

**Ayesha Shabir¹, Malik Kaleem Ullah², Muhammad Hassan Babar³, Muhammad Naeem¹**

1. BS Criminology, Department of Sociology and Criminology, University of Sargodha, Pakistan.

2. Lecturer, Department of Sociology and Criminology, University of Sargodha, Pakistan.

3. MPhil Criminology, (Minhaj University Lahore), Lecturer (UOL) Sargodha Campus, Pakistan.

How to Cite This Article: Shabir, A., Ullah, M. K., Babar, M. H. & Naseem, M. (2025). An Analysis of Trust Issues between Teaching Faculty and Class-IV Employees. *Journal of Social Sciences Research & Policy*. 3 (03), 539-544.DOI: <https://doi.org/10.71327/jssrp.33.539.544>**ISSN:** 3006-6557 (Online)**ISSN:** 3006-6549 (Print)**Vol.** 3, **No.** 3 (2025)**Pages:** 539-544**Key Words:**

Trust issues; Teaching faculty; Class-IV employees; Organizational trust; Educational institutions; Pakistan

Corresponding Author:**Ayesha Shabir**Email: ayeshashabir101@gmail.com**License:**

Abstract: Trust among Class IV faculty members plays an important role in the effective functioning of educational institutions. Class IV employees, including laborers, janitors, and support staff, make significant contributions to day-to-day administrative and academic activities. However, issues related to trust can negatively impact faculty satisfaction, working relationships, task delegation, and overall institutional effectiveness. This study examines the impact of trust issues on teachers' professional interaction with fourth grade staff in educational institutions. A quantitative research design was used, and data were collected from 46 teachers using a structured questionnaire based on a 5-point Likert scale. Statistical analyzes including descriptive statistics and Pearson correlation analysis were performed using SPSS. Results indicate that trust issues are negatively related to faculty satisfaction, faculty-staff relationships, task performance, and willingness to share responsibility. In contrast, trust issues show a positive relationship with perceptions of financial extortion. This study highlights the importance of interpersonal relationships in educational institutions and trust-building mechanisms to improve institutional effectiveness. The findings of this study provide empirical evidence relevant to educational governance, organizational trust, and institutional policy development, especially in developing country contexts.

Introduction

Trust is a fundamental element of organizational functioning, especially in educational institutions where coordination between academic and non-academic staff is essential. The faculty relies heavily on Class IV personnel such as peons, sweepers, naib kashids and other support staff to carry out administrative and academic duties smoothly. Low trust between faculty and support staff can negatively impact working relationships, job satisfaction, and the overall effectiveness of an institution. In many educational institutions, especially in developing countries, Class IV staff play an important, but often overlooked, role. Despite their importance, limited attention has been given to the study of trust between Class IV faculty and staff. Issues such as unreliability, perceived dishonesty, and concerns about

financial irregularities can lead to distrust, which in turn affects faculty members' willingness to delegate tasks and collaborate effectively. Previous research on organizational trust has primarily focused on trust among managerial or professional staff, while empirical research examining trust between faculty and lower-level support staff remains rare. This gap is particularly evident in the context of public sector educational institutions, where hierarchical structures and informal working practices can further complicate trusting relationships. This study aims to fill this gap by investigating the relationship between teacher trust issues and various job outcomes involving Class IV staff. This study takes a quantitative approach and seeks to provide empirical evidence regarding the impact of trust issues on faculty satisfaction, work relationships, job performance, willingness to delegate responsibilities, and perceptions of financial duress. The findings are expected to contribute to the literature on organizational trust and provide practical insights for improving institutional governance and workforce coordination.

Literature Review

Organizational trust has been widely recognized as a key factor influencing employee behavior, job satisfaction, and workplace performance. Trust within organizations facilitates cooperation, reduces uncertainty, and enhances effective communication among employees. Trust is especially important in educational institutions because academic and administrative tasks are interdependent.

Previous research has shown that a lack of trust among employees can lead to workplace conflict, reduced efficiency, and poor job performance. Research on faculty satisfaction shows that trust in support staff leads to a smooth academic experience and positive working relationships. When faculty perceives support staff to be untrustworthy or dishonest, their willingness to delegate tasks and collaborate effectively is greatly reduced. Research on workplace hierarchy shows that trust issues are more pronounced in environments where power differentials exist between employees. Class IV employees located at lower levels of the organizational hierarchy often work under informal supervision, which can increase the risk of misunderstanding and mistrust. Financial irregularities and perceived exploitation have also been identified as contributing factors to trust issues in organizational settings.

Despite the extensive literature on organizational trust, limited empirical research has specifically examined trust relationships among Class IV faculty and staff, particularly in the context of developing countries. Most of the existing research focuses on administrator trust or peer trust, leaving a gap in understanding the dynamics of trust involving lower-level support staff in educational institutions.

The current study builds on theories of organizational trust and workplace relationships by empirically investigating the effects of faculty trust issues on satisfaction, work relationships, job accomplishment, willingness to assign work, and perceptions of financial extortion. This study contributes to the relatively understudied area of organizational trust research by focusing on Class IV employees in educational institutions.

Research Gap

Existing literature on organizational trust primarily focuses on trust between administrative staff, academic colleagues, or administrators of educational institutions. However, limited empirical attention has been paid to the trusting relationships between faculty and lower-level support staff, especially Tier IV staff, which play important roles in the day-to-day operations of educational institutions. Furthermore, most of the available studies have been conducted in Western or corporate settings, with limited data from public educational institutions in developing countries like Pakistan. There is also a lack of quantitative research examining how trust issues impact specific work-related outcomes, such as

faculty satisfaction, delegation of tasks, and perceptions of financial fraud. This study fills these gaps by providing empirical evidence on the relationship between teacher trust issues and multiple organizational outcomes involving Class IV staff in Pakistani educational settings.

Methodology

This study used a quantitative research design to investigate the relationship between teacher trust issues and Class IV employee performance outcomes. Data were collected through a survey method using a structured questionnaire targeted at teachers working in educational institutions. The study population included faculty members, from whom a sample of 46 respondents was selected using convenience sampling technique. The questionnaire was designed with a 5-point Likert scale ranging from “strongly agree” (1) to “strongly disagree” (5) and included items assessing trust issues, faculty satisfaction, relationships with faculty, task completion, willingness to delegate tasks, and perceptions of financial extortion. The questionnaire was administered in person and responses were collected using a simple self-administered survey method, ensuring confidentiality and voluntary participation. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to summarize the data and Pearson correlation analysis was used to examine relationships between study variables.

Findings

The findings were based on data collected from 46 teachers and analyzed using descriptive statistics and Pearson correlation analysis. The results revealed clear trends indicating that issues of trust significantly impact professional interactions between teachers and fourth grade staff. Pearson correlation analysis shows that trust issues are negatively related to faculty satisfaction, faculty-staff relationships, completion of assigned work, and willingness to delegate tasks. This suggests that high levels of trust among teachers reduce teacher satisfaction, weaken professional relationships with Class IV staff, and ultimately affect job performance and task delegation. In contrast, trust issues are positively related to perceptions of financial extortion, indicating that increased distrust is associated with stronger beliefs about unethical financial practices among Class IV employees.

Overall, the findings suggest that trust plays an important role in shaping workplace dynamics in educational settings. The findings of this study support the contention that unresolved trust issues can impede effective collaboration between faculty and support staff and negatively impact the functioning of educational institutions.

Summary of Correlation Results (N = 46)

Variables	Relationship with Trust Issues
Faculty Satisfaction	Negative
Faculty–Employee Relationship	Negative
Completion of Work	Negative
Willingness to Assign Tasks	Negative
Financial Blackmailing	Positive

Correlation analysis (N = 46) showed that faculty trust issues had a significant negative relationship with satisfaction, faculty relationships, job completion, and willingness to take on challenges. In contrast, trust issues have a significant positive relationship with blackmail for financial gain. Positive workplace factors such as satisfaction, healthy relationships, effective work performance, and willingness to delegate are highly correlated with each other, but all have a significant negative correlation with

threatening behavior. Overall, the results suggest that high trust issues weaken organizational performance and increase the likelihood of unethical financial practices.

Discussion

The findings of the present study highlight the significant role of trust in shaping workplace relationships within educational institutions. The negative association between teaching faculty's trust issues and faculty satisfaction suggests that mistrust toward Class-IV employees creates dissatisfaction and discomfort in daily professional interactions. This finding aligns with organizational trust theories, which emphasize that trust is essential for cooperation, morale, and effective task coordination.

The results of the present study highlight the important role of trust in the development of working relationships within educational institutions. The negative association between faculty trust issues and faculty satisfaction suggests that distrust toward Class IV employees creates dissatisfaction and discomfort in daily professional interactions. This finding is consistent with theories of organizational trust, which emphasize that trust is necessary for cooperation, morale, and effective task coordination.

The results also indicate that trust issues have a negative impact on faculty relationships and work performance. When teachers perceive fourth-grade staff to be untrustworthy or dishonest, communication and collaboration weaken, leading to poor performance and delays in task completion. Similar trends have been observed in previous studies examining lack of trust in hierarchical organizational structures, where lack of trust often leads to strained relationships and poor performance. The negative relationship between trust issues and willingness to divide tasks highlights the real consequences of mistrust. Faculty with trust issues are less likely to delegate responsibilities, which can increase workload stress and disrupt organizational functioning. This finding supports existing research suggesting that trust is an important determinant of delegation and teamwork in organizations.

In contrast, the positive relationship between trust issues and perceptions of financial extortion reflects deeper issues related to ethical behavior and accountability. This suggests that experiences and perceptions of financial injustice can create or reinforce mistrust, further deteriorating professional relationships. Informal labor practices may exist in educational institutions in developing countries, and such concerns can seriously undermine trust. Overall, this discussion confirms that trust issues among Class IV faculty and staff have a significant impact on organizational effectiveness. Addressing these issues through transparent procedures, accountability mechanisms, and trust-building strategies will improve workplace harmony and improve overall organizational performance.

Conclusion

This study investigated the relationship between teacher trust issues and Tier 4 staff performance outcomes in educational settings. Using quantitative data from teacher educators, this study provides empirical evidence that trust issues have a significant impact on teacher satisfaction, professional relationships, job performance, and willingness to delegate responsibilities. Results show that higher levels of trust issues are associated with negative workplace outcomes, while perceptions of financial duress increase as trust declines. These results highlight that trust between faculty and support staff is essential to maintaining effective institutional functioning. Addressing trust issues can help improve collaboration, efficiency, and organizational harmony within your institution.

This study contributes to the organizational trust literature by focusing on trust relationships involving Class IV employees, highlighting an understudied area in educational research. The findings highlight the need for organizational policies and management practices that promote transparency, accountability, and trust among employees at all levels.

Implications

The results of this study have important implications for educational management and institutional policy. From a practical perspective, institutions need to recognize that trust plays a key role in building effective working relationships among Tier IV faculty. Management must put in place clear procedures, transparent accountability mechanisms, and control systems to reduce mistrust and address performance and financial fraud.

Class IV Training programs that focus on employee ethical behavior, communication skills, and role clarity can help improve trust and cooperation. At the same time, teachers should be encouraged to adopt fair leadership practices and constructive communication to promote mutual respect and understanding.

From a policy perspective, organizational leadership must integrate trust-building strategies into management structures to foster collaboration at all hierarchical levels. Clear job descriptions, fair evaluation systems and grievance mechanisms further strengthen professional relationships.

This study also makes an academic contribution by extending the theory of organizational trust to the context of educational institutions in developing countries. By empirically investigating trust issues involving lower-level support staff, the results highlight the relevance of trust relationships beyond supervisory and peer relationships and provide a basis for future research in this area.

Limitations and Future Research

Despite its contributions, several limitations of this study must be acknowledged. First, this study was conducted in a limited time frame, which limited the sample size and depth of data collection. Second, this study relied on data from a relatively small number of teachers, which may limit the generalizability of the results to other educational settings and regions.

Additionally, this study focused only on teachers' perceptions of teaching and did not include the perspectives of Class IV staff. This may have limited a more complete understanding of trust on both sides of the professional relationship. Using a cross-sectional research design also limits the ability to establish causal relationships between study variables. Future studies should consider larger and more diverse samples from multiple institutions to increase the generalizability of the results. Incorporating a mixed methods approach, such as qualitative interviews with Class IV faculty, provides a deeper understanding of issues related to trust. Longitudinal studies provide further insight into how trust within educational institutions develops or declines over time.

References

- Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology, 92*(4), 909–927.
- Dirks, K. T., & Ferrin, D. L. (2001). The role of trust in organizational settings. *Organization Science, 12*(4), 450–467.
- Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology, 87*(4), 611–628.
- Fukuyama, F. (1995). *Trust: The social virtues and the creation of prosperity*. New York: Free Press.
- Giddens, A. (1990). *The consequences of modernity*. Stanford: Stanford University Press.
- Lewicki, R. J., McAllister, D. J., & Bies, R. J. (1998). Trust and distrust: New relationships and realities. *Academy of Management Review, 23*(3), 438–458.
- Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review, 20*(3), 709–734.

- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
- Shockley-Zalabak, P., Ellis, K., & Winograd, G. (2000). Organizational trust: What it means, why it matters. *Organization Development Journal*, 18(4), 35–48.
- Sztompka, P. (1999). *Trust: A sociological theory*. Cambridge: Cambridge University Press.