Organizational Justice Influences Foci Commitment of Teachers via Trust

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Abstract. Past research on justice and trust tends to probe into their direct relationships with overall commitment, but neglects foci of commitment (e.g. organization, supervisor, and colleagues). This study fills this gap and explores three types of justice's effect (i.e., distributive justice, procedural justice, and interactional justice). This study used teachers in elementary schools as an empirical target, collected data by questionnaire survey, and analyzed data by multiple regression to examine the mediating relationship of justice-trust-commitment. This study clearly shows that there are complex relationships among three types of justice, trust, and foci commitment (commitment to school, commitment to supervisor, and commitment to colleagues). Trust involves fully, partially, or no mediating effects on the relationships between three types of justice and foci commitment.

Keywords: commitment; foci; justice; teacher; trust

1. Introduction

Commitment is an important variable in organizational behavior research. It has three characteristics: intention to maintain membership of the organization, identification with the organization's goals and values, and willingness to exert extra effort for the organization (Bentein, Stinglhamber, and Vandenberghe, 2002). Commitment is an influential variable; high commitment would lead to positive results for individuals, organizations, and society (Mowday, Porter and Steers, 1982). In terms of teachers, teacher commitment is an important issue for teachers, but also for schools and students (Collie, Shapka, and perry, 2011). It relates directly to issues of teaching and learning, school success, and well-being (Day, 2008; Park, 2005).

Early researchers tended to consider the organization as a whole, and focused on employee organizational commitment without differentiating different commitment targets (foci) (Jiang and Cheng, 2003; Jiang, Cheng, Jen and Hsieh, 2005). However, some researchers now have held that employee commitment is having multiple foci. Foci of commitment are the individuals and groups to whom an employee is attached (Becker, Billings, Eveleth, and Gilbert, 1996).

There are many targets of teacher commitment, such as school, supervisor, and colleagues, so commitments to different targets could be at different levels. An individual may experience high commitment to only one of these foci, or all, or none (Becker and Billings, 1993). In addition, the question of how to produce foci commitment remains to be not fully explored. This research emphasizes the antecedent-foci commitment relationship whereas prior research concentrated on the foci commitment-outcome linkages (e.g., Becker, Billings, Eveleth, and Gilbert, 1996; Becker and Kernan, 2003; Bentein, Stinglhamber, and Vandenberghe, 2002; Chan, Tong-Qing, Redman, and Snape, 2006; Hartog and Belschak, 2007).

Iverson and Roy (1994) suggested that reinforcing an employee's perception of justice can increase attitudinal commitment and then increase behavioral commitment. Regarding the effect of justice dimensions, Magner and Welker (1994) indicated that procedural justice can improve commitment, whereas, distributive justice cannot. However, Mo (2002) thought that procedural justice and distributive justice are two critical predictors of commitment. These inconsistent findings may be due to use traditional view of overall commitment and lack of exploration of mediation. According to the commitment-trust theory of Morgan and Hunt (1994), trust is a critical antecedent variable of commitment. This study considers commitment is more related with trust than with justice. Adding into the variable of trust as a mediating variable, this study believes it will be better to explain the relationship between justice and commitment.

In addition, most of prior commitment research involves organizational commitment (e.g., Collie, Shapka, and perry, 2011; Ware and Kitsantas, 2011). However, this study supposes that the implication of commitment depends on the commitment target. Accordingly, are the relationships among justice, trust, and commitment different if the commitment target is different? By using school teachers as research subjects, this study seeks to extend commitment theory by probing into the mediating effects of trust on the relationships between justice and foci commitment (commitment to school, commitment to supervisor, and commitment to colleagues).

2. Theoretical Background and Hypothesis Development

In this section, this study reviews and describes literature on justice, trust and commitment, and further proposes the research hypothesis.

2.1 Justice

Justice means giving each person what he or she deserves or, in more traditional terms, giving each person his or her due. Novelli, Kirkman, and Shapiro (1995) suggested that creating a climate of justice is a prerequisite for effectively transforming an organization. In general, justice involves distributive justice, procedural justice, and interactional justice. The concept of distributive justice, emphasizing results and contents, was developed first in the academic research of justice, and it refers to the level of justice of resource distribution and employees' reactions to the distribution results (Folger and Greenberg, 1985). Procedural justice stresses procedures and processes, and considers employees'

perceptions of justice regarding decisions' procedures and processes (Folger and Greenberg, 1985). Interactional justice focuses on interpersonal interactions and communications, and refers to employees' perceptions of an organization's willingness to communicate with employees and consult employees' opinions before decision making (Bies and Moag, 1986).

According to the equity theory of Adams (1965), employees compare their ratio of inputs to outcomes with others to determine their cognition of justice or injustice. If they feel injustice, they may react as follows: twist theirs or others' inputs or outcomes, lead others to change their inputs or outcomes by certain behaviors, change their own inputs or outcomes, select other reference points, or quit the job. Thus, when teachers perceived injustice, there may be negative attitudes or behaviors. Organizational justice is not something new but organizational justice studies in schools and in the field of education management are ignored and are very few in number (Hoy & Tarter, 2004).

This study defines school justice as teachers' subjective cognition of the quality of being righteous or fair for internal resource distribution, decision making, and personal interactions in schools. It includes three aspects: distributive justice, procedural justice, and interactional justice. Distributive justice refers to teachers' perceptions of distribution of school resources, such as work load, responsibilities, and rewards distribution. Procedural justice refers to teachers' perception of school decision-making processes and procedures. Interactional justice refers to teachers' perception of communication and respect from their schools.

2.2 Trust

Trust is a kind of psychological state (Rousseau, Sitkin, Burt and Camerer, 1998), regarding individuals' positive expectations toward the intentions and behaviors of other organizational members (Shockley-Zalabak, Ellis and Winograd, 2000), and individuals' overall perception of the reliability of the organization (Tan and Tan, 2000).

Blau (1964) noted two types of interpersonal interactions: social exchange and economic exchange. Social exchange means that employees aim for future returns rather than immediate profits. Economic exchange refers to equal immediate exchange relationships. The former is based on trust, the latter on a calculated basis. Hence, when two parties trust each other, devotion even if no immediate returns is possible.

Using the concept of social exchange, this study defines trust as the teachers' perception of overall trust in the school. Teachers trust their schools when they believe their efforts will be mentally and substantially returned.

2.3 Commitment

Most of previous research on commitment addresses employees' commitment to their organization, which is called organizational commitment and is an overall concept, and in particular, belongs to affective commitment which is defined as an emotional attachment to, identification with and involvement in the

organization (Hartog and Belschak, 2007). In terms of a school, Ware and Kitsantas (2011) conceptualized teacher commitment as (a) the extent to which the teachers accept the goals and values of the school, (b) the amount of effort they are willing to exert for the school, and (c) their desire to remain within the school.

Studies of commitment have shifted from an overall concept to multiple dimensions and from one target to multiple targets (Becker and Kernan, 2003; Bentein, Stinglhamber, and Vandenberghe, 2002; Clugston, Howell, and Dorfman, 2000; Hartog and Belschak, 2007; Jiang and Cheng, 2003). Moreover, Becker (1992) viewed 1305 employees in 30 U.S. companies as targets, and found that compared with multiple dimensions (e.g. affective commitment, continuance commitment, and normative commitment), multiple targets of commitment could more effectively explain employees' organizational behaviors. Similarly, the findings of Gregersen (1993) and Becker and Billings (1993) also supported the importance about commitment of multiple targets.

Recent research showed that individuals form different strengths of attachment towards multiple foci, such as their organization, supervisor, or work-group (Clugston, Howell, and Dorfman, 2000). Attachment to a more proximal, lower order focus (work-group or supervisor) is generally stronger than attachment to a more distal, higher order one (organization) (Becker, Billings, Eveleth, and Gilbert, 1996; Hartog and Belschak, 2007; Riketta and Van Dick, 2005). Commitment to supervisor directly influences job performance while commitment to organization has an indirect effect on job performance through commitment to supervisor (Vandenberghe, Bentein, and Stinglhamber, 2004). Bentein, Stinglhamber, and Vandenberghe (2002) observed that commitment to the most proximal focus could mediate the effect of commitment to more distal entities on organizational citizenship behaviors. Hartog and Belschak (2007) believed that commitment to four distinguishable foci (organization, supervisor, work-group, and career) can explain unique variance in personal initiative. Becker and Kernan (2003) indicated that affective commitment to supervisor influences in-role performance and courtesy, whereas affective commitment to organization influences loyalty.

Summarizing, foci commitment is deserved to explore because different foci have different characteristics. If commitment research exclusively focuses on the organization, it will be too narrow. In addition, there is lack of explorations of antecedents of foci commitment. Therefore, this study explores the influence of justice and trust on commitment to organization, supervisor, and colleagues, and defines commitment as the employee's psychological identification with organizational objectives and values, a willingness to cooperate with supervisors, and interact with colleagues.

2.4 Hypothesis development

Pearce, Bigley, and Branyiczki (1998) suggested that feelings of justice can develop trust whereas injustice leads to feelings of unreliability. In addition, Yilmaz (2010) concluded that positive organizational justice perceptions will cause employees to consider themselves as a part of the organization, become

easier going in their job relationships and establish relationships based on trust. Thus, trust is based on justice which is a perception of employees from observing their interactions with the organization. In a research of human resource, Pearce, Branyiczki, and Bakacsi (1994) indicated that distributive justice and procedural justice are related to trust. In addition, since commitment involves potential harm and sacrifice, it is not easily given without trust; thus, trust is a prior factor to commitment (Garbarino and Johnson, 1999). The social exchange theory explains the causal relationship of trust and commitment through a reciprocal principle; without trust, commitment is reduced and business transactions will be direct and short-term (McDonald, 1981). Therefore, many scholars suggest that trust determines commitment (Moorman, Zaltman and Deshpande, 1992; Morgan and Hunt, 1994). From the perspective of social exchange, after recognizing schools' justice, teachers offer overall trust, and then resulting in commitment.

Some empirical studies show that trust involves mediating effects. For instance, Aryee, Budhwar, and Chen (2002) observed that trust has partial mediating effects on the relationships between distributive justice/procedural justice and work attitudes (including commitment), but full mediating effects between interactional justice and work attitude. Sharon and Bart (2006) concluded that trust mediates the relationship between distributive justice and commitment. Trust also mediates the relationship between procedural justice and staff turnover. Thus, this study proposes the hypothesis:

Hypothesis: Trust has the mediating effect on the relationship between justice and commitment.

3. Research Method

3.1 Research sample

The subjects of this study were public elementary school teachers in Tainan, Taiwan. Totally 500 questionnaires were randomly distributed, of which 458 were returned and 420 were valid; giving a valid return rate of 84%.

Sample composition: Gender- 63.5% female, 36.5% male; Age- 19.4% under 30 years old, 32.8% 30-40 years, 30.5% 40-50 years, 17.3% over 50 years old; Service years, 18.1% under 5 years, 17.8% 5-10 years, 29.5% 10-20 years, 34.6% over 20 years; School size, 23.7% under 12 classes, 27.5% 13-24 classes, 23.9% 25-48 classes, 24.9% over 49 classes.

Tests of homogeneity between the sample and data in Taiwan, published by the Department of Statistics, Ministry of Education, revealed no significant differences in terms of teachers' gender, age, service years, and school size, thus the sample can be representative of public elementary school teachers in Taiwan.

3.2 Measures

This study measures justice and trust using a Likert scale format, and commitment using a semantic differential format. The measurements of all

constructs are six-points. The score of each construct is received by calculating the average of the items of the construct. Higher score stands for greater justice, trust, or commitment. Further, these construct scores are used in subsequent hypothesis testing.

3.2.1 Justice

Justice construct consists of distributive justice, procedural justice, and interactional justice. The items are from Niehoff and Moorman (1993), Mo (2002), and Huang (2002). Distributive justice concerns justice of school resource and teachers' loading distribution. Procedural justice refers to the teachers' perceptions of justice during school decision making processes and procedures. Interactional justice refers to the extent that schools communicate with teachers and respect teachers' opinions before making decisions. Distributive justice is measured in four items, whereas procedural and interactional justices involve five items.

3.2.2 Trust

Trust in this study refers to the teachers' perceptions of the schools' decision making capability and management reliability. The trust scale is based on the employees' trust in the organization scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). It includes five items.

3.2.3 Commitment

Commitment comprises commitment to school, commitment to supervisor, and commitment to colleagues. Commitment to school means teachers' psychological identification with school's objectives and values. Commitment to supervisor means teachers' respect to their supervisors. Commitment to colleagues means teachers' willingness to cooperate with colleagues. This study adopts the view of multiple foci of Gregersen (1993) and Becker and Billings (1993) to design the measured items of commitment. We use four, four, and five items, respectively, to measure thee commitment dimensions (school, supervisor, and colleagues).

3.3 Measurement reliability

For Cronbach's α, distributive, procedural, and interactional justice are 0.89, 0.91, and 0.94, respectively; trust is 0.93; commitment to school, commitment to supervisor, and commitment to colleagues are 0.90, 0.91, and 0.89, respectively.

3.4 Measurement validity

First, we used confirmatory factor analysis (CFA) to assess convergent validity together for all latent variables of distributive justice, procedural justice, interactional justice, trust, commitment to school, commitment to supervisor, and commitment to colleagues which were totally measured by 32 items. This tested model constrained each item to load only on one factor. Overall, results of this analysis indicated that the seven-factor structure was good fit to the data (χ^2 / df = 2.33, goodness-of-fit index [GFI] = 0.92, confirmed fit index [CFI] = 0.96,

and root mean square residual [RMR] = 0.04). Second, regarding discriminant validity, all latent variables met pairwise chi-square difference test (Bagozzi, Yi, and Phillips, 1991), in which each pair of latent variables is analyzed by comparing the chi-square statistics of two models. One model is an unconstrained model (correlation between the two latent variables is free to estimate) and the other is a constrained model (correlation between the two latent variables is set to one). The results of chi-square difference test show that, for each pair of latent variables, chi-square statistics are significantly lower for an unconstrained model than a constrained model. Thus, we achieved discriminant validity among our constructs.

3.5 Common method variance (CMV)

This study relied on self-reported questionnaire data suggesting possible mono-method bias and percept-percept inflated measures (Crampton and Wagner, 1994; Donaldson and Grant-Vallone, 2002). However, self-reporting does not necessarily inflate relationships between variables (Bruk-Lee and Spector, 2006). To mitigate mono-method bias, this study used several procedural remedies of Podsakoff, MacKenzie, Lee, and Podsakoff (2003). The measures of this study used different scale formats including Likert scale format and semantic differential format. We carefully constructed all survey items, and used pre-testing to eliminate item ambiguity (e.g., avoid double-barreled questions, avoid complicated syntax, keep questions simple, specific, and concise). The scale items were ordered randomly in the survey. Finally, this study used two unrelated jokes to create a psychological separation for each page's items.

Harman's one-factor (or single-factor) test is one of the most widely used techniques to address the issue of mono-method variance (Podsakoff, MacKenzie, Lee, and Podsakoff, 2003). Following the test, all measured items in the study were together subjected to an exploratory factor analysis, which yielded five factorially distinct constructs and a general factor did not account for the majority of the covariance among measures (only 24.38%). The results indicated that mono-method bias was not a serious threat.

4. Research Results

We used Baron and Kenny's (1986) method to examine the mediating effects. Baron and Kenny (1986) laid out three conditions that have to be met: (1) variations in the independent variable significantly account for variations in the dependent variable; (2) variations in the independent variable significantly account for variations in the presumed mediator; (3) when the presumed mediator is associated with the independent variable to predict the dependent variable, variations in the presumed mediator significantly account for variations in the dependent variable; in addition, the previously significant relation between the independent variable and dependent variable is weakened or no longer significant. Full mediation holds when the independent variable has no effect on the dependent variable when the mediator is introduced. Partial

mediation holds when the independent variable has significantly effect on the dependent variable when the mediator is introduced.

This study validated the mediating effects of trust on the relationship between justice and commitment through multiple regression analysis. Because we had three dependent variables, commitment to school, commitment to supervisor, and commitment to colleagues, each commitment was separately treated as the dependent variable to conduct the examination of the mediation of trust. The results are shown in Table 1.

Table 1. Regression analysis.

Independent variables	Dependent variables						
	Model 1 Trust	Model 2 Commitment to school	Model 3 Commitment to school	Model 4 Commitment to supervisor	Model5 Commitment to supervisor	Model 6 Commitment to colleagues	Model 7 Commitment to colleagues
Distributive justice	0.04	0.13*	0.12*	0.05	0.04	0.13*	0.12*
Procedural justice	0.52***	0.43***	0.17**	0.15*	0.05	0.11	0.09
Interactional justice	0.37***	0.20**	0.02	0.36***	0.23**	0.34***	0.16**
Trust			0.50***		0.42***		0.47***
R^2	0.67	0.39	0.43	0.28	0.35	0.24	0.37
F	98.02***	43.80***	50.86***	21.53***	28.68***	19.65***	30.01***

Note:
(1) All regression coefficients are standardized.
(2) *$p<0.05$; **$p<0.01$; ***$p<0.001$

4.1 Commitment to school as the dependent variable

The first step in the analysis here involved regressing commitment to school on three types of justice. The results presented in Table 1 (Model 2) show that distributive justice (β=0.13, $p<0.05$), procedural justice (β=0.43, $p<0.001$), and interactional justice (β=0.20, $p<0.01$) are significantly and positively related to commitment to school, thus providing support for the direct effect of three types of justice on commitment to school.

The second step in the mediation analysis involved regressing trust on three types of justice. The results in Table 1 (Model 1) indicate that distributive justice does not have a significant relationship with trust (β=0.04, n.s.). Therefore, trust does not have the mediating effect of distributive justice on commitment to school. At the same time, the effects of procedural justice (β=0.52, $p<0.001$) and interactional justice (β=0.37, $p<0.001$) on trust are significant, thus offering support only for the main effects of procedural justice and interactional justice on trust.

In the third step of the mediation analysis, commitment to school was regressed on

three types of justice and trust. The results in Table 1 (Model 3) indicate that the effect of trust on commitment to school is significant (β=0.50, p<0.001). In addition, when trust is entered into the equation, the significant relationship we found between procedural justice and commitment to school is weakened from 0.43 to 0.17 but remains significant (p<0.01). At the same time, the effect of interactional justice on commitment to school becomes nonsignificant (β=0.02, n.s.).

Together, these results suggest that trust partially mediates the relationship between procedural justice and commitment to school. In addition, trust fully mediates the relationship between interactional justice and commitment to school. The path relationship is shown in Figure 1.
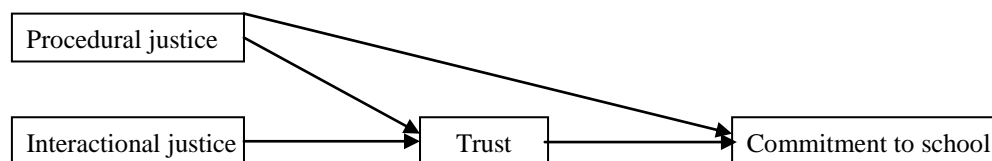
Figure 1. The mediating effect of trust on the relationship between justice and commitment to school.

4.2 Commitment to supervisor as the dependent variable

The first step in the analysis here involved regressing commitment to supervisor on three types of justice. The results presented in Table 1 (Model 4) show that distributive justice (β=0.05, n.s.) is nonsignificantly, but procedural justice (β=0.15, p<0.05) and interactional justice (β=0.36, p<0.001) are significantly and positively, related to commitment to supervisor, thus providing support only for the direct effect of procedural justice and interactional justice on commitment to supervisor. At this step, we have known trust does not mediate the relationship between distributive justice and commitment to supervisor.

The tested relationship and results of the second step is fully same as the content of using commitment to school as the dependent variable, offering support only for the main effects of procedural justice and interactional justice on trust.

In the third step of the mediation analysis, commitment to supervisor was regressed on three types of justice and trust. The results in Table 1 (Model 5) indicate that the effect of trust on commitment to supervisor is significant (β=0.42, p<0.001). In addition, when trust is entered into the equation, the significant relationship we found between procedural justice and commitment to supervisor becomes nonsignificant (β=0.05, n.s.). At the same time, the effect of interactional justice on commitment to supervisor is weakened from 0.36 to 0.23 but remains significant (p<0.01).

Together, these results suggest that trust fully mediates the relationship between procedural justice and commitment to supervisor. In addition, trust partially mediates the relationship between interactional justice and commitment to supervisor. The path relationship is shown in Figure 2.
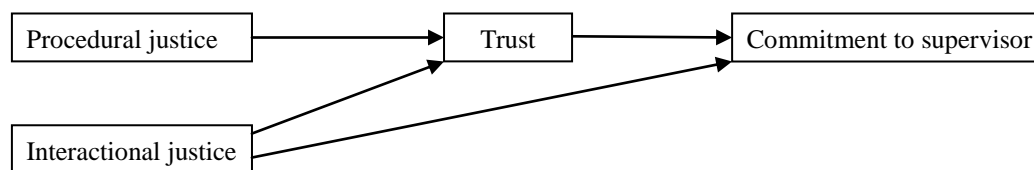
Figure 2. The mediating effect of trust on the relationship between justice and commitment to supervisor.

4.3 Commitment to colleagues as the dependent variable

The first step in the analysis here involved regressing commitment to colleagues on three types of justice. The results presented in Table 1 (Model 6) show that distributive justice (β=0.13, p<0.05) and interactional justice (β=0.34, p<0.001) are significantly and positively related to commitment to colleagues, but procedural justice (β=0.11, n.s.) is nonsignificant, thus providing support only for the direct effect of distributive justice and interactional justice on commitment to colleagues. At this step, we have known trust does not mediate the relationship between procedural justice and commitment to colleagues.

The tested relationship and results of the second step is fully same as the content of using commitment to school as the dependent variable, offering support only for the main effects of procedural justice and interactional justice on trust. At this step, we have known trust does not mediate the relationship between distributive justice and commitment to colleagues.

In the third step of the mediation analysis, commitment to colleagues was regressed on three types of justice and trust. The results in Table 1 (Model 7) indicate that the effect of trust on commitment to colleagues is significant (β=0.47, p<0.001). In addition, when trust is entered into the equation, the significant relationship we found between interactional justice and commitment to colleagues is weakened from 0.34 to 0.16 but remains significant (p<0.01).

Together, these results suggest that trust partially mediates the relationship between interactional justice and commitment to colleagues. The path relationship is shown in Figure 3.
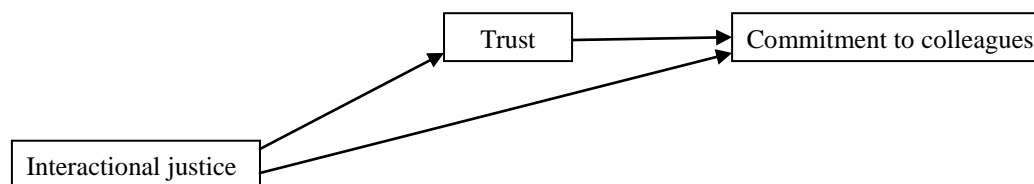

Figure 3. The mediating effect of trust on the relationship between justice and commitment to colleagues.

Thus, this study demonstrates that the mediating effects of trust on the relationship between justice and commitment are related with the types of justice and commitment. Thus, the hypothesis of this study is partially supported. The research results are summarized in Table 2.

Table 2. Research results.

Independent variables	Dependent variables (Foci commitment)		
	Commitment to school	Commitment to supervisor	Commitment to colleagues
Distributive justice	No mediation	No mediation	No mediation
Procedural justice	Partial mediation	Full mediation	No mediation
Interactional justice	Full mediation	Partial mediation	Partial mediation

5. Conclusions and Suggestions

5.1 Conclusions

Past research regarded commitment as a whole and was lack of exploring the relationship of justice-trust-commitment from the perspective of dimensions. This study used teachers of elementary schools as a target to conduct an empirical research. Based on relationship marketing theory, justice comprises distributional justice, procedural justice, and interactional justice. In addition, teachers' foci commitment includes commitment to school, commitment to supervisor, and commitment to colleagues. This study demonstrates that trust involves fully, partially, or no mediating effects on the relationships between three types of justice and types of foci commitment. Specifically, trust shows fully mediating effects on the relationship between interactional justice and commitment to school, and on the relationship between procedural justice and commitment to supervisor. Trust reveals partially mediating effects on the relationship between procedural justice and commitment to school, and on the relationships between interactional justice and commitment to supervisor and colleagues. Trust does not show mediating effects on the relationship between distributive justice and the three types of foci commitment, and on the relationship between procedural justice and commitment to colleagues. Although distributive justice cannot lead to commitment through trust, it directly influences commitment to school and colleagues, so distributive justice is also important to some of commitment. Thus, to enhance teachers' foci commitment, school management should improve distributive justice, procedural justice, and interactional justice and understand the mediating mechanism of trust. Academically, the finding supports trust is a good mediating variable as past research indicated (Morgan and Hunt, 1994). Moreover, this study clearly shows a complex relationship among justice, trust, and foci commitment and this study more clearly elaborates their relationship than past research.

5.2 Suggestions for practitioners

The findings have implications for principals and supervisors. First of all, the results show that procedural justice and interactional justice via trust tend to have positive effects on commitment to school and supervisor. We suggest principals and supervisors should display procedural justice and interactional

justice behaviors in order to elicit teacher' perceptions of procedural justice and interactional justice, then enhance their perceived trust and finally attain commitment to school and supervisor. Second, the results show that interactional justice via trust tends to have a positive effect on commitment to colleagues. We suggest principals and supervisors should display interactional justice behaviors in order to elicit teacher' perceptions of interactional justice, then enhance their perceived trust and finally attain commitment to colleagues. Third, the results show that distributive justice cannot win employees' trust, but distributive justice has a help for commitment school and colleagues. So, distributive justice cannot be neglected by principals and supervisors.

5.3 Suggestions for future research

Although the measurement of this study has good reliability and validity and the test of the hypothesis is according to proper test procedures, this study still has some limitations and needs to rely on the further efforts of future research.

Firstly, this study only samples teachers in elementary schools of Tainan, Taiwan. The test of sample homogeneity reveals the sample is representative of whole Taiwan; however the sample is only from elementary schools, which significantly reduces the generalization of the research findings to different levels of schools. To extend applicability (Churchill, 1979), future research could expand the scope of the sampling to teachers in junior high schools, senior high schools, and universities.

We have explored the dimensions of justice and commitment; hence, to avoid research being too complex, in the aspect of trust, this study only probes into the teachers' trust in schools and defines trust as the reliability of the schools. However, further research could consider other trust targets like foci commitment of this study.

The research on mediating effects is important for psychological science. Direct relationship between external stimulus and individual reaction is few. Most of relationships often involve the mediation through various transformation processes which are internal to the organism. Baron and Kenny (1986) suggest that when an independent variable and a mediator predict the dependent variable, if the independent variable is still same significant as when the independent variable alone predicts the dependent variable, there may be other mediators. Thus, for some mediating relationships which this research has explored, besides the mediator "trust", there are probably other mediators needed for further exploration such as the influences of procedural justice on commitment to school, interactional justice on commitment to supervisor, and interactional justice on commitment to colleagues.

6. Acknowledgements

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