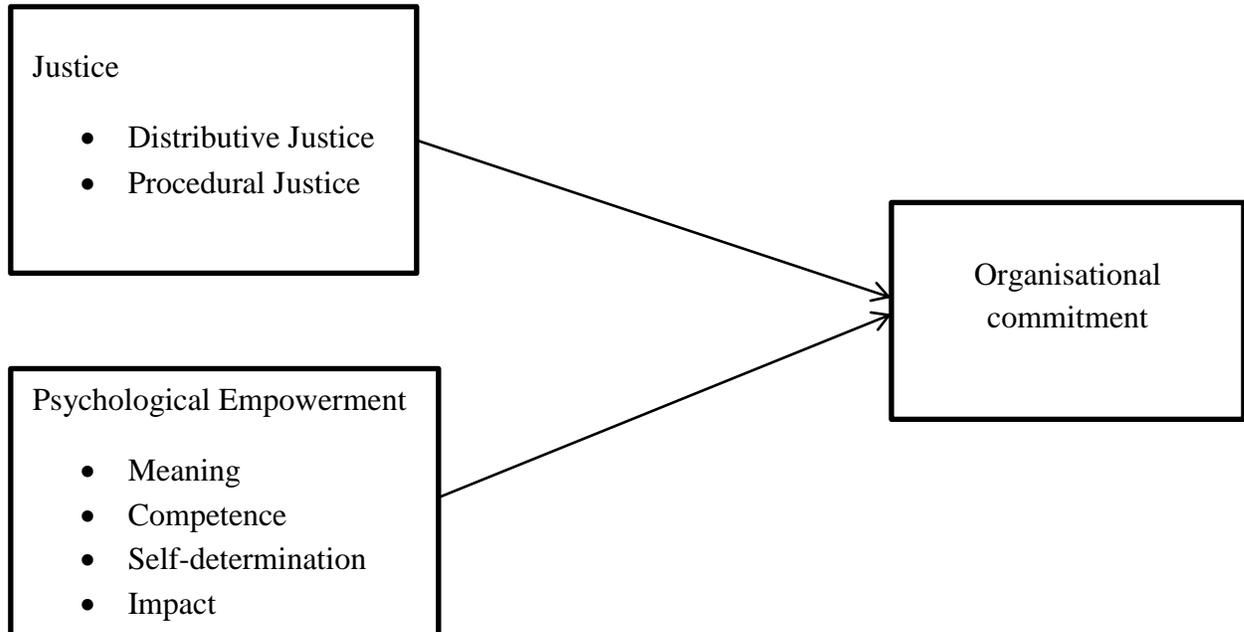


Figure 2.3 shows the proposed theoretical framework of our study. It examines the impact of organisational justice and psychology empowerment towards organisational commitment.

Based on the literature review, psychological empowerment is significantly influence organisational commitment. There are four main dimensions of psychological empowerment which were meaning, competence, self-determination and impact. Based on Spreitzer (1995), empowerment is a sense of control by employees in workplace. Apart from physically empowerment, the psychological perspectives also important to employees feel they are committed to the organisation. Hence, in this study the main purpose is to examine the relationship between four dimensions of psychological empowerment with organisational commitment.

In addition, Ponnu and Chuah (2010) stated that there is a positive significant relationship between the procedural justice and distributive justice with organisational commitment. It is supported by some research conclude that the positive relationship between the procedural justice and distributive justice with organisational commitment (Folger and Konovsky, 1989, Greenberg, 1993; McFarlin and Sweeney, 1992). Hence, this research also examines the relationship between two dimensions of organisation justice and organisational commitment.

2.7 Hypotheses Development

Hypotheses 1a

Spreitzer (1995) stated that the work task assigned by organisations should consistent with employees' value systems, in order to make the work become more meaningful. Employee will not feel empowered if the objective of the task is not compatible with their value systems. Oppositely, employee will feel empower and commit to the organisation if they feel that the work assigned is meaningful. Nabila (2008) found that there is no significant relationship between meaning cognition and organisational commitment. However, some previous research found that meaning cognition has significantly related to organisational commitment (Baek & Ji, 2010; Chen & Chen, 2008; Dude, 2012; Jha, 2011; Lotfollah, Mehdi, Hamidreza, & Saied, 2011).

H1a: There is significant relationship between meaning cognition and organisational commitment.

Hypotheses 1b

Spreitzer (1995) stated that employee should believe themselves have necessary skills and capability to perform their task. Hence, supervisor should assign the tasks that are attainable and not too difficult to be achieved. Besides that, supervisors should not assign the difficult tasks which beyond employee's skill and capability. As a result, this will decrease the employee's motivation and commitment towards the organisation. Some

previous research found that there is significant relationship between competence cognition and organisational commitment (Chen & Chen, 2008; Nabila, 2008). However, majority of the studies found that there has no relationship between competence cognition and organisational commitment (Baek & Ji, 2010; Dude, 2012; Jha, 2011; Lotfollah, Mehdi, Hamidreza, & Saied, 2011).

H1b: There is significant relationship between competence cognition and organisational commitment.

Hypotheses 1c

Thomas and Velthouse (1990) defined self-determination is a degree of independence about how employees do their own task. Employees will feel the sense of empowerment when they freedom to make decision for their own work. Oppositely, employee will not feel the sense of empowerment when they just follow the order from top management or supervisor. In addition, Spector (1986) explained that self-determination exists when employees have power to control their own work such as how much effort should be put and when to start or stop their task. Majority of previous studies concluded that self-determination cognition has significantly relationship with organisational commitment (Baek & Ji, 2010; Dude, 2012; Jha, 2011; Lotfollah, Mehdi, Hamidreza, & Saied, 2011). Oppositely, there is some researchers found that there is no significant relationship between self-determination cognition and organisational commitment (Chen & Chen, 2008; Nabila, 2008)

H1c: There is significant relationship between self-determination cognition and organisational commitment.

Hypotheses 1d

Spreitzer (1995) explained impact as a sense that employee can influence the organisation system. Impact defined as the degree of employees can influence organisation such as the strategy, administrative and operating outcomes (Ashforth, 1989). Choong, Wong, Lau (2011) stated that employee would perform better and have belief that influence in

organisation when impact cognition exists. Hence, supervisor should always provide opportunities to their employees by giving them opinions and suggestions. This will lead to build positive impact on their job outcomes. In addition, supervisor should give empowerment to their employees such as giving them freedom to make decision about their own work methods (Nabila, 2008). Impact cognition showed the most consistent result from previous research compare to other cognition. These researchers concluded that impact cognition has significant related to organisational commitment (Baek & Ji, 2010; Dude, 2012; Jha, 2011; Lotfollah, Mehdi, Hamidreza, & Saied, 2011).

H1d: There is significant relationship between impact cognition and organisational commitment.

Hypotheses 2a

Harvey and Haines (2005) indicated that when organisation is facing difficulty, the perception of employees towards fairness and justice will impact employees working attitudes. Justice concept can fit the disaster situation because tangible support (distributive justice). When organisation facing difficulty, the organisation's policy must consider fair to every employees, including respect to pay during blackout, focus on healthy working life style for employees, let them have time to handle family, home and shelter concern. Employees have negative attitude toward organisation if fail to receive what they consider fair.

McFarlin and Sweeney (1992) stated that there is a significant relationship (0.5) between distributive justice and organisational commitment. Moreover, there are also some researchers found out that there are strong relationship between distributive justice and organisational commitment (Greenberg, 1994; Lowe & Vodanovich, 1995).

H2a: There is significant relationship between distributive justice and organisational commitment.

Hypotheses 2b

Tyler and Caine (1981) suggested that providing intangible and symbolic outcome such as respect can increase organisational commitment. When the employee feel the organisation has targeted them the beneficial action such as procedurally fair manner, they will more commit to the organisation (Settoon, Bennet & Liden, 1996). Konovsky and Pugh (1994) explained that procedural fair practices may influence the employee's motivation such as commit to organisation because the use of the practice respects the right and dignity of each employee. Fair procedural actions imply that organisation has reflects their level of concern to its employee, thus provide a basis for employee to feel committed to their organisation (Folger & Konovsky, 1989).

Previous research found that there is a strong relationship between procedural justice and organisational commitment (Folger & Konovsky, 1989; McFarlin & Sweeney, 1992; Martin & Bennett, 1996; Sweeney & McFarlin, 1993; Tang & Sarsfield-Baldwin, 1996). It also supported by Gouldner (1960) who stated that employee will more commit to the organisation when they found that the organisation is fair procedure treat to them. Folger and Konovsky (1989) found that procedure pay hikes has contribute to organisational commitment after they conducted a survey on 217 first-line employees refer to their pay raises decision.

H2b: There is significant relationship between procedural justice and organisational commitment.

2.8 Summary

In chapter 2, literature reviews regarding the relationship between our independent variables and dependent variable are done. We have come out the theoretical framework that according our independent variables and dependent variable. At the last part we make hypotheses which will be continue in the following chapter. The next chapter we will going to formulate the research method by collecting and analysing the data to conduct test to the hypotheses.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research design, data collection methods, sampling design, research instrument, data collection, pilot test, constructs measurement and operational definition, and data analysis. In this study survey was conducting by using self-administered questionnaire to gather the primary data.

3.2 Research Design

Quantitative research method is used for present study. Quantitative research enables the generation of statistics as survey was performed by using questionnaire. This questionnaire method concerned with numbers and data which are easily quantified. The reason we choose this method is because we can collect information from a large sample of individuals. In addition, it also takes less time to complete by the respondent and this method is relatively inexpensive. (Zikmund, 2010)

There are three types of research design, which is exploratory research, descriptive research and causal research. Casual research is performed for this study as the purpose is to identify the relationship between the independent variables and dependent variable. (Sekaran and Bougie, 2010) According to Zikmund (2010) casual research is the only research that establishes cause and effect relationships. In other word, causal research seeks to identify cause and-effect relationships. This identify cause-effect relationship is appropriate for this study.

3.3 Data Collection Methods

For this study self-administered questionnaire has been used to obtain the response from the respondents. From the data collected through the questionnaire, statistical analyses can be performed in order to answer the research question and hypotheses that had been set in Chapter One. The use of questionnaire is mainly due to its convenient, and ability to cover a large number of populations. According to Sekaran and Bougie, (2010), questionnaire is a set of questions to respondents while record their answer. Usually it is the method that closely to get the result in this study. Moreover, questionnaire is an efficient data collection method, since questionnaire can be administered personally, while select the most suited respondents for this study. Moreover, questionnaire is the low cost method in which also convenient for us to collect the primary data. In fact, email the questionnaire to respondents is more convenient and even the cost is the lower than distributing the questionnaire. However, in the process of distributing the questionnaire to respondents, members of this study are there to help them if any enquiry or face difficulty with the question. Thus this can save the time of respondents to call or email to us in order to solve their problems.

3.4 Sampling Design

In this research proposal, the sampling design involves target population, sampling frame and sampling location, sampling elements, sampling technique and also sampling size.

3.4.1 Target Population

The population of this study is secondary school teachers in Kampar, Perak. According to Sekaran and Bougie, (2010), population is referring to the entire group of people, events, or things interest that the researcher willing or going to investigate in their research.

According to statistics (Appendix 1) which provided by Pejabat Pendidikan Daerah Kinta Selatan, there are total of 349 teachers in the five secondary schools which

located in Kampar, Perak. Table 3.1 shows the distribution of teachers according to schools:

Table 3.1: Distribution of Teachers

Schools Name	Number of Teachers
Sekolah Menengah Kebangsaan Sri Kampar	98
Sekolah Menengah Kebangsaan Sentosa	64
Sekolah Menengah Kebangsaan Pei Yuan	82
Sekolah Menengah Pei Yuan (Persendirian)	48
Sekolah Menengah Kebangsaan Methodist (ACS)	57
Total	349

Source: Adapted from Pejabat Pendidikan Daerah Kinta Selatan.

It is important to analyse the organisational commitment among teachers as secondary school is the stage where students are prepared for tertiary education. In other word, secondary teachers play a very important role in teaching students at this education level. Therefore, secondary teachers are selected for this study.

3.4.2 Sampling Frame, Sampling Elements and Sampling Location

According to Sekaran and Bougie (2010), sampling frame means to represent all the components in the population where the sample is collected. In others word, sampling frame is the source to conduct and collect the required information for the study purpose. In this study, school teachers are set as our sampling frame.

The sampling element in this study is those who serve as teachers in five schools specified in Table 3.1. The accurate number of teachers in these secondary schools can be obtained through Pejabat Pendidikan Daerah Kinta Selatan (PPD).

The sampling location will be in Kampar and there are five secondary schools.

3.4.3 Sampling Techniques

Sampling technique used in this study is non-probability sampling because complete list of teachers from the five schools were not available prior to the data collection.

Regarding the type of non-probability sampling, convenient sampling is selected for this research. Convenient sampling provides the availability and quickness which data can be gathered (Sekaran and Bougie, 2010). Furthermore, this approach appears to be more reasonable due to the time limit.

3.4.4 Sampling Size

There are several rules of thumb in determining the sample size. Roscoe (1975) proposed that sample size larger than 30 and less than 500 are appropriate for the most research. In addition, it also stated that in multivariate research, the sample size should be several times (preferably ten times or more) as large as the number of variables in the study. There are six independent variables and one dependent variable for this study. On the other hand, according to Sekaran and Bougie (2010), the minimum sample size that required from the total population 349 is 169. Sample size has to be selected adequately to get desired precision.

3.5 Research Instrument

Research instrument that used in this study is self-administered questionnaire. The main reason why questionnaire had been selected is because according to Sekaran and Bougie (2010), questionnaire consider as the most convenient and easy way to get feedback from our respondents. In other words, questionnaire can help us to get the direct response or answers from the respondents. Besides that, questionnaire is more economy and standardized. It is economy because it requires less time and expenses on distributing questionnaire instead of facing or interviews with the respondents while standardized in the sense that answer is under control (Sekaran & Bougie, 2010).

3.5.1 Questionnaire design

Majority of the questions in the questionnaire are closed-ended question or known as fixed-alternate question. In this case, the question that given to respondents are specific and limited alternative responses, respondents are only able to choose the answer that closed to their viewpoints. Closed-ended question had been chosen due to the ease of analysing the data from respondents. Besides that, it enables to compare the answer from different respondents in short time while increasing the speed of recording the data.

In this study, cover letter of the questionnaire includes the details of the title of this research, purpose of this research and appreciation given to respondents. Besides, it provides clarification to the respondents that all the response will be kept confidential and will be used solely for academic purpose. In addition, the contact numbers and emails of the members were provided in case of any enquiry.

The questionnaires are divided into seven sections, section A is containing all about the demographic information of respondents. Section B, C, D and E it is contains all the information about the relationship between empowerment and organisational commitment. Specifically section B is about the choice that given while doing any activities in the organisation or schools. Section C, which is related personal work's meaningful towards the organisation. Section D is about the empowerment given will be given impact on individual in the organisation. Section E is determining the level of competence of individual towards their organisational commitment. In the meantime, Section F is about how individual perceive their workplace justification, while Section G covers the item on the organisational commitment.

Likert scale ranging from strongly disagree (1) to strongly agree (5) are used for all the items from section B to Section G in the study. This enable respondent to choose their answer according to the statement provided which is Likert scale.

The question in the questionnaire for this study is either adapted or adopted by the researcher of previous study. However, minor modifications were made, so that the questions are suitable to be applied to secondary schools teachers. For example, “I would be very happy to spend the rest of my career with this schools” to “I would be very happy to spend the rest of my career with this organisation”.

Moreover, simple languages were used in the questionnaire in order to reduce complexity and readily understandable.

3.6 Data Collection

The questionnaires were distributed to the selected secondary schools teachers. Prior to the actual distribution of the questionnaire 30 copies of the questionnaire had been distributed to the schools teachers for the purpose of pilot test. Reliability test was performed from the data obtained in Pilot study. Then, actual distribution of the questionnaire started from the beginning of January, which is 5th January, 2014. The total amount of questionnaires that had been distributed to five secondary schools is 349 copies according to the numbers of teachers from Pejabat Pendidikan Daerah Kinta Selatan (PPD).

In the process of distributing, members of this study were divided into two groups to shorten the duration of distribution process. As a result, distribution was completed within five days. In the meantime, collection of the questionnaire from the selected secondary schools had taken about three weeks. In some cases, there were also teachers who had only completed the questionnaire after the collection date. Since contact numbers and email addresses of the members were provided, some of the teachers were willingly to email the feedback to the members.

For this study, the total numbers of questionnaire that had been collected from secondary schools teachers were 188 copies. This yield a response rate of 50.95%, however, there were five copies, which were not completed or left out by the teachers. Therefore, the five copies were not included in this study. Yet, with the rest of 183 copies, it is still able to meet the study minimum sample size which is 169 copies.

Last but not least, in the process of distributing the questionnaire to secondary schools, some of the schools authorities did not allow the distribution without the supported letter from University. In order to ascertain the management of then schools and respondents that all the data given will be kept confidential and will be used solely for academic purpose only a formal letter was applied from the campus authority. Only by this way, the schools authority would give the permission to distribute the questionnaire.

3.7 Pilot Test

Pilot test was conducted to examine the reliability, validity and accuracy of the questionnaire before distribute to respondents. It also helps to identify some errors like typing error of the questionnaires. To conduct the pilot test, we had been distributing thirty questionnaires to secondary school teachers located in Kampar, Perak. All the thirty questionnaires that distributed for pilot test were returned.

Data from the thirty questionnaires have been tested in reliability test by using Statistical Analysis System (SAS) software. According to Sekaran (2009), Cronbach's alpha is a coefficient to determine the reliability of the items correlated to each other. Cronbach's alpha must be more than 0.6 to consider is acceptable reliability. Based on table 2, the result of reliability test shows that all the alpha coefficients of variables are more than 0.6 which mean are consider reliable.

Table 3.2: Result of reliability test

Variables	Cronbach's Alpha
Self-determination	0.751
Meaningful	0.706
Impact	0.868
Competence	0.846
Distributive justice	0.687
Procedural justice	0.678
Organisational commitment	0.761

3.8 Construct Measurement and Operational Definition

Three types of measurement are used in this study which is nominal scale, ordinal scale, and ratio scale for section A in the questionnaire. While for section B to G, five points Likert Scale is used.

3.8.1 Nominal Scale

According to Zikmund (2010), nominal scale is the most fundamental level of measurement among others. In general, Sekaran and Bougie (2010) claimed that nominal scale is the techniques that allow the researcher to divide the subject to certain categories or groups. This kind of measurement involves value but not necessary to be a number as no quantities being represented. For example, the gender of respondents can be divided into male and female. The two groups can be allocated as code numbers of 1 and 2. In this study, nominal scale is used to measure gender and race.

For example:

1. What is your gender?

Male

Female

3. Race:

- Chinese
 Malay
 Indian
 Others (Please specify):_____

3.8.2 Ordinal Scale

According to Sekaran and Bougie (2010), ordinal scale has some characteristics of the nominal scale, however it only allows things to be arranged based on how much of some concepts they own. In other words, it classifies data into different categories in which ranking is implied. However, the value of the interval rankings is not shown. In this study, ordinal scale is used to measure age, highest qualification and the period in the particular organisation, for example:

2. Which of the following best describe your age?

- 20 – 29 years old
 30 – 39 years old
 40 – 49 years old
 50 – 59 years old
 60 or Above

4. Highest qualification:

- STPM or equivalent
 Diploma
 Bachelor Degree
 Master
 Phd/ DBA
 Others (please specify):_____

5. How long have you been in a teacher in that particular organisation?

- Less than 1 year
- 1 to 3 years
- 4 to 9 years
- 10 to 19 years
- 20 years or more

7. Number of subject taught in organisation?

- 1
- 2
- 3
- If others please specify _____

3.8.3 Ratio Scale

Ratio scale represents the highest form of measurement, since it has an absolute zero point, which is meaningful measurement point. In other word, it helps to overcome the disadvantages of the arbitrary origin point in interval scale (Sekaran and Bougie, 2010). The example of the question in the questionnaire is as following:

6. Your teaching hours per week?

(Please specify): _____ hours

3.8.4 Interval Scale

In this study, the questionnaire in section B to H contains 34 questions, the questions in questionnaire are developed based on Likert Scale According to Sekaran and Bougie, (2010), Likert Scale is generally treated as interval scale. Likert scale enables us to obtain the information of respondents towards their degree agreement or disagree of the question. The answer we get from the respondents is different based on their level of disagreement and agreement with the statement in the question. The formats of five Likert Scale are as following:

1 = Strongly Disagree (SD);

2 = Disagree (D);

3 = Neutral (N);

4 = Agree (A);

5 = Strongly Agree (SA)

Section B to E of the questionnaire consists of multiple items to measure the four dimension of empowerment, namely self-determination, meaningful, impact, and competence.

Section B: Empowerment - Self-Determination

For self-determination, it is adopted from Dude (2013), in this section consist of three items. The sample items from the questionnaire for self-determination are “I have significant autonomy in determining how I do my job.”, “I can decide on my own how to go about doing my job.”, and “I have considerable opportunity for independence and freedom in how I do my jobs.”

Section C: Empowerment - Meaningful

In this meaningful section, it consists of three items, and it is adopted from Dude (2013). The sample items from the questionnaire are “The work I do is very important to me.”, “My jobs activities are personally meaningful to me.”, and “The work I do is meaningful to me.”

Section D: Empowerment - Impact

For impact in empowerment, it is adopted from Dude (2013), in this section it also contains of three items, the items are “My impact on what happen in my organisation is large.”, I have great deal of control over what happens in my organisation.” and I have significant influence over what happens in my organisation.”

Section E: Empowerment – Competence

Competence factor in empowerment consists of three items, which is adopted from Dude (2013). The sample items scales are “I am confident about my ability

to do my job.”, “I am self-assured about my capabilities to perform my work activities.” and “I have mastered the skills necessary for my job.”

Section F and G of the question measure the two dimensions of organisation justice namely distributive justice and procedural justice.

Section F: Distributive Justice

Distributive justice consists of four items, which are adopted from Dude (2013). The samples items are “My work rewards are proper for the amount of effort that I put in.”, “My work rewards are proper for the responsibilities that I have in work.”, and “My work rewards are not proper for the amount of experiences that I have.”

Section G: Procedural Justice

Procedural justice consists of seven items, which are adopted from Dude (2013). The samples items are “I have been able to express my views and feeling during these procedures.”, “I have had influence over the outcomes and arrive at by these procedures.” and “These procedures have been applied consistently.”

Section H: Organisational commitment

For organisational commitment is consists of eleven items, which adapted from Meyer and Allen (1997). The samples items scale are “I would be very happy to spend the rest of my career with this organisation.”, “This organisation has a great deal of personal meaning for me.”, and “I do not feel ‘emotionally attached’ to this organisation.

3.9 Data Processing

According to Zikmund (2010), data is meaningless and it just a collection of peoples, places or events in reality will be eventually unprocessed. Data collected should be transformed into information to make it meaningful and valuable. In 2010, Sekaran and

Bougie has stated that the data need to be coded, keyed in and edited in order to transform raw data into useful information.

Questionnaire had been selected as the methods to collect data from the respondents. Meanwhile, pilot test is using to check and edit the questionnaire in this research. Appropriate modification is made to ensure the reliability of the questionnaire. In order to get more reliable and accurate information, researchers is there to solve any inquiries to ensure all the respondents completed the questionnaire that using to conduct pilot test.

Consequently, this study is further using the SAS Software (Statistical Analysis System) to analyse the actual data. Before analysing the data, relevant questionnaire items will be pre-coded accordingly.

3.10 Data Analysis

3.10.1 Reliability Test

In this study, the questionnaire which also known as a survey tool which considered as reliable if the results is in consistent after repeat for several times. Cronbach's Alpha was used to measure the reliability of the test. Besides that, Cronbach's Alpha also known as according to Table 3, Coefficient alpha, which ranges in value from 0, meaning no consistency, to 1, meaning complete consistency. The highest the coefficients, the better the measuring instruments.

Table 3.3: Rules of thumb about Cronbach's Alpha coefficient size

Alpha Coefficient Range	Strength of Association
Less than 0.6	Poor
0.6-0.7	Moderate
0.7-0.8	Good
0.8-0.9	Very Good
0.9 and Above	Excellent

Source: Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. Chichester, West Sussex: John Wiley & Sons Ltd.

3.10.2 Descriptive Analysis

Data analysis is the method of translating unprocessed data into useful information and this information is applicable for this study. According to Zikmund (2010), data describes the basic characteristics such as central tendency, distribution, and variability. In order to analyse the data collected, SAS Software (Statistical Analysis System) program had been chosen for this study to carry out the data analysis. Data analysis can be done by editing, coding and keying in the required data by using SAS Software. Then, we are using SAS Enterprise Guide to analyse the data and present it in graphical display.

According to Sekaran and Bougie (2010), descriptive study is using to describe the characteristics of the variables in the research, for example it included of age, gender, income and others. In other word, descriptive analysis is used for the conversion of data into a classification of characteristics. This kind of analysis permits certain characteristics of a respondent taken to be measured and analysed.

Descriptive statistics that used in this study is to describe the data collected by using different graphic such as frequency distribution, histogram, pie chart and others. In this study, frequency distribution are using to summary and compress the data that had been collected. According to Zikmund (2010), frequency distribution is defined as a method that helps to organised and summarised the data. In others word, it is able to show the frequency, mean, median, mode, variance and standard deviation of data. Therefore, data such as demographic profile of respondents are easily to read.

3.10.3 Inferential Analysis

3.10.3.1 Pearson Correlation Coefficient Analysis

According to Zikmund, (2010), Pearson correlation coefficient is used to examine the strength of the linear relationship between two variables. Normally this types of analysis is represents as small capital, r . The value of correlation is range from +1 to -1. When the correlation coefficient is +1 it indicates that two variables have a perfect positive relationship, and value of -1 means perfect negative relationship. While for 1.0, it is known as perfect positive correlation. The closer the value of r to +1 or -1, the stronger the degree of relationship between variable X and variable Y. For example, if the both variable fall into the between of +1 or -1, that mean there are significant relationship between the variables.

Therefore, alternative hypotheses (H_1) is accepted while reject the null hypotheses (H_0). However, if the value of r is equal to zero, then there is no relationship between X and Y. It means that, there are no significant relationships between the both variables. Therefore, the decision is do not reject the null hypotheses (H_0). (Hair, Money, Samouel, Page, 2007). Hypothesis 1 to Hypothesis 6 will be used Pearson Correlation in order to test associated between the independent variables and dependent variable.

3.10.3.2 Multiple regression analysis

According to Zikmund, (2010), multiple regression analysis is exam on the relationships in which the effects of two or more independent variables on a single, interval-scaled dependent variable simultaneously.

According to Sekaran and Bougie, (2010), multiple regression analysis is use more than one independent variable to explain the variance in the dependent variable. Thus, multiple regression analysis is a multivariate technique that always used in business research project. The used of the analysis in this study is to analyse the conceptual model that had been developed in the earlier stage. In other word, in this study

multiple regression analysis is used to test the relative important of the independent variable in the prediction dependent variable. The correlations relationship between the independent and dependent variables is called a multiple r or multiple correlation coefficients. The square of multiple r, R-square or R^2 is commonly known as the amount of variance explained in the dependent variable.

Hypotheses 3 will be used Multiple regression analysis in order to test variance between independent variables and dependent variables.

3.11 Conclusion

In this chapter, it is introduce the methodology used by this study is identify, collect, organise, and analyse the data and then convert into meaningful information. This information is used for further interpretation in the next chapter. Chapter three, it generally focuses on how the study decides to collect its primary data from target population. The method that used to implement the process of analysis is SAS.

CHAPTER 4 RESEARCH RESULT

4.1 Introduction

In this chapter, the main ideas are analysing, interpreting and summarising the result of the data that had been collected through questionnaire on this study. SAS Software (Statistical Analysis System) was used to analyse the data in this study. After analysing the data collected, interpreting data was carried out by using different graphic such as frequency distribution, histogram, and pie chart. Moreover, several analysis techniques were using to analyse the data and hypotheses such as descriptive analysis, scale measurement, and inferential analysis.

4.2 Descriptive Analysis

There are seven questions regarding to demographic profile of respondents in questionnaires. After collecting all the data, the results were display in the form of table, pie chart and histogram to understand easily.

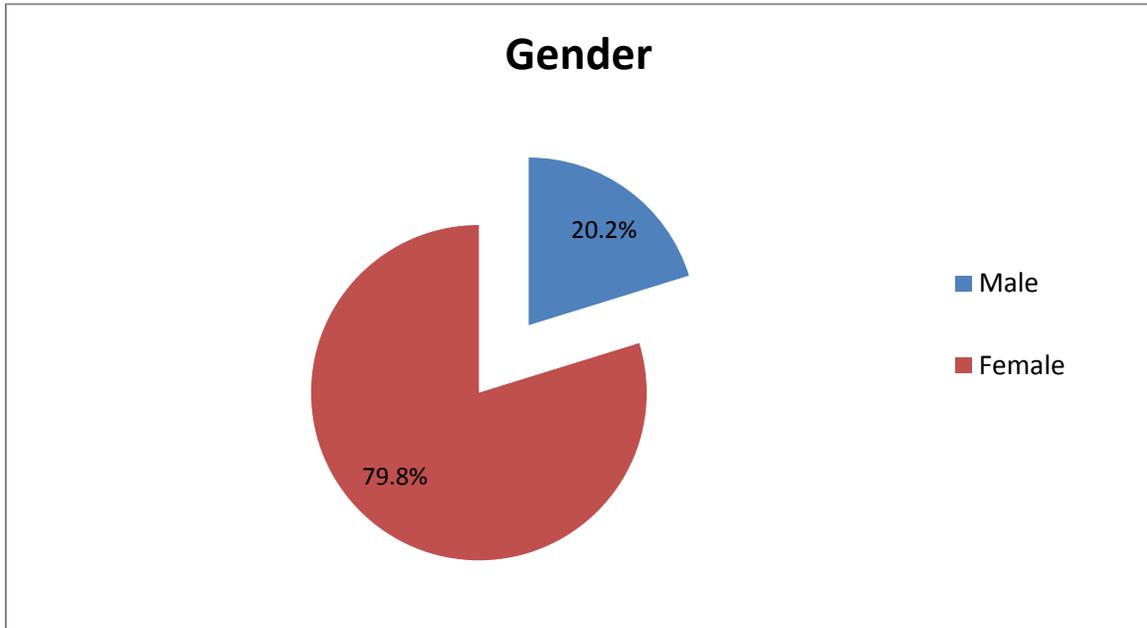
4.2.1 Respondent Demographic Profile

Table 4.1: Respondents' Gender

	Frequency	Percent	Cumulative Percent
Valid Male	37	20.2	20.2
Female	146	79.8	100
Total	183	100	

Source: Developed for the research

Figure 4.1: Respondent's Gender



Source: Developed for the research

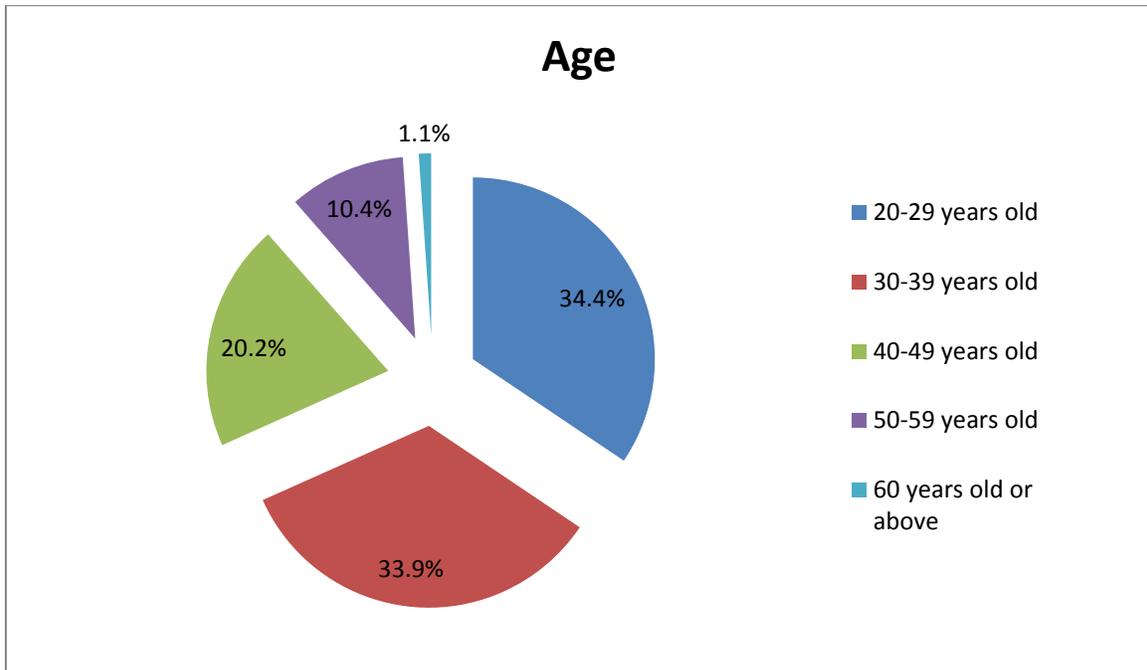
Table 4.1 and Figure 4.1 show that 37 out of 183 respondents are male which is 20.2%. On the other hand, there are 146 respondents are female or equivalent to 79.8% of the total respondents.

Table 4.2: Respondents' Age

	Frequency	Percent	Cumulative Percent
Valid 20-29	63	34.4	34.4
30-39	62	33.9	68.3
40-49	37	20.2	88.5
50-59	19	10.4	98.9
60 or Above	2	1.1	100
Total	183	100	

Source: Developed for the research

Figure 4.2: Respondents' Age



Source: Developed for the research

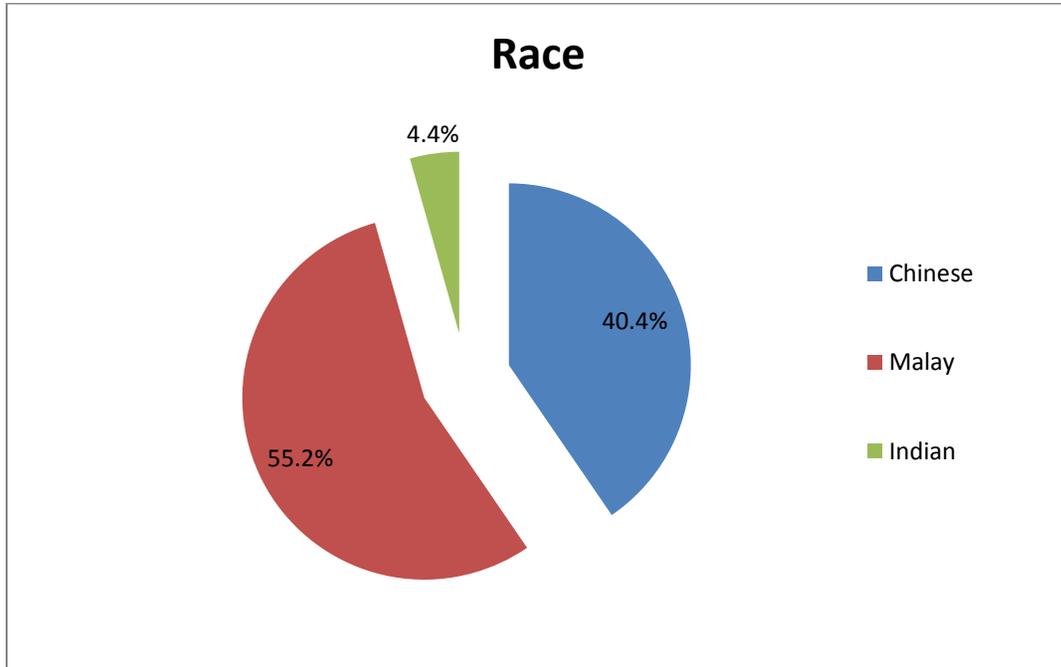
Based on the Table 4.2 and Figure 4.2, most of the respondents' age is between 20 to 29 years old and 30 to 39 years old which consist of 63 (34.4%) and 62 (33.9%) respondents respectively. Next, 37 (20.2%) of the respondents are 40 to 49 years old while 50 to 59 years old consist of 19 (10.4%) respondents. 60 years old or above is consist of 2 respondents only which is 1.1%.

Table 4.3: Respondents' Race

	Frequency	Percent	Cumulative Percent
Valid Chinese	74	40.4	40.4
Malay	101	55.2	95.6
Indian	8	4.4	100
Total	183	100	

Source: Developed for the research

Figure 4.3: Respondents' Race



Source: Developed for the research

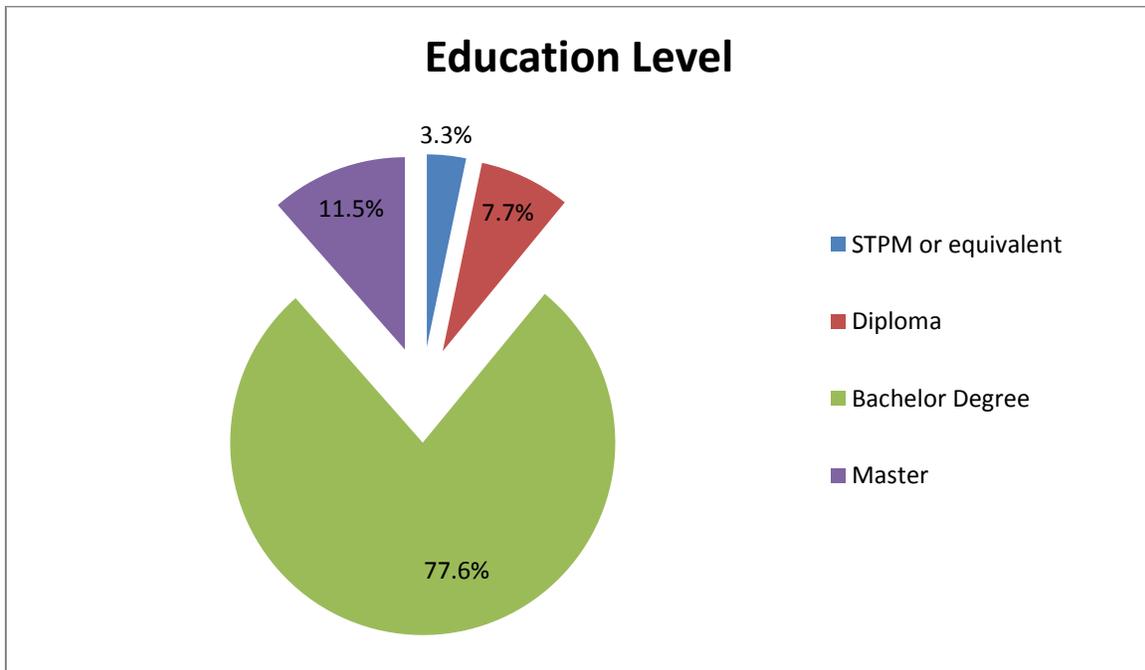
Table 4.3 and Figure 4.3 show the race of the respondents. There are total three races which are Chinese, Malay and Indian. The largest group of respondents' race is Malay and then followed by Chinese and the least is Indian. Malay respondents consist of 55.2% which is 101 respondents while Chinese respondents consist of 40.4% which is 74 respondents and Indian consists of 8 (4.4%) respondents.

Table 4.4: Respondents' Education Level

	Frequency	Percent	Cumulative Percent
Valid STPM or equivalent	6	3.3	3.3
Diploma	14	7.7	11.0
Bachelor Degree	142	77.6	88.6
Master	21	11.5	100
Total	183	100	

Source: Developed for the research

Figure 4.4: Respondents' Education Level



Source: Developed for the research

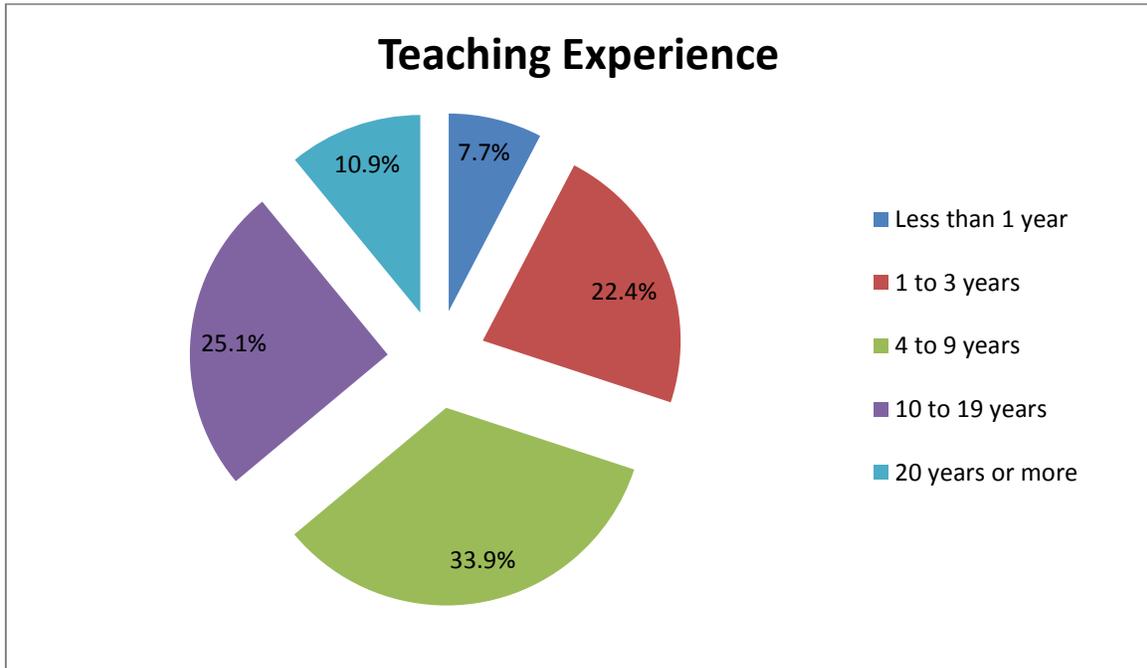
Based on the table and figure above, there are four categories of respondents' education level which are STPM or equivalent, Diploma, Bachelor Degree and Master. Most of the respondents are Bachelor Degree holders which consist of 142 (77.6%) respondents. Then, 21 respondents are Master holders which is 11.5% and 14 respondents are Diploma holders which is 7.7%. While there are only 6 (3.3%) respondents are STPM or equivalent holders.

Table 4.5: Respondents' Teaching Experience

	Frequency	Percent	Cumulative Percent
Valid Less than 1 year	14	7.7	7.7
1 to 3 years	41	22.4	30.1
4 to 9 years	62	33.9	64.0
10 to 19 years	46	25.1	89.1
20 years or more	20	10.9	100
Total	183	100	

Source: Developed for the research

Figure 4.5: Respondents' Teaching Experience



Source: Developed for the research

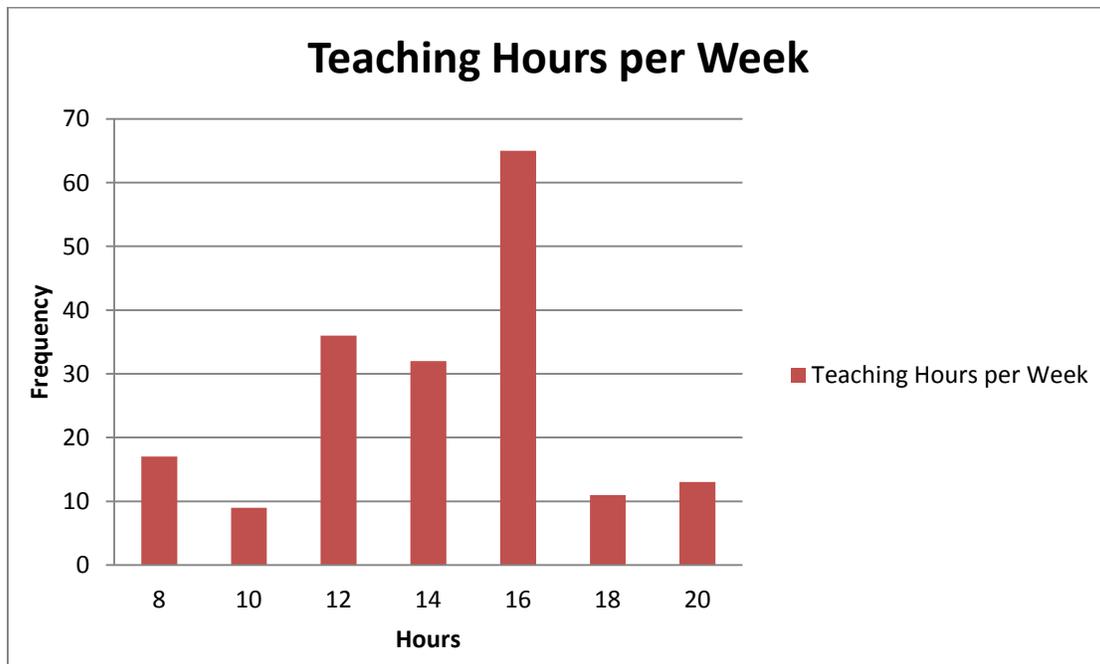
Table 4.5 and Figure 4.5 show the teaching experience of the respondents. Majority of the respondents' teaching experience are 4 to 9 years which is 62 (33.9%) respondents. 46 respondents' teaching experience are 10 to 19 years which consist of 25.1% and followed by 41 (22.4%) respondents which have teaching experience of 1 to 3 years. 20 (10.9%) respondents' teaching experience are 20 years or above, while there are only 14 (7.7%) respondents have been teaching less than 1 year.

Table 4.6: Respondents' Teaching Hours per Week

	Frequency	Percent	Cumulative Percent
Valid 8 hours	17	9.3	9.3
10 hours	9	4.9	14.2
12 hours	36	19.7	33.9
14 hours	32	17.5	51.4
16 hours	65	35.5	86.9
18 hours	11	6.0	92.9
20 hours	13	7.1	100
Total	183	100	

Source: Developed for the research

Figure 4.6: Respondents' Teaching Hours per Week



Source: Developed for the research

Based on the responds of respondents, their teaching hours per week is between the range of 8 hours to 20 hours as showed in Table 4.6 and Figure 4.6. Majority of the respondents' teaching hours are 16 hours per week which consist of 65 (35.5%) respondents and then followed by 12 and 14 hours which consist of 36 (19.7%) and 32 (17.5%) respondents respectively. 17 (9.3%) respondents' teaching hours are 8 hours and 13 (7.1%) respondents' teaching hours are 20 hours. Respondents' teaching hours which are 18 hours consist of 11 (6.0%) respondents while the least respondents' teaching hours are 10 hours which consist of 9 (4.9%) respondents.

Table 4.7: Number of Subjects Respondents Taught

	Frequency	Percent	Cumulative Percent
Valid 1	49	26.8	26.8
2	78	42.6	69.4
3	48	26.2	95.6
Others	8	4.4	100
Total	183	100	

Source: Developed for the research

Figure 4.7: Number of Subjects Respondents Taught



Source: Developed for the research

Table 4.7 and Figure 4.7 show the number of subjects that taught by respondents taught in the secondary school. The highest number of subjects taught is two subjects which consist of 78 (42.6%) respondents. Then followed by 49 and 48 respondents which are teaching one and three subjects, consist of 26.8% and 26.2%

4.2.2 Central Tendencies Measurement of Constructs

Table 4.8: Descriptive Statistics

	N	Mean	Standard Deviation
Meaningful	183	4.341	0.355
Competence	183	3.823	0.506
Self- determination	183	4.237	0.366
Impact	183	4.348	0.366
Procedural Justice	183	4.239	0.280
Distributive Justice	183	4.312	0.319
Organisational Commitment	183	4.171	0.297

Source: Developed for the research

Based on the Table 4.8, the highest mean value is impact which is 4.348 with the standard deviation of 0.366 and followed by second higher mean value which is meaningful with 4.341 and standard deviation is 0.355. Next higher mean value is 4.312 which is distributive justice with standard deviation of 0.319 and then followed by the procedural justice and self-determination which the mean values are 4.239 and 4.237 with the standard deviation of 0.280 and 0.366 respectively. The mean value of organizational commitment is 4.171 with the standard deviation of 0.297 while the least mean value is 3.823 which is competence with the standard deviation of 0.506.

4.3 Scale Measurement

According to Sekaran (2009), reliability test is used to measure the stability and consistency of the items tested. Cronbach's alpha coefficient is the indicator to measure correlation of the items. This research consists of 183 respondents and the reliability test is produced by using SAS software.

4.3.1 Reliability Test

Table 4.9: Result of Reliability Test

Variables	Cronbach's Alpha
Meaningful	0.626
Competence	0.684
Self-determination	0.693
Impact	0.653
Procedural justice	0.670
Distributive justice	0.633
Organisational commitment	0.836

Source: Developed for the research

The total number of items tested is 183 items. Based on the Rules of thumb of Cronbach's Alpha coefficient size, the alpha coefficient which is less than 0.6 is consider poor while more than 0.6 is consider acceptable reliability. Table 4.9 show the result of reliability test of this research. The highest alpha coefficient is organisational commitment which is 0.836 consider very strong reliability and followed by self-determination and competence which is 0.693 and 0.684 consider moderate reliability. Then, the alpha coefficient of procedural justice and impact are 0.670 and 0.653 respectively and consider moderate reliability as well. While the alpha coefficient of the last two variables, distributive justice and meaningful are 0.633 and 0.626 respectively and consider moderate reliability. As the alpha coefficients of all variables are more than 0.6, hence the reliability of all variables is acceptable.

4.4 Inferential Analysis

4.4.1 Pearson Correlation Coefficient

Table 4.10: Correlations (N=183)

		Organisational commitment (DV)
Meaningful	Pearson correlation	0.792
	Sig.(2-tailed)	0.001
	N	183
Competence	Pearson correlation	0.103
	Sig.(2-tailed)	0.164
	N	183
Self-determination	Pearson correlation	0.779
	Sig.(2-tailed)	0.000
	N	183
Impact	Pearson correlation	0.782
	Sig.(2-tailed)	0.001
	N	183
Procedural Justice	Pearson correlation	0.791
	Sig.(2-tailed)	0.001
	N	183
Distributive Justice	Pearson correlation	0.782
	Sig.(2-tailed)	0.0001
	N	183
Organisational commitment	Pearson correlation	1.0000
	Sig.(2-tailed)	0.0001
	N	183

Table 4.11: Strength

Coefficient Range	Strength
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight, almost negligible

Source: Adapted from Hair, Jr., J. F., Money, A. H., Samouel, P., & Page, M. (2007).
Research methods for business. Chichester, West Sussex: John Wiley & Sons Ltd.

For this study, Pearson Correlation Coefficient had been used to test H_1 and H_0 among the independent variables (Empowerment: self-determination, meaningful, impact, and competence; Justice: Distributive Justice and Procedural Justice) with the dependent variable (Organisational commitment). This test is using to indicate the direction, strength, and significance of the bivariate relationship among all the variables. The standard of the alpha level usually set the value at 0.01 and 0.05, therefore, if the p-value is less than or equal to the alpha value ($p \leq 0.01$ and $p \leq 0.05$), the null hypotheses need to be rejected. In others word, when null hypotheses is rejected, while alternate hypotheses is accepted this shows that there is significant relationship between the variables.

Hypotheses 1 a

Ho: There is no significant relationship between meaning cognition and organisational commitment.

H1: There is a significant relationship between meaning cognition and organisational commitment.

Table 4.10 shows that, there is a positive relationship between meaning cognition and organisational commitment because of the positive value for the correlation coefficient

which is + 0.792. This means that there is a positive correlation between the two variables. Therefore, there is high correlation for meaning and organisational commitment. Meaning cognition variable has the value of $r = + 0.792$ correlation with the organisational commitment. The value is fall under the range of ± 0.71 to ± 0.90 which show that there is a high relationship between the dependent and independent variable.

Thus, this can be concluded that the relationship between meaning and organisational commitment is high. Moreover, the relationship between self-determination and organisational commitment is significant. As the p - value is less than 0.0001, which is less than the alpha value 0.01. Therefore, H_1 is accepted while H_0 is rejected, this had shown that there is a significant relationship between the meaning and organisational commitment in education sector.

Hypotheses 1 b

Ho: There is no significant relationship between competence cognition and organisational commitment.

H1: There is a significant relationship between competence cognition and organisational commitment.

Result display in table 4.10 shows that, there is positive relationship between competence cognition and organisational commitment because of the positive value for the correlation coefficient which is + 0.103. This means that there is a positive correlation between the two variables. However, there is slightly or almost negligible for competence and organisational commitment. Competence cognition variable has the value of $r = + 0.103$ correlation with the organisational commitment. The value is fall under the range of ± 0.00 to ± 0.20 which show that there is negligible relationship between the dependent and independent variable. Thus, this can determine that the relationship between meaning and organisational commitment is slightly or almost negligible. Hence, the relationship between cognition and organisational commitment is not significant. As the p - value for is 0.164 which is more than the alpha value 0.05. Therefore, H_1 is rejected while H_0 is

accepted, this had shown that there is a no significant relationship between the meaning and organisational commitment in education sector.

Hypotheses 1 c

Ho: There is no significant relationship between self-determination cognition and organisational commitment.

H1: There is a significant relationship between self-determination cognition and organisational commitment.

Table 4.10 shows that, there is positive relationship between self-determination and organisational commitment because of the positive value for the correlation coefficient which is +0.779. In other words, there is a positive correlation between the two variables. This means that there is moderate self-determination for the employee's commitment towards the organisation. Self-determination variable has the value of $r = + 0.779$ correlation with the organisational commitment. The value is fall under the range of ± 0.71 to ± 0.90 which show that there is a high relationship between the dependent and independent variable.

Therefore, this can be concluded that the relationship between self-determination and organisational commitment is high. Moreover, the relationship between self-determination and organisational commitment is significant. As the p - value for is less than 0.0001 which also less than the alpha value 0.01. Therefore, H_1 is accepted and H_0 is rejected since there is a significant relationship between the self-determination and organisational commitment in education sectors.

Hypotheses 1 d

Ho: There is no significant relationship between impact cognition and organisational commitment.

H1: There is a significant relationship between impact cognition and organisational commitment.

Result from table 4.10 shows that, there is positive relationship between impact cognition and organisational commitment because of the positive value for the correlation coefficient which is +0.782. This shows that there is a positive correlation between the two variables. Impact cognition variable has the value of $r = + 0.688$ correlation with the organisational commitment. This can determine that when impact cognition is high, the commitment of teachers towards the organisation is high. The value of 0.782 is fall under the range of ± 0.71 to ± 0.90 which show that there is a high relationship between the dependent and independent variable.

Therefore this can be concluded that the relationship between impact and organisational commitment is high. Moreover, the relationship between self-determination and organisational commitment is significant. As the p - value is less than 0.0001 which also less than the alpha value 0.01. Therefore, H_1 is accepted while H_0 is rejected, this shows that there is a significant relationship between impact and organisational commitment in education sector.

Hypotheses 2 a

Ho: There is no significant relationship between procedural justice and organisational commitment.

H1: There is a significant relationship between procedural justice and organisational commitment.

Table 4.10 shows that, there is positive relationship between procedural justice and organisational commitment. This is because of the positive value for the correlation coefficient which is +0.791. This shows that there is a positive correlation between the two variables. Therefore when procedural justice is high among teachers, the commitment towards the organisation is high. Procedural justice variable has the value of $r = + 0.791$ correlation with the organisational commitment. The value is fall under the range of ± 0.71 to ± 0.90 which shows that there is a high relationship between the dependent and independent variable.

Thus this can be concluded that the relationship between procedural justice and organisational commitment is high. The relationship between procedural justice and

organisational commitment is significant. This is because the p - value for this test is less than 0.0001 which also less than the alpha value 0.01. Therefore, H_1 is accepted and there is a significant relationship between the procedural justice and organisational commitment in education sector.

Hypotheses 2 b

Ho: There is no significant relationship between distributive justice and organisational commitment.

H1: There is a significant relationship between distributive justice and organisational commitment.

According to table 4.10, there is positive relationship between distributive justice and organisational commitment because of the positive value for the correlation coefficient which is +0.782. This shows that there is a positive correlation between the two variables. Thus when distributive justice is high among teachers, the commitment towards the organisation is high. Distributive justice variable has the value of $r = +0.782$ correlation with the organisational commitment. The value is fall under the range of ± 0.71 to ± 0.90 which shows that there is a high relationship between the dependent and independent variable. Thus this can be concluded that the relationship between distributive justice and organisational commitment is high. The relationship between distributive justice and organisational commitment is significant. As the p - value is less than 0.0001 which also less than the alpha value 0.01. As a result, H_1 is accepted and there is a significant relationship between the distributive justice and organisational commitment in education sector.

4.4.2 Multiple regression analysis

Table 4.12: Analysis of Variance

Source	DF	Sum of squares	Mean Square	F Value	Pr > F
Model	6	13.140	2.190	132.73	< .0001
Error	176	2.904	0.017		
Corrected Total	182	16.044			

Source: Developed for the research

- a. Predictors: Meaningful, Competence, Self-determination, Impact, Procedural Justice, Distributive Justice
- b. Dependent variable: Organisational commitment

Ho: Psychological empowerment (meaning, cognition, self-determination and competence) and organisational justice (procedural justice and distributive justice) no significantly explain the variance of organisational commitment.

H1: Psychological empowerment (meaning, cognition, self-determination and competence) and organisational justice (procedural justice and distributive justice) significantly explain the variance of organisational commitment.

Based on the Table 4.12, the p-value is < .0001 which is less than the alpha value of 0.05. The F value is 132.73 which are significant, so this model is a good descriptor for the relation between predictors and dependent variable. Hence, the psychological empowerment and organisational justice are significant explain the variance in organisational commitment. The alternate hypotheses is supported by the data.

Table 4.13: Model Summary

Root MSE	Dependent Mean	Coefficient Variance	R-Square	Adjusted R-Square
0.128	4.171	3.080	0.819	0.813

Source: Developed for the research

- a. Predictors: Meaningful, Competence, Self-determination, Impact, Procedural Justice, Distributive Justice
- b. Dependent Variable: Organisational commitment

Based on the Table 4.13, the R-Square value is 0.819 which is 81.9%. This value indicates that the independent variables can explain 81.9% of the variations in dependent variable. However, the remaining 18.1% unexplained the variations in this research which means there are still some additional variables are not considered in this research.

Table 4.14: Parameter Estimates

Variable	Parameter Estimate	Standard Error	t value	Sig.
Intercept	0.208	0.159	1.31	0.1927
Meaningful	0.097	0.069	1.40	0.1625
Competence	-0.036	0.019	-1.89	0.0602
Self-determination	0.241	0.039	6.17	< .0001
Impact	0.095	0.067	1.43	0.1546
Procedural Justice	0.335	0.051	6.59	< .0001
Distributive Justice	0.191	0.051	3.73	0.0003

Source: Developed for the research

Table 4.14 shows that the self-determination, distributive justice and procedural justice are significant to predict the dependent variable. Their p values are < .0001, 0.0003 and < .0001 respectively which is less than alpha value of 0.05. While meaningful, impact and competence are not significant to predict the dependent variable as their p values (0.1625, 0.1546, and 0.0602) are more than alpha value of 0.05.

Regression equation:

$$OC = 0.208 + 0.097 (\text{Meaningful}) - 0.036 (\text{Competence}) + 0.241 (\text{Self-determination}) + 0.095 (\text{Impact}) + 0.335 (\text{Procedural Justice}) + 0.191 (\text{Distributive Justice})$$

Based on Table 4.14, procedural justice is the predictor variables that contribute highest to the variation of the dependent variable (organisational commitment). This is because the value of parameter estimate is the highest which is 0.335. Then followed by self-determination and distributive justice with the value of 0.241 and 0.191 respectively are the second and third highest contribution to the variation of dependent variable. Besides, meaningful and impact contribute almost same value (0.097 and 0.095) to the variation of dependent variable. While the predictor that contribute the lowest to the variation of dependent variable is competence which the value is -0.036. In summary, procedural justice makes the strongest contribution to explain the variation in organisational commitment while competence makes the least contribution, when the variance explained by all the other predictor variables in the model is controlled for.

4.5 Conclusion

In this chapter, all the independent variables (Empowerment: self-determination, meaningful, impact, and competence; Justice: Distributive Justice and Procedural Justice) and dependent variable (Organisational commitment) was analysed, interpreted and summarised after running the data by using SAS Software (Statistical Analysis System). All the results provided are being interpreted and discussed under descriptive analysis, scale measurement and inferential analysis. All types of analyses that had been used to

further prove or verify the hypotheses previously formulated. In addition, analysis helps to determine the relationship between the variables that in the research question. Further elaborations and discussions of the findings will be continued in next chapter.

CHAPTER 5 DISCUSSION AND CONCLUSION

5.1 Introduction

In this chapter, an overall conclusions and discussion was made based on the entire research project that had been conducted. Besides that, researchers are also provides discussion on the result found in previous chapter. This chapter also include the implication of this study. Next, the researchers indicate and state some of the limitations of the study faced by the researches in the progress to conduct the study. In addition, researchers had made some recommendations for the future study. Lastly, the conclusion had been written for this research.

5.2 Summary of Statistical Analyses

5.2.1 Descriptive Analyses

From the demographic profile of 183 respondents, there are 37 respondents are male which consist of 20.2% while 146 respondents are female which consist of 79.8%. For the age group of respondents, most of the respondents' age is between 20 to 29 years old and 30 to 39 years old which consist of 34.4% and 33.9% respectively. While the least number of respondents' age is 60 years old and above which is only 1.1%. Besides, most of the respondents are Malay which consists of 101 respondents (55.2%) then followed by Chinese respondents which is 74 respondents (40.4%) while the Indian respondents are only 8 respondents (4.4%). From the results of respondents, mostly of the respondents' education level is Bachelor Degree holders which consist of 142 respondents (77.6%) while only 6 respondents (3.3%) are STPM or equivalent

holders. Next, most of the respondents' teaching experience is between 4 to 9 years which consist of 62 respondents (33.9%) and the least respondents' teaching experience is less than 1 year with number of 14 respondents (7.7%). Moreover, the highest respondents' teaching hours per week is 16 hours which consist of 65 respondents (35.5%) whereas the lowest respondents' teaching hours per week is 10 hours which consist of 9 respondents (4.9%). Based on the results of respondents, most of the respondents taught 2 subjects which consist of 78 respondents with the percentage of 42.6% while the least respondents taught is others number of subjects which consist of 8 respondents with the percentage of 4.4%.

For the central tendencies measurement of constructs, the mean of the dependent variable, organisational commitment is 4.1709 and the standard deviation is 0.2969. However, the mean and standard deviation for each of the predictor variables are as follow:

- Meaningful: $\mu = 4.3406$, $\sigma = 0.3546$
- Competence: $\mu = 3.8233$, $\sigma = 0.5061$
- Self-determination: $\mu = 4.2368$, $\sigma = 0.3662$
- Impact: $\mu = 4.3479$, $\sigma = 0.3662$
- Procedural Justice: $\mu = 4.2389$, $\sigma = 0.2798$
- Distributive Justice: $\mu = 4.3115$, $\sigma = 0.3188$

5.2.2 Scale Measurement

There are total seven variables tested in reliability test which consist of meaningful, competence, self-determination, impact, distributive justice, procedural justice and organisational commitment. The highest Cronbach's Alpha coefficient is organisational commitment with the alpha coefficient of 0.836 then followed by the self-determination with alpha coefficient of 0.693. Next, the third higher alpha coefficient is competence which is 0.684 and followed by procedural justice which is 0.670. Then, the alpha coefficient of impact and distributive justice are 0.653 and 0.633 respectively. While the lowest alpha coefficient is meaningful which is 0.626.

As the alpha coefficients of these seven variables are more than 0.6, thus all the variables are reliable.

5.2.3 Inferential Analyses

5.2.3.1 Pearson Correlation Analysis

Based on the results of Pearson Correlation Analysis, the six independent variables which are self-determination, meaningful, impact, competence, distributive justice and procedural justice have been used to examine the significant relationship with organisational commitment. The correlation of organisational commitment with meaningful is 0.792; with competence is 0.103; with self-determination is 0.779; with impact is 0.782; with procedural justice is 0.791 and with distributive justice is 0.782. Hence, the five independent variables which are meaningful, self-determination, impact, procedural justice and distributive justice are fall under the range of ± 0.71 to ± 0.90 which is high correlation with the organisational commitment, while the competence is falls under the range of ± 0.00 to ± 0.20 which is slight and almost negligible correlation with organisational commitment.

5.2.3.2 Multiple Regression Analysis

Based on the results of multiple regression analysis, the p-value is $< .0001$ which is less than the alpha value of 0.05 and the F value is 132.73 which are significant. Hence, the psychological empowerment and organisational justice are significant explain the variance in organisational commitment. Moreover, the R-Square value from the results is 0.819 which mean the independent variables (Meaningful, competence, self-determination, impact, procedural Justice, and distributive justice) can explain 81.9% of the variations in dependent variables (Organisational commitment) while the remaining 18.1% unexplained the variations. From the parameter estimates of the results, the regression equation is as followed:

$$OC = 0.208 + 0.097 (\text{Meaningful}) - 0.036 (\text{Competence}) + 0.241 (\text{Self-determination}) \\ + 0.095 (\text{Impact}) + 0.335 (\text{Procedural Justice}) + 0.191 (\text{Distributive Justice})$$

Procedural justice contributes strongest to the variation of organisational commitment with the highest parameter estimate value of 0.335 while competence makes the least contribution to the variation of organisational commitment with the lowest parameter estimate value of -0.036.

5.3 Discussion of the Findings

The results proved that five out of six hypotheses have the significant are supported. Except competence, three out of four dimensions of psychological empowerment is significantly associated with organization commitment which is meaning, self-determination cognition and impact cognition. In addition, the two dimensions of organization justice which consist of procedural justice and distributive justice have significant association with organization commitment.

Table 5.1: Summary of Hypotheses

Hypotheses	Result
<p>Hypotheses 1 a There is a significant relationship between meaning cognition and organisational commitment.</p>	Support
<p>Hypotheses 1 b There is a significant relationship between competence cognition and organisational commitment.</p>	Not support
<p>Hypotheses 1 c There is a significant relationship between self-determination cognition and organisational commitment.</p>	Support
<p>Hypotheses 1 d There is a significant relationship between impact cognition and organisational commitment.</p>	Support

<p>Hypotheses 2 a</p> <p>There is a significant relationship between procedural justice and organisational commitment.</p>	<p style="text-align: center;">Support</p>
<p>Hypotheses 2 b</p> <p>There is a significant relationship between distributive justice and organisational commitment.</p>	<p style="text-align: center;">Support</p>
<p>Hypotheses 3</p> <p>Psychological empowerment (meaning, impact, self-determination and competence) and organisational justice (procedural justice and distributive justice) significantly explain the variance of organisation commitment.</p>	<p style="text-align: center;">Support</p>

5.3.1 Meaning Cognition and Organisational Commitment

Results from Pearson’s Correlation analyse as presented in Table 4.10, chapter 4 showed that meaning cognition is positively related to organisational commitment. It is supported by the studies of Thomas and Velthouse (as cited in Choong, Wong & Lau, 2011). The researchers were found that it is significant for employees to know that they are doing important and valuable jobs for the organisation. Employees are care about the meaning of the job. They are willing to commit more to the organisation if they feel that the work assigned is meaningful. In conclusion, meaning cognition may positively influence employees towards organisational commitment.

5.3.2 Competence Cognition and Organisational Commitment

According to the result of Pearson correlation Analysis, there competence cognition is not significantly predictors of organisational commitment. It is supported by the study

of Johnson (1994). Johnson (1994) stated that employees who are fear of increase the level of responsibility are resist empowerment. They are not willing to take any risk which may impact their performance. Adler (1993) also stated that employees who have higher position are fear of losing power if every employee can make decision by themselves. Hamidreza, Lotfollah, Mehdi and Saeid (2011) also supported that competence in empowerment has no meaningful relationship with organisational commitment. Moreover, according to Ambad, Azwa, Bahron and Arsiah (2012), competence do not significantly influence organisation competent.

However, Reza, Gholamreza, Hasan and Nasrin (2010), explained that all individual in the organisation may be empowered, however empowerment on individual also stresses on competence. Competence is right for the individual to control their own intentions or destinies. Therefore, competence is also considered as one of the elements in empowerment and has the value or meaning to be tested.

5.3.3 Self-determination Cognition and Organisational Commitment

Results from Pearson's Correlation Analyse, concluded that self-determination cognition is significantly related to organisational commitment. This is supported by Kirkman and Rosen (1991) who found that workers who have self-determination able to control their own works and get involved in the work-related decision making to improve the organisation. They are clear about the roles and company's direction. Hence, employees are able to handle their task. In conclusion, self-determination cognition may positively influence employees towards organisational commitment.

5.3.4 Impact Cognition and Organisational Commitment

Based on the result from Pearson's Correlation Analyse indicated that there is significant relationship between impact cognition and organisational commitment. It is supported by Seligman (1975) who found that employees or individual who believe

that they have capability to control over outcomes. In others words, they able to control the results with implement certain strategies, management, administration and operations. This will enhance their self-efficacy. This will allow the employees feel that they could perform better and have significant influence in the organisation. In conclusion, impact cognition may positively influence employees towards organisational commitment.

5.3.5 Procedural Justice and Organisational Commitment

Based on the result from Pearson's Correlation Analyse indicated that there is significant relationship between procedural justice and organisational commitment. It is consistent with those of previous researchers who showed that the procedural justice is an important element for organisational commitment. According to Nasurdin and Ahmad (2001), organisation can implement fair procedure and fair treatment by within the organisation respect the rights and dignity of each employee. Therefore employees are being more committed to the organisation. By implement fairness policies in the organisational, this can enhance the employee's confidence in the organisation. Thus, with the confidence, it would result in greater organisational commitment (Karim & Rehman, 2012). Therefore, it can be concluded that organisational commitment was related by the procedural justice.

5.3.6 Distributive Justice and Organisational Commitment

Based on the result from Pearson's Correlation Analyse indicated that distributive justice has significant relationship on organisational commitment. The result is consistent with the findings of the past researchers (Greenberg, 1994; Lowe & Vodanovich, 1995; McFarlin & Sweeney, 1992). As distributive justice is a concept that fairness is related with outcomes decisions and distribution of resources. It has the potential to have strong implications in the organisational context. According to Gim and Desa (2013), when there is fairness in the outcomes of rewards and how the

rewards are allocated, employees would be affectively committed to their organisation, and as a result they will be less likely to intent to quit the organisation.

5.3.7 Perceived Empowerment, Justice and Organisational Commitment

Regression Analysis result indicated that only one out of four dimension of perceived empowerment have significant relationship with organisational commitment, which is self-determination cognition. However, meaning, impact and competence cognition have no significant relationship with organisational commitment. The study had shown that self-determination is the most important among the four dimension of psychological empowerment. It also proved by previous research, concluded that self-determination is one of psychological empowerment dimension that significant associated with organisational commitment (Baek & Ji, 2010; Chen & Chen, 2008; Dude, 2012; Jha, 2011; Lotfollah, Mehdi, Hamidreza, & Saied, 2011).

Besides that, both the dimension of organisational justice (procedural justice and distributive justice) has significantly associated with organisational commitment. Previous research had been concluded that procedural justice and distributive justice were significantly associated with organisational commitment (Folger & Konovsky, 1989; Mcfarlin & Sweeney, 1992; Martin & Bennett, 1996).

5.4 Implications of the Study

From the literature review, there are numerous studies have been carried out in Western countries to investigate the effects of perceived equity among employees (Folger & Konovsky, 1989; Mcfarlin & Sweeney, 1992; Martin & Bennett, 1996). In addition, there were also several studies have been carried out in Western countries in order to investigate the relationship between empowerment and organisational commitment (Bolin, 1989; Gardner & Siegall, 2000; Spreitzer, 1995).

In this study, the result indicated that both organisational justice and psychological empowerment has significant relationship with organisational commitment among secondary teacher. The outcome of study had added value to the psychological empowerment and organisational justice in Asian context since the sample used located in Asian country which is Malaysia. In other words, this research can help researchers have better understanding toward justice and empowerment in Asian counties.

Based on the results from parameter estimate, it showed that organisational justice (procedural justice and distributive justice) is more significant towards organisational commitment among secondary school teachers in education industry compare to psychological empowerment. It showed that organisational justice is an important factor in order to enhance organisational commitment. It is supported by some researchers concluded that the commitment toward organisation will increase if teachers can highly perceive organisational justice (Adam, 1965; Ting, 2013). Hence, it can bring positive attitudes or behaviours that will enhance teacher's performance.

In practically, empowerment is essential for school to reform and meet the demand of this global world. According to result in this study, it can be concluded that participation of teachers in school decision-making can improve the school performance. Teachers should be given more power to handle their immediate work in order to increase the efficiency of work.

Moreover, empowerment can also be enhanced by increase the flow of information in schools. Administrators should share information with everyone. By sharing information with everyone, teachers are able to gain a clear picture of the school and its current situation. This is because by allowing all the teachers to share the information it helps to build trust between administrators and teachers.

On the other hand, organisational justice plays an important role in organisations. If managers start dealing with the subordinates in fair and trustful manner then they can enhance the employee commitment and this will results in overall performance of the

organisation and increased the productivity level. Therefore, same case is going to teachers in schools, trust among teachers and towards the organisation is important to improve the performance of the schools. Thus, policies, procedures and rules of regulation that implement should unbiased among teachers in school. When teachers have confidence in the fairness of school's policies, this can result in a greater organisational commitment.

Furthermore, highly committed teachers would make a positive contribution to their respective schools and may lead to increase the effectiveness of the educational institutions. Policymakers and administrators should implement empowerment and justice in order to create a high committed organisation.

5.5 Limitations of the Study

Like all research, some limitations in this study that must be taken into consideration and that should also provide some areas for possible further research. As such, this section will outline and discuss some overall limitations of the study

5.5.1 Sample Size

The sample size of this study is quite small, which is only 349 respondents. Due to the small sample size, it would affect the accuracy of the research and limit the generalisation of the results which able to reflect the whole population. This is due to the insufficient time, and limited cost. According to Ponnu and chuah (2010), in order to cover the whole population, a larger sample of different age groups and employees located in several areas in Malaysia should be gathered to increase the accuracy of the research result.

5.5.2 Short Time Frame

Limited of time was considered as one of the limitations that faced by the researchers in this study. The provided time to complete this study was inadequate in order to gather all the data, information, supporting documents, questionnaire, and run test by using Statistical Analysis System (SAS) software.

5.5.3 Sampling Frame

We had been chosen secondary teachers as the respondents in this study. Therefore, all the data that gathered was only from education sector. Hence, the results may not so accurate to prove that psychological empowerment and organisational justice have a significant relationship towards organisational commitment in other sectors. According to Jawad, Raja, Abraiz and Tabassum (2012), apart from education sector, other sectors can also be added in it in order to enhance the generalizability. Thus, research project in others sectors are also encourage to be carried out.

5.5.4 Sampling Location

In this study, 349 set of questionnaires was distributed to secondary schools in Kampar only. Therefore, this shows that population in Kampar The limited number of samples which constraint in a single geographic area is not large enough to represent whole Malaysian which empowerment and justice had directly impact on the organisational commitment. According to Jawad, Raja, Abraiz and Tabassum (2012), apart from education sector, other sectors can also be added in it in order to enhance the generalizability.

5.5.5 R Square

The result of model summary showed that R-square is 81.9% only. Even though this percentage showed that the independent variable has highly explain the dependent variable. However, there is still 18.1% variance can be explained by other factors that not cover in this study.

5.6 Recommendation for Future Research

There are 349 questionnaires are distributed to the respondents in Kampar, Perak only. For future researchers of a similar topic, we would like to recommend that they should cover larger sample size for larger population. This is because the larger the population, the more accurate the results. It is supported by Ponnu and Chuah (2010) who conducted study of relationship between organizational commitment, organizational justice and employee turnover in Malaysia. They recommended that data should be collected from a larger sample from job level, different age groups and other industries in order to cover more population of Malaysia.

Moreover, researchers are also encouraged to conduct longitudinal studies in the future research. Nasurdin and Ahmad (2001) stated that using cross-sectional data restricts the implications to causality, however by using longitudinal studies it would help to improve the capability to make causal statements. Longitudinal studies are a greater in-depth research or consider as continuously carry out the same research in the same place after certain period. It helps to improve the skill to generate the results and the ability to test a cause effect relationships study. Future researchers can continually conduct the same research topic in a more detail manner hence it can enable more people understand the purpose of this study.

In addition, future researchers can use other types of sampling method to conduct this study. Apart from using non-probability sampling, researchers are also encouraged to use probability sampling in the research projects. This is because probability sampling is fair

to the people who are or are not chosen. Other methods that can be used include simple random, stratified random, systematic random, cluster random, and multi-stage sampling.

Furthermore, future researchers are recommended to perform a study on other sectors, rather than only focus on education sector. Other sectors that can be studied by future researchers, which include public sectors, service sectors, technological sectors, agriculture sectors and others.

Last but not least, future researchers are encouraged to improve the present study by adding more variables in order to test factors influencing organisational commitment. Researchers can add in more relevant independent variables in the study such as job satisfaction, organisational citizenship behaviour, turnover intention and others in predicting the organisational commitment.

5.7 Conclusion

The findings of this study list out the important workforce management issues of perceptions of organisational justice and perceived empowerment towards the level of organisational commitment in an organisation. This study had been met the target to conduct the research project and it indicated that perceived empowerment and justice are significantly related to the organisational commitment among employees in an organisation. This study provides organisations with valuable insights on indicators of employees' commitment. Besides that it also assists organisation in formulating appropriate policies and procedures for the management and operation of an organisation. Since empowerment and justice provides advantages to the employees.

In a nutshell, this research project proved that perceived empowerment and justice are directly impact to the organisational commitment in an organisation.

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APPENDICES

Appendix 1: Questionnaire



Universiti Tunku Abdul Rahman

The title for our research is “A study on the influence of empowerment and justice on organization commitment”.

Dear Respondents:

We are students of Bachelor of Business Administration (HONS) from Universiti Tunku Abdul Rahman (UTAR), Perak Campus. Basically, we are conducting a study “Empowerment and justice in Organization Commitment” in order to learn how to do a real research in future.

The purpose of this research is to identify the relationship between empowerment and justice towards the organization commitment.

This questionnaire consists of 8 sections (Section A to Section H) in 7 pages. The questionnaire will take about 10 minutes to complete. Please read the instructions carefully before answering the question. Thank you for your cooperation and willingness to answer this questionnaire. Your response will be kept confidential and will be used solely for academic purpose only.

Thank you. If you have any question or inquiry, please contact our members.

NO	NAME	PHONE NO	EMAIL
1.	CHENG MEI SZE	018-7772687	maisie_loving@hotmail.com
2.	LIM WEI VOON	012-3280529	weivoon@hotmail.com
3.	SOO WEI LIK	017-5859627	weilik-528@hotmail.com
4.	TAN KAI XIAN	012-7178810	francestan_1991@hotmail.com
5.	TAN SIN LOO	016-4150378	lulu.tan@hotmail.my

Section A: Demographic Information

**This section is to ascertain the demographic data of respondent. Please place a tick
“√” in the blank for each of the following:**

2. What is your gender?

Male

Female

3. Which of the following best describe your age?

20 – 29 years old

30 – 39 years old

40 – 49 years old

50 – 59 years old

60 or Above

4. Race:

Chinese

Malay

Indian

Others (Please specify): _____

5. Highest qualification:

STPM or equivalent

Diploma

Bachelor Degree

Master

Phd/ DBA

Others (please specify): _____

5. How long have you been in a teacher in that particular organization?

Less than 1 year

1 to 3 years

4 to 9 years

10 to 19 years

20 years or more

6. Your teaching hours per week?

(Please specify): _____ hours

7. Number of subject taught in organization?

1

2

3

If others please specify _____

Please circle your answer to each statement using 5 Likert scale

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = Strongly Agree

Section B: Please indicate the degree of agreement and disagreement regarding your work's SELF-DETERMINATION to make decision by individual with the following statement.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have significant autonomy in determining how I do my job.	1	2	3	4	5
2. I can decide on my own how to go about doing my job.	1	2	3	4	5
3. I have considerable opportunity for independence and freedom in how I do my jobs.	1	2	3	4	5

Section C: Please indicate the degree of agreement and disagreement regarding your personal works MEANINGFUL with the following statement.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The work I do is very important to me.	1	2	3	4	5
2. My jobs activities are personally meaningful to me.	1	2	3	4	5
3. The work I do is meaningful to me.	1	2	3	4	5

Section D: Please indicate the degree of agreement and disagreement regarding empowerment given IMPACT on your work with the following statement.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My impact on what happen in my organization is large.	1	2	3	4	5
2. I have great deal of control over what happens in my organization.	1	2	3	4	5
3. I have significant influence over what happens in my organization.	1	2	3	4	5

Section E: Please indicate the degree of your agreement or disagreement following statements on the level of COMPETENCE with your work.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am confident about my ability to do my job.	1	2	3	4	5
2. I am self-assured about my capabilities to perform my work activities.	1	2	3	4	5
3. I have mastered the skills necessary for my job.	1	2	3	4	5

Section F: Please indicate the degree or disagreement with the following statements regarding your workplace DISTRIBUTIVE JUSTICE . (Example: salary, time off, satisfaction and etc.)					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My work rewards are proper for the amount of effort that I put in.	1	2	3	4	5
2. My work rewards are proper for the responsibilities that I have in work.	1	2	3	4	5
3. My work rewards are not proper for the amount of experiences that I have.	1	2	3	4	5
4. My work rewards are not proper for my education and training.	1	2	3	4	5

Section G: Please indicate the degree or disagreement with the following statements regarding your workplace PROCEDURAL JUSTICE . (Example: salary, time off, satisfaction and etc.)					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have been able to express my views and feeling during these procedures.	1	2	3	4	5
2. I have had influence over the outcomes and arrive at by these procedures.	1	2	3	4	5
3. These procedures have been applied consistently.	1	2	3	4	5
4. These procedures have been free of bias.	1	2	3	4	5
5. These procedures have been based on accurate information.	1	2	3	4	5
6. I have been able to appeal the outcomes arrived at by these procedures.	1	2	3	4	5
7. These procedures upheld ethical and moral standards.	1	2	3	4	5

Section H: Please indicate the degree of agreement and disagreement regarding ORGANIZATION COMMITMENT on your work with the following statement.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
2. This organization has a great deal of personal meaning for me.	1	2	3	4	5
3. I do not feel 'emotionally attached' to this organization.	1	2	3	4	5
4. I feel a strong sense of belonging to this organization.	1	2	3	4	5
5. I feel strong ties with this school.	1	2	3	4	5
6. I would feel guilty if I left my organization now.	1	2	3	4	5
7. This organization deserves my loyalty.	1	2	3	4	5
8. I would not leave my organization right now because I have a sense of obligation to the people in it.	1	2	3	4	5
9. It would be very hard for me to leave my organization right now even I wanted to.	1	2	3	4	5
10. Too much in my life would be disrupted if I decided I wanted to leave my organization now.	1	2	3	4	5
11. I feel that I have few options to consider leaving this organization.	1	2	3	4	5

Appendix 2: Distribution of Teachers



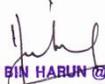
PEJABAT PENDIDIKAN DAERAH KINTA SELATAN
JALAN KUALA DIPANG
31900 KAMPAR
PERAK DARUL RIDZUAN

TEL : 05-4650521 FAX : 05-4650519 Portal : www.ppdks.gov.my



**KEDUDUKAN GURU BAGI 5 BUAH SEKOLAH MENENGAH DI DAERAH KINTA SELATAN SEHINGGA
16 JANUARI 2014**

KOD SEK	SEKOLAH	WARAN 2014	GURU YANG ADA	BEZA
AEA2042	SMK SERI KAMPAR	97	98	1
AEA2064	SMK SENTOSA	63	64	1
AEB2068	SMK PEI YUAN	82	82	0
AEE2067	SMK METHODIST (ACS)	55	57	2
	SM PEI YUAN (PSN)	50	48	2


HANIZAM BIN HABUN @ ISA
Penolong PPD (Menengah)
Pejabat Pendidikan Daerah Kinta Selatan

"CINTAILAH BAHASA KITA"
(Sila catatkan rujukan pejabat ini apabila berhubung)

Appendix 3: Reliability Statistics

1) Meaningful

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.625604
Standardized	0.600576

2) Competence

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.683814
Standardized	0.681370

3) Self-determination

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.693353
Standardized	0.695787

4) Impact

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.653274
Standardized	0.646888

5) Procedural Justice

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.669523
Standardized	0.659559

6) Distributive Justice

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.632789
Standardized	0.624157

7) Organisational Commitment

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.835902
Standardized	0.833646

Appendix 4: Pearson Correlation Analysis

Pearson Correlation Coefficients, N= 183

	Organisational Commitment
Self-determination 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	0.77890 <.0001
Meaningful 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	0.79158 <.0001
Impact 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	0.78247 <.0001
Competence 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	0.10342 0.1636
Distributive Justice 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	0.78158 <.0001
Procedural Justice 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	0.79082 <.0001
Organisational Commitment 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	1.00000

Appendix 5: Multiple Regression Analysis

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	6	13.14024	2.19004	132.73	<.0001
Error	176	2.90401	0.01650		
Corrected Total	182	16.04426			

Model Summary

Root MSE	0.12845	R-Square	0.8190
Dependent Mean	4.17089	Adj R-Sq	0.8128
Coeff Var	3.07974		

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	0.20828	0.15927	1.31	0.1927
Self-determination	1	0.24084	0.03901	6.17	<.0001
Meaningful	1	0.09696	0.06912	1.40	0.1625
Impact	1	0.09526	0.06663	1.43	0.1546
Competence	1	-0.03638	0.01923	-1.89	0.0602
Distributive Justice	1	0.19120	0.05127	3.73	0.0003
Procedural Justice	1	0.33545	0.05091	6.59	<.0001