

## LINKING PROCEDURAL JUSTICE AND EMPLOYEE DEVELOPMENT: INVESTIGATING THE MEDIATING ROLE OF TRUST AMONG PRIMARY & SECONDARY PAKISTANI SCHOOL TEACHERS

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### ABSTRACT

*To investigate the relationship between fairness and different employee behavioural outcomes, the present study conducted a research to investigate a relationship between procedural justice and employee development. The data has been collected from different primary & secondary School teachers working in district Rawalpindi and Chakwal of Pakistan. The study also examined the mediating role of trust in the relationship between independent and dependent variables. It hypothesized a positive relationship between procedural justice and employee development which become stronger when there exist a trust between management and its employees. The study was conducted on 130 primary & secondary school teachers by using random sampling technique. The data was collected with the help of questionnaire rated on Likert scale consisting of 6- items to measure procedural justice, 9 -items to measure employee development and the 4 items to measure trust. After establishing the relative reliability of scale, Pearson correlation, Hierarchical regression and Sobel test was applied to examine the model. Results signifies that fairness and transparency in the processes of decision making & resource allocation among school teachers will significantly contribute to their increased trust on governing authorities and resultantly they will focus more on their personal development which will directly benefit their students and society as a whole. The research also includes recommendation for the future researchers*

**Keywords:** Procedural Justice, Employee development, Trust, Organization citizenship behaviour

### INTRODUCTION

Humans interact with each other over the long distances and have been sharing ideas, trading goods and services across the globe in which the revolution of information technology has played a pivotal role. Researchers demonstrated that technological advancement contributed significant in posing differences in HRM practices (Bae and Rowley). Wright, Gardner and Moynihan (2003) investigated the impact of HR Practices and Organizational commitment on operating performance of 50 autonomous businesses and suggested a significant relation between the study variables. The studies also depicted that the trust plays a pivotal role in the development of the work related behaviour of the employees and significantly affects the profitability of the organization. Numerous researches have narrated a strong relationship of HR Practices with different variables operative in the work settings which predominantly includes communication, commitment, Job satisfaction, organizational performance, Procedural justice, Organizational citizenship behaviour, and trust etc. Several studies proved trust as a strongest outcome of effective HR Practices (Williams, 2003). Searle et al. (2011) proposed that trust in the organization leads to the more Productive behaviours and enhances the performance and facilitates the exchanges among the organization members (Searle, et al., 2011).

Studies supported that the development of workplace trust motivates the individuals to involve in such a behaviour which is not usually the part of their formal job description and for which they are usually

not paid by the employer commonly known as organization citizenship behaviour (Jex, 2002). Organ (1977, 1994) classified the OCB into five different dimensions which includes *altruism* described as facilitating others in performing tasks, *courtesy* showing concerns for others, *sportsmanship* reflecting employees avoid complaints, *Conscientiousness* demonstrating good citizenship and *virtue* that illustrates that employees focus more on achieving targets and goals (jex,2002).

Theorists have provided three predictors of the OCB called interactional justice, procedural justice and distributive justice. Interactional justice involves that how fairly the supervisor treat its employees according to the policies and procedures of the organization. Procedural justice deals with the fairness of procedure used by the organization to make critical decision regarding the pay of the employees, promotion of employees etc. and distributive justice involves fairness in the distribution of the rewards among the employees (jex, 2002).

Researchers showed that among numerous factors responsible for the better organizational performance, trust is also one of the significant factors responsible for the monitoring and evaluation of justice in the workplace. Chen, Wu & Chang et al., (2015) conducted a research on registered nurses in one teaching hospital in Taiwan and investigated the impact of organizational justice on organizational trust and concluded a strong and significant relationship with organizational trust. Tzafirir, Harel, Baruch & Dolan (2003) suggested Procedural justice, organisational communication and employee empowerment as significant predictors of trust. Studies narrated that individuals who have low level of trust in the organization are more adversely effected by the negative circumstances in the workplace as compared to the people who have high trust in the organization (Bal, Lange, Ybema, Jansen & van der Velde, 2011).

Literature evidenced that practicing justice in procedures, distribution and interaction among their employees leads to trust building (Aryeel, Pawan, Budhwa & Chen, 2002). Findings evidenced that trust building induces the management to focus more on the competency building & development of employees. Some of the employee development activities include motivational programmes, employer and employee interactional audit, effective communication channel etc. Hence, signifying a positive relationship between trust and employee development; (Tzafirir, Harel, Baruch & Dolan, 2003).

Findings evidenced that when management treat their employees fairly (Procedural justice) it motivates them to perform OCB with more effectiveness hence building trust among employees (e.g. Podsakoff et al., 2000; Tepper and Taylor, 2003). Such behaviour patterns makes the employees valuable assets for the organization and provokes the management to devise certain employee development programs with an objective to improve a sense of attachment among employees and keep them abreast with the latest technological changes Moreover, preparing them for the challenging business environment. Researches also suggested that those employees who have more faith o their management are more involved in employee development activities.

The current research was conducted in school setting in which the study model was examined by collecting data from Primary & Secondary school teachers particularly in district Rawalpindi and chakwal. The study predominantly focuses on investigating the impact of fairness in reward distribution and promotion (Procedural justice) on trust building of Primary & Secondary School teachers. The study further gets extended when it analyze the impact of trust building on the teachers development i.e. developing skills, expertise and Capabilities with an aim to improve the quality of education at Primary & Secondary level. Hence the study examines the mediating role of trust between the relationship of procedural justice and employee development.

Colquitt & Rodell (2011) highlighted that the relationship between the concept of justice and trust is poorly understood requiring in-depth investigation. No literature is found that investigates the mediating role of the trust in the relationship between the procedural justice and the employee development (S.Aryee, P.S. Budhwar, Z.X. Chen, 2002). So the problem statement of the current study is summed up as investigating impact of the procedural justice on the Primary & Secondary School teacher's development and the impact of the procedural justice on the Primary & Secondary School teacher's development when trust is acting as a mediating factor.

The findings of this study would be small contribution in improving a quality of education at primary and secondary schools of Pakistan. As teachers, student and management are known to be the three pillars for the efficient functioning of the education system so the current study investigates that how one of the pillar i.e. teachers could be mobilize (by treating them fairly) by management to focus on their own skill and capacity development which would directly benefit the students quality of education

## **LITERATURE REVIEW**

### **Trust**

Literature evidenced that trust plays a significant role in the organization. The high level of trust in the organization facilitates the interaction between the individuals, groups and teams and enhances the cooperation and coordination between the members of the organization. Trust is usually an unspoken agreement between employee and an employer in an organization and is usually referred as a “psychological contract” (Hopkins, 2006). It is defined as an extent to which one person is willing to assign good intention and have confidence in the words and actions of other person (Renzla & Matzlerb, 2005). It depicts the perception of employees towards the management of the organisation. It is also considered as a social phenomenon based on the concept that an individual will think and act explicitly and benevolently towards other’s interest (Oktug , 2012).

Miller (1995) classified trust into two types namely Cognition based trust and the affect based trust. Cognition based trust measures how effectively an employee fulfils the obligation of the organization and reflects that how much the employee is competent, dependable and reliable for performing the required activities in the organization. Affect based trust is usually concerned with the emotional attachment including mutual care and apprehension between the employee and the employer. reported that fair treatment by reporting managers enhances level of loyalty & trust of the employees and motivates them to perform good actions in return (Tzafirir et al., 2003; Samuel et al., 2002).

### **Procedural Justice**

Organizations can meet the challenges of the diverse environment only if they have efficient and effective human resource. Literature demonstrated that in order to meet the novelty of the business environment the organizations require that their employees should be involved in the organization citizenship behaviour (OCB) (Jex, 2002). Theorist has provided three different explanations for the purpose of engaging in OCB. According to first explanation, there exists a positive connection between the good mood of the employee and the helping attitude they performs. The other explanation known as equity theory involves that the employees in the organization require a fair treatment from the management which if, they receive motivates them to indulge in OCB and show more helping attitude to the colleagues in workplace (Jex, 2002).

Studies have revealed three predictors of the OCB called interactional justice, procedural justice and distributive justice. Interactional justice involves that how fairly the supervisor treat its employees according to the policies and procedures of the organization. Procedural justice deals with the fairness of procedure used by the organization to make critical decision regarding the pay of the employees, promotion of employees etc. and distributive justice involves fairness in the distribution of the rewards among the employees (Jex, 2002).

Tzafirir et al., (2003) narrated that Work force diversity has increased the demand for the efficient and just management system. The employees working in diverse culture always require fair treatment in the rules and procedures for their managers. Procedural justice involves the justice in the payment, promotional and performance appraisals procedures of the employees etc. It is a process of the implementation of the norms, rules & regulations according to the policies formulated by the organization. The findings further evidenced that responsibility of the managers is to implement the rules and regulations according to the policies in order to develop a good relationship among the employees (Tzafirir et al., 2003).

The third explanation regarding the concept demonstrate that OCB is based on disposition i.e. certain people have particular personality traits that motivate them to engage in such behaviour patterns that

facilitate others in the workplace e.g. some people are by nature very helpful. The dispositional views have received very less attention in the literature because there were very vague followers of this concept (Jex, 2002). Researches supported that whichever theory may be followed whether employees indulge in OCB to achieve job satisfaction or they indulge in such behaviour patterns as a result of fair treatment by the management or is a result of the personality characteristics, OCB has positive impact on the organization.

When employees indulge in assisting behaviour patterns and focus more on achieving targets of the organization rather than individual targets it lead to trust building among the managers and the employees. The literature has demonstrated that the three justice dimensions in the organization procedural justice, distributive justice and interactive justice are related to trust (Aryeel et al., 2002) The fair and transparent treatment (procedural justice) by the manager develops a strong relationship between the manager and the employee and ultimately lead to the development of the trust among the manager and the employee Tzafir et al., (2003). Hence we can hypothesize that;

## **HYPOTHESIS**

### **H<sub>1</sub>: Procedural justice has a positive relationship with Trust**

#### **Employee Development**

Enhanced global competition has increased the importance of Employee development which is basically a surety that the human resource in a particular organization is highly competent and talented to execute a growth strategy. Employee development in the organization is considered as a key that ensures that the employees in the organization have enough knowledge, capabilities and skills to serve their customers, create new products, solve the problems of the costumers and improve the ability of an employee in an organization to meet the challenging task in an organization (Neo, Hollenbeck, Gerhart & Wright, 2010; Neo et al., 2010).

Theorists have illustrated four basic approaches that play a significant role in the development of the skills, capabilities and knowledge of the employees. The most basic type of skill development is through *formal education programmes* which include short courses offered by the consultants and the universities like the executive MBA. The other approach to the skill development includes the *Assessment* which involves providing feedback to the employees regarding their behaviour, skills, style and communication. Through the feedback the employees can correct and develop their skills, communication and behaviour (Neo et al., 2010).

The third approach to the development of the employee's skills and capabilities includes development through *job experience* in which employees learn or develop skills through problems in the relationship with other, conflict resolution and task assigned to them during the job. Job enlargement and job rotation, promotion, transfers and mentoring also add much to the skill development of the employees in the organization. The fourth type of approach used to develop skills in the employees involves the development of the *interpersonal relation* with the more experienced members of the organization (Neo et al., 2010).

Mentoring and coaching are two types of the interpersonal relationships that are commonly used to develop the employees in the organization. When an experienced and productive senior employees help the junior and less experienced employees to develop the skills and knowledge the process is commonly known as mentoring. Coach develops the employees by providing challenging assignments, tasks and by providing them more exposure. Mentoring and coaching plays a significant role in developing strong and healthy relationship among the employees and senior managers.

To perform the challenging tasks the employees require continuous development of the skills, capabilities and knowledge. In order to be competitive and work actively for the achievement of the goals of the organization employees are required to indulge themselves more in employee development activities which will enhance their capabilities and skills to achieve the targets of the organization. Literature evidenced that when organizations treat their employees justly, it develops a trust between the parties and hence motivate them to get involved in more skill enhancement

activities. So there exists a positive relationship between Procedural justice and employee development and (Tzafrir et al., 2003).

### **H<sub>2</sub>: Procedural justice has positive relationship with employee development**

Studies also demonstrated that the trust and employee development are related to one another. When employees trust their managers they would prefer more to indulge in the skill development and training programmes. Studies also illustrates that higher the organization invest in the human capital development the more they show a concern and care regarding the employees. The greater the manager takes care of the employees the greater the employees will trust their manager and will refrain from betraying the organization and will indulge more in employee development activities and will in turn enhance the performance of the organization so there exists a positive relationship between employee development and the trust building (Tzafrir et al., 2003; Tannenbaum and Davies, 1969).

Hemdi, Abdullah, Nasurdin et al; (2006) conducted a research on 5- Star hotel employee's to investigate the impact of employee development HR practices on their turnover intentions with trust as mediator. The findings of the study proposed, that to enhance the trust of employees in organization and reduce their turnover intentions, hotel management needs to provide training & development programs to its employees and follow justice in promotions and performance appraisals in order to reduce the turnover intentions of employees. Hence we can propose that;

### **H<sub>3</sub>: Employee development has a positive relationship with a trust**

#### **Mediating role of trust between procedural justice and employee development**

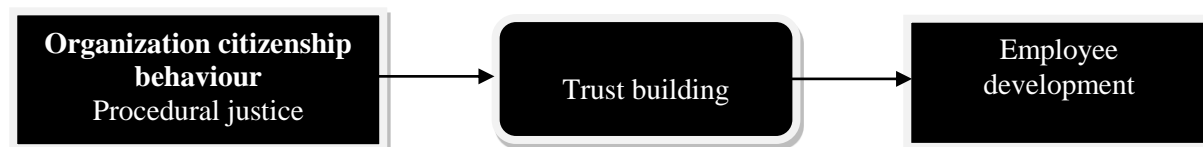
Findings evidenced that intense competition and rapidly occurring changes in the business world poses severe kind of challenges to the organization for which a great deal of contribution and performance is required by the employees. A manager directs the behaviour of their employees and provide them with the challenging tasks but having authority is not surety that the employees also trust their manager. When employees do not trust their managers they are less likely to contribute much to the performance of the organization and are less dedicated to their job. When employees lack trust in the management they are usually not willing to take much risk in their actions for bringing change and avoid their active participation in the training and skill development programmes as well (Gilley, Scott, Hoekstra, Whittle & Scott et al., 2001).

Researchers have also verified that a positive relationship exist between the procedural justice and trust. The more the manager treats his employees fairly and without discrimination the more it will lead to the formation of trust between the manager and their employee which motivates them to be involved more in skill development & training programs. Hence, greater the manager takes care of the employees, the greater the employees will trust their manager and will abstain from deceiving the organization and will work hard to increase the output of the organization (Ngodo, 2008). Hence we can hypothesize that;

### **H<sub>4</sub>: Trust mediates the relationship between the procedural justice and Employee development**

Keeping apropos in view the current study investigates the impact of procedural justice among the Primary & Secondary School teachers on their Skills and capabilities development (Employee development). Further the study also focused on investigating the relationship between aforementioned variables when Primary & Secondary School teachers trust their management regarding the justice they perform in their payment procedures, promotional procedures and their performance appraisal and further the study also investigated the relationship when they do not trust their management and feel insecure regarding their payment, promotional and performance appraisals procedures.

#### **THEORETICAL FRAME WORK**



## METHODOLOGY

### Research Design

The Purpose of the study is mainly hypotheses testing and is a co-relational and mediation quantitative analytical study. The time horizon of the current study is cross-sectional and study setting non contrived environment with researcher’s interference minimum. The data was collected with the help of self administered questionnaire rated on Likert scale and the unit of analysis was individual.

### Population /Sample

According to statistics of government of Pakistan there are 32 Districts in Balochistan, 26 in Khyber Pakhtunkhwa, 36 in Punjab and 29 in sindh. For the purpose of the current study the population comprises of Primary & Secondary School teachers of District Rawalpindi and Chakwal, Punjab. According to an estimate there are total 36870 (Out of which 17671 are for male and 19199 are for female) Primary schools and 14679 (Out of which 6993 are for male and 7686 are for female) Secondary schools in Punjab, Pakistan. For the purpose of the current study the data was collected through an administered questionnaire from the teachers of 12 different Primary & Secondary school located in District Rawalpindi and Chakwal. Convenient sampling technique was used and the questionnaires were distributed to a total of 250 teachers out of them only 130 deposited back correctly filled questionnaires and thus the response rate of this study was around 43%.

### Measurement

*Procedural justice* was measured with the help of a scale that comprises of six –items based on Likert type scale. The six items scale was taken from the study of Guy Pare.G & Tremblay.M (2007). An organizational member responds to each statement on 5 Point Likert Scale (1= strongly disagree to 5= strongly agree). A higher score represents or confirms that the trust plays a significant role in developing the positive relationship between procedural justice and employee development and vice versa.

*Employee development* was measured with the help of an instrument consisting of nine items. The items were measured on the Likert type scale (1= strongly disagree to 5= strongly agree). The items were taken from the study of Chay Hoon Lee and Norman T. Bruvold, 2003.

*Trust* was a mediating variable between the independent variable i.e. procedural justice and dependent variable i.e. employee development. The current study measures the trust with the help of an instrument designed. Kalleberg, A.L., Knoke, D., Marsden, P.V., & Spaeth, J.L, 1993. The instrument comprises of four items questionnaire based on the Likert type scale.

The data collected in the current study was analyzed through SPSS 20 version. Pearson correlation and regression analysis were performed to test the hypotheses. Further Sobel test was also performed to test the mediation between the study variables.

## ANALYSIS AND RESULTS

The following tables show the frequency distribution, percentage and cumulative percentage of the demographic variables with respect to gender, age, Qualification, Teaching experience and Monthly income.

**Table 1(Part-I). Demographic Variables**

Variables	Responses	Frequency	Percentages
Gender	Male	56	43.0%
	Female	74	56.9%
Age	20-25 years	14	10.8%
	26-30 years	81	62.3%
	31-35 years	17	13.1%
	36-40 years	8	6.2%
	41-45years	9	6.9%
	Above 45	1	8.0%

**Table 1(Part-II). Demographic Variables**

Educational Qualification	Diploma	13	10%
	Bachelor	75	57%
	Masters /Mphil	42	32%
Teaching Experience	Less than 1 year	23	18%
	less than 2 years	50	38%
	less than 5 years	30	23%
	less than 10 years	14	11%
	10 years or more	15	12%

**Table 2. Correlation Matrix& alpha reliability of all Variables (N = 130)**

Variables	I	II	III
Procedural justice	0 .67		
Trust	0.252**	0 .89	
Employee development	0.619**	0.599**	0 .65

\*  $p < 0.01$ , \*\*  $p < 0.05$  Source: Authors' calculations

Results showed that the procedural justice and trust had a positive and highly significant correlation with trust ( $r = 0.252^{**}$ ,  $p < 0.01$ ). Results further shows that the procedural justice had also a strongly positive and highly significant relationship with employee development ( $0.619^{**}$ ,  $p < 0.01$ ). Findings further evidenced there is a positive and highly significant correlation between the trust and employee development ( $0.599^{**}$ ,  $p < 0.01$ ).

Further the table also shows that the reliability of Instruments ranges from 0.65 to 0.89.

**Hierarchical Regression Analysis**

**Table 3. Model Summary (Procedural Justice and Employee Development)**

Model	$R^2$	Adj. $R^2$	F	df	Significance
1	0.383	0.378	79.345	128	.000
2	0.593	0.586	92.386	127	.000

Source: Authors' calculations.

Table above shows the result of the regression analysis carried out for the procedural justice and employee's development when trust is acting as a mediating variable. The value of  $R^2 = 0.38$  which reveals that 38% change in the dependent variable is caused by the independent variable. The model 2 shows that 59% change in the dependent variable is caused by both procedural justice and trust.

**Table 4. Regression Equation Coefficients (Procedural justice and Procedural Justice & Trust)**

	B	SE	B	t
Constant	16.15	2.043	-	7.909
Procedural justice	0.921	8.908	0.619	8.908
procedural justice	0.744	0.087	0.500	8.536
*Trust	1.240	0.153	0.473	8.091

\* $P < 0.01$ , \*\* $P < 0.05$

Source: Authors' calculations.

The table above describes the mediating role of the trust between the procedural justice and employee development. The beta value of 0.61 depicts that the procedural justice has positive impact on the employee development. The value of beta reduces from 0.61 to 0.500 and remained significant depicting partial mediation. The reduced value of the beta shows that procedural justice was individually contributing 61% in bringing change in the employee development but when trust was introduced as a mediating variable the impact of procedural justice in bringing change in employee development reduces from 61% to 50% and trust contributed 47% in bringing change in the employee development.

**Table 5. Sobel Test Conducted to Check the Mediation Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	11.101	.961		11.553	.000			
	PJ	.143	.049	.252	2.940	.004	.252	.252	.252

a. Dependent Variable: Tru

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	2.392	2.381		1.005	.317			
	PJ	.744	.087	.500	8.536	.000	.619	.604	.483
	Tru	1.240	.153	.473	8.091	.000	.599	.583	.458

a. Dependent Variable: ED

The sobel test was also applied to check the mediating role of trust between the procedural justice and the employee development. The value of **a= 0.143, b=1.240, S<sub>a</sub> =0.049 and S<sub>b</sub>=0.153** when calculated through the sobel calculator provided the value of P=0.00603677. As the value of p is less than 0.05 which confirms that the trust plays a mediating role in the relationship between the procedural justice and employee development.

Input:		Test statistic:	Std. Error:	p-value:
a	0.143	Sobel test: 2.74577732	0.06457916	0.00603677
b	1.240	Aroian test: 2.72745997	0.06501287	0.0063824
s <sub>a</sub>	0.049	Goodman test: 2.76446875	0.06414252	0.00570156
s <sub>b</sub>	0.153	<input type="button" value="Reset all"/>	<input type="button" value="Calculate"/>	

Note: \* = Mediation is significant at the 0.05 level.

Source: Authors' calculations.

## DISCUSSION

The study conducted basically emphasized on investigating the mediating role of trust between the procedural justice and employee development (Primary & Secondary school teachers). The study hypothesized that there is a positive relationship between the Procedural Justice and trust (H<sub>1</sub>). The results of the Pearson correlation shows that there is a positive and highly significant relationship between the procedural justice and trust (r=0.252\*\*, p<0.01). Further the study also hypothesized that there exist a positive relationship between procedural



justice and employee development ( $H_2$ ). The results of the Pearson correlational matrix shows that there is a positive and significant correlation between the procedural justice and employee development ( $0.619^{**}$ ,  $p < 0.01$ ).

Thirdly it was hypothesized that the employee development has a positive relationship with trust ( $H_3$ ). The result of the Pearson correlation also reveals that there is positive and highly significant relationship among the trust and employee development ( $0.599^{**}$ ,  $p < 0.01$ ). Fourthly it was hypothesized that the trust mediates the relationship between the procedural justice and employee development ( $H_4$ ). The results of the Pearson correlation shows that trust has a positive and highly significant relationship with both procedural justice ( $r = 0.252$ ,  $p < 0.01$ ) and employee development ( $0.599^{**}$ ,  $p < 0.01$ ).

The results of the regression analysis also confirms that the trust mediates the relationship between the procedural justice and the employee development. The beta value of the regression analysis ( $0.61$ ,  $*p < .001$ ) shows that the procedural justice has positive impact on the employee development. The value of beta reduces from ( $0.61$ ,  $p < 0.001$ ) to ( $0.500$ ,  $p < 0.001$ ) and remained significant depicting partial mediation. The reduced value of the beta shows that procedural justice was individually contributing 61% in bringing change in the employee development but when trust was introduced as a mediating variable the impact of procedural justice in bringing change in employee development reduces from 61% to 50% and trust contributed 47% in bringing change in the employee development.

The result of the sobel test conducted to check the mediating role of trust between the procedural justice and employee development also shows that the value of  $P = 0.00067$  which is less than 0.05 and it also confirms the mediating role of trust between the procedural justice and employee development.

So the results verified that there is a positive relationship between the procedural justice and employee development (Primary & Secondary school teachers). It further verified that trust mediates the relationship between the procedural justice and employee development (Primary & Secondary school teachers). The greater the management and Regulatory authorities will treat the primary school teachers with justice and fairness the more they will trust their management and will involve themselves more in the personal development activities like developing the teachers' potential in teaching methodologies and strategies to ensure maximum outcomes from the system.

## CONCLUSION AND IMPLICATIONS

Development of Punjab Govt. Primary School teachers play a very pivotal role in enhancing the learning and quality of education. Teachers' development programmes are of great significance for teacher learning and improving student learning outcomes (Ingvarson, Meiers & Beavis, 2005). The findings of the current study indicated that if the management and regulatory authorities (Board of Executive body) of primary schools follow the justice in procedures while taking decisions regarding promotions, rewards, pays and benefits of primary school teachers it will contribute in developing strong relationship of trust between the Primary & Secondary school teachers and regulatory authorities (Board of Executive body). Consequently, when trust establishes between the management and teachers, it motivates the Primary & Secondary school teachers to participate in skill development activities like patience and tolerance, enjoying working with children, organizational skills, friendly behaviour, leadership & motivational skills, supportive and caring nature. Further the findings also evidenced that when Primary school teachers trusts their management they will Put more effort in building basic concepts and learning skills of children studying in class 1

to class 5. Further it will also instigate the teachers to improving their own skills and capabilities through skill development and training programs.

So the regulatory authorities and Management should focus on the trust development of the Primary & Secondary school teachers by adopting the fairness and justice in their procedures which will automatically enhance their productivity by improving their skills and capacities by participating in different development programs which will enhance the student learning outcomes and quality of education.

## LIMITATIONS AND FUTURE IMPLICATIONS

There are certain limitations in our study that are worth mentioning here. The study was conducted on the academic sector i.e. Primary & Secondary school teachers. The future researcher can conduct this study in other sectors predominantly Public sector. The study was targeted Government sector while the future researchers can conduct the study on Private and Multination Organization. The future researchers can conduct the study by overcoming this constraint. The current study was cross sectional, the future researchers may conduct the longitudinal study and can collect data before practicing procedural justice and after the practicing procedural justice. The future researchers can also investigate the impact of all dimensions of OCB on creativity and innovation of the employees and investigate the role of other mediating variable in this study like motivation, employee satisfaction etc.

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