Volunteerism, Organizational Justice and Organizational Commitment: The Case of Sport Coaches in Malaysian Schools

Ooi Cheng Lee
Universiti Putra Malaysia, UPM Serdang, Selangor, Malaysia

Aminuddin Yusof
Professor, Department of Sport Studies, Universiti Putra Malaysia,
UPM Serdang, Selangor, Malaysia
Email : draminuddin@hotmail.com

Soh Kim Geok
Associate Professor, Department of Sport Studies, Universiti Putra Malaysia,
UPM Serdang, Selangor, Malaysia

Zoharah Omar
Universiti Putra Malaysia, UPM Serdang, Selangor, Malaysia

Abstract

The purpose of this study was to examine the perceptions of volunteer coaches in Malaysian schools about the relationship between organisational justice and organisational commitment. A cross-sectional correlational study using mail survey was conducted on 750 Malaysian school volunteer coaches. The subjects were selected using proportionate stratified and simple random sampling techniques. The data were analysed using structural equation modeling with AMOS. Path analysis showed that only interpersonal justice was related to affective commitment. Interpersonal justice creates a sense of belongingness and internalisation with the organisation value and norm, thus fostering higher affective commitment by willing to stay and strive for organisational goals. The results also show interpersonal justice to be negatively related with continuance commitment. This suggests that by providing fairer interpersonal treatment (i.e. interpersonal justice), the authorities would lower the volunteer coaches' psychological engagements in continuance commitment. Distributive justice was found to be significantly related to normative commitment. Based on social exchange theory (Blau, 1964) if volunteer coaches are given opportunity through

providing fair resources allocation and sports equipment, they would harness their effort to fully engage in coaching, in exchange, they would increase their normative commitment.
Keywords: Coaching, Sports Volunteerism, High School Sports

1. Introduction

Sports volunteers are indispensable human capital that contributes to the success of the sport industry (Peachey, Lyras, Cohen, Bruening, & Cunningham, 2014). Even though about 1.5 million sport volunteers are involved with coaching 5.3 million participants in sports development programs, sport volunteerism as a research subject has been understudied compared with full-time coaching in elite sport (Peachey, Lyras, Cohen, Bruening, & Cunningham, 2014). In Malaysia, grassroots sports development program under the Sports Division of Ministry of Education (MOE) relies fully on volunteer school sports coaches. These volunteer coaches receive no remuneration to develop student-athletes under the High-Performance School Sports Developmental Program (SPTS), a competitive school sports program organised by the Sports Division of MOE.

Volunteer coaches demonstrate a high level of engagement and commitment in sports operational roles Cuskelly, Taylor, Hoye & Darcy (2006). The dynamic and complexity of sports coaching are also experienced by volunteer sport coaches in meeting the demand of preparing athletes and meeting organisational goals (Peel, Cropley, Hanton, & Fleming, 2013). In the literature, sport coaches organisational commitment has been found to be related to job turnover (Raedeke, Warren, & Granzyk, 2002), satisfaction (Chelladurai, 2006), perceived organisational support and performance (Rocha & Chelladurai, 2011), organisational justice (Kim, 2009; Kim & Andrew, 2013; Thorn, 2010), and volunteerism (Ringuet-Riot, Cuskelly, Auld, & Zakus, 2014). These studies emphasised organisational commitment as one of the crucial factors in assuring quality and success in sport program delivery and sustainability.

Organisational commitment appeared to be a reflection of an employee-organisation relationship management effectiveness and efficiency (Meyer, Stanley, Jackson, Mclnnis, Maltin & Sheppard, 2012). Three components of organisation commitment (affective, continuance, and normative commitment) can be acquired by an individual with a different degree of benefit to the organisation (Meyer & Allen, 1991, 1997; Meyer et al., 2012). The authors argued that the development of the three-component model of organisational commitment (Allen & Meyer, 1990; Meyer, Allen, & Smith, 1993) on volunteer school sports coaches' organisation relationship has been understudied, but it might be valuable in sports industry that relies on volunteer school sports coaches for grassroots sports development like Malaysia. The Three-Component Model of organisation commitment (Meyer & Allen, 1991, 1997) could be traced back to the initial conceptualization of affective and continuance commitment by Meyer and Allen (1984); and later normative commitment by Allen and Meyer (1990). Affective commitment refers to an individual's desire to stay in an organisation as he/she has established an emotional attachment to, identification with, and involvement in the organisation (Meyer and Allen, 1984; 1991). It matches an individual's congruent goals and values and explains how an employee is willing to work more for the organisation and claim his/her membership in the organisation. Continuance commitment is about an employee's awareness of costs of leaving the organisation, which concerns relative investment made that would be lost, and/or uncertain of equivalence replacement worth with limited employment elsewhere (Meyer and Allen, 1984, 1991, 1997; Allen & Meyer, 1990; Meyer, Allen, & Smith, 1993). Thus, he/she need to stay rather than please to stay in

the organisation as valuable organisational members. Continuance commitment was developed based on Becker's side-bet theory (1960). In short, Becker's side-bet theory (1960) proposes that the more an individual makes an investment or side bets, the harder for him to quit as higher costs will be incurred by leaving the organisation. It reflects an individual's investment on the organisation, such as additional time and effort in pursuing organisation-specific skill, and the opportunity cost of staying or leaving the organisation (Powell & Meyer, 2004). Normative Commitment is the third component of organisational commitment that implies employee's sense of moral duty or/and obligation. Consequently, this leads him/her have obligation to stay in the organisation due to their sense of loyalty (Meyer and Allen, 1984, 1991, 1997; Allen & Meyer, 1990; Meyer, Allen, & Smith, 1993).

In Malaysia, the organisational commitment of volunteer coaches determines the success of grassroots sports development program. Malaysia like many other countries have integrated competitive sports into the educational setting in order to pursue international elite sports glory (Ferry, Meckbach, & Larsson, 2013). Despite budget constraint in the public sector and low retention of school volunteer coaches, they are needed for training the targeted athletes at selected schools at districts and all state sports schools. It is important to understand the organisational commitment of these coaches, which might provide further suggestions for an effective and conducive coaching environment for retaining them (Rocha & Chelladurai, 2011).

Since 1994, sport management scholars have been attracted to organisational justice research (Mahony, Hums, Andrew, & Dittmore, 2010). Organisational justice refers to subjective beliefs and perceptions of fairness in the workplace (Greenberg, 1990). Organisational Justice is multi-dimensional (Cohen-Charash & Spector, 2001; Colquitt, Conlon, Wesson, Porter, 2001): (1) distributive justice that indicates fairness of outcome; (2) procedural justice that suggests how fairness judgments, procedures or method are made and applied to determine the decision or outcome; (3) interpersonal justice addresses the quality of interpersonal treatment and informational; (4) informational justice elaborated the extent of fairness on information transmission, in respect to right timing provision and accurate information basis.

Despite studies done on coaches (Sunar, Omar-Fauzee, & Yusof, 2009) and high school sports (Ooi & Yusof, 2015; Chuan, Yusof, Soon & Abdullah, 2014) in Malaysia, little is known about Malaysian volunteer school sports coaches' perceptions of organisational justice, and its impact on organisational commitment. Until research examines the process of how organisational justice is related to organisational commitment among Malaysian school volunteer coaches, no constructive school volunteer coaches retention strategies can be formulated by the management, and grassroots sports development will be retarded. Therefore, present research aimed to examine the relationship between organisational justice and organisational commitment of school volunteer coaches in Malaysia. Specifically, this study seeks to examine the relationship between four-dimensional of organisational justice (procedural, distributive, interpersonal, and informational justices) and three component of organisational commitment (affective, continuance, and normative commitments).

2. Literature Review
Organisational justice is "a basic requirement for the effective functioning of organisation and the personal satisfaction of the individuals they employ" (Greenberg, 1990a, p.399). Perceived injustice would cause negative psychology such as negative mood and

anger. These negative emotions also could lead to deviant behaviour, such as thief, unexcused absent, take long breaks, sabotage, dishonesty, and workplace bullying (Demir, 2011). These results explicitly supported that organisational justice is critically related to the multi-dimension of organisational commitment from the social exchange perspective. Past researchers have reported inconsistent findings of organisational justice components in predicting organisational commitment. The majority of these studies focused on distributive justice and procedural justice on organisational commitment, and few emphases on interactional justice, interpersonal justice, or/and informational justice. On the other hand, most measures of organisational commitment focus on examining affective commitment, only a few on normative commitment and continuance commitment.

Two seminal papers on organisational justice meta-analysis were conducted by Cohen-Charash and Spector (2001), and Colquitt, Conlon, Wesson, Porter (2001). Cohen-Charash and Spector (2001) conducted a meta-analysis of 190 studies (148 field studies and 42 laboratory studies) for the past six years from the Psychoinfo and ABI data bases by following Rosenthal (1991) procedures. Among their findings, which are relevant to this study, are three components of organisational justice (i.e. distributive justice, procedural justice, & interactional justice) and three components of organisational commitment (i.e. affective commitment, continuance commitment, & normative commitment). They reported that the three components of organisational justice are distinct. For affective commitment, they found that procedural justice (weighted mean $r = 0.50$) was the best predictor, followed by distributive justice (weighted mean $r = 0.47$) and interactional justice (weighted mean $r = 0.38$). Regarding continuance commitment, they reported that negative relations with the best predictor of procedural justice (weighted mean $r = -0.22$) were the best predictor, and followed by interactional justice (weighted mean $r = -0.12$). As for normative commitment, only procedural justice (weighted mean $r = 0.41$) was the predictor. Briefly, procedural justice was the best predictors of a three-component model of organisational commitment.

In another meta-analysis, Colquitt et al. (2001) reviewed 183 studies (combination of laboratory and field data) of Psychoinfo database from 1975 to 1999 by considering the introduction of procedural justice by Thibaut and Walker (1975). They applied Hunter and Schmidt (1990) approach in the meta-analysis. They conceptualised organisational justice as four dimensions, which were distributive justice, procedural justice, interpersonal justice, and interactional justice. They examined the incremental effect of operationalisation of justice on procedural justice beyond distributive justice effects. They also tested the relationship between organisational justice dimension and outcome variables. Among all, the relevant organisational justice-organisational commitment relationship was discussed. Distributive justice (corrected population correlation, $rc = 0.51$) and procedural justice ($rc = 0.57$) were highly correlated with organisational commitment, while, interpersonal justice ($rc = 0.19$) and informational justice ($rc = 0.29$) were weakly to moderately correlated to organisational commitment. Thus, again, procedural justice was the strongest predictor of organisational commitment. In short, this study revealed that procedural justice was a preferred predictor in influencing satisfaction, commitment, evaluation of authorities, withdrawal, and negative reactions, but, not for performance and organisational citizenship behaviour. They also called for more studies to include interpersonal justice and informational justice as both only represented 16 and 31 studies out of 183 studies beside distributive justice and procedural justice.

These findings were consistent with Lopez-Cabarcos, Machado-Lopes-Sampaio-de Pinho, and Vazquez-Rodriguez's (2015) study on 321 employees from 47 four- and five-star

hotels in Northern Portugal. They found that procedural justice has significant relationships with normative commitment (β = 0.593), affective commitment (β = 0.292), and continuance commitment (β = 0.283). Distributive justice, on the other hand, was revealed to have no association with a three-component model of organisational commitment. Whereas, interactional justice has negative relationships with continuance commitment (β = -0.369), and normative commitment (β = -0.283); but, has no linkage with affective commitment. The study implied that the Portuguese hotel employees regard highly on procedural justice as an organisational-referenced outcome rather than compensation in developing organisational commitment. However, they also revealed that the Portugal hotel employees were mostly temporary workers with high turnover. These hotel staff have inadequate training, long-working hours, lack of interpersonal relationship with hotel managers/supervisors, and under centralisation hotel management; but, they were not short of an alternative job elsewhere. The researchers urged for open communication and adequate job training to enhance interactional justice.

In sports management, Thorn (2010) examined the relationship among organisational justice, job satisfaction, and organisational commitment of head and assistant coaches of NCAA Division I and III men's basketball (revenue generator group), men's baseball (non-revenue generator but stable group), and men's wrestling (non-revenue generator unstable group). Findings have shown that there were no significance differences between perceived overall job satisfaction and organisational commitment between sport types and job title. He argued that the coaches were quite satisfied generally and highly commitment as they comprehended and agreed with their respective institution's mission and athletics' roles as a professional coach. As Division I aims to generate revenue for providing more facilities, athletic scholarships, and high coaching salary, and Division III focuses more on educate and provide opportunities for participation; these have given differential impact on coaches' perceptions on three-dimension of organisational justice in determining both overall job satisfaction and organisational commitment across sport types. Findings have reported that among basketball coaches, distributive justice was the strongest predictor of both overall job satisfaction and organisational commitment. Results for baseball coaches have shown that procedural justice was the sole predictor of organisational commitment; while distributive justice and interactional justice were predictors of overall job satisfaction. Wrestling coaches reported that distributive justice was the only predictor of organisational commitment; while procedural justice and distributive justice were predictors of overall job satisfaction. The study stressed the importance of considering three-dimension of organisational justice because each component has differential influence on overall job satisfaction and organisational commitment of all sport types. The author proposed that for non-revenue generating coaches, the essential of formulating a fair policy and constructive interaction by these decision makers are primary than increasing resource distribution. Therefore, the current study responses to Thorn (2010) calling for examining these variables (especially multi-dimensional organisational justice and organisational commitment) beyond intercollegiate athletics, and expand the literature of interactional justice by considering interpersonal justice and informational justice. Thorn (2010), however, has applied the organisational commitment by extracting from the four-dimensional (occupational commitment, job involvement, value of work, & organisational commitment) and General Index of Work Commitment (GIWC) by Blau, Paul, and St. John (1993) as uni-dimension, which have mainly implied more towards as affective commitment, and not taken into consideration continuance and normative commitments.

The literature review revealed an inconsistency in the results of studies on organisational. To address the gap in the literature in terms of the organisational justice and commitment relationships, this study would examine the positive relationships among four-dimensional organisational justice with affective commitment and normative commitment, and negative relationships among four-dimensional organisational justice with continuance commitment.

Methodology

Using questionnaire as a research instrument, a total of 1502 subjects were selected using proportionate stratified sampling technique from a list of High-Performance School Sports Developmental Program's volunteer coaches obtained from the Malaysian Sports Division of the Ministry of Education. A total of 767 volunteer coaches responded to this survey. Out of this number, only 750 responses (49.93% response rate) were usable for further statistical analysis. The subjects were 84.6% male and 15.3% were female, and 0.1% had missing data. The volunteer coaches' mean age was 40.43, ranging from 25 to 58 years old and most of these volunteer coaches were college graduates (74.53%). The majority of these volunteer coaches hold Malaysian level one sport specific coaching certificates (63.9%) and Malaysian sports science certificates (52.4%). The overall coaching experience of these volunteer coaches ranged from 1 to 32 years, with a mean of 10.37 years. Track and field events coach made up the largest number of subjects (24.7%); followed by field hockey (18.8%), sepak takraw (14.8%), badminton (11.5%), football (10.7%), while netball coaches were the fewest (1.9%).

Colquitt's (2001) 20-item questionnaire was used to measure the perceptions of volunteer coaches on organisational justice in terms of the treatment they received from the sport authorities at the State and District Sport Units. Items on procedural justice measure how fair the procedure (decision process/system) of identifying, training and selecting athletes. Distributive justice (4 items) items are concerned with the allocation of budget, rewards, incentives, sport equipment, and sport training facilities. Interpersonal justice consists of 4 items measuring the degree of fair interpersonal treatment by the authorities at the District/State Sport Units toward the volunteer coaches, in terms of respect, politeness, and dignity. Finally, informational justice items measure the extent of fairness on information transmission, right timing and accurate information.

Organisational commitment measure is derived from Meyer, Allen, and Smith's (1993) Organisational Commitment Scale. It measures affective, continuance, and normative commitments with each component consisting of six items (Meyer, Allen, & Smith, 1993). Affective commitment items measure the volunteer coaches' emotional attachment, identification, sense of affiliation and belonging to the organisation (the Malaysian Sport Division of MOE), while items on continuance commitment measure a coach service after considering the opportunity cost of forgoing the coaching position. On the other hand, items on normative commitment referred to the volunteer coaches' sense of obligation and moral duty to coach in SPTS program for the organisation.

3. Results

Path analysis was performed using structural equation modeling with IBM SPSS AMOS 21.0. Three separate analyses were performed. The first was to examine the relationship between volunteer coaches' perception of procedural, interpersonal, informational and distributive justice with affective commitment. The results show procedural justice has a non-

significant relationship with affective commitment (βc = -0.016, $p > 0.5$) (Table 1). This suggests that procedural fairness was not a factor to promote affective commitment of volunteer coaches. The next analysis is to investigate whether there is a positive and significant relationship between the distributive justice of the authorities at the State/District Sport Units and affective commitment of volunteer coaches. As shown in Table 1, the results of the path analysis showed that distributive justice has a non-significant relationship with affective commitment (βc = -0.017, $p > 0.5$). This indicates that the degree of fair allocation of budget, rewards, incentives, sport equipment and facilities to volunteer coaches are not significant in promoting affective commitment.

Table 1:
Relationships between Four-dimension of Organisational Justice and Affective Commitment

H_A	Causal Path			b	S.E.	Beta	C.R.
H_{A1}	PJ	$\rightarrow$	AC	-0.027	0.096	-0.016	-0.279
H_{A2}	DJ	$\rightarrow$	AC	-0.021	0.070	-0.017	-0.301
H_{A3}	TJ	$\rightarrow$	AC	0.388	0.086	0.276	4.488*
H_{A4}	FJ	$\rightarrow$	AC	0.009	0.112	0.006	0.077

Note: *$p < 0.05$; **$p < 0.01$; ***$p < 0.001$; R^2 = 0.05
PJ = Procedural Justice, DJ = Distributive Justice, TJ = Interpersonal Justice, FJ = Informational Justice, AC = Affective Commitment

Interpersonal justice was found to enhance volunteer coaches' affective organisational commitment (Table 1). The result supported previous findings by revealing a positive and significant relationship between interpersonal justice and affective commitment (βc = 0.276, $p < 0.001$). When school volunteer coaches received fair interpersonal treatment from the authorities, they experienced an increased sense of belonging to the organisation. However, a non-significant relationship (βc = 0.006, $p > 0.05$) was discovered for the relationship between informational justice and affective commitment (Table 1). The result suggests that how information is transmitted from the authorities to the volunteer coaches was not significant to the emotional attachment and sense of affiliation to the organisation. The first path analysis shows only interpersonal justice out has a significant relationship with affective commitment. This was consistent with the organisational support theory that agents' actions were personified as organisation's will that has a positive impact on school volunteer coaches' attitude of emotional attachment to the organisation. For this study, it was found that the authorities at the State/District Sport Unit have treated the volunteer coaches with courtesy, respect, and sensitivity. However, the fairness of procedural, distributive, and informational was deemed as inadequate to induce volunteer coaches' affective organisational commitment.

A second path analysis was performed to examine the relationship between volunteer coaches' perception of procedural, interpersonal, informational and distributive justice with continuance commitment. The results (Table 2) show the relationship between procedural justice and continuance commitment was not significant (βc = 0.032, $p > 0.05$). Similarly, Table 2 also shows that informational justice was not significantly related to the continuance commitment of school volunteer coaches. However, the results showed that path coefficient of distributive justice positively predicted volunteer coaches' continuance commitment (βc = 0.303, $p < 0.001$). Results also show a negative but significant relationship between interpersonal justice and continuance commitment of school volunteer coaches (βc = -0.195,

p < 0.01). Distributive justice refers to how fair is the allocation in monetary and in kind from the volunteer coaches' perspectives while interpersonal justice is concerned with the degree of fair interpersonal treatment with respect, polite, and dignity by the authorities at the District/State Sport Unit toward the volunteer coaches. Continuance commitment involved cost-benefit analysis for these volunteer coaches to continue to serve the District/State Sport Unit. Drawing on the organisational support theory, the attribution of agents' actions as organisation's wish has been considered on the basis of "cost-benefit analysis" decision for having to stay as a volunteer coach

Table 2 :
Relationships between Four-dimension of Organisational Justice and Continuous Commitment

H_A	Causal Path			b	S.E.	Beta	C.R.
H_{A5}	PJ	→	CC	0.055	0.099	0.032	0.553
H_{A6}	DJ	→	CC	0.386	0.076	0.303	5.094*
H_{A7}	TJ	→	CC	-0.287	0.089	-0.195	-3.239*
H_{A8}	FJ	→	CC	0.075	0.116	0.048	0.644

Note: *p < 0.05; **p < 0.01; ***p < 0.001; R^2 = 0.15
PJ = Procedural Justice, DJ = Distributive Justice, TJ = Interpersonal Justice, FJ = Informational Justice,
CC = Continuance Commitment

The final path analysis was performed to examine the relationship between volunteer coaches' perception of procedural, interpersonal, informational and distributive justice with normative commitment. The results in Table 3 show that the relationship between procedural, interpersonal and informational justice with normative commitment was not significant. However, distributive justice provided by the District/State Sport Units was found to be significantly related to the normative commitment of school volunteer coaches (βc = 0.178, p < 0.05). This shows that fairness in providing monetary, sport equipment and facilities to the volunteer coaches by the sports unit at the state and district level would result in a sense of moral duty and obligation (normative commitment). Organisational support theory holds that actions of the authorities have been presumed as organisation's expectation. These favourable treatments have enhanced the felt obligation and thus, increase normative commitment among volunteer coaches.

Table 3:
Relationships between Four-dimension of Organisational Justice and Normative Commitment

H_A	Causal Pat h			b	S.E.	Beta	C.R.
H_{A9}	PJ	→	NC	0.180	0.104	0.090	1.736
HA10	DJ	→	NC	0.262	0.076	0.178	3.459*
HA11	TJ	→	NC	0.096	0.091	0.056	1.060
HA12	FJ	→	NC	-0.010	0.121	-0.005	-0.081

Note: *p < 0.05; **p < 0.01; ***p < 0.001: R^2 = 0.24
PJ = Procedural Justice, DJ = Distributive Justice, TJ = Interpersonal Justice, FJ = Informational Justice, NC = Normative Commitment

4. Discussion

The present research was to examine the relationship between four dimensions of organisational justice (procedural, distributive, interpersonal, and informational justices) and three components of organisational commitment (affective, continuance, and normative commitments).of school volunteer coaches in Malaysia. In this study, interpersonal justice was found to enhance volunteer coaches' affective organisational commitment. In the context of Malaysian schools volunteer coach management, interpersonal justice refers to politeness, respectful, and dignity that school volunteer coaches received from the relevant authorities (State/District Sport Unit). Affective commitment is about how school volunteer coaches' desire, involve and identify with the State/District Sport Unit. The current result suggested the sport authority at the district and state levels uphold ethical values, by respecting the volunteer coaches' dignity and basic rights (i.e. interpersonal justice) during meetings and interactions. Based on organisational support theory (Eisenberger, Huntington, Hutchison & Sowa, 1986), when higher authority performed greater degree of interpersonal justice, it signalled to the coaches that they are regarded as valuable members of the organisation, thus establishing an organisational identification (Ashforth & Mael, 1989; Van Knippenberg & De Cremer, 2008). The result also shows interpersonal justice to be negatively related with volunteer coaches' continuance commitment. In this research context, continuance commitment refers to volunteer coaches' consciousness of the opportunities costs of forgoing the coaching position based on Becker's (1960) side-bet theory – accumulated investment will be lost, or lack of available and comparable alternatives (Allen & Meyer, 1990; Meyer & Allen (1984, 1991). When volunteer coaches are treated in the organisation with dignity and respect, it translates one's "right and proper in their society or social group" (Becker, 1960, p. 33). A social costs exchange is thus established (Blau, 1964). Consistent with fairness heuristic theory (Lind, 2001), the authorities fair interpersonal treatment helps established higher self-identity, social identity, and organisational identity among the coaches. A more conducive and harmonise coaching atmosphere would reduce conflicts, vulnerability, discomfort, and uncertainty. Moreover, good interpersonal relationship with the authorities may enhance the probability of achieving future values or goals on coaching administration and practice (Cheung, 2013). Therefore, higher interpersonal justice is deemed to lessen the negative effects of continuance commitment of volunteer coaches (Meyer & Maltin, 2010; Panaccio & Vandenberger , 2009), such as stress, work-family conflict, and organisational effectiveness in term of pressure on lack of alternatives (Vandenberghe & Panaccio, 2012). Following this logic, by providing fairer interpersonal treatment (i.e. interpersonal justice), the authorities would presumably lower these volunteer coaches' psychological engagements in continuance commitment.

The results also show that distributive justice was found to be positive and significantly correlated with continuance commitment. It suggested that distributive justice of budget, rewards, incentives, sport equipment, and sport training facilities are essential economic exchange for the volunteer coaches. If they discontinued coaching for the organisation, they will lose all related and relevant resources allocation as mentioned earlier inclusive of time and effort invested in pursuing coaching knowledge and skills Taing, Granger, Groff, Jackson & Johnson (2011). In order to fulfil their coaching needs, they are more likely "strive to obtain, retain, protect, and foster resources" as posited in the conservation of resources theory (Hobfoll, 2002, p. 317). Distributive justice also has a significant relationship with normative commitment. It indicated that fairness in resource allocation influenced volunteer coaches to develop an obligation to coach for the organisation. The SPTS program is a competitive sport

program. In order to excel, fair and sufficient distribution of standard sports equipment is essential to the volunteer coaches for conducting efficient and effective basic routine training. Fairer distributive justice perhaps has motivated volunteer coaches to increase their internalisation of moral duty and social obligation to produce excellent athletes. Based on social exchange theory (Blau, 1964) and engagement theory, if these volunteer coaches are given opportunity through providing fair resources allocation – sports equipment, they would harness their effort to fully engage in coaching, in exchange, they would increase their normative commitment.

5. Conclusion

This study contributes to organisational justice in the sport literature by focusing on volunteer sports coaches in a non-western country such as Malaysia. The Malaysian culture with hierarchical standing and high power distance have overruled the volunteer coaches' perceptions of procedural justice (Meyer & Parfyonova, 2010). They respected and followed strictly the organisation's decision-making processes. Indeed, informational justice, distributive justice, and interpersonal justice were found to be more relevant to them which suggests volunteer coaches require adequately fair, on-time, accurate information, and candid justification on decision making (i.e. informational justice), and sufficiently fair resource allocation (i.e. distributive justice) for conducting coaching sessions effectively. They also need fair interpersonal treatment with dignity, respect, polite and openness (i.e. interpersonal justice) for the conducive working environment. These factors are the hallmark of organisation's good intention of providing support by appreciating their contribution and care of their well-being (Eisenberger et al., 1986).

In this study, volunteer coaches' motivation have been driven primarily by intrinsic motivation as supported by love/passion for sport, enjoyment, and success with the retention of junior sport coaches (Rundle-Thiele & Auld, 2009) and multilevel sports coaches in terms of participation, development, & high performance (McLean & Mallett, 2012). The sport volunteers values (altruism) motive to serve was in line with the findings of Busser and Carruthers (2010), Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Meine (1998), and Peachey et al. (2014). This study has transcended theoretical rationale of organisational support theory for providing a better understanding of how organisation support explains the mechanism of the relationship between organisational justice influence and organisation commitment of school volunteer coaches. School volunteer coaches in Malaysia encountered dynamic, complex, and multi-faceted coaching path similar with paid coaching roles (Dawson, & Philips, 2013). The grassroots sport development program in Malaysia emphasises competitive performance, and it is a government volunteerism initiative. Teaching is the main roles of the coaches, and volunteer coaching is done during free time. This creates role ambiguity, role conflict, unrecognised coaching status and sometimes there is a lack of clear procedure/policy. Combined with limited financial and sports resources (equipment and facilities,), and lack of coach development (skill, knowledge, and networking), the commitment of Malaysian volunteer coaches can be negatively affected resulting in high turnover.

Malaysia's collectivism, high power distance (Hofstede, 2001) and value-based culture (Schwartz, 2006) can suppress the relevancy of procedural justice of school volunteer coaches. Despite the respectful gesture towards higher authorities, procedural justice was found to be not significant in influencing commitment of school volunteer coaches. This has detrimental effects in fostering volunteer coaches' affective commitment toward the

organisation. This finding has contradicted a majority of past literature on the affective commitment that procedural justice has the strongest influenced on organisational outcomes, and thus, positively impacted on organisational performance (Eisinga, Teelken & Doorewaard, 2010; Meyer et al., 2012). Based on the results, the authorities need to emphasise fair procedures or policies that allow for feedback from the volunteer coaches in the process of improving the volunteer coach management system. A sound system with procedural justice is important for the organisation to demonstrate its support towards these volunteer coaches, in order to attract their emotional attachment and loyalty to coach for the organisation in the long run.

Corresponding author: Aminuddin Yusof
Affiliation: Universiti Putra Malaysia
Country: Malaysia
Email: draminuddin@hotmail.com

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