



COPYRIGHT NOTICE

Please note:

The material contained in this document can be used **ONLY** for **personal** study/research and therefore can be copied but only for **personal** use.

Any form of copying for distribution purposes requires copyright permission from author/university.

UNIVERSITY OF KWAZULU-NATAL

**Employees' perceptions of the assessment / evaluation of customer service at the Telkom
Call Centre**

By

Sifiso Mduduzi Mkhize

Registration Number: 203515599

A dissertation submitted in partial fulfilment of the requirements for the degree of

Master of Business Administration

in the Graduate School of Business

in the Faculty of Management Studies

at the University of KwaZulu-Natal

Supervisor: Dr John MacDonald

Co-supervisor: Dr Maxwell Phiri

2010

DECLARATION

I, Sifiso Mduduzi Mkhize declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced:
 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References sections.

Signature:

Acknowledgements

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance this study would not have been possible:

- My research supervisor, Dr John MacDonald, for his guidance, time and help. I feel indebted in him for his perseverance and encouragement in order for me to be able to complete one of the most memorable pieces of work in my academic life.
- Frontline employees employed within the service assurance call centre for their efforts in completing the questionnaire and returning them to me.
- Telkom for allowing me to collect the necessary data in the form of a survey of the frontline employees employed in the service assurance call centres
- My wife, Phindile Mkhize, for her unconditional and constant support

Their contribution in the form of support, guidance and endeavour helped me to understand that the frustrations I was going through were merely temporary. Their generosity helped me through difficulties I encountered along the way and they kept on reminding me never to give up.

Abstract

Call Centres employ frontline staff commonly known as service consultants who interact with customers within the service organisation. In order for organizations to ensure that they derive satisfaction from interactions with frontline employees as part of their main objectives, they make use of a human resource practice widely known as performance appraisals or assessments in order to determine if employees' performance during their interactions with customers produce organization's desired outcomes i.e. satisfied customers. Organizations use performance appraisals for multiple purposes chiefly amongst them being developmental and administrative.

This study sought to investigate perceptions held by employees towards the purposes or objectives of the system employed in their organization to assess their service interactions with customers, their perceptions of fairness of the system, and how such fairness relates to their satisfaction with the assessment outcomes.

A survey approach was used to collect data and the instrument used was a self-administered questionnaire. There were 410 questionnaires distributed via email to employees working within service assurance call centres situated in Bloemfontein, Cape Town and Gauteng. A total of 117 questionnaires were returned by the respondents. Data collected was managed and analysed using the SPSS program.

The findings of the study indicated that employees perceive the uses of assessing their service interactions with customers as both developmental and administrative, perceive fair outcomes and procedures used in determining the outcomes, they are satisfied with assessment outcomes, view the system used to assess their interactions as effective and trustworthy. The fairness of outcomes and procedural fairness variables were found to be strongly and positively related to satisfaction with assessment outcomes. Both fairness variables were found to have a unique contribution towards the prediction of the satisfaction with assessment outcomes variable.

The main recommendation of the study is that management need to consider increasing fairness in the decisions involving employees' performance as it has been found that such increase results in a positive increase on the employees' satisfaction with outcomes generated from the assessment or evaluation of their service interactions with customers.

Table of Contents

Description	Page
Title Page	
Permission to submit	ii
Declaration	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Figures	vii
List of Tables	ix
CHAPTER 1	
Introduction	1
1.1 Introduction	1
1.2 The Problem Addressed in the Study	3
1.3 Research Questions	4
1.4 The Purpose of the Study	5
1.5 Objectives of the Study	5
1.6 Research Methodology	6
1.7 Questionnaire Structure	7
1.8 The Limitations of the Study	7
1.9 Summary	8
CHAPTER 2	
Literature Review	9
2.1 Introduction	9
2.2 Performance Appraisal Theory	9
2.3 Performance Appraisal Uses or Purposes	11
2.4 Attitudes and Reactions toward Performance Appraisal Feedback	15
2.5 Similarities and their Effect on Performance Appraisal Process	18

2.6	Halo Error, Interpersonal Affect and their Effect on the Appraisal Process	19
2.6.1	Halo Error	19
2.6.2	Interpersonal Affect	20
2.7	Fairness in Appraisal Outcomes and how it relates to satisfaction with the system or process	22
2.8	Summary	30

CHAPTER 3

	Research Methodology	31
3.1	Introduction	31
3.1.1	Population Size and Sampling Procedure	31
3.2	Data Collection Strategies	32
3.3	Measurements	33
3.3.1	Purposes or Uses of Assessment of Employee-Customer Service Interactions	33
3.3.2	Fairness of Outcomes	33
3.3.3	Fairness of Procedures used to Determine Outcomes	34
3.3.4	Satisfaction with Assessment Outcomes	35
3.3.5	Effectiveness of the System used	36
3.3.6	System Trustworthiness	36
3.4	Data Analysis	36
3.5	Summary	38

CHAPTER 4

	Research Results	39
4.1	Introduction	39
4.1.1	Total Responses Received and Gender Statistics	39
4.1.2	Age of Respondents	40
4.1.3	Region where respondents work	43
4.1.4	Number of Years Employed	44
4.1.5	Performance Assessment in the Previous Six Months	45

4.1.6	Perceived Uses or Functions Served by Assessment of Employee-Customer Service Interactions	46
4.1.7	Reliability of Scales Used	50
4.1.8	Perceptions of Fairness, Satisfaction with Assessment Outcomes, Effectiveness and trustworthiness of the System Used	53
4.1.9	Correlation of Fairness and Satisfaction of Outcomes Variables	92
4.1.10	Impact or Influence of Fairness on Satisfaction with Assessment Outcomes	94
4.2	Summary	103
CHAPTER 5		
Discussion		105
5.1	Introduction	105
5.2	Comparison of the Study Results with Findings from Previous Studies	106
5.3	Discussion on how the results support the aims of the study	110
5.4	Summary	113
CHAPTER 6		
Recommendations and Conclusion		114
6.1	Introduction	114
6.2	Implications of the Study	114
6.3	Recommendations	115
6.4	Conclusion	117
REFERENCES		118
APPENDIX		127

List of Figures

Description	Page
Figure 4.1.1.2: Split between Females and Males respondents	40
Figure 4.1.3.1: Respondents per Region	43
Figure 4.1.4.2: Tenure Distribution	44
Figure 4.1.5.2: Distribution of Responses for Employees who have had Recently been Assessed	46
Figure 4.1.6.7: Distribution of scores on the Uses or Functions served by Assessing Employee-Customer Service Interactions	49
Figure 4.1.8.3: Distribution of scores for the Fairness of Outcomes Variable	58
Figure 4.1.8.4: Normal Probability Plot for the Fairness of Outcomes Variable	59
Figure 4.1.8.5: Distribution of scores for the Procedural Fairness Variable	60
Figure 4.1.8.6: Normal Probability Plot for the Procedural Fairness Variable	61
Figure 4.1.8.7: Distribution of scores for the Satisfaction with Assessment Outcomes Variable	62
Figure 4.1.8.8: Normal Probability Plot for the Satisfaction with Assessment Outcomes Variable	63
Figure 4.1.8.9: Distribution of scores for the System Effectiveness variable	64
Figure 4.1.8.10: Normal Probability Plot for the System Effectiveness Variable	65
Figure 4.1.8.11: Distribution of scores for the System Trustworthiness Variable	66
Figure 4.1.8.12: Normal Probability Plot for the System Trustworthiness Variable	67
Figure 4.1.8.13: Perceptions of Fairness of Outcomes by different Gender groups from different Tenure groups	68
Figure 4.1.8.14: Perceptions of Procedural Fairness by different Gender groups from different Tenure groups	70
Figure 4.1.8.15: Perception of Satisfaction with Assessment Outcomes by different Gender groups from different Tenure groups	71
Figure 4.1.8.16: Perceptions of System Effectiveness by different Gender groups from different Tenure groups	73

Figure 4.1.8.17: Perceptions of System Trustworthiness by different Gender groups from different Tenure groups	74
Figure 4.1.8.18: Perceptions of Fairness of Outcomes by different Gender groups from different Age groups	76
Figure 4.1.8.19: Perceptions of Procedural Fairness by different Gender groups from different Age groups	77
Figure 4.1.8.20: Perception of Satisfaction with Assessment Outcomes by different Gender groups from different Age groups	78
Figure 4.1.8.21: Perceptions of System Effectiveness by different Gender groups from different Age groups	80
Figure 4.1.8.22: Perceptions of System Trustworthiness by different Gender groups from different Age groups	81
Figure 4.1.8.23: Perceptions of Fairness of Outcomes by different Gender groups from different Regional groups	82
Figure 4.1.8.24: Perceptions of Procedural Fairness by different Gender groups from different Regional groups	83
Figure 4.1.8.25: Perceptions of Satisfaction with Assessment Outcomes by different Gender groups from different Regional groups	84
Figure 4.1.8.26: Perceptions of System Effectiveness by different Gender groups from different Regional groups	86
Figure 4.1.8.27: Perceptions of System Trustworthiness by different Gender groups from different Regional groups	87
Figure 4.1.10.9: Normal P-P Plot checking Outliers, Normality, Homoscedasticity and Independence of Residual Assumptions	101
Figure 4.1.10.10: Scatter Plot checking for Outliers, Normality, Homoscedasticity and Independence of residual Assumptions	102

List of Tables

Description	Page
Table 4.1.1.1: Responses received and Gender Statistics	40
Table 4.1.2.1: Descriptive Statistics for Age Variable	41
Table 4.1.2.3: Distribution of Age Variable	42
Table 4.1.3.1: Responses received per Region	43
Table 4.1.4.1: Tenure Distribution	44
Table 4.1.5.1: Recent performance assessment responses	45
Table 4.1.6.1: Distribution of scores for the 1 st element about uses or Functions served by assessing employee-customer service Interactions	47
Table 4.1.6.2: Distribution of scores for the 2 nd element about uses or functions served by Assessing Employee-Customer Service Interactions	47
Table 4.1.6.3: Distribution of scores for the 3 rd element about Uses or Functions served by Assessing Employee-Customer Service Interactions	48
Table 4.1.6.4: Distribution of scores for the 4 th element about Uses or Functions served by Assessing Employee-Customer Service Interactions	48
Table 4.1.6.5: Distribution of scores for the 5 th element about Uses or Functions served by Assessing Employee-Customer Service Interactions	48
Table 4.1.6.6: Distribution of score for the 6 th element about Uses or Functions served by Assessing Employee-Customer Service Interactions	49
Table 4.1.7.1: Fairness of Outcomes Reliability Scale	50
Table 4.1.7.2: Procedural Fairness Reliability Scale	51
Table 4.1.7.3: Satisfaction with Assessment Outcomes Reliability Scale	51
Table 4.1.7.4: System Effectiveness Reliability Scale	52
Table 4.1.8.1: Descriptive Statistics for Fairness Variables, Satisfaction with Assessment Outcomes, Effectiveness and Trust in System used	53
Table 4.1.8.2: Normality of the Distribution of scores for the Fairness Variables, Satisfaction with Assessment Outcomes,	

System Effectiveness and its trustworthiness	56
Table 4.1.8.3: Chi Square test to ascertain whether Gender and Tenure are related or Independent	89
Table 4.1.9.1: Analysis of relationship between Fairness and Satisfaction with Assessment Outcomes Variables	92
Table 4.1.10.1: Correlation Matrix for checking Multicollinearity Assumptions	95
Table 4.1.10.2: Variables Entered /Removed table	98
Table 4.1.10.3: Model Summary table	98
Table 4.1.10.4: ANOVA table	98
Table 4.1.10.5: Coefficients Table Presenting Results of Collinearity Statistics (Tolerance and VIF), Standardised Coefficients(Beta Values), Significant Values(Sig. Column) and for Assessing the Contribution made by each Independent Variable in Predicting the Dependant Variable	99
Table 4.1.10.6: Collinearity Diagnostic table	99
Table 4.1.10.7: Casewise Diagnostic table	100
Table 4.1.10.8: Residual Statistics table for checking Outliers	100

Chapter 1 Introduction

1.1 Introduction

Service industries, including call centres, have frontline staff commonly known as agents, customer service representatives or service consultants. These frontline staff interacts with customers to provide a service. Their function is critical to the success of service organizations, particularly given the high competition many organizations face in the marketplace (Browning, 2006). Customers view service consultants as service providers who carry the responsibility of projecting their organization's image and creating a satisfying experience for the customer, thus customers' service experiences rest in the hands of service consultants (Browning, 2006; Bettencourt & Brown, 1997; Bowen & Lawler, 1992; Redman & Mathews, 1998; Schneider & Bowen, 1995). Besides enhancing service organizations' productivity, the service consultants are expected to deliver excellent customer service and thus satisfied or delighted customers. For organizations within the service industry, for instance call centres, to ensure that resources employed to deliver expected service outcomes will meet the required performance standards, they must make reliable judgements on the quality of employee-customer service interactions.

Assessing or evaluating performance is common practice the world over. In the literature, this practice is often referred to as a performance appraisal. Organizations use performance appraisal for several purposes, chiefly as both an administrative and developmental tool (Youngcourt, Leiva & Jones, 2007).

Within organizations an employer-employee relationship exists. The employers have their objectives and the individuals who are in the employ of the organizations have their own objectives. The role players in performance appraisals have goals or objectives that must be met and there will be cases where performance and performance goals will not tally (Beer, 1981). Researchers have found that the fairness of organizational practices predicts important organizational outcomes, including employee loyalty and commitment (Schraubroeck, May & Brown, 1994; Konovsky & Folger, 1991). There is also a significant relationship between unjust practices and negative organizational outcomes,

such as employees engaging in retaliatory behaviours and theft (Skarlicki & Folger, 1997; Greenberg, 1990a, b).

According to Nowakowski and Conlon (2005), fairness affects many actions and reactions that occur in organizations for, when a decision, procedure or social interaction is seen to be inappropriate, employees will experience fairness violation. Employees develop attitudes about the appraisal based on its uses and the fairness of outcomes of the assessment process. Bowen, Gilliland and Folger (1999) note that treating employees fairly has a positive spill over effect on customers.

There are factors within the appraisal process that could strengthen or undermine its success, as perceived by employees who are the recipients of the outcomes of the assessment process. The factors that could strengthen the appraisal are the perceived fairness of the outcomes, the procedures followed in arriving at those outcomes and the accuracy of the ratings. Those factors that employees perceive as interfering or undermining the process include bias and halo error (Jacobs & Kozlowski, 1985; Varma, Denisi & Peters, 1996).

This study seeks to investigate perceptions held by employees towards the purposes or objectives of the system used to assess their interactions with customers, their perception of the fairness of the outcomes of the assessment, and how such perceived fairness relates to their satisfaction with assessment outcomes.

Perceptions of the fairness of appraisals have important behavioural implications for organizational members (Lau, Wong & Eggleton, 2008). How employees being assessed react to the fairness of outcomes will influence the potential success of the system used to appraise employees (Giles, Findley & Field, 1997; Carroll & Schneier, 1982; Murphy & Cleveland, 1991).

In Lawler III, Mohrman and Resnick's article on performance appraisal, they assert that successful performance appraisal must meet the needs of both employers and employees. Previous studies of performance appraisal have shown that satisfaction with appraisal outcomes strongly influences employees attitudes towards the decisions that might be

otherwise be viewed negatively(Korsgaard & Roberson, 1995), hence it is regarded as one of the key variables. How employees perceive the fairness of the appraisal is critical because the outcomes of or ratings from the process are used as inputs to a number of administrative and developmental decisions affecting the incumbent.

1.2 The Problem Addressed in the Study

This study seeks to investigate the perceived uses or purposes of assessing employee-customer service interactions, including the perceived fairness of the assessment process, and how perceptions of fairness relate to employee satisfaction with assessment outcomes. Before employees can develop an opinion on the fairness or unfairness of the assessment tool utilized by the organization, they must first understand the objectives of the system. These objectives could be: the improvement of the organizational/customer relationship, rating employees' effectiveness or generating an input into remuneration or promotion decisions.

The literature on performance appraisal suggests that the uses include:

- Increasing employee motivation and productivity;
- Providing an input into wage and salary decisions;
- Serving as a base to facilitate discussions concerning employee growth and development;
- Letting employees know where they stand in terms of expected targets to be achieved and how the employee performed with regards to what is expected;
- Providing data for human resource decisions, which could include promotions, demotions and dismissals; and
- Providing managers with a useful communication tool for employee goal setting and performance planning (Longenecker & Goff, 1992; Cook & Crossman, 2004; Wilson & Western, 2000; Thomas & Bretz, 1994; LaBarbara, 1988; Boswell & Boudreau, 2000; Youngcourt et al., 2007).

The delivery of excellent customer service by the frontline employees can increase the performance of the call centre thereby creating a positive image to the customers who are the recipients of the service being provided. The service organisations employing the practice of assessing or evaluating service interactions between their

employees and customers seek to identify areas where employees deliver service outcomes that customers and organisations expect including areas where developmental intervention can be used to close a gap between what is expected of employees to deliver and what is not acceptable. It is therefore important that this study attempts to gain insight into the perceptions of the people who interact with customers and who are the recipients of the outcomes of the appraisal or assessment process, in terms of their views on the uses or functions associated with this tool.

In addition, it is necessary to understand whether employees perceive that the outcomes from the tool used to assess their performance are fair as well as their satisfaction with the assessment outcomes. Testing the relationship between employees' perception of fairness and their satisfaction with the assessment outcomes, encompassing the impact of fairness on satisfaction with assessment outcomes, can then be carried out.

1.3 Research Questions

The research questions that this study seeks to answer are:

- What do employees perceive the uses or purposes of assessing customer service interactions to be?
- Do employees perceive that fair outcomes are generated from the assessment of customer service interactions?
- Do employees perceive the procedures used in determining assessment outcomes as being fair?
- Are the employees satisfied with the assessment outcomes?
- Do employees perceive the system used to assess their service interactions with customers as effective and trustworthy?
- Is there a relationship between perceived fairness and the satisfaction with assessment outcomes?
- What is the impact of perceived fairness on the level of satisfaction with assessment outcomes?

1.4 The Purpose of the Study

Researchers have identified satisfaction as a key outcome variable that is influenced by perceived outcomes and fairness in the appraisal process (Cook & Crossman, 2004; Greenberg, 1986a, b, c; Greenberg & Folger, 1983).

The purpose of the study is, therefore, to investigate the of the uses or purposes of assessing their service interactions with customers; the perceived fairness of outcomes; the perceived fairness of procedures used or followed to determine the assessment outcomes; the perceived satisfaction with assessment outcomes; the relationship between their fairness perceptions and satisfaction with assessment outcomes; and the impact of perceived fairness on their satisfaction with assessment outcomes.

1.5 Objectives of the Study

The objectives of the study are to:

- Determine what employees perceive the uses or purposes of conducting performance assessment of service interactions to be;
- Determine whether employees perceive the outcomes of the assessment process as fair;
- Determine whether employees perceive the procedures used to determine the outcomes as fair;
- Determine whether employees feel satisfied with the assessment outcomes;
- Determine whether employees perceive the assessment system as effective;
- Determine whether employees perceive the assessment system as trustworthy;
- Determine whether there is a relationship between perceived fairness and satisfaction with the assessment outcomes; and
- Determine the impact of perceived fairness on the satisfaction with assessment outcomes.

1.6 Research Methodology

The empirical research conducted for this study measured perceptions. As such, it is inevitably qualitative in nature. However, an attempt was made to introduce a quantitative dimension through the use of a Likert-type scale for grading the responses.

The survey approach was adopted and the survey instrument utilized was a questionnaire. This approach and instrument were adopted because of the wide geographical spread of the respondents.

The study focused on Assurance Call Centres dealing with inbound service complaints. It follows, therefore, that the population under study comprised employees in these call centres.

The sample for the study was drawn from employees dealing with inbound service complaints located at different sites i.e. Gauteng, Bloemfontein and Cape Town. The sampling method used in the study targeted all employees at these call centre sites. This ensured that any individual employee at these different sites had an equal opportunity of being selected.

Survey questionnaires were self-administered and the means of sending them to the employees selected to take part in the study was via email. The study made use of primary data collected during the survey. Data collection was managed and analysed with the SPSS computer program. Prior to collecting data, ethical clearance was obtained from the University of KwaZulu-Natal and permission to survey employees was obtained from the company concerned. After obtaining ethical clearance, an informed consent letter was emailed to the targeted sample before the questionnaire was sent out.

Research questionnaires clearly indicated that participation was voluntary, meaning that participants exercised their choice to either participate or not participate. The anonymity of participants was guaranteed.

1.7 The Questionnaire

The questionnaire utilized in the survey consisted of two main sections:

- A section devoted to obtaining demographic data; and
- A section that investigated employee perceptions.

1.8 Limitations of the Study

This study was not without limitations. While the sample size was more than sufficient, however, the response rate was lower than expected. Efforts were made via email to the company's human resource section that distributed the questionnaire to remind the respondents to return the completed questionnaires, but the response rate was still low. This indifference could be attributed to the fact that there were no incentives on offer to encourage participants to return the completed questionnaires.

Other reasons for the low response could be that employees participating in the surveys perceived that it was merely a human resource exercise and data collection method that would not result in any type of publication or changes in the way management implements practices, thus viewed it as not being value adding and hence their lack of enthusiasm. Another reason for the reluctance to participate in the survey could be attributed to fearing that such participation could lead to victimization.

A further explanation could be that there was an element of fear because the call centre is a controlled environment and participating in the survey may have caused participants to deviate from their work schedules and focusing on customers. Using their break times was not an option because such break times were scheduled and system reports would flag participants as having deviated from their schedule should the completion of the questionnaire have exceeded their break times.

A second limitation was the time factor. The research project for an MBA needs to be completed within a specific number of semesters. If more time had been taken to remind the targeted sample to return their completed questionnaire, the waiting time would have been longer, thus reducing the remaining time for writing the report.

1.9 Chapter Summary

This chapter covered the research problem to be addressed in the study, research questions which form an integral part of the problem to be addressed, the main purpose of the study, objectives to be achieved in the study, methodology to be used in the research, the structure of the questionnaire which be used to gather data, and lastly the limitations encountered in the study. The next chapter will deal with the review of the relevant literature

Chapter 2 - Literature Review

2.1 Introduction

The first chapter introduced the research topic in terms of the problem sought to be addressed by the study, the purpose the study sought to address, the methodology by which data was going to be gathered including its limitations. This chapter deals with the review of the relevant literature. The scope of the literature review includes appraisal theory, uses or purposes of appraisals, as well as the factors that could enhance or weaken the process. Those factors are: (a) Similarities i.e. gender; (b) Halo; (c) Interpersonal Effect; and (d) Fairness.

2.2 Performance Appraisal Theory

Performance appraisal is one of the most widely researched tools in human resource management and has been a major focus of industrial organizations and management scholars for decades, with rater accuracy being a major focus (Fay, 2006; Balzer & Sulsky, 1990; Fletcher, 2001; Whiting & Kline, 2007).

In performance appraisal, organizations seek to assess employees and develop their competence, with key activities being goal setting and feedback (Fletcher, 2001). The research community's driving concern has traditionally been the issue of rating accuracy during the appraisal process; that is to say, the subordinate's appraisal outcomes should indeed be an accurate testimony to the subordinate's actual performance during a particular period of time (Longenecker & Ludwig, 1990). Nowadays, it has widened as a concept and set of human resource practices. Given the issue of accuracy, the bulk of research efforts were thus directed at developing a rating instrument that would produce accurate ratings. Researchers' efforts were focused on producing a rating instrument to produce accurate ratings with the assumption that ratees would be satisfied with the rating instrument used because it would be unlikely to produce inaccurate outcomes or be contaminated with rating errors (Longenecker & Ludwig, 1990; Bernadin & Beatty, 1984; Landy & Farr, 1983). As a result, research on the subject has moved from the limited confines of measurements and accuracy of performance ratings and has begun to focus more on social and motivational aspects of appraisal (Fletcher, 2001; Longenecker & Ludwig, 1990).

The performance appraisal tool plays an influential role in affecting decisions that include compensation, promotions, demotions, transfers and dismissals; hence, its accuracy in terms of rating outcomes is very critical (Fay, 2006). Within an organizational environment, there is an employment relationship between the employer and employee. The existence of an employment relationship creates expectations for both the employer and employee. From the employer's perspective, expectations pertain to whether the employee performs within set standards, whilst on the employee side, the expectations pertain to being recognized by the employer for meeting or exceeding the set performance standards; thus, this indicates the existence of contractual obligations between the two parties involved in the relationship (Fay, 2006). In the employment relationship, the employer administers performance appraisal or evaluation of the tasks performed by the employee. Within the appraisal process, two fundamental parties are involved, namely the employee and the employer, who can be referred to as the appraiser and appraisee or rater and ratee. The process involves one person judging another person who may be prone to errors or using a subjective process (Longenecker & Ludwig, 1990).

For the organizations, appraisal has become a general heading for various activities where the employer seeks to assess employees' performance against stated objectives, develop their competence and distribute the rewards (Fletcher, 2001; Wilson & Western, 2000; Schraeder, Becton & Portis, 2007).

According to Wilson and Western (2000), performance appraisal is part of a larger process of performance management. The term performance appraisal is essentially described as being a process of judgment and evaluation of employees' performance in the workplace by a supervisor or team tasked with administering the process (Rademan & Vos, 2001; Sabeen, Mehbood & Jinnah, 2008). It is amongst the most important human resource practices (Boswell & Boudreau, 2002; Kuvaas, 2006; Judge & Ferris, 1993) and has been one of the most researched and hotly debated topics in work psychology as well as personnel circles (Fletcher, 2002; Kuvaas, 2006; Gabris & Ihrke, 2001).

2.3 Performance Appraisal Uses OR Purposes, How it Relates to Employee Satisfaction

Performance appraisal has been a subject of interest to researchers, yielding numerous mixed results and conclusions (Boswell & Boudreau, 2002). Organizations use it for multiple purposes. It is used as a tool to reward, discipline, coach and counsel employees, negotiate improvements in performance, improve the work environment, raise morale, clarify expectations and duties, improve upward and downward communication, reinforce management control, help validate selection decisions, provide information to support HR activities, identify development opportunities, improve perception of organizational goals, and to select people for promotion and redundancy (Longenecker & Goff, 1992; Wilson & Western 2000; Chu & Chen, 2007).

Organizations have multiple uses for performance appraisals. Despite the multiple or numerous uses, there are common elements to almost all performance appraisal systems:

- The individuals' performance, behaviours or traits are judged or rated by someone else, such as a supervisor or designated employee charged with administering the appraisal.
- The appraisals are scheduled, usually annually or quarterly as opposed to being tied to the completion of a particular task.
- The ratings or judgments are systematically undertaken with all employees of a particular department as opposed to being applied to selected individuals.
- The process is mandatory and linked to some form of pay rise increase, promotion, demotion or dismissal decision or to develop individuals in order to be able to perform according to the established performance standards. Such information is recorded and kept on file by the employer (Law, 2007; Coens & Jenkins, 2002).

Organizations go to considerable lengths and effort in undertaking performance appraisals because they see them as a vehicle to bringing about increases in productivity and profitability. It can also be argued that employers may use their power or authority to withhold compensation, in the form of pay rises, promotions or rewards, where the performance of the employee being appraised is below expected standards. This is the case where performance appraisal uses a top-down approach rather than multiple sources.

In the multi-rater approach, not only the supervisor administers the assessment process however information about the incumbents performance is collected from more than one source including oneself, peers, supervisor and customers(Flint, 1999).

According to Youngcourt et al., (2007), performance appraisal is traditionally a top-down process directed at individuals and serves both administrative and developmental purposes. The conventional perception of the performance appraisal is that it is a process intended to provide a rational basis for managerial decision-making about people's performance and the findings are used to determine how effectively employees have performed in their jobs, as well as if there is a need for training or developmental action to help close the gap between actual performance and what is expected of the employees, and whether they qualify for a raise in pay or promotion, based on their actual performance (Nurse, 2005).

In a study conducted by Boswell and Boudreau (2002), two uses of performance appraisals were examined: (1) the evaluative purpose, chiefly concerned with salary administration, promotion decisions, retention/termination decisions, recognition of individual performance, layoffs and the identification of poor performance; and (2) the developmental purpose, chiefly concerned with identifying individuals' training needs, providing performance feedback in terms of whether expected standards of performance are being met or not, and distinguishing the individual employee's strengths and weaknesses. Perceived evaluative uses were found to not be significantly related to satisfaction with the appraisal process, including the person administering the process, in this case the rater or appraiser; however, perceived development uses were found to be positively associated with performance appraisal satisfaction. This is an indication that where performance appraisal uses are developmental, employees seem to be satisfied with the appraisal tool as well as the person administering it. This was further confirmed by the findings of Youngcourt et al., (2007) in that, although there is a positive relationship between the perceived administrative and development aspects and the appraisal process and the appraisee, their uses were empirically found to be distinct.

Longenecker and Goff (1992) conducted a study where their critical question was about the purposes for which organizations conduct performance appraisals. Their study focused on answering four critical questions:

- What specific uses or purposes do managers and employees believe are served by the appraisal process?
- How effective is the appraisal process in fulfilling these purposes?
- Do differences exist between how managers and employees perceive the effectiveness of the process?
- What are the primary causes of appraisals' ineffectiveness and failure?

With respect to the first research question, their results revealed that performance appraisals serve the following functions, as perceived by both managers and subordinates:

- It lets employees know where they stand;
- It facilitates subordinate development;
- It improves employees' motivation and performance;
- It serves as a vehicle to link pay to employees' performance;
- It helps to establish and clarify goals and objectives;
- It facilitates communication between managers and employees;
- It helps to improve the working relationship between managers and subordinates; and
- It is an avenue for employees to provide input about their jobs.

With regard to the second research question, the results were mixed. Both managers and employees perceived that the appraisal process was effective in fulfilling the key uses or purposes. The findings of the third research question showed that both parties viewed the appraisal process as an ineffective vehicle for linking pay to performance; helping improve employee motivation and performance; and improving the working relationship between managers and employees. The two most cited uses or purposes of performance appraisal, namely to administer merit pay and help improve employee motivation and performance, received disastrous ratings from both parties.

According to the study conducted by Smith, Hornsby and Shirmeyer (1996), the objectives for conducting performance appraisals include promotions, salary decisions, training or developmental needs. Their findings are not contradictory to that of other researchers who have been studying performance appraisal uses in the past decades.

The empirical study conducted by Chu and Chen (2007) within firms in the manufacturing and service industries in Taiwan reveals the existence of noticeable differences in the purposes of performance appraisals and the criteria used in such firms. The service industry pays more attention to administrative purposes whilst the manufacturing industry emphasizes developmental purposes. The service industry tends to use outcomes derived from the appraisal process in the administration of salaries and lay-off decisions whilst the manufacturing industry uses the outcomes for goal identification. The other difference is that the service industry has adopted quantitative outcomes as a means to assess goal accomplishment rates whilst the manufacturing industry focus is on qualitative process criteria to assess employees' ability to make correct judgments.

Milliman, Nason, Zhu and De Cieri (2002) empirically examined the current purposes or uses of performance appraisal as "is currently practiced and how employees believe they should ideally be practiced" in 10 different countries and regions in Asia, North America and Latin America. The current practices examined include documentation, development, administration (such as pay and promotions), and subordinate expression. Their empirical results revealed that only four areas tended to have moderate emphasis on development, namely Australia, Canada, Latin America and Taiwan, whilst the rest of the areas tended to have moderate emphasis on development, except Korea, which had the lowest emphasis. The study revealed that employees in Taiwan, Latin America and Anglo-based countries felt that high emphasis should be placed on the development aspect of performance appraisal, whereas the remaining Asian countries indicated a preference for moderately high emphasis. Regarding the administrative uses or purposes, there was low to moderate emphasis in most countries. Regarding pay, Australia, Mexico and Korea had low emphasis, and promotions had moderate emphasis in Canada, Indonesia, Mexico, the People's Republic of China and the USA. Results indicated that employees felt that the ideal practices in terms of the administrative aspect of performance appraisal should receive moderate to moderately high emphasis, except in the Latin bloc; Taiwan showed a very high emphasis on what should be practised. In terms of current practices related to subordinate expression, almost all countries placed low emphasis on this item. Only Australia and Latin America placed moderate emphasis on the subordinate voice

being heard. Korea placed very low emphasis on this aspect. Results in terms of what should be practised in this aspect of performance appraisal indicate that employees felt that very high emphasis must be placed on the subordinate voice in the Latin bloc and Anglo-Saxon countries, whereas in the remaining Asian countries, emphasis was only moderate to moderately high.

The results appear to paint a mixed picture on whether performance appraisals fulfil their intended uses or purposes. There seems to be a gap between current practices and what the process should ideally accomplish. It is interesting to note that in first world democracies like the USA, which the researcher assumes most of literature on appraisal is based on, seem not to be practising two-way communication during the evaluation process and employees do not have the opportunity to voice concerns on matters affecting them. This seems to reinforce some critics' arguments in that they contend that the process creates more problems than it resolves. Also worth noting is the cultural differences in the 10 countries where studies were conducted. On the issue of the subordinate voice, it seems that Korean practices are extreme in that a challenge by an employee on the outcomes of an evaluation or assessment is viewed as a challenge to the status and power of supervisors (Milliman et al., 2002).

2.4 Attitudes and Reactions toward Performance Appraisal Feedback

The dimensions of performance appraisal attitudes include satisfaction, utility or uses of the appraisal, and fairness (Whiting & Kline, 2007). According to Levy and Williams (1998), it is likely that employees will be more satisfied with their performance appraisal system when they understand the components and uses of the system. One of the uses of performance appraisal is to let employees know where they stand. This is achieved through a process known as performance feedback, where the outcomes of the process, in the form of ratings, are made known to the employee. When employees are given feedback about their performance, they will either react positively or negatively. The recipients' level of satisfaction with the appraisal feedback is one of the consequences of the reactions to appraisal feedback (Jawahar, 2006; Giles & Mossholder, 1990; Keeping & Levy, 2000). Jawahar (2006) conducted a study to investigate the correlation between satisfaction and performance appraisal feedback. The results of the study indicate that

satisfaction with performance feedback was positively related to job satisfaction and organizational commitment and negatively related to turnover intentions. In addition, the results indicate that satisfaction with the rater and previous performance ratings influence an employee's satisfaction with appraisal feedback.

Kuvaas (2006) conducted a study to explore alternative relationships between performance appraisal satisfaction and employee outcomes in terms of work performance, effective organizational commitment and turnover intention. The findings suggest a direct relationship exists between performance appraisal satisfaction and effective commitment and turnover intentions. The relationship between performance appraisal satisfaction and work performance was mediated by intrinsic motivation. Fay (2006), in her study on employees' reactions to performance appraisal, found that job satisfaction has the largest direct and overall effect on satisfaction with the performance appraisal process, confirming that employees' attitudes about their jobs outweigh the social context. Pettijohn, Pettijohn and d'Amico (2001), in their study examining the relationship between performance appraisal characteristics and salespersons' job satisfaction, indicated that when appraisals provide clear criteria, the criteria meet with the salesperson's approval, and the appraisals are perceived as fair and are used in determining rewards, the salesperson's job satisfaction increases.

Whiting and Kline (2007) conducted a study to assess whether attitudes relevant to organizations can be predicted by the congruence (i.e. person and environment fit model describing the congruence between values, goals and expectations of employees and those of the organization) of what employees hope for in a performance appraisal system and what they are currently being appraised on. The findings suggest that performance appraisal congruence positively predicts performance appraisal attitude, which then predicts effective organizational commitment and turnover intentions.

Despite the widespread uses or purposes of performance appraisal and the proclamations made by researchers of the critical role the tool plays in effectively managing human resources, critics to the process contend that it can create more problems that it solves

(Milliman et al., (2002); Lawler, 1994). Its criticism involves issues that it is opinion-based (not facts), generally one-sided and rarely based on metrics (Heathfield, 2007). Furthermore, according to Heathfield (2007), managers hate conducting performance appraisals, they are uncomfortable in the role of being a judge and they will try avoiding the process at all costs, fearing that this will lead to provoking a defensive response from employees, and managers avoid giving honest feedback to employees, thus defeating the purpose of the performance appraisal. If these conditions cited by Heathfield exist in organizations where managers find themselves lacking the courage to confront employees with negative feedback because they fear workplace disharmony, then employees will be denied the opportunity of learning and growing from the process, which is an undesirable outcome of the performance appraisal. This will mean that managers are either architects of continuous poor work performance or major contributors to it, which ultimately will have a negative impact on the organization attaining its goals or strategic objectives.

According to Law (2007), the appraisal process undermines teamwork because individuals are torn between actions that will benefit the team and its goals, and actions that might place the employee in a good light for the appraiser. In other words, Law means that the appraisal process does not contribute to the creation of conditions in the workplace where teamwork will thrive and be sustained, as the employee's focus is on himself/herself, not to the benefit of the team. Law (2007) appears to have a valid argument in his conclusion that the performance appraisal process does not contribute to teamwork in the workplace and rather makes the individual strive to look good in the eyes of the appraiser, because it does not consider what the individual has contributed to the knowledge of his/her colleagues in terms of knowledge transfer in carrying out a work-related task. Certain employees in the workplace have become skilful in executing work-related tasks evaluated in the performance appraisal system employed by the organization and receive favourable ratings, not through the efforts of the supervisor. In other words, Law (2007) points out that the performance appraisal process is limited in terms of taking into account contributions individuals subjected to the process make towards the effectiveness of the team.

Nickols (2007) suggests that executives in organizations should scrap the performance appraisal system rather than continually redesign it. His belief is that the negatives associated with performance appraisal systems far outweigh the benefits. Cited benefits include goal setting, receiving feedback, career management, objective assessment, and legal protection. The negatives include reduced productivity, eroded performance, damaged morale and motivation, fostering a short-term view among employees, and institutionalizing values and bias.

2.5 Similarities and their Effect on the Appraisal Process, including Employees' Satisfaction with the Process and Outcomes

There are different types of nuances and complexities associated with performance appraisal (Schraeder & Simpson, 2006) and the relationship between the rater and ratee (the supervisor who administers the performance assessment to the employee). Various aspects, such as age, race, tenure etc., can affect the relationship between the supervisor and employee. The existence of some form of relationship between the supervisor and employee will have an effect on the outcomes or ratings from the appraisal process. This has been confirmed by numerous studies that focus on the dynamics associated with the relationship between the supervisor and employee (Schraeder & Simpson, 2006).

Demographic similarity between the rater and ratee is positively related to performance ratings (Schraeder & Simpson, 2006; Turban & Jones, 1988; Wayne & Liden, 1995) and has also been shown to influence whether the supervisor likes the employee (Tsui & O'Reilly, 1989; Wayne & Liden, 1995). Judge and Ferris (1993) also found that a supervisor liking an employee significantly affected performance ratings. Schraeder and Simpson (2006) and Turban and Jones (1988) note that a supervisor who perceived a subordinate as similar may treat this subordinate more favourably. This may manifest itself in the subordinate receiving favourable performance ratings.

Contrary to the findings of Turban and Jones (1988) and Wayne and Liden (1995), in the study conducted by Fay (2006) on how demographics affect the appraisal process and its outcomes, shared gender emerged as a powerful, positive predictor of overall satisfaction

with the process. Race appears to have no relationship to subordinates' satisfaction with the process. If the employee and supervisor are of the same gender, there is a significant increase in satisfaction with the appraisal process whereas race seemed to have negative, though not significant, effect on the overall satisfaction with the process (Fay, 2006). Fay's finding seems to contradict earlier findings by Turban and Jones (1988) and Wayne and Linden (1995), where demographic similarity between the employee and supervisor appears to have a significant effect on how employees perceive the process and that if the supervisor is the same as the employee (demographically), he or she seems to treat the subordinate favourably. This may be in terms of high rating scores awarded to an employee during performance evaluation. Fay appears to have distinctly examined the effects of each demographic element and how they relate to perceived overall satisfaction with the appraisal process. Comparing the findings of these researchers, Turban and Jones (1988) and Wayne and Liden (1995) seem to have generalized theirs, but Fay was more specific.

2.6 Halo Error, Interpersonal Affect and their Effect on the Appraisal Process and Outcomes

2.6.1 Halo Error

Researchers in the field of performance appraisal have devoted a great deal of attention to the problems of judgmental biases that seem to be an inherent feature of rating processes and outcomes with this form of error being recognized as one of the most pervasive and yet least understood (Jacobs & Kozlowski, 1985; Nisbett & Wilson, 1977). According to Jacobs & Kozlowski (1985) and Thorndike (1920), the history of halo error identification is attributed to Wells and Webb in 1907 and 1915 respectively; however the individual credited for naming this error halo is Thorndike. The error is characterized as a strong likelihood that an overall impression causes or forces the ratings of separate dimensions to be consistent with a global evaluation, even when the rater has sufficient information to render independent judgements of the dimensions, and because of the phenomenon's pervasive nature, it has long been considered a principal liability (Jacobs & Kozlowski, 1985; Nisbett & Wilson, 1977).

Findings by Jacobs and Kozlowski (1985) indicated that as the rater-ratee familiarity increased, so did the magnitude of the halo error. This correlation indicates that as the raters' opportunities to observe ratees' behaviour increases, so does the magnitude of the halo error.

In the study conducted by Goffin, Jelly and Wagner (2003), they examined the effects of inducing halo on performance rating accuracy, which revealed that the effect of halo induction on rating accuracy was not significant. This led them to conclude that any potential beneficial effects of halo on performance ratings may be limited to naturally occurring halo rather than induced halo. Tsui and Barry's (1986) research findings on outcomes or ratings by raters with extremely positive or extremely negative feelings toward ratees exhibited significantly more halo than ratings by raters who were more neutral. One method to minimize rating errors is the use of behavioural diaries, booklets used to record rate performance behaviour for later use by raters, which negates having to rely on whatever memories can be recalled during the rating task (Palmer, Thomas & Maurer, 2003; Maurer, Palmer & Ashe, 1993). Some research conducted on behavioural diaries, both in the lab and field, indicates that diaries increase the accuracy of performance ratings (Palmer et al., 2003; DeNisi, Robbins & Cafferty, 1989; DeNisi & Peters, 1992; Maurer, Stielberg & McCoy, 1991). Contrary to these findings, other findings reveal that, under some conditions, diaries may worsen the very same problems they intend to fix (Palmer et al., 2003; Maurer et al., 1993).

The findings by Palmer et al. (2003) indicate that the use of behavioural diaries resulted in less halo error when performance ratings were performed in a context-free environment. In addition, halo error was not reduced by the use of diaries if a prior context existed. Their findings revealed that the use of behavioural diaries led to less accurate ratings when a prior poor performance context existed but did not affect the accuracy in either the context-free condition or the prior good condition.

2.6.2 Interpersonal Affect

Interpersonal affect can be described as a like-dislike relationship between a supervisor and subordinate, which has been conceptualized as a source of rating bias (Varma, DeNisi & Peters, 1996; Varma & Pichler, 2007; Zanjoc, 1980).

Two studies on interpersonal affect are relevant to this study. The first study conducted by Varma et al. (1996) to determine whether the interpersonal affect would hold up in a field setting as opposed to a laboratory research setting, where findings were that the interpersonal affected was related to the rating of job performance and such findings were taken to mean that the interpersonal affect creates bias in ratings.

Results suggested that the interpersonal affect was significantly related to all ratings, thereby confirming the findings from several laboratory studies. Furthermore, confirming earlier findings from the laboratory results suggests that the relationship between the interpersonal affect and rating was stronger on trait-like dimensions than task/outcome-like dimensions. Lastly, the findings also suggested that interpersonal affect played a greater role in ratings where raters kept performance diaries. They then reached a conclusion that the interpersonal affect may not introduce bias in the ratings but may be a result of better subordinate performance. In other words, Varma et al. (1996) suggest that the interpersonal affect may develop as a result of better subordinate performance.

The second study by Varma, Pichler and Srnivas (2005) examined the role of interpersonal affect in appraisals in the US and India in the field setting. Results suggest that raters are able to separate affective and performance-related information when assigning performance ratings. Since the study involved a developed country and developing countries, the ability to separate affect from performance-related information was moderated by cultural norms. In India, ratings of poor performers were consistently inflated by raters with a positive interpersonal affect towards them, which was not the case in the US. These findings suggest that the interpersonal affect operated as a source of bias in the Indian context (Varma et al., 2005). In 2007, Varma and Pichler conducted another study where they examined whether interpersonal affect operated as a source of

bias in performance appraisal in the field setting. They tested to see whether ratings of low performers were inflated when subordinates were liked and whether ratings of high performers were deflated when subordinates were disliked. Their results indicated that there was no deflation of high performers and inflated scores for low performers. As a result, these findings support earlier research by Varma and Pichler (2007) in that raters are able to separate performance information from affect. This then strengthens their earlier findings that interpersonal affect does not operate as a source of bias in performance appraisal.

Tsui and Barry (1986) examined the relationship between the interpersonal affect and rating errors. Their findings suggest that the interpersonal affect is related to rating errors. Ratings by raters with a positive affect toward a ratee were found to be most lenient whereas those by raters with a negative affect toward a ratee were found to be least lenient. These extremes that produced the ratings exhibited more halo than ratings by raters who were more neutral as to the interpersonal affect (Tsui & Barry, 1986).

Robbins and DeNisi (1998) investigated the influence of the interpersonal affect on ratings assigned in the performance appraisal process, the consistency of the interpersonal affect on the roles in the recollection of information, and the weighting of the recalled information during the appraisal process. Results suggest that raters assigned ratings according to the interpersonal affect, and raters gave most weight to performances that were congruent with the affect they felt for the ratees. Raters with a positive affect assigned significantly more weight to ratees' positive performance rather than to neutral or negative performance. This confirms bias toward better performers.

2.7 Fairness in Appraisal Outcomes and How it Relates to Satisfaction with the System OR Process

With the evolving nature of work life and employment contracts, fairness has become increasingly important to employees and to employers charged with administering human resource practices that directly or indirectly affect individuals in their employ

(Viswesvaran & Ones, 2002; Elovainio et al., 2002). One of the HRM practices in which fairness plays a major role is in performance appraisals.

During the performance evaluation/appraisal process, employees receive outcomes in the form of ratings for the effort they have put in to the accomplishment of work-related tasks being assessed, if they are associated with set standards of performance. Then employees will tend to judge or assess the overall fairness of those outcomes and the processes followed in producing those outcomes. These outcomes originate from the sources of procedures within organizations. These sources are supervisors and the employing organization (McFarlin & Sweeney, 1992).

Employees evaluate the organizational processes and procedures used by the companies to make decisions affecting them as well as the authorities charged with administering such procedures. In this process of assessment, employees will judge whether they have received fair outcomes, or justice has been served, as well as whether correct procedures were followed in producing those outcomes. Thus, the importance of justice being an imperative for the effective functioning of appraisal systems and processes within organizations, and the satisfaction of individuals they employ, has long been recognized by social scientist researchers (Greenberg, 1990a, b; Moore, 1978; Okun, 1975).

Traditionally, the earliest organizational justice research scholars focused on equity theory i.e. distributive justice theories (Greenberg, 1990b). According to Nowakowski and Conlon (2005), this has now evolved from a single construct to one represented by four constructs (distributive, procedural, interpersonal and informational justice). Within organizations, performance appraisal outcomes are used to make decisions that affect employees. The concept of fairness continues to be associated with many actions or reactions that occur in organizations (Nowakowski & Conlon, 2005). Cropanzano, Bowen and Gilliland (2007) noted in their article about the management of organizational justice that justice has the potential to create powerful benefits for organizations and employees alike, including greater trust and commitment, improved job performance, more helpful behaviour, improved customer satisfaction and diminished conflict. They

see justice as the glue that enables people to work together; an injustice, on the other hand, is like a corrosive solvent that dissolves the bonds or creates conflicts within employment relationships. Recipients of injustice may retaliate against the organization and this reaction has the potential to harm the employer-employee relationship and, ultimately, the organization as a whole.

Organizational justice scholars and researchers have identified three core dimensions of justice: distributive, procedural and interactional. Fair outcomes from an appraisal process will continue to be a topic of interest and concern to researchers given that critical decisions are made using performance rating scores and these affect employees' packages, career advancement, termination and demotion.

The distributive form of justice was first construed by Adams (1965) in terms of equity. According to Greenberg (2001), this form of justice can be defined as the perceived outcomes one receives from a social exchange or interaction. From the perspective of performance evaluation, it is the perceived fairness of rating outcomes that the individual employee receives from a supervisor or rater. The employee judges the fairness of the ratings received from performing a work-related activity that is judged by the rater or supervisor. According to equity theory, people determine fairness by evaluating their perceived contribution or inputs relative to the outcomes they receive. One could think of the employee asking himself/herself the question: Am I receiving fair outcomes based on what I have contributed towards providing satisfactory service to a customer? This applies in the case where the employee's work involves servicing customers within a service-oriented organization.

The second form or construct of justice is known as procedural justice. Literature on justice research previously focused on legal procedures and now it has moved to focus on organizational procedures. Procedures in an organization are used in a variety of situations, including decisions on performance appraisal outcomes (Nowakowski & Conlon, 2005). The introduction of the constructs or variables of procedural justice (e.g. accuracy, consistency, ethics, correctability, bias suppression, allowing employees to

voice their opinions and concerns about the process followed in producing the outcomes) highlighted the importance of fair procedures in the overall perception of fairness (Jawahar, 2007; Thibaut & Walker, 1975).

The third construct involves an interactional type of justice related to interpersonal treatment that the individual employee receives during the enactment of organizational procedures and which is likely to substantially influence their overall sense of organizational justice (Jawahar, 2007; Bies & Moag, 1986). The interpersonal aspect of justice argues that an individual's reaction toward an unfavourable outcome will be altered by the presence of sensitivity in the treatment of the employee. Sheppard and Lewicki (1987) and Greenberg (1986a, b, c) empirically distinguished between the distributive and procedural justice determinants of fairness. This was also confirmed in a study by McFarlin and Sweeney (1992), who found that, even though both constructs are correlated, they are uniquely distinct in terms of their predictive roles in personal and organizational outcomes.

One of the important reactions toward performance evaluation/appraisal is satisfaction or dissatisfaction of the person being assessed. The kind of reaction can be influenced by various factors, such as the accuracy of the ratings, consistency in the application of standards, how fair the ratings/outcomes are and include the procedures used to arrive at those outcomes. Narcisse and Harcourt (2008) conducted a study to determine the essential factors that influence employees' fairness perceptions of their performance appraisal and the applicability of these factors to the experiences of employees in a St. Lucian public service organization.

Overall results from the study show that distributive, procedural and interactional justice factors identified in the existing literature influence employee perceptions of fairness in their appraisals. In a study by Jawahar (2006) on the influence of perceptions of justice or fairness on performance appraisal reactions, the findings were that distributive justice had the greatest influence on satisfaction with performance ratings or outcomes and that procedural justice has the most influence on satisfaction with the appraisal system.

Perceptions of the interactional component of justice were found not to have an influence on the employee's satisfaction with the rater and feedback. Further analysis by Jawahar (2007) has revealed that both distributive and procedural justice significantly influences the employee's satisfaction with appraisal feedback.

Folger and Konovsky (1989) studied the effects of distributive and procedural justice on reactions to pay raise decisions. Distributive justice was found to be related to satisfaction with raises whereas procedural justice had a significant correlation with organizational commitment and with trusting the supervisor. The study further demonstrated that perceptions about distributive justice were uniquely associated only with satisfaction with the individual's own outcomes (pay satisfaction), whereas perceptions about procedures used to determine pay raises were uniquely associated with organizational commitment and trusting the supervisor. The study also found that both procedural and distributive justice contributes significantly to variance in outcome satisfaction.

McFarlin and Sweeney (1992) studied how distributive and organizational justice predicts satisfaction with personal and organizational outcomes. Both distributive and procedural justice were found to be important predictors of work outcomes (e.g. a personal outcome such as a pay rise and job satisfaction) as well as organizational outcomes such as organizational commitment and trusting the supervisor. In other words, they interacted in predicting these outcomes. Distributive justice was found to be a more important predictor of personal outcomes and procedural justice tended to be a stronger predictor of organizational outcomes.

Lau et al. (2008) conducted a study to investigate whether fairness of performance evaluation procedures affect job satisfaction. The findings of their study indicate that procedural fairness perceptions in performance evaluations have a significant total effect on the subordinate's job satisfaction through the outcome-based process (distributive fairness) and non-outcome-based process (trusting one's superior and organizational commitment). In this study, the non-outcome-based process appeared much stronger than the outcome-based process, thus confirming the group value model by Lind and Taylor

(1988) in which procedures are a very important aspect of groups' perceptions, how they are evaluated by recipients of fairness in the form of procedural judgements, would have stronger effects on other group relevant attitudes.

Clay-Warner, Reynolds and Roman (2005) studied the link between organizational justice and job satisfaction. Their findings indicate strong support for the group value model, which argues that procedural justice will be a consistently important antecedent of job satisfaction. Procedural justice was a consistently strong predictor of job satisfaction for all worker groups and was significantly more important than distributive justice in predicting job satisfaction among both unaffected workers and downsizing victims. This further confirms that employees with varying strength relationships with organizations consider procedural fairness when assessing satisfaction with their jobs (Clay-Warner et al., 2005).

Korsgaard and Roberson (1995) investigated the role of the subordinate's voice (instrumental and non-instrumental) in influencing a decision or creating positive attitudes in the performance appraisal context. 'Having a voice' is the practice of allowing individuals affected by a given decision to present information relevant to a decision (Thibaut & Walker, 1975; Folger, 1977). Basically, this is where an individual is given an opportunity to challenge or rebut an evaluation outcome, and it can engender positive attitudes toward a decision that might be viewed by the subordinate as unfavourable or negative (Korsgaard & Roberson, 1995). Korsgaard and Roberson found that both aspects of voice were related to satisfaction with the appraisal, while the non-instrumental voice had an impact on the attitudes toward the manager.

Sabeen, Mehboob and Jinnah's (2008) study investigated employee reactions to the fairness of and satisfaction with an existing performance appraisal system and its impact on overall job satisfaction. Their findings indicate a positive and strong relationship between the perceived fairness of the appraisal system and appraisal satisfaction, whilst the overall job satisfaction was least affected by the appraisal satisfaction. In addition, the study found that procedural justice affected the level of satisfaction with appraisals more

than any other factor, thus confirming the findings from prior studies and emphasizing the importance of this justice construct in performance appraisal outcomes.

Cropanzano, Prehar and Chen (2002) used social exchange theory to distinguish between procedural justice and interactional justice. The results confirmed that procedural and interactional justice have different correlates. Procedural justice was related to upper management and satisfaction with the performance appraisal system whereas interactional justice was related to the quality of the manager or supervisor employees interact with during an appraisal process that treats them fairly.

Viswesvaran and Ones (2002) examined the construct of organizational justice through a meta-analytic evaluation of relations between work attitudes and behaviours. The results of the analysis indicated that procedural justice and distributive justice, though highly correlated, have a substantially unique variance associated with them. Individuals seem to appreciate procedural justice more because procedural justice provides greater control over processes than distributive justice does because of the expectation that procedural justice will provide control over outcomes. The analysis of the pattern of correlations between variables like productivity, job satisfaction, organizational commitment and organizational behaviours indicated that procedural justice is more closely related to work attitudes and behaviours than distributive justice.

In 2006, Hopkins and Weathington examined the relationships between perceptions of distributive and procedural justice, trust, organizational commitment, organizational satisfaction and turnover intentions among the survivors of a recently downsized organization. What they specifically tested was the mediating role of trust in the relationship between organizational justice and employee attitudes. The results indicate there was not a strong relationship between continuance commitment and the other variables. Turnover intentions were the only variable where there was a significant relationship with continuance commitment.

Fields, Pang and Chiu (2000) examined the extent to which employee judgements about distributive and procedural justice predict job satisfaction, intention to stay and the evaluation of supervision in Hong Kong. The findings show that each of these justice constructs studied play a role in determining work outcomes of Hong Kong employees. Procedural justice had a larger influence on the evaluation of supervision and distributive justice had a larger influence on their intention to stay and job satisfaction.

Lam, Schaubroeck and Aryee (2002) conducted a cross-national study to examine the influence of organizational justice perceptions on work outcomes moderated by individual differences that are influenced by societal culture i.e. power distance. Their findings show that the effects of justice on these outcomes were stronger among individuals scoring lower on the power distance index, and most of these study participants were in the US as opposed to the Hong Kong sample.

Hubbell and Chory-Assad (2005) conducted a study to determine whether different types of justice relate to managerial and organizational trust in unique ways. The findings suggest that procedural justice was the strongest predictor of both organizational and managerial trust; distributive justice only predicted managerial trust and interactional justice did not predict either type of trust.

Cropanzano and Ambrose's (2003) study examined the relationship between individuals' perceptions of the fairness of the tenure and promotions process and their work attitudes over a 2-year period. Results supported the hypothesis that perceptions of procedural justice affect organizational attitudes prior to an allocation decision and soon after an allocation decision, with no additional impact over time. Distributive justice appeared to continue affecting organizational attitudes after an allocation decision is made.

2.8 Chapter Summary

It is evident from the literature above that performance appraisal is a widely researched topic and such research efforts will continue in the near future given that organizations will still want to know whether the human resources in their employ do what is expected of them. On the other hand, employees who are recipients of appraisal outcomes will continue to evaluate fairness of the decisions made, including processes followed to make such decisions. Factors that will continue interfering with the appraisal process include similarities (gender etc.); the interpersonal affect; halo error, which will lead to biased ratings or assessments; raters deliberately inflating or deflating ratings; and the unfairness perceived by employees. These factors will have a long-term impact on the effectiveness of the appraisals, which could also impact on the organization achieving its goals and objectives. The literature on performance appraisals informs us that this commonly used human resource practice is always confronted by inhibitors or impediments attributed to psychological factors like bias, halo errors, unfairness, inconsistencies in the rating or evaluation of employees' performance, and deliberate political interference by management to inflate or deflate scores obtained by employees. These impediments interfere with the objectives of the process instead of enhance it and thus prevent organizations from realizing their objectives.

CHAPTER 3

Research Methodology

3.1 Introduction

This chapter discusses the population size, sampling procedures followed, methodology used in data collection or instruments used in the collection of data, why this method was chosen over others as well as the construction of the instruments (measurements).

3.1.1 Population Size and Sampling Procedure

The population for the study came from the call centre operations within Telkom. The call centre operations within Telkom comprise different functions, which include inbound service activation, billing enquiries, operator services, inbound service assurance or the service complaints centre. The focus of the study was the inbound service assurance or service complaints centre. The sample for the study was drawn from frontline employees handling inbound service complaints and who were located in Gauteng, Bloemfontein and Cape Town call centres.

The sampling technique utilised in this study is a nonprobability technique utilising a 100 percent sample of the population within the service complaints department. The total population involved is 410 employees. Sekaran (1992, 253) suggests that for a population size of 420 a sample size of 201 is appropriate. However she also quotes Roscoe (1975) as saying that “Sample sizes larger than 30 and less than 500 are appropriate for most research” (Sekaran, 1992, 253). The inbound service complaints call centres were chosen because these employees are subjected to the appraisal process under consideration. As it was anticipated that not all the employees surveyed would respond it was considered advisable to utilise the 100 percent approach.

The distribution of questionnaires to the target sample was via email as this method was considered to be easy and cost effective way to reach the respondents targeted.

3.2 Data Collection Strategies

The methodology used to collect data entailed a self-administered questionnaire. As the questionnaire was self-administered, the advantage of this approach was that the participants' responses were free from any undue influence from peers and their superiors. Even the method of returning responses was controlled by the individual.

The disadvantage was that, given that it was a self-administered form of questionnaire, the response rate was lower than the researcher anticipated. This could have been due to employees not trusting the confidentiality guarantees and not being brave enough to express their independent views if they were contrary to management's thinking. In order to overcome these disadvantages, an email was resent to the participants via their human resource department appealing to them to respond and highlighting the importance of doing so and again reiterating the guarantee of the individual's confidentiality as well as non-disclosure of their identity in the final report.

The email system was used to distribute the questionnaires to all frontline employees known as service consultants and they were expected to respond via the same mode of communication. Prior to the distribution of the questionnaire, an informed consent letter was emailed to all participants in the sample. A total of 410 questionnaires were distributed to the call centres situated in Gauteng, Bloemfontein and Cape Town.

In the questionnaires and informed consent letter, participants were made aware that this formed part of a study by an MBA student of the University of KwaZulu-Natal, designed to investigate what employees perceive as the uses or purposes of conducting employee-customer service interactions as practised in the call centres, their perceptions of fairness of the assessment process and how the perceived fairness relates to their satisfaction with the assessment outcomes. Participation was purely voluntary as well as confidential and anonymity was guaranteed.

3.3 Measurements

3.3.1 Purposes or Uses of Assessment of Employee-Customer Service Interactions

Organizations use the performance appraisal tool for multiple purposes. Six items were used to determine employees' perceived uses of assessing employee-customer service interactions and were adapted from performance appraisal literature by Youngcourt et al., (2007); Boswell and Boudreau(2000); Longenecker and Goff(1992); Wilson and Western(2000); Thomas and Bretz(1994) in order to fit the study's goals.

Participants were asked to select one or more perceived uses or purposes that applied to them by making a cross (X) or check mark next to each item; in other words, more than one item could be selected. A multi-choice, multiple response scale was used to measure the six items with one question. The aim was to allow the participants to select one or more alternatives, depending on each individual's perception on the uses or purposes of conducting assessments or evaluations of employee-customer service interactions. Given that this was a multiple response question, percentages obtained in the analysis will not add up to 100%. It is also important to note that such types of questions constitute what is known as categorical variables. They are unlike the continuous variables where a Likert-type scale can be used.

Examples of items used were: (1) Results or outcomes from the assessment of employee-customer service interactions let employees know where they stand; (2) Assessment outcomes are used as inputs into salary adjustment decisions; (3) Assessment outcomes provide information about what employees are responsible for accomplishing; (4) Assessment outcomes are used to determine which employees are not performing well during employee-customer service interactions; (5) Assessment outcomes are used to highlight an individual's strengths and weaknesses; and (6) Assessment only provides information about an individual's weaknesses.

3.3.2 Fairness of Outcomes

According to Lau, Wong and Eggleton (2008), the first instrument to measure the fairness of outcomes was developed by Hopewood (1972) and was also used by Otley (1978). The second instrument was developed by Price and Muller (1981). These instruments have been used by McFarlin and Sweeney (1992), Jawahar (2007) and Lau, Wong and Eggleton (2008). The basis for the questionnaire in this study to measure the fairness of outcomes was adapted from proven instruments used previously in determining the organizational justice by the researchers and scholars mentioned above.

A four-item scale was used to measure the fairness of outcomes. This scale asked the respondents to rate the fairness of outcomes received during the employee-customer service interactions assessment e.g. (1) How would you rate the fairness of outcomes received (1 = very unfair, 5 = very fair)?; (2) Considering the efforts you have put into your performance during service interaction, how fairly do you think you were rated by the rater/assessor (1 = very unfair, 5 = very fair); (3) Performance assessment/evaluation I received is acceptable and fair (1 = strongly disagree; 5 = strongly agree); (4) Assessment/evaluation outcomes I received reflect my efforts I put into my work to produce desired outcomes i.e. satisfied customers (1 = strongly disagree; 5 = strongly agree). These items were rated on a five-point Likert-type scale.

3.3.3 Fairness of procedures used to determine outcomes

It has been demonstrated that procedural justice criteria – such as the application of consistent standards when appraising the performance of all employees – and assessment or appraisal outcomes based on accurate information, suppression of biased procedures, having a voice i.e. being afforded an opportunity to challenge outcomes one feels are unjust or unfair, and the presence of a process or mechanism to correct unfair or unjust decisions or outcomes contribute to employees' satisfaction with the appraisal or assessment process (Thibaut & Walker, 1975; Leventhal, 1980; Leventhal, Karuza & Fry, 1980; Greenberg, 1990a; Konovsky, 2000; Steensma & Visser, 2007). A six-item procedural fairness scale was constructed based on procedural justice criteria that were adapted from McFarlin and Sweeney (1992), Lau, Wong and Eggleton (2008), Jawahar

(2007), and Giles, Findley and Field (1997). The format of the items was as follows: (1) How fair were the procedures used to determine your quality scores or assessment outcomes (1 = very unfair, 5 = very fair)?; (2) I have a right to challenge my assessment outcomes when I feel the rating is inaccurate(1 = strongly disagree; 5 = strongly agree); (3) Assessment or evaluation outcomes received are based on facts(1 = strongly disagree; 5 = strongly agree); (4) Assessment or evaluation outcomes received are free from biases of the assessors(1 = strongly disagree; 5 = strongly agree); (5) Assessors consistently apply a similar standard to everyone when assessing or evaluating performance during service interactions(1 = strongly disagree; 5= strongly agree); (6) Assessors have the required knowledge to competently assess or evaluate performance during service interactions (1 = strongly disagree; 5 = strongly agree). These items were rated on a five-point Likert-type scale.

3.3.4 Satisfaction with assessment outcomes

Satisfaction is one of the important reactions towards the assessment process. This attitude develops as a result of employees' feelings about many aspects of the appraisal process, for example, the outcome or rating received, which can be favourable or unfavourable to the employee. A seven-item scale was adapted from Jawahar's (2007), with minor changes made to the wording in order to fit this study's goals. The format of the items was as follows: (1) I am satisfied with the assessment or evaluation outcomes received(1 = strongly disagree; 5 = strongly agree); (2) I am satisfied that the system used to assess or evaluate my interactions with customers produces fair outcomes(1 = strongly disagree; 5 = strongly agree); (3)I am satisfied with the procedures used to determine outcomes or quality scores of service interactions with customers(1 = strongly disagree; 5 = strongly agree); (4)I feel satisfied when assessment or evaluation outcomes are positive or favourable(1 = strongly disagree; 5 = strongly agree); (5)I feel dissatisfied when assessment or evaluation outcomes are negative(1 = strongly disagree; 5 = strongly agree); (6)I feel satisfied with either positive or negative outcomes, as long as they have been brought about through fair procedures(1 = strongly disagree; 5 = strongly agree); (7) Overall, I am satisfied with the assessors administering the assessment or evaluation

of calls for quality purposes (1 = strongly disagree; 5 = strongly agree). A five-point Likert-type scale was used to measure satisfaction items.

3.3.5 Effectiveness of the system used

Two items were used to measure the perceived effectiveness of the system used to assess or evaluate employee-customer service interactions. The items ask the respondents to rate: (1) Thinking about the system used to assess or evaluate calls; how fair it has been in producing assessment or evaluation outcomes (1 = very unfair; 5 = very fair); (2) Overall, the system used to assess performance during service interactions is an effective vehicle in delivering fair assessment outcomes (1 = strongly disagree; 5 = strongly agree). A five-point Likert-type scale was used to measure the items.

3.3.6 Trust in the system used

One item was used to measure employee's trust in the system used in the organization to assess or evaluate employee-customer service interactions. It was adapted from Lau, Wong and Eggleton (2008) in order to fit with the study's goals. The item asks the respondent to rate the extent to which the respondent perceives the trustworthiness of the system used to evaluate or assess performance during service interactions (1 = strongly disagree; 5 = strongly agree). A five-point Likert-type scale was used to measure the item.

3.4 Data Analysis

In order to address research question number one i.e. the perceived uses or purposes of assessing or evaluating employee-customer service interactions, the appropriate statistics were used in the analysis, which are known as frequencies. This provides an indication of how many respondents selected each of the items listed. Given that this type of question comprises of a multiple-response type questions, the percentages obtained did not add up to 100% because the respondents may have selected more than one of the listed uses or functions served by the assessment of employee-customer service interactions. This statistic type was chosen because we wanted to see results per item, in terms of quantity as well as in percentage form, on how many respondents selected each of the listed uses or purposes. It was also chosen because items measuring this variable are non-continuous

i.e. a categorical variable, and it would have served no purpose to use continuous variables.

To address research question number two and three i.e. whether employees perceive fairness in the assessment of their service interactions with customers and whether employees derive satisfaction from the assessment outcomes, the statistic type that was used in the analysis was descriptives. Given that items used in measuring these variables are continuous, the statistic used provided summary statistics such as the means, media and standard deviations. The means specifically provided information where respondents' perceptions indicated fairness as well as satisfaction with assessment outcomes. For missing data i.e. where the respondents may have opted not to complete all of the items in a questionnaire, an option known as "exclude cases listwise" that is available in the SPSS tool was used to exclude those cases where all of the items in the questionnaire were not completed.

In order to address the research question about exploring the existence of a relationship between perceived fairness and satisfaction with assessment outcomes, the appropriate statistic type used to calculate the correlation coefficients was the Pearson product-moment correlation coefficient or Spearman's rho, as it is normally called by statisticians. The two variables that were used to explore the relationship are continuous, making this statistic appropriate for the exercise. This thus provided information about their relationship in terms of both strength and direction. For missing values, an option known as "exclude cases pairwise" that is available in SPSS was used.

Lastly, to explore the impact of perceived fairness on the satisfaction with assessment outcomes, two continuous independent variables and a continuous dependent variable were used to explore the impact of the two independent variables on the dependant variable. A standard multiple regression analysis was performed to explore the impact. Prior to conducting the analysis, certain assumptions about the presence of multicollinearity, singularity and outliers were assessed by making use of the two continuous independent variables in order to comply with the multiple regression statistical technique. In other words, preliminary analyses were first conducted in order to

check for compliance with the above assumptions before the multiple regression analyses could be conducted. The output from the multiple regression technique provided information on the impact of fairness variables (fairness of outcomes and procedural fairness) on the satisfaction with the assessment outcomes variable, as well as which one was the best predictor of the dependent variable.

3.5 Chapter Summary

In an attempt to eliminate biased responses, the questionnaire targeted all frontline employees within the inbound service complaints call centres, irrespective of their age group and length of service to the organization. If the sampling method had been used to target, for instance, employees whose tenure was between 15 to 20 years, excluding those with less than 15 years' service and those with more than 20 years' service to the organization, this would have yielded biased responses towards the tenure group of 15 to 20 years, even though the excluded groups would also have been subjected to the assessment process.

As explained above, the methodology used to collect data to address the research questions of the study was based on questions adapted from proven instruments used by previous researchers and scholars focusing on performance appraisal and organizational justice. The next chapter describes various statistical techniques performed on the variables in order to address the research questions; where applicable, the outputs are presented in tables and graphical formats and the results are then interpreted.

CHAPTER 4

Research Results

4.1 Introduction

The results from the analysis of the data commence with the total responses received from the sample surveyed and gender and demographic information concerning age, region and tenure. This is then followed by results on whether employees have experienced assessments in the previous six months, frequency tables showing the number and percentage of perceived uses or functions served by assessing employee-customer service interactions, reliability of scales used to measure fairness of outcomes, procedural fairness, satisfaction with assessment outcomes and system effectiveness, the descriptives tables showing the perceived fairness of the assessments, satisfaction with the assessment outcomes, perceived efficacy of the system used in the organization, perceptions of whether the system is trustworthy, the relationship between perceived fairness and satisfaction with assessment outcomes, and the impact of perceived fairness on satisfaction with assessment outcomes. The tables and graphs were copied directly from SPSS output windows after statistical analyses had been conducted.

4.1.1 Total responses received and gender statistics

As stated in paragraph 3.1.1, the sampling technique used in this study is a nonprobability technique utilising a 100 percent sample of the population within the service complaints department. The total population involved is 410 employees. There were a total of 117 usable responses received representing a response rate of 28.5 percent. This validates an assumption that 25 percent response rate is sufficient to write a research report based on the guidelines by Sekaran (1992) and Roscoe's (1975).

The questionnaires were returned via email, as indicated on the questionnaires, and were seen only by the researcher conducting the study. From the 117 usable responses received, 76 were male (65%) and 41 were female (35%). This statistical information is displayed in Table 4.1.1.1 and in the pie chart Figure 4.1.1.2 below.

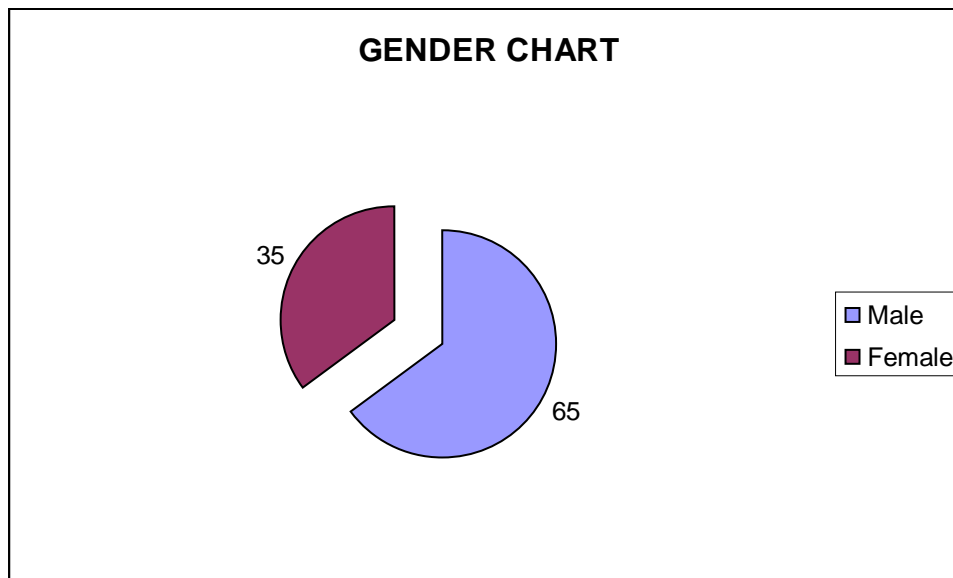
TABLE 4.1.1.1 Results of the responses received and gender distribution Statistics

Gender		
N	Valid	117
	Missing	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	65.0	65.0	65.0
	Female	41	35.0	35.0	100.0
	Total	117	100.0	100.0	

FIGURE 4.1.1.2 Pie chart showing the split between females and males in the sample



4.1.2 Age of respondents

The descriptive statistics for the age variable are displayed in Table 4.1.2.1 below. Of the respondents, 116 employees provided information on their age and one did not. This participant was excluded from the sample using the “exclude cases listwise” functionality of SPSS.

TABLE 4.1.2.1 Age distribution of the sample

Descriptive Statistics for Age Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Age	116	19	48	29.58	7.126
Valid N (listwise)	116				

The minimum age was 19 years and the maximum was 48 years. The youngest person in the sample was 19 years old and the oldest was 48 years old. The minimum age can be attributed to the fact that call centres attract young people, some have just completed matric and are employed on a temporary basis, while the maximum age can be attributed to the fact that some of the call centre staff have been in the organization for some time and were possibly working in a different division before joining the call centre. The mean value of 29.58 indicates that most respondents are approximately 30 years old with a standard deviation of 7.126 (SD=7.126). The value of the standard deviation is small relative to the mean. This indicates that the age scores are not far away from the mean.

TABLE 4.1.2.2 Distribution of Age Variable in the sample

Statistics

Age

N	Valid	116
	Missing	1

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	3	2.6	2.6	2.6
	20	2	1.7	1.7	4.3
	21	3	2.6	2.6	6.9
	22	5	4.3	4.3	11.2
	23	17	14.5	14.7	25.9
	24	5	4.3	4.3	30.2
	25	7	6.0	6.0	36.2
	26	12	10.3	10.3	46.6
	27	5	4.3	4.3	50.9
	28	4	3.4	3.4	54.3
	29	4	3.4	3.4	57.8
	30	2	1.7	1.7	59.5
	31	6	5.1	5.2	64.7
	32	2	1.7	1.7	66.4
	33	6	5.1	5.2	71.6
	34	6	5.1	5.2	76.7
	36	4	3.4	3.4	80.2
	37	2	1.7	1.7	81.9
	39	1	.9	.9	82.8
	40	13	11.1	11.2	94.0
	42	3	2.6	2.6	96.6
	43	1	.9	.9	97.4
	47	2	1.7	1.7	99.1
	48	1	.9	.9	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

The above table (4.1.2.3) shows that three, or 2.6%, of respondents were 19 years old; one, or 0.9%, of the respondents was 48 years old. The majority of the respondents were aged 23 years old (17 or 14.7%), followed by the group of respondents aged 40 years (13 or 11.2%), then those aged 26 years (12 or 10.3 percent). The rest of the respondents' ages appeared as a single digit in terms of frequency, namely 39, 43, and 48.

4.1.3 Region where respondents work

The total number of employees who provided information for the region variable was 117. Thirty-three were from Cape Town (28.2%), 23 were from Bloemfontein (19.7%), and 61 were from Gauteng (52.1%). This statistical information is displayed in Table 4.1.3.1 as well as in the pie chart Figure 4.1.3.2 below.

TABLE 4.1.3.1 The distribution of responses received per region

Statistics

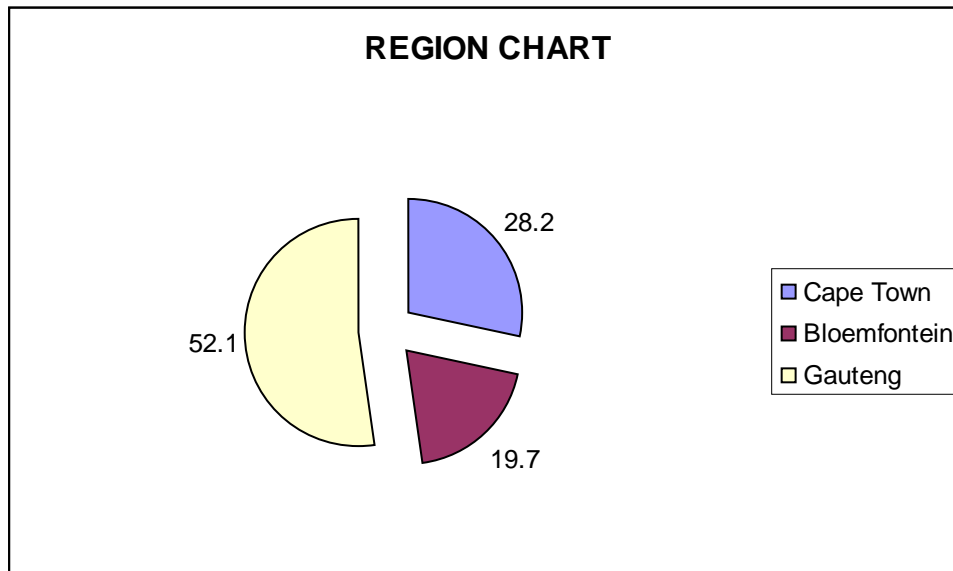
Region

N	Valid	117
	Missing	0

Region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Cape Town	33	28.2	28.2	28.2
Bloemfontein	23	19.7	19.7	47.9
Gauteng	61	52.1	52.1	100.0
Total	117	100.0	100.0	

FIGURE 4.1.3.1 Responses received per region



4.1.4 Number of years employed

The tenure of the sample was that 86 employees had been in the employ of the organization for between 0 and 5 years (73.5%); 24 had been employed for between 6 and 10 years (20.5%); 4 had been employed for between 11 and 15 years (3.4%); 1 had been employed for between 16 and 20 years (0.9%) and 2 had been employed for over 20 years (1.7%). A total of 117 employees completed this part of the questionnaire (this statistical information is displayed in Table 4.1.4.1 as well as the pie chart Figure 4.14.2 below).

TABLE 4.1.4.1 Tenure distribution

Statistics

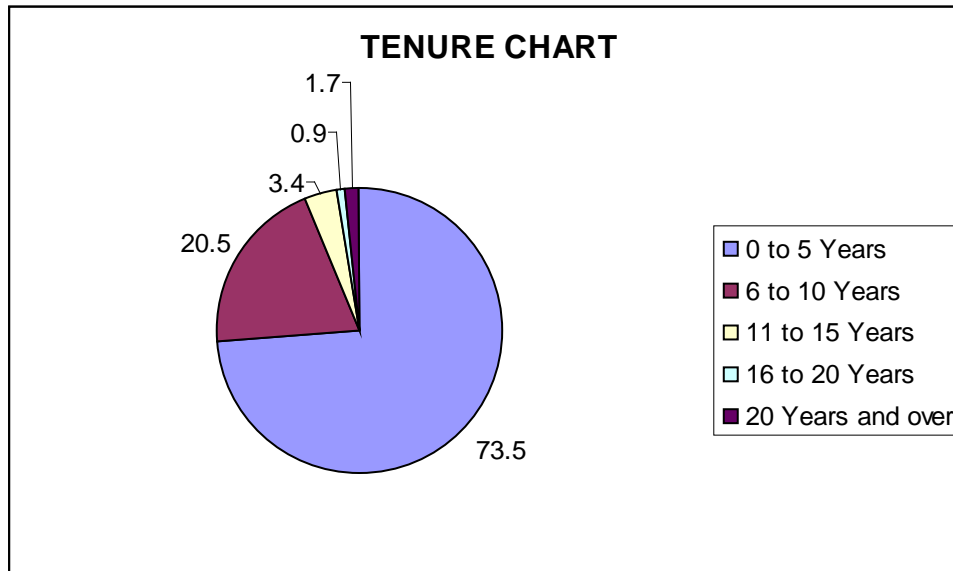
Tenure

N	Valid	117
	Missing	0

Tenure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5 years	86	73.5	73.5	73.5
6-10 years	24	20.5	20.5	94.0
11-15 years	4	3.4	3.4	97.4
16-20 years	1	.9	.9	98.3
20 years and over	2	1.7	1.7	100.0
Total	117	100.0	100.0	

FIGURE 4.1.4.2 Tenure distribution in the sample



As per the above figure above, the majority of the respondents who participated in the study have worked for the organization for up to 5 years, and only a small number of respondents have been in the employment of the company for 11 to 15 years, 16 to 20 years and over 20 years.

4.1.5 Performance assessment in the previous six months

From the sample of 117 respondents, 113 employees had been assessed in the previous six months. Four of them indicated that they had never had their calls or interactions assessed or evaluated for quality purposes and therefore, as instructed in the questionnaire, they did not complete the rest of the questions. This statistical information is presented in Table 4.1.5.1 as well as in the pie chart Figure 4.1.5.2 below.

TABLE 4.1.5.1 Responses received on the question of recent assessment during the previous six months

Statistics

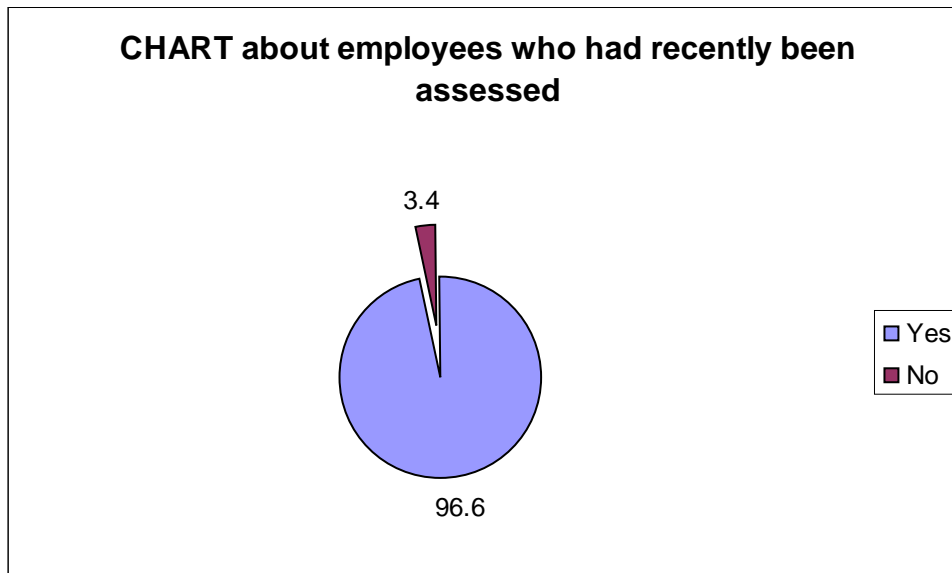
Recent Assessment

N	Valid	117
	Missing	0

Recent Assessment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	4	3.4	3.4	3.4
Yes	113	96.6	96.6	100.0
Total	117	100.0	100.0	

FIGURE 4.1.5.2 The distribution of responses for the question of recent assessment in the previous six months



4.1.6 Perceived uses or functions served by assessment of employee-customer service interactions

Addressing the research question on what employees perceive as the uses or functions served by conducting assessment or evaluations on service interactions, the results of the analysis are presented in tables 4.1.6.1 to 4.1.6.6. The frequency distribution tables are based only on those results from respondents who completed the relevant questions. Of the sample, 112 did so, as depicted in Table 4.1.6.1. Five respondents' answers are missing and can be explained as follows:

- Four respondents indicated that they had not been assessed in the previous six months, thus they were not required to complete the rest of the questions.
- One respondent indicated that he/she had undergone a recent assessment but did not select any of the listed assessment uses or purposes. In other words, the respondent decided not to select any of the listed uses or purposes. Hence, only 112 respondents' information was analyzed.

Eighty-eight respondents (78.6%) indicated that the uses or purposes of assessing employee-service interactions were to let employees know where they stood in terms of

how well or poorly they were performing, followed by 48 (42.9%) who perceived the uses as being inputs into salary adjustment decisions; 74 (66.1%) felt they were used to provide information on what employees are responsible for accomplishing; 72 (64.3%) perceived the uses being to determine which employees were not performing well during service interactions; 83 (74.1%) thought the uses were to highlight strengths and weaknesses of employees during service interactions; and 31 (27.7%) felt that the purposes or uses were only to provide information on individuals' weaknesses.

TABLE 4.1.6.1 Distribution of scores for the 1st element about the uses or functions served by assessing employee-customer service interactions

It lets employees know where they stand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	24	20.5	21.4	21.4
	Selected	88	75.2	78.6	100.0
	Total	112	95.7	100.0	
Missing	System	5	4.3		
Total		117	100.0		

TABLE 4.1.6.2 Distribution of scores for the 2nd element about the uses or functions served by assessing employee-customer service interactions

It is an input into salary adjustment decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	64	54.7	57.1	57.1
	Selected	48	41.0	42.9	100.0
	Total	112	95.7	100.0	
Missing	System	5	4.3		
Total		117	100.0		

TABLE 4.1.6.3 Distribution of scores for the 3rd element about the uses or functions served by assessing employee-customer service interactions

It provides information on what employees are responsible for accomplishing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	38	32.5	33.9	33.9
	Selected	74	63.2	66.1	100.0
	Total	112	95.7	100.0	
Missing	System	5	4.3		
Total		117	100.0		

TABLE 4.1.6.4 Distribution of scores for the 4th element about the uses or functions served by assessing employee-customer service interactions

To determine individuals who are not performing well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	40	34.2	35.7	35.7
	Selected	72	61.5	64.3	100.0
	Total	112	95.7	100.0	
Missing	System	5	4.3		
Total		117	100.0		

TABLE 4.1.6.5 Distribution of scores for the 5th element about the uses or functions served by assessing employee-customer service interactions

It highlights individuals' strengths and weaknesses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	29	24.8	25.9	25.9
	Selected	83	70.9	74.1	100.0
	Total	112	95.7	100.0	
Missing	System	5	4.3		
Total		117	100.0		

TABLE 4.1.6.6 Distribution of scores for the 6th element about the uses or functions served by assessing employee-customer service interactions

It only provides information about individuals' weaknesses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	81	69.2	72.3	72.3
	Selected	31	26.5	27.7	100.0
	Total	112	95.7	100.0	
Missing	System	5	4.3		
Total		117	100.0		

FIGURE 4.1.6.7 Distribution of scores on the uses or functions served by assessing employee-customer service interactions

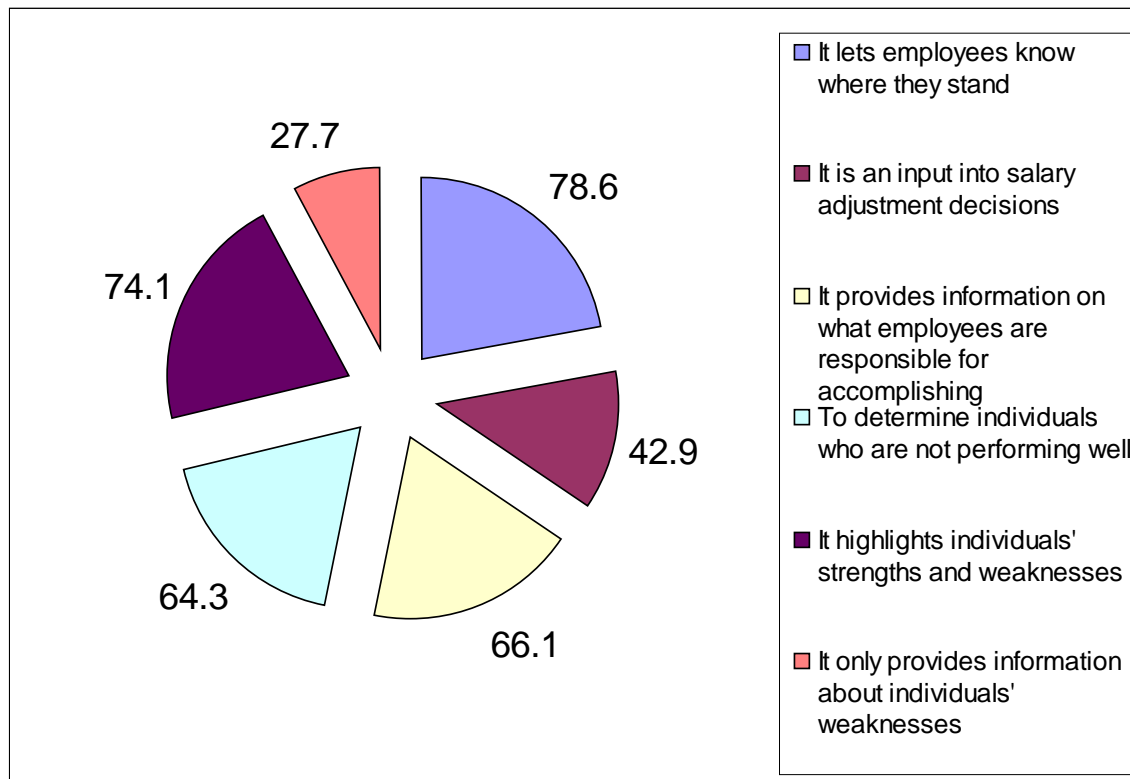


Figure 4.1.6.7 presents a pie chart illustrating the distribution of scores per item selected, based on what employees perceive as the uses or functions served by assessing their service interactions with customers. As explained in the data analysis section (Chapter 3), the figures in the chart do not add up to 100% because a multiple-type question was used to obtain data from the respondents.

4.1.7 Reliability of scales used

Prior to presenting the descriptive statistics analysis performed on fairness (fairness of outcomes and procedural fairness), satisfaction with assessment outcomes, effectiveness and trustworthiness of the system variables, the results of the reliability of scales used in the study variables are presented first below in tables 4.1.7.1 to 4.1.7.4.

TABLE 4.1.7.1 Results showing the reliability for the outcomes fairness scale

Scale: Outcomes Fairness
Case Processing Summary

		N	%
Cases	Valid	112	95.7
	Excluded(a)	5	4.3
	Total	117	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.810	.815	4

These items were rated on a five-point Likert-type scale. The scale's Cronbach's alpha was 0.810, suggesting very good internal consistency for the scale used (as per reliability statistics shown in Table 3.3.2.1 below). The alpha value in the table below is based on 112 valid cases. This excludes the 5 cases of missing values i.e. where respondents did not complete all the questions in this part of the questionnaire. This represents 27 percent of the population size

**TABLE 4.1.7.2 Results showing the reliability of the procedural
fairness scale**

Scale: Procedural Fairness
Case Processing Summary

		N	%
Cases	Valid	112	95.7
	Excluded (a)	5	4.3
	Total	117	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.894	.899	6

The reliability statistics in the above table 4.1.7.2 shows a Cronbach's alpha value of .894 suggesting good internal consistency of the scale used

**TABLE 4.1.7.3 Results for the reliability of the satisfaction with the
assessment outcomes scale**

Case Processing Summary

		N	%
Cases	Valid	107	91.5
	Excluded (a)	10	8.5
	Total	117	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.832	7

Table 4.1.7.3 above presents the results of the reliability of scale used in measuring the satisfaction with assessment outcomes variable. The Cronbach alpha value of .833 suggest good internal consistency of the scale used.

TABLE 4.1.7.4 Results for the reliability of the system effectiveness scale

Case Processing Summary

		N	%
Cases	Valid	109	93.2
	Excluded(a)	8	6.8
	Total	117	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.753	2

Table 4.1.7.4 above presents the reliability of the effectiveness of the system scale. Cronbach alpha of .751 suggests good internal consistency of the scale used in measuring this variable.

It is important to point out that for the system trustworthiness variable, reliability of scale used cannot be performed because only one item was used to measure it. The Cronbach alpha results above demonstrate that scales used are reliable i.e. the degree to which the items making the scales hang together.

4.1.8 Perceptions of fairness (fairness of outcomes, procedural fairness), satisfaction with assessment outcomes, effectiveness of the system used, and system trustworthiness

Descriptive statistics are presented in Table 4.1.8.1 below, and show the means, standard deviations, min. to max., kurtosis and the skewness of all study variables, addressing the research questions about perceptions of the fairness of outcomes, the fairness of procedures used in determining assessment outcomes, the effectiveness of the system used to assess employee-customer service interactions and the trustworthiness of the system, as perceived by employees.

TABLE 4.1.8.1 Summary of the descriptive statistics for fairness variables, satisfaction with assessment outcomes, system effectiveness and its trustworthiness

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std.Error	Statistic	Std.Error
Fairness of outcomes	112	4	20	12.87	4.210	-.210	.228	-1.050	.453
Procedural Fairness	112	6	30	18.31	6.579	-.021	.228	-.914	.453
Satisfaction with Assessment Outcomes	107	7	35	22.46	6.131	-.013	.234	-.026	.463
Effectiveness of the System used	109	2	10	5.83	2.110	.258	.231	-.777	.459
Trust in the system used	112	1	5	2.65	1.213	.458	.228	-.626	.453
Valid N (listwise)	107								

First and foremost, for each of the study variables, the value of N (i.e. cases used in the analysis) shows responses that totalled less than 117, which was the total number of responses received from a nonprobability sample of 410. These missing values can be attributed to human behaviour that made it unlikely for the researcher to obtain complete

data. In other words, missing cases were excluded from the analysis using the SPSS “exclude cases pairwise” functionality.

The results show that employees perceive fair outcomes from the assessment process (mean of 12.87); procedures used to determine outcomes are perceived to be fair (mean of 18.31); they are satisfied with assessment outcomes (mean of 22.46); they perceived the system used to assess the service interactions as effective (mean of 5.83); and they trust the system being used (mean of 2.65). In order to see whether the extreme score does not have a strong influence on the mean, further analysis was conducted using a statistic known as the 5% trimmed mean whereby the SPSS removes the highest and lowest 5% of cases and then recalculates the new mean value. This information is presented in Table 4.1.8.2 below, labelled descriptive statistics. When comparing the original mean of the fairness of outcomes (12.87) and the new trimmed mean (12.90), it emerges that these two mean values were actually very similar. For procedural fairness, both the original and new trimmed mean values were the same (18.31). With the original mean for the satisfaction with the assessment outcomes (22.46) and the new trimmed mean (22.51), the two values were not dissimilar. The original mean value (5.83) of the effectiveness of the system used and the new trimmed mean (5.81) were also not very dissimilar. Lastly, a comparison of the original mean of the trustworthiness of the system used (2.65) and the new trimmed mean (2.61) indicated that both mean values were not very dissimilar.

Given that the original and new trimmed mean values for these variables were not very dissimilar, it is therefore safe to conclude that the extreme scores did not have a strong influence on the mean.

The mean values of the study variables presented in Tables 4.1.8.1 and 4.1.8.2 are above midpoint indicating that employees perceive fairness of outcomes, procedural fairness, satisfaction with assessment outcomes, effectiveness and trustworthiness of the system used in the assessment of their service interaction positively.

The distribution of scores for continuous variables is shown in the descriptive statistics table below i.e. the skewness and kurtosis. With respect to skewness, the variables’ fairness of outcomes, procedural fairness and satisfaction with assessment outcomes

categories had negative skewness values, meaning that scores were clustered at the high end (the right-hand side of the graph). The skewness values for the effectiveness of the system used and the trust variable was positive, meaning that scores were clustered to the left of the low values. With respect to kurtosis, all variables had negative kurtosis values, indicating that the distribution of scores had not peaked (scores were not clustered in the centre). Furthermore, an illustration of the distribution of scores for each of the variables can be seen on the graphs labelled Histograms and Normal Q-Q Plots (i.e. figures 4.1.7.3 to 4.1.7.12). Some of the scores presented on the histograms appear not to be normally distributed. Further analysis of normality was conducted using normal probability plots. In assessing normality using the normal probability plots, the scores seem to follow a reasonable straight line, which suggests normal distribution.

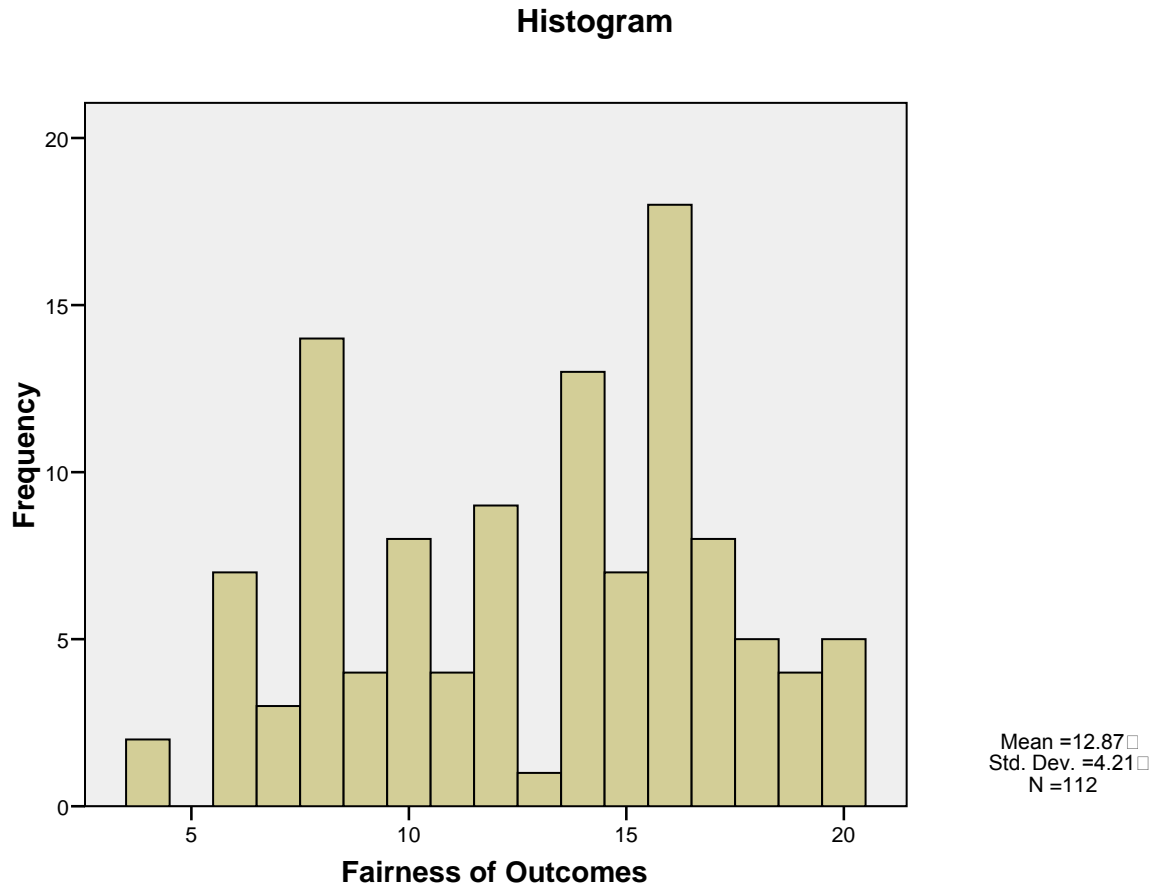
TABLE 4.1.8.2 Normality of the distribution of scores for the fairness variables, satisfaction with assessment outcomes, system effectiveness and its trustworthiness

Descriptives

			Statistic	Std. Error
Fairness of Outcomes	Mean		12.87	.398
	95% Confidence Interval for Mean	Lower Bound	12.08	
		Upper Bound	13.65	
	5% Trimmed Mean		12.90	
	Median		14.00	
	Variance		17.721	
	Std. Deviation		4.210	
	Minimum		4	
	Maximum		20	
	Range		16	
	Interquartile Range		7	
	Skewness		-.210	.228
	Kurtosis		-1.050	.453
	Procedural Fairness	Mean		18.31
95% Confidence Interval for Mean		Lower Bound	17.08	
		Upper Bound	19.54	
5% Trimmed Mean			18.31	
Median			18.00	
Variance			43.280	
Std. Deviation			6.579	
Minimum			6	
Maximum			30	
Range			24	
Interquartile Range			11	
Skewness			-.021	.228
Kurtosis			-.914	.453
Satisfaction with Assessment Outcomes		Mean		22.46
	95% Confidence Interval for Mean	Lower Bound	21.28	
		Upper Bound	23.63	
	5% Trimmed Mean		22.51	
	Median		22.00	
	Variance		37.590	
	Std. Deviation		6.131	
	Minimum		7	
	Maximum		35	
	Range		28	
	Interquartile Range		8	
	Skewness		-.013	.234
	Kurtosis		-.026	.463

Effectiveness of the System Used	Mean		5.83	.202
	95% Confidence Interval for Mean	Lower Bound	5.43	
		Upper Bound	6.24	
	5% Trimmed Mean		5.81	
	Median		6.00	
	Variance		4.454	
	Std. Deviation		2.110	
	Minimum		2	
	Maximum		10	
	Range		8	
	Interquartile Range		3	
	Skewness		.258	.231
	Kurtosis		-.777	.459
	Trust in the System Used	Mean		2.65
95% Confidence Interval for Mean		Lower Bound	2.42	
		Upper Bound	2.88	
5% Trimmed Mean			2.61	
Median			2.00	
Variance			1.472	
Std. Deviation			1.213	
Minimum			1	
Maximum			5	
Range			4	
Interquartile Range			1	
Skewness			.485	.228
Kurtosis			-.626	.453

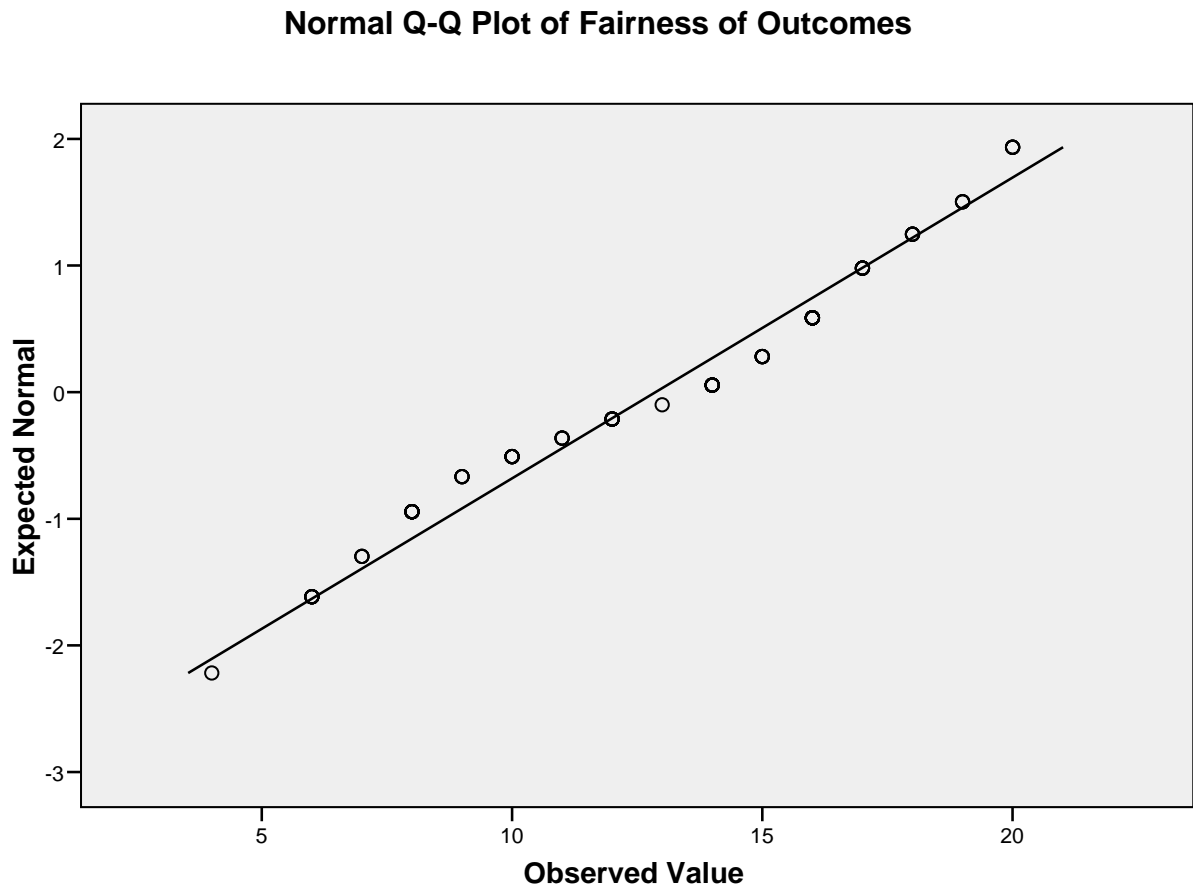
FIGURE 4.1.8.3 The distribution of scores for the fairness of outcomes variable



In tables 4.1.8.1 and 4.1.8.2, both skewness and kurtosis have negative values, suggesting the distribution of scores not normal. The histogram above indicate scores that seem to be clustered more towards the right hand side of the graph suggesting the shape of the distribution is not bell-shaped like a normal distribution curve. The values next to the bottom right hand corner of figure 4.1.8.3 indicate the N value (N=112), mean value of the fairness of outcomes variable (Mean = 12.87) and the standard deviation of 4.21. The N value indicates number of cases that were used in the analysis. SPSS functionality called “Exclude cases pairwise “was used to exclude 5 cases with missing data required for analysis of the normality of the distribution. The mean value of 12.87 was not influenced by extreme scores as was demonstrated in the analysis where a 5% Trimmed mean statistic was used (Table 4.1.8.2). The 5% Trimmed mean value was 12.90

suggesting the two values were similar. The standard deviation is small relative to the mean suggesting that fairness of outcomes scores are not furthest from the mean. Further assessment of normality was conducted using Normal Q-Q plots in Figure 4.1.8.4 below.

FIGURE 4.1.8.4 Normal Probability Plot for the Fairness of Outcomes Variable

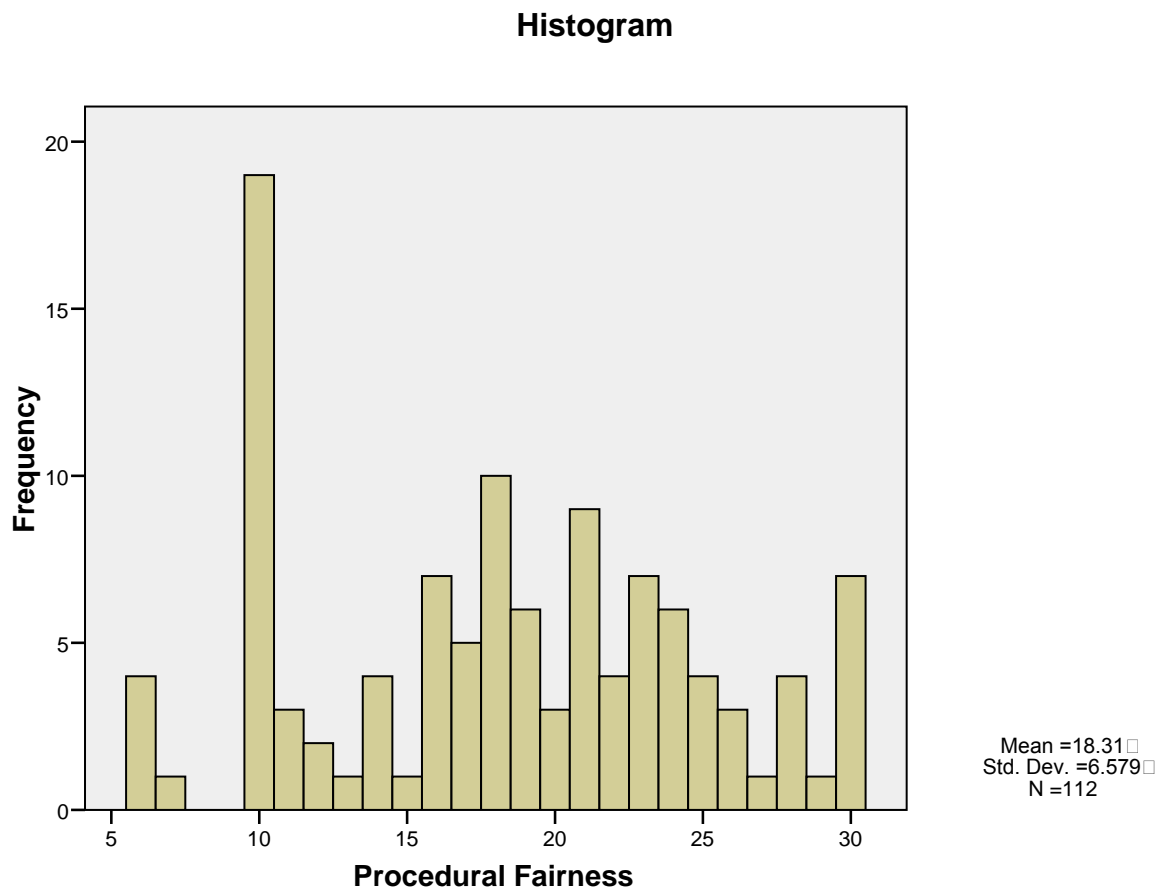


In the figure above, SPSS explore functionality was used to plot the observed value of each score is plotted against the expected value from the normal distribution.

The scores seem to follow the diagonal straight line, suggestion that the distribution is reasonable normal. Even though the skewness of the fairness of outcomes variable has a negative value, Pallant (2007, 62) suggests that many scales used in social sciences have scores that are skewed either positively or negatively which does not necessarily mean there is a problem with the scale but reflects the underlying nature of the construct being

measured. In this case, negative skewness of the fairness of outcomes variable suggests that employees being reasonable happy with the way fairness is administered in the assessment of their service interactions with customers.

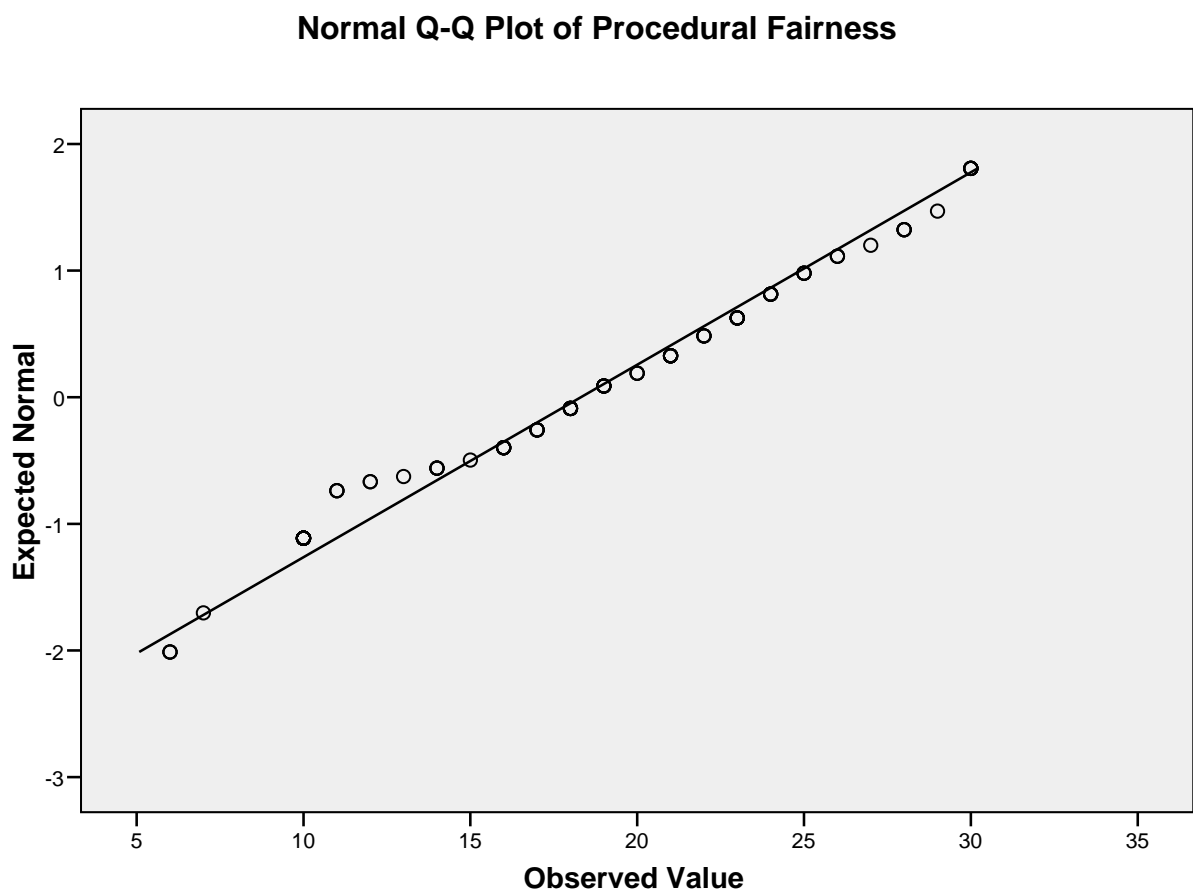
FIGURE 4.1.8.5 Shape of the distribution of scores for the procedural fairness variable



Tables 4.1.8.1 and 4.1.8.2 indicate negative values of skewness and kurtosis for procedural fairness variable. The skewness value of -0.21 is less than that of fairness of outcomes and its closer to zero which would have meant the distribution is closest to being perfectly normal. The shape of the distribution of the procedural fairness variable in the above histogram is thus close to being normal. The mean value of 18.31 was not

strongly influenced by the extreme value as per analyses conducted using 5% Trimmed mean statistic in Table 4.1.8.2. The standard deviation of 6.579 is small relative to the mean suggesting that procedural fairness scores are not furthest away from the mean. Further assessment of the normality of the distribution was conducted using the Normal Q-Q plot in figure 4.1.8.6 below.

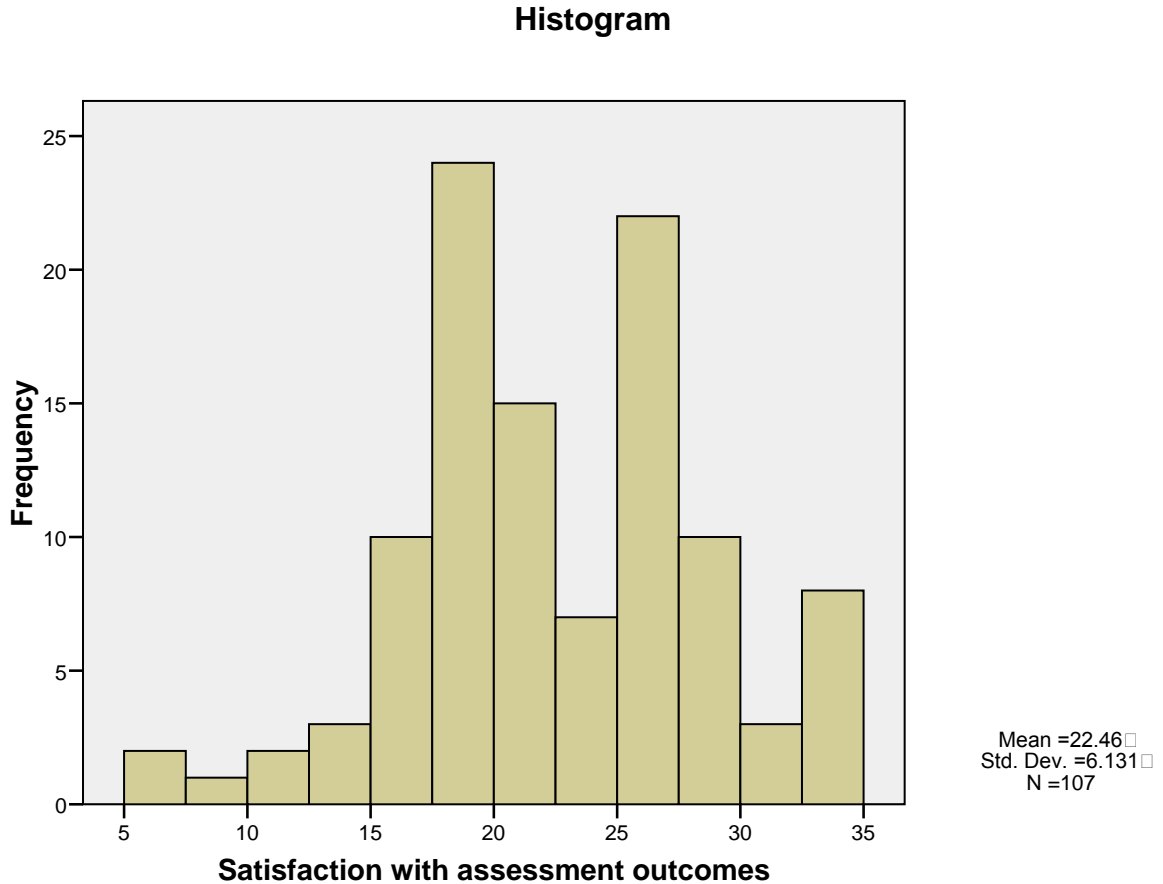
FIGURE 4.1.8.6 Normal Probability Plot for the Procedural Fairness Variable



In the figure above, SPSS explore functionality was used to plot the observed value of each score is plotted against the expected value from the normal distribution.

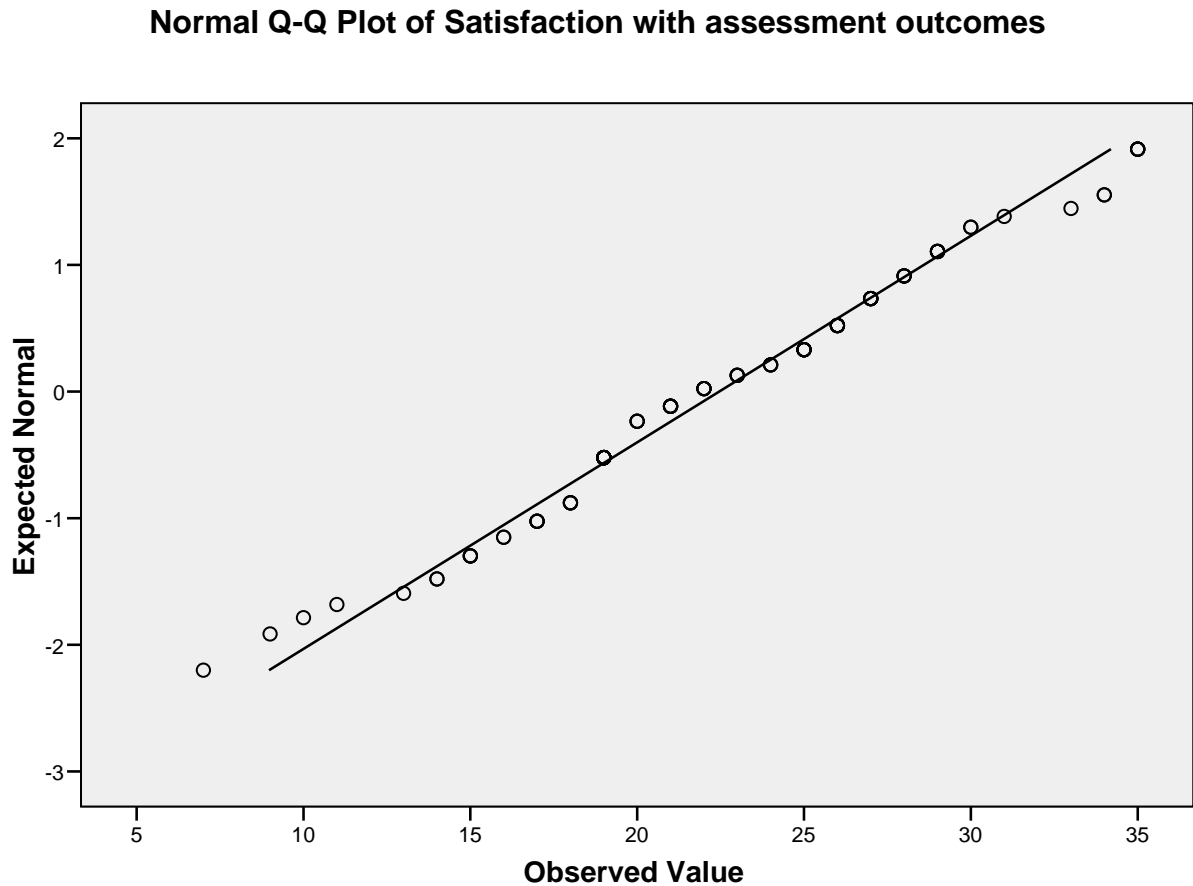
The scores seem to follow the diagonal straight line, suggesting that the distribution is reasonable normal.

FIGURE 4.1.8.7 The shape of the distribution of scores for the satisfaction with assessment outcomes variable



Tables 4.1.8.1 and 4.1.8.2 indicate negative values of skewness and kurtosis for satisfaction with assessment outcomes variable. The skewness value is $-.013$ and kurtosis is $-.026$ and both are closer to normality. The shape of the histogram is positively skewed, suggesting that scores are clustered towards the right hand side of the graph. The mean value above of 22.46 was not strongly influenced by the extreme value as per analysis conducted in Table 4.1.8.2 using a 5% Trimmed mean statistic. The standard deviation of 6.131 is small relative to the mean value suggesting that satisfaction with assessment outcomes scores is not furthest away from the mean. Further assessment of normality was conducted using the Normal Q-Q plot in Figure 4.1.8.8 below.

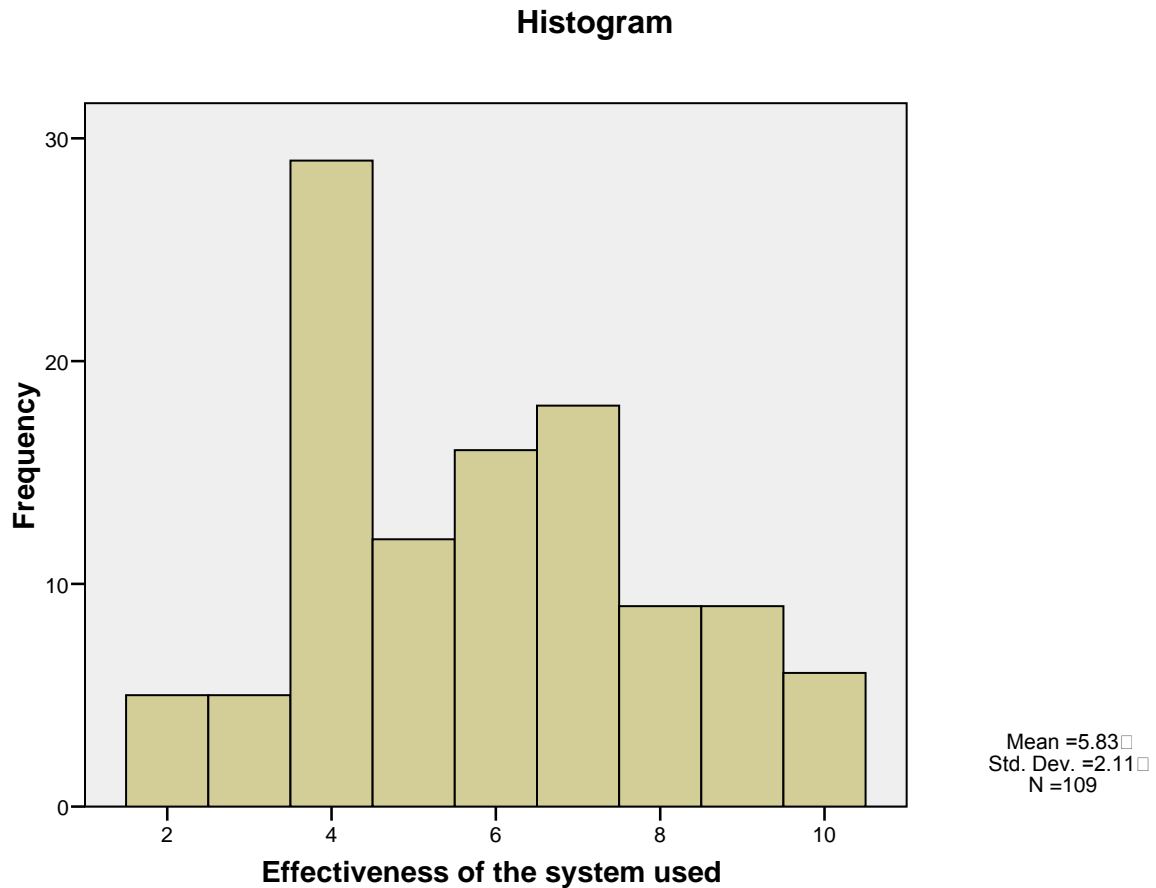
FIGURE 4.1.8.8 Normal Probability Plot for the Satisfaction with Assessment Outcomes Variable



In the figure above, SPSS explore functionality was used to plot the observed value of each score is plotted against the expected value from the normal distribution.

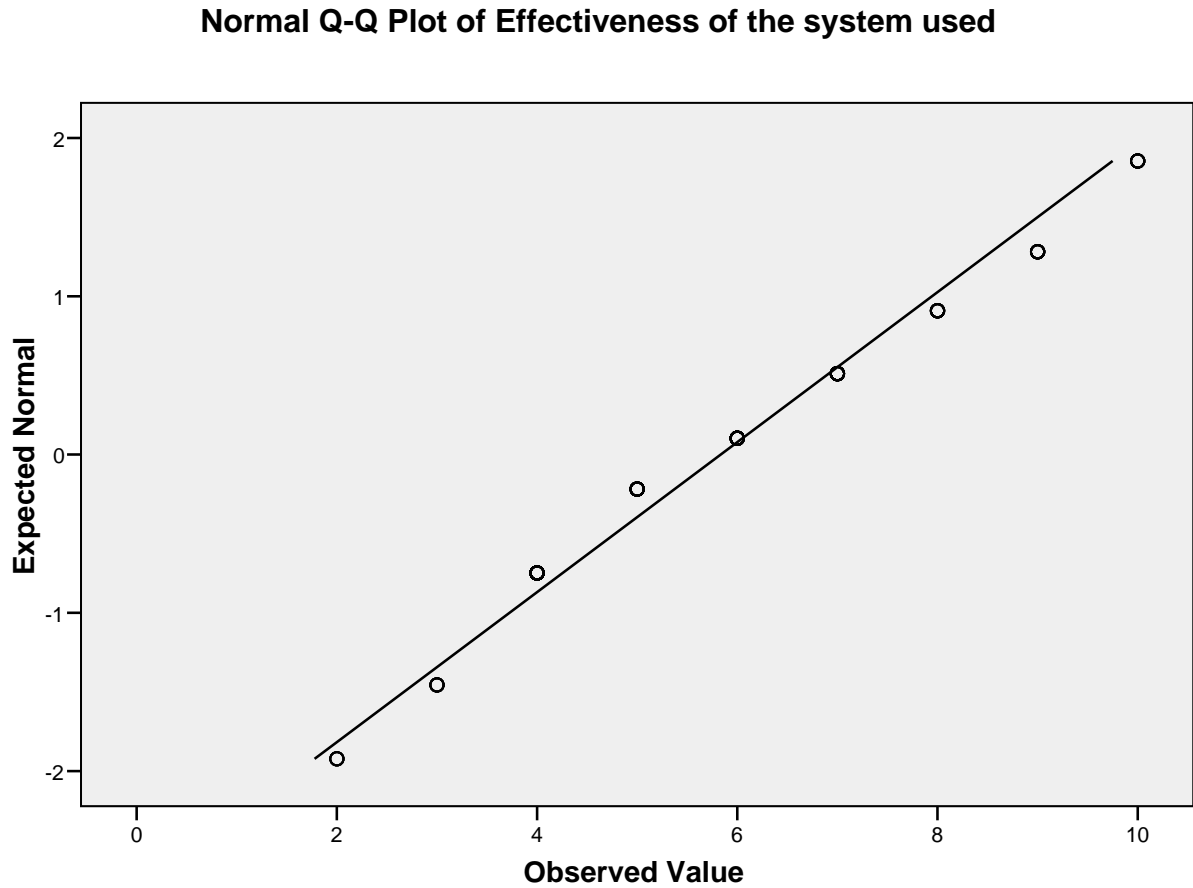
The scores seem to follow the diagonal straight line, suggesting that the distribution is reasonable normal.

FIGURE 4.1.8.9 The shape of the distribution of scores for the system effectiveness variable



Tables 4.1.8.1 and 4.1.8.2 indicate a positive skewness value and negative kurtosis value for the effectiveness of the system used variable. Skewness value shows a positively skewed graph of the graph suggesting the variable scores are clustered to the left. Negative value of kurtosis still suggests the distribution is not normal. The mean value above (5.83) was not strongly influenced by the extreme value as per analysis conducted in Table 4.1.8.2 using a 5% Trimmed mean statistic. The standard deviation is small relative to the mean value suggesting that the effectiveness of the system used variable scores is not furthest away from the mean. Further assessment of normality was conducted using Normality Q-Q plots in figure 4.1.8.10 below.

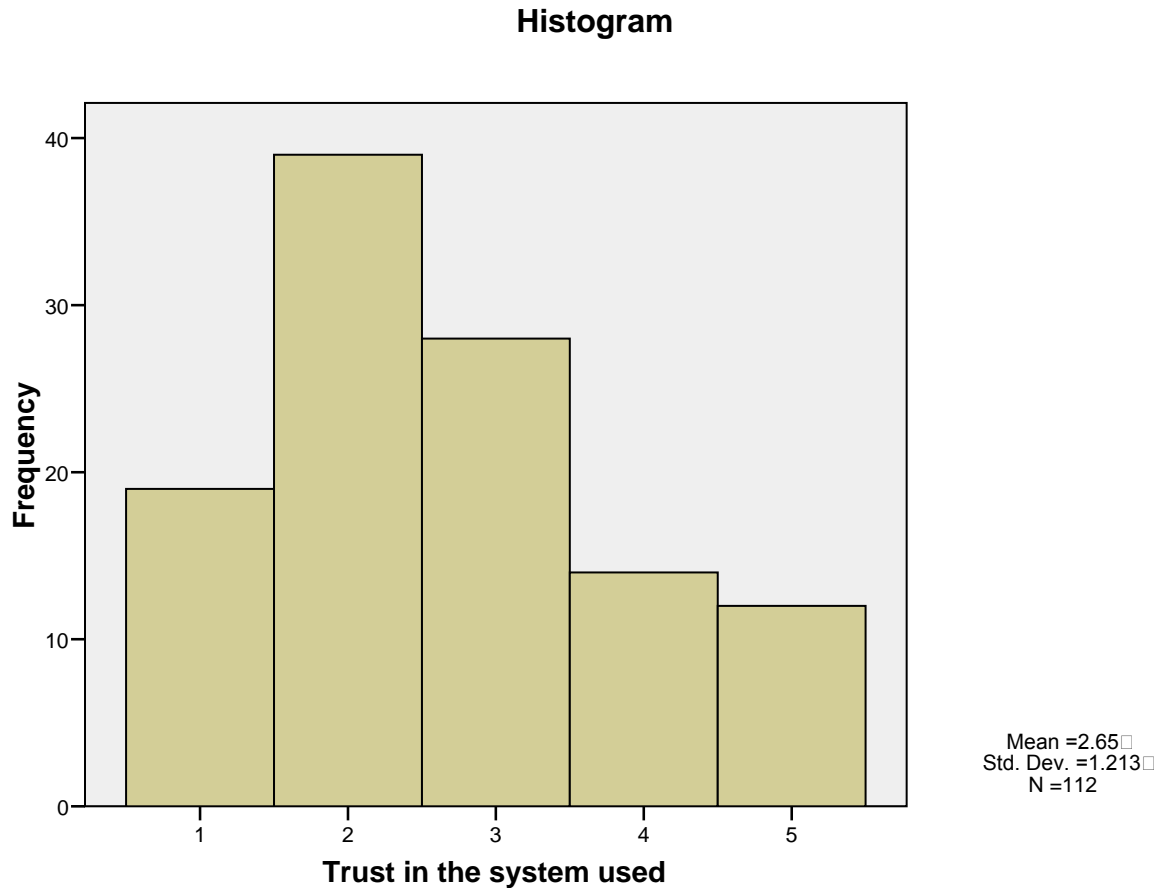
FIGURE 4.1.8.10 Normal Probability Plot for the System Effectiveness Variable



In the figure above, SPSS explore functionality was used to plot the observed value of each score is plotted against the expected value from the normal distribution.

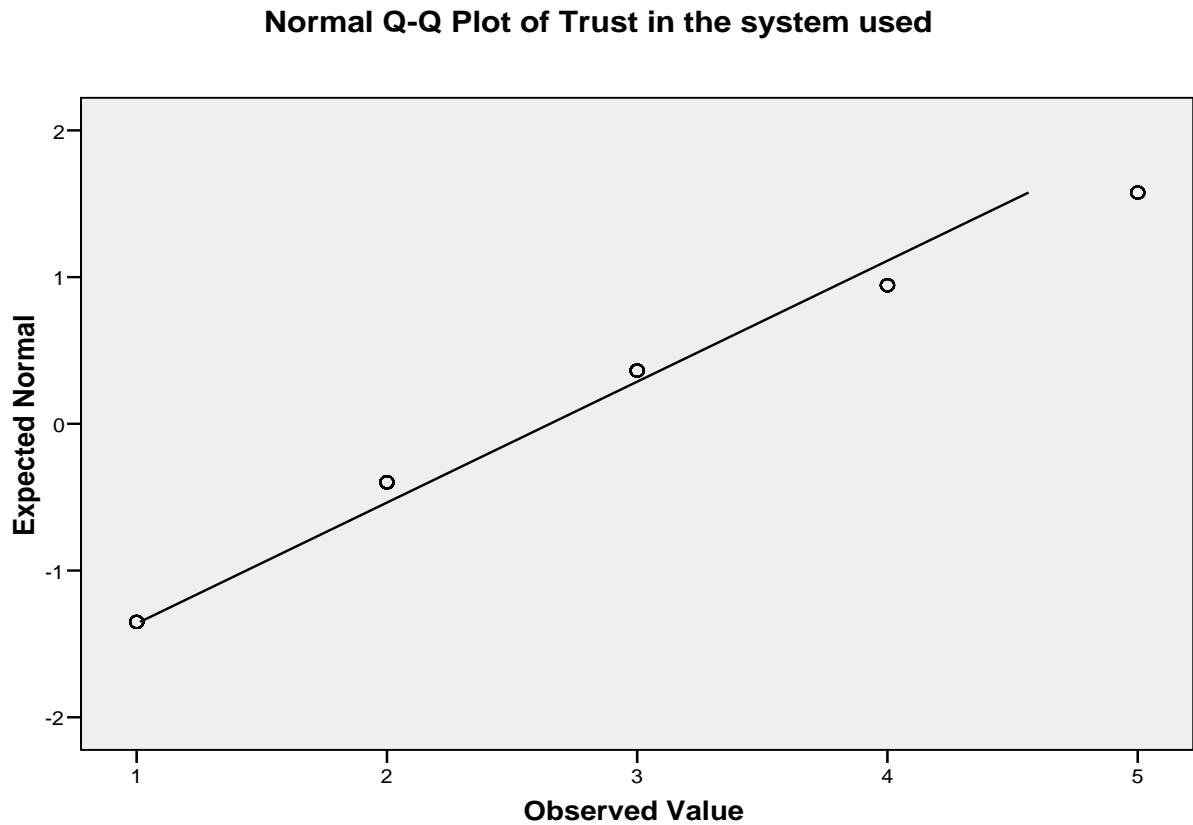
The scores seem to follow the diagonal straight line, suggesting that the distribution is reasonable normal.

FIGURE 4.1.8.11 The shape of the distribution of scores for the system trustworthiness variable



Tables 4.1.8.1 and 4.1.8.2 indicate that the skewness value positive suggesting a positively skewed graph whereas the kurtosis value is negative, suggesting distribution is not normal. The positive skewness value suggests that score of the trust in the system variable are clustered to the left. The mean value of 2.65 was not strongly influenced by an extreme value as per analysis conducted in Table 4.1.8.2 using a 5% Trimmed mean statistic. The standard deviation of 1.213 is small relative to the mean suggesting that the variable score are not furthest away from the mean. Normality was further assessed using the Normal Q-Q plot in figure 4.1.8.12 below

FIGURE 4.1.8.12 Normal Probability Plot for the System Trustworthiness Variable



In the figure above, SPSS explore functionality was used to plot the observed value of each score is plotted against the expected value from the normal distribution.

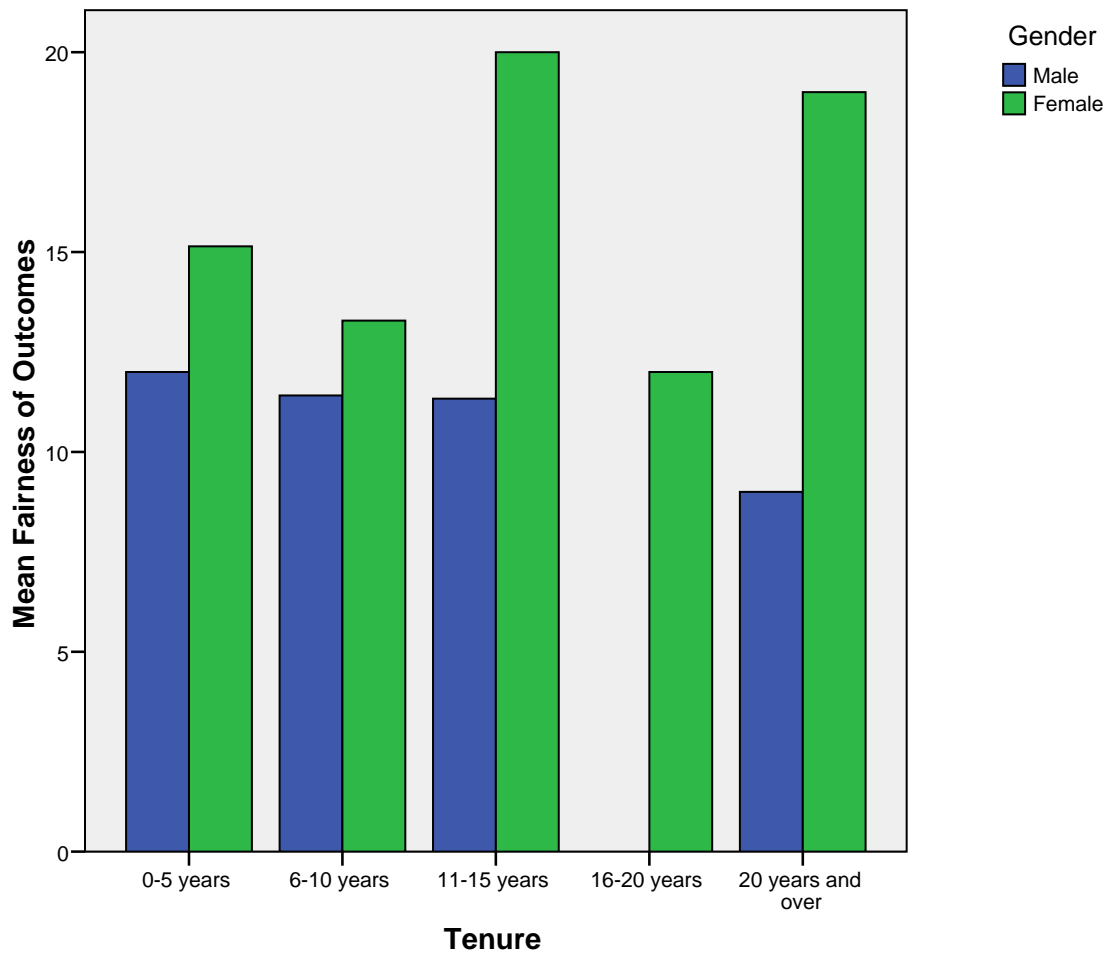
The scores seem to follow the diagonal straight line, suggesting that the distribution is reasonable normal.

To conclude on the above figures(Figure 4.1.8.3 to 4.1.8.12), although the histograms in two instances (i.e. procedural fairness and effectiveness of the system used) appear to be different in terms of conforming to a bell-shaped figure, the Normal Q-Q Plots for all of the variables suggest normal distribution. Based on the above, it can be concluded that the distribution of scores was reasonably normal for all of the variables in question. It is also noteworthy that the impact of tenure on perceived fairness, satisfaction with assessment outcomes, the effectiveness of the system used, and the system's

trustworthiness for each of the sexes (i.e. male and female) can be explored using graphs, in this case bar graphs.

The figures below, from 4.1.8.13 to 4.1.8.27, provide a summary of the distribution of scores for males and females in terms of tenure, age and regional groups.

FIGURE 4.1.8.13 Summary of the distribution of scores for gender variables for different tenure groups (perceived fairness of outcomes)

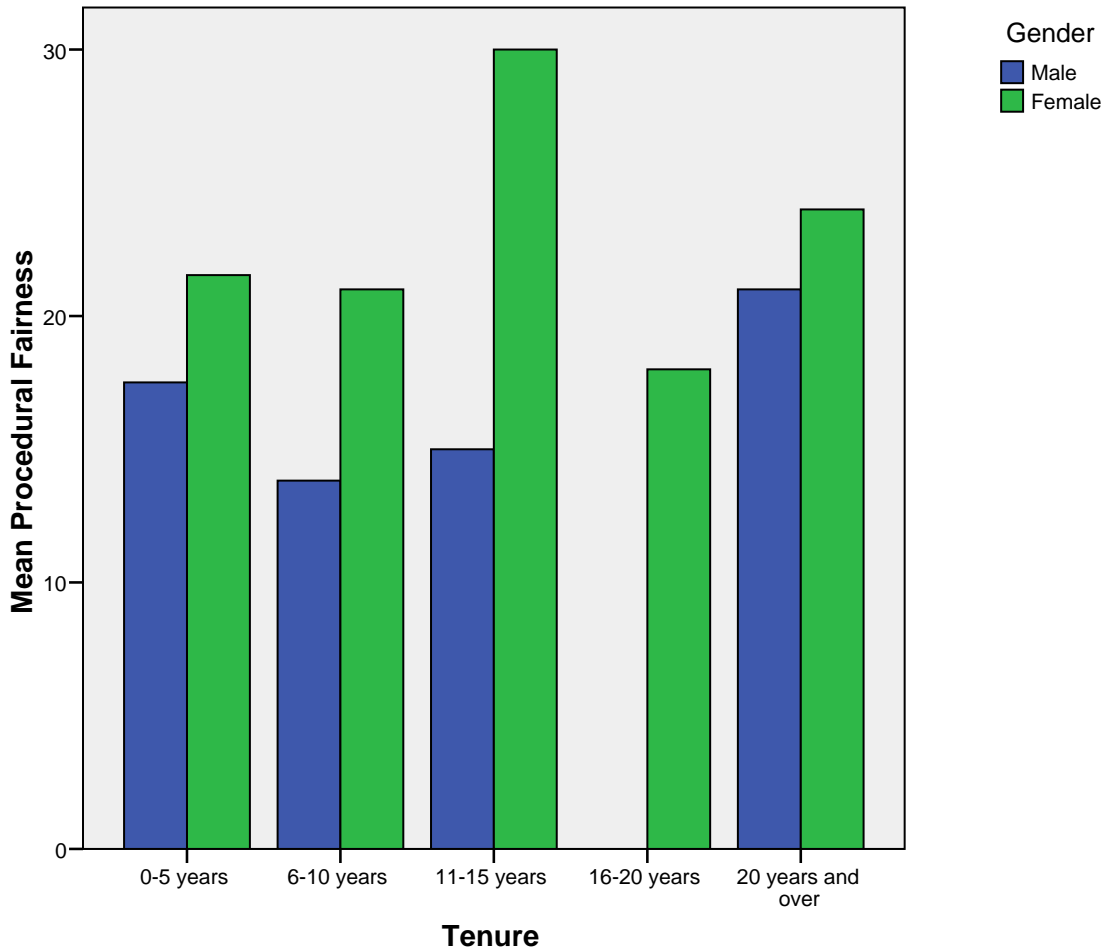


In the tenure groups 0 to 5 years, mean scores for females is higher than the males, 6 to 10 years females mean scores slighter than the males, 11 to 15 years females mean scores is vey high when compared to the men scores of males, 16 to 20 years only female mean scores are available making it impossible to do comparison, 20 years and above females mean scores is very high when compared with those of males. The comparison of males mean scores in different tenure groups indicate that the 0 to 5 years tenure group is

slightly higher than the 6 to 10 year group, the 6 to 10 years and 11 to 15 years groups appear similar in terms of their mean scores, the 20 years and above appear to be lowest in all tenure groups except the 16 to 20 years where there are no male scores. This means that males in the tenure groups 0 to 5 years, 6 to 10 years and 11 to 15 years perceive fairness of outcomes higher than the tenure group of 20 years and above.

The comparison of females mean scores indicate that the 0 to 5 years group is slightly higher than the 6 to 10 years group, the 11 to 15 years group is very high when compared to 0 to 5 years and 6 to 10 years groups, 16 to 20 years lower than the 11 to 15 years group and slightly lower when compared to the 0 to 5 years as well as the 6 to 10 years groups. The 20 years and above group have slightly lower mean scores when compared to the 11 to 15 years group. In the 11 to 15 years and 20 years and above tenure groups, the graph suggests that females in these two groups had the highest perceptions of the fairness of the outcomes scores when compared to 0 to 5 years, 6 to 10 years and 16 to 20 years tenure groups. The bar graph suggests that females had a higher perception of fairness of the outcomes than males.

FIGURE 4.1.8.14 Summary of the distribution of scores for the gender variable for different tenure groups (procedural fairness)

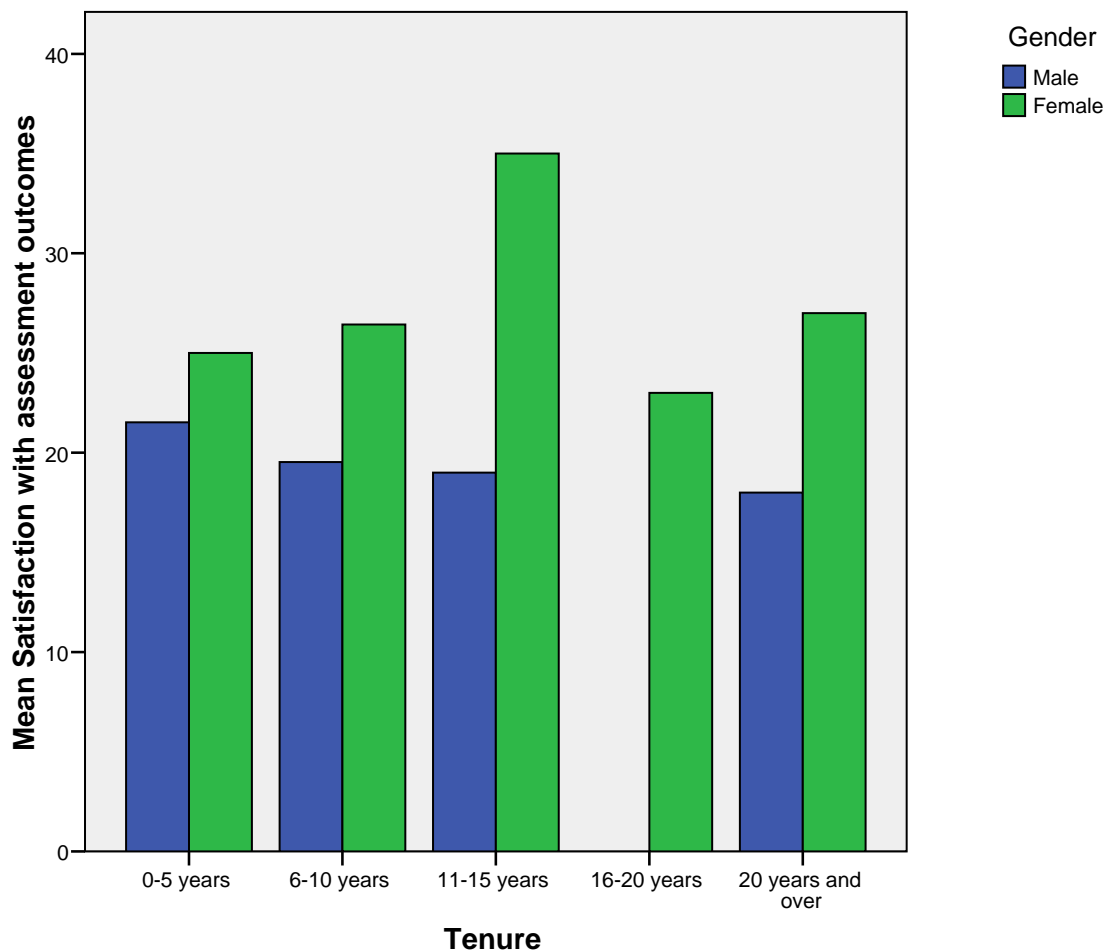


The mean scores indicate that the males in the tenure group 0 to 5 years perceive procedural fairness higher than the 6 to 10 years group. The 11 to 15 years group perceive fairness of procedures slightly higher than the 6 to 10 years tenure group. The 20 years and above group perceive procedural fairness higher than all other tenure groups.

There were no males in the tenure group 16 to 20 years. Mean scores for females in tenure groups 0 to 5 years and 6 to 10 years appear to be similar. The tenure group 11 to 15 years have mean scores higher than the tenure groups 0 to 5 years and 6 to 10 years. Also the 11 to 15 years tenure group have higher mean scores when compared to the 16 to 20 years and 20 years and over tenure groups. This means that the 11 to 15 years tenure group perceive fairness of procedures higher than the other three groups.

The mean scores for females in tenure groups 0 to 5 years, 6 to 10 years, 11 to 16 years and 20 years and over are higher than those of males except in 16 to 20 years where it is impossible to conduct a comparison because there were no males. Thus the comparison between males and females indicate that female employees appear to perceive fairness of procedures higher than the male employees.

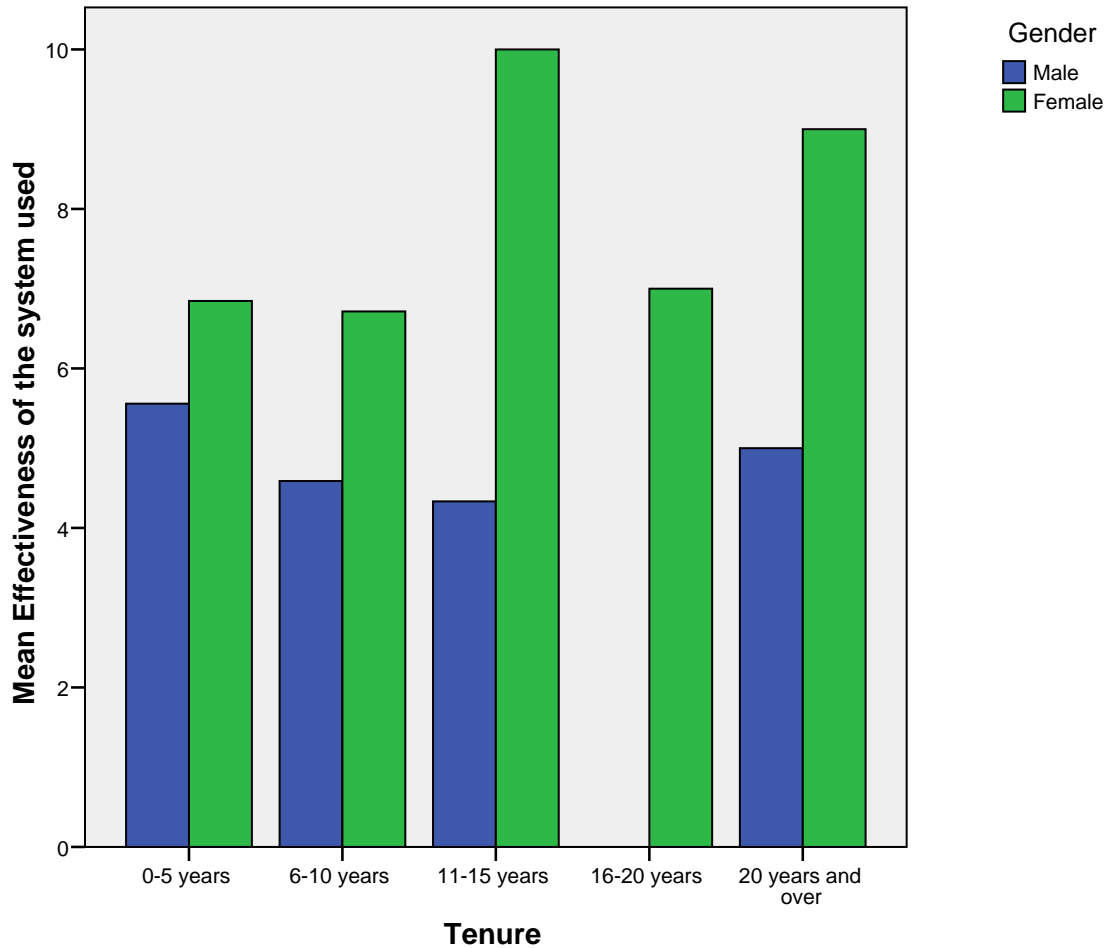
FIGURE 4.1.8.15 Summary of the distribution of scores for the gender variable in the different tenure groups (satisfaction with assessment outcomes)



The mean scores of males in tenure group 0 to 5 years appear to be slightly higher than those in tenure groups 6 to 10 years, 11 to 15 years and 20 years and over. There were no male scores in tenure group 16 to 20 years. The scores in the tenure group 6 to 10 years and 11 to 15 years appear to be similar and slightly higher than tenure group 20 years and

above. The males in tenure group appear to be slightly satisfied with assessment outcomes than the tenure groups 6 to 10 years, 11 to 15 years and the 20 years and over. The mean scores for females in the tenure group 0 to 5 years appear to be lower than 6 to 10 years, 11 to 15 years and 20 years and over groups but slightly lower than that of the 16 to 20 years. The males in the tenure group 0 to 5 years appear to be slightly satisfied with assessment outcomes that the other tenure groups. The mean scores for females in tenure group 0 to 5 years appear to be slightly lower than the 6 to 10 years group, lower than the 11 to 15 years group, slightly higher than the 16 to 20 years group and slightly lower than the 20 years and over group. Therefore, females in the 11 to 15 years tenure group have a highest mean scores, thus appear to be more satisfied with assessment outcomes when compared to the other tenure groups. In comparing the two gender groups, females have higher mean scores in all tenure groups except in the 16 to 20 years because there are no scores for males. The tenure group appear to be highest in all groups. Thus it can be safely concluded that female employees appear to be more satisfied with assessment outcomes than male employees.

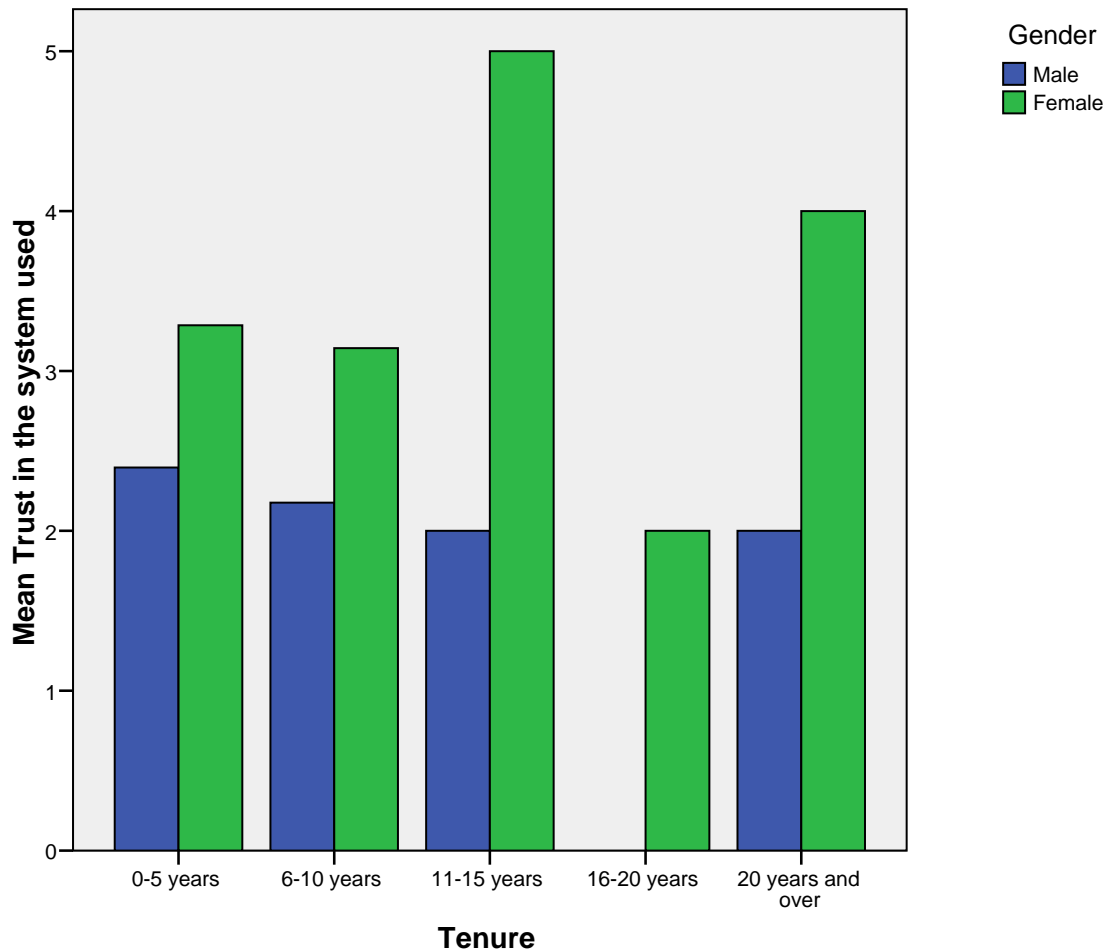
FIGURE 4.1.8.16 Summary of the distribution of scores in the gender variable for different tenure groups (system effectiveness variable)



The mean scores for males in the tenure group is higher than those of the 6 to 10 years, 11 to 15 years, 20 years and over tenure groups. The scores on 6 to 10 years and 11 to 15 years tenure groups appear to be similar whereas the 0 to 5 years appear to be slightly higher than the 20 years and over group. There are no male scores in the 16 to 20 years tenure group. Males in the 0 to 5 years tenure group appear to perceive system effectiveness higher than the other tenure groups. The female mean scores for the tenure groups 0 to 5 years, 6 to 10 years and 16 to 20 years appear to be similar. If there is a noticeable difference it is just very slight. The mean scores of the tenure group 11 to 15 years are the highest amongst all tenure groups followed by the 20 years and above group. The comparison between males and females mean scores indicate that female employees have higher mean scores than the male employees in all tenure groups

suggesting that the females have highest perceptions of the effectiveness of the system used in the assessment of their service interactions with customers.

FIGURE 4.1.8.17 Summary of the distribution of scores for the gender variable in the different tenure groups (system trustworthiness variable)

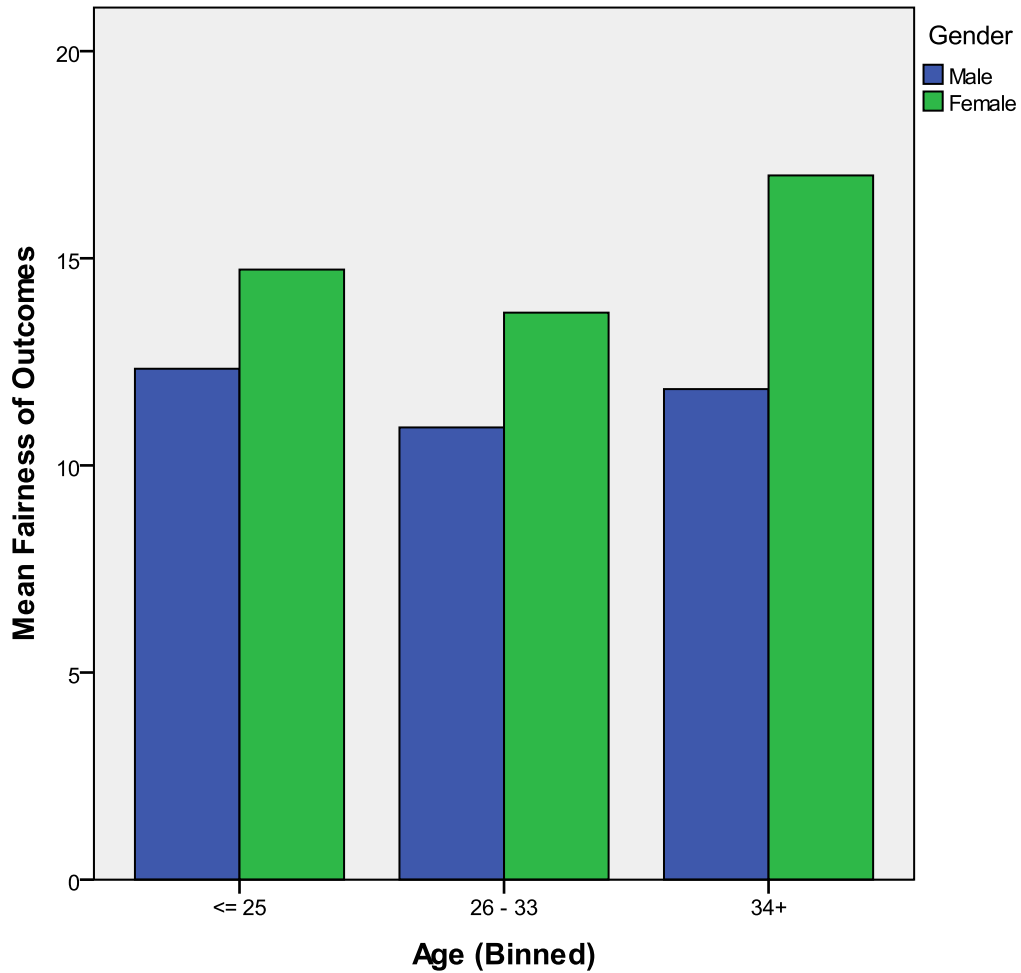


The mean scores of males in the tenure group 0 to 5 years is higher than that of the 6 to 10 years group. The 6 to 10 years tenure group is slightly higher than the 11 to 15 years group. The scores between the 11 to 15 years and 20 years and over tenure groups appear to be similar. There are no mean scores in the tenure group 16 to 20 years. The mean scores in the 0 to 5 years tenure groups suggest that males perceive system trustworthiness slightly higher than the other tenure groups. The mean scores for females in the 0 to 5 years tenure group appear to be slightly higher than the scores for the 6 to 10 years tenure group. The mean scores in the 11 to 15 years tenure groups is the highest

when compared to all the other tenure groups, followed by the 20 years and above. The lowest mean scores are in the 16 to 20 years tenure groups. This means that female employees in the 11 to 15 years tenure group have the highest perceptions in the trustworthiness of the system used to assess their service interactions with customers. The comparison between males and females in terms of the tenure groups indicate that female employees have higher mean scores than male employees except in the 16 to 20 years tenure group where the mean scores were low. In this tenure group there are no mean scores for males. This comparison in mean scores for tenure groups 0 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years and 20 years and over suggest that female employees have the higher perceptions of trust in the system used in the assessment of their service interactions with customer. The females in the 11 to 15 years tenure group appear to indicate highest perceptions of trust in the system

In assessing the distribution of scores for variables fairness of outcomes, procedural fairness, satisfaction with assessment outcomes, effectiveness and trustworthiness of the system used in the assessment or evaluation of employee-customer service interactions in terms of age, an SPSS statistical technique was used by collapsing a continuous variable age into 3 groups hence the X-axis in each of the graphs below is named Age(binned).The visual binning technique in SPSS created a categorical variable called Age(Binned) that has three values corresponding to the three age range that SPSS was requested to create. This technique does not alter the continuous variable age but leaves it intact so that it can be used for other analysis.

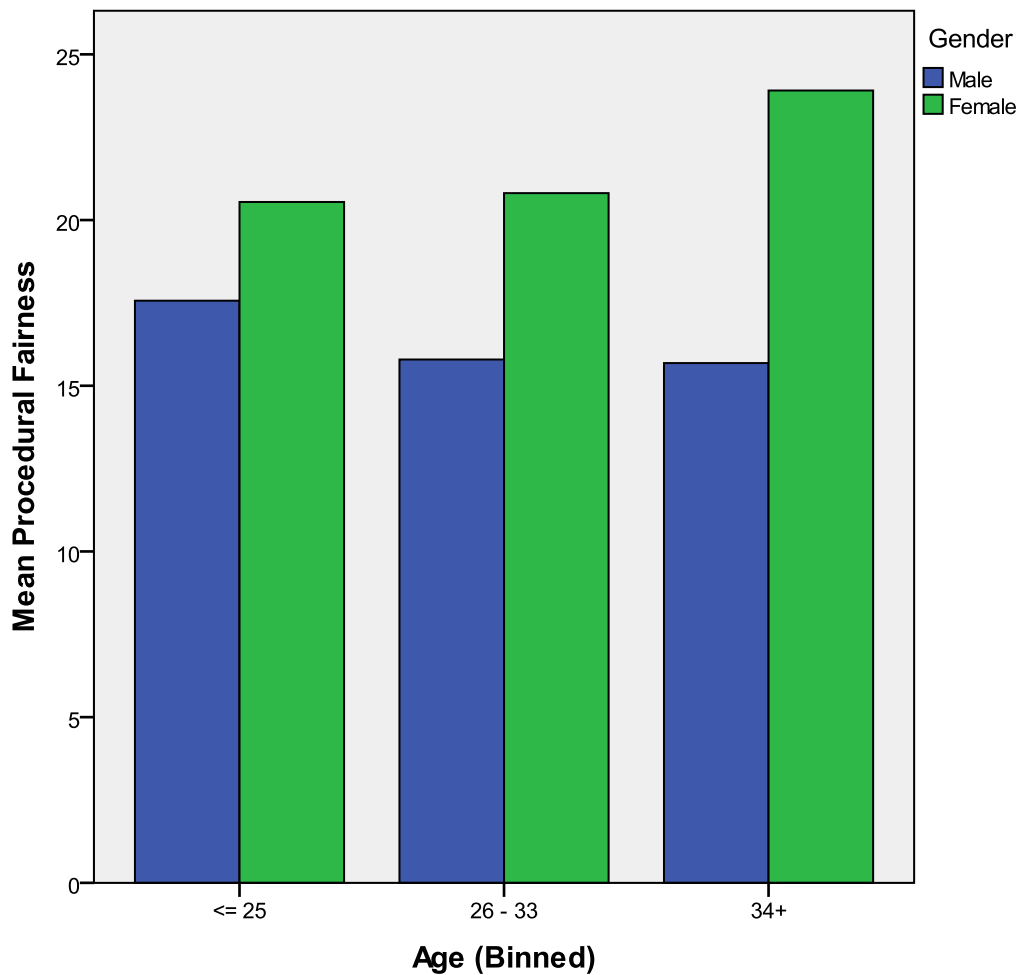
FIGURE 4.1.8.18 Summary of the distribution of scores for gender variables for different age groups (perceived fairness of outcomes)



The mean scores for the males in the above for the age group less than or equal to 25 years and the 34 years and above appear similar however the scores for age group twenty six and thirty three years are somehow slightly lesser than the other two groups. These slightly higher scores in the less or equal to 25 years and 34 years and above age groups indicate that males in these two groups perceive fairness of outcomes slightly higher than the 26 to thirty three years age groups. In the females age groups, the less or equal to 25 years scores appear slightly higher than the 26 to 33 years group but lower than the 34 years and above age group. This indicates that the females in the 34 years and above age group have higher mean scores when compared to the other two groups. In other words they perceive fairness of outcomes higher than the two age groups. The comparison of

males and females age groups indicate that female employees in all age groups categories have higher mean scores than male employees with the 34 years and above group being the highest. This means that female employees in all three age groups perceive fairness of outcomes higher than the males employees. The females in the 34 years and above have highest perceptions of the fairness of outcomes compared to the other two age groups.

FIGURE 4.1.8.19 Summary of the distribution of scores for gender variables for different age groups (procedural fairness)

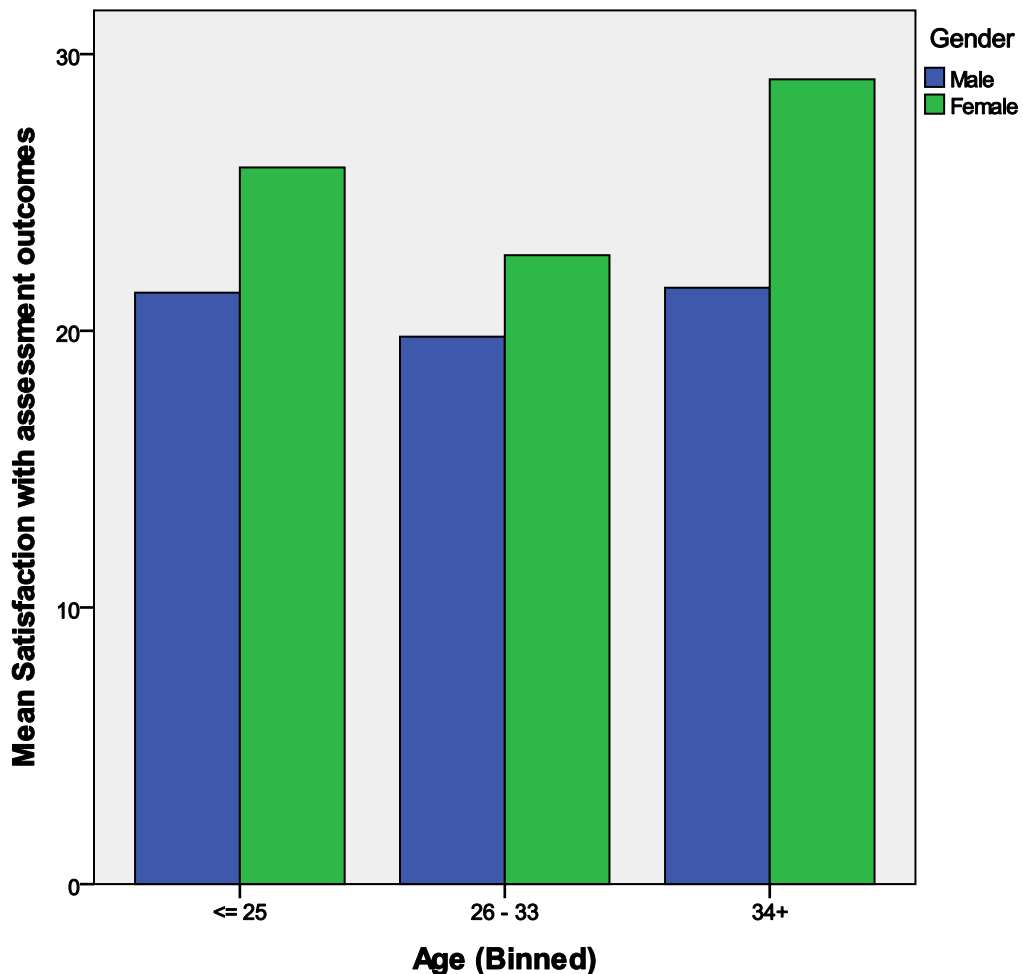


The mean scores of males in the less than or equal to 25 years age group have higher scores than the 26 to 33 and 34 years and above age groups. The 26 to 33 and 34 years and above age groups appear to have similar scores. The less than or equal to 25 years age group have higher perceptions of procedural fairness when compared to the other two age groups. The mean scores for females in the age groups less than or equal to 25 years

and 26 to 33 years appear to be similar, however the 34 years and above age group have the highest scores compared to the other two groups. This means that female employees in the age group 34 years and above have highest perceptions of procedural fairness when compared with females in the other two age groups.

The comparison of females and males indicate that in all age groups female employees have higher mean scores than male employees, the 34 years and above being the highest. Females have a higher perception of procedural fairness than males with the age group 34 years and above being the highest.

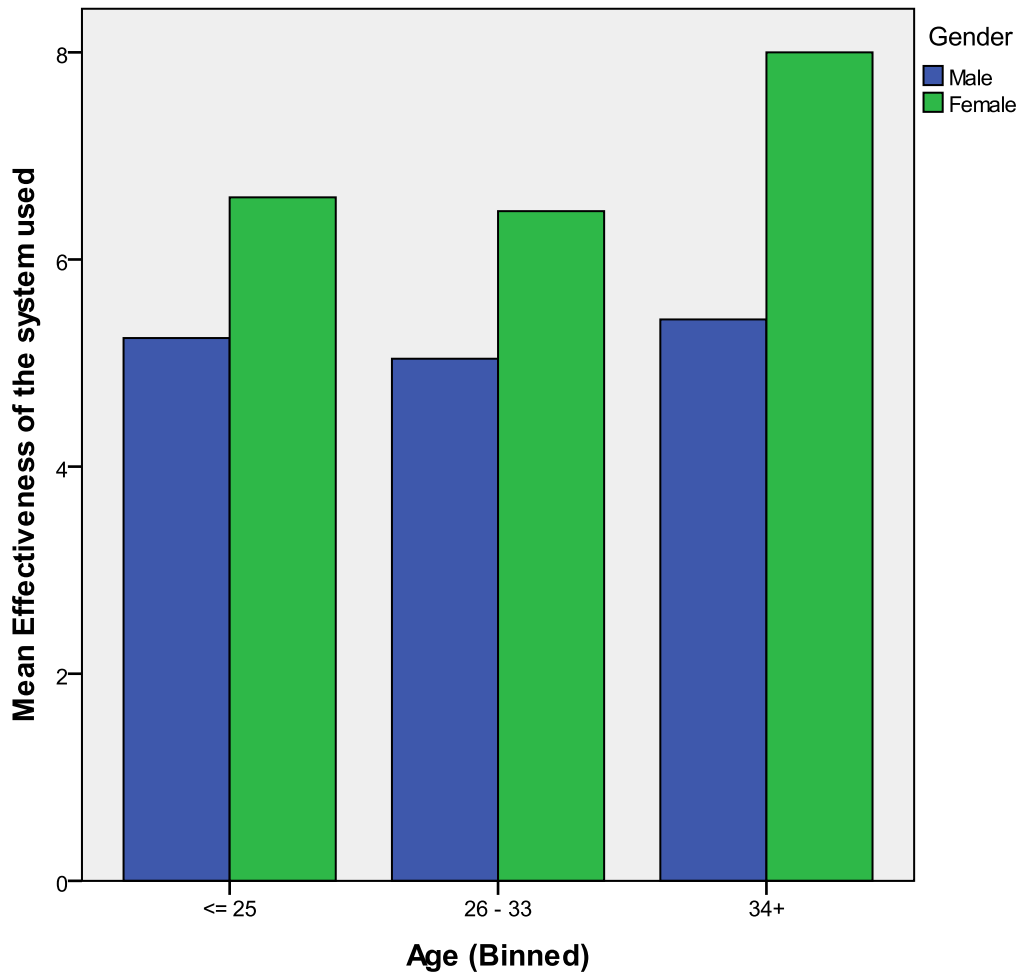
FIGURE 4.1.8.20 Summary of the distribution of scores for gender variables for different age groups (satisfaction with assessment outcomes)



The mean scores for males in the age group 26 to 33 years is lower than the other two age groups. The age group less than or equal to 25 years and 34 years and above appear

similar. They appear to be slightly more satisfied with assessment outcomes than the 26 to 33 years age group. The females in the age group 34 years and above have a highest mean scores followed by the less than or equal to 25 years age group and lastly the 26 to 33 years age group being the lowest. The female employees in the 34 years and above appear to be more satisfied with assessment outcomes, followed by the less than or equal to 2 years age group with the 26 to 33 years less satisfied when compared to the other two groups. In comparing males and females, the female employees have higher mean scores than male employees in all three age groups, the 34 years and above with highest mean scores. This means that females are more satisfied with assessment outcomes than males with the 34 years and above female group being most satisfied than the other two groups.

FIGURE 4.1.8.21 Summary of the distribution of scores for gender variables for different age groups (system effectiveness variable)

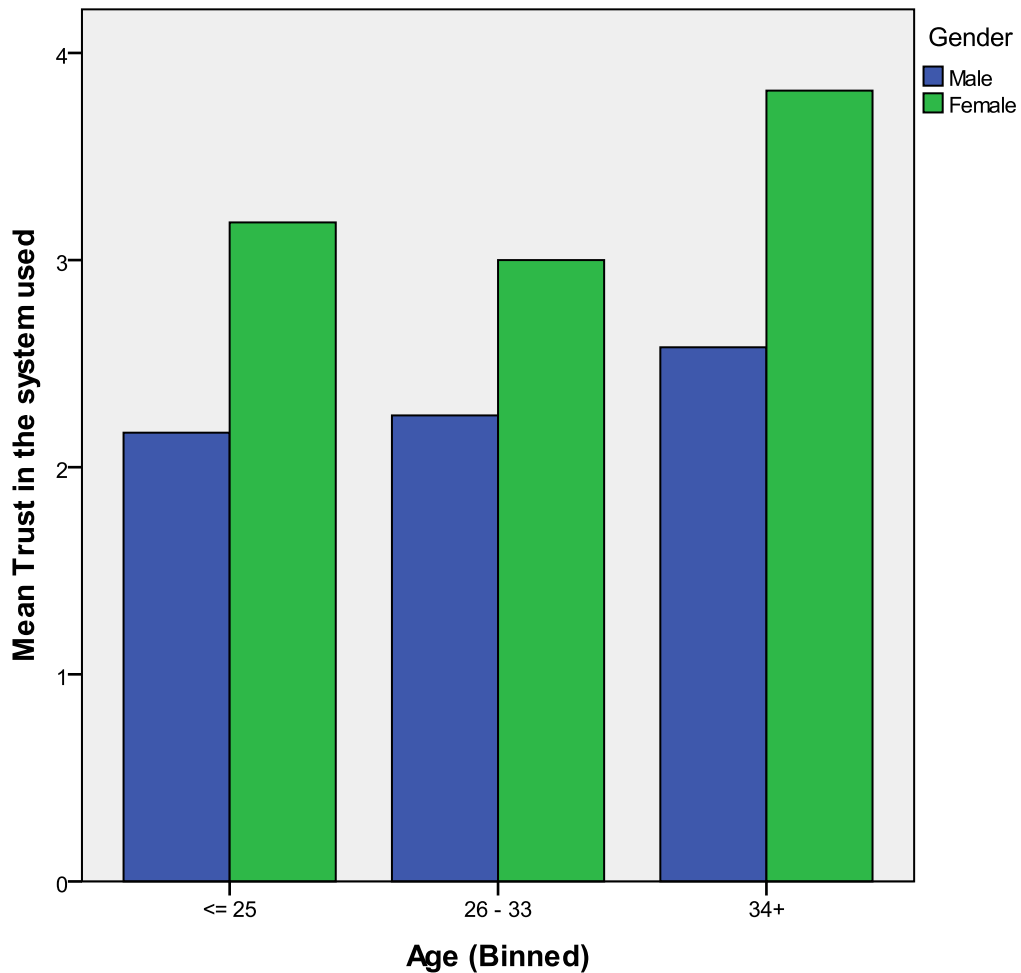


The mean scores for males in the age groups less than or equal to 25 years and 26 to 33 years appear to be similar whereas the age group 34 years and above have mean scores that are slightly higher than the other two groups. The higher mean scores in the 34 years and above age group indicate that males in this group have slightly higher perceptions about the effectiveness of the system. The females in the age group less than or equal to 25 years and 26 to 33 years have mean scores that appear to be similar whereas the age group 34 years and above is higher when compared to the other two groups. The higher mean scores indicate that female employees in the age group 34 years and above appear to have higher perceptions of the system effectiveness.

In comparing males and females, female employees appear to have higher mean scores in all age groups than males with the 34 years and above age group being the highest. The

higher mean scores in females when compared with males indicate that female employees have higher perceptions of the system effectiveness than males with the 34 years and above age group having highest perceptions.

FIGURE 4.1.8.22 Summary of the distribution of scores for gender variables for different age groups (system trustworthiness variable)

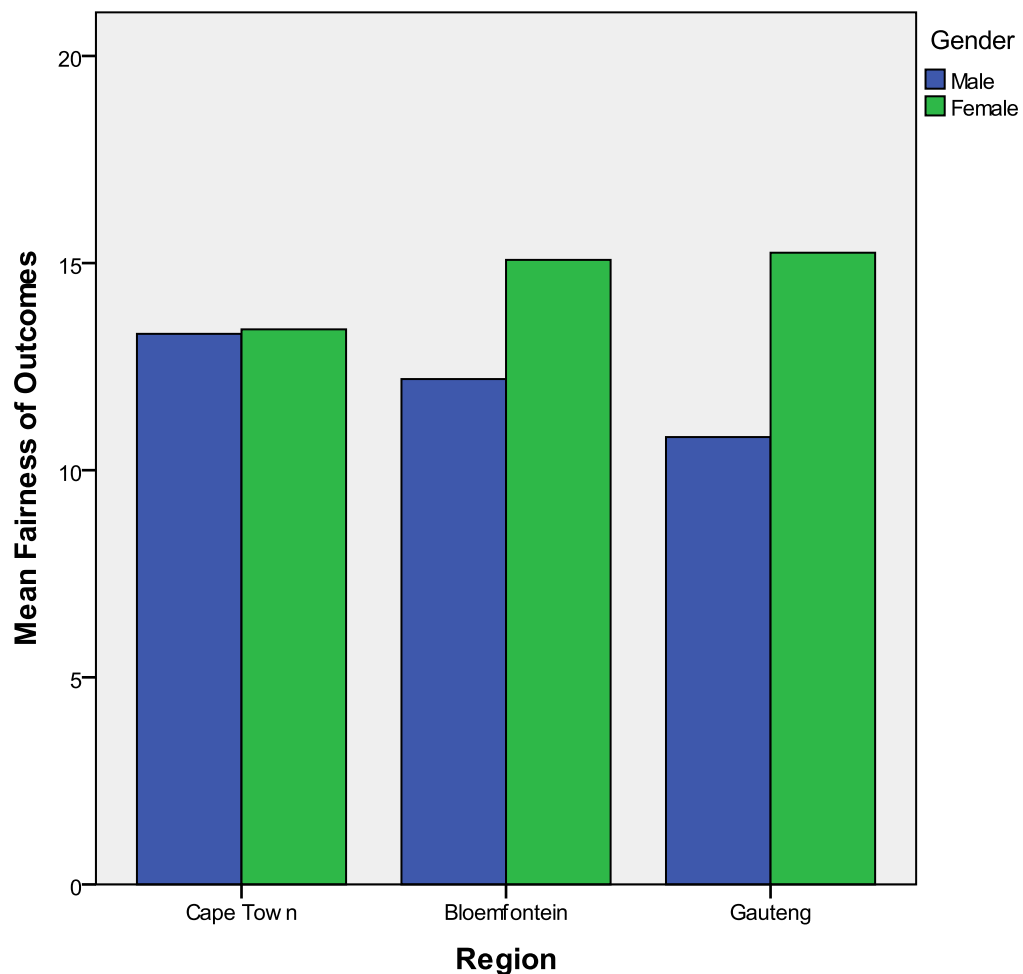


The mean scores of males in the age groups less than or equal to 25 years and 26 to 33 years appear slightly similar but on closer inspection the 26 to 33 years appear to be just slightly higher. The age group 34 years and above have higher scores than the other two age groups indicating that male employees in this group have higher trust perceptions about the system used to assess their service interactions with customers. Also in the female age groups, the less than or equal to 25 years appear to be slightly higher than the 26 to 33 years. The 34 years and above age group have higher scores when compared to

the other two groups, thus indicating that female employees in this age group appear to trust the system higher than the other two age groups.

When comparing males and females, female employees in all three age groups have higher mean scores than males with the 34 years and above being the highest. This indicates that female employees appear to have higher trust in the system used than males.

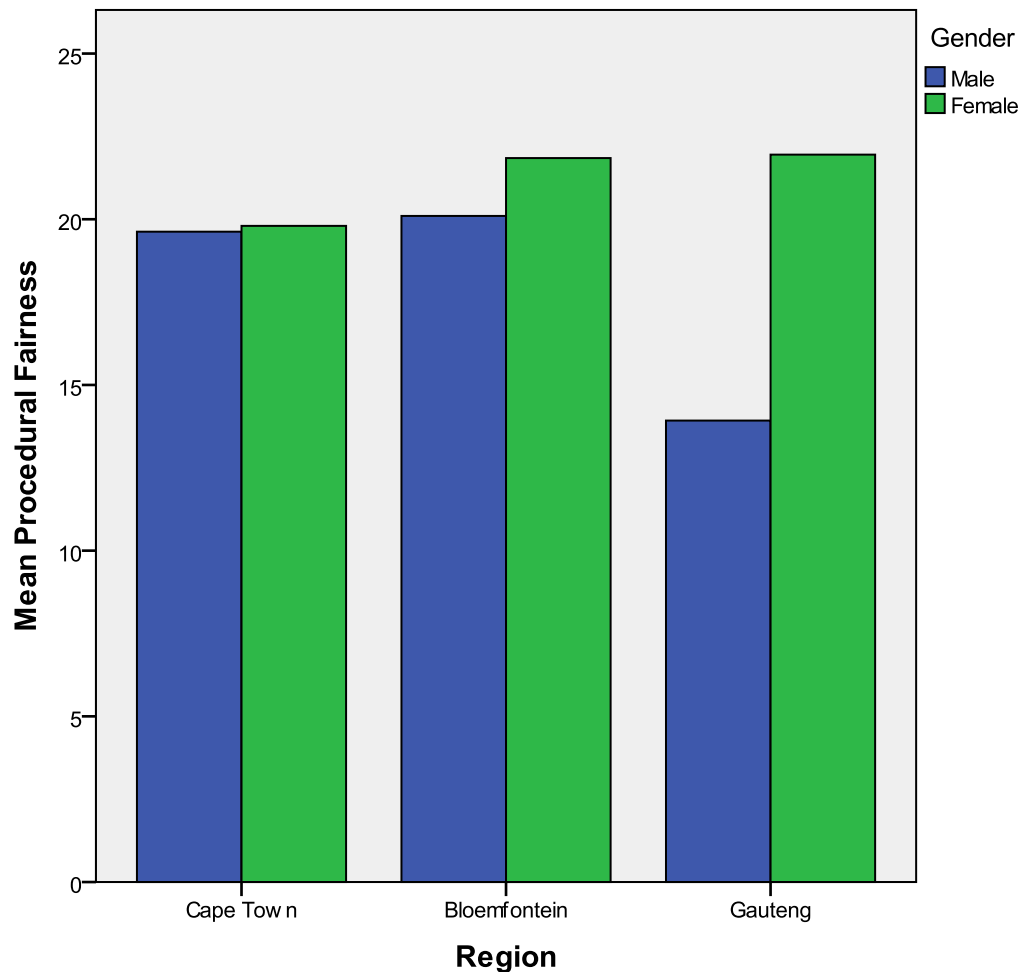
FIGURE 4.1.8.23 Summary of the distribution of scores for gender variables for different regional groups (perceived fairness of outcomes)



The mean scores for males in Cape Town is slightly higher than those of Bloemfontein and Gauteng. This means that males in Cape Town perceive fairness of outcomes slightly higher than those in Bloemfontein and Gauteng. The females in Bloemfontein and Gauteng appear to have similar means scores and are higher than those in Cape Town.

This indicates that Cape Town female employees perceive the fairness of outcomes lesser than those in Bloemfontein and Gauteng. The comparison of males and females mean scores indicates that in Cape Town both male and female employees appear to have similar scores whereas in Bloemfontein and Gauteng females have higher scores than males. This indicates that females in Bloemfontein and Gauteng perceive fairness of outcomes higher than males when compared with Cape Town where scores indicate similarities in the perceptions of the two gender groups.

FIGURE 4.1.8.24 Summary of the distribution of scores for gender variables for different regional groups (procedural fairness variable)

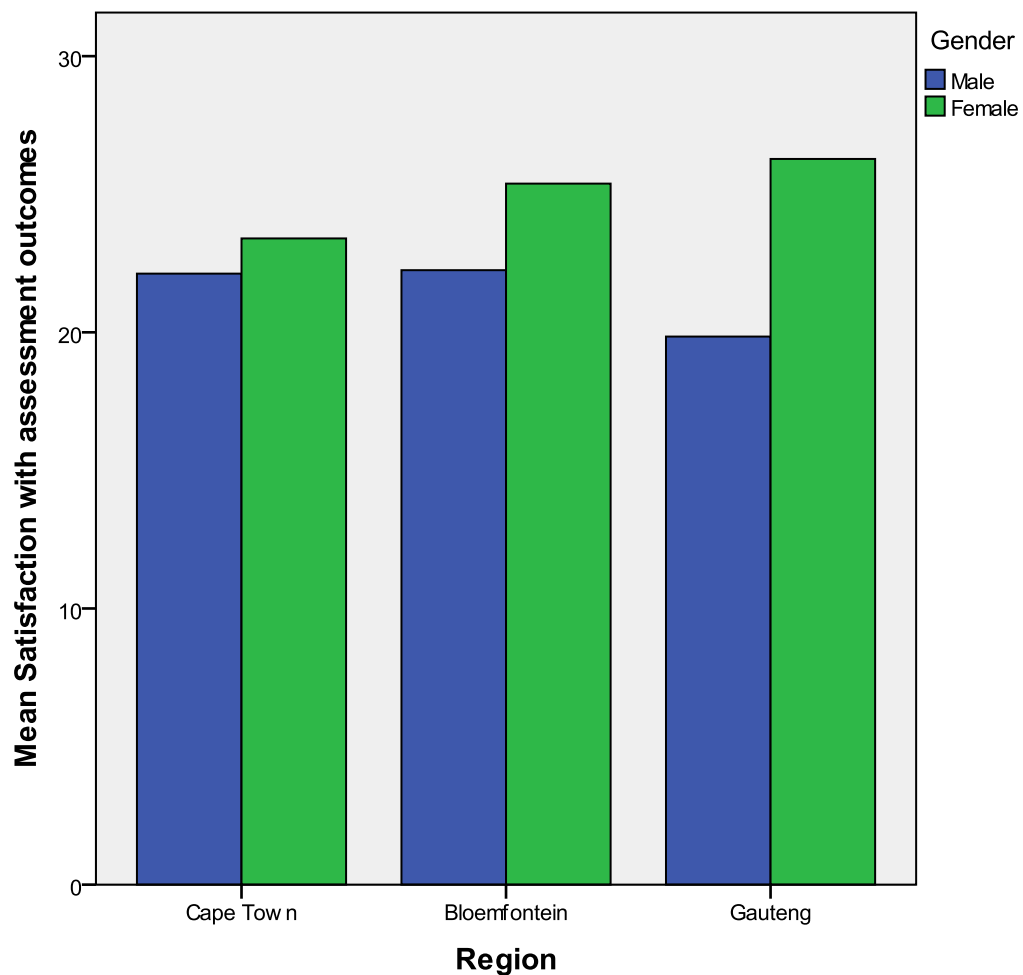


The mean scores for males in Bloemfontein appear to be slightly higher than those in Cape Town with Gauteng indicating lowest scores. The Bloemfontein male employees

appear to perceive procedural fairness slightly higher than those in Cape Town and Gauteng having the lowest perceptions. Females in Bloemfontein and Gauteng appear to have similar mean scores and Cape Town with lower scores. The mean scores indicate that female employees in Bloemfontein and Gauteng perceive fairness of procedures higher than those in Cape Town.

In comparison of females and males, the scores indicate that for Cape Town, female employees are just slightly higher than males. Females in Bloemfontein and Gauteng have higher scores than males. The mean scores indicate that female employees perceive fairness of procedures higher than males.

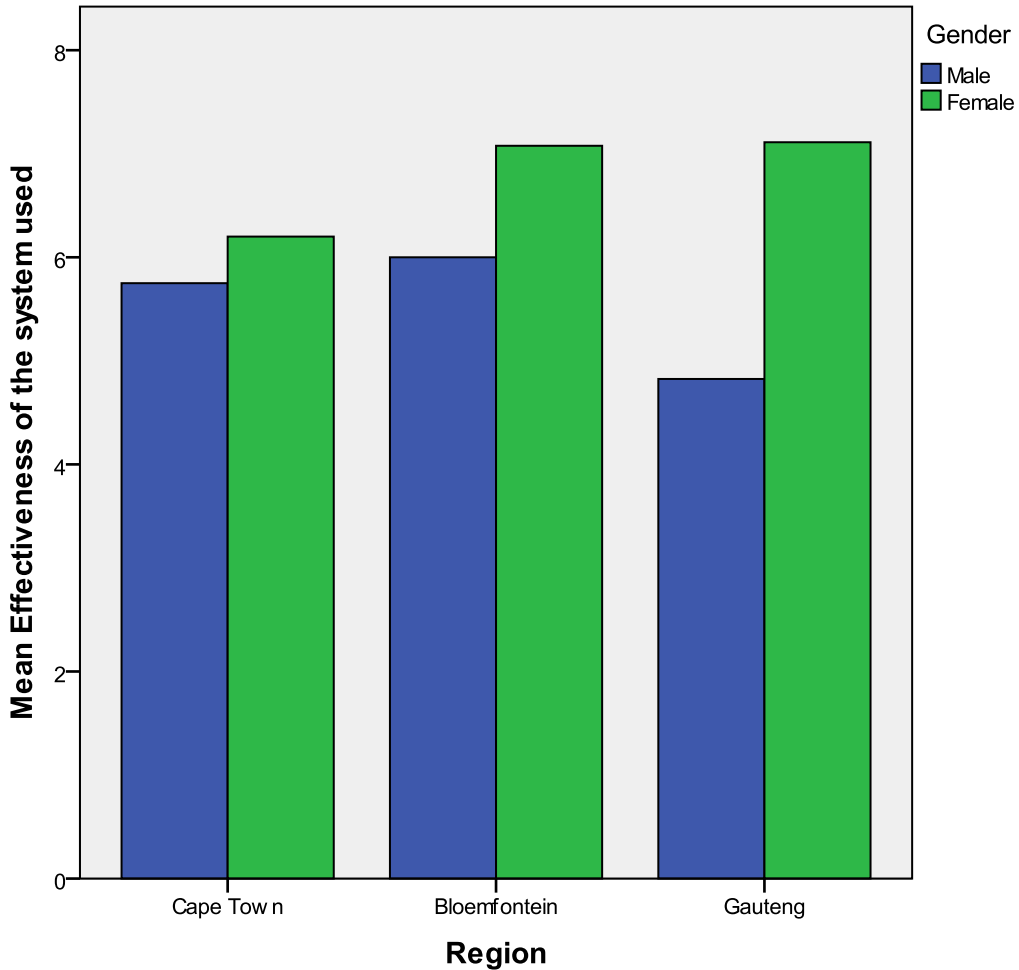
FIGURE 4.1.8.25 Summary of the distribution of scores for gender variables for different regional groups (satisfaction with assessment outcomes)



The mean scores for males in Cape Town and Bloemfontein appear to be similar whereas in Gauteng their scores are lower than the two regions. The male employees in Cape Town and Bloemfontein appear to be more satisfied with their assessment outcomes than those in Gauteng.

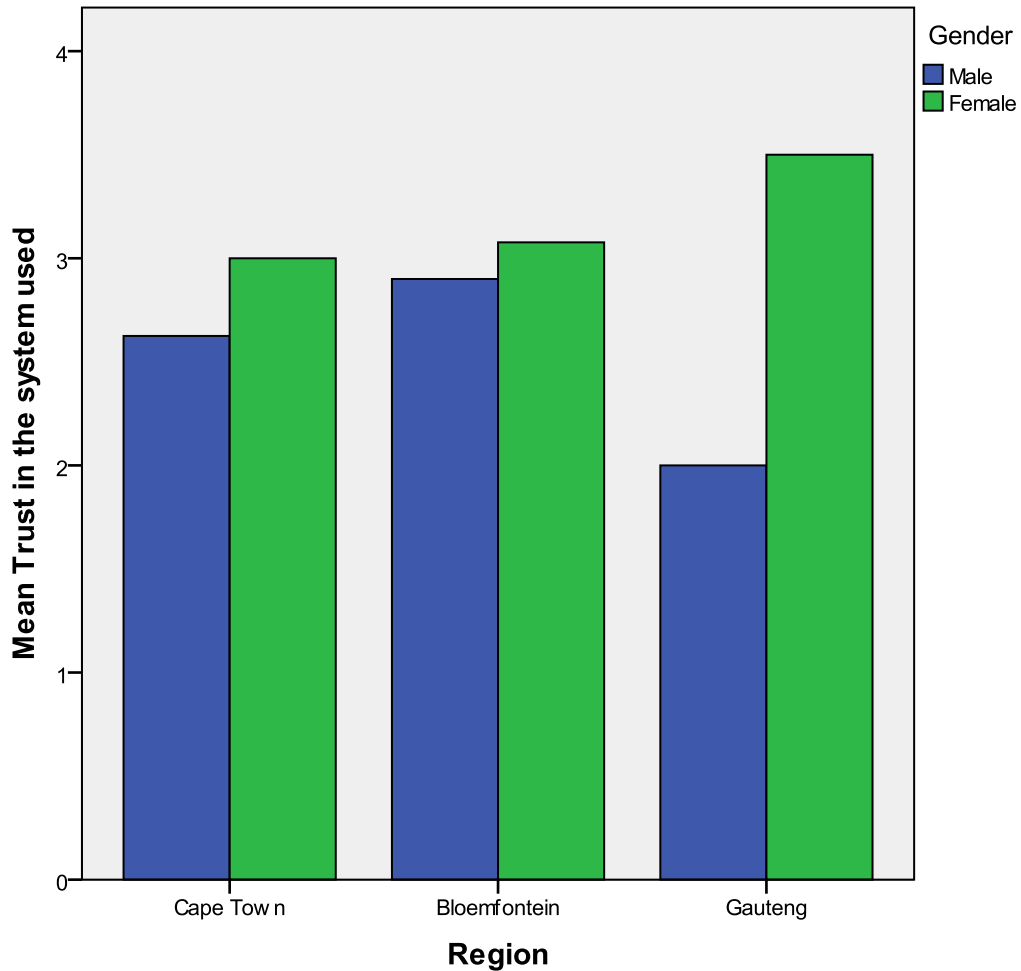
Females in Gauteng have higher mean scores than Bloemfontein and Cape Town. These higher scores indicate that female employees in Gauteng are most satisfied with their assessment outcomes, followed by Bloemfontein then Cape Town. The comparison between males and females indicate that female employees have higher mean scores in all three regions than males. This means that they are more satisfied with their assessment outcomes than males.

FIGURE 4.1.8.26 Summary of the distribution of scores for gender variables for different regional groups (system effectiveness variable)



The mean scores of males in Cape Town is slightly lower than those in Bloemfontein. In Gauteng males have lower scores than the other two regions. The mean scores indicate that males in Gauteng perceive the system effectiveness lower than in other two regions with Bloemfontein slightly higher when compared to Cape Town and Gauteng. The mean scores for females in Bloemfontein and Gauteng appear to be similar whereas those in Cape Town are lower, thus indicating that system effectiveness is being perceived lower by female employees in Cape Town. Comparing males and females mean scores indicate that females employees have higher scores than males in all three regions. Female employees have higher perceptions of system effectiveness than the male employees.

FIGURE 4.1.8.27 Summary of the distribution of scores for gender variables for different regional groups (system trustworthiness variable)



The mean scores for males in Bloemfontein are the highest followed by Cape Town then Gauteng the lowest. The scores indicate that male employees in Bloemfontein have higher perception of trust in the system followed by Cape Town then Gauteng. Females in Gauteng have higher scores than Bloemfontein and Cape Town which appear to have similar mean scores, thus indicating that Gauteng females have higher perceptions of trust in the system used to assess their service interactions. The mean scores in the three regions between males and females indicate that female employees have higher scores than males, thus indicating that they have higher perceptions of trust than males.

In terms of tenure, age and region, the distribution of scores in figure demonstrate that female employees appear to have higher mean scores for variables fairness of outcomes, procedural fairness, satisfaction with assessment outcomes, effectiveness and trustworthiness of the system used. The higher mean scores indicate that females perceive outcomes as fair including procedures used in determining those outcome, are more satisfied with assessment outcomes, view system used to assess their service interactions with customers as effective and place more trust in the system than male employees.

In summing up the above, females had higher perceptions of fairness than males, were more satisfied with assessment outcomes, had higher scores than males with respect to trusting the system being used and in terms of perceptions of its effectiveness. The highest perception scores were attributed to the females within tenure group 11-15 years. The logical explanation for the absence of males in the tenure group 16-20 years can be attributed to available evidence that 65% of respondents were female and males only accounted for the remaining 35%. In addition, the assumption that male employees in this group may have been less enthusiastic in completing the questionnaire could have merit in the sense that there was a low response rate in the sample that was surveyed. It is also worth noting that in the tenure group 0-5 years, all of the variables being tested (i.e. fairness of outcomes, procedural fairness, satisfaction with assessment outcomes, the effectiveness of and trust in the system used) revealed that the difference in males' and females' scores was small. A Chi Square test was conducted to ascertain whether Gender and Tenure variables are related or independent. The results are displayed in Table 4.1.8.3 below.

TABLE 4.1.8.3 Chi Square Test for Gender and Tenure Relationship or Independence.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Tenure	117	100.0%	0	.0%	117	100.0%

Gender * Tenure Crosstabulation

			Tenure					Total
			0-5 years	6-10 years	11-15 years	16-20 years	20 years and over	
Gender	Male	Count	55	17	3	0	1	76
		% within Gender	72.4%	22.4%	3.9%	.0%	1.3%	100.0%
		% within Tenure	64.0%	70.8%	75.0%	.0%	50.0%	65.0%
		% of Total	47.0%	14.5%	2.6%	.0%	.9%	65.0%
	Female	Count	31	7	1	1	1	41
		% within Gender	75.6%	17.1%	2.4%	2.4%	2.4%	100.0%
		% within Tenure	36.0%	29.2%	25.0%	100.0%	50.0%	35.0%
		% of Total	26.5%	6.0%	.9%	.9%	.9%	35.0%
Total	Count	86	24	4	1	2	117	
	% within Gender	73.5%	20.5%	3.4%	.9%	1.7%	100.0%	
	% within Tenure	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	73.5%	20.5%	3.4%	.9%	1.7%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.630 ^a	4	.622
Likelihood Ratio	2.885	4	.577
Linear-by-Linear Association	.058	1	.810
N of Valid Cases	117		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .35.

The table labelled **Case Processing Summary** provides information about the number of responses utilised in conducting a Chi Square test(N = 117). In the table labelled **Gender*Tenure Crosstabulation** above 72.4 percent of males were in tenure group 0 to 5 years, 22.4 percent were in tenure group 6 to 10 years, 3.9 percent were in tenure group 11 to 15 years. 0 percent were in tenure group 16 to 20 years and 1.3 percent was in tenure group 20 years and above. For the female gender group, 75.6 percent were in tenure group 0 to 5 years, 17.1 percent were in tenure group 6 to 10 years, 2.4 percent was in tenure group 11 to 15 years, 2.4 percent was in tenure group 16 to 20 years and 2.4 percent was in tenure group 20 years and above. In the total column, it is evident that there were more males(Total Count = 76) than females(Total Count = 41) in the usable responses received(N = 117).The bar graphs from figure 4.1.8.13 to 4.1.8.17 indicate that female employees in the tenure group 11 to 15 years have the highest perceptions of fairness, satisfied with assessment outcomes, perceive system as effective and trustworthy, however in terms of the count, there is only one female in the tenure group 11 to 15 years and 3 males. It can be concluded that the single female in this tenure group contributed in the highest perception scores when compared with other tenure groups. If there were more females in the 11 to 15 years tenure group, it is logical to assume that a picture not too different from the 0 to 5 years in terms of the perceptions of study variables would have emerged. The crosstabulation table confirms that the absence of males in the tenure group 16 to 20 years.

Males and females were concentrated more in the tenure group 0 to 5 years(count of 55 and 31). The **Total** row indicates there were 86 employees in the tenure group 0 to 5 years.

In testing if the gender and tenure variables are related or independent, the first thing to check one of the assumption of Chi Square concerning the minimum expected cell frequency which should be 5 or greater. This information is provided below table labelled **Chi Square Tests**. Footnote a below the chi square table indicates that 6 cells (60.0%) have expected count less than 5. The minimum expected count is .35, so the assumption is violated because the expected cell sizes are less than 5.

The Pearson Chi-Square value presented in the Chi Square Tests table is 2.630 with an associated significance level of .622. To be significant, the alpha value must be .05 or smaller. In this case .622 is larger, so the conclusion is that gender and tenure variables are not related. This means that the Chi Square test for independence indicated no significant relationship or association between gender and tenure variables.

4.1.9 Relationship between fairness variables and satisfaction with assessment outcomes

In this section, the research question being addressed is whether there is a relationship between fairness and satisfaction with assessment outcomes, its strength as well as its significance. Three variables will be used in the analysis of the relationship in order to address the research question and they are (1) fairness of outcomes; (2) procedural fairness and (3) satisfaction with assessment outcomes. Basically the analysis involves examining existence of a relationship, the strength of the relationship and significance between:

- Perceived fairness of outcomes and satisfaction with assessment outcomes; and
- Perceived fairness of procedures used to determine assessment outcomes and satisfaction with assessment outcomes;

Table 4.1.9.1 presents the correlations between variables used in the study to assess the relationship between perceived fairness and satisfaction with assessment outcomes.

TABLE 4.1.9.1 Results from the analysis of the relationship between fairness variables and satisfaction with assessment outcomes

Correlations

		Fairness of Outcomes	Procedural Fairness	Satisfaction with Assessment Outcomes
Fairness of Outcomes	Pearson Correlation	1	.791(**)	.840(**)
	Sig. (2-tailed)		.000	.000
	N	112	112	107
Procedural Fairness	Pearson Correlation	.791(**)	1	.758(**)
	Sig. (2-tailed)	.000		.000
	N	112	112	107
Satisfaction with Assessment Outcomes	Pearson Correlation	.840(**)	.758(**)	1
	Sig. (2-tailed)	.000	.000	
	N	107	107	107

There were 112 cases that had scores for the fairness of outcomes variable, 112 for procedural fairness, and 107 for satisfaction with assessment outcomes.

Missing information for each of these variables was excluded in the analysis using an SPSS option to “exclude cases pairwise”. The relationship between perceived fairness (as measured by the fairness of the outcomes and procedural fairness scales) and perceived satisfaction with assessment outcomes (as measured by the satisfaction with the assessment outcomes scale) was investigated using the Pearson product-moment correlation coefficient. The correlation between the variables perceived fairness of outcomes and satisfaction with assessment outcomes was $r = .840$, $n = 112$, $p < .0005$, and the correlation between the variables procedural fairness and satisfaction with assessment outcomes was $r = .758$, $n = 112$, $p < .000$, suggesting a strong relationship exists between fairness variables and satisfaction with the assessment outcomes. In both correlation coefficients, r is positive, suggesting a positive direction for the relationship. In assessing the how much confidence the researcher have in the results obtained, the significance level (listed as Sig. 2 tailed in Table 4.1.9.1) achieved for each coefficient is examined. It can be concluded that all coefficients are large since all achieve a high level of statistical significance (Sig. 2 tailed = .000 for each coefficient) at $p < .000$ (which also mean $p < .005$) the correlation coefficient).

4.1.10 Impact of fairness variables on the satisfaction with assessment outcomes

In assessing or exploring the impact of respondents' perceptions of fairness on their levels of perceived satisfaction with assessment outcomes, two independent variables (fairness of outcomes and procedural fairness) and one dependent variable (satisfaction with assessment outcomes) will be used in the multiple regression analysis procedure. Tables 4.1.10.1 to 4.1.10.8 and figures 4.1.10.9 to 4.1.10.10 below present output from standard multiple regression analysis on two independent variables (fairness of outcomes, procedural fairness) and one dependent variable (satisfaction with assessment outcomes) as well as the interpretation of tables and figures.

Multiple regression analysis makes a number of assumptions about the data. The assumptions had to be checked prior to embarking on multiple regression analysis in order to ensure they were not violated during analysis, and these included multicollinearity, outliers, normality, linearity, homoscedasticity, and the independence of residuals. Multicollinearity refers to the relationship among the independent variables.

According to Pallant (2007, 149), multicollinearity exists when the independent variables are highly correlated ($r = .9$ and above). Outliers refers to extreme scores (very high or very low scores) in both dependent and independent variable which must be detected prior to conducting multiple regression analysis. Normality, linearity and homoscedasticity refers to the various aspects of the distribution of scores and the nature of the underlying relationship between the variables. Residuals scatterplots which generated as part of the multiple regression procedure are used to check these assumptions.

TABLE 4.1.10.1 Correlation Matrix for checking Multicollinearity assumptions
Correlations

		Satisfaction with Assessment Outcomes	Fairness of Outcomes	Procedural Fairness
Pearson Correlation	Satisfaction with Assessment Outcomes	1.000	.840	.758
	Fairness of Outcomes	.840	1.000	.794
	Procedural Fairness	.758	.794	1.000
Sig. (1-tailed)	Satisfaction with Assessment Outcomes	.	.000	.000
	Fairness of Outcomes	.000	.	.000
	Procedural Fairness	.000	.000	.
N	Satisfaction with Assessment Outcomes	107	107	107
	Fairness of Outcomes	107	107	107
	Procedural Fairness	107	107	107

To test for the multicollinearity assumption, reference is made to Table 4.1.10.1, labelled correlations above, where the independent variables of the fairness scales (fairness of outcomes and procedural fairness) correlated substantially with the satisfaction scale (satisfaction with assessment outcomes). From the correlations table, results show $r = .840$ and $.758$, respectively. In other words, the independent variables show a relationship with the dependent variable, which is above 0.3. As per the correlations table, the relationship between the independent variables is below 0.9. Where $r = .9$ and above, the independent variables are deemed to be very highly correlated, which is a violation of the multicollinearity assumption (Lind, Marchal & Wathen, 2005, 432). Although the variables are correlated, they do not violate the assumption because r is less than **.9**. In other words, there is a correlation; however, it is not very strong and thus does not violate the multicollinearity assumption.

In Table 4.1.10.5, labelled Coefficients, results presented were obtained after performing collinearity diagnostics i.e. to see whether assumptions about multicollinearity were not being violated when doing multiple regression analysis. Underneath the column labelled Collinearity Statistics, two values are given: Tolerance and VIF. Tolerance indicates how much the variability of the specified independent variable is not explained by other

independent variables in the model. If the value of the tolerance is less than 0.10, it indicates or suggests multicollinearity (a high correlation amongst independent variables). In this study, the tolerance value for each independent variable was 0.370, which is not less than 0.10, therefore multicollinearity was not violated.

VIF values, which are the inverse of tolerance values, violate multicollinearity if they are above 10. In this study, the VIF values for both variables was 2.704, suggesting that multicollinearity was not violated in the regression model.

Checking for outliers, normality, linearity, homoscedasticity and the independence of residuals, figures 4.1.10.9 and 4.1.10.10 were examined for deviations from normality. By inspecting the normal probability plot (P-P) of the regression standardized residual and the scatter plot, it is evident that the points lie in a reasonably straight diagonal line from bottom left to top right (Normal P- P Plot), suggesting that there were no major deviations from normality. In the scatter plot, most scores were concentrated in the centre aligned with the 0 point, suggesting normality exists.

To detect outliers, the scatter plot was used to detect cases with more than 3.3 or less than -3.3. As per the scatter plot, none of the cases fell in the region of being more than 3.3 or less than -3.3, suggesting there were no outliers.

In the casewise diagnostic table (Table 4.1.9.7), there was a case (case number 84) where the residual value was -3.393. This table shows that the respondent recorded a satisfaction score of 16, but the model used predicted this respondent's score as 26.96. The model used did not predict this respondent's score very well because the participants are much less satisfied than predicted. To further check if this case had an undue influence on the results of the model as a whole, the value of Cook's Distance, which is in the Residual Statistics table (Table 4.1.9.8), was checked to see whether it was higher than 1. Values larger than 1 are deemed to be a potential problem. In our study, the maximum value of Cook's Distance was 0.138, suggesting there were no major problems.

In the box labelled Model Summary (Table 4.1.9.3), the value given under **R Square** provides information about how much variance in the dependent variable (satisfaction with assessment outcomes) is explained by the model which includes the variables of fairness of outcomes and procedural fairness. The value of 0.728 (if expressed as a percentage = 72.8% when 0.728 is multiplied by 100) given under **R Square** means that the model used (which includes fairness of outcomes and procedural fairness) explains 72.8% of the variance in the perceived satisfaction with the assessment outcomes. To assess the results of the model used, Table 4.1.10.4 below labelled **ANOVA** contains Sig. column. This value indicates that the model reaches statistical significance (Sig. = .000 which also means $p < .0005$)

In evaluating whether the two independent variables in the analysis contributed to the prediction of the dependent variable, the researcher used information in the table or output box labelled Coefficients (Table 4.1.9.5). The focus here is to compare the contribution of each independent variable, so the beta values were used. In the Beta column, the largest beta coefficient is 0.644, which is for the fairness of outcomes, with the smallest being 0.247 i.e. Procedural Fairness. This means that the fairness of outcomes variable makes the strongest unique contribution to explaining the dependent variable when compared to that of the procedural fairness variable. In the column marked Sig, values of both independent variables (fairness of outcomes and procedural fairness) are less than 0.05, which means they made a unique and statistically significant contribution to the prediction of the perceived satisfaction of assessment outcomes.

TABLE 4.1.10.2

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	Procedural Fairness, Fairness of Outcomes(a)	.	Enter

a All requested variables entered.

b Dependent Variable: Satisfaction with assessment outcomes

TABLE 4.1.10.3

Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853(a)	.728	.723	3.229

a Predictors: (Constant), Procedural fairness, Fairness of outcomes.

b Dependent variable: Satisfaction with assessment outcomes.

TABLE 4.1.10.4

ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2899.985	2	1449.993	139.040	.000(a)
	Residual	1084.575	104	10.429		
	Total	3984.561	106			

a Predictors: (Constant), Procedural fairness, Fairness of outcomes.

b Dependent variable: Satisfaction with assessment outcomes.

Table 4.1.10.2 above provides information about independent variables that were used (they are indicated predictors in footnote **a** in tables 4.1.10.4 labelled **ANOVA** above). These are presented below column **Variables Entered**. The footnote **b** indicates a dependent variable which is satisfaction with assessment outcomes. Footnote **a** indicates independent variables that were used in the multiple regression analysis.

TABLE 4.1.10.5 Coefficients Table presents results of Collinearity statistics (Tolerance and VIF), standardized coefficients (Beta values), significant values (Sig. column) and for assessing the contribution made by each independent variable in predicting the dependent variable

Coefficients

Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)	6.300			1.018		6.188	.000	4.281	8.319	
	Fairness of Outcomes	.933	.122	.644	7.657	.000	.692	1.175	.840	.600	.392	.370	2.704
	Procedural Fairness	.228	.078	.247	2.931	.004	.074	.382	.758	.276	.150	.370	2.704

A Dependent variable: Satisfaction with assessment outcomes.

TABLE 4.1.10.6

Collinearity Diagnostics (a)

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				Procedural Fairness	(Constant)	Fairness of Outcomes
1	1	2.912	1.000	.01	.00	.00
	2	.066	6.640	.94	.05	.16
	3	.022	11.630	.05	.94	.84

a Dependent variable: Satisfaction with assessment outcomes.

TABLE 4.1.10.7 Presentation of information about cases that have standardized residual values above 3.0 or below -3.0

Casewise Diagnostics (a)

Case Number	Std. Residual	Satisfaction with Assessment Outcomes	Predicted Value	Residual
84	-3.393	16	26.96	-10.958

a Dependent variable: Satisfaction with assessment outcomes.

TABLE 4.1.10.8 Residual Statistics for checking Outliers

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	11.40	31.81	22.46	5.231	107
Std. Predicted Value	-2.114	1.788	.000	1.000	107
Standard Error of Predicted Value	.314	1.063	.522	.141	107
Adjusted Predicted Value	11.64	31.67	22.46	5.220	107
Residual	-10.958	7.352	.000	3.199	107
Std. Residual	-3.393	2.277	.000	.991	107
Stud. Residual	-3.431	2.354	-.001	1.008	107
Deleted Residual	-11.202	7.859	-.007	3.313	107
Stud. Deleted Residual	-3.626	2.407	-.004	1.021	107
Mahal. Distance	.013	10.502	1.981	1.731	107
Cook's Distance	.000	.138	.012	.024	107
Centred Leverage Value	.000	.099	.019	.016	107

a Dependent variable: Satisfaction with assessment outcomes.

FIGURE 4.1.10.9 Checking for Outliers, Normality, Homoscedasticity, and the Independence of residuals assumptions

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Satisfaction with assessment outcomes

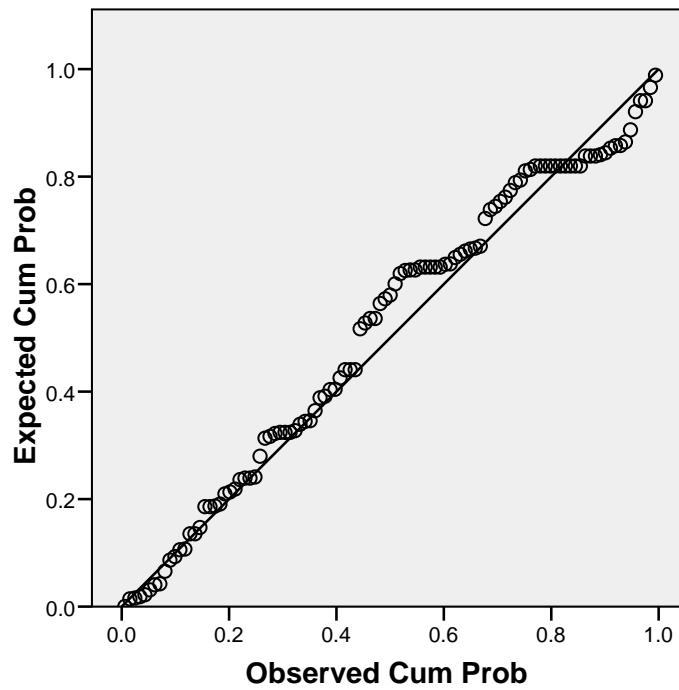
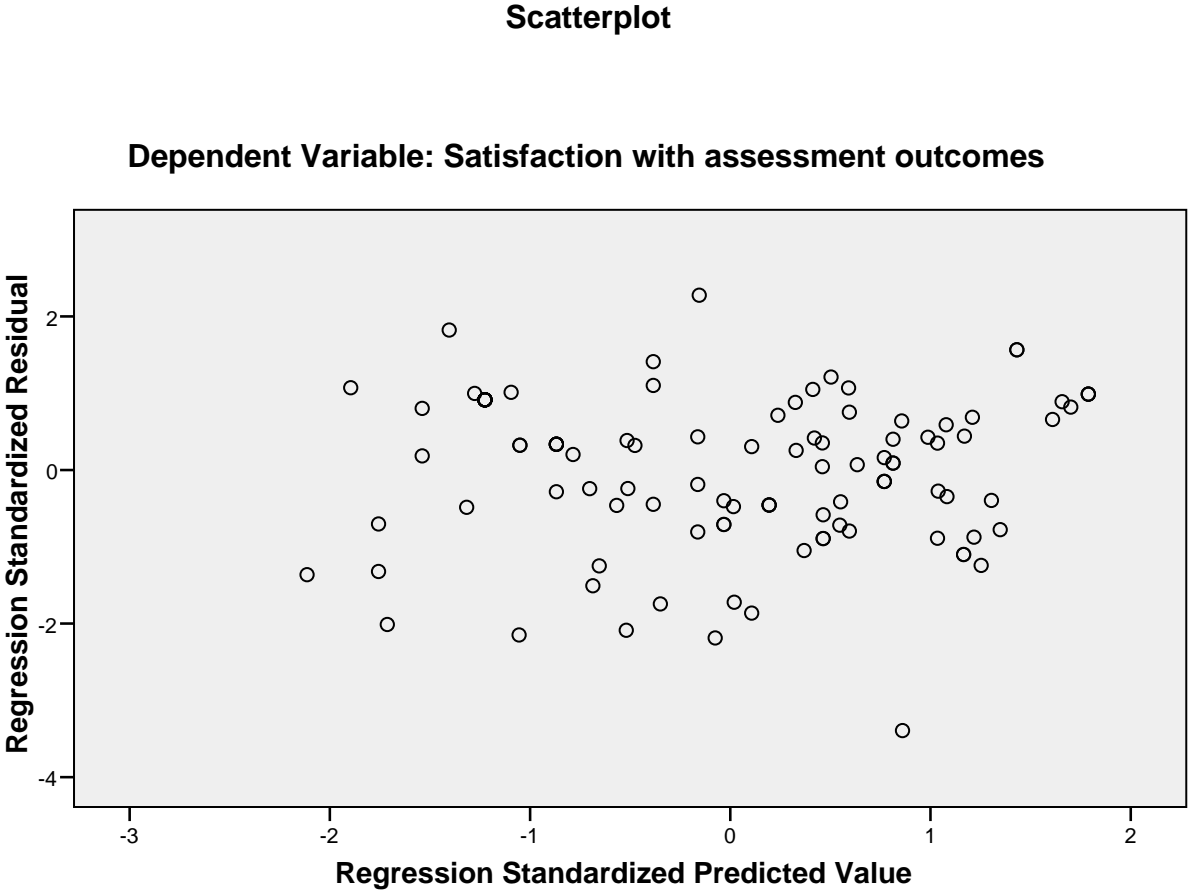


FIGURE 4.1.10.10 Scatter plot for checking Outliers, Normality, Linearity, Homoscedasticity, and the Independence of Residuals



4.2 Results summary

From the results presented above, the chapter can be summed up as follows:

- Employees do perceive the purposes of assessing their service interactions with customers to revolve around the administrative and developmental aspects, which have been cited widely in the performance appraisal literature. Whilst the perceptions revolve around administrative and developmental purposes, it is however important to note that 27.7% of employees perceive the functions served by the assessment system as being to only show their weaknesses during their service interactions with customers.
- Employees perceive outcomes from the assessment of their service interactions with customers as being fair in terms of outcomes and procedures used in determining such outcomes, they are satisfied with assessment outcomes, and perceive the system being used as effective and trustworthy. The normality of the distribution of scores was assessed using statistical techniques and the distributions were found to be reasonably normal. A statistical technique known as the 5% trimmed mean showed that the new trimmed mean value for all of the variables was not dissimilar to the original mean value. The standard deviation was small relative to the mean, suggesting that the scores were not far away from the mean. It was also discovered that females' perceptions of the fairness, satisfaction with outcomes, effectiveness of the system used and its trustworthiness were higher than those of males in the entire tenure group, except in the 16-20 years group, where it was impossible to make gender-based comparisons because of an absence of males.
- There is also a strong, positive relationship between fairness variables and the satisfaction with the assessment outcomes.
- A standard multiple regression analysis performed on two independent variables and the dependent variable showed the predictive behaviour of the fairness variables on satisfaction with assessment outcomes.

In the next chapter, results of the study are discussed in terms of how they support the objectives or aims of the study. Basically, the entire chapter focuses on whether the main aims of the study were achieved with the conclusions drawn from the empirical results.

CHAPTER 5

Discussion

5.1 Introduction

This study sought to investigate perceptions held by employees regarding the purposes or functions served by the system used to assess or evaluate their performance during their interactions with customers; their perceptions of the fairness of the outcomes, including procedures used to determine such outcomes; how such perceived fairness relates to their satisfaction with the assessment outcomes and the impact of fairness on their level of satisfaction with the outcomes. The research questions the study sought to answer were:

- what do employees perceive the uses or purposes of assessing customer service interactions to be?
- do employees perceive that fair outcomes are generated from the assessment of customer service interactions?
- do employees perceive the procedures used in determining assessment outcomes as being fair?
- are the employees satisfied with the assessment outcomes?
- do employees perceive the system used to assess their service interactions with customers as effective and trustworthy?
- is there a relationship between perceived fairness and the satisfaction with assessment outcomes?
- what is the impact of perceived fairness on the level of satisfaction with assessment outcomes?

The objectives of the study were to:

- determine what employees perceive the uses or purposes of conducting performance assessment of service interactions to be;
- determine whether employees perceive the outcomes of the assessment process as fair;
- determine whether employees perceive the procedures used to determine the outcomes as fair;
- determine whether employees feel satisfied with the assessment outcomes;

- determine whether employees perceive the assessment system as effective;
- determine whether employees perceive the assessment system as trustworthy;
- determine whether there is a relationship between perceived fairness and satisfaction with the assessment outcomes; and
- determine the impact of perceived fairness on the satisfaction with assessment outcomes.

5.2 Comparison of the study results with findings from previous studies

The study conducted by Longenecker and Goff (1992) on perceptions of the uses or functions served by conducting performance appraisals, which is presented in paragraph 2.3 suggest that performance appraisals have the following objectives;

- letting employees know where they stand,
- facilitating subordinate development,
- improving employees' motivation and performance,
- linking pay to employees' performance,
- helping to establish and clarify goals and objectives,
- facilitating communication between managers and employees,
- improving the working relationship between managers and subordinates,
- serving as an avenue for employees to provide inputs about their jobs.

The results of the study by Smith, Hornsby and Shirmeyer (1996) given in paragraph 2.3 suggest that the objectives of conducting performance appraisals include;

- deciding on promotions,
- making salary decisions and,
- identifying training and developmental needs.

The empirical results obtained from a study conducted by Chu and Chen (2007) within firms in the manufacturing and service industries in Taiwan reveals the existence of noticeable differences in the purposes of performance appraisals in each of these industries. The study found that the service industry paid more attention to administrative purposes such as administration of salaries and lay-off

decisions whilst the manufacturing industry placed more emphasis on developmental purposes such as goal identification.

The study by Milliman et al., (2002) cited in paragraph 2.3, focused on the perceptions held by employees of the objectives of performance appraisals. This study found that employees placed moderate to high emphasis on the need for voice of the employee to be heard in the appraisal process and on the link between administrative decisions on aspects such as pay.

The findings from this study indicate that employees' perceptions on the uses or functions of conducting employee-customer service interactions includes;

- letting employees know where they stand,
- serving as an input into salary adjustment decisions,
- providing information on what employees are responsible for accomplishing,
- determining individuals who are not performing well,
- highlighting individuals' strengths and weaknesses,
- providing information about individuals' weaknesses

There are commonalities in this study's results compared to previous studies which include;

- providing subordinates with information on where they stand in terms of how they have performed with regards to what is expected from them.
- utilising the outcomes from the appraisal process as inputs into decisions about pay or salary adjustments,
- identifying individuals' areas where they are performing within the expected performance standards and those areas where performance falls below the expectations and,
- establishing and clarifying goals and objectives in terms of what employees are responsible for accomplishing.

In all of these studies employees perceive that uses of performance appraisal results include administrative and developmental elements. The results of this study also indicates that employees have the understanding for the reasons why their organizations conducts performance appraisals and the objectives which the organization is trying to achieve. In this respect the findings of the current study are consistent with the findings of studies conducted in other environments. This consistency suggests that the findings of the study have application outside of the specific environment of the study and may therefore be more generally applicable.

The empirical results obtained from a study by Jawahar (2006) given in paragraph 2.7 reveals that both distributive and procedural justice played a role in the influence of employees' satisfaction with performance ratings or outcomes. The role played by distributive justice was found to have a greatest influence on satisfaction with ratings when compared to procedural justice. Procedural justice was found to have the most influence on satisfaction with the appraisal system.

MacFarlin and Sweeney (1992) conducted a study cited in paragraph 2.7 about how distributive and procedural justice predicts satisfaction with personal outcomes such as pay rise and job satisfaction and the organizational outcomes such as organizational commitment and trusting the supervisor. The study found that both distributive and procedural justice interacted in predicting these outcomes. Distributive justice was found to be a more important predictor of personal outcomes(such as job satisfaction and pay rise) and procedural justice tended to be a stronger predictor of organizational outcomes (such as organizational commitment and trust in the supervisor).

The study by Lau et al., (2008) cited in paragraph 2.7, focused on how fairness of performance evaluations procedures affect job satisfaction. The study found that procedural fairness perceptions in performance evaluations have a significant total effect on the employees' job satisfaction.

The empirical results obtained from a study by Clay-Warner et al., (2005) on the link between organizational justice and job satisfaction reveals that procedural justice is a strong predictor of job satisfaction for all worker groups and was significantly more important than distributive justice in predicting job satisfaction among both unaffected workers and downsizing victims. This implies that employees with varying strength relationships with organizations consider procedural fairness when assessing satisfaction with their job.

Sabeen et al., (2008) study cited in paragraph 2.7 investigated employees' reactions to the fairness of and satisfaction with an existing performance appraisal system and its impact on overall job satisfaction. This study found a positive and relationship between the perceived fairness of the appraisal system and appraisal satisfaction. It further found that procedural justice affected the level of satisfaction with appraisal more than any other justice factor that was investigated.

The empirical results obtained from a study conducted by Fields et al., (2000) found that both distributive and procedural justice played a role in determining job satisfaction. Distributive justice was found to have a larger influence in predicting job satisfaction whilst procedural justice had a larger influence on the evaluation of supervision.

The findings from this study indicate the existence of a relationship between perceived fairness of outcomes including procedures used to determine such outcomes and employees' satisfaction with assessment outcomes as well as the influence of fairness on satisfaction with assessment outcomes.

There are commonalities in this study's results compared to previous studies which include;

- both fairness of outcomes (distributive form of justice) and procedural fairness (procedural form of justice) played a role in predicting employees' satisfaction with their jobs, performance appraisal system and performance ratings or outcomes.
- fairness or justice play an important role in predicting satisfaction

It can be concluded that the findings of the current study are consistent with the findings of studies conducted in other environments in terms of the role played by fairness in predicting employees' satisfaction in their jobs, appraisal system, performance ratings or outcomes. It also important to highlight the fact that when fairness or justice constructs were investigated individually on their influence on satisfaction, there were similarities in this study's findings with empirical results obtained from studies by Jawahar (2006), MacFarlin and Sweeney (1992) and Fields et al., (2000) who found that distributive form of justice had the greatest influence in predicting employees' satisfaction with their jobs and performance ratings or outcomes. The findings that were dissimilar involve those by Lau et al., (2008), Clay-Warner et al., (2005) and Sabeen et al.,(2008) who found that procedural justice played a more influential role in predicting satisfaction, thus contradictory to this study finding that fairness of outcomes was a more predictor of satisfaction with assessment outcomes when compared to procedural fairness. Despite the comparison of the two fairness factors in predicting satisfaction, what is important from these studies is the role played by fairness or justice in decision-making. By being fair in how assessments are conducted in organization will determine employees' feelings of satisfaction or dissatisfaction with their jobs, performance appraisal system or performance ratings or outcomes.

This consistency of fairness in its predictive role of satisfaction suggest that the findings of the study have applications outside of the specific environment of the study and may therefore be more generally applicable.

5.3 Discussion on how the results support the aims or objectives of the study

It is important to note that the functions or uses employees had to respond to are closely related to appraisal functions widely researched in performance appraisal literature and employed in modern organizations. The most frequently cited reasons for doing appraisals include salary increase decisions, and improving employees' performance in line with an organization's stated goals. The results from the study are aligned with the most frequently cited uses or purposes perceived by employees. Based on their

perceptions of the functions served by the assessment of their service interactions, employees indicated that appraisals;

- let them know where they stand in terms of performance during service interactions,
- provide them with information pertaining to their strengths and weaknesses when servicing customers,
- provide management with information about employees who are performing well and those who are not,
- generate outcomes that provide employees with information about what they are expected to accomplish and,
- generate outcomes that are used by the organization to make decisions about salary adjustments i.e. they are linked to pay rises.

While employees have the right knowledge about why the organization evaluates their service interactions, it is worrying to learn from the results that about 27.7% of the respondents perceive that the appraisal system is only used to highlight their weaknesses. These respondents may see the system as being punitive since it only exposes their areas where they are weak, not showing where they are doing well. Because their experiences are negative due to what they have experienced as recipients of the outcomes of the same tool, they perceive that they are not being assisted to turn their weaknesses into strengths.

Despite the results suggesting that the assessment process can be extremely beneficial to employees given that organization has multiple uses or purposes for conducting appraisals, it is uncertain whether these appraisals will assist the organization to achieve its goals effectively.

For the second, third, fourth, fifth and sixth objectives, results from the descriptive statistics show that employees perceive fair outcomes (with a mean value of 12.87), that fair procedures are used in determining outcomes (with a mean value of 18.31), are satisfied with assessment outcomes (with a mean value of 22.46), perceive the system used as effective in delivering the desired service outcomes (with a mean value of 5.83), and perceive the system as trustworthy (with a mean value of 2.65). Each of these mean

values is above the midpoint, thus showing positive responses by employees surveyed on the above variables.

The seventh and eighth objectives were to determine the relationship between perceived fairness (fairness of outcomes and fairness of procedures used in determining those outcomes) and satisfaction with assessment outcomes. This relationship was investigated using the Pearson product-moment correlation coefficient. The results show a strong positive correlation between the fairness of outcomes and satisfaction with assessment outcomes variables, $r = 0.840$, $n = 107$, $p < .0005$, with high levels of perceived fairness of outcomes associated with high levels of satisfaction with assessment outcomes. These results also show a strong positive correlation between the procedural fairness and satisfaction with assessment outcomes variables, $r = 0.758$, $n = 107$, $p < .0005$, with high levels of perceived procedural fairness associated with high levels of satisfaction with assessment outcomes. The relationship between the fairness of outcomes and satisfaction with assessment outcomes variables appears to be stronger than with the procedural fairness variable. The findings of this study are consistent with previous studies involving organizational justice and performance appraisals, whose findings were that employees' perceptions of fairness are associated with satisfaction with performance ratings or outcomes received by employees, their satisfaction with the appraisal system as well as their job satisfaction (Jawahar, 2007; McFarlin & Sweeney, 1992; Clay-Warner, Reynolds & Roman, 2005).

The last objective was to determine the impact of perceived fairness on the levels of satisfaction with assessment outcomes. The standard multiple regression analysis performed on two independent variables and one dependent variable showed that both the fairness of outcomes and procedural fairness variables are important predictors of satisfaction with assessment outcomes. It was also found that the fairness of outcomes makes the strongest unique contribution to the satisfaction with assessment outcomes (Beta = 0.644) and procedural fairness contributed less (Beta = 0.247). This means that an increase in perceived fairness results in an increase in satisfaction with assessment

outcomes. These findings are consistent with the findings by Jawahar (2007) and McFarlin and Sweeney (1992).

5.4 Discussion Summary

The data obtained from the survey, including that from the analyses, supported the objectives of the study. Through analysing the data, the study was able to show that employees' perceptions of the uses or purposes of assessing their service interactions with customers, the outcomes from the assessment or evaluation of their service interactions and the procedures followed to determine those outcomes were viewed in a positive light. They also viewed the system as being an effective vehicle to deliver the desired outcomes (i.e. satisfied customers) and viewed the system as being trustworthy.

Further analysis showed that where decisions about outcomes are arrived at fairly, namely fair procedures are followed to make decisions about employees' performance, it results in employees feeling satisfied with assessment outcomes. Lastly, the study has demonstrated the impact of fairness perceptions on satisfaction with assessment outcomes. Both fairness variables are important in predicting satisfaction with assessment outcomes. Taking into account that frontline employees in the service organization create good or bad impressions for customers they service, which may leave a long and lasting impression about the organization's stated values, employees' satisfaction with these fair results will positively rub off on the customers they serve. It is then logical to assume that fairness will bring about satisfaction; once employees are satisfied with what they receive, they will trust the system used to make critical decisions about their future in the employment relationship and will regard it as an effective vehicle to deliver desired outcomes to the organization. Employees who are being subjected to the assessment process tend to trust the system being used and view it as an effective vehicle to deliver outcomes that the service organization strives for (i.e. satisfied customers) if the entire process is based on fair principles. This in turn spills over to customers who the employees interact with on a daily basis. Anything short of achieving fair assessment practices will likely have a detrimental effect on the organization's mission and objectives related to customer satisfaction as employees will be dissatisfied, and their negative feelings will cause them to not give their best when servicing customers.

CHAPTER 6

Recommendations and Conclusions

6.1 Introduction

This chapter sums up what the study has done in terms of addressing its aims and objectives and the contributions it has made to scholarship, makes suggestions for future research and concludes by providing an indication of whether the data collected, including during analyses, indeed addressed the research questions.

6.2 Implications of the study

This study contributes to human resource practices in a number of ways. The intended organizational uses or purposes behind performance assessments may conflict with the perceptions of employees who are subjected to such practices. An important issue in the employer-employee relationship is the expectations held by each party when it comes to the functions served by performance assessments practices, which include the judgements made by the employer about an employee's performance. This leads employees who are the recipients of such judgements to make their own judgements about the tools or practices employed by their organization in the evaluation of the service they provide to customers. Attitudes held by the employees on the use of assessment practices within the service organization and their reactions towards them are an important issue in ensuring a healthy employer-employee relationship. In other words, the research focused on employee perceptions of the uses or purposes of assessing their service interactions with customers and their perceptions of fairness, which included satisfaction with assessment outcomes. It also tested the relationship between fairness perceptions and satisfaction with outcomes from assessments, including how such fairness perceptions impact on one's satisfaction with the assessment outcomes. The results support the idea of how important it is for employees to perceive that the assessment aims to serve both administrative and developmental purposes. Further, the results of analyses on fairness perceptions held by employees and their satisfaction with assessment outcomes lends support to the importance of fairness in the assessment systems employed by the organization. Organizations need to strive to incorporate fairness in decision-making and those tasked with administering performance assessments must choose to use values

based on fairness, live by them and believe in their positive impact on organizational performance. Organizations must choose to be guided by fairness values because they enhance the chances of good long-term performance of the company, whereas unfairness will contribute to employees disengaging emotionally, thus impacting negatively on the objectives of the human resource practices. It is also important for the organization to realize the negative impact of employees perceiving assessments as solely being intended to highlight their weaknesses. This is counterproductive to the improved performance the organization wants to achieve through conducting assessments.

6.3 Recommendations

The results of the study suggest that employees know the objectives the organization is trying to achieve from conducting assessments of their service interactions with customers, they perceive the assessment process as being fair and view the system used to assess their performance as effective and trustworthy. Despite the fact that perceptions by employees were positive, the following recommendations arise from the study;

- that the employer continuously creates awareness about the uses of performance assessments to enable employees to have full understanding of the objectives the organization is attempting to achieve from the process,
- that given the role played by employees' perceptions of fairness during the assessment of their service interactions with customers, the employer reinforces fairness in decision making that involves employees.
- that the employer continuously communicates in a clear and concise manner the objectives it is attempting to achieve from the process as well as in what manner in which they expect employees to behave whilst servicing customers (this will assist in minimizing negative perceptions held by employees that the assessment system only seeks to highlight their weaknesses),
- that the employer take into consideration the power of fairness in influencing employee satisfaction with any decisions affecting employees and,

- that the employer continuously creates awareness by assessors or employees tasked with administering employee-customer service interactions about the adverse effects that would result from being unfair when allocating performance ratings or outcomes to the employees being subjected to the assessment process i.e. fairness makes employees feel satisfied with assessment outcomes which will in turn make customers happy. It is also logical to assume that employees satisfied with their assessment outcomes may judge the entire system used in the assessment process as effective in driving the expected behaviours from them whilst servicing customers and they will trust it if it is based on fairness
- that the employer be acutely aware of the far reaching implication of fairness on the most desired outcomes i.e. satisfied employees who in turn drive customer satisfaction to higher levels.
- that the employer places fairness at the centre of any decision making that involves employees if it seeks to achieve the objective of satisfying its employees.

This study focused on the uses of performance appraisal within the service complaints department in the call centre. There were a number of focus areas this study was unable to explore. As such, it is recommended that futures studies consider the following topics and approaches;

- increase sample by including other departments in customer service environments in order to gain meaningful insights into the perceptions held by employees of their performance assessment.
- perceptions held by both employees dealing with service interactions and management employees who play a supervisory role on the uses or functions served by performance appraisals. This will help in the comparative analysis of the different groups as well as the sites where the call centres are based. The analysis will also help gaining insight into whether the two groups i.e. frontline employees and supervisors have different perceptions of what performance appraisal seeks to achieve.

- the role played by the interactional justice construct in influencing perceptions held by employees on satisfaction with assessment outcomes,
- the influence of organizational justice in performance evaluations,
- the relationship between administrative and developmental uses of performance evaluations and the satisfaction with evaluation outcomes.

6.4 Conclusion

This study sought to examine perceptions held by employees on the uses or functions served by the assessment of their service interactions with customers, including their perceptions of fairness and how these relate to their satisfaction with assessment outcomes. From the data collected and analyzed, it is evident that employees' perceptions of the uses of assessing their service interactions are widely identified elements of administrative and developmental aspects highlighted in the performance appraisal literature, namely: they perceive fairness in their assessments, they are satisfied with assessment outcomes and feel that the system used is effective and trustworthy. Females had a higher perception of fairness (fairness of outcomes and procedures used in determining outcomes), were more satisfied with assessment outcomes, and perceived the system used in the assessment of their service interactions with customers as being more effective and trustworthy than males did.

Even though fairness of outcomes appeared to be a better predictor of satisfaction than procedural fairness, it does not imply that employees only care about the scores they achieve in the assessment process. The procedures used in determining the scores are also very important to them. This study has also demonstrated the impact of fairness on satisfaction with assessment outcomes, as with previous studies conducted on organizational justice and performance appraisal. The predictive behaviours of the fairness of outcomes and procedural fairness variables on the satisfaction with assessment outcomes indicate that an increase in fairness results in an increase in satisfaction. In other words, greater application of fairness in the decision-making process will result in greater satisfaction with the outcomes of such decisions.

REFERENCES

- Adam J.S. (1965), "Inequity in Social Exchange In. L Berkowitz (Ed)", *Advances in experimental psychology*, Vol. 2, pp. 267-299, new York: Academic
- Balzer W.K. and Sulsky L.M. (1990), "Performance Appraisal Effectiveness and Productivity", *Psychology in Organisations: Integrating Science and practice*. Hillsdale, NJ:Erlbaum.
- Beer M. (1981), "Performance Appraisal: Dilemmas and Possibilities", *Organisational Dynamics*.
- Bernadin H.J., and Beatty R.W. (1984), "Performance Appraisal: Assessing Human Behavior at Work", Boston: Kent Publishing Co.
- Bettencourt L., and Brown S.W. (1997), "Contact Employees Relationship Among Workplace Fairness, Job Satisfaction and Prosocial Service Behaviours", *Journal of Retailing*, 73(1):9-62.
- Bies R.J. & Moag J.F. (1986), "Interactional Justice:Communication Criteria of Fairness", In Lewicki R.J., Sheppard B.H., & Bazerman M.H (eds) *Research on Negotiation in Organizations*, Vol. 1, Greenwich, CT: JAI Press, pp. 43-55
- Boswell W.R., and Boudreau J.W. (2000), "Employee Satisfaction with Performance Appraisals and Appraisers: The Role of Perceived Appraisal Use", *Human Resource Development Quarterly*, Vol. 11, No. 3.
- Boswell W. R., and Boudreau J.W. (2002), "Separating the Developmental and Evaluative Performance Appraisal Uses", *Journal of Business and Psychology*, Vol. 16, No. 3, pp. 391-412.
- Bowen D.E., and Lawler III, E.E. (1992), "The Empowerment of Service Workers: What, Why, How and When", *Slowan Management Review*, Spring 31-9.
- Bowen D.E., Gilliland S.W., and Folger R. (1999), "HRM and Service Fairness: How Being Fair with Employees Spills over to Customers", *Organizational Dynamics*, 27(6):7-24.
- Browning V. (2006), "The Relationship Between HRM Practices and Service Behaviour in South African Service Organizations", *International Journal of Human Resource Management*, 17: 1321-1338.
- Carrol S.J., and Scheiner C.E. (1982), "Performance Appraisal and Review Systems", Glenview, IL, Scott, Foresman, p.218
- Clay-Warner J., Reynolds J., and Roman P. (2005), "Organizational Justice and Job Satisfaction: A Test of Three Competing Models", *Social Justice Research*, 18, 4.

- Chu C., and Chen D. (2007), "Performance Appraisal Systems in Service and Manufacturing Industries: Evidence from Taiwan", *International Journal of Management*, Vol. 24, No. 3.
- Coens T., and Jenkins M. (2002), "Abolishing Performance Appraisals", San Francisco, CA:Berrett-Koehler, pp.13-14
- Cook J., and Crossman A. (2004), "Satisfaction with Performance Appraisal Systems", *Journal of Managerial Psychology*, 19, 5; ABI/INFORM Global, p. 526.
- Cropanzano R., Prehar C.A., and Chen P.Y. (2002), "Using Social Exchange Theory to Distinguish Procedural from Interactional Justice", *Group & Organizational Management*, 27, p. 324.
- Cropanzano R., Bowen D.E, and Gilliland S.W. (2007), "The Management of Organizational Justice", *Academy of Management Perspectives*.
- Cropanzano R., and Ambrose M. (2003), "A Longitudinal Analysis of Organizational Fairness: An Examination of Important Reactions to Tenure and Promotion Decisions", *Journal of Applied Psychology*, Vol. 88, No. 2, pp. 266-275.
- DeNisi A.S., Robbins T.L., and Cafferty T.P. (1989), "Organisation of Information Used for Performance Appraisal: Role of Diary-Keeping", *Journal of Applied Psychology*, 74(1), 124-129.
- DeNisi A.S., and Peters L.H. (1992), "Diary Keeping and Organisation of Information in Memory: A Field Experiment", Presented at the 7th Annual Conference of the Society for Industrial and Organizational Psychology, Montreal.
- Elovainio M., Kivimaki M., and Vahtera J. (2002), "Organizational Justice: Evidence of a New Psychosocial Predictor of Health", *American Journal of Public Health*, Vol. 92, No. 1.
- Fay C.C. (2006), "Social Context of the Performance Appraisal Process: Exploring Individual, Organizational, Job, and Social Effects on Employee Reactions to Performance Appraisal", PhD: University of Connecticut.
- Fletcher C. (2001), "Performance Appraisal and Management: The Developing Research Agenda", *Journal of Occupational and Organisational Psychology*, 74, pp. 473-487.
- Fletcher C. (2002), "Appraisal: An Individual Psychological Analysis", In Sonnentag, (ed.), *Psychological Management of Individual Performance*, Chichester, John Wiley, pp. 115-35.

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*, Volume 9, Number 1, pages 1-20.

Fields D., Pang M., and Chiu C. (2000), “Distributive and Procedural Justice as Predictors of Employee Outcomes in Hong Kong”, *Journal of Organizational Behavior*, 21, 547-562.

Folger R. (1977), “Distributive and Procedural Justice: Combined Impact of “Voice” and Improvement on Experienced Equality”, *Journal of Personality and Social Psychology*, 35: 108-119.

Folger R., and Konovsky M.A. (1989), “Effects of Procedural and Distributive Justice on Reactions to Pay Raise Decisions”, *Academy of Management Journal*, 32, 1, p. 115.

Gabris G.T., and Ihrke D.M. (2001), “Does Performance Appraisal Contributes to Heightened Levels of Employee Burnout? The results of one study”, *Public Personnel Management*, Volume 30, No.2.

Giles W.F., Findley H.M., and Field H.S. (1997), “Procedural Fairness in Performance Appraisal: Beyond the Review Session”, *Journal of Business and Psychology*, Vol. 11, No. 4.

Giles W.F., and Mossholder K.W. (1990), “Employee Reactions to Contextual and Session Components of Performance Appraisal”, *Journal of Applied Psychology*, 75, 371-77.

Goffin R.D., Jelley R.B., and Wagner S.H. (2003), “Is Halo Helpful? Effects of Inducing Halo on Performance Rating Accuracy”, *Social Behavior and Personality*, 31(6), pp. 625-636.

Greenberg J. (1986a), “The Distributive Justice of Organizational Performance Evaluations”, *Justice in Social Relations*, Plenum, New York, NY.

Greenberg J. (1986b), “Organizational Performance Appraisal Procedures”, *Research on Negotiation in Organizations*, JAI Press, Greenwich, CT.

Greenberg J. (1986c), “Determinants of Perceived Fairness of Performance Evaluations”, *Journal of Applied Psychology*, Vol. 71 No.2, pp. 340-2.

Greenberg J. (1990a), “Employee Theft as a Reaction to Underpayment Inequity”, *Journal of Applied Psychology*, 75, pp. 561-568.

Greenberg J. (1990b), “Organizational Justice: Yesterday, Today and Tomorrow”, *Journal of Management*, 16, 399-342.

Greenberg J. (2001), "Studying Organizational Justice Cross-Culturally: Fundamental Challenges", *The International Journal of Conflict Management*, Vol. 12, No. 4, pp. 365-375.

Greenberg J., and Folger R. (1983), "Procedural Justice, Participation, and the Fair Process Effect in Groups and Organizations", in Paulus, P.B. (Ed.) *Group Processes*, Spring-Verlag, New York, NY.

Heathfield S. (2007), "Performance Appraisals Don't Work – What Does?", *The Journal for Quality and Participation*.

Hopkins S.M., and Weathingthon B.L. (2006), "The relationship between Justice Perceptions, Trust, and Employee Attitudes in a Downsized Organization", *The Journal of Psychology*, 140(5), 477-498.

Hubbell A.P., and Chory-Assad R.M. (2005), "Motivating Factors: Perceptions of Justice and Their Relationship with Managerial and Organizational Trust", *Communication Studies*, Vol. 56, No. 1.

Jawahar I.M. (2007), "Influence of Perceptions of Fairness on Performance Appraisal Reactions", *Journal Labour Research*, 28: 735-754.

Jawahar I.M. (2006), "Correlates of Satisfaction with Performance Appraisal Feedback", *Journal of Labour Research*, Vol. XXVII, No. 2.

Jacobs R., and Kozlowski S.W.J. (1985), "A Closer Look at Halo Error in Performance Ratings", *Academy of Management Journal*, Vol. 28, No. 1, pp. 201-212.

Judge T.A., and Ferris G.R. (1993), "Social Context of Performance Evaluation Decisions", *Academy of Management Journal*, 36, 80-105.

Keeping L.M., and Levy P.E. (2000), "Performance Appraisal Reactions: Measurements, Modelling, and Method Bias", *Journal of Applied Psychology*, 85, 708-23.

Konovsky M.A. (2000), "Understanding Procedural Justice and its Impact on Business Organizations", *Journal of management*, 26: 489-511.

Konovsky M.A., and Folger R. (1991), "The Effects of Procedures, Social Accounts, and Benefits Level on Victims' Layoff Reactions", *Journal of Applied Psychology*, 21, 630-650

Korsgaard M.A., and Roberson L. (1995), "Procedural Justice in Performance Evaluation: The Role of Instrumental and Non-Instrumental Voice in Performance Appraisal Discussion", *Journal of Management*, Vol. 21, No. 4, pp. 657-669.

Kuvaas B. (2006), "Performance Appraisal Satisfaction and Employee Outcomes: Mediating and Moderating Roles of Work Motivation", *International Journal of Human Resource Management*, 17:3, pp. 504-522.

LaBarbara B. (1988), "Performance Appraisals: Management's Yardstick", *Supervision*, 49, 8; ABI/INFORM Global, p.14.

Lam S.S.K., Schaubroeck J., and Aryee S. (2002), "Relationship Between Organizational Justice and Employee Work Outcomes; A Cross-national Study", *Journal of Organizational Behavior*, 23, pp. 1-18.

Landy F.J., and Farr J.L. (1983), "The Measurement of Work Performance", New York: Academic Press.

Lau C. M., Wong K.M., and Eggleton I.R.C. (2008), "Fairness of Performance Evaluation Procedures: The Role of Outcome-based and Non-outcome-based Effects", *Accounting and Business Research*, Vol. 38, No. 2, pp. 121-138.

Law D.R. (2007), "Appraising Performance Appraisals: A Critical Look at an External Control Management Technique", *International Journal of Reality Therapy*, Vol. XXVI, No. 2.

Lawler E.E. (1994), "Performance Management: The Next Generation", *Compensation Benefits Review*, 16-19

Lawler III E.E., Morhman A.M., and Resnick S.M.[s.a.] "Performance Appraisal Revisited", *Organizational Dynamics*.

Levy P.E., and Williams J.R. (1998), "The Role of Perceived System Knowledge in Predicting Appraisal Reactions, Job Satisfaction, and Organizational Commitment", *The Journal of Organizational Behavior*, 19, 53-65

Lind D.A., Marchal W.G., and Wathen S.A. (2005), "Statistical Techniques in Business & Economics", Twelfth Edition.

Lind E.A. & Tyler T.R. (1988), "The Social Psychology of Procedural Justice", Plenum Press: New York

Longenecker C.O., and Goff S.J. (1992), "Performance Appraisal Effectiveness: A Matter of Perspective", *S.A.M. Advanced Management Journal*, 57, 2, p. 17.

Longenecker C., and Ludwig D. (1990), "Ethical Dilemmas in Performance Appraisal Revisited", *Journal of Business Ethics*, 9, 12; ABI/INFORM Global, p. 961.

- McFarlin D. B., and Sweeney P.D. (1992), "Distributive and Procedural Justice as Predictors of Satisfaction with Personal and Organisational Outcomes", *Academy of Management Journal*, Vol. 35, No. 3, pp. 626-637.
- Maurer T., Steilberg C., and McCoy J. (1991), "Effects of Reviewing Prior Performance Information Immediately before Subsequent Evaluations", Presented at the 99th Annual Convention of the American Psychological Association, San Francisco.
- Maurer T., Palmer J., and Ashe D. (1993), "Diaries, Checklists, Evaluations, and Contrast Effects in Measurement Behavior", *Journal of Applied Psychology*, 78(2), 226-231.
- Miller C.E., and Thornton C.L. (2006), "How Accurate are Your Performance Appraisals?", *Public Personnel Management*, Vol. 35, No. 2.
- Milliman J., Nason S., Zhu C., and De Cieri H. (2002), "An Exploratory Assessment of the Purposes of Performance Appraisals in North and Central America and the Pacific Rim", *Human Resource Management*, Spring, Vol. 41, No.1, pp. 87-102.
- Murphy K.R., and Cleveland J.N. (1991), "Performance Appraisal, an Organizational Perspective", Boston, Allyn and Bacon, pp. 251-254
- Narcisse S., and Harcourt M. (2008), "Employee Fairness Perceptions of Performance Appraisal: A Saint Lucian Case Study", *The International Journal of Human Resource Management*, 19, 6, pp. 1152-1169.
- Nickols F. (2007), "Performance Appraisal", *Journal for Quality and Participation*, Vol.30, Issue 1, p13-16, 4p.
- Nisbett R.D. and Wilson T.D. (1977), "The Halo Effect: Evidence for Unconscious Alteration of Judgements", *Journal of Personality and Social Psychology*, 35: 250-256.
- Nowakowski J.M., and Conlon D.E. (2005), "Organizational Justice: Looking Back, Looking Forward", *The International Journal of Conflict Management*, Vol. 16, No. 1, pp. 4-29.
- Nurse L. (2005), "Performance Appraisal, Employee Development and Organizational Justice: Exploring the Linkages", *International Journal of Human Resource Management*, 16:7, pp. 1176-1194.
- Pallant J. (2007), "SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS for Windows, Third Edition.
- Palmer J., Thomas A., and Maurer T. (2003), "Moderating Effects of Context on the Relationship Between Behavioral Diaries and Performance Rating Halo and Accuracy", *North American Journal of Psychology*, Vol.5, No.1, 81-90.

Pettijohn C.E., Pettijohn L.S., and d'Amico M. (2001), "Characteristics of Performance Appraisals and Their Impact on Salesforce Satisfaction", *Human Resource Development Quarterly*, Vol. 12, No. 2.

Rademan D.J., and Vos H.D. (2001), "Performance Appraisals in the Public Sector: Are they Accurate and Fair?", *Journal of Industrial Psychology*, 27(1), 54-60.

Redman T., and Mathews B.P. (1998), "Service Quality and Human Resource Management: A Review Agenda", *Personal Review*, 27(1):57-77.

Robbins T.L., and DeNisi A.S. (1998), "Interpersonal Affect: Identifying Process and Rating Distortions in Performance Appraisal", *Journal of Business and Psychology*, 12(3): 313-25.

Sabeen Z., Mehboob S.A.A., and Jinnah M.A. (2008), "Perceived Fairness of and Satisfaction with Performance Appraisal and its Impact on Overall Job Satisfaction", *The Business Review, Cambridge*, Vol. 10, No. 2.

Schneider B., and Bowen D.E. (1995), "Winning the Service Game", Boston: Harvard Review School Press.

Schraeder M., and Simpson J. (2006), "How Similarity and Liking Affect Performance Appraisals", *The Journal for Quality and Participation*.

Schraeder M., Becton J.B., and Portis R. (2007), "A Critical Examination of Performance Appraisals: An Organization's Friend or Foe?", *The Journal for Quality and Participation*, Spring.

Schraubroeck J., May D.R., Brown F.W. (1994), "Procedural Justice Explanations and Employee Reactions to Economic Hardship", *Journal of Applied Psychology*, 79, 455-460.

Sheppard B.H., and Lewicki R.J. (1987), "Toward General Principles of Managerial Fairness", *Social Justice Research*, 1, 161-176.

Skarlicki G.P., and Folger R. (1997), "Retaliation in the Workplace: The Roles of Distributive, Procedural and Interactional Justice", *Journal of Applied Psychology*, 82, pp. 434-443.

Sekaran U (1992), "Research Methods for Business: A Skills Building Approach", Wiley, New York.

Smith B.N., Hornsby J.S., and Shirmeyer R. (1996), "Current Trends in Performance Appraisal: An Examination of Managerial Practice", *SAM Advanced Management Journal*, Department of Management, Ball State University

Steensma H., and Visser E. (2007), "Procedural Justice and Supervisors' Personal Power Bases: Effects on Employees' Perceptions of Performance Appraisal Sessions, Commitment and Motivation", *J. Collective Negotiations*, Vol. 31(2):101-118.

Thibaut J.W. & Walker L. (1975), "Procedural Justice: A Psychological Perspective, Hillsdale, NJ:Erlbaum.

Thomas S.L., and Bretz R.D. (1994), "Research and Practice in Performance Appraisal: Evaluating Employee Performance in America's Largest Companies", *S.A.M. Advanced Management Journal*, Spring, 59, 2, ABI/INFORM Global.

Tsui A.S., and Barry B (1986), "Interpersonal Affect and Rating Errors", *Academy of Management Journal*, 29(3): 586-99.

Tsui A.S., and O'Reilly C.A.(1989), "Beyond Simple Demographic Effects:The Importance of Relational Demography in Superior-Subordinate Dyads", *Academy of Management Journal*, 32, 402-423.

Tziner A., Murphy K.R., and Cleveland J.R. (2005), "Performance Appraisal: Evolution and Change", *Group Organization Management*, 30; 4.

Thorndike E.L. (1920), "A Constant Error in Psychological Ratings", *Journal of Applied Psychology*, 4, pp. 25-29.

Turban D.B., and Jones A.P. (1988), "Supervisor-Subordinate Similarity: Types, Effects, and Mechanisms", *Journal of Applied Psychology*, 73, pp.228-234.

Varma A., DeNisi A.S., and Peters L.H. (1996), "Interpersonal Affect and Performance Appraisal: A Field Study", *Personnel Psychology*, 49.

Varma A., Pichler S., and Srinivas E.S. (2005), "The Role of Interpersonal Affect in Performance Appraisal: Evidence From Two Samples – the US and India", *International Journal of Human Resource Management*, 16(11):2029-2044.

Varma A., and Pichler S. (2007), "Interpersonal Affect: Does it Really Bias Performance Appraisal?", *Journal of Labour Research*, Vol. XXVIII, No. 2.

Viswesvaran C., and Ones D.S. (2002), "Examining the Construct of Organizational Justice: A Meta-analytical Evaluation of Relations with Work Attitudes and Behaviors", *Journal of Business Ethics*, 38, pp. 193-203.

Wayne S.J., Liden R.C. (1995), "Effects of Impression Management: A Longitudinal Study", *Academy of Management Journal*, 38, pp.232-260.

Whiting H.J., and Kline T.J.B. (2007), "Testing a Model of Performance Appraisal Fit on Attitudinal Outcomes", *The Psychologist-Manager Journal*, 10(2):127-148.

Wilson J.P., and Western S. (2000), "Performance Appraisal: An Obstacle to Training and Development?", *Journal of European Training*, 24/7, pp. 384-390.

Youngcourt S.S., Leiva P.I., and Jones R.G. (2007), "Perceived Purposes of Performance Appraisal: Correlates of Individual and Position-Focused Purposes on Attitudinal Outcomes", *Human Resource Development Quarterly*, Vol. 18, No. 3.

Zanjoc R.B.(1980), "Feeling and Thinking: Preferences Need No Inferences", *American Psychologist*, 35, 151-175.

APPENDIX

Survey Questionnaire

Dear Participant

I am an MBA student at the University of KwaZulu-Natal (Westville Campus). Part of my masters programme requires that I complete a research project. The study I am undertaking is on employees' perceptions of the assessment of customer service in the call centre. It aims to investigate whether employees receive fair outcomes from the assessment/evaluation of their service interactions with customers. As an employee working in the call centre environment, your participation will provide valuable information for my study.

Through your participation, I hope to understand what employees feel is the purpose of the assessment/evaluation system employed in the organization, whether the outcomes from the system used as well as the means of arriving at such outcomes are fair, including how these are related to attitudinal work outcomes such as satisfaction with the assessment system used. The results of the survey are intended to contribute to management's understanding of the impact of fairness on organizational outcomes and to help create an environment as well as promote practices where fair outcomes prevail during assessment/evaluation of service interactions.

I therefore kindly request that you complete the questionnaire as honestly as possible. Your name or contact details must not be entered on the questionnaire. You will remain anonymous and no individual will be identified by name in this study. Information provided by you will remain highly confidential and will be reported in the summary format only. Although your response is of utmost importance to my study, your participation is entirely voluntary.

Please return the completed questionnaire using the email address mkhizes@telkomsa.net within two weeks from the date you receive it. Should you have any queries or comments regarding this survey, feel free to contact me using the details provided below.

Thank you in advance for your participation in the study.

Yours sincerely

Mr Sifiso Mduduzi Mkhize
MBA Student
Office: (031) 3631902
Home: (031) 2619211
Cell: 0823765173
Email: mkhizes@telkomsa.net

Dr John MacDonald
Study Supervisor
Tel: 082 778 6831
Email: johnmmeister@gmail.com

SECTION A – Background and biographical information

This section of the questionnaire refers to background and biographical information. We are aware about the sensitivity of the questions. Information obtained from your responses will allow us to compare groups of respondents. We once again would like to reiterate our assurance that your response will remain anonymous. Your co-operation is appreciated.

1. Gender

Male	
Female	

2. Age (in complete years)

--	--

3. Region

Cape Town	
Bloemfontein	
Gauteng	

4. Number of years in current position (Tenure)

0 to 5	
6 to 10	
11 to 15	
16 to 20	
20 and over	

SECTION B

This section of the questionnaire explores if you have had any evaluations/assessments done on your service interactions with customers, including your understanding of the purpose of conducting evaluations or assessments of employee-customer service interactions.

5. Have your calls/service interactions with customers been evaluated/assessed by the quality team or your supervisor during the past 6 months?

YES	
NO	

IF THE ANSWER IS A **YES** TO QUESTION 4, KINDLY CONTINUE RESPONDING TO THE REST OF THE QUESTIONS. IF IT'S A **NO**, PLEASE DO NOT PROCEED WITH THE REST OF THE QUESTIONS

This section of the questionnaire explores your understanding of the purposes of conducting the evaluation/assessment of calls (employee-customer service interactions) in your work environment.

6. Which of the following statement(s) best explains your understanding of the **purpose of conducting call evaluations/assessment in the call centre?** (PLEASE MAKE A CROSS (**X**) NEXT TO ALL THAT APPLY.)

Call evaluation/assessment outcomes(results from call evaluations/assessments) let the employees know where they stand	
Both positive and negative outcomes (results from call evaluations/assessments) have an impact on employees' salary adjustments	
Call evaluation/assessment outcomes provide information about what employees are responsible for accomplishing	
Call evaluations are used to determine individuals who are not performing well during service interactions	
Call evaluation results are used to highlight individuals' strengths and weaknesses, including how the employee can turn weaknesses into strengths	
Call evaluation results only provide information about individuals' weaknesses	

SECTION C

This section of the questionnaire explores your perceptions with regard to fairness of outcomes you have received from the assessment/evaluation of your calls (service interactions with customers) by the quality team or supervisor.

PLEASE MAKE A CROSS (X) IN THE APPROPRIATE BLOCK

7. Thinking about the recent evaluation/assessment of your calls, how would you rate the fairness of the outcomes or scores received?

Very Unfair	Unfair	Neutral	Fair	Very Fair

8. Considering the efforts you have put into your work during service interactions to produce the desired outcomes (satisfied customers), how fairly have you been rated by the quality team/supervisor ?

Very Unfair	Unfair	Neutral	Fair	Very Fair

9. Thinking about the system used to evaluate/assess calls, how fair has it been in producing the rating/assessment outcomes?

Very Unfair	Unfair	Neutral	Fair	Very Fair

This section of the questionnaire explores your perceptions with regard to the fairness of the procedures employed for determining your assessment outcomes or quality scores received.

10. How fair were the procedures used to determine your quality scores or assessment outcomes?

Very Unfair	Unfair	Neutral	Fair	Very Fair

SECTION D

This section will explore your satisfaction with the fairness of outcomes from the assessment/evaluation process.

To what extent do you agree with the following statements? Please indicate your answer using the following five-point scale where:

1= Strongly disagree (SD)

- 2= Disagree (D)
- 3= Neutral (N)
- 4= Agree (A)
- 5= Strongly agree (SA)

	SD	D	N	A	SA
11. Performance assessment/evaluation I received is acceptable and fair					
12. I am satisfied with the assessment/evaluation outcomes I received					
13. I am satisfied that the system used to assess/evaluate my interactions with customers produces fair outcomes					
14. I am satisfied with the procedures used to determine outcomes or quality scores of service interactions with customers					
15. I have trust in the assessment/evaluation system used to evaluate my performance					
16. I have the right to challenge my assessment/evaluation outcomes when I feel the rating is inaccurate					
17. Assessment/evaluation outcomes received are based on facts					
18. Assessment/evaluation outcomes are free from bias of the assessors (quality team or supervisor)					
19. Assessors consistently apply the same standard to everyone when evaluating/assessing performance(calls) during service interactions					
20. Assessors have the required knowledge to competently evaluate/assess performance (quality of service interactions) of the individual during service interactions					
21. Assessment/evaluation outcomes I received reflect my efforts I put into my work to produce desired outcomes (satisfied customers)					
22. I feel satisfied when assessment/evaluation outcomes are positive or favourable					
23. I feel dissatisfied when assessment/evaluation outcomes are negative					
24. I feel satisfied with either negative or positive outcomes as long as they have been brought about through fair procedures					
25. Overall, I am satisfied with assessors administering the assessment/evaluation of calls for quality purposes					
26. Overall, the system used to assess performance during service interactions is an effective vehicle in delivering fair assessment outcomes					

End of questionnaire.

Thank you for taking time to complete the questionnaire.