

The Influence of Organizational Justice on Employees' Motivation to Participate in Training: A Quality System Perspective on Human Resource Practices

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Abstract

This study sought to examine the effect of three (distributive, procedural, and interactional) justice perceptions in predicting employees' motivation to participate in training activities. On the basis of theoretical linkages between the constructs, full mediation and partial mediation models by perceived benefits of training were developed. The models were tested using SEM (Structural Equation Modeling) on responses from 302 employees of three wireless operators in the Republic of Korea. The results showed the partial-mediation model is a dominant model. It also confirmed that interactional justice directly influence motivation to participate in training, whereas procedural justice influence the variable through perceived benefits of training. Furthermore, limitations and implications of the current study and directions for future work are discussed.

1. Introduction

A various quality system plays an integral role in boosting productivity (Quality Progress, 2004). In this regard, organizational human resources (HR) systems can impact on employees' productivity through their quality enhancement. This association is plausible given that HR practices make individuals sound rather through deploying the appropriate systems that

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identify, assess, reward, and develop competencies that form the core of organizational success (Wilson, 2001). Moreover, a strategic approach to human resource development (HRD), which is associated with extensive and continuous training and development of employees, is fundamental to the adoption of a comprehensive HR approach in the organization (Keep, 1992; Ruona and Gibson, 2004). On the basis of this association between HR practices and employee quality, this research sought to explore the influence of fairness judgment in the workplace as predictors of employees' motivation to participate in training activities.

Workplace fairness is a popular topic in human resource management, organizational behavior, and Industrial/Organizational [I/O] psychology (Colquitt, Conlon, Wesson, Portor, and Ng, 2001; Cropanzano and Greenberg, 1997). The topic of workplace fairness is also referred to as "organizational justice" (Greenberg, 1990). Organizational justice research, which focuses on the role of fairness in the workplace, has demonstrated that fair treatment has important effects on individual employees' attitudes and behaviors (Barling and Phillips, 1993; Simons and Roberson, 2003). Similar to the topic of organizational justice, a great deal of attention has been given to the topic of training motivation in organization science fields. Individuals' continuous pursuit of development activities can be a key aspect in improving quality of training program. Training literature has not only recognized training motivation one of the most important predictor for actual training participation (Mathieu, Tannenbaum, and Salas, 1992), but also established the construct as one key determinant of post-training satisfaction and transfer of knowledge acquired to the work situation (Baldwin and Ford, 1988; Ford, Kozlowski, Kraiger, Salas, and Teachout, 1997).

There has, however, been little research on the association between organizational justice and training motivation. Even these studies have largely focused on the methods and settings to maximize performance in training programs while generally ignoring the importance of pre-training context results from strategic HR coordination. For example, Quinones (1995) found a significant positive relationship between fairness perceptions and motivation to learn in a conceptual model developed to examine pre-training motivation effects. Cole and Latham (1997) examined effects of training in procedural justice and demonstrated a significant positive relationship between procedural justice and outcome expectancies in training supervisors. In short, previous research has not only done little to look at the influence of fairness on employees' motivation to participate in training but it also has neglected to approach the constructs from a angle of comprehensive quality system. Thus, the purpose of this research was to investigate the impact of organizational justice in predicting employees' motivation to participate in training activities. This research focused on the identification of an optimal model of motivation to participate in training by using structural equation modeling (SEM). The value of identifying the optimal model of motivation to participate in training lies in understanding strategic HR activities as a quality system and developing these as a source of competitiveness.

2. Literature Review and Hypothesis

It is a well-known fact that trainees who enter training with high levels of pre-training motivation are more likely to complete training than their less motivated peers (Baldwin, Magjuka, and Loher, 1991). Thus, if training is to be connected with individual and organizational performance, employees must be motivated. With regard to training participation motivation, the training literature has largely dealt with such pre-motivational concepts as motivation to learn and motivation through expectations.

2.1 Motivation to Participate in Training

Noe and Schmitt (1986) described motivation to learn as an employees' desire to learn the content of training. With this perspective, early studies mainly focused on the amount of learning that trainees acquire during training. More recent research, however, has accepted a theoretical standpoint that motivation to learn can arise from the employees' view of training participation (Mathieu and Martineau, 1997). For example, Birdi, Allen, and Warr (1997) proposed that motivation to learn is most relevant to how much an employee learns during training, but it has also been used to explain how much employees participate in training activities. This expanding notion of motivation to learn has helped with the theoretical maturation of the construct. Noe and Wilk (1993) noted that an employee's motivation to learn is critical for training effectiveness. Baldwin *et al.* (1991) reported that employees' motivation to learn was linked to actual learning in a training program designed to improve skills for performance appraisal and feedback. Furthermore, Clark, Dobbins, and Ladd (1993) reported that perceptions of training utility, training involvement decision, and supervisor's supportive attitude were significant antecedents for motivation to learn.

2.2 Perceived Benefits of Training

Maurer and Tarulli (1994) examined perceived intrinsic, extrinsic, and psychological outcomes for employees' participation in training activities. They suggested that, to effectively motivate all employees to develop, it is necessary for them to understand fully the perceived benefits and the value placed on those benefits by employees. This is due to the fact that there are different perceptions among employees. Nordhaug (1989) identified three different types of benefits that employees obtain from participation in training programs: job-, career-, and personal-related benefits. This idea is rooted in Vroom's (1964) expectancy theory: to the extent that an employee believes that the training activity will lead to certain valued outcomes, he or she is more likely to be motivated to pursue it. According to Nordhaug (1989), job-related benefits reflect individuals' perception that training will allow performance improvement in their current position, whereas career-related benefits will likely assist in the

development of skills for a future job. Personal-related benefits of training reflect psychological, political, and social outcomes that may or may not be related to the work setting. These perceived training benefits, functioning as extrinsic or intrinsic rewards, have been found to affect attitudes or motivation to engage in training and development activity (Maurer and Tarulli, 1994; Maurer, Weiss, and Barbeite, 2003).

2.3 Organizational Justice Dimensions and Motivation to Participate in Training

Organizational justice is concerned with the fair treatment of people in organizations. It is generally measured in terms of an employee's perception of organizational treatment. Organizational justice has been conceptualized into three types: distributive justice is concerned with the fairness of outcomes that people receive; procedural justice is concerned with the fairness of the formal organizational procedures used in decision making; and interactional justice refers to the fairness of the treatment that people receive from decision maker.

Employees' justice judgments in an organization have been recognized as a starting point for important human resource practice that facilitate the functioning of the firm because they are associated with a variety of individual work attitudes, such as satisfaction (e.g., DeConinck and Stilwell, 2002) and commitment (e.g., Lowe and Vondanovich, 1995), and individual behaviors, such as absenteeism (e.g., De Boer, Bakker, Syroit, and Schaufeli, 2002) and citizenship behavior (e.g., Moorman, 1991; Organ, 1990). In particular, by connecting with the issues of assessment within an organization, organizational justice as a criterion for accepting performance appraisal influences employees' future attitudes and behaviors (Erdogan, 2002). In this regard, a positive hypothesis can be drawn between the perceptions of justice and the motivation to participate in training.

Hypothesis 1. Organizational justice perceptions (distributive, procedural, and interactional) will positively predict employees' motivation to participate in training.

2.4 Organizational Justice Dimensions and Perceived Benefits of Training

Perceptions of organizational justice can generate anticipation that appraisal in the training program, as well as opportunities for training, will be fair. This positive expectation, in turn, may stimulate employees' perception of favorable training outcomes through their conviction of effort-outcome expectancies. If individuals believe there is a fair link between training and appraisal/rewards, then it is likely that the usefulness of training for their current, future, and personal objectives can be better recognized on the basis of organizational trust. That is, distributive, procedural, and interactional justice perceptions are developed through employees' assessment of their treatment by the organization. Subsequently, they will use their judgments of these justices to estimate the benefits they will receive resulting from involvement in training activities. Cole and Latham (1997) found this association in their empirical study us-

ing a procedural justice dimension. In this way, the perceptions of justice are thought to affect individuals' perception of training benefits.

Hypothesis 2. Organizational justice perceptions (distributive, procedural, and interactional) will positively predict employees' perceived benefits of training.

2.5 Perceived Benefits of Training and Motivation to Participate in Training

Training researchers have suggested that the expectation of gaining valued benefits from training is an important predictor of training participation (Dubin, 1990; Salas, Cannon-Bowers, Rhodenizer, and Bowers, 1999; Tharenou, 2001). In particular, Mathieu and Martineu (1997) suggested that this motivation through expectation is an improved approach to training motivation as it places training participation into a motivational framework. Also, further support for this notion is that employees who participate in training and development events may see their participation as rewarding (Nordhaug, 1989). The perceived training benefits, which play a role as either extrinsic or intrinsic rewards, will affect employees' motivation to engage in the training activity. Furthermore, the expectation of usefulness or value to training may have an influence on knowledge and skills that participants acquire during the training, as well as their post-training reactions (Clark *et al.*, 1993; Tracey, Hinkin, Tannenbaum, and Mathieu, 2001). In this way, it is likely that the more job-, career-, and personal-related benefits that employees feel they can obtain through the training activities, the greater their degree of motivation to participate in the training activities.

Hypothesis 3. Perceived benefits of training will positively predict employee's motivation to participate in training.

3. Method

3.1 Participants

Data were collected from a sample of 302 employees in three wireless operators in the republic of Korea. The average size of the companies was over three trillion dollars in sales with about 3,000 employees. Of the respondents 65.9 per cent (n=199) were men and 34.1 per cent (n=103) were women. The average age of the respondents was 33.4 years, and most (92.4 per cent) were university graduates. One hundred ninety-two (63.5 per cent) of the respondents had less than five years of job tenure, and 183 (60.6 per cent) also had less than five years of organizational tenure.

3.2 Procedure

After initial contact with and approval from the administrator at each company, cluster

sampling was conducted. An average of 25 samples per department from six departments in each company was drawn after which the company HR administrators contacted them. Using the list of participant's names, 450 surveys were sent out to the selected employees and a follow-up postcard was mailed approximately ten days after the initial delivery. Completed surveys were received from 321 respondents, with 302 being useable, for a response rate of 67.1 per cent.

3.3 Measures

All constructs were measured using reliable multi-item scales from the human resource management or I/O psychology literature. In some cases, scale items were adapted slightly to fit the current research context. For example, the word 'organization' was substituted for 'company' since the participants' worked in wireless operating companies. In additions, it was necessary to translate the measures (originally developed by English speakers) into Korean for administration purpose. A five-point Likert-type scale was employed for all measures unless otherwise stated.

Organizational justice. Organizational justice was measured with 18 items from Niehoff and Moorman (1993). The justice scale consisted of three dimensions measuring perceptions of distributive justice, procedural justice, and interactional justice. Distributive justice assessed the fairness of different work outcomes, including pay level, work schedule, and job responsibilities. Example distributive items were, "My work schedule is fair" and "I believe my level of pay is fair." Procedural justice assessed the degree to which job decisions include mechanisms that insure the gathering of accurate and unbiased information, employee voice, and an appeals process. Example procedural items were, "The decisions my hospital makes in the level of organization are in an unbiased manner" and "My hospital has procedures that are designed to allow the requests for clear explanation or additional information about a decision." Interactional justice assessed the degree to which employees felt their needs were considered and also the degree to which adequate explanations were made for job decisions. Example interactional items were, "When decisions are made about my job, my supervisor considers my personal needs with the greatest care" and "When making decisions about my job, my supervisor offers reasonable explanations that I understand clearly." The alpha reliabilities of these scales were .84, .87, and .90, respectively.

Perceived benefits of training. Perceived benefits of training refer to a motivational construct reflecting expectation that favorable outcomes will result from involvement in training. Benefits resulting from training were measured with 12 items of the perceived benefits of training scale (Noe and Wilk, 1993), which is an adaptation of Nordhaug's (1989) scale composed of three subscales to measure job-, career-, and personal-related benefits. Three items were included in the job-related benefits scale, and four and five items were included in the career- and personal-related benefits, respectively. All items on this scale started with

the statement: "Participating in training programs will...", with an example statement from the job-related benefits sub-scale that ended with "help me perform my job better." An example from the career-related benefits sub-scale was, "Participating in training programs will help me reach my career objectives." An example from the perceived personal benefits sub-scale was, "Participating in training programs will help my personal development." The alpha reliability of the perceived training benefits scale was .85.

Motivation to participate in training. Motivation to participate in training refers to the employee's desire to participate in training activities and to learn the content of their program. This scale was measured with 11 items. These items have been used in previous training research (Bartlett, 2001), with several items being slight modifications from Noe and Schmitt (1986). Seven items assessed motivation to learn in training and development activities, and the other four items assessed general motivation to participate in training and development activities. Example items were, "I try to learn as much as I can from education/training programs" and "I am willing to invest effort to improve skills and competencies for learning purposes." The alpha reliability of this scale was .70.

3.4 Analyses

Structural equation modeling (SEM) was used to test the theoretical models via path analysis (see Figure 1). One of the advantages of covariance structure analysis is that it affords the decomposition of covariance among variables in the model, thereby enhancing the interpretation of relations, as well as showing a pattern of the effects of one variable on another (Pedhazur and Schmelkin, 1991). By using Anderson and Gerbing's (1988) two-step approach, the measurement and structure models were examined in separate steps. First, the measurement model was analyzed to test the adequacy of the hypothesized factor structure for all constructs. Second, several structural models representing the hypothesized path structure between latent and measured variables were evaluated. For the measurement and structural models, the analyses were conducted with LISREL 8.30 (Joreskog and Sobom, 1993). All analyses used maximum likelihood estimation, and analyses were performed on the variance and covariance matrix.

4. Results

4.1 Confirmatory Factor Analysis (CFA)

To confirm and cross validate the factorial structure of the five latent variables in the hypothesized model, confirmatory factor analysis (CFA) using LISREL 8.30 (Joreskog and Sorbom, 1993) was conducted. Differing from exploratory factor analysis, confirmatory factor

analysis allows for better integration of theory and measurement (Hughs, Price, and Marrs, 1986). Particularly, the confirmatory method is advantageous in that it provides significance tests and goodness-of-fit indices for hypothesized models (Church and Burke, 1994). The CFA showed that the measurement model fits the data very well with a non-normed fit index (NNFI) of .95, comparative fit index (CFI) of 0.96, adjusted goodness of fit index (AGFI) of 0.89, root mean squared error of approximation (RMSEA) of .05, and a chi-square of 200.68 ($p < 0.001$) based on 109 degrees of freedom. Table 1 reports the results of the overall confirmatory factor analysis.

Table 1. Confirmatory Factor Analysis (CFA) Loadings

Indicator	Factors				
	1	2	3	5	6
Distributive Justice 1	.54				
Distributive Justice 2	.63				
Distributive Justice 3	.52				
Procedural Justice 1		.60			
Procedural Justice 2		.62			
Procedural Justice 3		.58			
Interactional Justice 1			.73		
Interactional Justice 2			.71		
Interactional Justice 3			.76		
Interactional Justice 4			.77		
Job-related Benefits				.41	
Career-related Benefits				.62	
Personal related Benefits				.47	
Motivation to Participate in Training 1					.51
Motivation to Participate in Training 2					.48
Motivation to Participate in Training 3					.35
Motivation to Participate in Training 4					.30

Note: Factor 1: Distributive Justice

Factor 2: Procedural Justice

Factor 3: Interactional Justice

Factor 4: Perceived Benefits of Training

Factor 5: Motivation to Participation in Training

$$\chi^2 = 200.68, df = 109, p < .001$$

$$NNFI = .95; CFI = .96; AGFI = .89; RMSEA = .05$$

In general, a good fit to the data is indicated by non-significant values of chi-square, RMSEA values which approach zero, and values of NNFI, CFI, and AGFI which approach unity.

4.2 Correlations and Reliabilities

Table 2 summarizes the means, standard deviations, coefficient alpha internal consistency reliabilities, and inter-correlations among the variables. All the scales had reliabilities (coefficient alphas) at or above the .70 threshold recommended by Nunnally (1978). Consistent with the hypotheses, statistically significant correlations emerged between the three dimensions of organizational justice, perceived benefits of training, and motivation to participate in training. Above all, organizational justice dimensions were positively correlated with each other, but not to the extent to imply that they were measuring the same thing (correlations ranged from .34 to .50).

Table 2. Means, Standard Deviations, Reliabilities, and Bivariate Correlational Matrix

Variables	Mean	SD	1	2	3	4	5
1. Distributive Justice	3.00	.64	(.85)				
2. Procedural Justice	2.72	.62	.42***	(.85)			
3. Interactional Justice	3.25	.79	.50***	.34***	(.91)		
4. Perceived Benefits of Training	3.38	.56	.22**	.23***	.20**	(.75)	
5. Motivation to Participate in Training	3.67	.51	.17**	.19**	.21**	.40***	(.70)

Note: *p < .05; **p < .01; ***p < .001

4.3 Model Comparisons

Since there was uncertainty in the way of association between organizational justice dimensions and motivation to participation, each of the partial and the full mediation models was compared in light of the mediation effect of the perception of training benefits (see Table 3).

Table 3. Results of Model Comparisons

Model	χ^2	df	χ^2 change	NNFI	CFI	AGFI	RMSEA
Measurement model	200.68	109	-	.95	.96	.89	.05
Partial mediation model	200.68	109	-	.95	.96	.89	.05
Full mediation model	212.72	112	12.04*	.95	.96	.89	.06

Note: In comparison to the full mediation model (see Figure 1), the partial mediation model additionally constrains the paths from distributive, procedural, and interactional justice to motivation to participate in training in the same condition

* p < .05

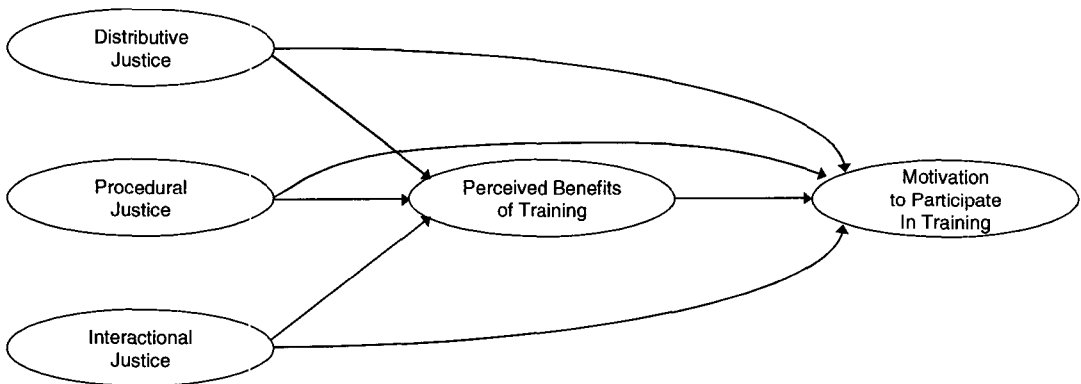
First, the partial mediation model was tested (organizational justice perceptions have direct and indirect effects on motivation to participate in training, perceived benefits of training is a proximal predictor of motivation to participate in training; see Figure 1 M1). The partial

mediation model provided a good fit to the data ($\chi^2 = 200.68$, $df = 109$, $p < .001$; NNFI = .95, CFI = .96, AGFI = .89, RMSEA = .05), and three of seven structural paths in the model were statistically significant.

Next, the full mediation model was tested (perceived benefits of training completely mediates the relationship between organizational justice perceptions and motivation to participate in training; see Figure 1 M2). The full mediation model also provided an acceptable fit to the data with a slight change in the fit index of RMSEA, and two of four structural paths in the model were statistically significant ($\gamma_{12} = .20$, $p < .05$; $\gamma_{23} = .69$, $p < .05$).

Since the full mediation model is nested within the partial mediation model, the two models were compared in terms of the Chi-Square difference test. Consequently, the difference in chi-squares, 12.04 with 3 degrees of freedom, was significant, suggesting that the partial mediation model was a better fit model than the partial mediation model indicating no parsimonious.

M1: Partial Medication Model



M2: Full Medication Model

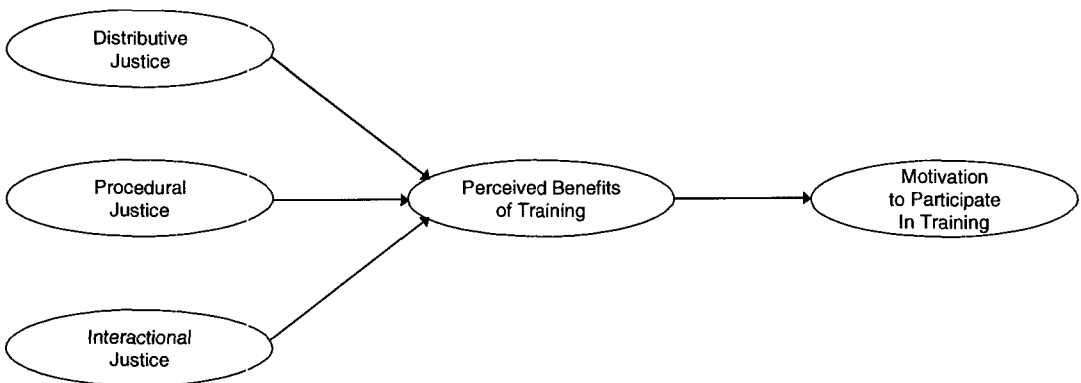


Figure 1. Rival Models

On the basis of the full mediation model as a best fit model (see Figure 2), the hypotheses were examined. The relationships between the three dimensions of organizational justice and employees' motivation to participate in training were hypothesized to be positive. However, only one hypothesis was supported, as the pathway shows a significant positive relationship between interactional justice and the motivation to participate in training ($\gamma_{23} = .12, p < .05$).

In the same way, it was hypothesized that each dimension of organizational justice would be positively associated with employees' perceived benefits of training. However, only procedural justice had a significant positive relationship with the perception of training benefits ($\gamma_{12} = .20, p < .05$).

The next hypothesis explored the potential positive influence of benefits of training on the motivation to participating in training. This hypothesis was supported as the perceived benefits of training produced a positive relationship to the motivation to participate in training ($\beta_{21} = .64, p < .05$).

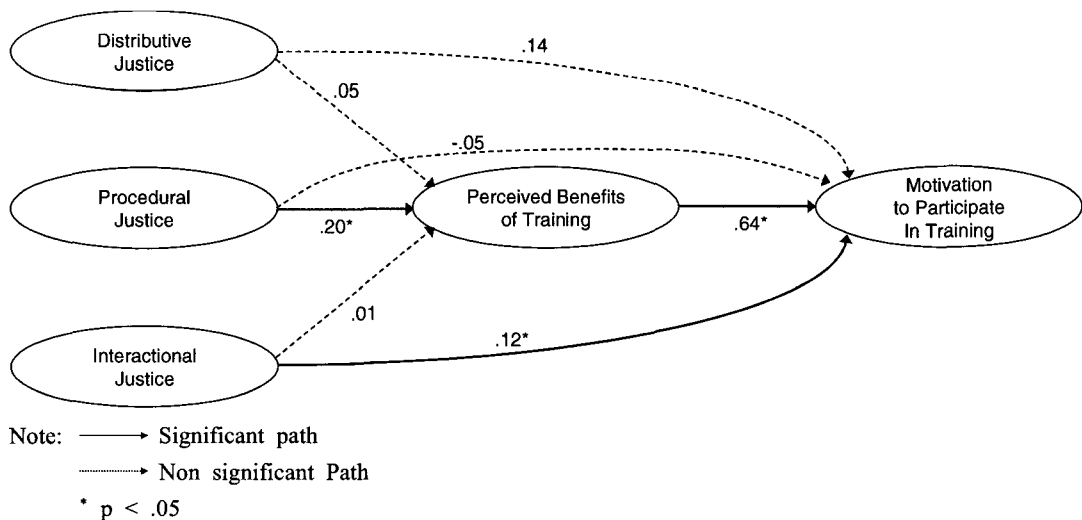


Figure 2. Structural Path Estimates of the Full Mediation Model as a Best Fit Mod

5. Discussion

This research attempted to show that perceptions of fairness influence employees' motivation to participate in training. Through structural equation modeling, support was found for the research hypotheses. The following discussion highlights the primary findings of this study.

5.1 Organizational Justice and Motivation to Participate in Training

Justice perceptions affected motivation to participate in training. While interactional justice directly influenced motivation to participate in training, procedural justice influenced the variable through perceived benefits of training. More specifically, the relationship between procedural justice and motivation to participate in training was mediated by employees' perceptions of training benefits. This shows that procedural justice and perceived benefits of training are associated and may, therefore, function as a better predictor for employees' motivation to participate in training. That is, when procedural justice is linked with motivation through expectation, it is more likely to be associated with employee motivation to participate in training. In contrast, interactional justice was a direct predictor that stimulates employees' motivation to participate in training without requiring an extrinsic training benefit. This demonstrates that interactional justice appeals primarily to employees' intrinsic motivation. Intrinsic motivation has been found to be the main factor to predict employees' participation in training activities (Maurer, Mitchell, and Barbeite, 2002). Perception of interactional justice, in and of itself, is likely to be a robust predictor for employees' pre-training motivation. In short, this pattern of results indicates that procedural justice perceptions affected reaction toward the organization and interactional justice perceptions affected reactions toward supervisors (Masterson, Lewis, Goldman and Taylor, 2000).

5.2 Perceived Benefits of Training as a Mediator

As noted already, procedural justice is closely associated with perceived benefits of training and this combination, in turn, can play a role as a potential predictor of employees' motivation to participate in training. On the other hand, since distributive and interactional justice were not significantly related to perceived benefits of training, it did not prove to be a mediating effect between the two dimensions of justices and employees' motivation to participate in training. These findings may reflect the sense that procedural justice is the more appropriate justice dimension for assessing the benefits resulting from training participation in an organization. That is, training-related decision-making within a procedural justice climate is sufficiently robust to predict employees' training participation.

5.3 Perceived Benefits of Training and Motivation to Participate in Training

Perceived benefits of training indicated a statistically significant positive relationship with employees' motivation to participation in training. This outcome was a replication of the findings from previous studies showing that an expectation of gaining valued benefits from training is an important predictor of training participation (Dubin, 1990; Nordhaug, 1989; Tharenou, 2001). Thus, the more job-, career-, and personal-related benefits that employees feel they can obtain from participating in training activities, the greater their degree of moti-

vation to participate in such activities.

Results from this study, however, should be interpreted with an acknowledgment of the following limitations. A serious limitation of the current research was its reliance on self-report measures. Since the same source reported organizational justice, perceived benefits of training, and motivation to participate in training, it is likely that common method variance inflated true relationships between these variables. Although the findings of this study are strengthened somewhat by the use of structural equation modeling, a longitudinal design and more sources of data would be useful to assess the causality of the hypothesized relationships. Another limitation of the current research was that the relationships observed between variables reflected individuals' perceptions of reality, not independent observations. Moreover, one can speculate whether participants responded in socially desirable ways further obscuring the true relationships between these constructs. The third limitation of the current study is related to the representativeness issue of the sample. As with all research, there are contextual limitations based on the sample. In this case, the sample represented only one industry (wireless) in only one country (Korea).

6. Conclusion

In summary, three conclusions can be made. First, employees' justice perceptions are a critical predictor of their motivation to participate in training and the partial mediation model is a dominant model in predicting the relationships. This is consistent with the view that each dimension of justice (distributive, procedural, and interactional) is associated with a variety of positive work attitudes and behaviors; moreover, these dimensions of justice often work interactively (Barling and Philips, 1993; Brockner and Wiesenfeld, 1996; Konovsky and Cropanzano, 1991). Second, the differentiated perceptions of justice dimensions can guide different reactions to training participation. That is, employees' perception of procedural justice necessitates such additional aids as perceived benefits of training to affect their motivation to participate in training activities, whereas interactional justice operates, itself, as a motivator for employees which may affect their motivation to participate in training activities. Third, employees' perceptions of training benefits are a strong motivating force for training participation. The more benefits employees think they can obtain from participating in training activities, the greater their degree of motivation to participate in such activities.

6.1 Recommendations for Practice

The following recommendations can be adopted by HR practitioners or departments that are developing high quality HR systems or conducting activities where employee motivation for training is of interest. First, the framework of this study offers a diagnostic tool for as-

sessing the quality of organizations to utilize the potential of HR activities in reaching strategic goals. That is, by examining how the strategic coordination among HR activities can be achieved in practice to achieve competitive advantage, they could not only obtain an important guide to build a higher quality HR system but also describe more explicitly the relationship between the objectives of the organization and HR activities.

Second, this study indicates a need for understanding a complete picture of the fairness process in an HR system. In order to gain a better understanding about individuals' training motivation and organizational training quality, HR practitioners or departments should pay attention to both procedural and interactional justice before the employee is engaged in the learning activity. Furthermore, they should consider separate approaches to procedural and interpersonal learning dimensions according to the organizational objectives for the given situation.

Third, this study also suggests that HR practitioners or their department need to act up to the formal organizational procedures and pursue the quality of interpersonal treatment. Not as simply providers or managers of HR practices, HR practitioners or their department should involve themselves in high quality workplace fairness, as well as support efforts to encourage the strengthening of this competitive HR system. By realizing the full potential of organizational justice, they could enable organizational training design to be effectively linked with the important aspects of organizational life, such as performance appraisal, compensation, and employee relationship management (ERM) under the umbrella of corporate strategy.

6.2 Recommendations for Research

The following recommendations are suggested for future research. First, research should further examine the nature of procedural and interactional dimensions during specific pre-training situations. Although interactional justice is often criticized as not being an independent construct but instead represents the interactional side of procedural justice (Greenberg, 1993), a number of studies have demonstrated that people also react to their perceptions of the interactional treatment they receive from decision makers (Bies and Moag, 1986; Brockner and Wiesenfeld, 1996; Rahim, Magner, and Shapiro 2000; Shapiro, 1993). Illuminating the relationship between these two justice climates and training related outcomes could contribute to expanding the existing knowledge in the training effectiveness literature.

Second, future research should seek to explore more appropriate assessments of an individual's attitude and behavioral intention toward training or development activities. In this study, the endogenous (dependent or mediating) variables did not reflect employees' actual motivation during the training activity but focused on their pre-training motivation prior to engagement. Furthermore, since the scale used for measuring employees' perception of training benefits was developed in 1980's, it may be outdated to reflect today's more complicated organizational learning and training situations. Future research needs to investigate

training related motivation in actual training settings, along with the new development of a measurement scale.

Finally, more research needs to be conducted in various samples to confirm validation of the theoretical model assessed in this study. Research in additional countries and occupational settings would be valuable to investigate the significance of relationship-centered training effectiveness. As it is reported that women tend to be less sensitive to issues of distributive justice than men (Brockner and Adsit, 1986), perceptions of the other justice dimensions and training benefits or motivation to participate in training are also likely to be moderated by different research contexts including culture, industry, and organization position.

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