

Workplace Ethics and Employee Commitment of Public Secondary School Teachers in Rivers State

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Abstract

This study investigated the relationship between workplace ethics and employee commitment of public secondary school teachers in Rivers State. The objective of the study was to examine the influence of workplace ethics on employee commitment of public secondary school teachers. The study adopted survey research design. The population of this study comprised of Twenty (20) selected public secondary schools in Rivers State using simple random sampling. Four hundred and eighty (480) teachers were surveyed. Sample of two hundred and fourteen (214) was determined using Krejcie and Morgan sample size determination table. Two hundred and fourteen (214) copies of questionnaire were administered to the teachers but one hundred and eighty three (183) copies were correctly filled and returned. These copies were analyzed and the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (rs) Statistical tools via SPSS Package version 22.0. The result revealed that there was a significant relationship between workplace fairness and affective commitment. Also, workplace integrity significantly influence affective commitment. Based on the findings, it was concluded that organizational fairness and integrity increases the commitment of workers thereby increasing productivity. The study therefore recommended that School administrators and principals should lead with integrity, openness, and be reliable that would inspire the best in their subordinates and increase the support needed for success.

Keywords: *Workplace ethics, employee commitment, fairness, integrity, affective commitment*

Introduction

The development of a nation makes the role of teachers very important in the school. This is because there is no country whether developed or developing that does not require the service of the teachers. The development of any nation depends upon the amount of educated individual that has quality education. Education is the most veritable tool for achieving all round development in any country. This justifies why Omoto (2010) opined that if you see any society that is not performing well, search out what is spent on education. The increase in national income and per capital income is a work of education and that gap among nations can better be explained on human

capacity rather than physical capacity. The school prepares its young ones for the management of the nation's economy. It passes the desired and acceptable practices, behaviors, values, norms of the society to the students. The school has the responsibility of making sure that its products are found worthy both in character and in learning. Therefore, for any educational institutions to achieve its success and goals, it depends on the teachers' commitment. Teachers are regarded as the strongest pillar of the society. A teacher is like a potter who delicately shapes our impressionable minds, a vessel that defines our perception and ambitions.

School leadership demands a pragmatic approach by focusing on results and consequences in the application of rules, procedures and position as leaders, in order to achieve educational goals. Some school principals' unethical conducts hamper the management of schools for goal attainment. Some of the school principals lack integrity, they engage and encourage examination malpractice. Some do not preserve and facilitate harmonious working relationship amongst school members, while some misappropriate school funds. Their behaviours do not reflect the school values neither do the decisions they take based on statutory and legal framework. Some do not follow due process in administering discipline (Skefkovics & Shapiro, 2008). They make speedy decisions without checking the legal and regulatory clauses that are involved. School leadership demands ennobling conduct as it is through the school that morals are inculcated to the students. The inability of school principals to ensure that their conducts coincide with the school ethics constitute serious threat to the administration of public senior secondary schools for goal attainment (Celik, 2000).

Today, work ethics becomes a prerequisite for conducting any type of business, particularly in the global market place since every business organization operates with multiple relationship including stakeholders such as customers, employees, suppliers, investors amongst others who perhaps would prefer their company to be ethical (Azmi, 2006). Building a strong ethical culture is also integral to the reputation, growth, and finances of any organization and it helps to build trust among the stakeholders (Azmi, 2006). Ethics are set of principles and values that guide organizations in their decisions, programmes and policies. Work ethics dimensions in organizations include trustworthiness, integrity, accountability and civility (Odu & Akhigbe, 2018); honesty, integrity, fairness, and concern for others (Toor & Ofori, 2009). Employees want to be associated with managers that are honest, credible, respectful, and fair (Collins, 2010) and organizations can achieve better employee attraction and retention when employees have the opportunity to work for truly responsible and ethical employers and this improves employee commitment (Upadhyay and Singh, 2010; Collins, 2011).

Workplace best practices are defined as practices that have been shown to improve an organization's capacity to effectively attract, select, hire, develop, and retain higher performing manpower. Best practices are methods or techniques that are known to consistently produce optimal and efficient result. Kamat (2016), stated that a happy workplace is a huge asset. In such places something happens that transcends policies and practices. Workplace is not what the organizations are doing; it is what their leaders are doing. Best workplace practices include the day to day relationship that the employees experience, and not a catalog of policies, programmes and benefits. Best practices represent the most efficient course of action in a particular setting or scenario.

Normally, best practices are dictated by higher level authority such as management. Then best practices stand as a general guideline for action in a wide variety of arrangement. Rouse (2017) defined best practices as a technique or methodology that through experience and research, has been proven to be reliable and lead to a desired result. The term best practices are often used in the field of health care, government administration, the education system, project management, hardware and software product development and elsewhere. Bob (2017) opined that best practices are important for processes that need to work correctly. Best practices are simply the best ways to do things and have been worked out through trails and errors and are found to be the best most sensible way to proceed. Therefore a healthy workplace tends to exhibit common set of traits that foster excellence productivity and camaraderie. For a teacher to be committed to the school, it is dependent on the workplace best practices in the school system. This is because better outcomes and increased productivity were assumed to be the result of better workplace environment. In workplace where there is no adequate working conditions, employee motivation level decreases and such a situation affects job satisfaction negatively (Dalject, Manoj & Dalvinder, 2011).

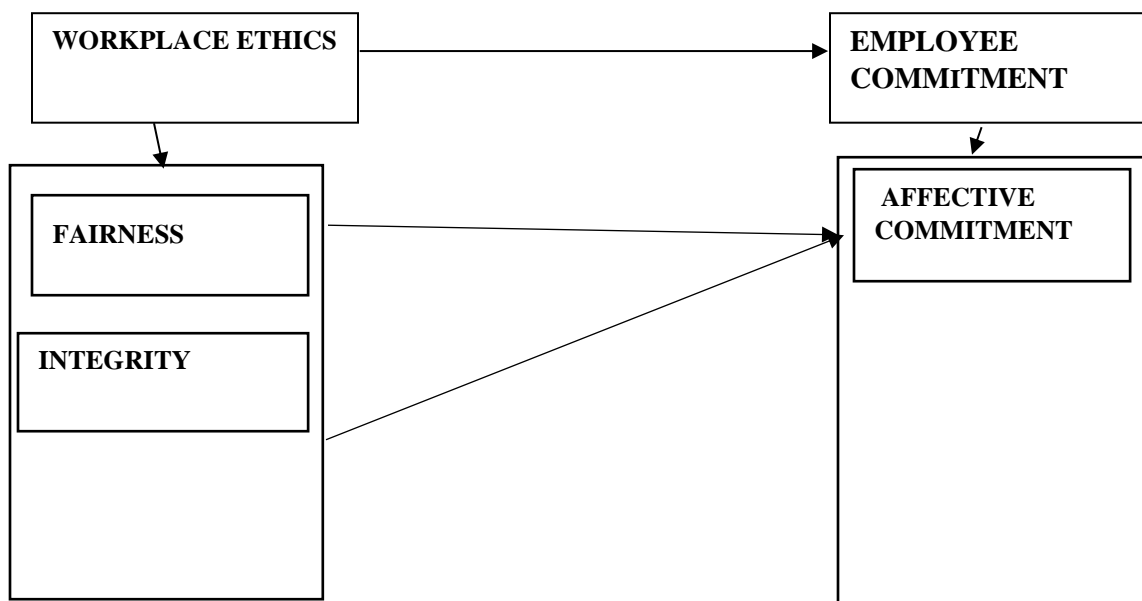
Empirical evidence shows that few works have been carried out on the construct of workplace ethics and employee commitment. For instance; Agha, Nwekpa, & Eze, (2017) studied the impact of ethical leadership on employee commitment in Nigeria. Elia, (2005) worked on Integrity, Transparency and Accountability in Public Administration: Recent trends, regional and international development and emerging issues. Azmi, (2006). Business ethics as competitive advantage for companies in the globalization Era. However; there is no studies linking workplace ethics and employee commitment perhaps n in public secondary schools in Rivers State. Therefore our point of departure is to empirically investigate the relationship between workplace ethics and employee commitment perhaps n in public secondary schools in Rivers State.

Statement of the Problem

In recent time, the rate of indiscipline and poor teaching performance among teachers of public secondary schools is alarming. It involves late coming, truancy, foolhardiness, lack of attention to students, among others. This has adversely affected students as their result are either cancelled or withheld in some examination centers where cases of examination malpractice are reported. All of these place a question mark on teacher's job commitment.

Over the years, teacher's job commitment has prompted educational researchers to steadily make relentless efforts at identifying mitigating factors that might account for the observed poor commitment of teachers. Research studies suggest that factors in the workplace affect teachers' commitment. Among other variables identified are workplace practices such as, teachers' job security, communication system, lack of training and development programmes by the administrators, collaborative team work in school, reward system and other professional growth process to maximize productivity. Indeed teachers need to be taken care of based on their roles in the development of the nation before they can achieve high standard of education. Despite different efforts, teachers continue to exhibit poor commitment in schools and this study is worried about this trend. Therefore, this study tends to examined the influence of workplace ethics on employee commitment of public secondary school teachers in Rivers State.

Operational Conceptual Framework



Source: Toor & Ofori, (2009).

Fig 1.1: Operational conceptual framework on the relationship between workplace ethics and employee commitment in public secondary school teachers in Rivers State

Aim & Objectives of the study

The aim of this study is to evaluate the relationship between workplace ethics and employee commitment in public secondary school teachers in Rivers State. Specifically, the objectives of the study are to:

1. determine the relationship between fairness and employee commitment in public secondary school teachers in Rivers State.
2. examine the relationship between integrity and employee commitment in public secondary school teachers in Rivers State.

Research Questions

In this segment of the study, the following research questions were highlighted;

1. To what extent does fairness influence employee commitment in public secondary schools in Rivers State?
2. To what extent does integrity influence employee commitment in public secondary schools in Rivers State?

Research Hypotheses

The following null hypotheses were highlighted for the study;

H₀₁: There is no significant relationship between fairness and affective commitment of public secondary schools in Rivers State.

H₀₂: There is no significant relationship between integrity and affective commitment of public secondary schools in Rivers State.

Literature Review

Theoretical Framework

Cognitive Moral Development Theory

The Cognitive Moral Development Theory that was adopted for this study argues that if organizations do not include concerns about ethical behaviour into performance appraisals, then organizations will be unable to articulate values-orientation that is integrated across the organization. Ethical behaviour involves principles such as fairness, honesty and concern for others. Ethical leadership thus refrains from any concerns that may cause harm to others (Toor & Ofori, 2013). When unethical situations arise, there might be suspicion among employees that some individuals are not accountable to ethical ideals postulated in the company's policy. With leaders being the key figures for the achievement of organizational goal, they should thus set the tone for ethical behaviour including promotions, appraisals and strategies (Brown & Mitchel, 2010). The theory emphasizes the mode of individuals' reasoning in ethical dilemmas and how they comprehend right or wrong conducts. Human beings reason at three stages that can be categorized into pre-conventional, conventional and post-conventional. The law of reciprocity is applicable to the pre-conventional personalities who are also generally concerned with avoiding punishment. Principled personalities make judgments independently by assessing themselves and are most often guided by principles of rights and justice (Crain, 2015). On the other hand, conventional-level personalities look beyond themselves to rules, laws, and expectations of significant others in their environment for direction when deciding what conducts are ethically acceptable (Chentouf, 2013). This makes ethical employees especially managers the most significant source of moral direction as followers heavily rely on their leaders for hints about what behavior is socially and morally acceptable (Weaver, 2016).

According to the theory, to promote a values-oriented and integrated ethics program, organizations should incorporate concerns for ethics and fairness in the appraisal processes. Without ethical considerations in Human Resource Management (HRM), it becomes impossible to have a sense of fairness among employees. For evaluation, the performance goals used in the process must be unswerving with, and supportive of overall ethical goals and principles. For example, performance goals should focus on means as well as ends. Scholars such as (Greene et al., 2018) attribute this theory for the adequate explanation of human behaviors.

The Concept of Workplace Ethics

Based on the philosophy of work, it is seen as physical and mental efforts for self-perfection. Further, work is an integral part of man because work is the nature of man. By nature, man is intended to be a worker as part of his/her natural purpose (Little, 1948). Work should not be associated with employment and a means of making a living because it is the life of man. Emanating from the basic philosophical view of work, work ethics have been defined differently by different researchers with different emphases. Bazzy (2018) views work ethics as “an individual’s attitude toward work and effortful activities”. This definition does not indicate what the attitudes toward work are and what the purpose of effortful activities is. This confusion can be explained by Bouma, (1973), and Nelson, (1973) as they define work ethics as “a belief in the value and importance of work for its own sake”. Based on this definition, the purpose of work is for its own sake and not for any other things because work is an essential part of human existence. This definition is consistent with the philosophy of work that work is natural and part of human nature.

While Lessnoff (1994) considers work ethic as “a complete and relentless devotion to one’s economic role on earth”. His definition shows that work is a fulfillment of the “homoeconomicus” (economic man) nature of human beings (Petrovic, 2008). Homo economicus theory suggests that man is a rational being who decides and pursues wealth for self-interest (Efeoğlu & Çalışkan, 2018). In other words, economic production is the determining factor of man or society (Petrovic, 2008). This concept may not be necessarily in contradiction with the philosophy of work as a part of human nature and a means for self-perfection because the purpose of rational power is to change matter into goods that have objective value (Cholbi, 2022). This concept explains that man is a creative being and able to realize his/their nature as a rational being through his/her creativity, activity, or work (Petrovic, 2008).

Related to the effect of work ethics on outcomes, many studies have been conducted. Bazzy (2015) pointed out that work ethic particularly hard work is associated with success. This was already pointed out by an earlier study by Mudrack (1997) which concluded that individuals who are holding strong work ethics tend to be more committed, satisfied, and engaged in their job. This result is like the research finding of Marri, et al (2012) which measures the effect of work ethics on organizational commitment and turnover intention. The study found that work ethics are significantly correlated with organizational commitment and turnover intention. The same result is also found in the studies of Ud Din, et al (2019), Athar, et al (2016), Udin, et al (2022), Aflah, et al. (2021), and bin Salahudin, et al. (2016) which work ethic affects job performance, job satisfaction, and organizational commitment.

Dimensions of Workplace Ethics

Workplace Fairness

Workplace fairness refers to the employees’ perceptions of fairness practices in organizations, based on their subjective judgment (Cropanzana et al. 2007). A number of prior studies provide empirical evidence on the role of workplace fairness in organizations, demonstrating that it

enhances the cooperation and commitment of individuals to meet organizational goals (Wentzel 2002; and Maiga and Jacobs 2007), increases employee job involvement (Tang and Sarfield-Baldwin 1996) and develops greater employee satisfaction (Alexander and Ruderman 1987; and Folger and Konovsky 1989). Cropanzana et al. (2007) suggest that workplace justice (or fairness) brings everyone in the organization together and encourages them all to work effectively as a team. Furthermore, Cropanzana et al. (2007) assert that with workplace justice, employees are able to predict and control their preferred outcomes which they receive from their organizations.

Fairness at work is also important as a factor likely to affect organisational performance. Employees who feel they are fairly treated are more likely to be committed to their organisations and to trust new management initiatives. Research has shown that such factors are an important condition both for individual motivation and for organisational citizenship behaviour, which involves the willingness to go beyond narrow role performance and help others with their work. Both higher individual work performance and a stronger disposition to cooperation are likely to have positive effects on overall organisational performance.

Workplace Integrity

Integrity has been defined as a philosophy of consistency of actions, values, methods, organizational principle, expectations, and results. Integrity is not something we are born with. It is something we learn and strengthen over time (Becker, 1998). Employees with high integrity are said to be more rational, honest, and independent and just compare to those with less integrity (Becker, 1998). A true heart and truthful soul interact with people who want to work with, invest in, purchase from or partner with companies they know would be available to them and treat them equally. A lack of honesty and confidence can cause long term harm to the company when workers have a choice. Employees can leave the company or choose to be underperformance.

Concept of Employee Commitment

Commitment refers to attachment and loyalty. As defined by Mowdray et al. (1982), commitment consists of three components, that is, an identification with the goals and values of the organization; a desire to belong to the organization and a willingness to display effort on behalf of the organization. Commitment may be measured either by checking the extents to which the organization is achieving the results, that is objectives or by reference to the sentiments and attitudes of employees, towards their organization.

Salancik, (2017), defines commitment as a state of being in which an individual becomes bound by his actions to beliefs that sustain his activities and his own involvement. Commitment is an intrinsic ability and desire for positive efforts towards performance for purposes of fulfilling certain needs and objectives and preserving certain value and interests. It is the central task of management to motivate the attitude and behavior of organizational members towards working for and meeting organizational relevant goals and needs considered necessary by management.

Employee Commitment is generating human energy and activating the human mind (Jaw and Liu, 2004). Meyer & Allen, (2000), defined commitment as a stabilizing force that acts to maintain behavioral direction when expectancy/equity conditions are not met and do not function.

Organizational commitment continues to be one of the most popularly researched subjects as it has significant effects on job performance and turnover (Chen & Francesco, 2003) and subsequently on organizational performance. Chen and Aryee (2007) affirmed that commitment of employees is an important instrument for improving the performance of the organizations. Adekola, (2012) defined commitments as being a positive evaluation of the organization and the organizations goals. According to Goutam (2004) defined commitment as being a bond between an individual (the employee) and the organization (the employer). Miller and Lee (2001) identified three types of commitment that are, affective commitment which measures an employee's emotional attachment to, identification with, and involvement in the organization, normative commitment reflects pressures on an employee to remain with an organization resulting from organizational obligations. Continuance commitment refers commitment associated with the costs that employees perceive are related to leaving the organization. Boehman, (2006) and Brown (2003) view organizational commitment as multidimensional in nature, involving an employee's willingness to exert effort on behalf of the organization, the degree of goal and value congruency with the organization, and desire to maintain membership. Employee commitment has been described as consisting of affective and /continuance as an attitude, differences between commitment and job satisfaction are seen in several ways. Commitment is a more global response to an organization and job satisfaction is more of a response to a specific job or various facets of the job and also an attitude toward work related conditions, facets, or aspects of the job.

Measure of Employee Commitment

Affective Commitment

Affective commitment is defined as the emotional attachment, identification and involvement that an employee has with his organization and its goals (Mowday, Porter & Steer, 1997). According to Allen and Meyer (1990), Affective Commitment is the result of employee's emotional attachment with the organization. Porter et al (1974) conceptualize it as a "belief in and acceptance of the organization's goals and values, a willingness to focus effort on helping the organization achieve its goals, and a desire to maintain organizational membership". Mowday and others (1997) further state that affective commitment is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal". Meyer and Allen (1997) state that affective commitment to an organization is evident when employees retain membership out of choice.

Relationship between Workplace Ethics and Employee Commitment

Much of the recent contribution by researchers in the field of organizational behaviour are showing incisive concern for getting employee support through managerial conduct and how they beckon on positive organizational behaviour (Meyer & Herscovitch, 2001; Tayyeb & Riaz, 2004; Sheldon, 2009). Some of the studies had however shown that going by the position of Habib and Allas (2011) on two-way effect of pro-social behaviour, manager ethical behaviour is not likely to correlate with employee affective commitment. The author argues that when managers demonstrate high adherence to ethic protocols, he will not necessarily attract support of all work members especially deviant employees. Ethical behaviour requires that rules and regulations are complied with in addition to showing devotion to organizational responsibilities. Infact, Vits and

Gelden (2011) posits that manager ethical behaviour compels obligatory commitment and not necessarily pro-social or extra-role behaviour amongst employees. Kilsby (2012) believed different employees hold different orientation on meaning of work therefore ethical behaviour for those whose work orientation is that of means to end are likely to disregard commitment for more relaxed and passive attitudes. Classical theorists Zhu and Sarkis (2004), Cao and Cao (2007), Mitra and Datta (2014) are more inclined to the fact that ethics at work are compulsory value protocols and procedures that ensure formal conduct and behaviour. In other words, where ethics are demonstrably deficient, commitment is likely to be lacking in turn. There is quite dearth of empirical evidence affirming the belief that manager ethical behaviour enlist employee affective commitment.

Fairness and Employee Commitment

The concept of fairness used in this study was defined by Greenberg (1993). Accordingly, the fairness in an organization is stated as all activities that were expressed through management decisions related to rationality, equality, clarity, and impartiality in the workplace. The theoretical model of fairness in the organization studied and applied is the "Awareness of fairness" model or the "Feeling of fairness" model. This model identifies three aspects of fairness in the organization: (1) equity in outcomes - fairness in the distribution of benefits obtained from job outcomes; (2) equity in the process - fairness in the implementation of management decisions such as payment salary process, reward, appointment, etc; and (3) equity in treatment - fairness in attitudes and relationships that employees receive from their managers, colleagues and those who are involved in their work. According to the researchers, workers would like to receive three aspects of fairness. Workers tend to evaluate what they receive from work (salary, bonus, and recognition) with the effort they put into it (effort, experience, knowledge, suitability, and attitudes), and they will compare the ratio between their output and inputs with other people (Adams, 1965). If there is an equality in their ratio with others, the fairness will appear; otherwise, there will be a sense of inequality that can lead to tension or anger in these people. It can be said that feeling of injustice affects the working spirit of the workers.

Integrity and Employee Commitment

Integrity means adhering to a code of ethics or a set of values, and it is a vital aspect of every personal and professional endeavour, it means matching our actions with our beliefs across a variety of situations. Integrity, as a measure of coherence and consistency, is the key to building and sustaining trust. We trust those who are honest and consistent in their actions, who fully disclose important information, who are willing to deal with tough issues, and who are open about their objectives and motives. Integrity is one of the most important personal qualities that any individual in a position of power or responsibility must possess, be it in business or politic, public or private life (Krogh, 2007). Organizations that prosper over the long run commit to fundamental integrity in their products and services, their processes and systems and their people. They “walk the talk,” even in the toughest of times. They base their interactions with clients on all principles of honesty, integrity, and partnership. They hold their leaders and employees accountable for modelling the highest ethical business practices in every aspect of their work. They keep their promises and follow through on commitments.

Ethical code of conduct and values are set by the managers of the organization that possess integrity, which ultimately results in the employees' involvement in work. Top managers have authority to make and implement working processes which affect the overall organizational performance, this shows the wisdom of managers that how they can carry out their work skilfully and efficaciously. Moreover, manager's integrity is directly related to employee's level of job satisfaction and work commitment.

Empirical Review

Maaja & Krista (2006) conducted a study on the importance of value honesty: determining factors and some hints to ethics. The aim of this paper is to explore to what extent and in what ways the individual value honest signifies in the organisations of Baltic States and Russia and to draw some managerial implications on the basis of our findings. The subjects of study had different cultural background (Estonians from Estonia, Russians from Russia, Lithuania, Latvia, and Estonia) and they were asked to rank their own terminal and instrumental values, including the value honest as well as to speculate how their co-workers would rank the same list of values. Consequently, there were two lists of terminal and instrumental values for every respondent and the following analysis focuses on the comparisons of the importance, impact of other values and socio-demographic characteristics (i.e. gender, age, organisational position, and country of residence). One of the most important findings of our study is that the assessment of peer's value honest tells the most how important honest is for the focal person. Results reveal also the role of some other personal values as well as the country of residence in respect with the importance of value honest.

Huberts (2018) conducted a study on Integrity: what it is and why it is important. This contribution will address basic questions about integrity. What views and interpretations of "integrity" can be distinguished? Eight different views will be summarized, with additional reflection on the underlying basics of an integrity "approach" and on its relationship with concepts/views with "ethics" or "corruption" or "good governance" in the center. It will be concluded that integrity is a crucial concept for an understanding of governance. Not as an alternative for "ethics theory and approaches" but to be embedded in existent "approaches" and theory development. In that sense it belongs on the agenda for further progress in these fields of study, in particular in empirical research on the actual significance of integrity and ethics in governance.

Ayi & Akhigbe (2018) conducted a study on workplace ethics and employee commitment of oil servicing firms in Nigeria. We adopted the cross-sectional design technique and data collected was further analyzed using the spearman's ranked order correlation coefficient. The population of the study was made up of all the oil servicing companies in Port Harcourt and the population size was 342 employees of 4 selected Oil servicing firms. The sample size of 184 was derived. A total of 160 questionnaires were retrieved out of which 150 valid questionnaires were used for the analysis, representing 82 percent. The results indicated that a significant association exists between civility, trustworthiness, integrity and measures of employee commitment, and that culture moderated the influence of workplace ethics and employees' commitment. Based on the study findings, it was concluded that trustworthiness, integrity and civility have significant effect on employees' commitment to the organization. It was recommended that managers in oil servicing firms should instil ethical values in the workplace in order to stimulate employee commitment. Finally,

contribution to knowledge was proffered and suggestions for further studies to investigate how workplace ethics relate with employee satisfaction and turnover rate recommended.

Methodology

This study examined the workplace ethics and employee commitment in public secondary schools in Rivers State. The Survey research design was employed in this study. The geographical scope of this study is Rivers State, Nigeria. Twenty (20) public secondary schools were selected in Rivers State using simple random sampling. Two hundred (480) teachers were surveyed. Sample of two hundred and fourteen (214) was determined using Krejcie and Morgan sample size determination table. Two hundred and fourteen (214) copies of questionnaire were administered to the teachers but one hundred and eighty three (183) copies were correctly filled and returned. Cronbach Alpha values between 0.70-0.80 were ascertained as reliability coefficients while face and content validity was employed. Dimensions of workplace ethics and measures of employee commitment were measured with five items each on five point Likert scale ranging from 5= Strongly agree; 4 = Agree; 3= Disagree; 2 = Strongly disagree 1= Neither agree nor disagree. Pearson Product Moment Correlation Coefficient (rs) was used to analyse the hypotheses with the aid of statistical package for social sciences (SPSS 20.0) while respondents' characteristics (gender, educational qualifications, number of years in service) were analysed using frequency distribution.

Analysis and Results

The dimensions of workplace ethics:-farness and integrity; were all correlated against the dependent variable measures which include, affective commitment. The aim was to ascertain if there is a significant relationship between the dimensions of workplace ethics and the measures of employee commitment (affective commitment), the correlation values with their related significant values are shown in table 1-2 below.

Table 1: Demographics Information of Respondents'

Gender	Frequency	Percentage (%)
Male	70	38.3
Female	113	61.7
Age-Bracket		
41&above	18	9.8
31-40	129	70.5
20-30	36	19.7
Years in Service		
8 & above	8	4.4
4-7	73	39.9
1-3	102	55.7
Academic Qualifications		
OND/HND	68	37.2
Master	4	2.2
Bachelor	111	60.7

Table 1 above shows that seventy (70) respondents' representing 38.3% were males while one hundred and thirteen (113) respondents' representing 61.7% were females. The table also shows that eighteen (18) respondents' representing 9.8% were between 41 years and above; one hundred and twenty nine (129) respondents' representing 70.5% were between 31-41 years; thirty six (36) respondents' representing 19.7% were between 20-30 years of age. In terms of the number of years in service, eight (8) respondents' representing 4.4% have served their schools between 8 years and above; seventy three (73) respondents' representing 39.9% have served their schools between 4-7 years; one hundred and two (102) respondents' representing 55.7% have served their schools between 1-3 years. The academic qualifications of the respondents revealed that sixty eight (68) respondents' representing 37.2% hold OND/HND diploma certificates; four (4) respondents' representing 2.2% hold master degrees; one hundred and eleven (111) respondents' representing 60.7% hold bachelor degrees.

Analyses of Hypotheses

Ho₁: There is no significant relationship between fairness and affective commitment of public secondary schools in Rivers State.

Table 2– Bivariate analysis between fairness and affective commitment

		Fairness	Affective Commitment
Fairness	Pearson Correlation	1	.770**
	Sig. (2-tailed)		.000
	N	183	183
Affective Commitment	Pearson Correlation	.770**	
	Sig. (2-tailed)	.000	
	N	183	183

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

Bivariate analysis above shows that fairness has positive significant relationship with affective commitment. The result also indicate a high correlation coefficient (.768**) and a significant level of .000 which implies that null hypothesis is rejected and alternate hypothesis accepted.

Ho₂: There is no significant relationship between integrity and affective commitment of public secondary schools in Rivers State.

Table 3– Bivariate analysis between integrity and affective commitment

		Fairness	Affective Commitment
Fairness	Pearson Correlation	1	.881**
	Sig. (2-tailed)		.000
	N	183	183
Affective Commitment	Pearson Correlation	.881**	
	Sig. (2-tailed)	.000	

N	183	183
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** . Correlation is significant at the 0.05 level (2-tailed)

Bivariate analysis above shows that integrity has positive significant relationship with affective commitment. The result also indicate a high correlation coefficient (.881**) and a significant level of .000 which implies that null hypothesis is rejected and alternate hypothesis accepted.

Discussion of Findings

Table 2 shows the significant relationship between fairness and affective commitment of public secondary school teachers in Rivers State. Based on the results it was found that fairness positively influence affective commitment of public secondary school teachers. The findings of this study have been shown to correspond with previous results of other researchers as presented here. Cropanzana et al. (2007) suggest that workplace justice (or fairness) brings everyone in the organization together and encourages them all to work effectively as a team. Furthermore, Cropanzana et al. (2007) assert that with workplace justice, employees are able to predict and control their preferred outcomes which they receive from their organizations.

Table 3 shows the significant relationship between integrity and affective commitment of public secondary schools in Rivers State. Based on the results it was found that integrity positively influence affective commitment of public secondary school teachers. Employees with high integrity are said to be more rational, honest, and independent and just compare to those with less integrity (Becker, 1998). A true heart and truthful soul interact with people who want to work with, invest in, purchase from or partner with companies they know would be available to them and treat them equally.

Conclusion

It is concluded that there exists a constructive relationship between farness and employee commitment; integrity and employee commitment. In other words, when there is farness and integrity, the school administrators (principal) communicates expectations clearly so that the employees (teachers) become proactive and responsive to those actions that will keep the school competitive. Organizational fairness and integrity increases the commitment of workers thereby increasing productivity. Fairness and Integrity is a vital element in all domains of social economic life. It makes friendship closer and intimate, it simplifies bargaining and negotiations, reduces transaction cost in organization's exchanges. It increases employees' commitment and loyalty. Every employer strongly desires to build the employees' commitment in the organization.

Recommendation

The following points are recommended;

- (i) School administrators and principals should lead with integrity, openness, and be reliable that would inspire the best in their subordinates and increase the support needed for success.

- (ii) Secondary school administrators should device policies and procedures designed to ensure there are penalties for those whose unpredictability and lack of fairness inhibits with organization performance.
- (iv) School management should attempt to ensure there is recurrent communication between employees and supervisors so as to boost farness and integrity among school administrators and teachers.

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