

**DISTRIBUTIVE- AND PROCEDURAL JUSTICE: TOWARDS
UNDERSTANDING FAIRNESS PERCEPTIONS OF PERFORMANCE
APPRAISALS IN A NATIONAL GOVERNMENT DEPARTMENT OFFICE,
CHIEF DIRECTORATE SURVEYS AND MAPPING**

Sakena Parker

**Mini-thesis submitted in partial fulfillment of the requirements for the degree of
M.Comm (Industrial Psychology)**



in the

Department of Industrial Psychology

WESTERN CAPE

at the

University of the Western Cape

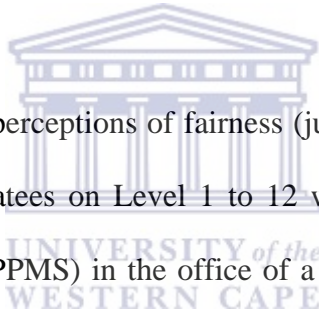


SUPERVISOR: Dr Russel Ruiters

NOVEMBER 2006

ABSTRACT

Perceptions of Performance Management in the South African Public Sector was characterised by high levels of unfairness owing to a bias in favour of those individuals that can write essays well. The essays would provide the evaluation team with an indication of the achievement of the individual as it relates to job performance, knowledge, insight, interpersonal relations and leadership qualities. The performance evaluation system in the South African Public Sector “was dogged with controversy and debate” (Pillay, 1998, p. 205). Although the Performance Management system has changed from what was called the Performance Appraisal System to the Personnel Performance Management System that involves both supervisor and employee inputs, fairness perceptions remain unchanged.



The present study aims to ascertain perceptions of fairness (justice) toward performance appraisals amongst public service raters and ratees on Level 1 to 12 who are subject to use the Personnel Performance Management System (PPMS) in the office of a public service organisation: National Department of Land Affairs Chief Directorate : Surveys and Mapping. One-hundred and ninety-one (191) employees constituted the sample that consisted of one-hundred and six (106) males and eighty-five (85) females. The sample extended over the following occupational categories: Administration Clerks, Administration Officers, Artisans, Auxiliary Services Officers, Data Technologists, Directors, Deputy Directors, Chief Directors, Foreman, Geographers, Industrial Technicians, Land Surveyors, Librarians, Operators and Secretaries, Survey Officers and Tradesman Aids. The Distributive and Procedural Justice Scale developed by Tang and Sarsfield-Baldwin (1996) was administered to the sample. The questionnaires were distributed to the one-hundred and ninety-one (191) employees, with a response rate of thirty-one percent (31,4 %).

The data indicate that the respondents constituted more females although a bigger proportion of the sample were male than female. In line with the composition of the sample more responses were received from ratees than from raters. Likewise, most of the responses were from the industrial technician's job category, typical of the organisation profile.

While significant association were found between Procedural Justice (PJ) and performance appraisal rating allocated, there was no significant relationship between Distributive Justice (DJ) perceptions and performance appraisal rating allocated at the end of a performance cycle. Significant association was found between *DJ* and *fairness* (as an element of PJ) and between *PJ* and *fairness* (as an element of PJ).

The limitations of the present study are discussed with recommendations and implications of the research findings.



KEY WORDS

Distributive Justice

Procedural Justice

Performance Appraisal

Performance Rating

Fairness; Perceptions

Rater; Ratee

Organisational justice

Performance Management

DECLARATION

I declare that *DISTRIBUTIVE- AND PROCEDURAL JUSTICE: Towards understanding fairness perceptions of performance appraisals at a National Government Department office, Chief Directorate Surveys and Mapping* is my own work, that it has not been submitted for any degree or examination in any other university and that all the sources that I have used or quoted have been indicated and acknowledged by complete references.

Full Name : Sakena Parker

Date : November 2006



Signature: _____

ACKNOWLEDGEMENTS

First I want to thank my Creator for without the Almighty nothing is possible.

Then I want to thank the following persons who have been of assistance to me both directly and indirectly in the completion of this research.

My parents, Sulaiman Parker and Latiefa Parker, for their patience and unwavering support in whatever venture I pursue and specifically to complete this study.

My brother, Esah Parker, for the topic idea and subsequent support to initiate study in the Chief Directorate Surveys and Mapping of the National Department of Land Affairs where he worked. I thank him for his guidance towards choosing Mr Heindrich Du Plessis as mentor at this Department. I also thank Esah for sound-boarding issues with respect to the topic for inclusion in the investigation. His sound advice has been highly valued.

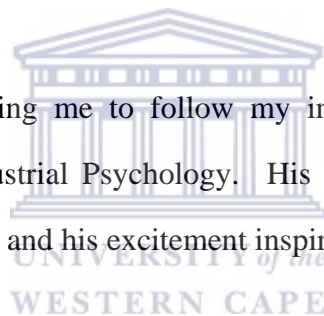
Heindrich Du Plessis from Chief Directorate Surveys and Mapping who first presented my request for research at this Chief Directorate of the National Department of Land Affairs before the management meeting and subsequent support in scheduling meetings with various individuals and groups within the Department; Cathy Scarborough and Jerome Padiyachee for their assistance in acquiring information at the department and Grant Solomons for sharing his office on days that I did research at the Department offices. I thank Elzette van Tonder for orientating me at the Department offices to solicit participants for this research study, without which this study could not be a success.

The management of the CDSM head office for allowing me the opportunity to conduct the present study at the offices and the staff for their willingness to participate in the study.

The Postgraduate Enrolment and Throughput (PET) project under the directorship of Dr. Lorna Holtman has contributed significantly. I especially want to thank Dr Theunis Kotze for his contribution in terms of statistical support and Ayesha Ismail for her assistance in the PET laboratory.

I thank my supervisor and valued team player, Dr Russel Ruiters, for his management style. He showed understanding of my style of work and this combination of insight and providing me space contributed to the creativity in the production of this mini-thesis. I thank him for accepting me as a student in his faculty at the time that he headed the department.

I thank Yusuf Smith for encouraging me to follow my interests in the Human Sciences and particularly to pursue study in Industrial Psychology. His reaction when the research title was disclosed to him will be remembered and his excitement inspired me to focus.



The contribution of my dear colleague and confidante, Mumtaz Fortune can by no stretch of the imagination be over-emphasised. Her support, for whatever the nature of assistance required has been insurmountable. I also thank Dr David Worth and Zulaiga Worth, Nazleemah Karlie and Nezaam Luddy for always enquiring about my progress.

I thank my ancient friend and mentor Roland Huckle for his caring and encouraging words to expedite this project.

The time, effort and energy so unselfishly given are appreciated and my heartfelt appreciation is expressed to everyone who contributed to the eventual completion of this mini-thesis.

This mini-thesis is therefore dedicated to all of the above people who played and still play a big part in my life and in achievement of some of my dreams.

This mini-thesis will not be complete if I do not name all of the children that bring joy to my life. They are Tasneem Rossouw, Yusuf and Musa Omar, Adnaan, Shuaib and Thaabet Parker, Yaaseen Parker, Fatima and Yaaseen Fortune, Zayaan, Yusri and Uzayr, Nuraan and Lameesa Smith and young Jahaan as well as Tareq Davids and of course the inspiring mother of all, Gadija Smith.

May this mini-thesis serve as inspiration to Tasneem Rossouw, Yusuf Omar and Yaaseen Fortune who are currently writing their matriculation examination.

May Almighty God bless and reward you abundantly in this world and in the hereafter.



TABLE OF CONTENTS

CHAPTER ONE

1. INTRODUCTION

CONTENT	PAGE NO
1.1. Introduction	1
1.2. Justice concerns in the context of the CDSM environment	3
1.3. Regulatory framework demanding performance appraisals at the CDSM	4
1.4. Problem formulation	6
1.5. Purpose of the Research	8
1.6. Research Hypotheses	10
1.7. Plan of the Research	11
1.8. Summary of the Chapter	13



CHAPTER TWO

2. LITERATURE REVIEW

2.1. INTRODUCTION	13
2.2. SECTION ONE	13
2.2.1 Historical overview of performance appraisals	14
2.2.2 History of the Chief Directorate Surveys and Mapping (CDSM)	15
2.2.3 The Old System: Performance Appraisals at CDSM	18
2.2.4 The New System: Personnel Performance Management System (PPMS) at CDSM	18

CHAPTER TWO continued

2.LITERATURE REVIEW Continued

CONTENT	PAGE NO
2.3. SECTION TWO	20
2.3.1. DEFINITIONS OF TERMS AND RELEVANT THEORIES	20
2.3.1.1. Performance Management	20
2.3.1.2. Performance Appraisal	22
2.3.1.3. Performance Ratings, Raters and Ratees in the Performance Appraisal context	23
2.4. SECTION THREE	27
2.4.1 Introduction	27
2.4.2 Organisational Justice, Distributive Justice & Procedural Justice	28
2.4.2.1. Distributive Justice	29
2.4.2.2. Procedural Justice	32
2.4.2.3. Theories underlying Distributive Justice	38
2.4.2.3.1. Equity Theory	38
2.4.2.3.2. Relative Deprivation Theory	39
2.4.2.3.3. Referent Cogent Theory	40
2.4.2.4 Theoretical explanations underlying Procedural Justice	41
2.5. Discussion of factors in the Distributive Justice and Procedural Justice Scale (Tang & Sarsfield-Baldwin 1996) in relation to fairness literature	45
2.6. Summary of the Chapter	51

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

CONTENT	PAGE NO
3.1. Introduction	53
3.2. Research Design	53
3.2.1. Population	53
3.2.2. Sample	54
3.2.3. Procedure	55
3.2.4. Measuring Instruments	57
3.2.4.1. Biographical Questionnaire	57
3.2.4.2. Distributive Justice and Procedural Justice Scale: Nature and Properties	57
3.2.5. Rationale for the using the Distributive Justice and Procedural Justice Scale (Tang and Sarsfield-Baldwin, 1996)	58
3.2.5.1. Validity, Reliability and Factor Loadings	58
3.3. Statistical Techniques	60
3.3.1. Descriptive Statistics	60
3.3.2. Inferential Statistics	60
3.3.2.1. The Spearman's Rho Correlation Coefficient	61
3.3.2.2. The Pearson Product Moment Correlation Coefficient	61
3.3.2.3. Regression Analysis	63
3.4. Summary of the Chapter	63

CHAPTER FOUR

4. PRESENTATION OF RESULTS

CONTENT	PAGE NO
4.1. Introduction	63
4.2. Biographical Characteristics	64
4.3. Descriptive Statistics	68
4.3.1. Descriptive Statistics for the Distributive and Procedural Justice Scale	68
4.4. Inferential Statistics	72
4.4.1. The Spearman's Rho Correlations	73
4.4.2. The Pearson's Product Moment Correlations	75
4.4.2.1 Statistical relationships between DJ and PJ perceptions and performance appraisal ratings	78
4.4.3. Linear Regression Analysis	81
4.5. Summary of the Chapter	83



UNIVERSITY of the
WESTERN CAPE

CHAPTER FIVE

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction	84
5.2. Discussion and Conclusion	84
5.2.1. Recommendations	92
5.2.1.1 Recommendations for Implementation at CDSM	92
5.2.1.2 Recommendations for further research	96
5.2.1.3 Conclusion	96

6. REFERENCES	98
----------------------	-----------

APPENDICES

Appendix A: Letter of Access; Correspondence with CDSM

Appendix B: Covering Letter,

Biographical Questionnaire,

Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin,

1996)

Appendix C: Position Statement: Data Collection Instrument Deviation Report

Appendix D: Responses to Biographical Questionnaire Question 5: “...what would you wish to recommend to improve the system?”



LIST OF TABLES

TABLE NO	DESCRIPTION	PAGE NO
Table 1	Distributive Justice items in the Distributive and Procedural Justice Scale (Tang and Sarsfield-Baldwin, 1996).	32
Table 2	Fairness in the Appraisal Process	34
Table 3	Categories of Perceived Fairness	35
Table 4	PJ Factors in the Distributive and Procedural Justice Scale (Tang and Sarsfield-Baldwin, 1996).	37
Table 5	The items that interrogate Factor 1: Fairness in the Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin, 1996).	46
Table 6	The items that interrogate Factor 3: Two-way Communication in the Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin, 1996)	47
Table 7	The items that interrogate Factor 4: Trust in the Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin, 1996)	49
Table 8	The items that interrogate Factor 5: Clarity in the Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin, 1996)	50
Table 9	The items that interrogate Factor 6: Understanding in the Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin, 1996)	51
Table 10	A guide for Sampling.	54
Table 11	Variance and Coefficients Alpha for the Distributive and Procedural Justice Scale (Tang and Sarsfield Baldwin, 1996)	58
Table 12	Salary Level Distribution of Respondents	69

TABLE NO	DESCRIPTION	PAGE NO
Table 13	Descriptive Statistics for Distributive Justice (DJ) items, Procedural Justice (PJ) Factors, DJ Summary and PJ Summary.	71
Table 14	Spearman's Rho Correlations between biographical variables (age, tenure and salary level) and PJ (and its elements) and between biographical variables (age, tenure and salary level) and DJ (and its items).	74
Table 15	Pearson's Product Moment Correlations between Performance Appraisal rating received and PJ (and its elements) and between Performance Appraisal rating received and DJ (and its items).	77
Table 16	Pearson's Product Moment Correlations between DJ (and its items) and PJ (and its elements) and between Performance Appraisal rating received and DJ (and its items).	80
Table 17	Relationship between Performance Appraisal rating received and DJ (and its items).	86
Table 18	Relationship between Performance Appraisal rating received and PJ (and its factors).	89
Table 19	A summary of biographical details of respondents and response rates	90

LIST OF FIGURES

FIGURE NO	DESCRIPTION	PAGE NO
Figure 1	Performance Management as a focal point for the integration of human resource activities	21
Figure 2	DJ and PJ: Summary of evidence empirically supporting the distinction, and associated organisational predictors	28
Figure 3	Gender Distribution of Participants	65
Figure 4	Gender Distribution of Ratees and ratees amongst Respondents	65
Figure 5	Composition of participants at Chief Directorate: Surveys and Mapping	66
Figure 6	Frequency Distribution by Jobtitle of respondents	67
Figure 7	Age of respondents	68
Figure 8	Salary Level distribution of respondents	69
Figure 9	The Linear Regression between predictor (Performance Appraisal Rating) and the predicted variable (DJ)	82
Figure 10	The Linear Regression between predictor (Performance Appraisal Rating) and the predicted variable (PJ)	82

LIST OF ABBREVIATIONS / ACRONYMS / GLOSSARY

CDSM	Chief Directorate Surveys and Mapping
DTI	Department of Trade and Industry
DPSA	Department of Public Service Administration
DJ	Distributive Justice
NDLA	National Department of Land Affairs
PPMS	Personnel Performance Management System
PJ	Procedural Justice
PSR	Public Service Regulations
RDP	Reconstruction and Development Program
SD	Standard Deviation
r_s	Estimate of the Spearman Rank Correlation



CHAPTER ONE

1. INTRODUCTION

1.1. INTRODUCTION

Performance appraisal of staff members occurs in almost all organisations globally. The appraisal activity may range from intermittent, informal encounters, or discussion between managers and individual staff members, which is hardly informative and useful, to very formal appraisal procedures, based on previously drawn up forms, rules and frequency of assessments (Randall, Shaw & Slater cited in Kerley, 2001). According to Armstrong (2000), performance appraisal in the workplace refers to the assessment of accomplishments of an employee as ratee by the manager as rater for a period of one year. Latham and Wexley (1981) outline the steps of performance appraisal in the workplace as conducting job analysis, developing appraisal instruments, selecting and training raters, measuring performance, conducting appraisal discussion with the ratee, setting new goals and rewarding performance. The steps from conducting job analysis through measuring performance pertain to matters of procedural justice while communicating performance decisions through rewarding performance relate to distributive justice (Greenberg, 1986a).

In the present study, the researcher attempts to determine how the sense of justice or (injustice) of the individual being rated during performance appraisals, is influenced by the rating allocations made by the supervisor as rater. Raters judge employee performance and allocate a performance rating at performance cycle end. This rating provides the employee with a yardstick to compare own performance relevant others. Employees are generally concerned about performance relative to

own competencies, capabilities and outputs over a specific period and also relative to their peers. A discrepancy in expected and actual outcomes may thus impact justice perceptions of employees. Whilst the rating is an outcome of performance appraisals in itself, this is often an input to determine the final outcome (monetary reward) (Bartol, Smith, Durham & Poon, 2001).

Findley, Giles and Mossholder (2000) based a study on the perspective of performance appraisals on Murphy and Cleveland's (1995) argument for treating performance appraisals as a social process that underlie communication and motivation. Karniol and Miller (1981), suggest that there is a lack of understanding of how justice concerns guide human behaviour from a social justice perspective. They express difficulty in defining justice unless it is contrasted with injustice.

Greenberg (1986a) states that there are concerns of justice in the organisation and particularly in performance appraisals. Greenberg in the performance appraisal context terms the fairness of ratings received as DJ and refers to the term PJ as the fairness of procedures on which the ratings are based. DJ concerns would therefore be raised if employees believe the performance appraisal rating was not representative of the work that was performed or rewards (monetary value of the high ratings) are not commensurate with efforts to achieve high ratings. DJ concerns would be raised in instances when prior knowledge of the economic situation of the organisation cause managers to allocate low ratings to justify the low monetary reward that will be forthcoming (Greenberg, 1986a). In relating his consulting experiences in organisations, Greenberg (1986a) explains that employees are often distressed at not receiving the monetary reward consistent with performance ratings. The equity theory of Adams (1965) suggests that employees that receive a rating lower than merited by their inputs will feel angry because of their distress.

According to Karniol et al. (1981), research suggests that perceived fairness of resource allocation (distributive justice), and the perceived fairness of the approach used to make distribution decisions, (procedural justice) contributes to employee perception of fairness and impact reactions of individuals in the organisation (Lee, Law & Bobko, 1999). The present study will thus focus on distributive justice (DJ) or the fairness of evaluations received and procedural justice (PJ) – the fairness of procedures on which those evaluations are based (Greenberg 1986a).

1.2. JUSTICE CONCERNS IN THE CONTEXT OF THE CDSM ENVIRONMENT

The 27 April 1994 election in South Africa was a culmination of efforts made by citizens and non-citizens of the country to implement a just society. In the preamble of The Constitution of the Republic of South Africa (108 of 1996) it is clarified that the Constitution was adopted to address the injustices of the past and to establish a society based on social justice and fundamental human rights. Justice, equality, equity and need are thus terms that are not foreign to the South African citizen and can be classified as important when ordinary people make judgements of fairness. Beugrè (2002) argues that the pursuit for social justice in the external environment invariably spills over into the workplace in a pursuit for organisational justice. The present study is aimed at understanding PJ and DJ perceptions of performance appraisals in a South African public sector organisation, the Department of Land Affairs: Chief Directorate Surveys and Mapping. Because issues of fairness pervade work life in various ways (Bowen, Gilliland & Folger, 1999), it is reasonable that managers should focus on concerns of justice in organisations. Government interventions such as the Employment Equity Act (55 of 1998), the Prevention of Unfair Discrimination Act (4 of 2000) and the Preferential Procurement Policy Framework Act were promulgated with the intent to promote social justice and eradicate inequalities in the workplace. These were implemented against the backdrop that equality of opportunity would not be the only ingredient to ensure equity in the workplace.

1.3. REGULATORY FRAMEWORK DEMANDING PERFORMANCE APPRAISALS AT THE CDSM

The Constitution delineates the cultivation of human resource management and career-development practice to maximise human potential. In keeping with the principles enshrined in the Constitution, the White Paper on the Transformation of the Public Service, dated 15 November 1995, outlines a framework for change. Of the eight transformation priorities, two priorities relevant to the present study are Service Delivery and Human Resource Management.

Latham et al. (1981) state that implementation of performance appraisals is a result of legislation or organisational requirements. The mandatory instruction by the Department of Public Service Administration's (DPSA) to all public service departments to implement a system to manage employee performance is one such case. Performance Management for the employees in the Public Sector in South Africa has since become a fact of organisational life. The Public Service Management Framework with effect from 1 July 1999 provides that government departments develop policies locally in own departments while taking into consideration the requirements of the Public Service Regulations and relevant collective agreements. This framework envisages focus on service delivery to customers. Public Service Departments are thus enabled to develop human resource policies according to departmental service delivery objectives taking into consideration the minimum requirements set out in the Public Service Regulations and collective agreements.

In response to the Department of Public Service Administration (DPSA) mandatory instruction to implement a system to manage employee performance, the National Department where the Chief Directorate under the present study is located, developed and adopted the Personnel Performance Management System (PPMS) to enhance service delivery. This policy document has been formally

implemented with effect from January 2000. A Personnel Performance Management System (PPMS) was introduced at the Chief Directorate Survey and Mapping (CDSM) in 2000, to enhance service delivery. The PPMS with all its components was introduced with an intent that it is fair and impartial in rewarding staff for work done.

McKenna (1994) reports that in the workplace context, performance appraisal is sometimes referred to as performance management. Performance Management is a relatively new practice in the South African public sector (Cameron & Sewell, 2003). Pillay (1998, p. 205) suggests that the performance evaluation in the South African Public Sector “was dogged with controversy and debate” while Cameron & Sewell (2003, p. 243) has quoted Hughes (1998) as saying that attempts to implement performance management in the public sector have yielded “mixed success”. “Like their business counterparts, public sector organisations in South Africa are also pressed for increasing efficiency and effectiveness” (Spangenberg & Theron, 2001, p. 39). The Personnel Performance Management System (PPMS) policy developed for the National Department of Land Affairs adheres to the Public Service Regulations, 2001, (Chapter 1, Part VIII) which stipulates that:

Departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results. Performance management processes shall link to broad and consistent plans for staff development and align with the department’s strategic goals. The primary orientation of performance management shall be developmental but shall allow for effective response to consistent inadequate performance and for recognising outstanding performance. Performance management procedures should minimise the administrative burden on supervisors while maintaining transparency and administrative justice (Public Service Regulations, 2001, p. 33).

The PPMS is a plan for annual performance bonus payments determined by the performance cycle. The annual pay increase scales are determined through collective bargaining at national level while performance rewards are determined at an individual employee level. Performance bonus payments are a variable dependent on the performance review score and the salary level of the staff member. One percent of the gross annual salary budget is allocated for performance bonuses.

1.4. PROBLEM FORMULATION

Central to the importance of the present study is the promotion of equitable allocation of ratings by raters in the performance appraisal process. The motivation for embarking on the present study is to improve the fairness of performance appraisals thereby enhancing perceptions of fairness of the performance assessment method. Although the PPMS provides for quarterly reviews of employee performance and thus a guide towards improved performance and performance rating judgements at cycle end, perceptions of unfairness of the performance appraisal discussions may counter the value of the PPMS as an effective performance management tool.

Problems with performance appraisals can arise from the rationale of raters for providing inaccurate ratings. Raters would take into consideration what is in their best interest rather than providing accurate appraisals (Longenecker, Sims & Gioia cited in Poon, 2004). For example, a supervisor may increase ratings to gain employee favour or to avoid confrontation by the ratee (Fried & Tieggs cited in Poon 2004). Taylor, Tracy, Renard, Harrison and Carroll (cited in Gilliland & Langdon, 1998) found that the supervisor has a reduced tendency to distort or manipulate appraisal ratings after fairness is built into the appraisal process. Implementation of due process through adequate notice and allowing employees the chance to provide input into the evaluation process are suggested ways to build fairness into an appraisal system.

Wright (2002) argued, on the basis of a number of studies, that knowledge of perceptions towards performance appraisals can improve understanding of effectiveness of performance management and view investigations into employee perceptions of performance appraisals as necessary for research. Likewise, in their studies, Barthol et al. (2001) found that justice perceptions with respect to performance appraisal processes have been identified as important.

The findings that describe the relationship between justice perceptions and performance outcomes are fragmented in spite of attempts made through theories of justice to explain how employees formulate appraisals of justice and how these justice perceptions operate (Erdogan, 2002; Cropanzano, Byrne, Bobocel & Rupp, 2001).

Murphy et al. (cited in Mayer & Davis, 1999) suggest that reactions of ratees to the performance appraisal systems warrant attention for researchers. Similarly, Cardy and Dobbins (cited in Mayer et al., 1999) argue that perceptual reactions to the appraisal system are important to operational effectiveness of an appraisal system. Bretz, Milkovich, and Reid (1992) comment that managers deem definitive focus on PJ and DJ as an important issue that receive little or no research attention.

According to Bretz et al. (1992), studies about fairness in performance appraisals are limited. The findings of a literature review conducted by Bretz et al. (1992) show that although managers consider fairness and justice issues to be important, most organisations do not compile data to establish rater or ratee perceptions. Managers view fairness as a critical performance appraisal issue and are concerned with communicating expectations of past and future performance (Bretz et al., 1992). Subsequent to the above findings, studies of organisational justice that examined fairness of performance appraisals were conducted by Tang and Sarsfield-Baldwin (1996), and Brown and Benson (2003). However, studies on performance appraisals rely greatly on student

samples and laboratory settings (Bretz et al., 1992). The present study makes use of employed samples in an organisational setting of which performance appraisals have been part of the Personnel Performance Management System (PPMS) for a period of five years at the time that the data for the present study was collected. The researcher could not find evidence of a study that had been conducted on DJ and PJ perceptions of performance appraisals in a South African private or public sector organisation. Managers need to understand how employees perceive several issues in order to take appropriate steps to motivate and enable maximisation of job performance (Zachary & Kuzuhara, 2005).

Improvements to the performance management system of the public service organisation public service raters and ratees on Levels 1 to 12 in the National Government Department of Land Affairs: Chief Directorate Surveys and Mapping will be sought. DJ and PJ will be measured as related to performance appraisals. The DJ and PJ Scale developed by Tang and Sarsfield-Baldwin (1996) was utilised. The five factors that comprise PJ are fairness, two-way communication, trust in supervisor, clarity of expectations and understanding of performance appraisals. Five items reflect DJ in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996).

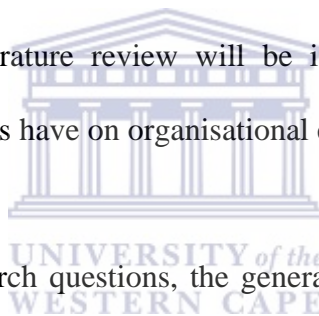
1.5. PURPOSE OF THE RESEARCH

Bearing the lack of research on justice perceptions of performance appraisals in South Africa and the problems associated with fairness in performance appraisals in mind, the aim of the present study is to answer the following research questions:

- a) What constitutes DJ and PJ perceptions of performance appraisals?

- b) How does the performance rating at the end of the performance cycle influence perceptions of distributive- and PJ (fairness) perceptions of performance appraisals?
- c) Is there a relationship between performance appraisal rating received and perceptions of DJ during performance appraisals?
- d) Is there a relationship between performance appraisal rating received and perceptions of PJ during performance appraisals?

The purpose of the literature review is to outline performance appraisal practices that could influence fairness perceptions of ratees and raters and to provide an understanding of the principles of organisational justice. The literature review will be illuminating the impact that fairness perceptions of performance appraisals have on organisational effectiveness.



With due consideration of the research questions, the general objective of the present study is to measure DJ and PJ perceptions amongst employees on Salary Level 1 to 12 of a public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping. The specific objectives of the present study are to determine if there is a significant relationship:

- a) between rating received and DJ perceptions amongst Salary Level 1 to 12 employees of a public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.
- b) between rating received and PJ perceptions amongst Salary Level 1 to 12 employees of a public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.

- c) between DJ perceptions and selected biographical variables (age, salary level and tenure) of a public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.
- d) between PJ perceptions and selected biographical variables (age, salary level and tenure) of a public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.

1.6. RESEARCH HYPOTHESES

According to Welman and Kruger (2001, p. 11) a hypothesis is “a tentative assumption or preliminary statement about the relationship between two or more things that needs to be examined.”



Hypothesis 1

Alternative Hypothesis (H_1)

There is no significant relationship between biographical variable (age, salary level and tenure) and DJ perceptions amongst employees of the public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.

Hypothesis 2

Alternative Hypothesis (H_2)

There is no significant relationship between biographical variable (age, salary level and tenure) and PJ perceptions amongst employees of the public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.

Hypothesis 3

Alternative Hypothesis (H₃)

There is a significant relationship between rating allocated at the end of a performance cycle and DJ perceptions amongst employees of the public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.

Hypothesis 4

Alternative Hypothesis (H₄)

There is a significant relationship between rating allocated at the end of a performance cycle and PJ perceptions amongst employees of the public sector organisation, National Department of Land Affairs: Chief Directorate Surveys and Mapping.

1.7. PLAN OF THE RESEARCH

The present mini-thesis comprises five (5) chapters.

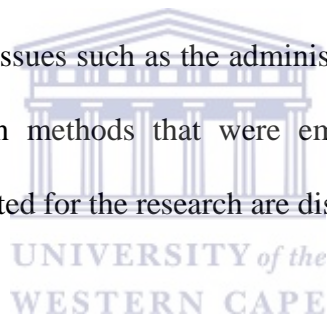


Chapter 1 delineates the purpose, the problem formulation, and the plan of the present study.

Chapter 2 is divided into three sections. **Section One** presents a historical overview of performance appraisals and a historical review of the public sector organisation where the present research was conducted. Because the organisation is one of the first to implement performance management after the mandatory requirement has been announced, an overview of the organisation and the previous and current performance appraisal systems is provided. **Section Two** presents the concepts of performance management. Performance appraisals in relation to the workplace are defined. Definitions focus on the most important concepts that impact understanding of performance appraisal and implications for organisational justice (distributive- and PJ) of raters and

rates in the organisation. **Section Three** provides an overview of the scope and meaning of DJ and PJ as components of organisational justice. The section further outlines organisational justice principles and proceeds by defining organisational justice according to various theorists. A discussion of major theories that impact distributive- and PJ is presented. The discussion concludes with possible steps that management may take to ensure promotion of fairness perceptions of DJ and PJ in the organisation. The dimensions, characteristics and the benefits of having an effective performance appraisal system and fair perceptions of PJ and DJ are highlighted. The chapter concludes by linking the constructs of performance management and organisational justice in terms of achieving organisational effectiveness as a result of fair perceptions of performance appraisals.

Chapter 3 delineates how the research problem was investigated. The chapter explains the research methodology and includes issues such as the administration of the questionnaire, selection of respondents, and data collection methods that were employed. The statistical techniques employed and the hypotheses generated for the research are discussed.



Chapter 4 provides the results of the study while **Chapter 5** provides a discussion of these salient points. The chapter includes a description of the results of the research, a conclusion with respect to the potential practical implications of the results and addresses conclusions that arise from the present research, as well as limitations of the same research.

1.8. SUMMARY OF THE CHAPTER

Chapter one presented an overview of the present study and focused on the background and problem formulation for the study. The general and specific research aims were recorded. Chapter one concludes with an explanation of the development of the study, with a short description of each chapter that follows.


CHAPTER TWO

2. LITERATURE REVIEW

2.1. INTRODUCTION

This chapter is divided into three sections. Section One provides a historical overview of performance appraisals and a broad history of the organisation under the present study. Section Two provides definitions of key concepts such as performance management, performance appraisals, raters, ratees and ratings. Section Three describes organisational justice principles and places performance appraisals in the context of organisational justice.

2.2. SECTION ONE

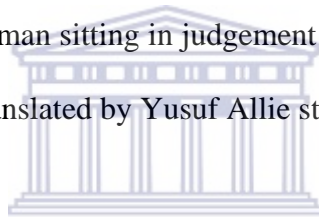
The logo of the University of the Western Cape, featuring a classical building facade with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

This section presents a historical overview of performance appraisals as it relates to the workplace. Because the public sector organisation where the present research was conducted is one of the first to implement performance management as a mandatory requirement, an overview of the organisation and the previous and current performance appraisal systems is provided.

DJ and PJ studies pervade a myriad of disciplines, the social research, justice research and the political sciences. A history of performance appraisals is outlined followed by a short historical overview of the organisation under the present study. The mandate of the organisation, typical work activities and a brief overview of the old and new performance appraisal system are outlined.

2.2.1. HISTORICAL OVERVIEW OF PERFORMANCE APPRAISALS

Wright (2002) claims that performance appraisals can be traced back to the Han Dynasty (206BC - 220 AD). According to Coens and Jenkins (2000), the precise origin of performance appraisals is not known but the practice dates back to the third century when the emperors of the Wei Dynasty (221-265AD) rated the performance of the official family members. A procedure to formally rate members of the Jesuit Society was established by Ignatius Loyola (Whisler & Harper, 1962). Fairness of raters was questioned since the third century by the Chinese philosopher Sin Yu who alleged that “the Imperial Rater of Nine Grade seldom rates men according to their merits, but always according to his likes and dislikes” (Patten as cited in Banner & Cooke, 1984, p. 328; Patten as cited in Wiese & Buckley, 1998, p. 234). In his book first published in 1957, McGregor (1962) questions the ethical perspectives of man sitting in judgement of another for purposes of controlling rewards. Quran Surah 4: verse 58 translated by Yusuf Allie states the following:



ALLAH doth command that you render back your trusts to those whom they are due; and when ye judge between man and man that ye judge with justice: verily how excellent is the teaching which He giveth you! For Allah is He who heareth and seeth all things.

(Quran, Surah 4: verse 58, p. 197).

Performance appraisals in industry were most likely initiated by Robert Owen in the early 1800s. Owen monitored performance at his cotton mills in Scotland through the use of "silent monitors." The monitors were coloured cubes that were displayed above the workstation of each employee at day-end. The colour of the visible side of the cube was associated with a rating to indicate performance. Here, white indicated “excellent” yellow indicated good, blue was used to indicate “indifferent” while black indicate “bad” (George as cited in Banner et al., 1984; Lublin as cited in Coens et al., 2000; Wiese et al. 1998).

Performance appraisals were formally implemented in the United States military in 1813. In contrast to “silent monitors” used by Owen, General Cass reported to the War Department on individual ratings of officers using descriptions of each officer. He used phrases such as “a good-natured man,” “a knave despised by all”, and so on in his descriptions of his officers ((Bellows & Estep (as cited in Wiese et al., 1998); Lopez (as cited in Banner et al., 1984)).

According to Banner et al., the military was in the forefront in developing performance appraisal techniques such as forced-choice, ranking and trait-rating scales. De Vries, Morrison, Schullman and Gerlach (as cited in Wiese et al., 1998) state that global ratings and global essays were the first rating tools used. According to Wiese et al., the unions, in the early 1900s recommended seniority based decisions over performance-based decisions. This provided supervisors with discretionary power in relation to salary increases, promotions and other human resource outcomes.

The technological age ushered in quantitative decision techniques that guide interest of managers toward concern with systematic control and measurement and away from the “human relations philosophy” and social aspects of workplace activity (Whisler et al., 1962, p. 424).

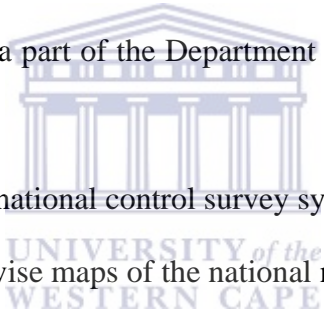
2.2.2. HISTORY OF THE CHIEF DIRECTORATE: SURVEYS AND MAPPING (CDSM)

Trigonometrical Survey office was previously referred to as Trigsurvey and was re-named as Chief Directorate Surveys and Mapping (CDSM).

The National Department of Land Affairs (NDLA) is a government department founded in 1994 with 3 500 employees. The mission of the Department is “to provide access to land and to extend rights in land, with particular emphasis on the previously disadvantaged communities, within a well-planned environment” (Impumelelo, 5th Ed. 2004/2005; issued by the DTI, p. 391). Three

major projects and programmes of the NDLA are land distribution, land restitution and tenure reform. The NDLA is also responsible for land use management and spatial planning, cadastral surveys, deeds registry and surveys and mapping. The Chief Directorate Surveys and Mapping (CDSM) within the NDLA provide spatial information through national mapping, aerial photography and other imagery (Impumelelo 5th Ed 2004/2005; issued by the DTI).

The CDSM is a national government department office situated in Van Der Sterr Building, Rhodes Avenue, Mowbray, Cape Town and consists of three directorates that are divided into various sub-directorates. The directorates are Directorate: Spatial Information and Professional Supply Services and, Directorate: Survey Service and Directorate: Cartographic Services. At the time of the present study the CDSM consisted of a staff complement of one hundred-and-ninety-one (191) members at salary levels 1 to 12. The CDSM is a part of the Department of Land Affairs. The mandate of the organisation is to:

- 
- maintain and further develop the national control survey system,
 - collect spatial information and revise maps of the national mapping series,
 - provide spatial information and
 - provide advisory and other specialised services in surveying and mapping (<http://land.pwc.gov.za> retrieved 10 November 2006).

The 1994 elections brought about many changes in South Africa. The Constitution gave rise to a number of strategies and programmes of which the Reconstruction and Development Programme (RDP) was one. The CDSM thus aligned itself with these programmes in a desire to normalise society after the effects of Apartheid. Batho Pele, Affirmative Action, Employment Equity and Skills Development are some of the interventions that impacted the changes in the operational environment of the CDSM. The Land Survey Act, (8 of 1997), mandates the three programmes of

responsibility of the CDSM. These programmes are the national control survey network, national aerial photography- and national mapping programmes. An environmental scan for the strategic positioning of the CDSM performed in 2000 (p. 8), claims that managers in the organisation rely on Human Resource Management to deal with labour issues and “do not know the difference between treating people fairly and treating people the same and are in urgent need of training in the management of human resources....”

The CDSM plays a pivotal role in the land reform process of South Africa, promotes geo-spatial products and maintains the most sought-after survey and mapping system. The integrated survey system is defined by a country-wide co-ordinate system that can be seen as trigonometrical beacons around the country on various topographical features. Whilst the CDSM produces maps that contain vital information for effective planning, the chief directorate facilitates capacity building to ensure effective usage of these maps. The CDSM clients include the department of land affairs, the public sector, commercial clients and members of the public. More specifically, many sectors including agriculture, communication, construction, the military, security, tourism, transport, mining and people from the local community, flying schools, sporting pilots and crop sprayers as well as bikers, hikers, geographers and surveyors are clients of the CDSM. The services and products of CDSM thus range from orthophoto coverage to aerial photography, aeronautical maps and digital maps. The CDSM has an advantage over its competitors, locally and internationally by virtue of the information they possess and equipment in which they have invested. The CDSM recognises that provision of value-added services to the customer through being highly productive and reducing costs would be a way to counter the threat offered by competitors. The organisation prides itself to striving for excellence through making reliable and up-to-date national survey, mapping and other geo-spatial information and services available to its national and international stakeholders. CDSM thus employ surveyors, survey technicians, cartographers, industrial technicians in order to achieve

organisational objectives and to give life to their vision (The Chief Directorate Surveys and Mapping: 80th Anniversary (1820-2000): 80 years of surveying and mapping in South Africa, Author unknown).

2.2.3. THE OLD SYSTEM: PERFORMANCE APPRAISALS AT CDSM

South African public service employees want a solution that would obtain equivalence in performance evaluation in the public service. The performance management system for public service officials on salary levels 1 to 12 was named previously the performance evaluation system. Amongst the stakeholders that operated in the public sector, the unions were a critic of the system (Pillay, 1998). Pillay found that “courts have ruled that the evaluation system in use was discriminatory and not job-related” (p. 208). The post 1994 elections government and expectations from the public brought about many challenges that demand the development of an ethos of service excellence and therefore improved performance in the public service organisation under the present study. However, the then performance management system (called Performance Appraisal System) was not recommended for use from various perspectives.

2.2.4. THE NEW SYSTEM: PPMS AND CDSM

In response to the Department of Public Service Administration (DPSA) mandatory instruction to implement a system to manage employee performance, the National Department where the CDSM under the present study is located, developed and adopted the Personnel Performance Management System (PPMS) to enhance service delivery. This policy document has been formally implemented with effect from January 2000.

In terms of the Public Service Regulations, 2001, (Chapter 1, Part VIII, B.4., p. 33),

The employee's supervisor shall monitor the employee's performance on a continuous basis and give the employee feedback on her or his performance-

- a) at least four times a year; (i) orally, if the employee's performance is satisfactory; and (ii) in writing, if the employee's performance is unsatisfactory;
- b) at least twice during six months preceding the employee's annual formal performance assessment date and
- c) in writing, on the annual formal performance assessment date.

(Public Service Regulations, 2001, p. 33)

The implementation of the PPMS brought regulation of the relationship between supervisors and employees thus additional responsibilities to supervisor and employee of which setting criteria for work performance, regular feedback of work performance, appraisal interviews and written assessments/rating of work performance are part. The performance management system policy of the CDSM also emphasises the recognition and rewarding of individuals and groups who perform well in providing customer service.

While the management of the PPMS is relatively new to supervisors and employees alike, this is an approach that focuses on the performance of each individual employee in order to ensure that each employee contributes to the objectives of the organisation under the present study. The CDSM aims to continuously improve the work environment and service delivery to address needs of users thus improving client access to spatial information and subsequently increased demand of products and services. The present study at this National Government Department office, CDSM has been commissioned to give insight into the un (fairness) perceptions of the performance appraisals in the spirit of continuous improvement of the PPMS at the CDSM. McGregor asserts that managers have

a dislike for the interview part of the appraisal process. He reports distress among managers who must judge personal worth of employees.

Aspects of the performance appraisal that relate to fairness perceptions will thus be examined. These aspects are perceptions of PJ, perceptions of DJ and the final rating of the employee's performance.

2.3. SECTION TWO

This section presents the concepts performance management and performance appraisals in relation to the workplace. The researcher focuses on the key concepts, which are instrumental for understanding organisational justice perceptions, particularly DJ and PJ as it relates to performance appraisals.



2.3.1. DEFINITIONS OF TERMS AND RELEVANT THEORIES

The terms Performance Management and Performance Appraisal are defined. Definitions focus on the most important concepts that impact understanding and implications for fairness perceptions of raters and ratees in the organisation. The dynamics between raters and ratees in the performance appraisal context is discussed.

2.3.1.1. PERFORMANCE MANAGEMENT

The term performance management was first used at Corning Glass after dissatisfaction with performance appraisals (Bernardin, Hagan, Kane & Villanova, 1998). According to Carrel, Elbert, Grobler, Hatfield, Marx and van der Schyf (2000), performance management describe a set of

management tools including performance appraisal, job design, training, leadership and systems for reward to ensure organisational performance objectives are achieved. Armstrong (2001, p. 214) defines performance management as a “strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.” Armstrong (2001) suggests that performance management concerns the broader, strategic organisational issues for effective functioning and developing, and rewarding staff members. Armstrong explains that performance management is “forward looking and developmental” (p. 214) and should be regarded as transformational. Performance management would thus form the centre for the integration of all human resource activities in the organisation.

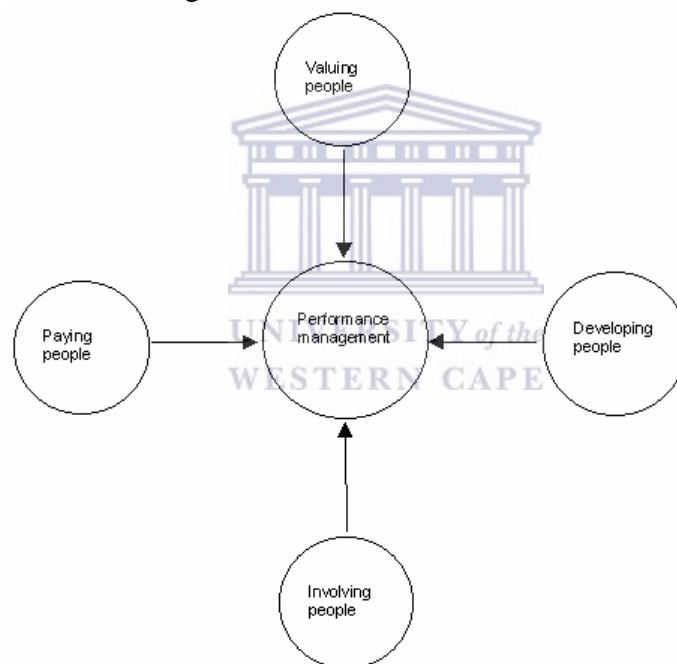


Figure 1. Performance management as a focal point for the integration of human resource activities

Source: Armstrong, M. (2001). Strategic human resource management: a guide to action (2nd ed.). London: Kogan Page.

Similarly, Spangenberg et al., (2001, p. 36), describe performance management as a “comprehensive, integrated business-driven system aimed at organisational and people development.” Spangenberg et al., (2001) include setting of goals, coaching and development of employees and formal review and reward of performance in their definition of performance management. A survey conducted of South African organisations revealed that a variety of

problems were identified that resulted in the development of a “Systems Model of Performance Management”. This systems model comprises inputs, processes, outputs and linkages to the organisational systems including human resource systems and processes (Spangenberg et al., 2001, p.36). Williams (as cited in Fletcher, 2001) provides for three models of performance management namely, performance management as a management system for:

- a) managing the performance of the organisation,
- b) managing the performance of the employee and
- c) “integrating the management of organisational and employee performance” (p. 474).

2.3.1.2. PERFORMANCE APPRAISAL

Performance appraisals form the central part of performance management (Bernardin et al., 1998). Chapter one outlined some definitions of performance appraisals. Organisations use the terms annual appraisal, performance review and performance evaluation interchangeably to describe performance appraisals (Carrel et al., 2000). For Chen and Kuo (2004, p. 227), performance appraisal is an “indispensable process for an organisation” while Roberts (1994a, p. 225) deems it to be “an important tool in personnel management.” According to Dickinson and Ilgen (as cited in Holbrook, 2002), performance appraisals are important to set performance goals, solve performance problems and administer rewards, disciplinary issues and also dismissals. Swanepoel, Erasmus, van Wyk and Schenk (2000, p. 406) defines performance appraisal as "a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees are identified, observed, measured, recorded and developed." Erdogan (2002, p. 557) expands on this definition and explains that performance appraisal includes the establishment of "performance standards, appraisal-related behaviours of raters within the performance appraisal period, determination of performance rating, and communication of the rating to the ratee."

Erdogan (2002) and Roberts (1994a) agree that performance appraisal can be formal or informal and that informal appraisals can take place daily. According to Katsanis and Pitta (1999), performance appraisals have traditionally been conducted by the supervisor to monitor task completion and to provide feedback on salary adjustments. Camardella (2003) likewise states that the performance appraisal system is a mechanism that provides job performance feedback and employee development within the organisation. Camardella suggests that without formal feedback the frustration of employees will impact productivity adversely. According to Swanepoel et al., (2002), performance appraisal can only be defined if the purpose and application of performance appraisal needs are known.

2.3.1.3. PERFORMANCE RATINGS, RATERS AND RATEES IN THE PERFORMANCE APPRAISAL CONTEXT

Howell (1976) asserts that raters cannot provide adequate feedback or develop equitable reward systems unless good performance can be distinguished from bad performance. In a performance appraisal system, the evaluator of job performance of individuals is referred to as the rater, the person whose job performance is evaluated is referred to as the ratee and the score achieved after one performance cycle is called the rating. A performance cycle is usually a period of one year. The terms, rater may be used interchangeably with appraiser, the ratee may be called the appraisee and the rating can be termed the performance score.

According to Landy and Farr (1983), a rating is used to represent the performance of an employee over a period of time. The rating received as outcome of the raters' evaluation of performance is likely to have financial implications for the ratee as well as the organisation. According to Greenberg (1986), employees may base perceptions of fairness of performance appraisals on the procedures used to determine ratings rather than the actual rating received. When procedures are

perceived to be fair employees tend to be supportive of outcomes and authorities responsible for taking decisions that effect these outcomes (Brockner et al., cited in Beugrè 2000). Spangenberg et al., (2001) say that the rating may be influenced by its purpose, rater characteristics or attitudes and the degree to which the rater likes or dislikes the ratee

Spangenberg et al., (2001), mentions that the Minnesota Department of transport replaced performance definitions with mastery descriptions in order to eradicate problems associated with numeric rating scales. Mastery descriptions provide benchmarks against which to compare activities against which individuals can be assessed. The behaviour of the ratee is categorised and assessed according to frequency for example “occasionally”, “sometimes”, “frequently” and “regularly.”

Studies conducted by Holbrook (2002, p. 115) have shown that raters are likely to inflate ratings when they anticipate “sharing performance feedback in a face-to-face interaction.” Employees are shown to be more satisfied with ratings when the opportunity is given to state their view (Dipboye & de Pontbriand, 1981). Frequent discussion between rater and ratee towards improving performance weaknesses has been correlated with perceived fairness and accuracy of performance appraisal (Landy, Barnes, & Murphy, 1978). Ratees and raters sometimes use impression management tactics to influence rating allocations.

Greenberg (1986) suggests that ratings allocated based on performance and rating-based salary adjustments or promotions are related to the DJ dimension. Greenberg (1986) argues that distributive- as well as procedural factors needs to be taken into account when one wants to conceptualise justice in the workplace. According to Gabris and Ihrke (2001), the performance appraisal process evokes sensitivities in the rater-ratee relationship. Perceived unfairness in the

appraisal system may arouse negative emotions in the ratee. Ratees expect that raters are ethical and rate performance without bias and objectively and want an appeals process in cases of perceived procedural injustice. Although raters feel about the performance appraisals as a bureaucratic exercise they have to implant confidence in ratees that the system can be considered trustful.

Mohrmon (cited in Spangenberg, 1994) states that bias and error are common when employee performance is rated. Coens et al., (2000) comment that although multiple raters are used as a technique to increase consistency or reliability of ratings and to improve appraisal systems in general, the accuracy or validity of ratings is not necessarily increased and efforts made are thus inadequate. Conversely, Latham et al., (1981) argue that ratings based on observations from multiple raters such as peers, subordinates, and the supervisor is ideal for appraising employee performance. Most appraisals of work performance are based on observations by supervisors. Observer bias could be a problem because employees who do the same quantity and quality of work are often assigned different ratings whether different or the same supervisor. Latham et al., (1981) express the importance of consistent application of an objective performance appraisal system to preserve feelings of equity amongst employees.

Howell (1976) suggests that subjective criteria are likely to produce errors of human judgement (halo effect; errors of central tendency, leniency, etc.) while objective measures can provide an incomplete picture of employee performance because “certain unique features of particular jobs and people will be distorted” (Howell, 1976, p. 122). Techniques used to help combat errors of human judgement are based on comparison of worker performance; or absolute judgement using fixed standards as reference, or description of work behaviour. Ranking procedures, rating scales, weighted checklists, forced-choice checklists, and the critical incident techniques are commonly

used approaches none of which guarantee bias-free evaluation. Bias may be minimised through the behavioural description methods. Howell advises that awareness should be raised amongst raters so that they can keep abreast with potential sources of judgement error and encouraged to participate in the development and evaluation of the process to remove biases and distortions through subjective evaluation. Howell posits that the development of a good appraisal instrument is time- and effort consuming (Howel, 1976).

The controversial history of performance appraisals has had strong proponents and critics (Roberts, 1994). Camardella (2003) proposes that performance appraisals are critical to the success of any organisation and that the performance appraisal system should be linked to business goals. Likewise, Fletcher (2001) posits that the performance appraisal has a strategic approach and integrates organisational policies and human resource activities. Likewise, Spangenberg (1994) suggests that performance must be understood and measured in the context and terms of the long-term mission of the organisation. According to Roberts (1994), critics argue that individual performance appraisals assume deceptive accuracy in measurement and the role it plays in counseling and employee evaluation is conflicting. Further to this, Roberts (1994) found that performance appraisals do not take group performance into consideration or devalues it. It is Bowman's (1994) view that rating individual performance is a measure of the relationship between the rater and ratee and that performance appraisal does not improve performance. Bowman suggests abandonment of performance appraisals. According to Stevenson (2005), Deming believed that rating systems diminishes the motivation of employees to perform and suggest the implementation of a Total Quality Management philosophy that focuses on building quality in the process rather than managing the defects at the end of the process, a philosophy founded by McGregor in the 1950's. Likewise, Coens et al., (2000) do not advocate the use of appraisal ratings as a measure of job performance. According to Coens et al. (2000), people are psychologically

impacted by appraisal ratings whether these ratings are accurate or inaccurate. They show that annual performance ratings undermine commitment, obstruct good communication and advance the perception of unfair pay practices. Instead, they advocate “enabling people to increase the net contribution or value of their work” through coaching (Coens et al., 2000). Coens et al. report that current trends in workplaces move towards constant change and concurrent demands for appropriate quick responses to these changes. The employee requires adapting and responding to meet the ever-changing needs of the organisation, thus the concept of a job and annual goals are obsolete. They therefore see goal setting as appropriate in some cases, however, individual goals for everybody through appraisal is seen as unjustified. Like Coens et al., (2000) Landy and Farr (1983) state that there are performance appraisals that have adverse impact on people as a result of decisions made through these systems. Latham et al., (1981) also agree that performance appraisal can directly affect the employment status of an individual, from employed to demoted or even unemployed. Latham et al., however purport that organisations make provision for recourse through the grievance policy because these organisations recognise possible impact on employees. The arguments for and against performance appraisals go beyond the appraisal system itself but also encompass the influences that stakeholders have that impact perceptions of fairness of the system.

2.4. SECTION THREE

2.4. 1. INTRODUCTION

This section presents a brief overview of the scope and meaning of DJ and PJ as components of organisational justice. These concepts are discussed in order to foster an understanding of fairness of performance appraisal decisions and implications for fairness perceptions of raters and ratees in the organisation.

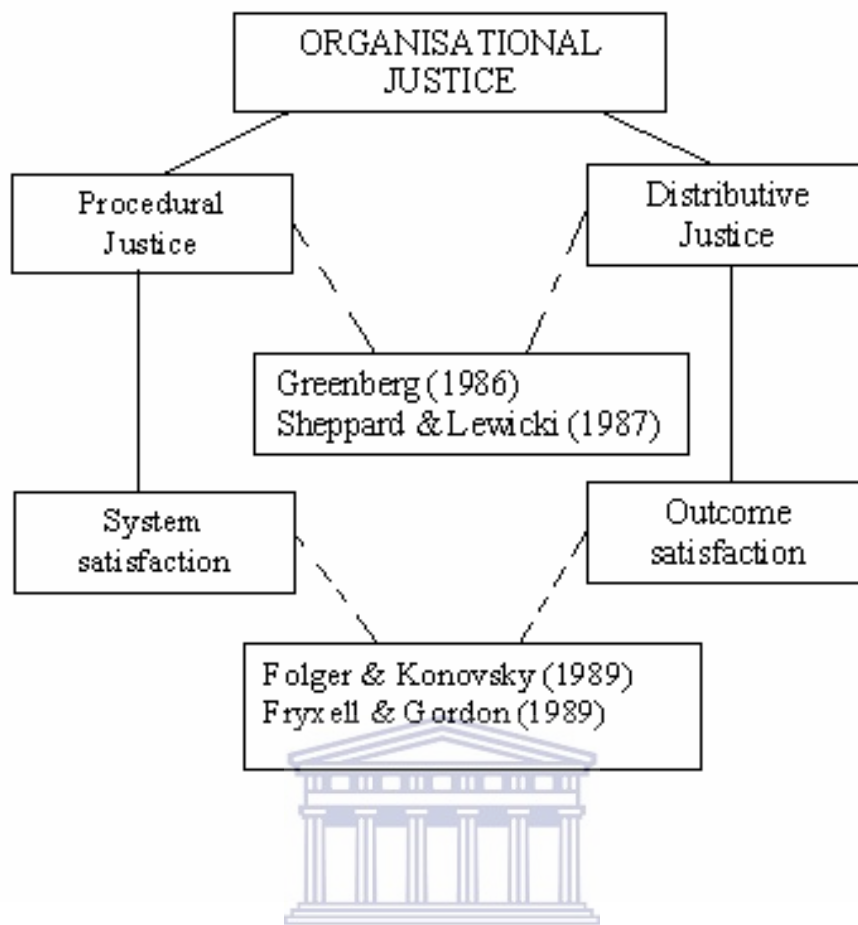


Figure 2. DJ versus PJ: Summary of evidence empirically supporting the distinction, and associated organisational predictors

Source: Greenberg J. (1990). Organisational justice: yesterday, today, tomorrow, *Journal of Management*, 16, 399-432.

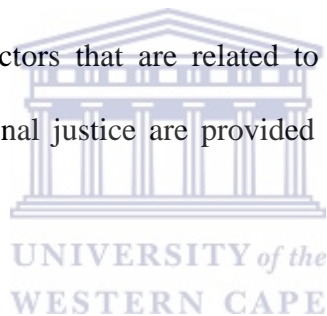
2.4.2. ORGANISATIONAL JUSTICE, DISTRIBUTIVE JUSTICE AND PROCEDURAL JUSTICE

“Justice has been defined in terms of conceptions of what ought to be, actions that correspond to standards, and outcomes that match entitlements” (Mikula, cited in Tata, 2000, p. 262). Greenberg (1981, p. 299) asserts that “What is fair is what brings about good for all”. According to Lee et al., (1999), Furby (1986) expresses organisational justice as an evaluative judgement about the appropriateness of treatment by others. Social justice in society is the equivalent of organisational

justice in the workplace (Beugrè, 2002). Greenberg (1990) explains that the term organisational justice pertains to the function that fairness has as a consideration in the organisation.

Colquitt (2001) says that it is not clear whether organisational justice is depicted by two or three factors. Beugrè (2002) contends that organisational justice comprises DJ, PJ and interactional justice. Likewise, Erdogan (2002) and Spangenberg et al., (2001) cite these authors and agree to the three component composition of organisational justice. On the contrary, Tata (2000) argues that organisational justice is a two-dimensional construct.

The two primary elements of organisational justice are DJ and PJ (Cropanzano & Folger (1996) cited in Poon (2004), Tang & Sarsfield-Baldwin, (1996). Tata (2000, p. 261) further asserts that the literature is not clear “as to the factors that are related to perceptions of distributive and PJ.” Definitions of DJ, PJ and interactional justice are provided to further illuminate the concepts as understood by various authors.



2.4.2.1. DISTRIBUTIVE JUSTICE

DJ deals with the outcomes (rating) received by the ratee. In other words DJ deals with “what the decisions are” at the end of the appraisal process or the “content of fairness” (Tang & Sarsfield-Baldwin, 1996, p. 25). The concept refers to the perceived fairness of the outcomes of the ratee in relation to his/her inputs as compared with the inputs and outcomes of equivalent others (Barthol et al., 2001). The view of Spangenberg et al., (2001) is that DJ deals with how ratings compare with peers and acceptability at different levels of the organisation. According to Spangenberg et al., (2001, p. 41), DJ can be defined as "the outcomes of performance appraisal and deals with questions such as desirability of ratings, how ratings compare with co-workers, and their acceptability at different organisational levels.” Greenberg (1986) suggests that employees evaluate

the fairness of their own performance rating relative to work contributions they have made. This is what Greenberg describes as DJ in the context of performance appraisals (Greenberg 1986a; Greenberg, 1986). Likewise, Erdogan, (2002) contends that ratees compare their efforts with the performance appraisal rating they receive and the fairness of the rating establishes DJ perceptions in performance appraisals. The relationship between work performance and rating received and between rating received and subsequent administrative action, for example salary adjustment, were found to be distributive factors in a study conducted by Greenberg (1986).

Bowen, Gilliland and Folger (1999) describe three DJ principles that have been identified by justice researchers as promoting perceived fairness in performance appraisal systems as follows:

- a) ratings should meet the ratee expectations,
- b) outcomes for example performance reward or merit increase should be based on ratings and
- c) the outcome should meet the expectations of the ratee would prevail.



A performance appraisal system would satisfy the DJ principles if the employee and supervisor set annual performance objectives and standards that provide realistic expectations. At the end of the performance cycle a review of objectives and standards determine the rating and concomitant incentive (Bowen et al., 1999). It must be noted that studies conducted by Meyer (1975) and Zenger (1992) found that employees expect ratings above average in relation to others (Bartol et. al., 2001).

According to Beugrè (2000), Deutsch argues that the rater chooses an appropriate basis of DJ from the three bases namely equity, equality or need when evaluations are made depending on the goal of the rater. If productivity is the goal, equity would be deemed a preferred rule. In the case of

maintaining harmony or satisfying the need of the less fortunate group members, the equality and need rule will be applied respectively.

Cook and Hegtvedt, (1986) contend that authors show that power is the ultimate determinant of the distribution of rewards within a system. Cook et al., (1986) report that Homans (1976) believes “power to be the more primitive phenomenon that lies behind DJ.” According to (Rescher as cited in Deutsch (1981), values that have been identified that underlie DJ comprise those listed below. These values may be conflicting. For example “those who work hardest may not accomplish the most.”

According to Deutsch, “People should be treated:

- so that they have equal “inputs”
- so that they have equal “outputs”
- according to their needs
- according to their ability or potential
- according to their efforts and sacrifices
- according to their performance or according to their improvement in performance
- according to the social value of their contributions
- according to the requirements of the common good
- so that none fall below a certain minimum.” (Deutsch, 1981, p.347)



Through the items listed in the table that follows, Tang and Sarsfield-Baldwin (1996) interrogate DJ in performance appraisals as a factor of organisational justice.

Item #	Factor Description	Item
7	DJ	How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?
8	DJ	How fair has the organisation been in rewarding you when you consider the responsibilities that you have?
9	DJ	How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?
10	DJ	How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?
11	DJ	How fair has the organisation been in rewarding you when you consider the work that you have done well?

Table 1. DJ items in the Distributive and Procedural Justice Scale (Tang and Sarsfield-Baldwin, 1996)

2.4.2.2. PROCEDURAL JUSTICE

Tang & Sarsfield-Baldwin (1996) purport that the outcome of a decision, DJ, is difficult to dispute if PJ prevails. Satisfaction of outcomes is influenced by perceived fairness of procedures used in an appraisal process. Outcomes derived from procedures that are perceived as fair are judged as more satisfactory than outcomes achieved through procedures seen as unfair (Huffman & Cain, 2001).

PJ thus refers to the fairness of the procedures on which the outcome (rating) is based (Greenberg, 1986a). Likewise, Krehbiel and Cropanzano (2000), suggest that there is substantial evidence that fairness is not only based on outcome judgments. Ratees also focus on the process that determined the rating decision. PJ "examines the fairness of the process" (Carrell et al., 1999). It "is related to the means used to achieve the ends (how decisions are made) or the process of fairness" (Tang & Sarsfield-Baldwin, 1996).

According to Schminke, Ambrose and Cropanzano (2000), authors support Leventhal's (1976) six PJ rules. The six rules identified are:

- a) consistent application of procedures and standards across people and time that can be promoted through the use of standardised appraisal procedures to ensure fairness,
 - b) suppression of personal bias and self-interest through development and implementation of appraisal procedures and practices, supervisor training and awareness of the necessity for bias suppression,
 - c) accuracy of the information upon which evaluations are based. Here regular observation and diarising employee performance would ensure rater familiarity of performance over time periods,
 - d) application of procedures that allow for correction through appeal of a decision,
 - e) ensuring that procedures integrate the interests of rater and rate,
 - f) the rule of ethicality would ensure that procedures follow moral and ethical standards
- (Shminke, Ambrose & Cropanzano, 2000, p.19).



Similarly, Gilliland and Langdon (1998) propose the implementation of the practices tabulated below to improve fairness perceptions during performance appraisals.

Determinant	Description	Recommended Practice
Voice	Have employees provide input into the appraisal process.	Have employees complete self appraisals
		Train employees to share information with supervisors
		Train supervisors to solicit information from employees
Consistency	Ensure consistent standards when evaluating different employees.	Ensure consistency with respect to advance notice, employee input, and collection of performance information.
		Train supervisors to promote consistency.
		Standardise and formalise appraisal process and instrument.
Bias	Minimise supervisor biases during the appraisal process.	Train supervisors and standardise appraisal instrument.
		Use multiplier raters and 360° feedback.
		Increase supervisor accountability by having rating reviewed by supervisor's peers or higher-level management.
Familiarity	Ensure raters are familiar with the employee's work.	Use supervisor diaries to record employee performance.
		Solicit input from coworkers and secondary supervisors.
Relevance	Ensure appraisal ratings are job related.	Ensure the appraisal system is related to the job.
Communication	Communicate performance expectations prior to the appraisal process.	Inform employees about performance standards and how they will be evaluated.
		Inform employees of any changes during evaluation period.
Feedback	Avoid surprises (unexpected negative evaluations) in appraisal ratings.	Provide continuous feedback during evaluation period.
		Ensure employees have reasonable expectations going into the appraisal process.
Outcomes	Base administrative decisions on ratings	Match administrative decisions (such as merit increases, bonuses, promotions) to appraisal ratings.
		Communicate structure of incentive system to employees.

Table 2. Fairness in the Appraisal Process

Source: Gilliland, S.W., & Langdon, J.C. (1998). Creating performance management systems that promote perceptions of fairness.

In J.W. Smither, (Ed.), *Performance appraisal: state of the art in practice* (209-243). San Francisco: Jossey-Bass.

Gilliland et al. (1998) explain that PJ principles include encouraging employee input throughout the performance cycle from development of standards through information gathering, the rating process, to providing feedback. PJ can enhance attitudes towards decisions that may have, under

different conditions, been viewed negatively (Korsgaard & Roberson, 1995). Related to Leventhal's consistency principle that advocates rating procedures to be consistent irrespective of people and time, the bias suppression principle prescribes that self-interests and personal biases are kept out of the rating process. The accuracy principle suggests that the outcome decision (ratings) should be based on accurate information and facts (Gilliland et al., 1998). According to Schminke et al. (2000), ratees would perceive themselves as fairly treated if they were allowed input into the appraisal process even when unfavourable outcomes is received. Lower perceived fairness levels would be achieved if ratees have no input into the decision that produced the outcome. Supervisors may focus on PJ principles more than employees because this can result in long-term fairness perceptions and are associated with trust in the supervisor (Folger et al., (1989) cited in Tata, 2000). Gilliland et al., (1998) argue that fair procedures and fair interpersonal treatment often result in a fair outcome, however the possibility exists that an unfair decision process (or) and unfair rater treatment yield a fair outcome. For example, the ratee may feel that the rater did not have knowledge of ratee job activities and did not request input prior to appraisal (thus making the appraisal process unfair), but gave a rating that the ratee feel is earned. Gilliland et al. (1998) categorise fairness in terms of procedural, interpersonal and outcome fairness. A description of each category and examples are tabled below.

Fairness Category	Description	Examples of determinants
Procedural fairness	Appropriateness of decision process	Opportunity to participate in process
		Consistency of treatment and consideration
		Job relevance and lack of bias
Interpersonal fairness	Effectiveness of interpersonal treatment and communication	Honest and ethical statement
		Timely and thorough communication and feedback
Outcome fairness	Appropriateness of the decision and outcomes associated with the decision	Outcomes anticipated or consistent with expectations

Table 3. Categories of Perceived Fairness

Source: Gilliland, S.W., and Langdon, J.C. (1998). Creating performance management systems that promote perceptions of fairness.

In J.W. Smither. (Ed.). Performance appraisal: state of the art in practice, (pp. 209-243). San Francisco: Jossey-Bass.

Bartol et al., (2001) explain individuals are more likely to judge the fairness of the procedures (PJ) if they receive low outcomes. Greenberg (1990) argues that considerations for procedural justice could be most important all of the time but suggests such a study to be undertaken for research.



Tang & Sarsfield-Baldwin, (1996) interrogate the factors of PJ in performance appraisals as an element of organisational justice through the following items. The items are numbered as reflected in The Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996).

Item No	Factor 1: Fairness
1	How much do you feel your last performance rating truly represented how well you performed in your job?
2	How fair do you feel your last performance appraisal was?
3	How accurately do you feel your performance has been evaluated?
4	How justified do you feel your supervisor was in his/her last rating of your performance?
5	How much do you feel your last performance rating was free from bias?
6	If you have been evaluating your own performance, how similar would your rating have been to the last one that your supervisor gave you?
Factor 3: Two-Way Communication	
12	How often is the progress toward your goals set in previous appraisal meetings reviewed by your supervisor with you?
13	How much guidance does your supervisor give you about how to improve your performance?
14	How much input does your supervisor ask for during the appraisal process?
15	How much does your supervisor sit down and discuss with you the results of your performance evaluation?
16	How often does the performance appraisal process at your organisation result in specifications of new goals?
17	How much opportunity are you given to express your feelings when your performance is evaluated?
Factor 4: Trust	
18	How competent do you feel your supervisor is to evaluate your job?
19	How familiar is your supervisor with the details and responsibilities that your job entails?
20	To what extent do you have confidence and trust in your immediate supervisor regarding his/her general fairness?
21	How much do you trust your supervisor to accurately report your performance to his/her supervisor?
Factor 5: Clarity	
22	How clear was it made to you when you were hired that the results of your performance evaluation would be tied to certain personnel actions (i.e. pay raises, promotions, terminations, etc.?)
23	When you were hired, how much information was given to you about the performance appraisal criteria used for your evaluation?
24	How clear was it, when you were hired, that your performance would be periodically evaluated?
Factor 6: Understanding	
25	How well do you understand the performance appraisal process at your organisation?
26	How free do you feel to discuss job-related problems with your supervisor?
27	How comfortable do you feel expressing your feelings to your supervisor during the appraisal process?

Table 4. PJ factors of the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996)

2.4.2.3. THEORIES UNDERLYING DISTRIBUTIVE JUSTICE (DJ)

DJ is based on the equity theory (Adams, 1965), the relative deprivation theory of Crosby (1976, 1982) and Folger's (1986) referent cognitions theory (Tata, 2000). These theories imply that employees use principles of DJ when they receive organisational outcomes such as ratings that will influence subsequent pay decisions, to establish the justness or unjustness of the outcome (Tata, 2000).

2.4.2.3.1. Equity Theory

Adams's (1965) equity theory states that DJ perceptions “are created by comparing personal outcome-distribution ratios with those of a comparison other” (Colquitt, 2001). The term “outcome” is used to indicate the degree of benefit or harm received at the process completion (Folger, 1986). Equity theory emphasises the role of perceived fairness in performance. The basic assumption is that the amount of effort people make in their work is based on what they want in return especially when this is compared to what similar others receive (Howell, 1976). Equity theorists seek to account for changes in work behaviour on the basis of the employee's perception of fair or equitable treatment. The theoretical assumption of equity theory is that people that have been treated unjustly always restore justice cognitively or behaviourally (Mikula, 1986). Folger (1986, p. 145) points out that one of equity theory's focal concerns is the “affective reactions to perceived injustice.” At the core of equity theory is that there should be a corresponding rate of reward for contributions across persons. Folger argues of equity theory as inadequate and incomplete. Because the theory only specifies the fairness of amounts received i.e. distributive fairness, it is deemed inadequate in characterising justice and incomplete because it overlooks procedural fairness. Folger states that fairness perceptions are influenced by the rationale given for using one procedure instead of another (Folger, 1986).

Deutsch (1986, p.8) demonstrated that “the assumption implicit in equity theory that people will be more productive if they are rewarded in proportion to their contribution” is not always true when one considers tasks where it is useful to co-operate, coordinate activities and where information and resources are shared.

Greenberg (1990) suggests that equity theory argues that perceived inequity as a result of comparison of an individual’s inputs to outputs ratio relative to another's inputs to output ratio will cause unfairness perceptions in both. The individual with the higher ratio and lower ratio may experience guilty and angry feelings respectively while equal ratios will yield feelings of satisfaction.

According to Erdogan (2002), equity theory makes provision for the distinction between favourable and unfavourable inequity. With unfavourable inequity rates get less than is merited while in favourable inequity rates get more. The concept DJ does not differentiate between the two types of inequity. Erdogan highlights that the possible failure of measures of DJ to detect favourable inequity and that individuals would be likely to disagree with statements such as the above only when unfavourable inequity is experienced. Erdogan states that DJ possibly measures outcome satisfaction rather than justice and found several studies that support the fact that ratings or outcome levels are positively related to DJ perceptions (Erdogan, 2002).

2.4.2.3.2. Relative Deprivation

According to Crosby, Burris, Censor and MacKethan (1986, p.268), “the theory of relative deprivation states that deprivations are experienced relative to a social standard rather than simply as a function of a person’s objective conditions.” Reis (1986, p. 199) adds that “relative deprivation may or may not be justified” and “supports the contention that the desire for justice and the desire

for specific outcomes are conceptually distinct.” In citing Crosby (1976) and Runciman (1966), Martin, (1986) says that researchers argue that feelings of deprivation are generally caused by unexpected injustices. Others viewpoint is that feelings of deprivation are stronger when injustice is expected to persist indefinitely. Relative deprivation theory states that feelings of injustice prevail when rewards are distributed in a way that induces unfavourable comparisons. These comparisons result in feelings of deprivation that manifest in perceptions of unfairness (Bartol et al., 2001).

2.4.2.3.3. Referent Cogent Theory

“If only things were as they should have been” describes thoughts that are “referent cognitions.” These are thoughts that “involve psychology of ‘what might have been’” (Folger, 1986, p.147). Perceptions of injustice come from “referent cognitions” and referent cognitions might include internal, non-social standards of comparison, such as what was previously experienced, expectations and imagined alternatives (Martin, 1986). In rethinking equity theory, Folger (1986) developed the referent cognitions theory (RCT). RCT distinguishes between high and low referent outcomes and high and low likelihood subjects. A high referent outcome is a more favourable state than reality (what happened). A low referent outcome represents a state that is less favourable than reality. High likelihood subjects are less resentful than low-likelihood subjects. *RCT defines the basis for resentment as consisting of the comparison between reality (what happened) and an alternative imaginable referent state (what might have happened instead).* RCT defines injustice in terms of events and circumstances that lead to the outcome also called instrumentalities (Folger, 1986) rather than inputs.

2.4.2.4. THEORETICAL EXPLANATIONS UNDERLYING PJ

According to Bartol et al., (2001), PJ refers to the process fairness when decisions regarding allocation of resources are made and implemented. According to Flint (1999), the two major theoretical explanations in the PJ literature are Thibaut and Walker's (1975) resource-based model and Lind and Tyler's (1988) group-value model. Boyd and Kyle's (2004) view is that PJ, when applied to performance appraisals, underlies two theories namely group value model and control theory.

The resource-based model suggests that ratees should perceive the appraisal process as fair if they have a say in the process that determined the rating (Flint, 1999). PJ can be expressed as the opportunity to give input to the rater and is also termed "voice", (Bies & Shapiro (1988) cited in Holbrook, 1999). Boyd et al., (2004) explain that Thibaut and Walker's (1975) control theory suggests that employees want to be in control of decision-making processes. Colquitt (2001) distinguishes between two control-based criteria for PJ namely process control ("e.g. the ability to voice one's views and arguments during a procedure" and decision control ("e.g. the ability to influence the actual outcome"). Thibaut and Walker's (1975) control theory is the desire to control what happens to the ratee. Fair procedures allow the ratee's control over outcomes. Control over the process assures that the decision-making parties will receive sufficient information about contributions made by the ratee (Erdogan, 2002).

Based on social exchange theory, the self-interest model states that those who are affected by an organisational decision want control over the decision process because they view it as instrumental to improving their own outcomes.

The group-value model of Lind and Tyler (1988) argues that employees desire fair procedures and these provide the indication of being or not valued by the organisation (Erdogan, 2002). Individuals perceive higher PJ when they feel accepted and valued by members of the group and want to be respected (Boyd and Kyle, 2004). The group value model also called the relational model of PJ says that PJ is important because it signifies that people are valued by the organisation (Erdogan, 2002). Lind et al.'s (1988) group-value model suggests that perceptions of procedural fairness about raters are dominated by the three types of judgements namely "standing, neutrality, and trust" (Colquitt, p. 391). Standing, or status recognition, relates to the ratee's assessment of politeness, treatment with dignity, and respect for rights and entitlements due to the ratee. Neutrality is the judgement of the degree to which the raters apply procedures in an unbiased and honest manner with the ability to promote decisions based on evidence.

Trust comprises the evaluation of the motives of the rater with regard to the ratee's belief that the rater or organisation intends to treat people fairly and in a reasonable way (Tyler, DeGoey, & Smith, 1996 cited in Lee et al., 1999). Flint (1999) argues that neutrality may be violated if the ratee inconsistency in feedback is attributed to rater bias. Flint further states that the inconsistency may be attributed to rater breach of trust and subsequent unfair perceptions of processes. The organisational justice model offers an explanation for the inconsistencies that have been noted in the feedback literature. Flint (1999) suggests that the organisational justice model predicts that if the processes that were used to determine the ratings are perceived to be fair low ratings will result in improved performance. Performance will decrease if the processes that determined the rating are perceived to be unfair (Flint, 1999). According to Erdogan (2002), Lind et al. suggest the incorporation of ratee voice and the use of accurate information gathering methods (Erdogan, 2002) and that the implementation of fair procedures is not costly a method considering the enhancing of attitudes and compliance in the workplace. Raters often use their discretion with regard to the

degree to which voice is granted to a ratee in a scoring decision very often lies with the discretion of the rater. PJ examines how variations in procedures influence fairness judgments (Thibaut et al. (1975) cited in Holbrook, 1999). Fairness judgments of a procedure are increased when those that will be impacted by a decision resulting from the application of such procedure have an opportunity to express concerns (Earley & Lind, 1987).

Spangenberg et al., (2001) explain the contribution of Folger et al.'s (1992) due-process model. The due process model comprises three dimensions namely adequate notice, fair hearing and judgement based on evidence. The adequate notice principle advocates that employees need to:

- (i) know standards and objectives used for the appraisal,
- (ii) be allowed to provide inputs to standard development and
- (iii) be given feedback during the performance cycle. The fair hearing dimension is concerned with the need for the rater to have knowledge of the ratee's work and that the ratee is provided with a chance to provide inputs before the final allocation decision is taken. The judgement based on evidence dimension refers to the necessity for the rater to apply consistent appraisal standards across ratees and explaining the allocation decision to the ratees (Erdogan, 2002).

ADEQUATE NOTICE

In the performance appraisal context, adequate notice requires raters to provide employees with performance standards and explain these, to discuss how and why these standards should be met and to provide feedback on performance on a regular and timely basis. Employees are likely to accept the allocated performance rating and will be satisfied with the appraisal process if adequate notice of appraisal is provided and if they are allowed the chance to provide input into the

evaluation process (Taylor, Tracy, Renard, Harrison, & Carroll (cited in Gilliland & Langdon, 1998)

FAIR HEARING

The fair hearing principle argues the importance of a formal performance appraisal interview in which an employee is informed of the performance rating and how the rating was established by the rater. Raters must be knowledgeable of the employee's work and should have observed performance throughout the rating cycle. Ratees are given the chance to self-appraise and to challenge the rating allocated by the rater. Ratees should thus be allowed to present explanations and provide input before the rating allocation is decided upon. Fairness perceptions can be influenced by the degree to which the rater is familiar with the ratee's work (Evans, Fulk & Landy cited in Erdogan, 2002); Greenberg, 1986).



DUE PROCESS

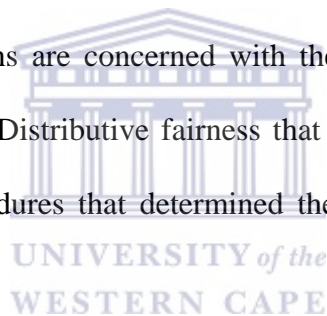
According to the due process perspective, judgement based on evidence also affects fairness perceptions. Judgement based on evidence requires that raters apply consistent performance standards across ratees without distortion through personal biases or corruption through applying principles of honesty. Ratees should be provided with explanations of performance ratings and concomitant rewards and recourse to appeal. Bias in allocation of performance ratings can be minimised through rater training and using good performance appraisal forms (Poon, 2004).

Due process considerations in performance appraisal involve interpersonal exchanges between raters and ratees and also concern the structure, procedures, and policies of the appraisal system (Folger et al. cited in Findley et al., 2000). Folger et al., (1989) considered observation, feedback and planning as facets of due process. Observation assesses the adequacy of the rater's knowledge

of the ratee's performance over time and across conditions. Feedback or voice refers to the extent to which raters as supervisors discuss performance issues with employees and listen to their views (Findley, et al., 2000). Folger et al., (1989) noted that communication between rater and ratee conveys respect for employees' input and opinions and enables employees to be proactive in their appraisals. This improves ratee perceptions of process fairness (Korsgaard and Roberson, 1995).

2.5. DISCUSSION OF FACTORS IN THE DISTRIBUTIVE AND PROCEDURAL JUSTICE SCALE (TANG & SANSFIELD BALDWIN, 1996) IN RELATION TO FAIRNESS LITERATURE

Performance appraisal systems are in place to improve the level of performance in the workplace (Landy & Farr, 1983). Organisations are concerned with the perceived fairness of the appraisal systems (Thomas & Bretz, 1994). Distributive fairness that involves evaluation of the outcomes received and a judgement of procedures that determined the outcomes (procedural fairness) are important to employees.



Soliciting input prior to appraisals, two-way communication, recourse to challenge outcomes, rater familiarity with the work of the ratee and consistent application of standards are all related to the PJ dimension (Fulk, Brief, & Barr as cited in Tang & Sarsfield-Baldwin, 1996).

The factors that constitute the PJ dimension in the Distributive and PJ Scale (Tang & Sarsfield-Baldwin, 1996) are fairness, two-way communication, trust, clarity and understanding. Each of these factors is discussed.

FAIRNESS

Fairness refers to the degree to which procedures and outcomes are perceived as just, consistent, or appropriate. With performance appraisals, fairness perceptions arise from evaluations of the ratings received and rewards tied to those ratings, the appropriateness and consistency of the appraisal process, and the explanations and feedback that accompany the communication of performance ratings (Gilliland & Langdon, 1998). The application of fair and consistent rules and consistent allocation of rewards based on performance and merit without personal bias will result in positive perceptions of procedural- and DJ (Tang & Sarsfield-Baldwin, 1996).

The items that interrogate Factor 1: Fairness in the Distributive and PJ Scale (Tang & Sarsfield Baldwin, 1996) are listed below.

Item No	Factor 1: Fairness
1	How much do you feel your last performance rating truly represented how well you performed in your job?
2	How fair do you feel your last performance appraisal was?
3	How accurately do you feel your performance has been evaluated?
4	How justified do you feel your supervisor was in his/her last rating of your performance?
5	How much do you feel your last performance rating was free from bias?
6	If you have been evaluating your own performance, how similar would your rating have been to the last one that your supervisor gave you?

Table 5. The items that interrogate Factor 1: Fairness in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996)

Raters and ratees may have different perceptions of fairness perceptions. Raters focus on PJ aspects such as reward strategy and policies, while ratees generally focus on rewards received and allocated to peers or DJ aspects. Thus information asymmetries between raters and ratees may result in different perceptions of justice (Tata, 2000). Regardless of the perceived fairness of the outcome, fair appraisal procedures will result in more positive attitudes. Fair PJ perceptions can produce positive attitudes toward ratings that might otherwise be viewed negatively.

TWO-WAY COMMUNICATION

Findley et al., (2000) state that the supervisor discussion of objectives and clarification of performance duties with employees forms part of the planning or goal setting phase of appraisal. Latham et al., (1981) agree that performance appraisal interviews should include a discussion of progress toward goals and of barriers that exist that hinder the employee to get the job done so that resolutions can be taken and alternative realistic goals are set. Review of studies conducted by Findley et al. (2000) revealed that goal setting forms an important aspect of appraisal sessions and influenced reactions of employees positively.

Factor 3: Two-way communication comprises six (6) items in the Distributive and PJ Scale (Tang & Sarsfield-Baldwin, 1996) as follows.

Item No.	Factor 3: Two-Way Communication
12	How often is the progress toward your goals set in previous appraisal meetings reviewed by your supervisor with you?
13	How much guidance does your supervisor give you about how to improve your performance?
14	How much input does your supervisor ask for during the appraisal process?
15	How much does your supervisor sit down and discuss with you the results of your performance evaluation?
16	How often does the performance appraisal process at your organisation result in specifications of new goals?
17	How much opportunity are you given to express your feelings when your performance is evaluated?

Table 6. The items that interrogate Factor 3: Two-way communication in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996)

Employees feel respected when supervisors outline criteria for performance and give appraisal notice in advance of performance completion (Folger et al., (1989) cited in Findley et al., 2000). Managers are encouraged to establish a two-way communication system, identify needs, desires and expectations of employees, assist in achieving their goals, recognise achievements, give regular feedback, and allow employees input. Employees need to have a clear understanding of their job duties and responsibilities. Two-way communication effectively make raters and ratees less defensive, orientates the manager to be a coach rather than a judge, and enhances positive reactions

to standards (Bobko & Collela, cited in Reinke & Baldwin, 2001). The findings of studies of Dipboye & de Pontbriand (1981) show positive correlation between two-way communication, the willingness to improve performance, and perceived fairness of the appraisal (Reinke et al., 2001). Mount (1983 cited in Roberts, 1994) found that ratee appraisal system satisfaction was correlated with the quality of the appraisal discussion and degree to which the rating form facilitated feedback. According to Holbrook, (2002) researchers found that when ratees were provided with the opportunity to express feelings, perceptions of fairness of evaluations were higher.

Latham et al., (1981) describe the appraisal interview as a mechanism through which feedback regarding job performance is received from the rater by the ratee. Holbrook, (2002), advises that raters invest time to structure the appraisal interview so that a positive experience is created. Specific descriptive feedback is effective because employees can easily understand and implement performance expectations. If employees know what job expectations are they would also know what to realistically expect as appraisal outcome. This would bring about perceptions of system fairness and source credibility (Bobko & Collela cited in Reinke et al., 2001).

TRUST

A study conducted by Ellickson and Logsdon (2002) suggests elimination of discomfort and distrust in the process of performance appraisal and the development of a work ethic that enhances trustworthy relationships between raters and ratees through improved communication mechanism and empowerment of the employee. Frequent communication may enhance ratee understanding of the appraisal process, improve performance and subsequently trust in managers.

Performance feedback is more readily acceptable from trusted supervisors (Ilgen et al., 1979). Ostroff (1993) purports that rater perceptions of performance appraisal may influence the ratings

allocated. Ilgen et al., (1979) recommend that specific feedback should be provided because this cannot easily be distorted and may be difficult to deny. A study by Reinke et al., (2001) revealed that employees will only perceive quality performance feedback if appraiser credibility and trustworthiness is evident. Factor 4: Trust constitutes four (4) items 18 to 20 in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996) as follows.

Item No	Factor 4: Trust
18	How competent do you feel your supervisor is to evaluate your job?
19	How familiar is your supervisor with the details and responsibilities that your job entails?
20	To what extent do you have confidence and trust in your immediate supervisor regarding his/her general fairness?
21	How much do you trust your supervisor to accurately report your performance to his/her supervisor?

Table 7. The items that interrogate Factor 4: Trust in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996)

Greenberg (1990), found, in a simulated work-setting, that the perceptions of fairness of the performance appraisal method, the rater and the rating outcome will be enhanced if accurate information is kept, for example when diaries are used to capture information on the rater. Hauenstein (1998) likewise says that behavioural diaries are useful for improving feedback and allowing a better understanding of employee performance, and although time-consuming is nevertheless a useful management technique. Wiese and Buckley (1998) say that theoretically performance diaries can work but is practically time-consuming. De Nisi, Robbins and Cafferty (1989), support the view that diarising employee performance can prove to be useful. They suggest that diary keeping provides a "hard copy" of information and is a means for structuring information that allows for more accurate recall of events and improved allocations of ratings.

Landy and Farr (1983) suggest the development of a sampling plan that guarantees a series of random observations. This information would provide more accurate evidence during performance appraisal interviews and rating allocations. Greenberg (1986) suggests that the ability to challenge perceived inaccuracies in appraisals, the freedom of the rater to know the content of their appraisal

files and the freedom of the ratee to challenge perceived inaccuracies is referred to as system openness.

CLARITY

The more complex the performance management system, the more difficult will the ratee find to understand how the appraisal system functions. According to studies conducted by Findley et al., (2000), uncertainty about how an appraisal system works, is less likely to provide positive perceptions of the system amongst ratees. According to Holbrook (2002), the clarity of performance standards i.e., expectations of outcomes may influence perceptions of fairness. The three (3) items, 22 to 24, that interrogate Factor 5: ‘Clarity’ in the in the Distributive and Procedural Justice Scale (Tang & Sarsfield Baldwin, 1996) speak to these concerns raised by authors.

Factor 5: Clarity	
22	How clear was it made to you when you were hired that the results of your performance evaluation would be tied to certain personnel actions (i.e. pay raises, promotions, terminations, etc.?)
23	When you were hired, how much information was given to you about the performance appraisal criteria used for your evaluation?
24	How clear was it, when you were hired, that your performance would be periodically evaluated?

Table 8. The items that interrogate Factor 5: Clarity in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996)

Gilliland et. al., (1998) emphasises the importance for communicating performance standards to employees, to provide adequate notice of the appraisal interview and the critical nature of timely and informative feedback. Employees need to know how and when their performance will be appraised.

The following items are listed under Factor 6: Understanding in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996).

Factor 6: Understanding

25	How well do you understand the performance appraisal process at your organisation?
26	How free do you feel to discuss job-related problems with your supervisor?
27	How comfortable do you feel expressing your feelings to your supervisor during the appraisal process?

Table 9. The items that interrogate Factor 6: Understanding in the Distributive and Procedural Justice Scale (Tang & Sarsfield-Baldwin, 1996)

Tang and Sarsfield-Baldwin, (1996) recommend that managers express rules clearly so that ratees can understand. Explicit and clear performance appraisal criteria and possible reward must be explained. Dipboye and de Pontbriand (1981) and Dorffman, Stephen and Loveland (1986) found raters and ratees have different views of appraisal experiences and that positive perceptions were shown when ratees were able to participate, state their case, and when appraisals were related to their jobs.

2.6. SUMMARY

The chapter clarifies that in the performance appraisal context, DJ refers to the fairness of outcomes received, whereas PJ refers to the fairness of the process used that determined the outcome (Greenberg, 1986). DJ and PJ are two forms of organisational justice (Tang & Sarsfield-Baldwin, 1996). Furthermore, theoretical underpinnings for various models that influence DJ and PJ are explained. Chapter two will further be summarised through sentiments of authors in the justice and performance appraisal literature as follows.

Sweeney and McFarlin (1993) cited in Tang & Sarsfield-Baldwin (1996) found that DJ perceptions are influenced by how employees make evaluations based on a personal-level e.g. how satisfied they are with their pay. On the other hand, evaluations on an organisational level e.g. organisation commitment reflect PJ perceptions. Dailey and Delaney (1992) suggest that employees find ineffective performance appraisal systems to contribute to perceptions of unfairness. Bretz et al.,

(cited in Holbrook 2002) reported that managers identified fairness as the most important performance appraisal issue organisations face.

Critics of performance appraisals such as Coens et al., (2000) write that the tendency to hold the “appraisal and the machine model of thinking that goes with it” (p. 41) and diminishing the work of an employee “from something wonderful into a cold and sterile numerical rating that purportedly signifies that person’s total contribution”, causes delay in seeking “a new system based on a different set of assumptions about the nature of work and people.” Wright (2002) like Wiese and Buckley (1998) argue that employees who have been evaluated resent performance appraisals and find these to be unproductive exercises. Although raters likewise report the unproductive nature of appraising performance, organisations, although ever-changing in nature, continue to focus on using performance appraisal as a tool to measure employee performance. Fairness of performance appraisals has been identified as an important criterion in judging its effectiveness and usefulness in the organisation. Researchers generally argue that performance appraisal is future orientated and is not expected to be rewarding in itself but it can change and create future effective performance (Early, cited in Tjosvold & Halco, 2001).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This Chapter describes how the present research study was conducted. The chapter defines the participants that were involved in the present study, the measuring instrument used, the procedures that were followed and the statistical techniques used to analyse the data.

3.2. RESEARCH DESIGN

The research context is one where the justice perceptions of raters (supervisors) and ratees (supervisees) are studied in a fairly young performance management system in the public service sector. This formalised relationship between rater and ratee as a result of a fairly newly implemented PPMS leaves limited experience in performance appraisals in general and specifically the PPMS in the public sector environment. Given these contextual parameters, the present study utilised all of the units in the study population (all job classes, except for senior managers and students) at the public sector organisation under the present study i.e. a cross sectional study.

3.2.1. POPULATION

Bryman and Cramer (1994) describe a population as “a discrete group of units of analysis.” The target population for the present study are employees on Level 1 to 12 that are subject to use of the

PPMS in the head office of a public service organisation: NDLA: CDSM. One-hundred and ninety-one (n = 191) employees were targeted.

3.2.2. SAMPLE

The general trend in the literature suggests that the population and size of sample should be inversely related. A large population would thus require a smaller percentage of that population. However, a relatively small population would need a reasonably large percentage of the population to draw representative and accurate conclusions and predictions (De Vos et. al., 2002).

The following table is offered as a guide for sampling:

Population	Percentage suggested	Number of respondents
20	100%	20
30	80%	24
50	64%	32
100	45%	45
200	32%	64
500	20%	100
1 000	14%	140
10 000	4,5%	450
100 000	2%	2 000
200 000	1%	20 000

Table 10. A guide for Sampling

Source: De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, (2002). Research at grass roots for the social sciences and human service professions (2nd Ed.). Pretoria: Van Schaik Publishers.

One-hundred-and ninety-one (191) employees at the CDSM were solicited to participate in the present study. This constitutes on-hundred percent (100%) of staff members at the CDSM that are subject to the PPMS in the Head office of a National Government Chief Directorate. Students or in-

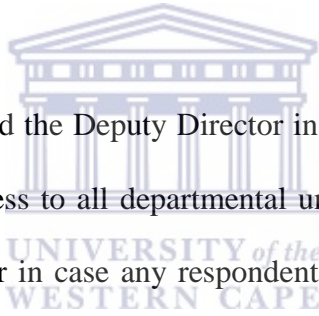
service trainees in the organisation were excluded from the present study because these members of the organisation are not subject to PPMS. Likewise, all of the personnel above salary level 12 have been excluded as these staff members fall outside of the scope of the present study. Performance of these staff members is not measured by way of PPMS.

3.2.3. PROCEDURE

The researcher approached the Deputy Director in the Spatial Information division to facilitate access to the institution to conduct the present research at the CDSM (See Appendix A). The Deputy Director requested approval from the Management Committee who granted consent to the researcher to conduct the present study at the CDSM. Awareness of the purpose of the study, the confidential and voluntary nature of the study and the assurance of the subsequent use of the information acquired through the study were raised to the senior managers through this meeting. Subsequently, the researcher requested a semi-structured group interview with all the Deputy Directors at the CDSM. This semi-structured interview was conducted in a manner that the researcher was enabled to explore issues that may be of concern to management that are covered or not covered in the previously drawn-up biographical questionnaire and the Distributive and Procedural Justice Scale developed by Tang and Sarsfield-Baldwin, (1996). The researcher sought that management provides guidance with regard to whether the items in the questionnaires would be appropriate and relevant to the PPMS. This guidance would give indication whether all other potential respondents would be able to identify with all of the items in the biographical questionnaire and the Distributive and Procedural Justice Scale (See Appendix B).

The original plan of the researcher was to have the questionnaires group-administered to maximise return rate and to provide one-on-one assistance if respondents have difficulty to complete

questionnaires and to assist those respondents that may have literacy problems. This was to be followed up by focus group discussions to gain insight into the employee preferences with respect to an ideal performance management mechanism. However, the interview with the managers determined that the management would find it appropriate from an operational perspective that the researcher provides each Deputy Director with the relevant number of questionnaires for distribution to individuals under their respective supervision. After the questionnaires were issued, the researcher followed up through e-mail to each Deputy Director with regard to the distribution of the questionnaires. Initially, one-hundred and ninety-one (191) questionnaires were distributed to seven (7) Deputy Directors. All completed questionnaires were posted into an enclosed box marked “Confidential - Place your completed questionnaires in this box” on each face of the box. The total response rate at this stage was 5,24 % (n = 10).



The researcher once more approached the Deputy Director in the Spatial Information division who agreed that the researcher gains access to all departmental units to do some advocacy. An office was made available to the researcher in case any respondent would want to clarify questions that might arise. The researcher, accompanied by a staff member physically went to all departmental units and verbally presented rationale for the research study and advocated completion of questionnaires and assured confidentiality of all information gathered. Further questionnaires were issued. The questionnaire and covering letter that outlines the objectives of the study and the confidentiality of responses can be found in Appendix B. The questionnaire and a cover letter explained what the study entailed and specified the voluntary and anonymous nature of the participation in the present study. This was verbally re-iterated by the researcher during the walk-about. Some responses were personally handed to the researcher in the office allocated. Of the one-hundred and ninety-one (191) participants of the present study sixty (60) responses were received. This constitutes a 31,4% response rate.

3.2.4. MEASURING INSTRUMENTS

3.2.4.1. Biographical Questionnaire

The researcher developed a questionnaire to obtain the demographic information from participants in the study. The questionnaire was based on a previously used questionnaire for Senior Management Services (SMS) members. Participants were required to furnish details with regard to age, sex, job title, years of service in the public sector and in the directorate, and salary level etc.

3.2.4.2. Distributive and Procedural Justice Scale: Nature and Properties

The Distributive and PJ Scale was developed by Tang and Sarsfield-Baldwin in 1996. A five-point scale ranging from unfairly (1) to very fairly (5) is used in the Distributive and PJ Scale developed by Tang and Sarsfield-Baldwin in 1996 (See Appendix C). The DJ Scale of Tang & Sarsfield-Baldwin, (1996) represents the property of equal intervals because the difference between all points on the scale is uniform (Foxcroft & Roodt, 2001). The Distributive and PJ Scale requires respondents to complete twenty-seven (27) questions (items) that measure DJ and PJ related to performance appraisal. The scale has no right or wrong answers. Five (5) items relates to the DJ factor. The remaining twenty-two (22) items pertain to PJ factors. The five-item scale that relates to DJ is based on the research of Curry, Wakefield, Price and Mueller (as cited in Tang & Sarsfield-Baldwin, 1996).

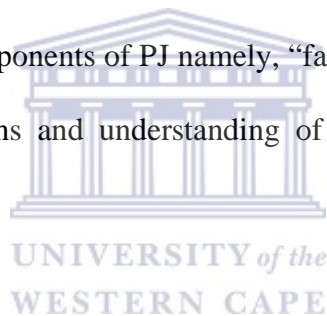
The twenty-two (22) items that measure PJ are based on literature on PJ (Duggan, Frost, Woods, & Wilson, 1989 cited in Tang & Sarsfield-Baldwin, 1996), frequency of evaluation, rater knowledge

of the ratee performance, and trust in supervisor (Fulk et al., cited in Tang & Sarsfield-Baldwin, 1996).

3.2.5. Rationale for using the Distributive and PJ Scale (Tang & Sarsfield-Baldwin, 1996)

3.2.5.1 Validity, Reliability and Factor Loadings

The purpose of the study done by Tang and Sarsfield-Baldwin in 1996 was to identify the major factors of distributive- and procedural justice. Results of factor analysis of the 27 items in the scale identified six (6) factors. Factor 2 consisting of five (5) items reflected DJ, while the remaining five (5) components (factors) consisting of twenty-two (22) items identified PJ. The study determined that there are five (5) aspects or components of PJ namely, “fairness, two-way communication, trust in supervisor, clarity of expectations and understanding of the performance appraisal process” (Tang & Sarsfield-Baldwin, 1996).



The variance and coefficient Alpha for each of these factors are listed in Table 12 below.

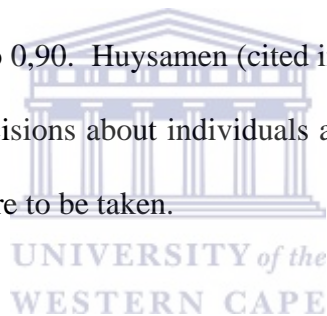
Factor #	Element Name	Variance (%)	Alpha
1	Fairness	42.9	.95
2	DJ	10.5	.95
3	Two-Way Communication	8.9	.92
4	Trust	5.9	.87
5	Clarity	4.6	.82
6	Understanding	3.7	.74

Table 11. Variance and Coefficient Alpha for the Distributive and Procedural Justice Scale

Source: Tang, T.L.P., & Sarsfield-Baldwin, L.J. (1996). Distributive and Procedural Justice as related to satisfaction and commitment. *S.A.M. Advanced Management Journal*, 61, 25-31.

According to Wolfaardt (2001), the aim of factor analysis is to determine the dimensions of a set of variables by identification of the common variance between these variables. In doing this, a large number of variables can be reduced to a smaller number of factors. Factor analysis is thus a “statistical technique for analyzing interrelationships of variables.” The factorial validity thus refers to the “underlying dimensions (factors) tapped by the measure, determined by the process of factor analysis” Wolfaardt (2001, p. 34)

Multiple scored items such as in the Distributive and Procedural Justice Scale have no right or wrong answers. The coefficient Alpha was devised by Cronbach to determine reliability estimates for such a measure (Wolfaardt, 2001). The variance is an expression of dispersion around the mean. Anastasi and Urbani (cited in Foxcroft & Roodt, 2001) advise that the reliabilities of a measure have values of about 0,80 to 0,90. Huysamen (cited in Foxcroft & Roodt, 2001) suggests a reliability coefficient of 0,85 for decisions about individuals and the reliability coefficients of 0,65 or higher if decisions about groups are to be taken.



The Distributive and Procedural Justice Scale measures the fairness perceptions of performance appraisals, specifically DJ and PJ perceptions. Researchers who related actual ratings to perceptions of DJ found that higher ratings were related to higher perceived fairness and DJ (Stoffey & Reilly cited in Erdogan, 2002). The adequacy of performance appraisals has been traditionally judged in terms validity, reliability, freedom from bias, and practicality. Folger, Konovsky, and Cropanzano (1992) argued that there has been emphasis of the development of reliable and appraisal instruments and the training of raters to be accurate (Latham & Wexley, 1981). Greenberg (1990) noted that many researchers have used one-item measures or ad-hoc measures for which no construct validity evidence was provided. He further suggested that the field

of organisational justice lacks standardised measure with which to evaluate DJ and PJ perceptions (Greenberg cited in Colquitt, 2001).

The Distributive and Procedural Justice scale is an instrument that could provide organisations a quantitative judgement in terms of ratees' reactions to the performance appraisals systems in use and illuminates some of the factors that may contribute to the these reactions.

3.3. STATISTICAL TECHNIQUES

The Microsoft Excel software package in combination with the Statistical Package for Social Sciences (SPSS) 14.0 for Windows were utilised for statistical analysis of the research data. The data analyses involved both descriptive and inferential statistics.



3.3.1. Descriptive Statistics

Descriptive statistics are statistical procedures that allow researchers to describe data through summary or display (Brace, Kemp and Snelgar, 2000). Frequencies, percentages, means and standard deviations utilised to analyse the demographic data in the present research. Graphical illustrations are presented to facilitate understanding of data.

3.3.2. Inferential Statistics

According to Fife-Shaw (2001, p. 352) inferential statistics are techniques that allow the researcher to use “sample data to make statements about the population that the sample came from”). Inferential statistics provide an indication of how justified the researcher is to draw conclusions

about the population based on the sample data. Spearman's Rho, the Pearson Product Moment Correlation Coefficient, Regression Analysis are inferential statistics techniques that were employed to test the research hypotheses.

3.3.2.1 The Spearman's Rho Correlation Coefficient

Bryman and Cramer (1994), state that for ordinal level variables, the rank order correlations can be used. Spearman's Rho (r_s) is a prominent method commonly used in reports of research findings, Spearman's Rho correlation is a non-parametric method that make use of fewer assumptions of variables and can be used in various contexts. Spearman's Rho (r_s) was employed to make inferences of the ordinal variables relating to the biographical questionnaire.

3.3.2.2 The Pearson Product Moment Correlation Coefficient

Brace et. al. (2000), state that the Pearson Product Moment Correlation Coefficient (Pearson's r) is "an inferential statistical test of correlation used to analyse parametric data." Parametric statistics utilise actual values of scores. Variables must be interval and there must be a linear relationship between variables for Pearson's r to be utilised. The intervals between the categories of a scale are identical for interval scales (Bryman & Cramer, 1994). The variables can be classified as ordinal because the categories "can be ordered in terms of 'more' or 'less' of the concept in question" (Bryman et al., 1994). The value of the correlation can vary between a perfectly negative correlation (-1) and a perfectly positive correlation ($+1$). The Pearson Product Moment Correlation Coefficient (Pearson's r) was used to establish whether a significant relationship exists between *DJ* and the *rating allocated during performance appraisals* and *PJ* and *rating allocated during performance appraisals*.

3.3.2.3. Regression Analysis

Regression is a statistical technique for “summarising the nature between variables and for making predictions of likely values of the dependent variable.” The relationship between two variables is summarised by producing a “line of best fit” a line that fits the data closely. The predictions about likely values of the dependent variable can be made for particular values of the independent variable (Bryman & Cramer, 1994, p.180). Regression is thus used in the present research study as a statistical technique to indicate the extent to which one variable can be explained or predicted by one of the other variables. In the present research the rating allocated is the independent variable. Regression Analysis method is used to determine if the independent (predictor) variable will explain the variance in DJ and PJ (predicted variables) experienced by the participants in the present research.



3.4. SUMMARY OF THE CHAPTER

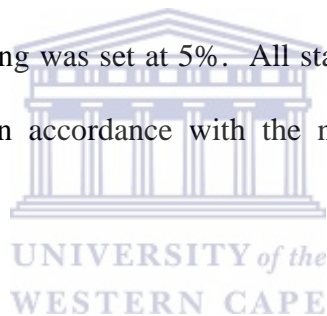
Chapter Three outlined the research design, the sample and the procedure employed to collect data. The chapter addressed the details of the measuring instruments used and the confidentiality concerns during administration of the measure. The statistical packages and techniques used to test the research hypotheses were described.

CHAPTER FOUR

4. PRESENTATION OF RESULTS

4.1. INTRODUCTION

The results presented in this chapter is based on the empirical analysis of the data solicited from the research respondents (n=60) of the present research study. The presentation proceeds with a biographical overview of the sample. An analysis of the descriptive statistics on the variables under consideration is provided. This is followed by presentation of the inferential statistics based on examination of each hypothesis formulated for the research. The upper level of statistical significance for null hypothesis testing was set at 5%. All statistical test results were computed at the 2-tailed level of significance in accordance with the non-directional hypotheses presented (Sekaran, 2000).



The software Statistical Package for the Social Sciences (SPSS) 14.0 for Windows in combination with the Microsoft Excel was used for the analyses of data in the present research. Microsoft Excel was used for graphical presentation of the biographical data. The descriptive statistics based on frequency tables and graphical illustrations provide information on key demographic variables in the present study. This was achieved through summary statistics, which include the means, standard deviations, minimum and maximum values which were computed for each of the variables in the present study.

4.2. BIOGRAPHICAL CHARACTERISTICS

This section provides biographical details of the participants and the respondents of the biographical questionnaire and the Distributive and PJ Scale (Tang & Sarsfield-Baldwin, 1996) administered in the public sector organisation under the present study. The descriptive statistics calculated as obtained by the variables included in the biographical questionnaire is then outlined. The responses of the subjects were data analysed. The data analysis of the biographical characteristics gathered from the sample (n=191) and respondents (n=60) is presented graphically as bar charts. The following demographic variables were recorded:

- a) gender of the respondents
- b) job title of participants and respondents
- c) age of the participants and respondents
- d) salary level of the participants and respondents
- e) tenure of respondents



The participants (n=191) of the present study were public service raters and ratees in the Personnel Performance Management System (PPMS) that are on salary level 1 to 12 in the Head office of a National Government Chief Directorate. The sample constituted female (44.5%, n=85) employees and male (55.5%, n=106) employees as illustrated in Figure 3.

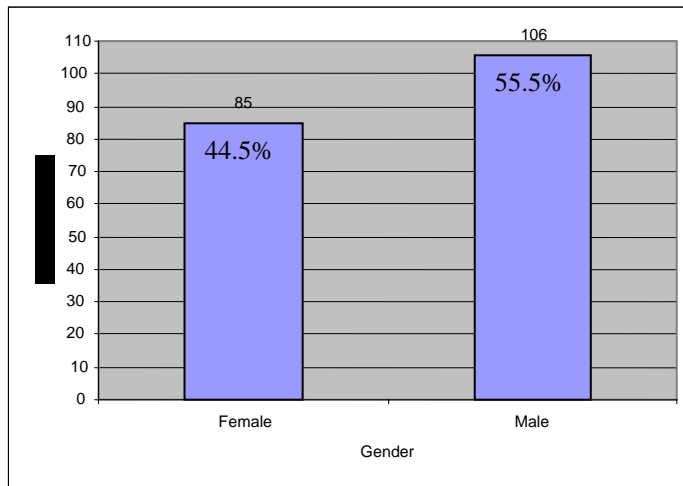


Figure 3. Gender Distribution of Participants

The gender distribution of participants is illustrated in Figure 3. Of a total of 191 participants, 55.5% (n=106) consisted of males while 44.5% (n=85) consisted of females.

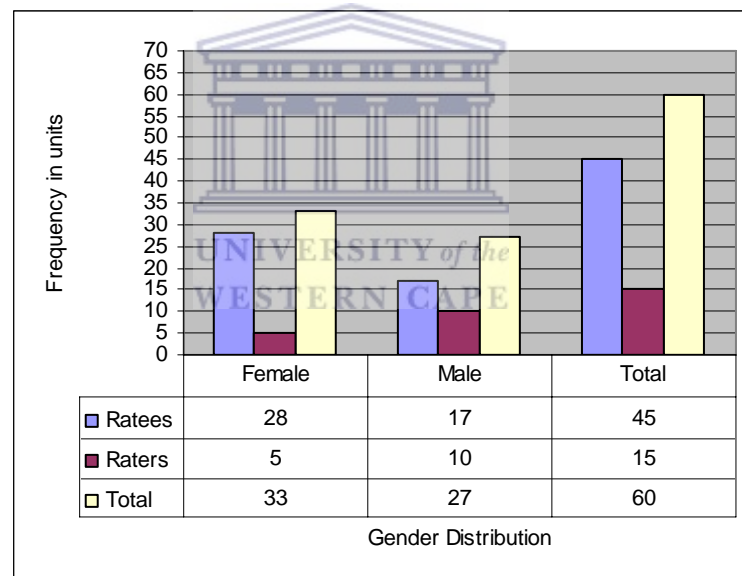


Figure 4. Gender Distribution of Raters and Ratees amongst Respondents

The responses in terms of gender distribution are graphically represented in Figure 4. The above Figure 4 indicates that females constituted the majority of respondents (55%, n=33) while the males comprise 45% (n=27). Of the male (n=27) respondents, 37% (n=10) were raters. Responses from females (n=33) yielded 15% raters. Eighty-five percent (n=27) of the female respondents were ratees while 63% (n=17) of the male respondents were ratees.

The Chief Directorate: Surveys and Mapping has several divisions such as map data processing, technical training, spatial information, reprographic services, elevation capture and triangulation amongst other divisions. The sample (n=191) extended over several job titles. Figure 5 depicts the number of participants per job title. The sample is characterized by a majority of industrial technicians (36,6%, n=70) followed by survey officers (24%, n=46).

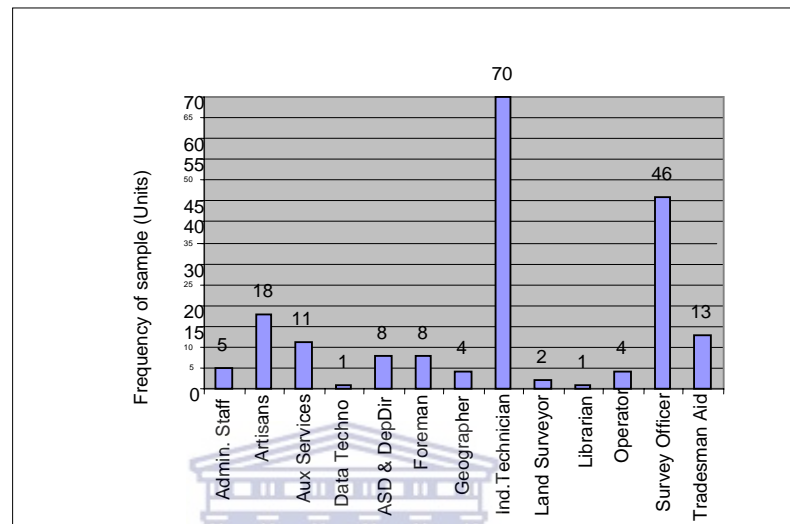


Figure 5. Composition of participants at CDSM

The jobtitles of participants in the present research study are graphically represented in Figure 5.

The one-hundred and ninety-one (n=191) employees solicited, are in the following job positions. Administration Clerks, Administration Officers, Artisans, Auxiliary Services Officers, Data Technologists, Directors, Deputy Directors, Chief Directors, Foreman, Geographers, Industrial Technicians, Land Surveyors, Librarian, Operators and Secretaries, Survey Officers and Tradesman Aids.

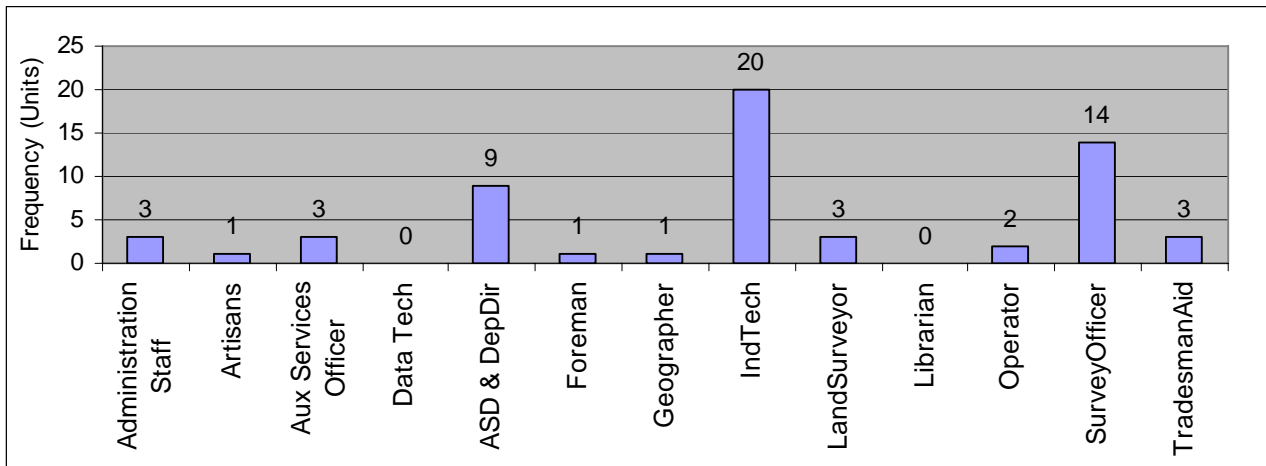
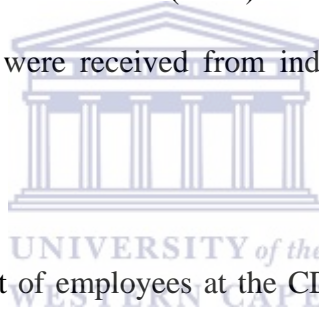


Figure 6.: Frequency distribution by jobtitle of respondents in the sample

Figure 6 indicates that the majority of respondents were industrial technicians (33%, n=20), followed by survey officers that constituted 23.3% (n=14) of respondents. This reflects the profile of the sample participants which constitutes 37% (n=70) of Industrial Technicians and 24% (n=46) of Survey Officers. No responses were received from individual employees who are the only holders of a job title (e.g. librarian).



The number of years of employment of employees at the CDSM ranged from 1 year to 39 years.

The average length of employment is 14 years.

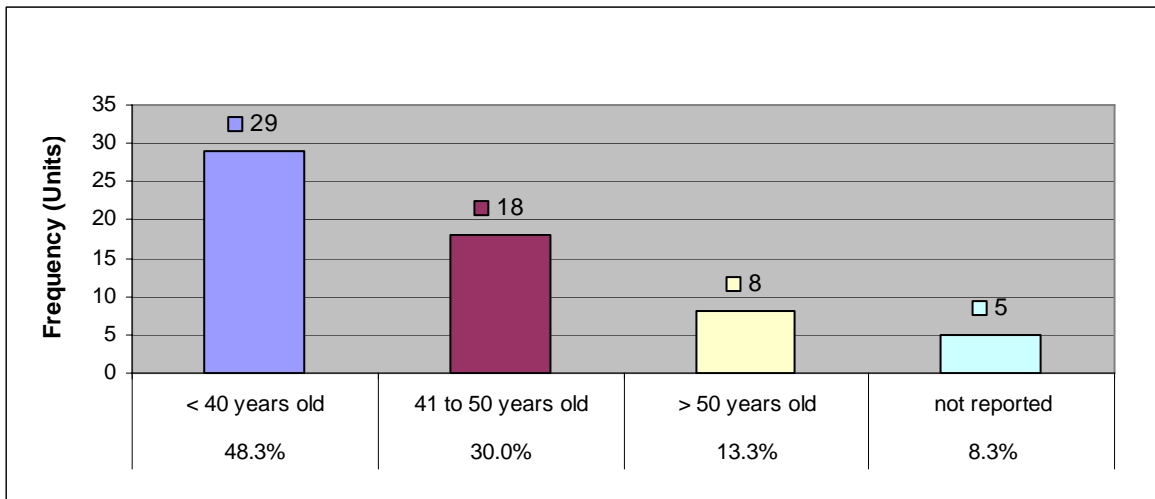
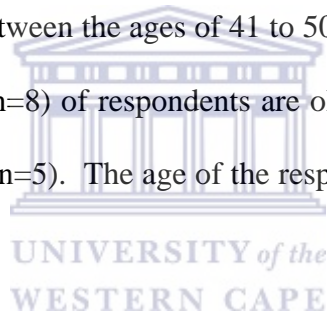


Figure 7. Age of respondents

The responses of the subjects with regard to their ages are presented graphically in Figure 7. Figure 7 shows that the majority of respondents (48.3%, n=29), are younger than 40 years old. This category is followed by the group between the ages of 41 to 50 years old, into which 30% (n=18) of the respondents fall, whilst 13.3% (n=8) of respondents are older than 50 years. Respondents that did not report age constituted 8.3% (n=5). The age of the respondents varied from mid-twenty year old to greater than 50 years old.



The distribution of the respondents with regard to salary levels is presented graphically in Fig 8 and in Tabular form in Table 12.

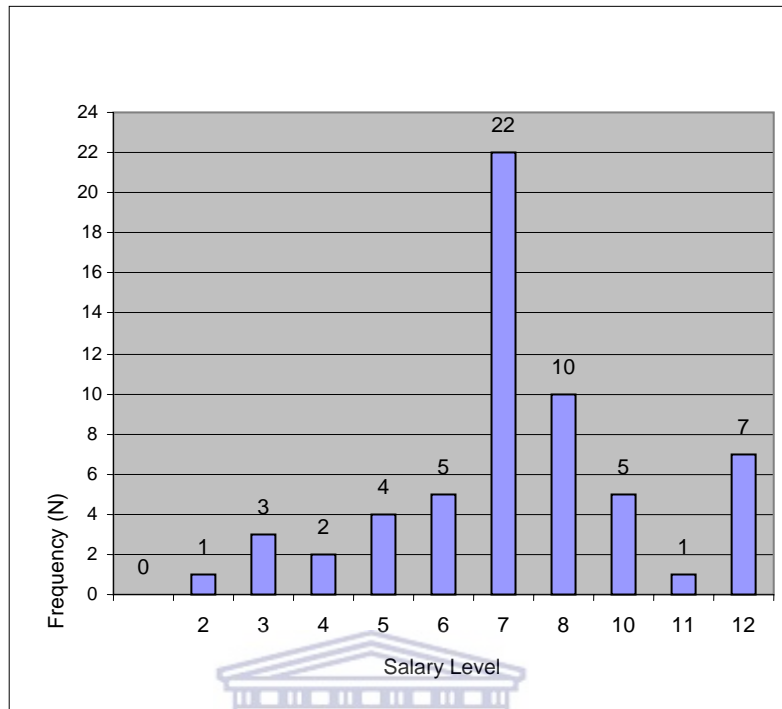


Figure 8. Salary Level Distribution of respondents

Salary level	Frequency	
	Number of Respondents	%
2	1	2%
3	3	5%
4	2	3%
5	4	7%
6	5	8%
7	22	37%
8	10	17%
10	5	8%
11	1	2%
12	7	12%
Total	60	100%

Table 12. Salary Level Distribution of respondents

Figure 8 indicates that the majority of respondents (n=22) or 37% of the sample occupied the salary level 7 positions, followed by 17% (n=10) of respondents that occupied salary level 8 positions. Salary level 12 managers constituted 12% of responses while salary levels 11 and 2 each constituted 2% (n=1) of the sample.

4.3. DESCRIPTIVE STATISTICS

Descriptive statistics in the form of frequencies, means and standard deviations, minima and maxima are presented for each of the variables age, tenure and salary level.

4.3.1. DESCRIPTIVE STATISTICS FOR THE DISTRIBUTIVE AND PJ SCALE

Participants were required to respond to an itemised rating scale, ranging from a high score of five (5) to a low score of one (1), to indicate their perceptions regarding the dimensions of the Distributive and Procedural Justice Scale. Perceptions of *DJ* were elicited by way of a *5 item factor* of the Distributive and Procedural Justice Scale. A total of *22 items spread over 5 factors* namely fairness, two-way communication, trust, clarity and understanding elicited perceptions of respondents pertaining to *PJ*.



Descriptive statistics in the form of arithmetic means, standard deviations, minimum and maximum values for the respondents were determined. The higher the mean values, the higher the DJ and PJ perceptions of the respondents employed in the public sector organisation under the present study. Table 13 presents a summary of the results of the descriptive statistics of respondents of the Distributive and Procedural Justice Scale. NB: The code (PJ 25-27) for “understanding” for example indicate that “understanding” as an element of PJ constitutes the items 25 to 27 on the Distributive and Procedural Justice Scale developed by Tang & Sarsfield-Baldwin (1960). Table 13 presents the descriptive analysis in descending order of mean values of:

- a) the five (5) DJ items (DJ 7 through DJ 11),
- b) the five (5) PJ factors (understanding, trust, fairness, two-way communication and clarity)
- c) the composite result for DJ perceptions (DJ Summary) and PJ perceptions (PJ Summary).

	Mean	SD	Items	Number of Respondents	Total Expected Item Responses	Number of Item Responses	Number of Nil Item Responses
Understanding (PJ 25 – 27)	3.662	0.962	3	60	180	165	15
Trust (PJ 18 – 21)	3.396	1.196	4	60	240	218	22
Fairness (PJ 1 – 6)	3.266	1.078	6	60	360	329	31
PJ (Summary)							
(PJ 1 – 6; PJ 12 - 27)	3.166	0.798	22	60	1320	1209	111
Two-Way Communication							
(PJ 12 – 17)	3.043	0.831	6	60	360	329	31
DJ10-How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?	2.764	1.154	1	60	60	55	5
DJ8-How fair has the organisation been in rewarding you when you consider the responsibilities that you have?	2.709	1.133	1	60	60	55	5
Clarity (PJ 22 – 24)	2.700	1.319	1	60	60	55	5
DJ (Summary) (DJ 1 – 5)	2.651	1.024	5	60	300	275	25
DJ9-How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?	2.636	1.128	1	60	60	55	5
DJ11 – How fair has the organisation been in rewarding you when you consider the work that you have done well?	2.582	1.100	1	60	60	55	5
DJ7- How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?	2.564	1.229	1	60	60	55	5

Table 13. Descriptive Statistics for DJ items, PJ Factors, DJ Summary and PJ Summary

Of the (55) responses from (n=60) respondents across the five (5) DJ items, DJ perceptions were below average (mean=2.651; SD=.021). The total item responses from sixty (60) respondents for the other variables are also tabled.

The results reflect that:

- a) *PJ* and all of its elements (*understanding, trust, fairness and two-way communication*) were favourably evaluated with the exception of *clarity* of the performance appraisal process (mean=2.700, SD=1.32).
- b) The highest mean score was achieved for the *PJ* element *understanding* of the performance appraisal process (mean=3.662, SD=0.962). This was followed by *trust* in the supervisor (mean=3.396, SD=1.196).
- c) Respondents evaluated the element of *fairness* (mean=3.266, SD=1.078) just above average while *two-way communication* was rated average (mean=3.043, SD=0.831). The respondents had favourable *PJ perceptions* (mean=3.166, SD=0.798) when considering the PPMS.

In contrast, the *DJ* perceptions of employees at the CDSM were below average (mean=2.651, SD=1.024). All of the *five (5) items* that contribute to the overall *DJ* perception have been below average ranging from (mean 2.764, SD=1.154) for *fairness when considering the amount of education and training the employee has* to a mean of (2.564, SD=1.229) for *fairness of the organisation when the amount of effort that is put forth* is considered.

4.4. INFERENCE STATISTICS

Inferential statistics technique in the form of Spearman's Rho (r_s) and Pearson's product moment correlation (r) coefficients were used to compute the relationship between:

- a) various biographical variables (*age, tenure and salary level*) and *DJ*
- b) various biographical variables (*age, tenure and salary level*) and *PJ* perceptions
- c) *DJ* and *performance appraisal ratings allocated* at the performance cycle end
- d) *PJ* and *performance appraisal ratings allocated* at performance cycle end

Regression Analysis was utilised to determine the line of best fit between variables. The variability between the predictor and predicted variables were computed.

4.4.1. Spearman's Rho Correlations

The table 14 below indicates that there is no significant relationship between:

- a) biographical variables (age, tenure or salary levels) and PJ.
- b) biographical variables (age, tenure or salary levels) and DJ.
- c) between biographical variables (age, tenure or salary levels) and elements of PJ.
- d) between biographical variables (age, tenure or salary levels) and items of DJ.



		Age	Tenure	Salary level		
Spearman's rho (r _s)	DISTRIBUTIVE JUSTICE items	DJ7-Effort - How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?	Correlation Coefficient	-0.097	-0.187	0.051
			Sig. (2-tailed)	0.503	0.172	0.709
			N	50	55	55
		DJ8-How fair has the organisation been in rewarding you when you consider the responsibilities that you have?	Correlation Coefficient	-0.043	-0.233	-0.018
			Sig. (2-tailed)	0.769	0.087	0.895
			N	50	55	55
		DJ9-How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?	Correlation Coefficient	-0.032	-0.162	-0.047
			Sig. (2-tailed)	0.824	0.238	0.735
			N	50	55	55
		DJ10-How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?	Correlation Coefficient	0.073	-0.026	0.097
			Sig. (2-tailed)	0.615	0.85	0.48
			N	50	55	55
		DJ11-How fair has the organisation been in rewarding you when you consider the work that you have done well?	Correlation Coefficient	0.065	-0.118	0.201
			Sig. (2-tailed)	0.655	0.390	0.141
			N	50	55	55
	DISTRIBUTIVE JUSTICE (DJ7-11)	Correlation Coefficient	-0.001	-0.166	0.04	
		Sig. (2-tailed)	0.994	0.226	0.769	
		N	50	50	55	
PROCEDURAL JUSTICE elements/factors		(PJ 1 – 6) Fairness	Correlation Coefficient	-0.110	-0.860	0.180
			Sig. (2-tailed)	0.442	0.528	0.184
			N	51	56	56
		(PJ 12 – 17) Two-way Communication	Correlation Coefficient	-0.131	-0.890	-0.010
			Sig. (2-tailed)	0.358	0.513	0.943
			N	51	56	56
		(PJ 18 – 21) Trust	Correlation Coefficient	-0.238	-0.135	0.063
			Sig. (2-tailed)	0.096	0.324	0.649
			N	50	55	55
		(PJ 22 – 24) Clarity	Correlation Coefficient	-0.078	-0.072	0.034
			Sig. (2-tailed)	0.595	0.607	0.806
			N	49	54	54
		(PJ 25 – 27) Understanding	Correlation Coefficient	0.136	0.143	0.088
			Sig. (2-tailed)	0.346	0.298	0.521
			N	50	55	55
	PROCEDURAL JUSTICE(PJ 1 – 6 & PJ 12 – 27)	Correlation Coefficient	-0.099	-0.034	0.106	
		Sig. (2-tailed)	0.491	0.805	0.437	
		N	51	56	56	

*p <0.05; **p <0.01

Table 14. Spearman's Rho correlations between biographical variables (age, tenure, and salary level) and PJ (and its elements) and between biographical variables (age, tenure, and salary level and DJ (and its items)

The results in Table 14 show that there is:-

- a) no significant relationship between *DJ* and any of the biographical variables (*age*, *salary level*, and *tenure*)
- b) an inverse relationship between *DJ* and *tenure* ($r_s = -.166$, $p = .226$).
- c) a very weak inverse relationship between *DJ* and *age* ($r_s = -.001$, $p = .994$).
- d) a weak positive relationship between *DJ* and *salary level* ($r_s = .040$, $p = .769$).

Table 14 also shows that there is:

- a) no significant relationship between *PJ* and the biographical variables (*age*, *salary level*, and *tenure*)
- b) an inverse relationship between *PJ* and *age* ($r_s = -.099$, $p = .491$)
- c) an inverse relationship between *PJ* and *tenure* ($r_s = -0.034$, $p = .805$)
- d) an inverse relationship between *age* and most of the elements of PJ (*fairness*, *two-way communication*, *trust* and *clarity*)
- e) a positive relationship between *age* and *understanding* ($r_s = .136$, $p = .346$)
- f) an inverse relationship between *tenure* and all of the elements of PJ (*fairness* ($r_s = -0.860$, $p = 0.528$), *two-way communication* ($r_s = -0.890$, $p = 0.513$), *trust* ($r_s = -0.135$, $p = 0.324$), and *clarity* ($r_s = -0.072$, $p = 0.607$),) except between *tenure* and *understanding* ($r_s = .143$, $p = .298$)
- g) no significant relationship between any of the elements of PJ (*fairness*, *two-way communication*, *trust* and *clarity*) and any of the biographical variables (*age*, *salary level*, and *tenure*).

4.4.2 The Pearson's Product Moment Correlations

The table 15 below indicates relationships between:

- a) DJ items (DJ7 through DJ 11) and the 2 variables PJ and performance appraisal rating received

- b) DJ perceptions and the 2 variables PJ and performance appraisal rating received
- c) PJ elements (*fairness, two-way communication, trust and clarity*) and the 3 variables PJ, DJ and performance appraisal rating received
- d) PJ perceptions and the 2 variables DJ and performance appraisal rating received
- e) PJ and items of DJ



Pearson Correlation (r)			Performance Appraisal Rating		
			DJ	PJ	
DISTRIBUTIVE JUSTICE items	DJ7- Effort - How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?	Correlation Coefficient	.247	.913(**)	.604(**)
		Sig. (2-tailed)	.098	.000	.000
		N	46	55	55
	DJ8 -How fair has the organisation been in rewarding you when you consider the responsibilities that you have?	Correlation Coefficient	.111	.922(**)	.565(**)
		Sig. (2-tailed)	.463	.000	.000
		N	46	55	55
	DJ9-How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?	Correlation Coefficient	.175	.930(**)	.581(**)
		Sig. (2-tailed)	.245	.000	.000
		N	46	55	55
	DJ10-How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?	Correlation Coefficient	.292(*)	.828(**)	.637(**)
		Sig. (2-tailed)	.049	.000	.000
		N	46	55	55
	DJ11-How fair has the organisation been in rewarding you when you consider the work that you have done well?	Correlation Coefficient	.292(*)	.864(**)	.552(**)
		Sig. (2-tailed)	.049	.000	.000
	N	46	55	55	
DISTRIBUTIVE JUSTICE (DJ7 – 11)		Correlation Coefficient	.252	1	.660(**)
		Sig. (2-tailed)	.091		.000
		N	46	55	55
PROCEDURAL JUSTICE elements/Factors	(PJ 1 – 6) Fairness	Correlation Coefficient	.459(**)	.671(**)	.774(**)
		Sig. (2-tailed)	.001	.000	.000
		N	46	55	56
	(PJ 12 – 17) Two-way Communication	Correlation Coefficient	.257	.617(**)	.882(**)
		Sig. (2-tailed)	.085	.000	.000
		N	46	55	56
	(PJ 18 – 21) Trust	Correlation Coefficient	.430(**)	.645(**)	.864(**)
		Sig. (2-tailed)	.003	.000	.000
		N	46	55	55
	(PJ 22 – 24) Clarity	Correlation Coefficient	.065	.278	.449(**)
		Sig. (2-tailed)	.666	.041	.001
		N	46	54	54
	(PJ 25 – 27) Understanding	Correlation Coefficient	.262	0.117	.561(**)
		Sig. (2-tailed)	0.078	0.393	.000
	N	46	55	55	
PROCEDURAL JUSTICE (PJ 1 – 6; PJ 12-27)		Correlation Coefficient	.416(**)	.660(**)	1
		Sig. (2-tailed)	.004	.000	
		N	46	55	55

*p <0.05; **p <0.01

Table 15.: Pearson's Product Moment Correlations between Performance Appraisal ratings received and PJ (and its elements) and between Performance Appraisal ratings received and DJ (and its items)

4.4.2.1 Statistical relationships between DJ & PJ perceptions and Performance Appraisal rating:

The results in Table 15 indicate that there is no significant relationship between *DJ perceptions* and the *performance appraisal ratings* received ($r=.252$, $p=0.91$) at the end of a performance cycle. There is however a weak positive relationship between the two variables. Each of the items of DJ (DJ 7 through 11) yields the following relationships with the performance appraisal rating:

a) There is no significant relationship between 3 of the items of DJ and the performance appraisal rating namely DJ7 - *How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?* ($r=.247$; $p=.098$), DJ8 - *How fair has the organisation been in rewarding you when you consider the responsibilities that you have?* ($r=.111$; $p=.463$) and DJ9 - *How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?* ($r=.175$; $p=.245$).

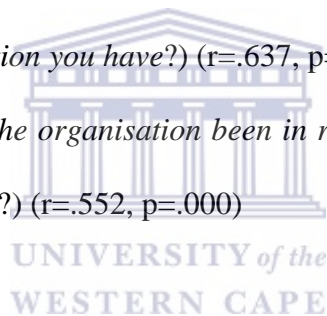
b) There is a significant relationship between 2 of the items of DJ and the performance appraisal rating namely between DJ10 - *How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?* and the performance appraisal rating ($r=.242$, $p=.049$) and between DJ 11 - *How fair has the organisation been in rewarding you when you consider the work that you have done well?* and the performance appraisal rating ($r=.292$, $p=.049$).

Table 15 shows that there is a significant relationship between PJ and performance appraisal rating ($r=0.416$; $p=0.004$). There is also a significant relationship between performance appraisal and elements of PJ *fairness* ($r=.59$; $p=.001$) and *trust in supervisor* ($r=.430$; $p=.003$). There is no significant relationship between performance appraisal rating and *two-way communication*

performance appraisal rating ($r=.257$, $p=.085$) and between *clarity* and performance appraisal rating ($r=.065$; $p=.666$) and understanding and performance appraisal rating ($.262$, $p = .078$).

There are strong significant relationships between PJ and all of the items of DJ as follows:

- a) PJ and DJ7 (*How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?*) ($r=.604$, $p=.000$)
- b) PJ and DJ8 (*How fair has the organisation been in rewarding you when you consider the responsibilities that you have?*) ($r=.565$, $p=.000$)
- c) PJ and DJ9 (*How fair has the organisation been in rewarding you when you consider when you consider the stresses and strains of your job?*) ($r=.581$, $p=.000$)
- d) PJ and DJ10 (*How fair has the organisation been in rewarding you when you take into account the amount of education you have?*) ($r=.637$, $p=.000$)
- e) PJ and DJ11 (*How fair has the organisation been in rewarding you when you consider the work that you have done well?*) ($r=.552$, $p=.000$)



The table 16 provides relationship between:

- a) DJ items and PJ Factors
- b) D J and PJ factors
- c) PJ and PJ factors
- d) Performance appraisal rating received and PJ factors

Pearson Correlation (r)			Two-Way				
			Fairness	Communication	Trust	Clarity	Understanding
DISTRIBUTIVE JUSTICE Items (DJ7 To DJ11)	DJ7 - How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?	Correlation Coefficient	.641(**)	.573(**)	.552(**)	.237	.069
		Sig. (2-tailed)	.000	.000	.000	.085	.618
		N	55	55	55	54	55
	DJ8-How fair has the organisation been in rewarding you when you consider the responsibilities that you have?	Correlation Coefficient	.543(**)	.541(**)	.571(**)	.301(*)	.052
		Sig. (2-tailed)	.000	.000	.000	.027	.704
		N	55	55	55	54	55
	DJ9 - How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?	Correlation Coefficient	.566(**)	.589(**)	.608(**)	.245	.048
		Sig. (2-tailed)	.000	.000	.000	.075	.726
		N	55	55	55	54	55
	DJ -10 How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?	Correlation Coefficient	.669(*)	.541(**)	.651(**)	.215	.229
		Sig. (2-tailed)	.000	.000	.000	.118	.093
		N	55	55	55	54	55
	DJ 11 - How fair has the organisation been in rewarding you when you consider the work that you have done well?	Correlation Coefficient	.565(*)	.505(**)	.493(**)	.245	.126
		Sig. (2-tailed)	.000	.000	.000	.074	.385
		N	55	55	55	54	55
	DISTRIBUTIVE JUSTICE	Correlation Coefficient	.671(*)	.617(**)	.645(**)	.278(*)	.117
		Sig. (2-tailed)	.000	.000	.000	.041	.393
		N	55	55	55	54	55
PROCEDURAL JUSTICE	Correlation Coefficient	.774(**)	.882(**)	.864(**)	.449(**)	.561(**)	
	Sig. (2-tailed)	.000	.000	.000	.001	.000	
	N	56	55	55	54	55	
Performance Appraisal rating	Correlation Coefficient	.459(**)	.257	.430(**)	.065	.262	
	Sig. (2-tailed)	.001	.085	.003	.666	.078	
	N	56	46	46	46	46	

*p <0.05; **p <0.01

Table 16.: Pearson's Product Moment Correlations between DJ (and its items) and PJ (and its elements) and between Performance Appraisal ratings received and DJ (and its items)

According to table 16 there are significant relationships between:

- a) DJ items (DJ7 to DJ11) and PJ factors
- b) DJ and all PJ factors except understanding
- c) PJ and all its factors

There are strong significant relationships between all of the items of DJ and DJ perceptions and between PJ elements and DJ perceptions as listed below. The significant relationships are as follows:

- a) DJ and fairness ($r=.671$; $p=0.000$)
- b) DJ and two-way communication ($r=.617$; $p=0.000$)
- c) DJ and trust in supervision ($r = .645$; $p=.000$)
- d) DJ and PJ ($r=.660$; $p=.000$)



There is no significant relationship between:

- a) DJ and Clarity ($r=.278$; $p=.041$) and between
- b) DJ and Understanding ($r=.117$; $p=0.393$).

UNIVERSITY of the
WESTERN CAPE

4.4.3 Linear Regression Analysis

The Linear Regression Analysis technique was used to gain insight into the extent to which the *performance appraisal rating* (predictor variable) explains the variability of *DJ* and *PJ* (or predicted variables) amongst employees at the public service organisation, Chief Directorate Surveys and Mapping.

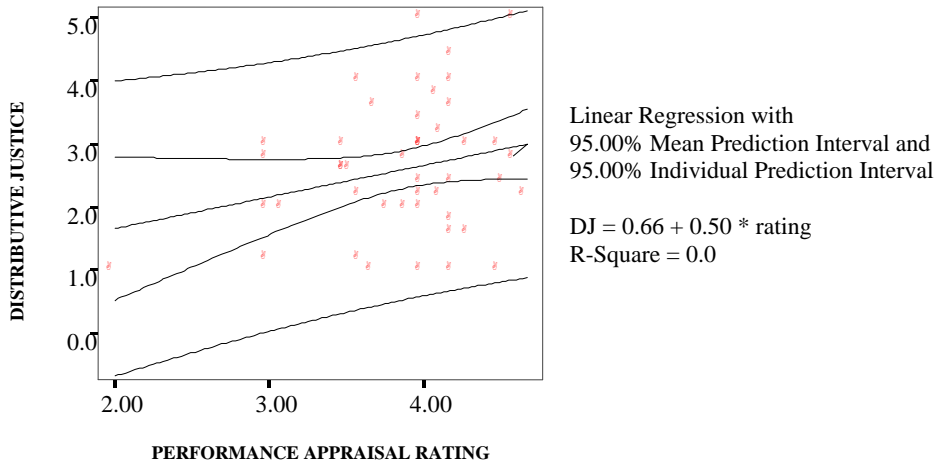


Figure 9.: The Linear Regression between the predictor (performance appraisal rating) and the predicted variable (DJ).

Figure 9 shows that, of the variability of DJ, the performance appraisal rating explains 6% of the variability. A single observation is placed far from the data body (2,1) and might have an unjustified influence on the equation and especially the slope of the regression line.

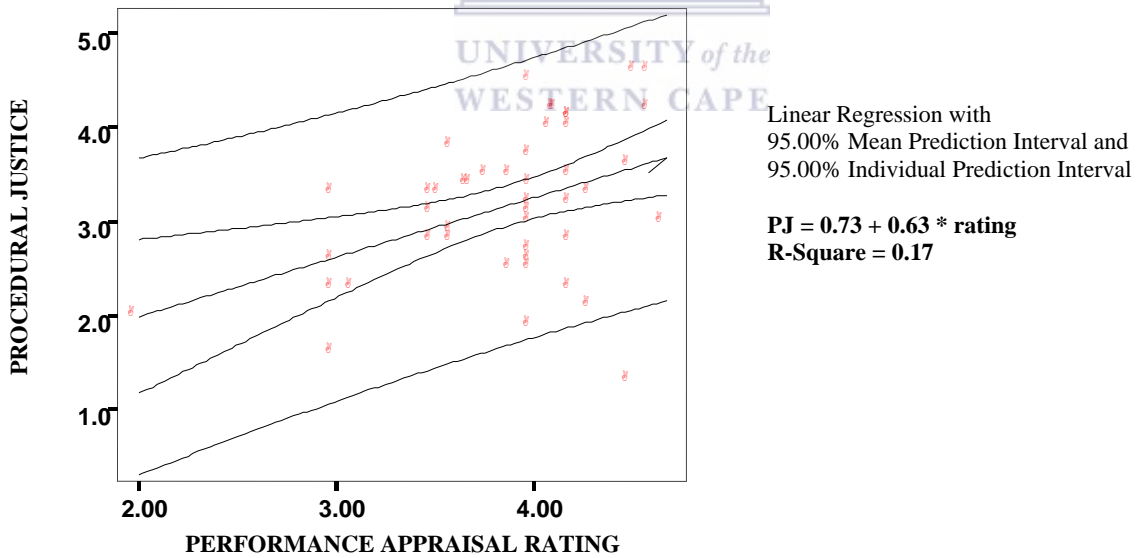


Figure 10.: The Linear Regression between the predictor (performance appraisal rating) and the predicted variable (PJ)

Figure 10 depicts, that of the variability of PJ, the performance appraisal rating explains 17% of the variability.

4.5. SUMMARY OF THE CHAPTER

This chapter has provided an overview of the most salient findings obtained based on empirical analysis of the data. Significant differences between biographical data and distributive- and PJ perceptions were identified. Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) 14.0 for Windows were used to statistically analyse the data gathered from the Distributive- and PJ Scale (Tang and Sarsfield-Baldwin, 1996). Microsoft Excel was used for preliminary data manipulation and graphical illustrations. Statistical analysis involved descriptive and inferential methods namely Spearman's Rho, Pearson Product Moment Correlation Coefficient and Linear Regression Analysis methods. Chapter five presents a discussion of the findings obtained on perceptions of distributive- and PJ amongst employees of the public sector organisation under the present study and contextualizes the research findings based on previous research.



CHAPTER FIVE

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter presents the discussion of the significant findings of the present study. Conclusions are drawn from descriptive statistics, correlations and regression analysis between dimensions of distributive- and PJ and performance appraisal ratings. Chapter five provides a summary of the research study with emphasis on answering the research questions. Recommendations are made for implementation in the Chief Directorate Surveys and Mapping and for future research.

5.2. DISCUSSION AND CONCLUSION



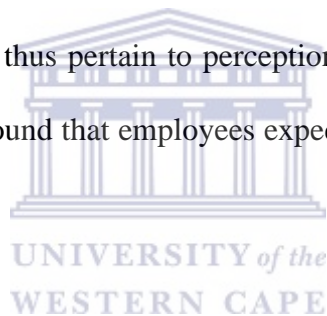
UNIVERSITY of the
WESTERN CAPE

The primary purpose of the study was to clarify the concepts DJ and PJ pertaining to the workplace and to determine whether relationships exist between DJ and the performance appraisal rating received at the end of a performance cycle amongst employees at the CDSM. Whilst the rating is an outcome, this is often an input to determine the final outcome (monetary reward) (Lyubomirsky & Ross cited in Bartol et al., 2001).

A discrepancy in expected and actual outcomes of performance appraisals influences justice perceptions of employees. DJ and PJ perceptions were examined amongst employees at the CDSM after the performance appraisals results were issued during the 2004/2005 performance evaluation period. Relationships of PJ and DJ were determined against performance appraisal ratings received

at the end of the performance cycle 2004/2005. In line with the objectives set out in the research questions, the two concepts will be explained.

It is important that organisations treat employees fairly and consistently with other employees if it were to adhere to the letter and the spirit of the Labour Relations Act (1995). This extends to fairness and consistency in application of all systems that the organisation may use to assess the individual's work performance and the commensurate performance bonus or reward in exchange for work done well. This consistency needs to be evident across the organisation at all times and individual employees. DJ refers to how appealing the ratee finds the decision that was made by the rater on the magnitude of the reward received relative to inputs made over a time period relative to that of peers. Should there be a discrepancy between actual and expected outcomes feelings of injustice may arise. DJ perceptions thus pertain to perceptions of outcome fairness. Bartol et al., (2001) report that previous studies found that employees expect ratings above average in relation to others.



A further aim of the present study was to determine how the performance appraisal rating received after the 2004/2005 performance period influenced DJ perceptions and whether a significant relationship exists between the predictor variable (performance appraisal rating) and the predicted variable (DJ). DJ perceptions were measured in this research study by way of the five (5) items on the Distributive and Procedural Justice Scale of Tang and Sarsfield-Baldwin (1996). The results show that there is:-

- a) no significant relationship exists between DJ perceptions and performance appraisal ratings received. There is however a significant relationship between performance appraisal rating received and two of the items that measure DJ

- b) a significant relationship between performance appraisal rating and *How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?*
- c) a significant relationship between performance appraisal rating and *How fair has the organisation been in rewarding you when you consider the work that you have done well?*

Pearson Correlation (r)	DISTRIBUTIVE JUSTICE Items		Performance Appraisal Rating	DJ
		DJ7- Effort - How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?	Correlation Coefficient .247	.913(**)
			Sig. (2-tailed) .098	.000
			N 46	55
		DJ8 -How fair has the organisation been in rewarding you when you consider the responsibilities that you have?	Correlation Coefficient .111	.922(**)
			Sig. (2-tailed) .463	.000
			N 46	55
		DJ9-How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?	Correlation Coefficient .175	.930(**)
			Sig. (2-tailed) .245	.000
			N 46	55
		DJ10-How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?	Correlation Coefficient .292(*)	.828(**)
			Sig. (2-tailed) .049	.000
			N 46	55
		DJ11-How fair has the organisation been in rewarding you when you consider the work that you have done well?	Correlation Coefficient .292(*)	.864(**)
			Sig. (2-tailed) .049	.000
			N 46	55
		Distributive Justice (DJ7 – 11)	Correlation Coefficient .252	1
			Sig. (2-tailed) .091	
			N 46	55

*p <0.05; **p <0.01

Table 17. Relationship between Performance Appraisal ratings received and DJ (and its items)

The present research study found that DJ perceptions amongst employees at the CDSM is unfavourable i.e. on a scale of (low) 1 to (high) 5 the DJ perceptions of employees is below average

(mean=2.651, SD=1.024). According to Greenberg (1986a) DJ concerns would be impacted if employees believe the performance appraisal rating was not representative of the work that was performed or rewards (monetary value of the high ratings) are not commensurate with efforts to achieve high rating).

Linear Regression Analysis shows that of the variability of DJ, the performance appraisal rating explains 6% of the variability. Other unexplored variables may thus impact the DJ perceptions of employees at the public service organisation, the CDSM.

A further aim of the present study was to determine how the performance appraisal rating received by employees, influences PJ perceptions. It is as important for managers to know what the staff members under their supervision must do and that these are articulated in the job descriptions and work-plans *as* it is important for managers to know whether they achieve or exceed the requirements of the job. For this to happen, the manager must have accurate data on hand before any recommendation can be made in terms of the rating to be allocated at the end of the performance cycle. Incorrect application of the performance management system may present the image of the system as being a systematic micromanager rather than a developmental tool. The five (5) factors that constitute PJ as proposed by Tang and Sarsfield-Baldwin (1996) are fairness of the supervisor in general, two-way communication, trust in the supervisor, clarity of the performance management process and the ratee understanding of the performance appraisal system. PJ therefore refers to the fairness judgements that employees make about the processes and procedures as used by the supervisor which contributed to the outcome decision. It is important that the ratee must be heard and that a mechanism is in place should there be a need to dispute an outcome that is deemed unfair.

The results of the study showed that:

- there is a significant relationship between performance appraisal rating and PJ
- there is a significant relationship between the performance appraisal rating received and fairness of the supervisor in general (as an element of PJ)
- there is a significant relationship between the performance appraisal rating received and trust in the supervisor (as an element of PJ)
- there is a significant relationship between DJ and PJ

The table 18 below depicts the above relationships.



Pearson Correlation (r)	DISTRIBUTIVE JUSTICE (DJ7 – 11)DJ	Correlation Coefficient	Performance Appraisal Rating	PJ	
			.252	.660(**)	
		Sig. (2-tailed)	.091	.000	
		N	46	55	
PROCEDURAL JUSTICE Factors	(PJ 1 – 6) Fairness	Correlation Coefficient	.459(**)	.774(**)	
		Sig. (2-tailed)	.001	.000	
		N	46	56	
	(PJ 12 – 17) Two-way Communication	Correlation Coefficient	.257	.882(**)	
		Sig. (2-tailed)	.085	.000	
		N	46	56	
	(PJ 18 – 21) Trust	Correlation Coefficient	.430(**)	.864(**)	
		Sig. (2-tailed)	.003	.000	
		N	46	55	
	(PJ 22 – 24) Clarity	Correlation Coefficient	.065	.449(**)	
		Sig. (2-tailed)	.666	.001	
		N	46	54	
	(PJ 25 – 27) Understanding	Correlation Coefficient	.262	.561(**)	
		Sig. (2-tailed)	0.078	.000	
		N	46	55	
		PROCEDURAL JUSTICE (PJ 1 – 6; PJ 12-27)	Correlation Coefficient	.416(**)	1
			Sig. (2-tailed)	.004	
			N	46	55

Table 18.: Relationship between Performance Appraisal ratings received and Procedural Justice (and its factors)

According to Sweeney and McFarlin, (cited in Tang and Sarsfield-Baldwin, 1996) evaluations on an organisational level for example organisation commitment reflect PJ. When procedures are perceived to be fair employees tend to be supportive of the decisions taken and the authorities that make these decisions (Brockner et al., cited in Beugrè 2000). Huffman and Cain (2001) purports that satisfaction of outcomes is influenced by perceived fairness of procedures used in an appraisal process. Outcomes derived from procedures that are perceived as fair are judged as more satisfactory than outcomes achieved through procedures seen as unfair. The present research study found that DJ perceptions amongst employees at the CDSM is unfavourable but that PJ perceptions amongst employees at the CDSM is favourable i.e. on a scale of (low) 1 to (high) 5 the PJ

perceptions of employees is average (mean 3.166; SD = 0.798). Trust (mean=3.396; SD = 1.196) and fairness (mean=3.266; SD=1.078) are both average.

Of the variability of PJ, the performance appraisal rating explains 17% of the variability. Thus other unexplored variables may influence PJ perceptions. Considering the sample size of only 46, the researcher was of the opinion that the variability is explained to a reasonable extent. This opinion was verified through personal discussion with T. J. vW, Kotze (personal communication, November 14, 2006).

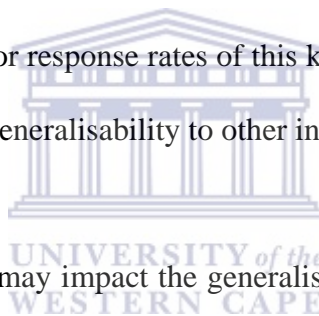
A summary of Biographical details of respondents and response rates are also presented in tabular form (where established) for quick reference purposes.

Parameter	Respondents	Comment
Job-title: Industrial Technicians	(n=20; 33%)	Majority
Job-title: Survey officers	(n=46; 24%)	Second highest
Salary level 7	(n=22; 37%)	Majority
Sex: Female	(n=33; 55%)	Majority
Sex: Male	(n=27; 45%)	Minority
Rater	(n=15; 25%)	Minority
Ratee	(n=45; 75%)	Majority
Age - younger than 40 years old	(n=29, 48,3%)	Majority
Age – 41 to 50 years old	(n=18; 30%)	Second highest
Age – older than 50 years old	(n=8; 13,3%)	
Age – no item responses	(n=5; 8,3%)	
Total response rate	(n=60; 31,4%)	

Table 19. A summary of Biographical details of respondents and response rates

It must be noted that there is no significant relationship between biographical variables examined (age, salary level and tenure) and DJ perceptions. DJ perceptions are therefore not based on selected biographical variables age, salary and tenure amongst the employees at the CDSM.

One of the limitations of the present study concerns the response rate. Sixty (n=60) responses were received. This amounts to a response rate of 31,4%. The reason for the relatively poor response rate has not been investigated. However, informal discussion with employees at the CDSM to gauge some idea for the low response rate ranged from employee apathy with the PPPMS to work overload as cause, to no time to complete questionnaire. Risk of being victimised has also been cited as reason for not completing questionnaires. These feelings and suggestions from employees were collected through informal discussions during advocacy for participation in the research study. The researcher does not know of a study that was conducted to measure DJ and PJ perceptions with respect to the most recent performance appraisal rating decision of real subjects in a real performance appraisal situation to benchmark response rates in this type of study. Sekaran (2000) finds thirty percent (30%) an acceptable response rate for most research purposes. Although the researcher knows of no benchmark for response rates of this kind of study, the apparently fairly low response rate of 31,4% may impact generalisability to other institutions.



The limitations of the present study may impact the generalisability of the present study. Some of the factors that may adversely impact generalisability of the study may include the nature of the jobs in the organisation where the study was conducted. Because other public sector organisations employ various occupational categories of employees, the results may not be inferred to occupational categories other than geographers, survey professionals, cartographers etc. that were targeted in the present study. Other factors that may impact generalisability are the number of years that the organisation has implemented the PPMS. Although the PPMS have been fairly newly implemented in the organisation of the present research, the CDSM was one of the first organisations to have implemented the system. The expectations of employees and understanding of the performance appraisal process and trust in the supervisor have been established over the five

year implementation period at the organisation under the present study. These factors that pertain to PJ would impact the results of the study.

5.2.1. RECOMMENDATIONS

5.2.1.1. Recommendations for Implementation at CDSM

Performance management and particularly performance appraisals cannot be an isolated activity if it is to fulfil its role to reward employees that have done well. Human resource managers and line managers need to accept shared responsibility to effectively implement the PPMS. The political context of the PPMS has implication for the design of the PPMS. Factors such as limited budgets and general policies that are mandated by national government for implementation by departments nationally and provincially limit managers and supervisors because these are not within their area of control. The manager as implanter of the PPMS needs to ensure equity in the workplace as the rater and coach. Employee perceptions of fairness can be controlled by managers through consistent implementation of fair and unbiased practices. The following performance management practices are recommended:

- a) The sensitivities with which the manager deal with the ratee and the intention to operate in a consistently fair manner is controllable by managers. Training of managers with regard to the sensitivity with which the employee should be treated, fairness when conducting evaluations in an unbiased and ethical way is a key to improving fairness perceptions amongst employees in the organisation. A sound knowledge of the activities of the ratee is necessary. Greenberg (1996a) suggests keeping diaries for accurate recording purposes. All managers should know what their staff members must do according to their job descriptions and workplans. Caution

must be taken against micromanaging employees as this can be both demotivating and adversely impacting creativity of employees. However required deliverables need to be communicated. Communication goes beyond keeping employees informed about what their duties are. Forums should be devised for contributions, ideas, reactions and complaints that can be aired to ensure continuous improvement of the system. These suggestions may then be forwarded to the Department of Public Services to ensure full circle feedback and change where necessary.

- b) Develop an ambience of continuous learning, development and communication between rater and ratee of how well the day-to-day challenges have been met through an integrated performance management system. The mindset needs to be moved from wanting to control to wanting to develop human resources.
- c) Caution against distortions of ratings on the basis of impression management tactics of ratees, age, tenure and salary level.
- d) Avoid favourable inequity – the situation where ratees are given more than is merited.
- e) Avoid unfavourable inequity – the situation where ratees are given less than is merited
- f) Be specific about what the ratee should continue doing and what to avoid doing
- g) Consistency of application of the PPMS across the organisation needs to be emphasised.
- h) Two-way communication involves consistency and providing factual evidence to the employee for him/her to be able to justify actions. Balance the need between informing the ratee what is required and listen and try to gauge an understanding of what skills ratees actually need to develop to effectively do the job.
- i) The inclusion of ‘contextual performance’ as a Key Performance Area is considered into the workplan. This would encourage cooperation with peers, improved interpersonal relations, enhance group work and willingness to assist others. Contextual performance would then not be seen as unrewarded and extra to the job-role.

DJ has been evaluated unfavourably while all elements of PJ were favourably (average) evaluated. There is however strong significant relationships between the influence of PJ elements (fairness, two-way communication, trust and clarity) on perceptions of DJ. Although the DJ perceptions are unfavourable many of the responses raised through the biographical questionnaire issues pertained to PJ.

Further recommendations are proposed:

- j) Raters should take into consideration that DJ perceptions are influenced by PJ and some of its elements namely fairness of supervisor in general, two-way communication between supervisor and employee, trust in supervisor and clarity on the performance appraisal process.
- k) Fairness as an element in the PPMS should be emphasised. Given the significant relationships between fairness as an element of PJ and acceptance of ultimate reward, it is imperative that managers embrace the importance of being fair in the processes pertaining to the PPMS.
- l) Managers should treat the PPMS as part of the continuous management activities with managers acquiring a coaching approach to enhance organisational return on investment thus provide relevant information all of the time versus only during formal review sessions. Issues that are addressed when the need arises will enhance feelings of support from supervisor and will inform supervisor with regard to the required management style to be employed with each of his/her employees.
- m) Managers need to rework the image of PPMS as being an employee friendly capacity building tool for self improvement and organisational improvement, versus the image of a tool that proliferates unfairness and bias and used to wield power and withhold opportunities and rewards, by actually being fair and unbiased.
- n) Employee understanding of a situation governs their behaviour so managers' understanding of the situation is less important. Managers need to develop people management competencies to

deal with distasteful reactions of employees to low ratings which imply no or low bonus situations. Develop emotional intelligent competencies for effective development of a shared understanding of the ratee of what needs to be achieved and then increasing the probability that these objectives are achieved. This will empower the manager to deal with ratee reactions should performance rating expectations differ from actual rewards.

- o) Take due consideration of what ratees do well and exceed in expectation in comparison with the job description before allocation of ratings.
- p) The rating system should be simplified – mastery descriptions should be understood and adhered to by the rater and ratee. Monetary reward that is commensurate with the rating needs to be reviewed. Possibilities on how to reduce paperwork needs to be brainstormed. Allocation of rating and commensurate performance awards should be based on criteria agreed upon at the time of development of the work-plan for a review period.
- q) Review comments made by employees (See Appendix D) to improve the PPMS based on these employee suggestions.
- r) Of the variability of DJ perceptions, performance appraisal ratings can be explained by 6% of the variability and PJ can be explained for 17% of the variability. Other variables may therefore influence DJ and PJ perceptions. These should be explored.
- s) View the appeals process as a necessary and legitimate mechanism for employees to dispute ratings and not the reason for attaching a stigma to anybody that uses the system
- t) Managers should be reminded that DJ perceptions are strongly influenced by PJ perceptions and that DJ is influenced by all of the factors of PJ (fairness, two-way communication, trust in supervisor and clarity with the PPMS). These aspects therefore need to be acknowledged for the PPMS to be operated as a system that involves the rights and obligations of rater and the ratee.

5.2.1.2. Recommendations for further Research

The findings of the study support the speculation of Greenberg (1990) that procedural justice is important all of the time. The present study was implemented in one (1) national government department chief directorate situated in the Western Cape. The results may therefore not be generalisable to other regions and environments.

It is recommended that further research is conducted

- a) in other public service departments in the Western Cape
- b) in other public sector departments in other provinces in South Africa
- c) in environments outside of the public sector for example the private sector organisations and parastatals where performance appraisal systems are used.

Further research of fairness perceptions of performance appraisal systems is a critical step towards eliminating bias, inconsistencies and unfairness when conducting assessments that determine rewards or administer punitive measures. Justice concerns are not limited to the workplace but spill over from our social lives hence the socially responsible workplace as a learning environment can be training ground that guides human behaviour from a social justice perspective.

5.2.1.3. Conclusion

The success of a performance appraisal system like the PPMS involves the technical, behavioural and psychological inputs and outputs of the rater and the ratee to be effective. One of the reasons for implementation of performance appraisal systems in the workplace is to identify areas of development in each individual in the organisation. This also holds true for the PPMS.

Development of competencies and implementation of these that will lead to fair and consistent treatment of all individuals across the organisation is important to raise DJ and PJ perceptions in the organisation. Fairness is a value that is not negotiable in a performance appraisal system that determines ultimate monetary reward of the ratee. The rights and obligations of each employee as ratee and each manager as rater based on an ethical employment relationship would include fair treatment in any of our interpersonal interactions in the organisation. Improvement of fairness perceptions is thus a key ingredient when we deal with the challenges that demand the development of an ethos of service excellence in the public service. A public service-wide study of fairness perceptions of performance appraisal systems should be considered for further study to contribute to improvement of fairness perceptions and ultimate effective management of service delivery in the public service.



6. REFERENCES

- Adams, J.S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), Advances in experimental social psychology (pp. 267-299). New York: Academic Press.
- Armstrong, M. (2000). Performance management: key strategies and practical guidelines (2nd ed.). USA: Kogan Page.
- Armstrong, M. (2001). Strategic human resource management: a guide to action (2nd ed.). London: Kogan Page.
- Bailey, C.T. (1986). The measurement of job performance. Vermont: Gower Publishing Company.
- Banner, D.K., & Cooke, R.A. (1984). Ethical dilemmas in performance appraisal. Journal of Business Ethics, 3, 327-333.
- Bartol, K.M., Smith, R.H., Durham, C.C., & Poon, J.M.L. (2001). Influence of performance evaluation rating segmentation on motivation and fairness perceptions. Journal of Applied Psychology, 86, 1106-1119.
- Bernardin, J.H., Hagan, C.M., Kane, J.S., & Villanova, P. (1998). Effective performance management: a focus on precision, customers, and situational constraints. In J.W. Smither (Ed.), Performance appraisal: state of the art in practice (pp. 3-48). San Francisco: Jossey-Bass.

- Beugré, C.D. (2002). Understanding organisational justice and its impact on managing employees: an African perspective. International Journal of Human Resource Management, 13, 1091-1104.
- Bless, C., & Higson-Smith, C. (1995). Fundamentals of social research methods: An African perspective (2nd ed.). Cape Town: Juta.
- Bowen, D.E., Gilliland, S.W., & Folger, R. (1999). Human resource management and service fairness: how being fair with employees spills over to customers. Organizational Dynamics, 27, 7-24.
- Bowman, J.S. (1994). At last, an alternative to performance appraisal: total quality management. Public Administration Review, 54, 129-135.
- Boyd, N.M., & Kyle, K. (2004). Expanding the view of performance appraisal by introducing social justice concerns. Administrative Theory & Praxis, 26, 249-278.
- Brace, N., Kemp, R., & Snelgar, R. (2000). SPSS for psychologists: a guide to data analysis using SPSS for Windows. New York: Palgrave Publishers.
- Bretz, R.D., Milkovich, G.T., & Read, W. (1992). The current state of performance appraisal research and practice: concerns, directions, and implications. Journal of Management, 18, 321-352.
- Brown, M., & Benson, J. (2003). Rated to exhaustion? Reactions to performance appraisal processes. Industrial Relations Journal, 34, 67-81.

Bryman A. & Cramer, D. (1994). Quantitative data analysis for social scientists. New York: Routledge.

Camardella, M.J. (2003). Effective management of the performance-appraisal process. Employment Relations Today, Spring, 103-107.

Cameron, R., & Sewell, B. (2003). The implementation of performance management in the Cape Town Municipality:1996-2000. SAJEMS NS, 6, 243-261.

Carrel, M.R., Elbert, N.F., Hatfield, R.D., Grobler, P.A., Marx, M., Hatfield, R.D., & van der Schyf, S. (2000). Human resource management in South Africa. Cape Town, South Africa: Mills Litho.

Cawley, B.D., Keeping, L.M., & Levy, P.E. (1998). Participation in the performance appraisal process and employee reactions: a meta analytic review of field investigations. Journal of Applied Psychology, 83, 616-633.

Chen, H.M., & Kuo, T.S. (2004). Performance appraisal across organizational life cycles. Human Systems Management, 23, 227-233.

National Department of Land Affairs: Chief Directorate Surveys and Mapping homepage.

Retrieved November 10, 2006, from: <http://land.pwc.gov.za>

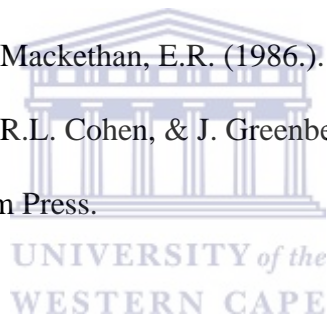
Coens, T., & Jenkins, M. (2000). Abolishing performance appraisals: why they backfire and what to do instead. San Francisco: Berrett-Koehler Publishers.

Colquitt, J.A. (2001). On the dimensionality of organisational justice: a construct validation of a measure. Journal of Applied Psychology, 86, 386-400.

Cook, K.S., & Hegtvedt, K.A. (1986). Justice and Power: an exchange analysis. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp. 19-41). New York: Plenum Press.

Cropanzano, R., Byrne, Z.S., Bobocel, D.R., & Rupp, D.E. (2001). Moral virtues, fairness heuristics, social entities, and other denizens of organizational justice. Journal of Vocational Behavior, 58, 164-209.

Crosby, F., Burris, L., Censor, C., & Mackethan, E.R. (1986.). Two rotten apples spoil the justice barrel. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp.267-281). New York: Plenum Press.



Cook, K.S., & Hegtvedt, K.A. (1986). Justice and Power: an exchange analysis. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp. 19-41). New York: Plenum Press.

Dailey, R.C.K., & Delaney, J. (1992). Distributive and PJ as antecedents of job satisfaction and intent to turnover. Human Relations, 45, 305-318.

De Nisi, A., Robbins, T., & Cafferty, T.P. (1989). Organisation of information used for performance appraisals: role of diary-keeping. Journal of Applied Psychology, 74, 124-129.

De Voe, S.E., & Iyengar, S.S. (2004). Managers' theories of subordinates: a cross-cultural examination of manager perceptions of motivation and appraisal of performance. Organisational Behavior and Human Decision Processes, 93, 47-61.

De Vos, A.S., Strydom, H., Fouche, C.B., & Delpont, C.S.L. (2002). Research at grass roots for the social sciences and human service professionals (2nd ed.). Pretoria: Van Schaik Publishers.

Deutsch, M. (1981). Cooperation, Conflict, and Justice. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp. 3-18). New York: Plenum Press.

Deutsch, M. (1986). Justice in "The Crunch." In M.J., Lerner & S.C. Lerner. (Eds.), The justice motive in social behaviour: adapting to times of scarcity and change (pp. 343-357). New York, Plenum Press.



Dipboye, R.L., & de Pontbriand, R. (1981). Correlates of employee reactions to performance appraisals and appraisal systems. Journal of Applied Psychology, 66, 248-251.

Dorffman, P.W., Stephen, W.G., & Loveland, J. (1986). Performance appraisal behaviours: supervisor perceptions and subordinate reactions. Personnel Psychology, 39, pp.579-597.

Earley, P.C., & Lind, E.A. (1987). PJ and participation in task selection: the role of control in mediating justice judgements. Journal of Personality and Social Psychology. 52, 1148-1160.

Ellickson, M.C., & LogSDon, K. (2002). Determinants of job satisfaction of municipal government

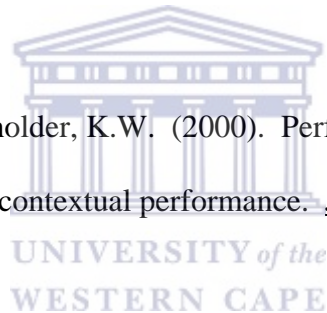
employees. Public Personnel Management, 31, 343-359.

Environmental scan for the strategic positioning of the CDSM (2000)

Erdogan, B. (2002). Antecedents and consequences of justice perceptions in performance appraisals. Human Resource Management Review, 12, 555-578.

Fife-Shaw, C. (2001). Bivariate statistical analysis. In G.M. Breakwell, S. Hammond, & C. Fife-Shaw (Eds.), Research methods in psychology (pp. 350-371). London: Sage Publications.

Findley, H.M., Giles, W.F., & Mossholder, K.W. (2000). Performance appraisal process and system facets: relationships with contextual performance. Journal of Applied Psychology, 85, 634-640.



Fletcher, C. (2001). Performance appraisal and management: the developing research agenda. Journal of Occupational & Organizational Psychology, 74, 473-487.

Flint, D.H. (1999). The role of organizational justice in multi-source performance appraisal: theory based applications and directions for research. Human Resource Management Review, 9, 1-20.

Folger, R. (1986). Rethinking equity theory: a referent cognitions model. In H.W.

Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp. 145-162)

New York: Plenum Press.

- Folger, R., & Konovsky, M.A., (1989). Effects of procedural and distributive justice on reactions of pay raise decisions. Academy of Management Journal, 32, pp.115-130.
- Foxcroft, C., & Roodt, G. (2001). An introduction to psychological assessment in the South African context. Cape Town: Oxford University Press, Inc.
- Gabris, G.T., & Ihrke, D.M. (2001). Does performance appraisal contribute to heightened levels of burnout? the results of one study. Public Personnel Management, 30, 157-172.
- Gilliland, S.W., & Langdon, J.C. (1998). Creating performance management systems that promote perceptions of fairness. In J.W. Smither (Ed.), Performance appraisal: state of the art in practice (pp. 209-243). San Francisco: Jossey-Bass Inc. publishers.
- Greenberg, J. (1981). The justice of distributing scarce and abundant resources. In M.J. Lerner, & S.C. Lerner (Eds.), (pp. 289-316). The justice motive in social behaviour: adapting to times of scarcity and change. New York: Plenum Press.
- Greenberg, J. (1986a). The distributive justice of organizational performance evaluations. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), (pp. 337-351). Justice in Social Relations. New York: Plenum Press.
- Greenberg, J. (1986). Determinants of perceived fairness of performance evaluations. Journal of Applied Psychology, 71, 340-342.
- Greenberg, J. (1990). Organizational justice : yesterday, today, tomorrow. Journal of Management, 16, 399-432.

Hauenstein, N.M.A. (1998). Training raters to increase the accuracy of appraisals and the usefulness of feedback. In J.W. Smither (Ed.), Performance appraisal: state of the art in practice (pp. 404-442). San Francisco: Jossey-Bass Inc. publishers.

Holbrook, R.L. (1999). Managing reactions to performance appraisal: the influence of multiple justice mechanisms. Social Justice Research, 12, 205-221.

Holbrook, R.L. (2002). Contact points and flash points: conceptualizing the use of justice mechanisms in the performance appraisal interview. Human Resource Management Review, 12, 101-123.

Huffman, C., & Cain, L.B. (2001). Adjustments in performance measures: distributive and Procedural justice effects on outcome satisfaction. Psychology & Marketing, 18, 593-615.

Howell, W.C. (1976). Essentials of industrial and organisational psychology. Illinois: The Dorsey Press.

Ilgen, R.D., Fisher, C.D., & Taylor, M.S. (1979). Consequences of individual feedback on behaviour in organisations. Journal of Applied Psychology, 64, 349-371.

Impumelelo: 5th Edition 2004/5: South Africa's Top 300 Empowerment Companies.

Karniol, R., & Miller, D.T. (1981). Morality and the development of conceptions of justice. In M.J. Lerner & S.C. Lerner. (Eds.), The justice motive in social behaviour: adapting to times of scarcity and change (pp. 73-89). New York, Plenum Press.

Katsanis, L.P., & Pitta, D.A. (1999). The performance appraisal process of pharmaceutical product managers in Canada: an empirical study. Journal of Product & Brand Management, 8, 463-487.

Keeping, L.M., & Levy, P.E. (2000). Performance appraisal reactions : Measurement, modelling, and method bias. Journal of Applied Psychology, 85, 708-723.

Kerley, R. (2001). Appraisal in practice. Public Administration, 7, 605-616.

Korsgaard, M.A., & Roberson, L. (1995). PJ in performance evaluation: the role of instrumental and non-instrumental voice in performance appraisal discussions. Journal of Management, Winter, 657-670.

Krehbiel, P.J., & Cropanzano, R. (2000). PJ, outcome favorability and emotion. Social Justice Research, 13, 339-360.



Landy, F.J, Barnes, J.L., & Murphy, K.R. (1978). Correlates of perceived fairness and accuracy of performance evaluation. Journal of Applied Psychology, 63, 751-754.

Landy, F.J., & Farr, J.L. (1983). The measurement of work performance: methods, theory and applications. New York: Academic Press, Inc.

Latham, G.P., & Wexley, K.N. (1981). Increasing productivity through performance appraisal. Phillipines: Addison-Wesley Publishing Company, Inc.

Lee, C., Law, K., & Bobko, P. (1999). The importance of justice perceptions on pay effectiveness: a two year study of a skill-based pay plan. Journal of Management, 25, 851-874.

Lind, E.A., & Tyler, T.R. (1988). The social psychology of procedural justice. New York: Plenum Press.

Locke, E.A., & Latham, G. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. Academy of Management Review, 29(3).

Martin, J. (1986). When expectations and justice do not coincide: Blue collar visions of a just world.. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp. 317-335). New York: Plenum Press.

McGregor, D. (1962). An uneasy look at performance appraisal. In T.L. Whisler & S.F. Harper (Eds.), Performance appraisal: Research and practice (pp.?? -??). New York:Holt: Rinehart and Winston, Inc.

Mayer, R.C., & Davis, J.H. (1999). The effect of the performance appraisal system on trust for management: a field quasi-experiment. Journal of Applied Psychology, 84, 123-136.

McKenna, E. (1994). Business psychology and organisational behaviour: a student's handbook. Hove: Lawrence Erlbaum.

- Mikula, G. (1986). The experience of injustice: toward a better understanding of its phenomenology. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg, (Eds.), Justice in social relations, New York, Plenum Press.
- Miller, J. S. (2003). High tech and high performance: managing appraisal in the information age. Journal of Labor Research, 24(3).
- Mouton, J. (2001). How to succeed in your master's and doctoral studies: a South African guide and resource book. Pretoria: van Schaik Publishers.
- Olson, R.F. (1981). Performance appraisal: a guide to greater productivity. New York: John Wiley & Sons, Inc.
- Ostroff, C. (1993). Rater perceptions, satisfaction and performance ratings. Journal of Occupational and Organisational Psychology, 66.
- Pillay, S. (1998). Performance Management and Total Quality Management: a response to personnel evaluation-an analysis of culture, structure and present arrangements in the South African Public Service. SAIPA, 33(4).
- Poon, J.M.L. (2004). Effects of performance appraisal politics on job satisfaction and turnover intention. Personnel Review, 33, 322-334.
- Publication Manual of the American Psychological Association. (2001) (5th Edition). Washington D.C: American psychological association.

- Reinke, S.J., & Baldwin, S.J., & Norman, J. (2001). Is anybody listening? Performance evaluation feedback in the US air force. Journal of Political and Military Sociology, 29, 160-176.
- Reis, H.T. (1986). Levels of interest in the study of interpersonal justice. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp.187-225). New York: Plenum Press.
- Roberts, G. E. (1994). Barriers to municipal government performance appraisal systems: Evidence from a survey of municipal personnel administrators. Public Personnel Management, 23, 225-236.
- Roberts, G. E. (1994). Maximizing performance appraisal system acceptance: perspectives from municipal government personnel administrators. Public Personnel Management, 23, 525-549.
- Rogers, P.A. (2004). Performance matters: How the high performance business unit leverages facilities management effectiveness. Journal of Facilities Management, 2(4).
- Sekaran, U. (2000). Research methods for business: A skill building approach (3rd ed.). New York: John Wiley & Sons, Inc.
- Schminke, M., Ambrose, M.L., Cropanzano, R.S. (2000). The effect of organizational structure on perceptions of procedural fairness. Journal of Applied Psychology, 85, 294-304.
- Smith, B.N., Hornsby, J.S., & Shirmeyer, R. (1996). Current trends in performance management: an examination of managerial practice. SAM Advanced Management Journal, 61(3).

Smither, J.W. (1998). Lessons learned: research implications for performance appraisal and management practice. In J.W. Smither (Ed.), Performance appraisal: state of the art in practice (pp. 537-547). San Francisco: Jossey-Bass Inc. publishers.

Smyth, T.R., (2004). The principles of writing in psychology. New York: Palgrave Macmillan.

Spangenberg, H.H. (1994). Understanding and implementing performance management. Cape Town: Juta.

Spangenberg, H.H., & Theron, C.C. (2001). Adapting the systems model of performance management to major changes in the external and internal organisational environments. South African Journal of Business Management, 32, 35-47.

Spangenberg, H.H., & Theron, C. (2004). Developing of a questionnaire for assessing work unit performance. SA Journal of Industrial Psychology, 30(1).

Stevenson, W.J. (2005). Operations management (8th ed.). New York: McGraw-Hill/Irwin.

Swanepoel. B., Erasmus, B., van Wyk, M., & Schenk, H. (2000). South African human resource management: theory and practice. Cape Town: Juta & Co. Ltd.

Szuchman, L.T., Tomlison, B. (2004). Writing with style: APA style for social work. (2nd ed.). Canada: Thomson Brookes – Cole.

- Tata, J. (2000). Influence of role and gender on the use of distributive versus PJ principles. The Journal of Applied Psychology, 134, 261-268.
- Tang, T.L.P., & Sarsfield-Baldwin, L.J. (1996). Distributive and Procedural Justice as related to satisfaction and commitment. S.A.M. Advanced Management Journal, 61, 25-31.
- Thomas, S.L., & Bretz, R.D. (1994). Research and practice in performance appraisal: evaluating employee performance in America's largest companies. SAM Advanced Management Journal, 59, 28-34.
- Tjosvold, D., & Halco, J. A. (2001). Performance appraisal of managers: goal interdependence, Ratings, and outcomes. The Journal of Social Psychology, 132, 629-639.
- Tyler, T.R. (1994). Psychological models of the justice motive: antecedents of distributive and procedural justice. Journal of Personality and Social Psychology, 67, 850-863.
- Welman, J.C., & Kruger, S.J. (2001). Research methodology (2nd ed.). Cape Town: Oxford University Press.
- Whisler, T. L., & Harper, S.F. (Eds), (1962). Performance Appraisal: Research and Practice. New York: Holt, Rinehart and Winston.
- Wiese, D.S. & Buckley, M.R. (1998). The evolution of the performance appraisal process. Journal of Management History, 4, 233-249.

Wolfaardt, J.B. (2001). Basic concepts. In C. Foxcroft & G. Roodt (Eds.), An introduction to psychological assessment in the South African context (pp. 34-68). Cape Town: Oxford University Press.

Wright, R. P. (2002). Perceptual dimensions of performance management systems in the eyes of different sample categories. International Journal of Management, *19*, 184-193.

Zachary, W. B., & Kuzuhara, L.W. (2005). Organisational behavior: integrated models and applications. Ohio, Thomson Southwestern.



ATTACHMENT A

Letter of Access: Correspondence with CDSM

- e-mail from Sakena Parker to Heindrich Du Plessis dated 23 August 2004
- e-mail from Heindrich Du Plessis to Sakena Parker dated 30 August 2004
- Agenda for meeting between Deputy Directors and Sakena Parker (Researcher) dated 29 June 2005
- e-mail from Sakena Parker to Heindrich Du Plessis dated 21 July 2005
- e-mail from Heindrich Du Plessis to Sakena Parker dated 21 July 2005



From: "Heindrich Du Plessis" <HDUPLESSIS@sli.wcape.gov.za>
To: <Sparker@pgwc.gov.za>
Date: 8/30/04 4:47PM
Subject: Re: Fwd: Fw: CDSM as Research environment

Dear Sakena

My apologies. I have send an e-mail to you directly after my meeting with the rest of the management team. Our management has agreed to your request.

Please make an appointment with me when your are ready and I will introduce you to our HR staff member and to discuss the way forward.

Kind Regards
Heindrich

>>> "Sakena Parker" <Sparker@pgwc.gov.za> 08/26/04 07:38AM >>>
Dear Mr Du Plessis

Your e-mail indicated your kindness to table the request to authorise me to use CDSM as research environment on Monday 23 August 2004 to your management team.

I am eagerly awaiting a favourable response from your management team.

Best Regards

Sakena Parker
Skills Development Facilitator
Department: Economic Development & Tourism
Tel: (021) 483-9146
Fax.: (021) 483-9142
E-mail.: sparker@pgwc.gov.za



"All views or opinions expressed in this electronic message and its attachments are the view of the sender and do not necessarily reflect the views and opinions of the Provincial Government Western Cape ("the PGWC"). No employee of the PGWC is entitled to conclude a binding contract on behalf of the PGWC unless he/she is an Accounting Officer of the PGWC, or his or her authorised representative.

The information contained in this message and its attachments may be confidential or privileged and is for the use of the named recipient only, except where the sender specifically states otherwise. If you are not the intended recipient you may not copy or deliver this message to anyone."

PERFORMANCE MANAGEMENT AT CDSM: RESEARCH¹

WedneSDay, 29 June, 2005

OPS Room, 11:00-12:00

Time	Activity
11:00 to 11:05	Introduction and Thank You
11:05 to 11:10	Agenda
	Additional Agenda Items
	•
	•
	•
	•
11:10 to 11:25	Administration of questionnaire
11:25 to 11:45	Focus Group discussions
11:45 to 11:55	Way Forward (Questionnaire Administration to all staff)
11:55 to 12:00	Next Meetings?
12:00	Closure



¹ Distributive - and PJ: Towards understanding fairness perceptions of performance appraisals in an National Government Department office, Chief Directorate Surveys and Mapping

From: "Heindrich Du Plessis" <HDUPLESSIS@sli.wcape.gov.za>
To: <Sparker@pgwc.gov.za>
Date: 7/21/05 5:16PM
Subject: Re: Fwd: Thesis Completion

Sakena

I am currently out of office. The documents have been circulated. I am not sure what the bigger bundle which is also in the box refers to. Must it go to the SSC (administration) for attention Kathy Scarborough for distribution in that directorate? please advice.

I will monitor on Monday how many forms have been received back and we can then decide on a date for you to meet with the groups as previously discussed.

Regards

Dup

>>> "Sakena Parker" <Sparker@pgwc.gov.za> 07/21/05 12:07PM >>>

Dear Mr Du Plessis

In view of the letter attached from our Department Head, it would be appreciated if you could give me a date indication when you would be able to circulate the questionnaires for administration to all employees and possible collection dates for completed questionnaires.

Kind Regards

Sakena Parker
Skills Development Facilitator
Department: Economic Development & Tourism
Tel: (021) 483-9146
Fax.: (021) 483-9142
E-mail.: sparker@pgwc.gov.za



"All views or opinions expressed in this electronic message and its attachments are the view of the sender and do not necessarily reflect the views and opinions of the Provincial Government Western Cape ("the PGWC"). No employee of the PGWC is entitled to conclude a binding contract on behalf of the PGWC unless he/she is an Accounting Officer of the PGWC, or his or her authorised representative.

The information contained in this message and its attachments may be confidential or privileged and is for the use of the named recipient only, except where the sender specifically states otherwise. If you are not the intended recipient you may not copy or deliver this message to anyone."

APPENDIX B

- **COVERING LETTER**
- **BIOGRAPHICAL QUESTIONNAIRE AND**
- **DISTRIBUTIVE AND PROCEDURAL JUSTICE SCALE**



APPENDIX 1

Dear Participant

I am a student at the University of the Western Cape. I am currently conducting a research study in partial fulfillment of my Masters degree in Industrial Psychology.

The present research study is aimed at understanding fairness perceptions of the performance appraisals as conducted at the Head office of the Chief Directorate Surveys and Mapping (CDSM) of the National Department of Land Affairs as part of the implementation of the Personnel Performance Management System (PPMS).

Assessing justice/fairness perceptions is a useful way of evaluating the performance appraisal system success. Fairness perceptions are important to study because performance is not always objectively measurable. DJ deals with the perceived fairness of the performance rating and the comparison of the rating made by the individual with that of similar others. PJ is the perceived fairness of procedures that serve as the means to determine the outcomes of the performance appraisal.

The present study proposes to generate recommendations that would promote fairness perceptions in the Chief Directorate Head Office under study.

Please note that NO reporting or feedback provided in respect of the present research study will refer to individuals. All information provided will this be handled as strictly confidential.

I thank you for agreeing to participate in this research study.

Researcher:

Sakena Parker

Department of Industrial Psychology

University of the Western Cape

APPENDIX 2

Participants' Biographical Information

Please answer the following questions by filling in the relevant information. Please note that your name is not required on any of the answer sheets.

Name of National Department (if applicable)	National Department: Land Affairs			
Number of years at the National Department of Land Affairs				
Name of Organisational Component (Chief Directorate)	Chief Directorate Surveys and Mapping (CDSM)			
Number of years at the CDSM				
Name of Organisational Component (Directorate)				
Number of years at the present directorate Affairs				
Name of Organisational Component (Sub-directorate)				
Number of years at the present sub-directorate Affairs				
Gender	Male		Female	
Age				
Official Rank Designation (Job title)				
Number of years in the current job				
Are you in a supervisory position?	Yes		No	
Do you conduct performance appraisals	Yes		No	
I had an Annual Review Discussion of my performance with my supervisor for the year 2004/2005.	Yes		No	
My rating this year was	About what I expected	Lower than I expected		Higher than I expected
I trust the CDSM Performance Appraisal Discussion process to give me a fair assessment of my performance in relation to other staff in CDSM	Strongly Agree	Agree	Disagree	Strongly Disagree

B. Please indicate with an X in the space provided.

1. On what salary level are you?

A	1	
B	2	
C	3	
D	4	
E	5	
F	6	
G	7	
H	8	
I	9	
J	10	
K	11	
L	12	

2. How long have you been on the relevant salary level?

A	0 to 6 months	
B	7 to 12 months	
C	13 to 18 months	
D	19 to 24 months	
E	25 to 36 months	
F	37 to 48 months	
G	48 months and longer	

3. Do you believe that the PPMS contributes towards the Government's initiatives to improve service delivery?

A	Yes	
B	No	

Comments:

4. Are you satisfied with the current Personnel Performance Management System (PPMS) as well as the method of assessment/evaluation/ performance appraisal?

A	Yes	
B	No	

5. If no, what would you wish to recommend in order to improve the system?

Comments:

6. What was your performance rating in your most recent interview?

Comments:

7. What would you have liked your rating to be?

Comments:

DISTRIBUTIVE JUSTICE AND PROCEDURAL JUSTICE SCALE

Thomas Li-Ping Tang and Linda J Sarsfied-Baldwin

Factor 1: Fairness

1	How much do you feel your last performance rating truly represented how well you performed in your job?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very much</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all</td> </tr> </table>	1	←	2	→	5	Very much				Not at all
1	←	2	→	5							
Very much				Not at all							
2	How fair do you feel your last performance appraisal was?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very fair</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all fair</td> </tr> </table>	1	←	2	→	5	Very fair				Not at all fair
1	←	2	→	5							
Very fair				Not at all fair							
3	How accurately do you feel your performance has been evaluated?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very accurately</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all accurately</td> </tr> </table>	1	←	2	→	5	Very accurately				Not at all accurately
1	←	2	→	5							
Very accurately				Not at all accurately							
4	How justified do you feel your supervisor was in his/her last rating of your performance?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very justified</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all justified</td> </tr> </table>	1	←	2	→	5	Very justified				Not at all justified
1	←	2	→	5							
Very justified				Not at all justified							
5	How much do you feel your last performance rating was free from bias?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Free from bias</td> <td></td> <td></td> <td></td> <td style="text-align: center;">biased</td> </tr> </table>	1	←	2	→	5	Free from bias				biased
1	←	2	→	5							
Free from bias				biased							
6	If you have been evaluating your own performance, how similar would your rating have been to the last one that your supervisor gave you?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very similar to my own evaluation</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all similar to my evaluation</td> </tr> </table>	1	←	2	→	5	Very similar to my own evaluation				Not at all similar to my evaluation
1	←	2	→	5							
Very similar to my own evaluation				Not at all similar to my evaluation							

Factor 2: DJ

7	How fair has the organisation been in rewarding you when you consider the amount of effort that you have put forth?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very fair</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all fair</td> </tr> </table>	1	←	2	→	5	Very fair				Not at all fair
1	←	2	→	5							
Very fair				Not at all fair							
8	How fair has the organisation been in rewarding you when you consider the responsibilities that you have?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very fair</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all fair</td> </tr> </table>	1	←	2	→	5	Very fair				Not at all fair
1	←	2	→	5							
Very fair				Not at all fair							
9	How fair has the organisation been in rewarding you when you consider the stresses and strains of your job?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very fair</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all fair</td> </tr> </table>	1	←	2	→	5	Very fair				Not at all fair
1	←	2	→	5							
Very fair				Not at all fair							
10	How fair has the organisation been in rewarding you when you take into account the amount of education and training that you have?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very fair</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all fair</td> </tr> </table>	1	←	2	→	5	Very fair				Not at all fair
1	←	2	→	5							
Very fair				Not at all fair							
11	How fair has the organisation been in rewarding you when you consider the work that you have done well?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very fair</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all fair</td> </tr> </table>	1	←	2	→	5	Very fair				Not at all fair
1	←	2	→	5							
Very fair				Not at all fair							

Factor 3: Two-Way Communication

12	How often is the progress toward your goals set in previous appraisal meetings reviewed by your supervisor with you?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very often</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all</td> </tr> </table>	1	←	2	→	5	Very often				Not at all
1	←	2	→	5							
Very often				Not at all							
13	How much guidance does your supervisor give you about how to improve your performance?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very much guidance</td> <td></td> <td></td> <td></td> <td style="text-align: center;">No guidance at all</td> </tr> </table>	1	←	2	→	5	Very much guidance				No guidance at all
1	←	2	→	5							
Very much guidance				No guidance at all							
14	How much input does your supervisor ask for during the appraisal process?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very much</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all</td> </tr> </table>	1	←	2	→	5	Very much				Not at all
1	←	2	→	5							
Very much				Not at all							
15	How much does your supervisor sit down and discuss with you the results of your performance evaluation?										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">←</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">→</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Very much</td> <td></td> <td></td> <td></td> <td style="text-align: center;">Not at all</td> </tr> </table>	1	←	2	→	5	Very much				Not at all
1	←	2	→	5							
Very much				Not at all							

Factor 3: Two-Way Communication				
16	How often does the performance appraisal process at your organisation result in specifications of new goals?			
	1 Very often	2	3	4 5 Not at all
17	How much opportunity are you given to express your feelings when your performance is evaluated?			
	1 Very much	2	3	4 5 Not at all
Factor 4: Trust				
18	How competent do you feel your supervisor is to evaluate your job?			
	1 Very competent	2	3	4 5 Not at all competent
19	How familiar is your supervisor with the details and responsibilities that your job entails?			
	1 Very familiar	2	3	4 5 Not at all familiar
20	To what extent do you have confidence and trust in your immediate supervisor regarding his/her general fairness?			
	1 Very large extent	2	3	4 5 No extent
21	How much do you trust your supervisor to accurately report your performance to his/her supervisor?			
	1 Very much	2	3	4 5 Not at all
Factor 5: Clarity				
22	How clear was it made to you when you were hired that the results of your performance evaluation would be tied to certain personnel actions (i.e. pay raises, promotions, terminations, etc.?)			
	1 Very clear	2	3	4 5 Not at all
23	When you were hired, how much information was given to you about the performance appraisal criteria used for your evaluation?			
	1 Very much	2	3	4 5 Not at all
24	How clear was it, when you were hired, that your performance would be periodically evaluated?			
	1 Very clear	2	3	4 5 Not at all
Factor 6: Understanding				
25	How well do you understand the performance appraisal process at your organisation?			
	1 Very well	2	3	4 5 No understanding at all
26	How free do you feel to discuss job-related problems with your supervisor?			
	1 Very free	2	3	4 5 Not at all free
27	How comfortable do you feel expressing your feelings to your supervisor during the appraisal process?			
	1 Very free	2	3	4 5 Not at all free

Thank you for completing this questionnaire.

APPENDIX B

POSITION STATEMENT:

DEVIATION REPORT: DATA COLLECTION INSTRUMENT

Background

The Distributive and Procedural Justice Scale was developed by Tang and Sarsfield-Baldwin in 1996 (See Appendix A). This five (5)-point scale that measures DJ and PJ perceptions ranges from unfairly (1) to very fairly (5) or not at all accurately (1) to very accurately (5) etc.

Deviation

The researcher used '1' to indicate the 'good' (eg. very fairly etc.) end and '5' to indicate the 'bad' (eg. very unfairly etc.) end of the scale. These questionnaires were distributed to the participants.

Cause of the Deviation: Administrative error

The researcher inadvertently inverted the labels throughout the scale.

Corrective Measure:

The data collected from the responses were inverted prior to subjecting it to statistical evaluation as follows:

'1' was read as '5'

'2' was read as '4'

'3' remained '3'

'4' was read as '2' and

'5' was read as '1' at the time of capturing the data.

Impact on the study:

There is no adverse impact on the research study because the deviation was timeously identified to effect corrective measures.

APPENDIX C

RESPONSES TO BIOGRAPHICAL QUESTIONNAIRE

Question 5

Q... what would you wish to recommend in order to improve the system?



APPENDIX D

The responses of participants to the question “*What would you wish to recommend in order to improve the system?*” yielded the following:

- a) “should be separated from performance bonus (money)”
- b) “Disconnect the monetary reward system from it”
- c) “Working for a reward is just not worth it anymore. The rewards offered not that much of a motivation.”
- d) “increase the monetary rewards of the levels specified of getting merits; reward the persons in the lower (3.5 to 3.99) rating scale.”
- e) “There are no incentives to perform better – if you get a rating of 4 then you cannot be sure that you will get bonus because it depends on how many others get 4’s. Also, there should a distinction between between 3.1.and 3.9”
- f) “the rating scale needs to change to accommodate markings of of 3.5 etc.”
- g) “to give more money – this will encourage staff to produce more production”
- h) “scrap it – rather pay merit awards on those staff who actually do their work than favouritism”
- i) “It is very difficult to remove the subjectivity aspect in cases where soft issues are concerned. If possible the merit system (monetary) should be separated from performance evaluation”
- j) “less favouritism. PPMS is conducive to favoritism. If I score well on one thing, my boss feels compelled to mark me down on something else. I feel unworthy of anything more than 3. How can that be?”
- k) “There is nothing wrong with the system – it’s the way that it is implemented. Too much subjectivity and bias on the managers side. Employees too ignorant regarding the use of the system
The managers need to be trained/skilled to be more objective and consequent in applying the system. Employees in general to empower themselves about the system and the uses of it”

- l) “favouritism is involved – must actually look at the job load that you do”
- m) “Certain people are still favoured to receive merits. As soon as the merits has been approved, they slacken again”
- n) “it’s the person with the bubbly character or the talkative one or bullsh..er that usually gets the nod for merit award”
- o) “There is no easy fix to this – The system itself is OK. It is the manager/supervisor who rates employees on their characters rather than performance. It is still a “buddy-buddy” system”
- p) “The system is fine – only the people executing the policy are biased towards other individuals”
- q) “something that if your supervisor does not like you, you can still be scored fairly. This problem has not been solved with PPMS. I however do not have a suggestion and refusing to sign makes the situation worse.”
- r) “I have a quiet character but let my hands do the talking besides managers/supervisors seldom see what staff does. It boils down to how well you present your case on that day. Managers are either in their offices or at meetings, so they can’t justify a performance for a whole year.”
- s) “people have become too focused on own little goals – too many inconsistencies in the system. We need consistency and more participation in the process by senior levels in the organisation”
- t) “inconsistency is a problem; remove all biases and evaluate purely on the outcomes of a specified period and not on reputation”
- u) “that there is uniformity in the assessment process – that each directorate carries out PPMS in the same way. Not as now-depend on peoples varying interpretation of the system”
- v) “Fairly objective –depends on supervisor, ranks across directorates as some persons of the same rank perform vastly different tasks with respect to responsibility and supervision. As with all ratings there are those soft issues that are subjective and could be swung either way”
- w) “Evaluation must be done according to what a person has done. The work-plan does not correspond to what I have done”

- x) “transparency”
- y) “the system should be more transparent. They should list who got merits so a person would know how much they should do to get a merit”
- z) “outcomes should not be secret. There should be people sitting in to see that your supervisor handles everyone the same”
- aa) “It is not administered professionally- a more comprehensive assessment method that includes direct feedback from all stakeholders eg. colleagues, clients, project workers etc.”
- ab) “peer appraisal, supervisor appraisal given independently from different sources”
- ac) “does not promote group work, rather focused on individual performance. Result is that cooperation is sacrificed”
- ad) “It discourages co-operation discourages independent thought and initiative, consumes inordinate resources, takes away too much time, rewards are meagre, perception is that its not worth the bother. – Streamline it and make it more flexible. Rigidity does not counter bias, just makes it impossible to use effectively.”
- ae) “I would like to see responsible managers taking responsibility for evaluating staff. Sometimes responsibility gets shifted to the Assessment Committee”
- af) “There should be a balance between quantity and quality of maps compiled”
- ag) “Increase the value of a merit award. Consider promotion to the next level for those who constantly produce. Increase the value of a merit award.”
- ah) “Get new system”
- ai) “It is too complicated – involved – should be simplified.”
- aj) “It is an unfair system that demotivates staff; also takes too much time and impedes service delivery – PRDs made simpler and shorter; rating system be made changed 0,5 or similar eg 3,5; Specific ratings for services is difficult i.e. no production figures-Supervisor made it clear that higher marks were deserving but system prohibited it”

ak) “perhaps it should be done less frequently. People are irritated by regular meetings. They begin to lose their value”

al) “this process does not benefit those who strive to improve service delivery nor does it help when you conduct service delivery initiatives to the best of your ability – I would like the supervisors to play a more leading role in the process. They know each one's capabilities and they must rate persons accordingly”

am) “The environment I work in makes it difficult for supervisors to rate performance”

an) “Create an input and output mechanism that can evaluate people electronically”

ao) “the system seems perfect to me because you have a chance to progress if you did not do well in your first quarterly review.”

