

# **Examining the Relationship between Organisational Justice and Organizational Commitment with Perceived Organisational Support of the Malaysian High Performance School Sports Developmental Programme (SPTS) Volunteer Coaches**

**Ooi Cheng Lee, Aminuddin Yusof, Soh Kim Geok and Zoharah Omar**

Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia

DOI: 10.6007/IJARBS/v7-i14/3690 URL: <http://dx.doi.org/10.6007/IJARBS/v7-i14/3690>

## **Abstract**

This study aims to examine the relationship between organisational justice and organizational commitment with perceived organisational support of the Malaysian High Performance School Sports Developmental Programme (SPTS) volunteer coaches, in an organisation sponsored volunteerism at grass root sports development level. A cross-sectional correlation research mail survey was conducted. Data were analysed by using IBM SPSS statistics software and structural equation modelling with AMOS. Findings showed that interpersonal justice related positively with affective commitment but negatively with continuance commitment; while, distributive justice was only linked to normative commitment. All four dimensions of organisational justice except procedural justice were associated with perceived organisational support. Perceived organisational support relates only to normative commitment. Moreover Organisation Support Theory, under current research, is suggested to contextualise and resolve their conflicting dual roles as a teacher by contract and as a volunteer coach by assignment within the organisation. Besides, it is essential to strengthen the Sports Officers' capabilities and abilities in volunteer sports management in order to achieve Malaysia's aim for sports excellence. Future in-depth research is recommended for a better understanding of the subject matter.

**Keywords:** Organisational Justice, Organizational Commitment, Perceived Organisational Support.

## **Introduction**

To date, organisations still strive for enhancing and retaining committed employees (Meyer, Stanley, Jackson, McInnis, Maltin, & Sheppard, 2012; Morrow, 2011). However in sport, literature has reported that volunteer youth sport coaches are hard to retain (Cuskelly, Taylor, Hoyer, & Darcy, 2006; Rundle-Thiele & Auld, 2009) and replace (Paiement, 2007), in particular the Malaysian High Performance School Sports Developmental Programme (SPTS) volunteer school sport coaches. They are the essence of Malaysian grassroots sports developers. In

interviewing an officer of the Sports Division of the MOE in-charge of the District Training Centre (Pusat Latihan Daerah) SPTS volunteer coaches, he expressed his concern on the declining number of coaches from 1749 coaches of 831 District Training Centres in 2012 to 1670 coaches of 862 District Training Centers in 2013, despite the expansion of these centres for the nation's grassroots sports excellence. In addition, his District Sports Officers have reported on the closure of some District Training Centres as no replacements were available for dropped out, transferred, promoted, and unhealthy or demised volunteer coaches. An understanding of employee-employer relationship might improve volunteer coach sustainability.

Both employees and organisation are seeking for a win-win interdependence employee organisation relationship on the evaluation of organisational justice and commitment (López-Cabarcos, Machado-Lopes-Sampaio-de Pinho, & Vázquez-Rodríguez, 2015; Mahony et al., 2010; Purang, 2011; Thorn, 2010). Organisations require fully committed employees as their competitive edge for success (Purang, 2011). In general, employees look forward to justice treatments in their employment relationship as predictable and controllable future benefits, considerations of personal and group values, and considerations of upholding ethical and social norms (Cropanzano, Bowen, & Gilliland, 2007). Past studies have shown that perceptions of justice affect an individual's attitude, behaviour, and thus organisational outcome (Fortin, 2008; LópezCabarcos et al., 2015; Mahony et al., 2010; Purang, 2011; Thorn, 2010). In addition, it could mitigate conflict and disagreement (Kerwin, Jordan, & Turner, 2014).

Unlike other studies on volunteers (Bingham, Mitchell, Bishop, & Allen, 2013; Boezeman & Ellemers, 2007; Cha, Cichy, & Kim, 2011), this study includes continuance commitment because of their need to stay for vast investment of time, effort, and money spent on training these SPTS athletes (Park & Kim, 2013) rather than valued organisational memberships (Meyer et al., 1993). Even though these volunteers are not bounded to continuously commit to coach for the organisation, they expect the organisation to respond to their needs in terms of a large pool of potential athletes with the availability of essential sports equipment and facilities, coaches' networking and other factors that prevent them from seeking other alternatives (Andam, 2013). In addition, high continuance commitment is required to meet high collectivism and power distance culture in regions other than North America (Fisher & Mansell, 2009). Without this understanding, no constructive SPTS volunteer coaches retention strategies can be formulated by the management and the grassroots sports development will be retarded. Therefore, this present research aimed at examining the relationship between organisational justice and organizational commitment with perceived organisational support.

## **Review of Literature**

### **Malaysia School Sport**

Malaysia's school sports have been initially introduced into schools as part of school co-curricular by promoting lifelong skills for health and wellness (Fry & McNeil, 2011). The fame and respect gained from succeeding in sports have motivated and shifted the athletes',

schools', society's, and country's attention. Gradually, upon achieving international elite sport success, government has exerted more emphasis on building sports excellence by enforcing grassroots and elite developmental sports into the educational system (Ferry, 2014; Ferry, Meckbach, & Larsson, 2013; Fry & McNeil, 2011; Houlihan, 2000; Mackintosh, 2014; Metsä-Tokila, 2002; Phillpots & Grix, 2014; Pot & Van Hilvoorde, 2013). In Malaysia, the Sports Developmental Sector under the Sports Division of the MOE has targeted the SPTS programme as one of the grassroots developmental sports to cultivate talented athletes as feeders to elite developmental sports through district training centers (selected daily schools as training centers in each district in Malaysia) and state sports schools. In the period of conducting this survey, these SPTS volunteer coaches were in-service teachers who coached part time, three times per week with two hours per training session. Some of these SPTS volunteer coaches in the state sports schools were in the middle of transition to become full time coaches based on individuals' preferences.

School sports coaches are usually teachers who also major in different academic fields of studies (Konukman, Agbuga, Erdogan, Zorba, Demirhan, & Yilmaz, 2010; Richards, Levesque-Bristol, & Templin, 2014; Richards & Templin, 2012). Although there was a lack of volunteer school sports coaches' studies, the dual role conflict of teacher coach have been reported. Academic teaching and sport coaching are distinct in delivering occupational skills, role status, role played and role stressors (role ambiguity and role conflicts) within the role theory (Konukman et al., 2010; Richards & Templin, 2012; Vandenberghe, Bentein, & Panaccio, 2014). Role theory posits that position within a hierarchy embrace certain compliance of role expectations and responsibilities (Linton, 1936; Merton, 1957; Parsons, 1951). Limited time, energy, and resources, unclear boundaries in differentiating between teaching and coaching would induce role ambiguity, role overload, and role conflicts among these teacher-coaches (Biddle, 1986; Kartz & Kahn, 1966; Konukman et al., 2010; Richards et al., 2014; Richards & Templin, 2012; Turner, 2001). Role ambiguity is an uncertain required role play expectations due to unclear job descriptions to guide behaviour, while role overload is an incompatible demand of time, energy, and / or resources to complete one's responsibilities or fill multiple roles (Richards & Templin, 2012). Subsequently, it induces role conflicts when role expectations tend to be overwhelming and are being viewed as impossible missions to accomplish, particularly within the teacher-coach role conflict (Konukman et al., 2010; Pitney, Stuart, & Parker, 2008; Richards et al., 2014; Richards & Templin, 2012).

### **Perceived Organizational Support**

Psychology and management researchers have incredible enthusiasm on the interdependence effect of employment relationship that could be explained by perceived organisational support. Perceived organisational support is developed based on organisational support theory (OST) (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades & Eisenberger, 2002; Shore & Shore, 1995). Under this theory, the mechanism of perceived organisational support can be explained with combination of another three principles: (1) personification of an agent's action

as organisation's wills (Levinson, 1965); (2) social exchange theory (Blau, 1964); and (3) norm of reciprocity (Gouldner, 1960).

Firstly, organisational support theory utilises Levinson's (1965) suggestion on employees personifying their employing organisation through the actions of the organisational agents (such as supervisor). Hence, if fair or unjust treatment was provided by their organisational agents, it signalled the extent of the organisation's favour or unfavour treatment toward them regardless of the agents' motives. Factors influencing personification of the organisation are: (a) Organisational agents are legally, morally, and financially accountable by their organisation; (b) Organisational agents have execution power over employees on behalf of their organisation; and (c) The role behaviour of organisational agents are listed according to their organisation's policies, culture, and norm (Levinson, 1965). In lieu of Levinson's (1965) personification of the organisation, organisational support theory argues that this leads to the formation of global belief toward the degree of how much the organisation commits and appreciates their contributions and shows concern over their well-being (Eisenberger et al., 1986). In addition, attribution theory also may help to explain the personification of the agents' actions as organisation's wills through attribution processes by the employees (Heider, 1958; Weiner, 1986, 1993).

Secondly, organisational support theory applies social exchange theory. Social exchange theory is a very influential conceptual proposition that explains human social relationship through negotiation exchange process between parties, particularly employer-employee relationship (i.e., employment relationship) (Cropanzano & Mitchell, 2005; Mowday, Porter & Steers, 1982). It evolves from and bridges across disciplines of social psychology, sociology, and economics. The development of social exchange theory can be traced back to Thorndike's (1932, 1935) reinforcement theory and Mill's (1923) marginal utility theory. To date, the popularity of social exchange theory is largely derived from Homan (1950, 1961), Blau's (1964) social exchange structure, Gouldner's (1960) norm of reciprocal, Emerson's (1972) power-dependency theory perspectives, and Cook's (1987) exchange network theory.

Despite differences in social exchange perspectives, these theorists have come to several basic consensus in exchange relationships. First, the exchange process is based on rational choice and behaviour. In exchange relationship, individual acts are based on self-interest (Blau, 1964; Homan, 1950, 1961) or group-interest (Levi-Strauss, 1961) goal oriented and rational behaviour, all of which come from rational choice perspective on human interaction behaviour. Second, individual tends to have subjective cost-benefits analysis (Thibaut & Kelly, 1959, 1978) by trying to generate maximum gain and minimise costs, which enhance and constrain the human interaction exchange processes. The social exchange resources can be either tangible (such as material or goods, particularly money), and intangible (such as recognition, care, love, time, and energy). Values, norms, and expectations and alternatives are yardsticks to weighing the equilibrium of the exchange process. Third, the exchange process should fulfil the justice principle. Fourth, the exchange relationship is built on the norm of reciprocal (Gouldner, 1960).

It emphasises the nature of mutual interdependency and exchange entails mutual free choice, understanding and agreement rather than coercion.

Accordingly Blau (1964) has extended the social exchange theory by proposing the exchange relationship basis into social or economic principles. Social exchange principle is found on the mutual trust in goodwill concept; while the economic exchange principle is based on material and non-material rewards in employment relationship in exchange for employees' loyalty and effort (Aselage & Eisenberger, 2003). Moreover, social exchange theorists found that the resources or treatment received from discretionary choice was more valuable than the mandate policy or regulation of the organisation (Baran et al., 2011; Blau, 1964; Eisenberger et al., 1986; Kurtosis et al., 2015; Rhoads & Eisenberger, 2002). In short, organisational support theory invokes social exchange process, which in turn induces reciprocity, mutual interdependency, obligation, trust, investment, and long-term relationships. The importance of social exchange theory's explanatory value has enabled perceived organisational support to fulfil socio-emotional needs and acts as a social exchange variable. Therefore, scholars tend to mischaracterise organisational support theory as social exchange theory (Kurtosis et al., 2015). Thirdly, organisational support theory embraces the norm of reciprocity (Gouldner, 1960). Gouldner (1960) has highlighted reciprocity as a pattern and moral belief of social exchange. It is more on psychological and emotional attunement for sharing benefits out of social interactions (Uehara, 1995). According to Cropanzano and Mitchell (2005), reciprocity comprises three rules which are reciprocity as an interdependent exchange, reciprocity as a folk belief, and reciprocity as a norm and individual orientation.

Rule one, reciprocity as an interdependent exchange, focuses on contingent interpersonal transaction (action-reaction through give and take from both parties) (Gergen, 1969). It tends to minimise risk and induce cooperation (Molm, 1994). It is in line with Gouldner's model (Cropanzano & Mitchell, 2005). Rule two, reciprocity as a folk belief refers to one that will receive what one is entitled to base on cultural expectation (Gouldner, 1960). The cultural expectation consists of mixture of the following: (a) ultimately all exchanges will come to a fair level, (b) unhelpful people will be penalised, and (c) helpful people will get assistance or good deed in future. It encourages constructive behaviours than destructive behaviours (Cropanzano & Mitchell, 2005). Nevertheless, the reciprocity as a folk belief has yet to be explored by organisational researchers (Cropanzano & Mitchell, 2005). Rule three, reciprocity as a norm and individual orientation emphasises culture mandate, whereby those who do not obey will be penalised (Malinowski, 1932; Mauss, 1967). Under this norm, one should behave reciprocally. In view of this logic, the norm of reciprocity is considered to be a universal principle (Gouldner, 1960). But, past research found that cultural and individual differences influence the degree of reciprocity. Nevertheless, most past researches mainly focused on the reciprocity as interdependent exchange. In addition, Baran et al. (2011), in their meta-analysis, have reported that culture value has been the main focus for these researchers of international/cross-cultural studies of perceived organisational support.



### **Organisational Justice and Perceived Organisational Support Relationships**

Chan and Jepsen (2011) studied the impact of the four-dimensional organisational justice on the workplace through perceived organisational support and leader-member exchange, and work attitude regarding job satisfaction, organisational commitment, and intention to quit. Findings revealed inconsistencies in organisational justice-perceived organisational support relationships across three contextual differentiated registered clubs (i.e., A, B & C) in Australia that provided recreational, sporting, and community facilities through 501 (out of 551 respondents received) usable responses from hospitality and entertainment services (bars, restaurants, and gaming facilities) shift workers (i.e. full-time, part-time, and casual). The customers of Club A and B were lower in social economic status and have higher unemployment rate than Club C. Despite these similarities, Club A focused on football; while Club B on bowling. Findings reported that only distributive justice ( $\beta = 0.33$ ,  $p < 0.01$ ) of Club A's shift workers predicted perceived organisational support; in contradictory, Club B's procedural justice ( $\beta = 0.33$ ,  $p < 0.01$ ), interpersonal justice ( $\beta = 0.25$ ,  $p < 0.01$ ), and informational justice ( $\beta = 0.20$ ,  $p < 0.05$ ) predicted perceived organisational support. On the other hand, Club C's customers portrayed a higher social economy status as the club was well-established and located in a popular beachside. The Club C employees claimed that, informational justice ( $\beta = 0.49$ ,  $p < 0.01$ ) predicted perceived organisational support. The authors analysed the data by hierarchical regression. It is proposed that structural equation modelling will be more parsimonious in analysing the variables simultaneously and also taking into consideration of measurement errors. Furthermore, the article only provided information regarding differentiation results of organisational justice-perceived organisational support relationship according to club type, but, it failed to depict the differences among the three types of shift workers.

DeConinck and Johnson (2009) examined the effects of four-dimensional organisational justice on 384 salespersons' perceived organisational support, perceived supervisor support, performance, organisational commitment, turnover intention, and turnover. Results showed that procedural justice ( $\beta = 0.50$ ,  $t = 8.68$ ,  $p < 0.01$ ) was positively and significant related to perceived organisational support; which was consistent with the Masterson et al. (2000) results on 701 employees at a large public university in the north-eastern United State, and Roch and Shanock's (2006) findings on 272 alumni of a university in the North-Eastern United States. On the other hand, informational justice ( $\beta = 0.42$ ,  $t = 6.12$ ,  $p < 0.01$ ) and interpersonal justice ( $\beta = 0.25$ ,  $t = 3.76$ ,  $p < 0.01$ ) were positively and significantly related to perceived supervisor support. However, distributive justice was reported non-significant related to perceived organisational support, which was in line with Roch and Shanock's (2006) findings; and distributive justice was also found to be unrelated to perceived supervisor support. These findings emphasised that salespeople eagerly look forward to fair interpersonal relations and information from their supervisors or organisation's representatives for support.

### **Perceived Organisational Support and Organisational Commitment Relationships in Sport**

On sports management, there were only few studies on perceived organisational support (Kim, 2009; Jordan, Turner, & Pack, 2008; Pack, 2005; Pack, Jordan, Turner & Haines, 2007). Regarding the research on student workers in recreational sports department, firstly, Pack et al. (2007) studied perceived organisational support, employee satisfaction and retention of student workers from a mid-western university. The online questionnaire yielded 30.8% response rate (152 out of 494 student workers). The measures of variables for this study were: perceived organisational support – the short version of eight-item of Survey of Perceived Organisational Support by Eisenberger et al. (1986) with internal reliability ranging from 0.74 to 0.97; Organisational commitment – three items each of affective commitment ( $\alpha = 0.89$ ) and normative commitment ( $\alpha = 0.82$ ) with highest loading from Meyer, Allen, and Smith (1993) were selected. This has been practiced by prior researchers (Clugston, Howell & Dorfman, 2000; Iverson & Buttigieg, 1999; Turner & Chelladurai, 2005). The estimated reliability was 0.89 for affective commitment and 0.82 for normative commitment. Pack et al. (2007) also surveyed these student workers on overall job satisfaction by Wanous, Reichers, and Hudy (1997), and demographic information gender, tenure and type of supervision (student staff member, professional staff member, or graduate administrative assistant). The study also noted that perceived organisational support has significant relationship with affective commitment, normative commitment and job satisfaction, with 46.2% of affective commitment, 39% of normative commitment, and 53.3% of job satisfaction as explained by perceived organisational support. These results implied that exchange relationships do exist for student workers of recreational sports departments. However, this study used two ANOVA to analyse the data. This may be more parsimonious if the researchers applied structural equation modelling and minimised type I error.

Pack (2005), in his study on antecedents and consequences of perceived organisational support of 222 Division I NCAA athletic administrators (53.6% female, and 46.4% male) showed that the antecedents (participation in decision making, supervisor support, three-dimensions of organisational justice) were significant predictors of perceived organisational support. The data were analysed by SPSS version 13.0. The consequences of perceived organisational support were significant related with affective commitment, job satisfaction and turnover intention. Affective commitment and job satisfaction were positively related with perceived organisational support, while turnover intention was negatively related with perceived organisational support.

### **Methodology**

#### **Research Design**

This study applied a non-experimental quantitative cross-sectional correlation research design.

#### **Population and Sampling**

This study covered the whole of Malaysia, which includes 13 states and three federal territories (i.e., Kuala Lumpur, Putrajaya, and Labuan). The High Performance School Sports

Developmental programme (Program Pembangunan Sukan Prestasi Tinggi Sekolah, SPTS) has an accessible population of 1,905 volunteer coaches, who constitute the sampling frame size. This source was mainly obtained from the Malaysian Sports Division of MOE's website on 15 February 2012 with 1,880 volunteer coaches, and in addition included another 25 newly appointed netball volunteer coaches. Their inclusion criteria were full-time in-service public school teachers equipped with minimal level one sport specific coaching certificate.

This study applied proportionate stratified sampling and simple random sampling techniques. The samples of this study were extracted from all states in Malaysia comprising Peninsular Malaysia and East Malaysia. The Malaysian Sports Division of the MOE commonly stratifies all states into six geographical zones. Peninsular Malaysia is divided into four zones, namely northern, middle, southern, and western zones; while East Malaysia is divided into two zones, known as 'Sabah and Wilayah Persekutuan Labuan (Labuan Federal Territory)', and Sarawak. A proportionate stratified sampling method was used to stratify the SPTS coaches through states by zone based on pre-determined 500 minimum required sample size. Lastly, the researcher applied a simple random sampling technique to select these volunteer coaches as samples for data collection. For instance, in order to obtain 12 coaches out of 47 coaches in Perlis state, the researcher used fish-bowl approach to select 12 times for 12 coaches out of a total of 47 coaches in Perlis state regardless of their type of sports involvement.

## **Instrumentation**

### **Demographic**

This part gathered demographic information about the High Performance School Sport Programme's volunteer coaches. Information on gender, age, ethnicity, educational level, major, coaching field, coaching experience in current field, coaching level, sports science level, location of training, number of years served in current training location, coaching experience in general, and teaching duration in original schools were included

### **Research Construct**

For this study, the survey questionnaires consisted of eight constructs of well-established instrument, in which organisational justice has four constructs, organisational commitment has three constructs, and perceived organisational support is a one-dimensional construct (Table 1). These items made up a total of 54 questions. Each variable is explained and justified further as follows



Table 1: Summary of Research Constructs

Construct	Author (s)	No. of indicator per construct	Factor loading	Cronbach's alpha
Procedural Justice (PJ)	Colquitt (2001)	7	0.76-0.85	0.93
Distributive Justice (DJ)	Colquitt (2001)	4	0.81-0.93	0.93
Interpersonal Justice (TJ)	Colquitt (2001)	4	0.68-0.94	0.92
Informational Justice (FJ)	Colquitt (2001)	5	0.63-0.91	0.90
Perceived Organisational Support (POS)	Eisenberger et al. (1986)	16	0.69-0.84	0.93
Affective Commitment (AC)	Meyer, Allen, & Smith (1993)	6	0.41-0.75	0.82
Continuance Commitment (CC)	Meyer, Allen, & Smith (1993)	6	0.45-0.70	0.74
Normative Commitment (NC)	Meyer, Allen, & Smith (1993)	6	0.58-0.74	0.83

### Data Collection

A total of 1,502 sets of questionnaire were mailed to those selected SPTS coaches. This number was based on prior studies in Malaysia with mail survey response rate ranging between 21.9% and 33.5%. The number mailed was based on the maximum target of 33.5% response rate, in order to meet the 500 sample targets for the actual study phase. In addition, Westwood and Everett (1996) in reflecting on their research experiences in Malaysia have commented that Malaysians are prone not to complete work-related questionnaires. Therefore, for this study, the researcher issued 1,502 sets of survey questionnaires.

The researcher also integrated mixed or various follow-up approaches that were suitable for the Malaysian culture, such as telephone calls, SMS follow-up messages, re-posting the survey questionnaires, and personal visits. The earlier plan of follow-up began with a follow-up call and/or SMS messages to non-respondents, which was in accordance with Rocha and Chelladurai's (2011) timing in sending follow-up messages. However, the practical scenario revealed that the postal service required three to four working days for Peninsular Malaysia,

and almost ten days for East Malaysia. Upon reaching these schools, the mail required another week or more for distribution to these respondents, SPTS coaches. Thus, it generally took two or four weeks to reach its intended recipient. At times, recipients took two weeks to answer, and then return the mails. Consequently, the researcher finally had to send reminders to those non-respondents if the target range of 21.9% to 33.5% response rate was not reached from each state. This study presumed that there was no difference between early and late respondents, and thus was free of some level of bias. After acquiring adequate data, the next step was to consider what statistical tools, and type of analysis to adopt for this study.

### Data Analysis

#### Summary of Data Analysis of the Study are as Below

Objective	Relationship	Analysis Method
To examine the relationship between procedural justice and perceived organisational support of the State/District Sport Unit from the Malaysian SPTS volunteer coaches' perceptions	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method
To examine the relationship between distributive justice and perceived organisational support of the State/District Sport Unit from the Malaysian SPTS volunteer coaches' perceptions	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method
To examine the relationship between interpersonal justice and perceived organisational support of the State/District Sport Unit from the Malaysian SPTS volunteer coaches' perception	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method
To examine the relationship between informational justice and perceived organisational support of the State/District Sport Unit from the Malaysian SPTS volunteer coaches' perceptions	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method
To examine the relationship between perceived organisational support of the State/District Sport Unit and affective commitment from the Malaysian SPTS volunteer coaches' perceptions	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method
To examine the relationship between perceived organisational support of the State/District Sport Unit and continuance commitment from the Malaysian SPTS	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method

volunteer coaches' perceptions		
To examine the relationship between perceived organisational support of the State/District Sport Unit and normative commitment from the Malaysian SPTS volunteer coaches' perceptions	Indirect	Structural Equation Modelling (SEM) Bootstrap Resampling Method

## Results

### Demographic

The highest number of respondents was from the region of Southern Malaysia with 23.1%; while the region with the lowest number of respondents' was Sabah and Wilayah Persekutuan Labuan at 11.7%. A total of 84.6% of the SPTS volunteer coaches were male, 15.3% were female, and 0.1% had missing data. In descending order, the majority of these volunteer coaches were Malay (71.6%), followed by Chinese (9.6%), Bumiputera Sarawak (7.9%), Bumiputera Sabah (5.9%), Indian (2.9%), and others (2.0%). The mean age of these volunteer coaches was 40.43, ranging from 25 to 58 years old. Results showed that their age median and mode were 40 and 47 years old respectively. Most of these volunteer coaches graduated with Bachelor degrees (74.53%), and a small number of them have STPM (A Level) certificate (2.00%). Majority of the Bachelor degree holders specialised in Sport Science (128, 17.1%) and Physical Education (126, 16.8%).

The majority of these volunteer coaches hold Level One certificates of sport specific coaching (63.9%) and sports science (52.4%). It was followed by Level Two (18.1%, 32.7%), Level Three (2.4%, 2.0%), and other equivalent certificates (3.1%, 0.1%) in sport specific coaching and sports science respectively. The overall coaching experience of these volunteer coaches ranged from 1 to 32 years, with a mean of 10.37 years, median of 9 years, and most having 5 years' experience. As for this SPTS programme, the range of SPTS coaching experience was from 1 to 6 years since its commencement in year 2008. Most of these volunteer coaches had 5 years' experiences, with a mean of 3.82 years and a median of 4 years' experiences.

In general, most of these volunteer coaches (88.4%) were coaching in district training centres (schools appointed as training centres), and the rest (11.6%) in state sports schools. This SPTS programme includes ten categories of sports. Track and field events coaches have made up the largest number (24.7%); while Netball coaches have found to be the lowest number (1.9%). This was because the latter had just been introduced into this SPTS programme and was then only confined in state sports schools. As these volunteer coaches were teacher-coaches, they taught a maximum of 33 periods. The mean teaching durations was 766.50 minutes, and a majority of these volunteer coaches taught for 1200 minutes. Since State Sports Schools' volunteer coaches were in the transition to becoming full-time coaches, some of them did not have to take up academic teaching roles. Generally, most of these volunteer coaches (604 coaches or 80.5%) were in secondary schools, and the rest were in primary schools (146 coaches or 19.5%) who taught 40 and 30 minutes per period respectively.

## The Relationship

### **Organisational Justice and Perceived Organisational Support Relationship**

The path coefficient from distributive justice to perceived organisational support was found to be significantly related ( $\beta_a = 0.260$ ,  $p < 0.001$ ) (Table 2). It indicated that by increasing one standard deviation of distributive justice, perceived organisational support would increase by 0.260 of standard deviation among these SPTS volunteer coaches. Briefly, if these SPTS volunteer coaches experience fairer allocation (distributive justice) in terms of monetary, facilities, and sport equipment, they may consider the organisation is more supportive and committed to them by showing its appreciation and care toward them.

Results derived from the path analysis indicated that positively significant relationship was found between interpersonal justice and perceived organisational support ( $\beta_a = 0.154$ ,  $p < 0.001$ ) (Table 2). It signified that an increment of one standard deviation of interpersonal justice would enhance perceived organisational support by 0.154 of standard deviation. It meant fairer and more tactful interpersonal treatment by the District/State Sport Unit towards these volunteer coaches would encourage them to believe in the organisation as appreciative of their contribution and care for their well-being.

Informational justice refers to how fair information is being conveyed in right timing and accuracy by the District/State Sport Unit. Perceived organisational support indicated the degree of gratitude and care that the organization (the District/State Sport Unit) has provided to these volunteer coaches for their coaching in the SPTS programme. Results of path analysis revealed that informational justice and perceived organisational support were positive and significantly linked ( $\beta_a = 0.455$ ,  $p < 0.001$ ) (Table 2). By virtue of increasing one standard deviation in conveying information correctly and in right timing, these volunteer coaches' beliefs in the District/State Sport Unit's commitment to them in valuing their contribution, supporting their endeavours, and cares about their well-being would be increased by 0.455.

In short, by comparing the relationships between the four dimensions of organisational justice and perceived organisational support, informational justice has emerged as the strongest predictor of perceived organisational support. It was followed by distributive justice and interpersonal justice sequentially. Procedural justice was not a factor that attributed to perceived organisational support among these SPTS volunteer coaches. All the four dimensions of organisational justice explained 60% of perceived organisational support ( $R^2 = 0.60$ ).

Table 2: Relationships between Four Dimensions of Organisational Justice and Perceived Organisational Support

Causal path a	b	S.E	Beta	C.R.	p
PJ → POS	0.049	0.061	0.030	0.796	0.426
DJ → POS	0.314	0.044	0.260	7.187	0.001***
TJ → POS	0.216	0.054	0.154	4.026	0.001***
FJ → POS	0.674	0.069	0.455	9.772	0.001***

Note: \*p < 0.05; \*\*p < 0.01; \*\*\*p < 0.001; R<sup>2</sup> = 0.60

PJ = Procedural Justice, DJ = Distributive Justice, TJ = Interpersonal Justice, FJ = Informational Justice, POS = Perceived Organisational Support

### Perceived Organisational Support and Organisational Commitment Relationships

Continuance commitment refers to these volunteer coaches having no choice but remaining to coach due to the opportunity cost of leaving the coaching position. Perceived organisational support concerned with the degree to which the organisation through its sports officers gave support to those volunteer coaches through gratifying their service and looking after their welfare. Perceived organisational support was found to correlate positively and significantly with continuance commitment ( $\beta = 0.155$ ,  $p < 0.001$ ) by referring to Table 3. Conversely to past studies, the finding suggested that the Sports Officers seemed to demonstrate inadequate gratitude and care to the SPTS volunteer coaches. Consequently, perceived organisational support failed to lower continuance commitment, but has raised it up by the volunteer coaches' higher investments and sacrifice.

Normative commitment refers to a coach's feeling of obligation to coach for the organisation (the District/State Sport Unit, and the Malaysian Sport Division of MOE). Perceived organisational support signified on these volunteer coaches perceptions on how much the organisation via its agents valued their contribution and cares for their well-being. Table 3 depicted that path coefficient of perceived organisational support to normative commitment was positive and significant ( $\beta = 0.460$ ,  $p < 0.001$ ). It suggested that as perceived organisational support increases by one standard deviation, their normative commitment will increase by 0.460. Perceived organisational support explained 21% variance of normative commitment.

Table 3: Relationships between Perceived Organisational Support and Three Components of Organisational Commitment

Causal path a	b	S.E	Beta	C.R.	p	R <sup>2</sup>
POS → AC	-0.065	0.066	-0.065	-0.984	0.325	0.01
POS → CC	0.163	0.069	0.155	2.362	0.018*	0.07
POS → NC	0.322	0.072	0.263	4.448	0.001***	0.21

## **Discussion**

### **Organisational Justice and Perceived Organisational Support Relationship**

The recent study found that there was significant relationship between informational justice and perceived organisational support. These volunteer coaches believed in these sports officers (i.e., State/District Sports Units) who have explained timely and candidly on any decision-making that was relevant to them as an indicator of the organisation's appreciation and care support for them. This was due to information-rich environment not only able to reduce uncertainty and conflict, but also able to enhance trust, meaningfulness and safety (Alderfer, 1972; Hansen, Bryrne, & Kiersch, 2014; Kerwin, Jordan, & Turner, 2015). This notion was contended by fair heuristic theory that justice develops trust (Lind, 2001; Van de Bos, 2001a), and posited by uncertainty management theory that justice also relieves trust-related uncertainty and other worries (Lind & Van de Bos, 2002; Van de Bos & Lind, 2002). Hence, these volunteer coaches who perceived higher informational justice would have higher regards on the sports officers' actions as perceived organisational support (i.e., the Malaysian Sports Division of MOE's support).

Moreover, this result was consistent with Cheung's (2013) findings on Hong Kong engineers. They presumed informational justice provided by their leaders as a discretionary treatment (Rhoades & Eisenberger, 2002) and personified it as perceived organisational support. She also revealed that Chinese employees believed that informational justice signalled an organisational aid to equip them with competitive advantage for career growth. In addition, the present research findings also have demonstrated that Malaysia as a hierarchical society emphasised on collectivism and did value informational justice, and thus, contradicted with the Fisher et al. (2011) assertion that the importance of informational justice of non-western countries were cancelled off by relative group membership in culture context based on relational model of authority (Tyler & Lind, 1992). Therefore, this current research result has offered a better opportunity to SPTS volunteer sport coach management's leaders to strengthen their leadership potential by demonstrating greater degree of informational justice for earning higher degree of perceived organisational support from these SPTS volunteer coaches.

Secondly, the result reported that these SPTS volunteer coaches perceived a positive relationship between distributive justice (in term of budget, rewards, incentives, sport equipment, and sport training facilities) and perceived organisational support. It suggested that an adequate allocation of sports resources would translate as the organisation did value and care about them (Eisenberger et al., 1986). This result was in line with Jordan et al.'s (2009) study. They found that distributive justice was strongly related with perceived organisation support among 152 student employees under a university recreational sports setting.

Although it was unclear on what distribution basis that the organisation (i.e., the Malaysian Sports Division of MOE) has allocated resources, these SPTS volunteer coaches mainly depended on it to provide financial aid, supply sports equipment, sport facilities or/and arrange alternative sports infrastructure and transportation for training and competition. As the SPTS



programme concerns selected competitive organised sports, for conducting effective training sessions, besides equity (i.e. performance contribution) distribution principle, these volunteer coaches would possibly have high expectations for resources distribution based on “need because lack of resources”, “need because of high cost”, or / and “need because of competitive success”. These principles were found to have some similarities with NCAA Division III allocation principles even though it also considers equality distribution as fair (Mahony et al., 2002; Patrick, Mahony, & Petrosko, 2008). Hence, this finding might facilitate the sports officers in making wiser distribution decisions and ensuring outcomes to accommodate the volunteer coaches’ needs for their specific sport. It is important to note that by satisfying the coaches’ needs the officers are actually building self-trust worthiness as a supportive organisation.

Thirdly, the result supported the relationship between interpersonal justice and perceived organisational support. Based on organisational support theory (OST) (Eisenberg et al., 1986) that invokes social exchange theory (Blau, 1964), the result showed that whenever these volunteer coaches received interpersonal justice in term of quality treatment, such as politeness, dignity, and respect from the State/District Sport Unit, they personified that action as the organisation’s goodwill. Briefly, by communicating value and respect to them, these sport officers have built rapport with them, and further related them to perceive stronger organisational support.

Moreover, the research findings was also supported by Cheung’s (2013) study that Hong Kong engineers perceived reception of dignifying and respectful interpersonal treatment from the organisation’s agent as perceived organisational support for future career advancement. Correspondingly, these studies have portrayed that maintains an interpersonal harmony with others or group integrity is part of collectivist culture of East Asians when compared with North Americans who are higher in personal self-concept of individualistic culture (Li & Cropanzano, 2009). Thus, these SPTS sport officers have to be sensitive to how they communicate respect and invite social inclusion as fair interpersonal treatment (i.e., interpersonal justice) to make the coaches feel connected and cared for, and further fostering higher perceived organisational support (Hansen et al., 2014; Li & Cropanzano, 2009).

Finally, this empirical research did not support a significant relationship between procedural justice and perceived organisational support. It suggested that procedural justice was not a factor in forming these SPTS volunteer coaches’ beliefs on perceived organisational support. This might be due to the SPTS’s significance being overlooked by the government. This programme plays an essential role in nurturing grassroots developmental sports athletes, and for making elite developmental sports of Malaysia a success (Shilbury, Sotiriadiou, & Green, 2008). Unlike the One Student One Sport Policy as a mass sports strategy has been enacted in the educational polic, the SPTS programme is also not a part of co-curriculum activities legitimately. Consequently, it is not being fully recognised, accepted, and is a highly contested issue by the school administrators. Hence, these SPTS volunteer coaches have to face a lot of

challenges and pressures, particularly, for those who have coached in District Training Centers (Pusat Latihan Daerah, PLD).

Accordingly, when the organisation's procedural justice cannot provide a recognition status (Tyler & Lind, 1992), and if it cannot create a sense of controllable and predictable fair outcome for personal goals (Cronpanzona et al., 2001; Tyler, 1994), and mitigate uncertainty and pressure in volunteer coaching (Van den Bos & Lind, 2002), these volunteer coaches would find it hard to perceive it as a supportive organisation that value and care for them. Therefore, they remain silent because the organisation is deemed with higher power distance and role-defined privilege in a hierarchical society like Malaysia (Li & Cropanzano, 2009). However, these sport officers may need to identify their silence motive whether it is due to prosocial, acquiescent (disengaged and tend to resign) or defensive (fear induced self-protection) (Wang & Hsieh, 2013). The last two types of silence would impact the organisation negatively. Therefore, these sport officers should be aware of the importance of procedural justice in creating a well-structured management policy/system for taking care of these volunteer coaches' needs and interests, and in supporting smooth, conducive and successful coaching operations in achieving sporting excellence (Brown, Bemmels, & Barclay, 2010).

#### **Perceived Organisational Support and Organisational Commitment Relationships**

Relating to organisational support theory (Eisenberger, 1986), perceived organisational support has generated the social exchange process by enhancing felt obligation among these SPTS volunteer coaches to reciprocate by increasing their sense of obligation and moral duty (i.e. normative commitment) to serve the organisation. This might be due to normative commitment which was conceptualised almost equivalence to felt obligation to the organisation (Kurtosis, et al., 2015; Wayne et al., 2009), and thus, the perceived organisational support was plausible to boost these volunteer coaches to return the favour to coach for the organisation. This result was consistent with Kurtosis et al.'s (2015) meta-analysis on 558 studies that high perceived organisational support did contribute to a greater normative commitment. In a longitudinal study on 220 respondents, Panaccio and Vandenberghe (2009) also reported that perceived organisational support facilitated social exchange and developed resource reservoirs by fostering normative commitment.

Besides moral imperative willingness (i.e., a desire to do the right thing) in forming normative commitment, conversely, it also might signal indebted obligation (i.e., constrained obligations) due to external expectations and pressures (Meyer & Parfyonova, 2010; Meyer et al., 2012; Somers, 2009; Stanley et al., 2013; Vandenberghe et al., 2015). As commitment profile analysis is beyond the current research scope, there was no clear distinction between both inherent types of normative commitment. However, these volunteer coaches are existing teachers that not only have to coach their own schools' student-athletes, but also have been appointed as SPTS volunteer coaches. Therefore, their normative commitment would have a mixture of both. In accordance, these sport officers would be well advised on how they provide continuance organisational support to fulfil these SPTS volunteer coaches' needs in order to

enforce their normative commitment in term of internalised moral duty (moral imperative), and refrain from indebted obligation. This is because the latter would have negative effect on health and performance (Vandenberghe et al., 2015).

The current finding suggested that higher perceived organisational support induced greater continuance commitment. As noted continuance commitment reflects “threat of loss that commits the person to the organisation” (Meyer & Allen, 1984, p. 373). The perceived cost of leaving refers to the possibility of losing any valuable investment or lacking alternative to cover forgone investment (Allen & Meyer, 1996; Meyer & Allen, 1984, 1991). According to conservation resource theory, the individual acquires, protects, and develops resources (i.e., objects, conditions, personal characteristics, and energies) (Hobfoll, 1989, 2002). The potential or actual losses of these valuable resources stimulate stress. Therefore, based on conservation resource theory, the SPTS volunteer coaches’ self-worth desires have been enhanced by perceived organisational support to increase their coaching efficacies as valuable resources, and thus, they would be more likely to perceive more investment for better coaching performance, and greater perceived cost of leaving, thus, develop higher continuance commitment level. It reflects psychological rewarding and meaning task (Vandenberghe & Panaccio, 2012).

Finally, the result showed no support for perceived organisational support to have a significant relationship with affective commitment. According to organisational support theory, the result implied that perceived organisation support was insufficient to trigger a social exchange mechanism for promoting affective commitment among the SPTS volunteer coaches. This might be due to some SPTS sport officers lacking clear goals, financial management integrity, sports developmental planning, and applied sport management skills to provide consistent supportive experiences and favourable coaching conditions. These unfulfilled socioemotional needs have detrimental effect on their judgments on how sincere the organisation is in valuing their contribution and caring for their welfare. Thus, the perceived organisation support failed to create attachment and establish congruence values with the organisation (i.e., the Malaysian Sports Division of MOE & its agents); consequently, no affective commitment was formulated among these volunteer coaches.

In contrast, most of the past literature displayed a strong positive relationship between perceived organisational support and affective commitment (Baran et al., 2011; Kurtesis, et al., 2015; Meyer et al., 2002; Panaccio & Vandenberghe, 2009; Rhoades & Eisenberger, 2002). For example, Meyer et al (2002) and Rhoades and Eisenberger (2002) in their meta-analysis from 1986 to 2000 reported that perceived organisational support has the strongest relationship affective commitment. Also, in the Baran et al. (2011) meta-analysis, they highlighted that perceived organisational support seemed to gain higher affective commitment and performance as return across cultures. They also pointed out that regardless of perceived organisational support existence, high power distance among Chinese culture demonstrated great affective commitment and performance as reported by Farth et al. (2007). In another

meta-analysis of 492 papers that comprised 558 studies, Kurtosis et al. (2015) found that perceived organisational support was positive and strongly related with affective commitment. Accordingly, a further analysis for discriminant validity was conducted, and they reported both variables were distinct factors. Consistent with these results, a strong positive relationship between perceived organisational support and affective commitment also was reported in a longitudinal study by Panaccio and Vandenberghe (2009).

### **Recommendation for Future Research**

This study provides several future research directions for advancing our understanding of volunteer management, specifically in terms of employment relationships between the High Performance School Sports developmental (SPTS) Programme's volunteer sports coaches (from primary and secondary public schools) and the Malaysian Sports Division of MOE. Firstly, longitudinal design will be more suitable to infer causal effects. This is because organisational justice and perceived organisational support by the Malaysian Sports Division of MOE may change over time, and subsequently affect the volunteer coaches' organisational commitment level(s). Alternatively, qualitative research through observation, interview, and document analysis can be conducted to probe into more in-depth perceptions of organisational justice, perceived organisation support, and organisation commitment (Creswell, 2012). In addition, it possibly would uncover other hidden perceptions of employment relationships, such as stress (Fletcher & Scott, 2010; Knight et al., 2013; Konukman et al., 2010), and work-family conflict (Dixon & Bruening, 2007).

Secondly, by considering these research findings, these Malaysian SPTS's volunteer coaches' organisational commitment is affected by various factors of organisational capacity at macro-level, such as policies, procedures, human resources capacity, financial capacity, infrastructure and resources capacity, and networking capacity. Therefore, for future research, a multi-level framework is deemed as an appropriate method to encapsulate combination perspectives of volunteer coach on an individual level, and multi-level SPTS programme's sports officers at institutional level (Wicker Thirdly, this research may possibly extend to compare cross-countries volunteer school sport coach management similar to the Malaysian SPTS Programme.

Fourthly, future study may investigate how perceived organisational support mediates organisational justice on commitment profiles among these volunteer coaches. In addition, how these commitment profiles relates to work outcomes, such as stress, turnover intention, planned behaviour, and work-family conflict. Commitment profiles refers to a holistic view of an individual's relative grouping or levels or interactions among commitment components in an organisation (Meyer & Allen, 1991, 1997). Meyer and Herscovitch's (2001) eight typology of profiles commitment are consisted of highly committed (High AC, NC, and CC), uncommitted (Low AC, NC, and CC), one form of dominant commitment (i.e., affective dominant, normative dominant, continuance dominant), and two forms of dominant commitment (i.e., affective normative dominant, affective-continuance dominant, and normative-continuance dominant). Previous studies have found that combination of two or three forms of commitment profiles

have greater impact on the outcome variables than one form of dominant commitment at different magnitudes (Meyer & Herscovitch, 2001; Gellatly et al., 2006; Somers, 2009; Wasti, 2005). For example, affective-normative dominant commitment predicted employee withdrawal and citizen behaviour stronger than affective dominant profile (Gellatly et al., 2006). Likewise, Wasti (2005) reported that highly committed and affective-normative dominant commitment profiles have lower intention to leave if compared with affective dominant profile. Similarly, Somers (2009) found that the most beneficial commitment profile for the nurses was affective normative dominant commitment profile (i.e., an integration of emotional attachment and moral duty). It has lowest level of stress, turnover intention, and highest citizenship behaviour.

In terms of methodology applications, past literature has shown that profiles commitment were assigned either using median split (Meyer & Herscovitch, 2001; Gellatly et al., 2006) or cluster analytic methodology (Somers, 2009; Wasti, 2005). As the former is set on a priori basis and requires large sample size; the later does not confine to these criteria, and the suggested eight profiles might not exist in each study, such as a different five out of eight profiles was replicated in Wasti (2005) (i.e., highly committed, uncommitted, affective dominant, continuance dominant, & affective normative dominant), and Somers (2009) (highly committed, uncommitted, continuance dominant, affective-normative dominant, & normative-continuance dominant). It would be interesting to uncover where these Malaysian SPTS volunteer coaches fall into Meyer and Herscovitch's (2001) eight typology of profiles commitment and the consequences.

### **Conclusion**

Present research investigated the volunteer-organisation relationship between the volunteer sports coaches of the Malaysian SPTS programme and its MOE organisation from the volunteer coaches' perspectives. This was based on a nationwide data collection conducted via mail survey and analysed with structural equation modelling (AMOS).

Organisation (i.e., the Sports Division of MOE & its agents) is accountable to provide a fair workplace (Greenberg, 1990). Findings suggested that distributive, interpersonal, and informational justices' qualities have developed and influenced these volunteer coaches' perceptions of organisational support for conducive coaching environment and advancement. On the other hand, perceived organisational support has positive influence on these volunteer coaches' felt obligation, and thus increased their normative commitment. However, it has failed to instil emotional attachment (affective commitment), and reduce calculative costs of continuance commitment. These have reflective values and directions for the organisation to improve its SPTS supportive managerial strategies.

### **References**

Alderfer, C. P. (1972). Existence, relatedness, and growth: Human needs in organisational settings. New York, NY: Free Press.



- Andam, R. (2013). A study of organisational commitment of volunteers and employees in physical education administrations of Iran Universities. *International Journal of Sport Studies*, 3(3), 236-241.
- Aselage, J., & Eisenberger, R. (2003). Perceived organizational support and psychological contracts: A theoretical integration. *Journal of Organizational Behavior*, 24, 491–509.
- Baran, B. E., Shanock, L. R., & Miller, L. R. (2011). Advancing organizational support theory into the twenty-first century world of work. *Journal of Business Psychology*. Doi: 10.1007/s10869-011-9236-3
- Biddle, B. J. (1986). Recent developments in role theory. *Annual Review of Sociology*, 12, 67-92.
- Bingham, J. B., Mitchell, B. W., Bishop, & Allen, (2013). Working for higher purpose: A theoretical framework for commitment to organisation-sponsored causes. *Human Resource Management Review*, 23(2), 174-189.
- Blau, P.M. (1964). *Exchange and power in social life*. New York, NY: Wiley.
- Brown, G., Bemmels, B., & Barclay, L. J. (2010). The importance of policy in perceptions of organizational justice. *Human Relations*, 63(10), 1587-1609.
- Cha, J. M., Cichy, R. F., & Kim, S. H. (2011). Commitment and volunteer-related outcomes among private club board and committee member volunteer leaders. *Journal of Hospitality and Tourism Research*, 35(3), 308-333.
- Chan, S., & Jepsen, D. M. (2011). Workplace relationships, attitudes, and organisational justice: A hospitality shift worker contextual perspective. *Journal of Human Resources in Hospitality & Tourism*, 10(2), 150-168.
- Cheung, M. F. Y. (2013). The mediating role of perceived organizational support in the effects of interpersonal and informational justice on organizational citizenship behaviors. *Leadership & Organizational Development Journal*, 34(6), 551-572.
- Clugston, M., Howell, J. P., & Dorfman, P. W. (2000). Does cultural socialization predict multiple bases and foci of commitment? *Journal of Management*, 26, 530.
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86, 386–400.
- Cook, K. S. (1987). *Social exchange theory*. Newbury Park, CA: Sage.
- Creswell, J. W. (2012). *Educational research design: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). Boston, MA: Pearson.
- Cropanzano, R., Bowen, D. E., & Gilliland, S. W. (2007). The management of organizational justice. *Academy of Management Perspectives*, 21(4), 34–48.
- Cropanzano, R., Byrne, Z. S., Bobocel, D. R., & Rupp, D. E. (2001) Moral virtues, fairness heuristics, social entities, and other denizens of organizational justice. *Journal of Vocational Behavior*, 58(2), 164–209.
- Cropanzano R, & Mitchell, M. R. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31, 874-900.
- Cuskelly, G., Taylor, T., Hoye, K., & Darcy, S. (2006). Volunteer management practices and volunteer retention: A human resource management approach. *Sport Management Review*, 9, 141-163.



- DeConinck, J. B., & Johnson, J. T. (2009). The effects of perceived supervisor support, perceived organisational support, and organisational justice on turnover among salespeople. *Journal of Personal Selling and Sales Management*, 29(4), 333-350.
- Dixon, M. A., & Bruening, J. (2007). Work-family conflict in coaching I: A top-down perspective. *Journal of Sport Management*, 21(3), 377-406.
- Eisenberger, R., Huntington, R., Hutchison, S. & Sowa, D., (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), pp.500-507.
- Emerson, R. M. (1972). Exchange theory, Part II: Exchange relations and networks. In J. Berger, M. Zelditch & B. Anderson (Eds.), *Sociological theories in progress* (Vol. 2, pp. 58-87). Boston, MA: Houghton Mifflin.
- Ferry, M. (2014). Teachers in school sports: Between the fields of education and sport? *Sport, Education, and Society*, DOI: 10.1080/13573322.2014.969228.
- Ferry, M., Meckbach, J., & Larsson, H. (2013). School sport in Sweden: What is it, and how did it come to be? *Sport in Society: Cultures, Commerce, Media, Politics*, 16(6), 805-818, DOI: 10.1080/17430437.2012.753530.
- Fischer, R., & Mansell, A. (2009). Commitment across cultures: A meta-analytical approach. *Journal of International Business Studies*, 40, 1339-1358.
- Fletcher, D., & Scott, M. (2010). Psychological stress in sports coaches: A review of concepts, research, and practice. *Journal of Sports Science*, 28, 127-137.
- Fortin, M. (2008). Perspectives on organisational justice: Concept clarification, social context integration, time and links with morality. *International Journal of Management Reviews*, 10(2), 93-126.
- Fry, J. M., & McNeill, M. C. (2011). In the nation's good: Physical education and school sport in Singapore. *European Physical Education Review*, 7(3), 287-300, DOI: 10.1177/1356336X11416730.
- Gellatly, I. R., Meyer, J. P., & Luchak, A. A. (2006). Combined effects of the three commitment components on focal and discretionary behaviors: A test of Meyer and Herscovitch's propositions. *Journal of Vocational Behavior*, 69, 331-345.
- Gergen, K. J. (1969). The psychology of behavior exchange. Reading, MA: AddisonWesley. In R. Cropanzano & M. R. Mitchell (2005). *Social exchange theory: An interdisciplinary review*. *Journal of Management*, 31, 874-900.
- Gouldner, A. W. (1960). The norm of reciprocity. *American Sociological Review*, 25, 161-178.
- Greenberg, J. (1990). Organizational justice: Yesterday, today and tomorrow. *Journal of Management*, 16, 399-432.
- Hansen, A., Bryne, Z., & Kiersch, C. (2014). How interpersonal leadership relates to employee engagement. *Journal of Managerial Psychology*, 29(8), 953-972.
- Heider, F. (1958). *The psychology of interpersonal relations*. New York, NY: Wiley.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 88, 306-314.
- Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General*

- Psychology, 6, 307-324.
- Homans, G. C. (1958). Social behaviour as exchange. *American Journal of Sociology*, 63, 597-606.
- Homans, G. C. (1961). *Social behaviour: Its elementary forms*. New York, NY: Harcourt Brace.
- Iverson, R. D., & Buttigieg, D. M. (1999). Affective, normative, and continuous commitment: Can the "right kind" of commitment be managed? *Journal of Management Studies*, 36, 307-333.
- Jordan, J. S., Turner, B. A., & Pack, S. M. (2009). The influence of organizational justice on perceived organizational support in a university recreational sports setting. *International Journal of Sport Management & Marketing*, 6(1), 106123.
- Katz, D, & Kahn, R. L. (1966). *The social psychology of organisations*. New York, NY: Wiley.
- Kerwin, S., Jordan, J. S., & Turner, B. A. (2015). Organisational justice and conflict: Do perceptions of fairness influence disagreement? *Sport Management Review*, 18(3), 384-395. <http://dx.doi.org/10.1016/j.smr.2014.10.005>
- Kim, S. (2009). *The Impact of Met-expectation of Organisational Justice on Attitudinal and Behaviour Outcomes of Intercollegiate Athletics Coaches*. (Ph.D dissertation, University of Tennessee, Knoxville).
- Knight, C. J., Reade, I. L., Selzier, A-M., & Rodgers, W. M. (2013). Personal and situational factors influencing coaches' perceptions of stress. *Journal of Sports Sciences*, 31(10), 1054-1063.
- Konukman, F., Agbuga, B., Erdogan, S., Zorba, E., Demirhan, G., & Yilmaz, L. (2010). Teacher-coach role conflict in school-based physical education in USA: A literature review and suggestions for the future. *Biomedical Human Kinetics*, 2, 19-24.
- Kurtosis, J. N., Eisenberger, R., Ford, M T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2015). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, XX(X), 1-31. DOI: 10.1177/019206315575554.
- Levinson, H. (1965). Reciprocation: The relationship between man and organization. *Administrative Science Quarterly*, 9(4), 370-390.
- Li, A., & Cropanzano, R. (2009). Do East Asians respond more/less strongly to organizational justice than North Americans? A meta-analysis. *Journal of Management Studies*, 45(5), 787-805.
- Lind, E. A. (2001). Fairness heuristic theory: Justice judgments as pivotal cognition in organizational relations. In J. Greenberg, & R. Cropanzano (Eds.), *Advances in organisational justice* (pp. 56-88). Stanford, CA: Stanford University Press.
- Lind, E. A., & Van denBos, K. (2002). When fairness works: Toward a general theory of uncertainty management. In B. M. Staw & R. M. Kramer (Eds), *Research in organizational behavior* (Vol. 24, pp. 181-223), Boston, MA: Elsevier.
- Linton, R. (1936). *The study of man*. New York, NY: Appleton-Century Crofts.
- Lopez-Cabarcos, M. A., Machado-Lopes-Sampaio-de Pinho, A. I., & VazquezRodriguez, P. (2015). The influence of organizational justice and job satisfaction on organizational commitment in Portugal's hotel industry. *Cornell Hospitality Quarterly*, 56(3), 258-272.
- Mackintosh, C. (2014). Dismantling the school sport partnership infrastructure: Findings from a

- survey of physical education and school sport practitioners. *Education* 3-13: International Journal of Primary, Elementary and Early Years Education, 42(4), 432-449.
- Mahony, D. F., Hums, M. A., Andrew, D. P. S., & Dittmore, S. W. (2010). Organizational justice in sport. *Sport Management Review*, 13(2), 91-105.
- Malinowski, B. (1932). *Crime and custom in savage society*. London: Paul, Trench, Trubner. In Cropanzano R, & Mitchell, M. R. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31, 874-900.
- Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment of work relationships. *Academy of Management Journal*, 43, 738-748.
- Merton, R. K. (1957). The role set: Problems in sociology theory. *British Journal of Sociology*, 8, 106-120.
- Metsä-Tokila, T. (2002). Combining competitive sports and education: How top-level sport became part of the school system in the Soviet Union, Sweden and Finland. *European Physical Education Review*, 8(3), 196-206.
- Meyer, J. P., & Allen, N. J. (1984). Testing the "side bet theory" of organisational commitment: Some methodological consideration. *Journal of Applied Psychology*, 69, 372-378.
- Meyer, J. P. & Allen, N. J., (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), pp.6189.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: theory, research and application*. Thousand Oaks, CA: Sage.
- Meyer, J. P., Allen, N. J., & Smith, C. A., (1993). Commitment to organizations and occupations: Extension and test of a three component conceptualization. *Journal of Applied Psychology*, 78(4), pp. 538-51.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11, 299-326.
- Meyer, J. P., & Parfyonova, N. M. (2010). Normative commitment in the workplace: A theoretical analysis and re-conceptualisation. *Human Resource Management Review*, 20, 283-294.
- Meyer, J. P., Stanley, D. J., Jackson, T. A., McInnis, K. J., Maltin, E. R., & Sheppard, L. (2012). Affective, normative, and continuance commitment levels across cultures: A meta-analysis. *Journal of Vocational Behaviour*, 80, 225-245.
- Meyer, J. P., Stanley, L. J., Parfyonova, N. M. (2012). Employee commitment in context: The nature and implications of commitment profiles. *Journal of Vocational Behavior*, 80(1), 1-16.
- Molm, L. D. (1994). Dependence and risk: Transforming the structure of social exchange. *Social Psychology Quarterly*, 57, 163-176.
- Morrow, P. C. (2011). Managing organisational commitment: Insights from longitudinal research. *Journal of Vocational Behavior*, 79, 18-35.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee-organisation linkages: The psychology of commitment, absenteeism, and turnover*. San Diego, CA: Academic Press.

- Pack, S. M. (2005). Antecedents and Consequences of Perceived Organisational Support for NCAA Athletic Administrators. (Ph.D dissertation, Ohio State University). Pack, S. M., Jordan, J. S., Turner, B. A., & Haines, D. (2007). Perceived organizational support and employee satisfaction and retention. *Recreational Sports Journal*, 31(2), 95-106.
- Paiement, C. (2007). Youth sport coaches: Factors that predict satisfaction with the coaching experience. *Research Quarterly for Exercise and Sport*, 78(1), AxxviAxxviii.
- Park, S-H., & Kim, M. (2013). Development of a hierarchical model of sport volunteers' organisational commitment. *European Sport Management Quarterly*, 13(1), 94-109.
- Parsons, T. (1951). *The social system*. Glencoe, IL: Free Press.
- Patrick, I. S. C., Mahony, D. F., & Petrosko, J. M. (2008). Distributive justice in intercollegiate athletics: An examination of equality, revenue production, and need. *Journal of Sport Management*, 12, 165-183.
- Phillipots, L, & Grix, J. (2014). New governance and physical education and school sport policy: A case study of school to club links. *Physical education and sport pedagogy*, 19(1), 76-96. doi: 10.1080/17408989.2012.726981
- Pitney, W. A., Stuart, M. E., & Parker, J. (2008). Role strain among dual position physical educators and athletic trainers working in the high school setting. *Physical Educator*, 65(3), 157-168.
- Pot, N., & Van Hilvoorde, I. (2013). Generalizing the effects of school sports: Comparing the cultural contexts of school sports in the Netherlands and the USA. *Sport in Society: Cultures, Commerce, Media, Politics*, 16(9), 1164-1175.
- Purang, P. (2011). Organisational justice and affective commitment: The mediating role of perceived organisational support. *Asian Academy of Management Journal*, 16(1), 141-156.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.
- Richards, K. A. R., Levesque-Bristol, C., & Templin, T. J. (2014). Initial validation of the teacher/coach role conflict scale. *Measurement in Physical Education and Exercise Science*, 18(4), 259-272.
- Richards, K. A. R., & Templin, T. J. (2012). Toward a multidimensional perspective on teacher-coach role conflict. *Quest*, 64(3), 164-176.
- Roch, S. G., & Shanock, L. R. (2006). Organisational justice in an exchange framework: Clarifying organisational justice distinctions. *Journal of Management*, 32(2), 299-322.
- Rocha, C. M., & Chelladurai, P. (2011). Relationship between organizational support and performance of college coaches: A mediational model. *European Sport Management Quarterly*, 11(3), 301-319.
- Rundle-Thiele, S., & Auld, C. (2009). Should I stay or should I go? Retention of junior sport coaches. *Annals of Leisure Research*, 12(1), 1-21.
- Shilbury, D., Sotiriadou, K. P., & Christine Green, B. (2008). Sport development. Systems, policies and pathways: An introduction to the special issue. *Sport Management Review*, 11, 217-223.

- Shore, L.M., & Shore, T. H. (1995). Perceived organizational support and organizational justice. In R. S. Cropanzano & K. M. Kacmar (Eds.), *Organizational politics, justice, and support: Managing the social climate of the workplace* (pp. 149–164). Westport, CT: Quorum Books,
- Somers, M. J. (2009). The combined influence of affective, continuance, and normative commitment on employee withdrawal. *Journal of Vocational Behavior*, 74, 7581.
- Stanley, L. J., Vandenberghe, C., Vandenberghe, R. J., & Bentein, K. (2013). Commitment profiles and employee turnover. *Journal of Vocational Behavior*, 82(3), 176-187.
- Thibaut, J. W., & Kelly, H. H. (1959). *The Social Psychology of Group*. New York, NY: Wiley.
- Thibaut, J. W., Walker, L. (1975). *Procedural justice: A psychological analysis*. Hillsdale, NJ: Erlbaum.
- Thorn, D. F. (2010). Perception of organisational justice, job satisfaction, and organisational commitment in intercollegiate athletics: A study of NCAA men's sport coaches. (Ph.D dissertation, University of Louisville). Retrieved from <http://ir.library.louisville.edu/cgi/viewcontent.cgi?article=2439&context=etd>
- Thorndike, E. L. (1932). *The fundamentals of learning*. New York, NY: Teachers College Press.
- Thorndike, E. L. (1935). *The psychology of wants, interests and attitudes*. New York, NY: Appleton.
- Turner, R. H. (2001). Role theory. In J. H. Turner (Ed.), *Handbook of sociological theory* (pp. 233-254). New York, NY: Kluwer Academic/Plenum.
- Turner, B. A., & Chelladurai, P. (2005). Organisational and occupational commitment, intention to leave, and perceived performance of intercollegiate coaches. *Journal of Sport Management*, 19, 193-211.
- Tyler, T. R., & Lind, E. A. (1992). A relational model of authority in groups. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 115-192). New York, NY: Academic Press.
- Tyler, T. R. (1994). Psychological models of the justice motive: Antecedents of distributive and procedural justice. *Journal of Personality and Social Psychology*, 67(5).
- Uehara, E. S. (1995). Reciprocity reconsidered: Gouldner's moral norm of reciprocity and social support. *Journal of Social and Personal Relationships*, 12(4), 483-502.
- Van den Bos, K. (2001). Fairness heuristic theory: Assessing the information to which people are reacting has a pivotal role in understanding organizational justice. In S. Gilliland, D. Steiner, & D. Skarlicki (Eds), *Theoretical and cultural perspectives on organizational justice* (pp. 63-84). Greenwich, CT: Information Age.
- Van den Bos, K., & Lind, E. A. (2001). Uncertainty management by means of fairness judgments. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 34, pp. 1-60). Boston, MA: Elsevier.
- Vandenberghe, C., Mignonac, K., & Manville, C. (2015). When normative commitment leads to lower well-being and reduce performance. *Human Relations*, 68(5), 843-870.
- Vandenberghe, C., & Panaccio, A. (2012). Perceived sacrifice and few alternatives

- commitments: The motivational underpinnings of continuance commitment's subdimensions. *Journal of Vocational Behavior*, 81, 59-72.
- Vandenberghe, C., Bentein, K., & Panaccio, A. (2014). Affective commitment to organisations and supervisors and turnover: A role theory perspective. *Journal of Management*, 1-28. doi: 10.1177/0149206314559779
- Wang, Y-D, & Hsieh, H-H. (2013). Organisational ethical climate, perceived organizational support, and employee silence: A cross-level investigation. *Human Relations*, 66(6), 783-802.
- Wanous, J. P., Reichers, A. E., & Hudy, M. (1997). Overall job satisfaction: How good are single-item measures? *Journal of Applied Psychology*, 82, 247-252.
- Wasti, S. A. (2005). Commitment profiles: Combinations of organisational commitment forms and job outcomes. *Journal of Vocational Behavior*, 67(2), 290-308.
- Wayne, S. J., Coyle-Shapiro, J. A. M., Eisenberger, R., Liden, R. C., Rousseau, D. M., & Shore, L. M. (2009). Social influences. In H. J. Klein, T. E. Becker, & J. P. Meyer (Eds.), *Commitment in organizations: Accumulated wisdom and new directions* (pp. 253-284). New York, NY: Taylor & Francis
- Weiner, B. (1986). *An attribution theory of motivation and emotion*. New York, NY: Springer-Verlag.
- Weiner, B. (1993). On sin versus sickness: A theory of perceived responsibility and social motivation. *American Psychologist*, 48, 957-965.
- Westwood, R., & Everett, J. (1996). Comparative managerial values: Malaysia and the West. *Journal of Asia-Pacific Business*, 1(3), 3-38.