

**A SOUTH AFRICAN CASE STUDY OF THE RELATIONSHIP BETWEEN PERCEIVED
FAIRNESS IN HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEES'
PSYCHOLOGICAL EMPOWERMENT**

By

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DECLARATION

I, Kgomotso Constance Mopalami, student number [REDACTED], do hereby declare that this research report submitted to the Central University of Technology, Free State for the degree M Tech: Human Resource Management is my own independent work and has not previously been submitted by me at another university/faculty. I further cede the copyright of the thesis in favour of the Central University of Technology, Free State.

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ABSTRACT

In South Africa, there is a concern with the public service that human resource management functions and practices are influenced politically and therefore not done fairly. For example, there are complaints on delays in appointments, too much bureaucracy, favouritism and nepotism in appointments, poor handling of performance appraisals, and lack of succession planning. The existence of these myriad complaints leads to the rise of questions such as: How do public service employees view all these allegations? Do their views about these allegations affect their feelings of psychologically empowered outcomes within their work environment?

The objective of this study was to determine whether alleged unfair human resource management practices affect employees' feelings of psychological empowerment in a government department in the Free State Province of South Africa.

Borrowing from organisational justice theory, the researcher argues that unfair human resource management practices in the South African public service will lead to low employee perceptions of fairness (or justness) in the HRM practices of a government department, and this, in turn, leads to negative feelings of employee psychological empowerment.

This theory was tested using four (4) emergent hypotheses and validated with empirical data collected from employees of the respective government department. The study was that:

- i) Employees viewed HRM practices as unfair although they felt psychologically empowered
- ii) Overall perceptions of fairness in HRM practices and employees' feelings of psychologically empowered were partially related.

These findings are presented and discussed within the context of the organisational justice theory. Recommendations for practice and further research are suggested.

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CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT OF THE STUDY

1.1 INTRODUCTION

The public service work environment in South Africa is regulated by different legislative provisions such as the Public Service Act (RSA Act 103 of 1994), the Labour Relations Act (RSA Act 66 of 1995), the Constitution of the Republic of South Africa (RSA Act 108 of 1996), the Employment Equity Act (RSA Act 55 of 1998), the Skills Development Act (RSA Act 97 of 1998) and the Public Service Regulations of 2001. All management functions and practices, including human resource management, are carried out within the confines of such regulations and policies. However, there is concern within the South African public service that current human resource management functions and practices are being influenced politically (Vyas-Doorgapersad & Simmonds, 2009:3). For example, there are complaints on delays in appointments, too much bureaucracy, favouritism/nepotism in appointments, the poor handling of performance appraisals and lack of succession planning (Rademan & Vos, 2001:54). The existence of these various complaints leads to the rise of questions such as: 'how do public servants view all these allegations? Do their views have any effect on the development of any employee behaviour outcomes that might affect their work'? Research has also indicated that the way private sector employees view human resource management practices affects outcomes such as psychological empowerment (Skarlicki & Folger, 2003:1).

Research within the private sector has shown that employees' views and perceptions on their work places are a function of fairness that assist management in arriving at decisions, type of decisions and how profits are distributed (Williamson & Williams, 2011:61). Psychological empowerment is a motivational construct which focuses on cognitions such as an individual's beliefs, feelings and experiences that are shaped by the work environment (Menon, 2001:153). It entails the development of beliefs of self-strength and control, self-power, self-reliance, own choices and dignity, competence, and goal internalisation in the work environment (Oladipo, 2009:119). Brignall and Modell (2000:281) note that these attributes are important in the public service and their absence

leads to lack of responsibility and commitment, outcomes that are necessary for improved service delivery. There is need to investigate human resource management practices and psychological empowerment within the public service in South Africa due to the existence of evidence of unsatisfactory human resources practices within the public service in South Africa. The investigation is also spurred by the existence of literature attesting to the development or non-development of psychological empowerment in the private sector, owing to employees' perceptions of human resources practices. In addition, there is no known study, which has investigated the relationship between the two variables in the public service in South Africa, hence the proposed investigation will have long-term implications on service delivery.

1.2 THEORETICAL FRAMEWORK

This study is based on the Organisational Justice theory (Linna *et al.*, 2011:706). The theory states that an individual may make fairness evaluations of any social exchange using a complex and interconnected set of criteria (Crashaw, 2006:99). The theory plays a major role in human resources activities as it explores the feelings about organisational decisions based on perceptions of fairness (Thornhill & Saunders, 2003:67). Through this theory, employees' perceptions about fairness of human resources practices can be understood upon related organisational justices such as distributive justice, which relates to employee perceptions of fairness based on an outcome of a decision; procedural justice which focuses on perceptions of fairness of decision making procedures; and interactional justice which focuses on perceptions about fairness of treatment received by employees. Research evidence (Thornhill & Saunders, 2003:67-68) shows that organisational justice perceptions have an effect on a number of outcomes such as job satisfaction, feelings of inequity, employee engagement, job security and individual performance. These outcomes have been found to be related to dimensions of psychological empowerment such as 'meaningfulness' and 'competence' (Buitendach & Hlalele, 2005:156; Kotze, *et al.*, 2007:800).

The relationship between perceptions of human resource practices and psychological empowerment is conceptualised below.

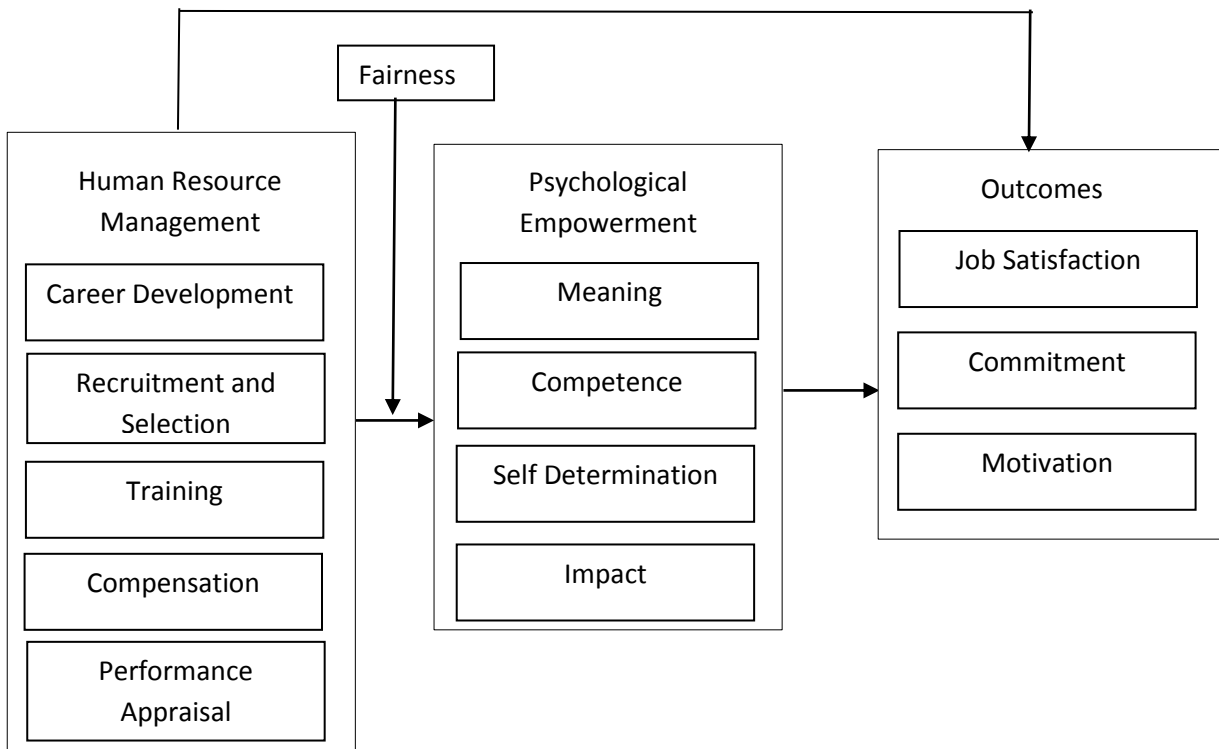


Figure 1.3: Conceptual Model on Relationship between Fairness in Human Resource Practices and Psychological Empowerment

It is indeed clear that no organisation in the private or public sector can afford to neglect the issue of fairness in human resource practices (Martin, 2006:1353). Researchers within the human resource field point to the need for organisations to pay attention to the way in which HR practices are carried out, with emphasis on fair procedures and have documented extensively that fairness in organisational justices bring about some outcomes which reflect positive attitudes, commitment and functioning of employees in a workplace (Clay-Warner, *et al.*, 2005:391). A study by Lent, *et al.*, (2011:91) showed that public servants had high levels of job satisfaction, predicted by favourable work conditions and perceived fairness in management decisions. Lent *et al.*, (2011:91) also noted that public servants were more satisfied with their work when they were progressing towards personal work goals and that this had an overall positive effect on their work experiences. Leadership techniques from those in human resources, as noted by Spreitzer (1995(a): 1442), may result in subordinates experiencing (1) meaningful work, which adds value to the task goal or purpose,(2) competence, leading to a degree of self-efficacy about one's ability, (3)self- determination, which gives individuals the autonomy and responsibility of their actions; and (4) impact, which brings about the degree to which a person can influence outcomes at work; all of which constitute the defining elements of psychological empowerment.

The above framework and discussions suggest that organisations, especially their human resource practitioners, which are not acting fairly nor paying much attention to the important role that employees play in an organisation, should worry about the factors that affect employees' psychological empowerment. The framework also provides the need for organisations to understand what contributes to work-related attitudes, commitment and motivational levels when carrying out human resource practices. It also formed the basis for the delineation of the study's main problem.

1.3 PROBLEM STATEMENT

The current South African public service's human resource management practices are regarded as being politically influenced and therefore unsatisfactory (Rademan & Vos, 2001:54). Research by Weaver and Trevino (2001:116) shows that unfair HR practices have negative consequences on employees' behaviour outcomes related to psychological empowerment. Psychological empowerment is regarded as critical for job performance and productivity (Zhu, *et al.*, 2004:20). Much of the evidence, available so far, regarding the effect of unfair HR practices on the development of feelings of psychological empowerment among employees is found in the private sector and in developed contexts (Joo & Shim, 2010:427). Few studies, such as Onyishi and Agbo (2010:3050) carried out within public service in developing contexts have used small samples and were done across Departments. This study, which investigates the relationship between the two variables within a typical public service Department in a transitional context such as South Africa, where HR practices are regulated and regarded as unsatisfactory, is new and has never been done before, hence the investigation, has long-term implications for service delivery.

The above discussion provides the basis upon which the study will be explored. The study will therefore be guided by the following question or problem:

To what extent do perceptions of fairness in human resource management practices in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, affect employees' psychological empowerment (meaning, competence, impact and choice)?

a) Secondary Problems

Sub-problem 1

What perceptions do employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, have of the HR practices in terms of fairness?

Sub-problem 2

To what extent do employees within the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered?

Sub-problem 3

What is the extent of the relationship between employees' perceptions of specific HR practices and their sense/feelings of being psychologically empowered?

1.4 DELIMITATION OF THE STUDY

The purpose of demarcating the study is to make it more focused and manageable from a research point of view.

1.4.1 Size of the organisation

The study is limited to a government department that employs 200 or more employees. This government department will have a sufficient number of employees who are diverse in nature. The department is more likely to have a clear hierarchical structure for the easy identification of the subjects of the investigation. In addition, as part of restructuring, the number of employees in the department under investigation is more likely to be reduced, since the department has now split into two different other departments.

1.4.2 Type of the organisation

The study is limited to a government department in the designated geographical area.

1.4.3 Geographical demarcation

The data collection of the study is limited to the Free State Provincial Department of Co-operative Governance and Traditional Affairs. This Department is situated in Bloemfontein in the Mangaung Metropolitan Municipality's area of jurisdiction and has a fully-fledged Human Resource Management Department.

1.4.4 Units of analysis

The study is limited to lower or entry level employees, first-line supervisory levels and middle management. According to Bird (2012:1) these levels are largely targeted and affected by the process of human resource management practices formulated t by upper level managers.

1.5 DEFINITION OF SELECTED CONCEPTS

1.5.1 Human resource practices

HRM practices have been defined as a system that attracts, develops, motivates and retains employees, in order to ensure the effective implementation and survival of the organisation and its members (Tan & Nasurdin, 2011:157). Minbaeva (2005:126) in concurrence viewed HRM practices as a set of practices used by an organisation to manage human resource through a facilitation of the development of competencies that are firm specific, produce complex social relations and generate organisation knowledge to sustain competitive advantage. Against this backdrop, it can be concluded that HRM practices relate to specific practices, formal policies, and philosophies that are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organisation.

1.5.2 Psychological empowerment

The term is defined as a set of motivational cognitions shaped by a work environment and reflecting an individual's active orientation to his/her work role (Spreitzer, 1995). However,

it cannot be separated from four distinct cognitive dimensions, which are: meaning, competence, self-determination and impact.

1.5.3 Fairness in human resource practices

This is currently defined in this study as a condition in which employees are treated in an interpersonally sensitive way, shown politeness and respect and provided with explanations on unfavourable decisions (Crashaw, 2006:101). Thus, organisations should heed on a moral and ethical responsibility based on adopted policies and procedures.

1.5.4 Human resource management

The term is defined as a distinctive approach to employment management which seeks to achieve a competitive advantage through the strategic development of a highly committed and capable workforce using an integrated array of cultural, structural and personnel techniques (Fajana *et al.*, 2011:57). The researchers note further that human resource management is a coherent and comprehensive approach in which every aspect of that process is wholly integrated within the overall management of the organisation.

1.6 REASONS FOR AND IMPORTANCE OF THE RESEARCH

Modern organisations face unprecedented challenges in today's fast-paced, high-tech and information-based competitive environments. Human resource management entails a radical individualisation of the practice of workplace relationships which is a way of dealing with an organisation's employees, and thus recognising their needs and potential so as to manage what constitutes a resource in an effective and rational way.

Effective HRM practices are crucial factors in helping organisations to achieve strategic outcomes and they have a positive effect on employees' psychological empowerment if they are employed fairly. The outcomes in which HRM practices are unfairly carried out can severely affect organisational growth and service delivery, due to employees' negative reactions. Minbaeva (2005:125) viewed fair HRM practices in terms of employees' job satisfaction towards a friendly work environment, commitment towards the organisation and motivation to carry out daily tasks. It is a technique that can be used by an

organisation to manage employees' perceptions by facilitating the development of competencies that are firm specific, produce complex social relations and generate organisation knowledge to sustain a feeling of psychological empowerment. Research by Millet and Sandberg (2005:291) shows that such practices, depending on how they are carried out, can have an effect on employee engagement as a major success factor in today's organisations. Therefore, an understanding of the consequences of unfair practices is important in order to avoid uncommitted and demotivated employees.

The question that arises, after considering the above discussion, is that: How do organisations deal with the feelings, perceptions and employee attitudes when carrying out human resource practices?

An organisation can be worse off, if human resource practices are not done fairly. Empowerment heightens employees' sense of personal control and motivates them to engage in work which results in positive managerial and organisational outcomes. The South African public service is under pressure to bring about large-scale changes in order to cope with economic challenges in the country. The pressure arises from the fact that the public service is more politically influenced. HR managers should therefore build competency resources and strategies to respond proactively to employees' perceptions in the post-apartheid era. This is possible only when employees feel psychologically empowered (Stander & Rothman, 2009:1). The human resource system has been noted as able to influence the capacity of the organisation to generate new knowledge and stimulate learning. Human capital may be conserved and enhanced when appropriate HRM practices are adopted and associated with employees' knowledge.

Lastly, psychological empowerment exists when employees perceive that they exercise some control over their work life. Empowered workers feel that their contribution is important, they get some sense of freedom and thus they have the ability to influence outcomes at work and bringing about job satisfaction and commitment among themselves. Therefore, HR managers should understand the factors that affect employees' psychological well-being in relation to how they carry out HR practices. Howell and Shamir (2005:96) suggest that good leadership is jointly established by leaders and followers and that fair HR practices will lead to employees feeling psychologically empowered, which in turn creates a perception among employees that they are being

taken seriously, and listened to and valued as members of the organisation. Research by McCann *et al.*, (2006:237) suggested that employees' perceptions can mediate the relationship between management actions and employee performance and that being psychologically empowered gives employees a sense of responsibility and a feeling that they are capable of shaping work roles.

In light of the above discussion, the main goal of this study is to determine perceptions of employees on fairness of human resource practices and their feeling about psychological empowerment, specifically among public servants in a South African government department.

1.7 OBJECTIVES OF THE STUDY

Using the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, as a case study, the study will investigate the relationship between employees' opinions on fairness in human resource management practices and their feelings/sense of psychological empowerment.

The specific objectives of the study are:

- To empirically determine whether employees in the Department of Co-operative Governance and Traditional Affairs regard HR practices as fair.
- To determine whether employees within the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered.
- To establish whether there is a relationship between employees' perceptions of fairness in human resource practices and their feelings/sense of being psychologically empowered.
- To establish whether there is a relationship between employees' perceptions of fairness of specific human resource practices and specific sub-dimensions of psychological empowerment.

- To recommend best fairness practices that can be used to improve the level of psychological empowerment among employees in the Department of Co-operative Governance and Traditional Affairs at Bloemfontein for the effective delivery of services.

1.8 OUTLINE OF THE DISSERTATION

The dissertation is comprised of the following chapters:

Chapter 1: Introduction, problem statement and outline of the study

Chapter 2: The concept of human resource management practices

Chapter 3: The concept of psychological empowerment

Chapter 4: Research methodology and analysis of biographical details of the respondents

Chapter 5: Analysis and interpretation of data

Chapter 6: Summary, recommendations and conclusions

1.9 PROBLEMS AND LIMITATIONS OF THE STUDY

The study was constrained by the following factors that the researcher had to mitigate. These include the fact that some employees were hesitant to fill-in the questionnaires, and as a result, to counter this, I had to assure them of ethical considerations, especially the one on anonymity and the integrity of the researcher. The fact that the study adopted a case study approach meant that the results might have limited applicability to other similar institutions. Some of the employees were on internship and could therefore not participate though they were willing to.

1.10 CONCLUDING REMARKS

This chapter stated the problem to be addressed and provided a concise explanation of how the researcher aims to solve it. The following chapter reviews literature that addresses the main problem and the subsequent sub-problems of the study. Specifically, Chapter 2 focuses on the organisational justice theory and human resource management practices.

CHAPTER 2

ORGANISATIONAL JUSTICE THEORY AND HUMAN RESOURCE MANAGEMENT PRACTICES

2.1 INTRODUCTION

The previous chapter provided a background on how human resource management practices are carried out in the South African public service. The chapter also highlighted possible employee behaviour with regard to fairness and indicated that their attribution of job satisfaction, commitment towards the organisation and motivation towards accomplishing their tasks might have an effect on how employees view management actions. This employee behaviour towards fairness and associated perceptions can also affect their sense whether they are psychologically empowered or not. Chapter 1 also focussed on employee perceptions on fairness procedures and how management arrive at decisions, the types of decisions they make and how they distribute the profits. Therefore, human resource managers need to pay attention on how they carry out human resource practices and focus on issues of psychological empowerment.

This chapter seeks to set the context in which human resource management practices can be understood. The chapter is written with the assumption that the study of human resource management practices is important in building an environment that promotes the development of human and social capital in order to encourage organisational learning (Hayton, 2005:27). Human resource practitioners use the organisational justice theory, developed from applied research in organisational settings and focusing on how individuals socially construct incidents of justice and injustice in an organisation and in relation to employees (Poole, 2007:727), with a view to providing information that will yield psychological empowerment on the employees.

The chapter provides an overview of human resource management practices and highlights some of the factors that lead to the achievement of fairness. It also focuses on the consequences of unfair practices and how they are carried out in the public service from a South African perspective.

2.2 ORGANISATIONAL JUSTICE THEORY

2.2.1 Origins and definitions

The concept of organisational justice theory has been defined extensively by a number of researchers. For example, Simpson and Kaminski (2007:61) define organisational justice as “people’s perceptions of fairness in organisational settings”. Both argue that a leadership act is ‘just’ in the eyes of employees when the employees perceive it as ‘just’ and respond accordingly. In this sense, the concept of organisational justice is subjective, as what might be perceived by one employee as just may be perceived by another as unjust. Nevertheless, any employees’ sense of unfair treatment might negatively affect their commitment to the organisation and this results in a lower job performance, declining job satisfaction, a rise of situations where employees are less likely to assist their co-workers as well as possibilities of workers engaging in defiant behaviour such as sabotage (Poole, 2007:728). Perceptions of justice are therefore, important for the effective organisational operation and well-being of employees since justice perceptions are mainly related to factors such as satisfaction, commitment and motivation (Linna *et al.*, 2011:707).

Organisational justice is closely linked with other concepts. It is linked to the process of psychological empowerment due to its impact on both employee satisfaction and organisational commitment (Seibert *et al.*, 2011:981). As a result, the concept becomes relevant to organisational processes since securing fair treatment for employees in the public service is perhaps the most important goal of service delivery. There are several distinctive dimensions of organisational justice that have been identified. These are: (1) *Distributive Justice*, (2) *Procedural Justice* and (3) *Interactional Justice* (Simpson and Kaminski, 2007:61).

In studies where distributive and procedural justices have been examined simultaneously, researchers, such as Harvey and Haines (2005:53) have noted the differences in the strength of their predictive abilities. They suggested that procedural justice is a more potent predictor of organisational outcomes, while distributive justice is a stronger predictor of individual outcomes, as noted in cases where turnover and satisfaction are considered to be individual outcomes rather than organisational outcomes. While distributive justice and procedural justice serve to strengthen the social exchange relationship, politics can

have the opposite effect and weaken the relationship (Harris, *et al.*, 2007:136). As a result, organisational politics has been defined as “actions by individuals, who are directed toward the goal of furthering their own self-interests without regard for the well-being of others or their organisation” (Treadway *et al.*, 2005:872). Organisational politics has often been conceptualised as a workplace stressor because it leads to increased stress/strain reactions hence individuals react both psychologically and physically to a political environment that they perceive to be threatening, and this has proven to be more dominant in the South African Public Service, where as stated in the introduction, public servants feel there is a lot of political interference on how HR practices are carried out. However, it cannot be ignored that culture can also play a major role in influencing the way people construct perceptions of justice and moderate the impact of justice on employees’ attitudes and behaviours (Gelfand *et al.*, 2007:479). The three theories on organisational justice are discussed below.

2.2.2 Distributive Justice

The theory of distributive justice can be traced back to Adams (1965:267-299) who explained it as perceptions of equity that are related to resource distribution or justice as fair outcomes. He understood his theory in the broader context of social exchange, which is a two way transaction in which each side provides something to the other and receives something in return. Employees, in this view, have a transactional relationship with their employers; they provide their best ability in knowledge, intelligence, skills and labour, in return for wages and benefits provided by the employers. Adams’ objective was to determine when and why employees might perceive such exchanges as fair or unfair and how they might act in response to perceptions of unfairness. Adams argued that that the belief that allocation of costs and benefits within a group should be equitable affects social behaviour, and as a result employees should give and receive equivalent value. For example, compensation should be based on the relative contributions of individuals to the organisation. This means that those workers whose contribution is of greater value should receive higher compensation. Examples of matters that employees often view through a distributive justice lens are, amongst others, the relative distribution of salaries and benefits, merit pay, office space and budgetary funds.

2.2.3 Procedural Justice

Researchers in the 1970s began an empirical examination of procedural justice in organisations. Justice from this perspective is defined in terms of fair procedures, from which just decisions result. Thibaut and Walker (1975) are considered as the most influential researchers on this justice theory. The researchers examined perceptions of justice in dispute resolution and found out that decision control is an important contributor to perceptions of justice, it enables a high likelihood in people of perceiving a decision as fair if they feel that they had an opportunity to influence the decision-maker and that process is a more potent factor in justice perceptions than outcomes. According to De Cremer and Tyler (2005:151), the relevance of procedural justice is recognised as a determinant of effective organisational leadership. However, Bies (2005:85), and Van Knippenberg, *et al.*, (2007:113) argued that fairly enacted procedures also increase employee's motivation to support the organisation by engaging in discretionary behaviours that benefit the organisation. This implies that the fairness of enacted procedures should directly address employees' desire that they be considered as valuable members of an organisation and more importantly employees are not simply looking for favourable outcomes in decisions but rather expect fair procedures in decision making.

Researchers Van Dijke and De Cremer (2008:226); De Cremer and Sedikides (2008:66); De Cremer and Tyler (2005:121), concur in their assertion that procedural fairness produces a positive influence on employees' perceptions of their self-status in the organisation. They also found out that employees tend to attend more to information gathered from the processes leading to the attainment of fairness that relates to their status as either valued or not valued employees.

Blader and Tyler (2009:445) found perceptions of procedural fairness to be a mediating factor for the relationship between commitment and employee organisational citizenship behaviour (OCB). It is therefore possible, to conclude from this finding that, employees who strongly feel committed to the organisation respond particularly strongly to procedural fairness.

2.2.4 Interactional Justice

The origins of interactional justice were found by Bies and Moag, (1986:43) who referred to it as the quality of interpersonal treatment that is received by an individual during decision making procedures. According to Williamson and Williams (2011:62) interactional focuses on the decision makers and the information and feedback that is given to justify and explain the decision made. Interactional justice has also been noted as having an effect on co-worker relationships, organisational citizenship behaviour, and considered related to the perceived fairness and quality of interpersonal treatment that is experienced when organisational procedures are endorsed (Harris & Kacmar, 2005:337). Rego and Cunha (2008:541) also indicates that where employees displays more organisational citizenship behaviour, they become more effective. They also link interactional justice with a perceived trustworthiness, honesty, transparency, consistency, bias suppression and equity within those tasked with decision making. Therefore, interactional justice can be viewed as a sense of respect, dignity and sensitivity shown to individuals when outcomes are allocated. Furthermore, the fairness part of interactional justice is dependent upon the judgements that are made in relation to the perceived truthfulness and adequacy of explanations that are given to support decisions made. However, a sense of courtesy, propriety of behaviour and justifiable decisions cannot be ignored when imposing fair treatment, since employees value fair treatment as one that communicates respect and an action that reinforces their positions as dignified members of the organisation. This assertion is supported by researchers such as Randall *et al.*, (2005:23) who suggest that the changes in employee attitudes and behaviours depend on employees' experiences of the implementation of the organisational intervention and whether it is international in nature or not. Therefore, an experience of positive and consultative or inclusive organisational implementation can bring the desired impact on employees' motivations, performance, job satisfaction, trust, organisational commitment and organisational climate than one that is experienced negatively.

2.3 HUMAN RESOURCE MANAGEMENT PRACTICES: A GENERAL OVERVIEW

2.3.1 Definition of human resource management practices

Human resource management practices have been defined by Chen and Huang (2009:104) as the primary means by which organisations can influence and shape the skills, attitudes and behaviour of individuals to perform their work in order to achieve organisational goals. In essence, human resources management practices entail 'how' each of the key human resources functions, such as interviewing, recruitment, selection, training, manpower planning, performance appraisal, staff development and compensation, are carried out in an organisation (Suazo, *et al.*, 2009:154). The notion of 'how' each of the functions is carried out encompasses the need to be just and fair and to ensure that employees perceive the processes and procedures as just and fair. This is important because a just and satisfactory human resource management practices have been found, especially in the private sector environment, to be an essential tool for: creating and reinforcing an organisation's culture and values; building employees' knowledge of policies, practices, regulations, work environment, innovation performance, organisation's products, skills and abilities (Chen & Huang, 2009:105); promoting the achievement of business objectives through effective strategy implementation (Werbel & DeMarie, 2005:247); and enhancing productivity (Menezes, *et al.*, 2010:455). Individual human resource management practices are discussed in detail below.

2.3.2 Career development/management

2.3.2.1 Definition of career development

There is a dilemma faced by employers over a growing opinion that organisations can only survive and prosper through the development and retention of a highly skilled and high-performing workforce (Crawshaw, 2012:4). According to Scsnake *et al.*, (2007:54) career development entails the process of development and improvement of employees' performance, which might be for a future job or preparing them for higher positions. It focuses on planning skills, personal meaning and co-creation and results in increased empowerment (Creager, 2011:514).

2.3.2.2 Characteristics of career development

According to Hirschi (2011:367) a high engagement in career development processes brings about a high career confidence, especially when the engagement enables one to get to a state where “you like what you do, you learn, grow, achieve, feel valued, appreciated, recognised and ultimately rewarded”. Subsequently, employee commitment depends on the availability of opportunities for development through growth and learning (Allen *et al.*, 2006:272). This shows that people satisfied with what they do, do the work very well, become creative and put more effort on their work such that they end up exceeding goals and solving some of the work organisation’s problems.

An added advantage to the satisfaction derived from being employable and developed arises when the employees are afforded opportunities for skills acquisition. This may boost the employee’s level of understanding and abilities valued by the employer and can make the same workers perceive themselves as highly marketable (Cuyper, *et al.*, 2011:253). However, Erford and Crockett (2012:297) found low levels of task autonomy as an element that causes employee workloads to be negatively associated with workplace learning opportunities and how when high, it was positively associated with workplace learning opportunities. In this regard, employability is recognised as a contributing factor to an employee’s career potential and when job control, resources and support are psychologically not well balanced, an employee is more likely to quit the job. In essence, organisational success can be linked to social support and positive attitude. Creager (2011:506) states that when employees are empowered through career development, they get a sense of belonging, a true sense of the self and develop resilience. Thus, management style and work environment plays a major role in this regard. On the same note, Otto *et al.*, (2010:288) agree that when employees are content with their work environment, they tend to have high levels of work satisfaction, occupational commitment and less work-related worries, as well as show a limited willingness to change jobs. The contended workers’ life includes benevolence, self-direction, self-supervision, and achievement which falls under both life and work values (Busaca *et al.*, 2010:2).

The above reviewed literature shows that self-determined employees show high levels of dedication, become prevalent, benefit from the promotion of learning in high-demand jobs, master their work and in most cases achieve their goals. Self-determined employees can also develop the ability to focus on enjoyable aspects of their job and when they experience some perceived barriers, hindrances and challenging stressors, they tend to have physical, emotional and psychological strain. This condition was noted in the Canadian public service whereby workers who were not coping with changes and unfavourable work conditions that undermined their self-development, showed some negative behaviour and were not committed to their jobs (Borgen *et al.*, 2010:3).

A sense of career development results in further benefits to the already noted different personality traits on individuals. An effective application of career development can assist employees in developing a sense of calling in career, focusing on self-reflection in order to discover personal interests, values and work preferences, while not imposing negative feelings towards one's work, and this becomes their sense of psychological empowerment. Research by DeCuyper and DeWitter (2010:635), shows that employees are impressed with management in situation where they construct perceptions that they are employable and can access better job opportunities. However, it should be noted that there will always be some challenges in a career path. For example, Webster *et al.*, (2011:505) examined the four work stressors that affect career development, which are: *workload, responsibility, role ambiguity* and *role conflict*. They explained that these four stressors hinder personal goals and development and as a result, when they are visible, employees tend to reflect signs of psychological and physical strain, dissatisfaction with the job and increased turnover intentions. The indication is that when this HR practice is not fairly applied on job demand, job resources and organisational attitudes, they tend to impose a feeling of emotional exhaustion, cynicism and reduced personal accomplishment on public servants, thereby inflicting a psychological feeling that that they are being failed (Cassar & Briner, 2011:283). As a result, it is fair to point out that disgruntled employees cannot live up to their obligation.

Furthermore, employees who encounter the unexpected in their career paths tend to react negatively at their workplaces. For example, their emotional attachment to the organisation can be severely affected due to a psychological contract breach, resulting in increased feelings of anger and a sense of betrayal. Instead continuous commitment is

likely to increase when employees take note of fair practices from their organisations, yet they can become more astonished and be caught off guard when a psychological contract breach occurs, and therefore experience a greater decrease in affective commitment than those who already expected the company to let them down (Crockett, 2012:298). This is a clear indication that supervisors play a larger role in employee career success than in actual employee performance, in effect they “make or break” an employee’s career.

Research by Swider *et al.*, (2011:441) revealed that employees who are dissatisfied in their jobs have many alternative prospects, few ties with the organisation and are more likely to quit their jobs. Nevertheless, individuals who view career development as fairly done, remain motivated (Crashaw *et al.*, 2012:6). In this sense, career development can be a tedious and simultaneously enjoyable journey as it gives one a vast opportunity to decide about the future, achieve growth and realise one’s destiny. It gives a sense of freedom on the choice of career path since an individual has the liberty to change jobs and move from one organisation to the other whenever the need arises. Brazeau and Woodward (2012:1) stated four stages in a one’s professional career, which are: an individual can show dependence in their contribution (2) show independence in their career (3) be responsible and contribute to the success of others and (4) contribute strategically to an organisation through their ability to exercise power. Thus, employees increase their effort and commitment in response to positive treatment from their organisation in order to attain organisational goals as they wish to gain access to valuable career development opportunities. Kraimer *et al.*, (2010:2), and Nigro *et al.*, (2007:63) state that beliefs about career opportunities are significant contributors to the competitiveness of the public service.

2.3.3 Recruitment and Selection

Until recent years, the traditional roles of human resource departments has been to recruit, select, place and promote employees into different jobs (Meisinger, 2006:10). There exists a wrong perception that human resource practitioners are involved in overseeing salary and bonuses, performing administrative functions, and disciplining and terminating employees. However, with globalisation and information technology impinging upon today’s organisations, human resources departments around the world have to take the role of integrating human resources structure into the whole of organisational functioning.

Recruitment is defined as a process which involves systematic steps that a company or a firm needs to follow in order to make sure that they have attracted the right individuals into the organisation who will perform well on their jobs and enable the organisation to achieve its overall goals (Sutherland & Wöcke, 2011:23). It is further defined by Henry and Temtime (2009:53) as the process of attracting and encouraging potential employees to apply for a position, which is supported by job analysis, job description and job specifications. Related to recruitment is selection, which is a systematic process of choosing the best applicant to fill the position available that involves the use of fair and relevant assessments of the strengths and weaknesses of applicants with the intention to hire them. Therefore, this is a practice whereby structures and processes, such as job analysis are, used to evaluate candidate's skills and experience, which are necessary to ensure that the right candidates are selected from among the many qualified applicants.

The importance of recruitment and selection is to have the right employees. The recruitment of suitable employees using the correct organisational activities means that the chances of the organisation's survival and growth will be high. According to Brock and Buckley (2013:273) an organisation's ability to recruit, select, retain and develop the best employees, is essential in facilitating and maintaining its competitive advantage in the information age. They argue that employee recruitment is the first step on the path to hiring outstanding employees. Such functions have become progressively more vital as the knowledgeable employees who possess the necessary competencies, good personalities, skills and abilities as well as intelligence, displayed mainly during the interview process, are becoming very valuable and yet increasingly rare and difficult to replace.

However, many organisations especially the public service, do not realise the value of an employee, until he or she has left. Furthermore, it is often difficult for such organisations to fully understand the value of an employee they would have lost: there is still too much political influence, bureaucracy and nepotism in the public service. Therefore, retaining knowledgeable employees should be the focus of human resource management, although it is a difficult task in an era of downsizing, increased retirement and outsourcing (Brock & Buckley, 2013:277). Employers who visualise and are aiming at leading successful and profitable organisations, should therefore gain an understanding of why valuable

employees leave an organisation, which is in some cases due to unfair practices or job dissatisfaction. In essence, the employer should establish whether the attrition is caused by the attraction of employees to other organisations or they would have been pushed away from the organisation. The above is derived from literature that has proven that recruitment and selection are key practices to the entry point of human resources at any organisation and determinants of an organisations' success (Henry & Temtime, 2009:52). It is argued that these human resource practices encourage innovation, survival and organisational growth and should be taken seriously by human resource managers as the core elements of human resource functions because of their importance in the sustainability of any organisation. Ployhart (2006:868) emphasises that, of all the processes in organisational staffing, selection has received the most attention, and thus the importance of the process is solidified in the minds of those who work for human resource departments.

Human resource departments are faced with an urgency to select employees who are able to handle the ambiguity that comes with change. The South African public service needs employees who continually learn and improve with practice; anticipate the future; effectively communicate needs, problems and goals; are adaptable and flexible; and service oriented if it is to be more competent, effective and meet its "Batho-Pele Principles". Such characteristics, while tapped in some traditional selection tools, need to be more heavily emphasised as selection criteria. However, the recruitment, though seeking the most suitable candidate from a skilled pool, might not find a suitable one due to a of highly qualified candidates, hence it becomes imperative that HR hires on the basis of basic core skills and provide job-related education and training to develop the recruited employee (Kontzer & Chabrow, 2005:1049).

The fact that recruiting activities occur after someone in the organisation has decided on the kind and quantity of employees that are needed (Nel *et al.*, 2005:30), makes the selection of the right candidate tough. Recruitment should thus be taken seriously and accompanied by fairness. The attitude and character of potential employees should be emphasised over skills and capacity being related to educational level and relative status of the school attended (Gump, 2006:843-844). It is therefore necessary to recruit employees who fit the culture of an organisation. To ensure this, varying recruitment methods can be applied according to different organisational expectations or the type of

position that needs to be filled. Several formal and informal recruitment methods can be used. In some other instances the typical selection process can involve a paper-and-pencil entrance exam, a physical examination and an all-important interview often led by high ranking personnel managers. Thus, organisations that properly recruit and select their employees will continue to enjoy a competitive advantage over those who have ineffective selection methods and have accumulated ineffective employees. However, even if some strategies are applied, several factors, both internal and external, can influence the recruitment process. These factors include:

a) Government or trade unions restrictions (external factor)

Government policy plays an increasing role in recruitment practice. The Labour Relations Act (RSA Act 66 of 1995) and the Employment Equity Act (RSA Act 55 of 1998) in particular, govern the way in which organisations employ new staff. Trade unions also seek greater inclusion in the recruitment process and in many organisations trade union representatives participate in the development of a recruitment policy and serve as part of interview panellists.

b) Labour market (external factor)

A labour market is the mechanism through which human labour is bought and sold as a commodity in accordance with labour demand and supply. Therefore, the conditions of a labour market affect the availability of staff since the organisation must ensure that it has the employees with the right skills, knowledge and attributes in the appropriate positions. This is a key constraint on the range of choices that an organisation has when determining an appropriate HR strategy.

c) Organisational Policy (internal factor)

The content of an organisations' recruitment policy determines the way in which this factor influences recruitment processes. The statement of intent in the policy dictates the parameters of the recruitment effort. To keep up with the information society, the employer needs to rethink the current form of practices and adapt to the changing organisational needs and that of potential employees. Human resource management's

involvement in the process of recruitment, selection and retention of new and current employees, demands that they play a significant role in maintaining a competitive advantage in the knowledge-based market. The ever-reducing number of available and talented applicants could result in an organisation's failure unless it changes its recruitment, selection and retention programs as noted by Buczek (2007:303). On the other hand, employee attrition could result in losing knowledgeable and highly skilled employees in whom much of the organisation's intellectual capital resides.

Finally, the public servants' views on fair recruitment and selection procedures is not clear. They often feel that internal recruitment is a fair procedure which boosts their morale, promotes loyalty and enhances their relations with the employer. Lawrence *et al.*, (2007:111) states that the best option for recruitment is to pick new employees from internal job applicants, as these applicants already possess desired organisation skills and have been inculcated with the recruiting organisation's values. Therefore, one can state that there is a need for close supervision of the recruitment and selection process in order to safeguard unfair hiring procedures implications, especially in the public service, where service delivery is number one priority.

2.3.4 Interviews

Employment interviews are one of the most popular methods for selecting suitable candidates for a specific job and they often involve face-to-face interaction with candidates before hiring decisions are made (Barrick *et al.*, 2010:1163-1165). An employment interview is often represented as a dyadic relationship between two strangers engaged in a "high-stakes" social interaction (Swider *et al.*, 2011:1276). This interview is defined by Levashina and Campion (2006:299) as a situation in which interviewees are motivated to portray a suitable image in an effort to maximise their chances of receiving a job offer. It is a common practice that during an interview process, candidates will often display different tactics to score desired results. These tactics include physical appearance, verbal or non-verbal behaviours such as a smile or hand-shake, and impression management. In addition, some perceptions about the candidate's competency for the job can be formed in relation to the job requirements. Literature by scholars such as, Harris, *et al.*, (2007:278), and Stewart *et al.*, (2008:1139) attest to the conditions under which different tactics are likely to be associated with higher or lower interview scores. The credibility of an interview

lies with the interviewers as they are the most important people in an interview process who will provide an overall evaluation of the candidate's potential. Therefore, interviews have been found to be valid tools for predicting employee job and training performance, and valid interviews are considered as those that are based on job analysis, job description, and/or information provided by job incumbents or managers (Podsakoff *et al.*, 2011:311). Upon the success of an interview, an organisation may offer different levels of pay to individuals, which might depend on the successful candidate's qualifications or perceived fitness to the job.

In an interview process, mostly a two-way exchange of information, is mainly designed to help the selection committee to form an opinion about the candidate and the candidate about the institution (Steyn & van Niekerk, 2012:19). At the same time self-presentation during interviews is of importance given the social nature and inherent pressure that one faces in an effort to provide a satisfactory image in the interview setting (Hogan *et al.*, 2007:1270). An interview must have two or more people taking part in the process, otherwise it will not be considered as a valid interview. This implies that structured interviews contain an unstandardized rapport-building stage where interviewers put candidates at ease by engaging in "small-talk" conversations, and interviewers engage in activities allowing them to form impressions of the interviewee (Chapman & Zweig, 2005:673). Implicit in the use of interviews in the making of personnel decisions, is the ideas that job offers are heavily contingent on interview performance, which also means that interviewees are largely reliant and dependent on interviewers' decisions (Barrick *et al.*, 2009:1394). This implies that it is rather a norm that individuals may use impression management tactics, in employment interviews, in order to present themselves as suitable candidates to the interviewers. However, not all impression tactics or interviewees are effective at positively influencing interview scores.

Tay, *et al.*, (2006:446-447) and Bolino *et al.*, (2008:1080) agree that cognitions, such as self-efficacy, might allow job seekers to enhance their effort and persistence in mastering the tactics and performance influence of extraversion, conscientiousness and emotional stability, and biographical background because of their effect on the interview process, just as they also use these tactics to create, alter, protect or maintain a desired image during the interview. Some of these tactics may not necessarily convey a desirable image and may result in non-significant or negative evaluations from interviewers (Weiss & Feldman,

2006:1070). In essence, the interview context shows that information communicated through the right path, a thorough preparation and knowledge of what one is faced with, and other elements can influence impressions and set an individual through the right path.

Interviews are a mutually dependent environment. They are dependent on interviewees to disclose accurately all the necessary information that might possibly lead to the success of the candidate or not. However, in the South African public service, there is a lot of challenge on the way interviews are conducted. For example, there are instances where the candidate for an advertised job is already known. This makes the interview process to just be a non-significant event seeking to fulfil certain labour law requirements. Such a situation demoralises the interviewees and make them reluctant to prepare thoroughly and disclose as much information that is needed. They develop negative attitudes and do not see management as competent.

2.3.5 Training

In today's working environment, employee development programs are implemented robustly in order to add value to organisations and enhance organisational effectiveness. More emphasis is put on the development of the workforce, with an aim to maintain a competitive advantage. As a result of this move, the notions on training are intended at enhancing specific job-relevant knowledge and skills through on-going and continuous employee development. Here, employees are charged with the challenge of taking it upon themselves to actively pursue activities that will assist them to learn continuously and achieve self-development.

Researchers, Ng and Dastmalchian (2011:830); Hurtz and Williams (2009:635) classified training as a component of skill and motivation. However, Chang (2005:523) assigned it as a serious commitment and key to HRM. This implies that those involved with employee development, should begin to view training as both a source of skills development and an imperative tool in ensuring that the company invests on the best ability, effective, productive and well-balanced manpower, which is vital for organisational performance. Becker (1976) developed a theory, which is based on human capital. This theory states that the provision of training by organisations should be focused on a cost-benefit analysis, with training being provided in a situation where the economic benefits outweigh the costs.

Such an investment in training leads to increased productivity and performance.

Training should not be viewed as a provision seeking to improve labour productivity but rather as a signal to the employees that the organisation cares and values its relationship with them. It should be viewed further as an over-investment in the employee-organisation relationship, whereby employees reciprocate to the latter by performing better on core tasks, demonstrating more citizenship behaviour and expressing higher levels of affective commitment to the employer. Ng and Dastmalchian (2011:830) and Subramony *et al.*, (2008:778) agree that this vision leads to improved organisational performance. More often, employees benefit greatly from robust learning as they tend to develop positive attitudes such as showing a willingness to learn further and self-study. Trained employees are abreast with competition challenges and are able to agree with leadership in order to beat the rivals. This not only improves performance but also builds stronger relationships. In most cases trust is built between employer and employee, new tactics are introduced and employees recognise their value towards the organisation, which in turn eliminates negative outcomes such as turnover intentions. In contrast, Armstrong-Stassen and Templer (2005:57) and Piercy *et al.*, (2006:244) state that resistance to learning leads to difficult responsiveness to environmental changes and this might hinder employees' self-efficacy expectation that bears a positive influence on their motivation to learn new routines and acquire new know-how. Therefore, this indicates that training can motivate employees to learn new skills and remove major barriers to an organisation's ability to adapt to environmental changes.

Tews and Tracey (2008:375) concede that investment in training is positively related to a variety of performance measures which include gross profit margin, return on assets and the ratio of price to book value. In order for this to be achieved, Subramaniam and Youndt, (2005:450) note that a number of issues should be considered in order for training to be effective and these are: (1) the trainees need to be motivated to learn, (2) the learning outcomes should be relevant to the needs of the organisation, and that (3) there is transfer of learning. These elements assist in making training effective. In addition, several factors such as training needs analysis, personality traits, demographics, cognitive ability, attitudinal constructs, goal orientation and self-efficacy as well as situational variables that measure organisations' support for transfer of learning, can affect the trainees' motivation. Thus, organisations that take time to evaluate the effectiveness

of programmes will be better equipped to design programmes that match the learning style of trainees and organisational needs. In his model, Vroom (1964) emphasises that linking training with promotion and appraisal would enhance employees' motivation to undertake training.

HRM plays a central role in a company oriented towards learning. The fact that organisational learning is based on the individual learning of people, who make up the organisation, shows that human resource systems influence the capacity of an organisation to generate new knowledge and stimulate learning. According to Pe - Cabrales, *et al.*, (2011:345) this action of learning makes employees valuable and unique and their commitment to learn comes from the investment in their knowledge made by the firm. In addition, Collins and Smith (2006:544) concede that employees with valuable and unique knowledge promote further the process of organisational learning and develop distinctive competencies. Therefore, it is not surprising that today's organisations are keen to incorporate individuals with a potential for further learning in order to add valuable and unique knowledge necessary for the firm's competitiveness.

According to Aguinis and Kraiger (2009:451), it is widely recognised that trainee motivation influences training outcomes. HR managers must ensure that what they deposit into individual minds act as a basis for intrinsic motivation, since the success of the organisation lies on knowledgeable, capable and goal-oriented employees. This motivates employees to work harder with little or no external motivators. In fact, goal orientation and self-efficacy are known to affect performance in training situations in general. Therefore, any organisation that endeavours to expand to higher territories should have individuals who are influenced by quality training designs (Payne, *et al.*, 2007:128).

2.3.6 Compensation

Compensation is a human resource function that is at the heart of any organisation. It aims to attract, retain and motivate employees to achieve targeted objectives. It is also an incentive, which if not matching employees' values, could turn the employees ineffective and affect both the organisation's performance and survival. Among all human resource management functions, *compensation* is considered as a fundamental element that may influence all aspects of organisational behaviour (Yeganeh & Su, 2011:2609-2610). Its

direct relation with money, which is the rationale behind any business activity and the impetus for every transaction in society, make compensation the most fascinating human resource function. Perloff, (2008) views it as a micro economic determinant of labour supply and an addition to employees' preferences for free time over work time and their consumption needs or wishes.

Researchers, Chiang and Birtch (2006:573), define compensation as a practice which includes monetary and non-monetary as well as direct or indirect rewards that an organisation exchanges for its employees' contribution for both job performance and personal contributions. Compensation can thus be regarded as cash and non-cash remuneration provided by employer for services rendered. It can include anything that employee's value and desire that an employer is able or willing to offer in exchange for employees' contribution and can be both tangible and intangible. In a normal practice, employees can be compensated through pay (salary and wages), other monetary benefits (pension plans) or incentives (bonuses, commissions, and profit-sharing). All this appears to be more attractive than social benefits and the rise of performance related compensation has proved to be interesting for most applicants. Torcher *et al.*, (2006:84) states that it gives employees an opportunity to earn above average rates for the qualification level. Further, tax and accounting regulation is also an aspect that cannot be ignored as it may influence compensation and the way the employees perceives it (Devers *et al.*, 2007:1016).

According to Siegel and Hambrick (2005:259) employees who feel underpaid tend to exhibit jealousy and dissatisfaction. This makes compensation fairness particularly relevant in highly interdependent contexts with large amounts of teamwork. Besides team equity, compensation fairness has been viewed in relation with job requirements, in terms of employee qualifications, performance level, social situation and in relation with general market conditions (Schlick *et al.*, 2003). Based on these factors, compensation can be regarded as a reward that is linked to results and achievement since every employee gets compensated for a job well-done. On the other hand, an employee gets compensated for an outstanding or beyond-achievement performance, and this is where incentives based on performance management play a major role.

Aycan (2005:1083) views wage and salary as a form of employee compensation that are based on the subjective and behaviour-oriented evaluations of managers who reserve the right to assign variance in salaries to employees recruited for the same job. Subsequently, Khilji and Wang (2006:1171) states that organisations should implement compensation systems that are in accordance with employees' cultural values and will consequently increase organisational performance. By substantially contributing to employees' perceptions of fairness of justice, compensation schemes may influence employees' motivation, job attitudes, and behaviours, and thus influence job satisfaction, productivity and staff retention. Therefore, a deeper understanding of how employees perceive their compensation is vital in increasing the ability of employers to create and communicate effective compensation strategies. This will create the greatest employee value within a given budget and fairness considerations will assist in explaining the pay and performance relationship. Siems *et al.*, (2012:107) indicated that employees may vary in their input level and they will be highly motivated and more productive when earning higher wages.

2.3.7 Performance Appraisal

In today's fast changing and highly competitive environment, non-profit organisations, just as public and private sector organisations, are facing increasing pressure to demonstrate how well they perform and their plans for future improvement. This shows that performance appraisal is one of the most important human resource systems for such organisations, which are aiming at achieving optimal performance. Researchers, Jawahar (2007: 735) and Kuvaas (2007:378) define performance appraisal as a continuous and systematic process that assists employees with their professional development, career planning and ensure that the institution's performance is improved through the enhanced performance of individual staff members. Thus, it is not surprising that more and more public services and administrations in different countries are implementing and/or changing their performance appraisal systems(Chou, 2005:39; Abu-Doleh & Weir 2007:75; Awortwi & Vondee, 2007:261).

According to Daley and Vasu (2005:157) one of the most important aims of such systems is to secure individuals' performance improvement as well as the enhancement of organisational performance as a whole. Since performance appraisal systems are aimed at developing strengths, managers are therefore expected to control performance through

the influence of inputs such as skills, development that can be attained through training, and by providing feedback through outputs such as assessments, which have proved to be achievable when performed annually on employees. However, Heathfield (2007:6) states that if such processes are designed poorly, it can lead to individuals viewing them as a painful exercise and cause them not to perform better in their different tasks. Hence, management should not be biased and must apply procedural justice, since these systems are regarded as possessing a high potential for improving performance, provided some conditions and steps are observed and implemented.

Since staff appraisal is regarded as a key component for the larger process of performance management, Steyn and van Niekerk (2012:72) and Selden and Sowa (2011:253) concur that if structured well, the appraisal process suffices as an aid to professional development, competencies, performance enhancement and distribution of rewards where pay-for-performance systems are described as one of the effective methods of motivating employee performance. However, this is not always the case since there seem to be no rule covering this aspect. For example, a study in a large South African life insurance organisation, by Whitford and Coetsee (2006:63) found that the appraisal purpose was frequently unclear. It is therefore imperative for organisations, especially the public service to ensure that the way they assess their employees is fair and uplifting so that it will not compromise their commitment to the organisation for best outcomes such as service delivery which is of vital importance in the public eye.

Public service managers should ensure fair procedures in carrying out the performance appraisal system. This is because, the appraisal system seems to be too personalised and politicised as noted especially in the South African context, thus making it lose its value and meaning at the hands of those responsible. A study carried out in China by Taormina and Goa (2009:102) found performance appraisal acceptability to be paramount, and that it related to the way the performance appraisal should be executed. The acceptability of the performance appraisal process to both the supervisor and employee, in the international setting, has been found to be attributed to the clarity of the purpose of performance appraisal (Maley & Kramar, 2007:21). Therefore, what is emerging from performance appraisal processes is that its purpose has fallen short in many countries and this clearly shows that the acceptability and purpose of performance appraisal are paramount and interdependent.

However, perceptions of unfairness and dissatisfaction in the evaluation process can lead to the failure of any appraisal system. (Mulvaney *et al.*, (2012:505) argue that administratively speaking, managers use performance appraisal as a formal evaluation tool when making decisions about promotion, demotion and the issuing of pay increases to employees, which addresses the norm of distributive justice. They argue that, an adequately developed appraisal tool diffuses employee concerns of fairness while instantly motivating them to increase performance, whereas the agency's instrument serves as a tool to discriminate outstanding performers from below-average ones and likewise satisfies the increasing demand for wise fiscal management practices in the public service. In contrast, performance appraisal can be regarded as assistance identifying individual needs such as training, despite the fact that at most managers and subordinates often view them as frustrating and unfair as noted, mainly in the public service where a lot of favouritism and nepotism are highly visible.

To clarify these confusing matters on fairness of the performance appraisal systems, Festinger (1957) developed the Cognitive Dissonance Theory, which is on the basis of which aspects of performance appraisal may be interpreted. In other words, a negative evaluation from another person would be inconsistent with the individual's general perception of him/herself as a capable person. Furthermore, such conflicting cognitions would possibly affect the spirit of the individual's relationship with the organisation, thus affecting their psychological contract. The above suggests that an appraisal is unlikely to be perceived as acceptable unless those involved in the process perceive it as unbiased (i.e. from the Cognitive Dissonance Theory perspective) and fair (i.e. from the Organisational Justice Theory perspective) - both theories assist us in understanding the relationship between the appraisal and the psychological contract, which is a series of mutual expectations.

Different organisations may have different appraisal systems. Some organisations incentivise work that would have been done well through pay-for-performance plans, which signals a movement away from entitlement orientation where all employees receive the same raise annually for simply showing up for work. Therefore, creating a valid and legally defensible pay-for-performance plan requires three things, which are: (1) a definition of job specific performance that leads to the creation of an appraisal instrument and clearly outlines low to high performance measures; (2) a well conducted performance appraisal

interview process, and; (3) equitable decisions regarding the amount of merit increases that will be given for different levels of performance. Performance Appraisal can also be distinguished between two different approaches, which include: the Judgemental Approach, which focuses on weaknesses. This form of appraisal is summative or judgement final. It emphasises on outputs and tends to be negative. The second approach, the Development Approach, focuses on strengths. This is formative (consists of guidelines to improve practice) and it emphasises on process and tends to be positive (Steyn & van Niekerk, 2012:73-74).

According to Mulvaney, *et al.*, (2012:506) performance appraisal when carried out fairly, involves some benefits as summarised below:

- It reveals problems that restrict progress and cause ineffective work practice.
- It provides more accurate information about employee performance.
- Improves the quality of work life by increasing mutual understanding between managers and their staff.
- Identifies whether staff development needs have been met; and
- Provides an opportunity to motivate employees in the form of informed praise for good performance.
- Allows participation by employees as an active tool for the enhancement of job-related autonomy, which is a necessary precondition for employee growth.
- Appraisal participation provides employees with a voice into the appraisal process.
- Employees possess valid, unique and relevant performance information that is unavailable or unobservable by the evaluator, therefore the quality, quantity, accuracy and validity of performance appraisal information increases.
- Employee ownership in the process provides a personal stake in the success of the system, thus enhancing employee acceptance; and
- Employee participation generates an atmosphere of co-operation and employee support.

A study carried out on the Portuguese public service (Rego *et al.*, 2010:1532) has shown that fair appraisals have a positive impact on employees' attitudes, as they give rise to psychological constructs such as hope, resilience, optimism, self-efficacy, job satisfaction and commitment. These constructs bring about a positive psychological state of

development, characterised by confidence (self-efficacy), positive attribution (optimism), persevering towards one's own goal and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans *et al.*, 2007:541). However, in some instances, employees have complained that appraisers use evaluation to retaliate against less obedient and more assertive subordinates, and to favour docile and submissive ones. Some felt that their scores depended on discretionary aspects that are unfair, and noted that high effort, work commitment and outcomes may be 'rewarded' more poorly than average efforts. Other consequences included adverse motivational impacts, negative effects on teamwork, lower self-esteem, a mistrust of leadership and erosion of the quality of subordinate-supervisor relationships. Others felt that they were judged depending on the supervisors' political standing, which reflects unfair judgement. A study by Brown *et al.*, (2005:972) states that setting challenging goals motivates people to stretch their abilities and efforts, master new challenges and exceed previous performance. In short, hopeful individuals believe in their ability to set goals, express willpower and develop alternative pathways to accomplish them and most of the time they tend to be independent thinkers, thus possessing an internal locus of control. They also need a high degree of autonomy in order to express and utilise their agency (Luthans *et al.*, 2007:555). However, and on the other side of the coin, workers who lack hope may conform to organisational rules and be obedient to their supervisors, whereas low-hoppers may be perceived by managers and co-workers as co-operative-as 'good soldiers'.

In conclusion, Martinko *et al.*, (2007:158) indicate that perceptions of injustice may reinforce the tendency of optimistic individuals to make external attributions for their low performance levels. It can also lead them to lessen efforts that will to change behaviour and improve performance, which can be prompted by lack of empowerment. Kang *et al.*, (2007:236) state that it can be applied in an organisational context of openness and experimentation. Therefore, when appraisal is applied correctly, it motivates employees to acquire new knowledge and skills.

Over and above all these, several consequences might be experienced when performance appraisal is not administered correctly. According to Aguinis (2009), performance appraisal is designed to stimulate employee performance. Organisations need to make commitment thereof to the whole performance appraisal system, in order to achieve its

objectives. The justice and emotion research by Adams (1965) suggests that negative assessments are more powerful drivers of employee attitudes and behaviours than are positive assessments. Therefore, it is expected that when an employee reports a low quality performance appraisal experience, they might react in a negative way. Gardner (2008:4F) and Merritt (2007:3) suggest that low quality performance appraisal is a continuing challenge for organisations and that the consequences of low quality performance appraisal experiences are potentially of interest to many organisations. However, an employees' past experience of a low quality performance appraisal it may adversely affect their willingness to fully engage in a subsequent evaluation cycle. This indicates that employees want to be treated fairly and throughout the performance appraisal process as it has an impact on the quality of the outcomes of the process (Fortin, 2008:93).

2.3.7.1 Performance Appraisal Experience and HRM outcomes

The importance of the quality of a performance appraisal experience is derived from its impact on HRM outcomes. The following reviews the literature on three HRM outcomes: ***job satisfaction, organisational commitment and intention to quit***. Each of these HRM outcomes and their relationship with quality of an employee's performance appraisal experience is now examined.

a) *Job satisfaction*

Job satisfaction is regarded as the result of an employee's perception of how well their job provides those things that are viewed as important (Locke, 1976:1297). According to (Brown *et al.*, 2008:379), a high quality performance appraisal experience is likely to enhance employees' feelings of self-worth, achievement, attitude about their job and their feelings of a positive standing in the organisation. However, a low quality performance appraisal experience may result in employees having lower levels of job satisfaction and they are likely to feel that their contributions are not valued as they have limited capacity to exercise any process control and experience some confusion about organisational performance expectations.

b) *Organisational commitment*

Organisational commitment reflects attitudes towards the entire organisation. It is typically seen as broader than job satisfaction and is more consistent than job satisfaction over time. Therefore, when an employer provides high quality performance appraisal experience this is likely to increase the employees' perceived obligations to the employer, which in turn might affect their attitude and potentially their behaviours. Kuvaas (2007:381) indicates that a performance appraisal process is intended to communicate organisational goals and values and give people a "cause they can rally around". Moreover, a high quality performance appraisal experience increases the legitimacy of the organisation in the employees' eyes and their willingness to comply with organisational goals. Thus, employees who believe their contributions are highly regarded are likely to be more committed to the organisation

c) *Intention to quit*

The withdrawal of employees from an organization can have a detrimental effect through the loss of institutional memory (Moynihan & Pandey, 2007:205). Performance appraisal quality has as much, if not more, to do with encouraging employees to stay. Fair pay amounts and quit intentions are a form of withdrawal from the organisation and may be influenced by the quality of the performance appraisal experience and turnover. Research by Fugate *et al.*, (2008:2) has suggested that employees tend to withdraw from situations that are counter to their best interests, such as low performance appraisal experience, uncertainty about the requirements of the performance appraisal process and poor information flows. These situations are also likely to make employees feel confused about how to meet their performance obligations. It is therefore likely for employees to feel undervalued when they believe that their contributions to the organization are not being effectively recognized, which in turn might contribute to negative attitudes about their work and probably the organization itself.

2.3.8 Staff Development

Organisations invest a great deal of money, time and effort in the development of their employees (Aguinis & Kraiger, 2009:451). For example, it is estimated that U.S

companies spent \$134.1 billion on employee learning and development in 2008 (American Society for Training and Development, 2009). This is a clear indication that organisational restructuring, technological advances, intense competition and globalisation have not only heightened the importance of learning and human capital in sustained competitive advantage, but also shifted learning and self-development responsibility from organisation to employees. Therefore, self-development, regular update and skills expansion need to be of priority to employees in order to prepare them for future job demands and if less attention is given to these vital aspects, unanticipated organisational changes and policies might disadvantage them as indicated by Zoogah (2010:159).

Staff or employee development is defined by Benson, (2006:173) and Dragoni, *et al.*, (2009:731) as an expansion of an employee's capacity to function effectively in a present or future job and work organisation, manifesting through company-mandated and self-directed activities that enhance personal competencies. Staff development can therefore be agreed to as a process through which employees acquire the competencies necessary to achieve managerial effectiveness. In many organisations, it is found more often that employees who participate in training and development programs acquire job-related skills and competencies, demonstrate higher job performance, are motivated to stay and work for the organisation that shows care about their development. What remains unclear is whether employees' perceptions that the organisation supports their development plays a role in their level of performance and turnover and whether they are independent of the increased skills acquired through participation in training. Ehrhart and Ziegert (2005:901) however, concur that employee perceptions of organisational policies and practices are a more proximal predictor of their behaviours.

A review of Tharenou *et al.*, (2007:251) shows that development behaviours facilitate the achievement of individual performance, compensation and careers and also associate with certain organisational outcomes. On the contrary, it might turn out negatively on their perceptions of developmental support from their organisations. Further studies by Hurtz and Williams (2009:635), Major *et al.*, (2006:927), Maurer (2003:707); Garofano and Salas (2005:282), indicate that individual, contextual and organisational factors influence participation in development activities. The level to which an organisation commit itself to support its staff, will determine its future. Less participation by employers on development programs, have shown much anticipation in employees to search for better prospects.

They tend to lose confidence on their current employer, become less committed and eventually leave the organisation. It is therefore of a vital importance that individual development be a high priority human resource practice since the loss of staff reflects negatively on organisational growth, more on its economic value.

A study by (Zoogar, 2010:159) shows that employees participate in development activities voluntarily so as to acquire skills. This implies that there will be negative consequences when their expectation on rewards to which they are entitled to become thwarted. Epstude and Roese (2008:168) state that they become resentful and are motivated to redress the perceived deprivation. As a result of this, they will show the value added by training and development to organisational outcomes and they might not consider participation decisions that arise from perceived disadvantages. However, they may provide a significant contribution in the era of organisational learning and knowledge based on competition.

In addition, when employees get demoted at work, rather than being developed, they might think that they could have been promoted had they received higher levels of training to attaining certain qualifications, such as MBA's. Such beliefs are likely to increase employees' intentions to perform success-facilitating behaviours. Research by McDowall and Fletcher (2004:8) and Maurer and Lippstreu (2008:328) has shown that perceived justice on development, is not only associated with positive work attitudes and behaviours including employee development itself but can also be distinguished into distributive and procedural justice. This suggests that procedural justice relates to development behaviours in which it is likely to act as a "wake-up call" when employees perceive development as a means to gain value and respect, and it may induce self-management as a form of development behaviour (Noe, 2007:2).

Kraimer *et al.*, (2010:487) suggest that employees who have participated in developmental activities are likely to have more knowledge and to form the perception that the organisation is wholly supportive of their development. This is a huge challenge in the South African public service where human resource practices are not satisfactory. The fact that service delivery is of utmost importance in this service implies that staff development should be awarded high priority, but poor planning and ignorance has meant that it is often not attended to. This leads to lack of skill, individual commitment and

consequently leads to high turnover and poor performance. This is supported by Ito and Brotheridge (2005:6) who found that employees' perceptions of supervisor support for development directly decreased turnover intentions but indirectly increased turnover intentions through employees' career adaptability. Thus, employees evaluate the organisation's level of support for development on the basis of the extent to which their immediate leaders provide them with development opportunities, and Trevor and Nyberg (2008:259) agree that the latter tend to give employees motivation to work hard for the organisation.

Subsequently, the social exchange theory (Blau, 1964) suggests that employees who receive benefits such as greater access to information, resources and challenging job assignments, should have more positive attitudes on the development policies of an organisation. They perceive the availability of career opportunity on whether these assignments match their career interest and goals (London & Mone, 2006:130) and if they do not see any career opportunity they tend to switch to self-employment if they believe it will help them accomplish their career goals. This is also dominant in the South African public service, where employees choose to be on their own rather than being stagnant and victims of political influence. Staff development therefore, plays a major role in organisational growth, stability and competitive advantage. This can all be achieved through motivated and uplifted individuals.

2.4 HUMAN RESOURCE MANAGEMENT PRACTICES IN THE PUBLIC SERVICE

As indicated, human resource management practices in the public service, including that of South Africa, are highly regulated. As a result, one would expect that the practices will be carried out fairly within given government policy frameworks. A few known research on the public service environment demonstrates that in some cases, the expectation is correct and in some, it is not. For example, Taylor and McGraw (2006:231) reported high levels of perceptions of fairness in the Australia public service organisations in relation to all human resources policy and practices. In contrast, empirical research carried out in the United States by Stone *et al.*, (2007:163) showed high levels of perceptions of unfairness in human resources practices among different ethnic group members in the public service. In Britain, studies have shown that a great sense of positivity and consistency in human resource management practices in the public service has led to improved service delivery,

staff retention and motivation (Menezes *et al.*, 2010:469). In Israel's public service, the ability of public service workers to function and supply appropriate quality and quantity of services was found to be severely affected by insufficient allocation of necessary resources as well as unfair and unjust human resources practices (Carmeli, 2004:380).

These findings indicate that there are some employee outcome behaviours that ensue or are affected when human resource practices within the public service environment are done fairly or unfairly, and these might have consequences on the quality of services delivered. Though Kim (2010:38) indicate that the public service is better managed than the private sector, questions about the public service's productivity and efficiency are still being raised. In response to such doubts, government agencies have intensified efforts for improved performance and productivity by introducing private sector management tools. For instance, the federal government created pay-for-performance systems through the Civil Service Reform Act of 1978 as the government still observe it today. Therefore, management needs to know the rewards that are valued by workers and be able to set up HRM structures since employees have needs they want to satisfy and to calculate expectancies and to behave accordingly (Nigro *et al.*, 2007:77-78).

2.5 HOW HUMAN RESOURCE PRACTICES ARE CARRIED OUT IN THE PUBLIC SERVICE

According to Combs *et al.*, (2006:501), various high performance, high involvement or high commitment work practices are designed to enhance employees' performance while promoting mutual influence, respect and responsibility. This involves increasing employees' knowledge, skills and abilities while empowering and motivating them. Therefore, HR policies and practices should cover every workers' interests and build a sense of psychological wellbeing, thus promoting empowerment and employee involvement as well as their career development for all workers (Lips- Wiersma & Hall, 2007:771) and (Zhou *et al.*, 2007:647).

Flexible employment practices and performance-related pay have now become common because of the massive changes that have been experienced by both the private and public services in the past thirty years and as a result of the influence of the New Public Management (NPM) as well as high performance human resource management practices

(Poole *et al.*, 2006:1051). Carefully implemented HR practices have been noted as contributing to improved output and reducing absenteeism. In the public service perspective it demonstrates high performance work practices which are associated with positive work attitudes. Similarly, Macky and Boxall (2008:38) reported high performance practices of information, power/autonomy, rewards knowledge and training as positively associated with employee satisfaction with their jobs, which in turn reduces levels of job stress. This is a clear indication that when HR practices are carried out fairly, there can be a substantial organisational improvement. The fair HR practices also lead to increased empowerment, motivation and commitment and more importantly, when employees feel valued by the organisation, depending on the nature of empowerment they receive, be it training or freedom of self-expression, they develop a sense of dependency. However, the conditions may be different in the public service as compared to those in the private sector since there is a vast difference on how business is carried out in the public service, where many hitches are being identified. In view of this, the presence of these positive attributes can be a driver of psychological empowerment, which is positively associated with job satisfaction, growth satisfaction, and communication of information, internal work motivation, and organisational commitment.

Cartwright and Holmes (2006:199) suggest that high performance HR practices give a sense of meaning to employees' engagement and satisfaction. This suggests that those in power should ensure that they are committed to employee career development and well-being as this results in a better organisation and builds worker confidence - all achievable when practices are fairly done and employees have a sense of that. Lawler (2007:21) argues that organisations, especially, the public service, need people who can bring about desired improvements. Issues such as lack of succession planning, poor handling of performance management, lack of training and absence of skills development, bring the public service to a downfall since people who aspire to attain better skills tend to look out for better opportunities and thus open a gap in the delivery of quality service. In actual fact, it is clearly visible that there is more that needs to be done in the public service as competent people are slowly shifting to the private sector due to too much bureaucracy.

Researchers, Hodgson *et al.*, (2007:367) highlight the importance of valuable leadership in increasing staff motivation, self-esteem and commitment in the UK public service. In contrast, despite the fact that there has been change in Australia beginning the 1980s,

(Bradley & Parker, 2006:89-90) stated that the Australian public and private sector are less positive about management and less likely to believe that those in power can be trusted. They stated that though the continent followed world trends in introducing policies and structures once considered the norm in the private sector, public service employees reported lower participation, influence over hours and access to management information than in the private sector. They further stated that the employees in the Queensland public service still saw their organisations as bureaucratically emphasising rules and procedures. This is unfortunate because trust in senior management has been found to be positively associated with satisfaction, job security and affective commitment to the organisation.

According to Lindorff (2009:429), female public service managers are the most positive about high performance when coming to applying HR policies and practices as compared to their male counterparts and this was found to have created more transactional psychological contract in an organisation. This brings uncertainty on the capability of leadership on males, who tend to dominate the public service and raise questions such as: are male counterparts' too political, biased or ignorant of critical aspects such as psychological empowerment which tends to be an imperative of a well-balanced and healthy working environment. An example of a study carried out on the French public service by Demuijnck (2009:88) to evaluate issue of fairness in HR practices, found that applicants with North African surnames received three times fewer invitations for an interview than the white French candidate. It was clear that the higher perception society had of the job, the higher the unfair procedures became. Though the question of fairness is still unclear, managers were encouraged to focus on strategy, innovation, entrepreneurship, leadership and flexibility. As opposed to this, high-performance HR practices in the private sector are believed to develop the required approach, which is flexible and responsive, from all managers.

Literature suggests that private sector ways are not viewed as the best whereas public service policies and procedures are perceived as efficient since the public sector is regulated. The question one can ask is whether this can be true, since there is a clear observation of perceptions of inadequate policies, unfairness and politically led practices in the public service. Evidently, a study by Morris and Farrel (2007:1575) has shown that public service work is pressured as opposed to the private sector. On a similar note, a

study in Sweden (Harenstam *et al.*, 2004:305) describes how working conditions have deteriorated more in the public service than in the Swedish private sector. This was probably caused by changes in the public service since high performance HRM requires substantial change in areas such as structures, goals, processes, employment relationships, values, culture, roles and responsibilities. This reflects the need to shift from the traditional way of doing business into the modest practices that are globally recognised. This will promote a culture of competition which tends to be an awakening factor to most organisations since no one accepts being left behind. However, there are instances where HR practices are not yet in line with this.

A study carried out by Noblett *et al.*, (2006:335) revealed that unrewarding management is a sign of unfair treatment, absence of recognition and feedback as well as tight organisational resourcing. It is strongly associated with increased strain, mainly in the public service where there seem to be lack of good HR practices. This is an indication that there is a global challenge on how the public service is affected by HR malpractices. In conclusion, sound management and fair practices work together for a better future that reflects back to the way HR practices are been carried out. A fair or unfair implementation of HR practices can affect employees psychologically and will either empower or disempower them. The combination of compliance, ethical code and strong ethical leadership is a necessity but seems insufficient to combat perceptions of unfairness, thus implying that organisations have a moral obligation to do more. Moreover, Kalev *et al.*, (2006:590) stated that a lot is known about the disease of workplace inequality, but not much about the cure and mere fact that practices are designed and implemented does not imply that inequality is automatically reduced.

2.6 HUMAN RESOURCE MANAGEMENT PRACTICES IN A SOUTH AFRICAN PERSPECTIVE

The Senior Management Service (SMS) of the South African public service is required to provide the necessary leadership to ensure that the South African government's agenda for transformation is sustained and achieved, through a human resource paradigm that is fundamental to transforming service delivery in the country. However, the SMS is currently being confronted with certain human resource challenges (Sing, 2012:1). Some of the challenges relate to the leaders' ability to abide with the expected honesty and

integrity. The constitution requires that a high degree of professional ethics be promoted and maintained. In fact, the South African public service is guided by the 1996 constitution's proclamation of a rights-based human resource management practice which advocates constitutional values that underpin the mission of the public service. Horwitz *et al.*, (2002:1105) stated that South African human resource practitioners see the most important workplace challenges only as performance improvement, employment equity, training and development as well as managing trade union expectations. This brings attention on the question of the employees' wellbeing: Is the sense of feeling psychologically empowered among employees not significant in the South African public service? A human resource perspective considers empowerment as a means of enhancing human potential and developing competence, while psychological empowerment has to do with the subjective experience of empowerment. Furthermore, empowerment is conceived as an organisational development strategy as it is easily confused with empowerment in the political sense, and this predisposition towards the empowerment of others could be the ultimate sign of psychological empowerment, which might not necessarily be described as cognition, but rather a concern that manifests in behaviour. In the South African context, the pressures of employee commitment, team encouragement and other flexible work practices that require a multi-skilled workforce, are particularly accentuated, as firms face the immediate challenge of moving beyond the comfortable practices of the past engendered by closed markets and an overly interventionist state (Wood & Els, 2000:113).

According to Visser (1992:40) HRM in South Africa is still heavily influenced by unions which copy a powerful force in the transitional economy of this country. This is true in the sense that union representatives are often present in all the employment interviews taking place in government structures. Since the representation of a union member is to ensure fair procedure, one might ask if it is really serving that purpose as the final decision for appointing a candidate rests with senior management; a process that excludes the union member. It will only then be fair to say that the union is only there to observe how the process is being run. Similarly, Blyton and Lucio (1995:272-278) state that the country's workforce is heavily dependent on the character of industrial relations and especially trade union organisation, and that although British employers have been relatively successful in bypassing such structures through creation of alternative structures such as teamwork, unions in the South African context have been relatively successful in retaining a major

say in the implementation of new managerial strategies. As was formerly the case with Britain, South African unions have the capacity to impact on the social reconstruction of skills and deployment via shop-steward- based union structures. South African firms therefore have to re-examine the unitary interpretation of HRM, and given the prevailing realities, seek more pragmatic, flexible solutions and take into account the realities of power relations at the workplace.

A study carried out in the Eastern Cape Province (South Africa) by Wood and Els (2000:116) found that HRM managers performed traditional personnel functions, and that in one case, the HR practitioner was referred to as the HR officer, and not accorded the managerial status. This implies that HRM practitioners were assigned administrative tasks. They had no say in company decision making and the firms lacked long-term HR strategy but were rather dealing with issues on an ad-hoc basis as they arose. Anything to do with HRM was seen as of little importance and employees were considered as problems than potential assets. They also found out that HR departments were rather dealing with alcohol abuse among employees and monitoring sick leave instead of dealing with their more relevant issues. This brings a picture that HR functions were assigned to top managers who were not necessarily dealing with HR issues. In the new South Africa, one can concede to pivotal changes that have taken place, however, a lot is still to be done since human resource, a crucial part of every day running of an organisation, is still not up to standard as a result of poor management and a highly politicised country. However, HR practitioners in South Africa strongly believe in the importance of their work, though many organisations seemed to feel that it is a peripheral role. This can be true in the sense that those in leadership seem to not to draw the lines between their duties. For example, there are instances where those in the public service's positions of authority interfere with HR processes which becomes another factor hindering the smooth and proper administration of HR duties.

The theory of Foucault and Poster (1984:147) suggests that there is generally imperfect knowledge as to what constitutes HRM and how the presence of employee collectives might be reconciled with more individualistically oriented strategies for flexibility. For example, the study carried out by Scheffler *et al.*, (2009:849) and Delobelle *et al.*, (2011:372) concluded that the health systems in South Africa face a serious human resources crisis, with recent estimates pointing to a shortfall of more than half a million

nurses and midwives needed to meet the Millennium Development Goals of improving the health and wellbeing of the sub-Saharan Africa population by 2015. This is caused by migration of nurses to developed countries such as the United Kingdom in search of improved work conditions, nurse staffing ratios, better pay and improved career prospects (Dovlo, 2007:1374). It is therefore clear that a lot has to be done on how HR practices are carried out in South Africa so as to empower employees psychologically. This taken seriously will eliminate many challenges such as losing much skilled individuals faced by the public service.

The public service in South Africa shows that unfair practices have exerted direct and indirect effects on public servants as noted in the prevalence of conditions such as absenteeism, low morality, lack of commitment and attrition. Ehlers (2006:657) also alluded to low job satisfaction as an antecedent to turnover and as the most frequently cited factor for unfair practices. This reverts to a theory of Maslow (1954), who classified needs as growth and deficiency needs clustered around the notion of hierarchy ranging from the basic survival and safety needs, through a sense of belonging and self-esteem to higher order needs such as self-actualisation. Furthermore, Herzberg (1966) approached the concept of motivation through the satisfaction of human needs, and distinguished between intrinsic factors or so-called 'job satisfiers' and extrinsic factors or 'job dissatisfiers'; the needs which seem to be overlooked in the South African public service ,hence too many problems observed. Though various research had been conducted in South Africa on human resource management, there is still more room for further research to examine issues affecting the smooth running of HR departments.

2.7 FAIRNESS IN HUMAN RESOURCE MANAGEMENT PRACTICES

The job of human resource managers requires that they confront issues of fairness and perceived injustices in the workplace (Skarlicki & Folger, 2003:1). The management of human resources entails making decisions that affect its employees. In a normal working environment, not all employees are happy with every decision taken by managers. Some employees will believe that a certain decision did not reflect the fairest possible allocation of their organisation's resources such as pay, promotion and benefits. Such perceived unfairness is known as distributive justice (Adams, 1965), which entails a mismatch between deserved allocated resources that employees have and to those which they

believe they are entitled to. The formulation of the concept of procedural justice (Thibaut & Walker, 1975) not only extended the range of theorising and research on fairness at work but also provided a potential source of comfort for human resource managers who overwork themselves over the impossibility of allocating resources, so as to meet every employee's idea of fairness. Their evidence provided that people who receive an outcome considered to be unfair, such as less pay, do not always froth with extreme hostility directed towards the HR person. Instead, their response in the aftermath of allocation decisions are moderated by their perceptions of procedural fairness associated with organisational decision-making about resources. However, interactional justice brings about the manner in which managers treat employees. This is supported by Crashaw (2006:101) when he indicated that employees should be treated in an interpersonally sensitive way. The best token of appreciation to employees has always been to show them politeness and respect, even if they are at fault. Providing them with explanations disagreeable subjects is the most important part of HR fairness. Such feedback will always reflect their value in an organisation and ultimately bring upon outcomes such as job satisfaction.

According to Zientara and Kaczynski (2009:42) and Bakhshi *et al.*, (2009:145-146), job satisfaction is a global feeling about the job or a related constellation of attitudes about various aspects of the job. Job satisfaction is found to serve as a strong predictor for employee behaviour such as commitment, motivation, absenteeism, quitting intentions and other affective responses to aspects of the job or the employer. In essence, job satisfaction and organisational commitment determine certain workplace behaviour that underpins work effort in particular. For example, their presence tend to bring about stability in the work place, a sense of belonging and employees feel that they form part of organisational achievements when they get involved in the decision making processes. Thus, organisational justice perceptions strongly affect employees' attitude and their sense of commitment depending on whether they are satisfied with the job or not.

The above assertion is supported by Lange, *et al.*, (2010:2438); Biswas and Varma (2007:665) who argue that if organisations are to extract optimal performance from their employees, they must create an environment whereby employees derive intrinsic and extrinsic social satisfaction. Intrinsic satisfaction can be achieved through certain individual aspects such as motivators, achievement, advancement and responsibility. It

also serves as a moderating factor of job satisfaction. The extrinsic factors on the other hand can be traced to several factors that refer to working conditions, measures of job security and rates of pay. Such factors play a vital role on individual upliftment and can possibly bring about a sense of belonging when adhered to. Research conducted on the Indian public and private sector on the white-collar service sector by Lange *et al.*, (2010:2445-2446) has shown that both intrinsic and extrinsic job rewards including pay, promotion opportunities and permanent contract, played an important role in shaping the Indian employees' job satisfaction, over and above that, extrinsic rewards had a significant influence. Subsequently, a study on Chinese management (Yang, 2010:609) reflects that job satisfaction was affected by factors such as the work environment, the nature of job and the rewards associated with the job itself. However, Brown *et al.*, (2008:355) highly disputed that blue-collar employees viewed fairness in relation to compensation methods, which is a crucial factor for their job satisfaction. It explains why when employees feel that they are being treated fairly, they develop a sense of commitment, trust, satisfaction and control. Such employees rate fairness on the basis of comparison of own payoff ratio of outcomes such as pay to inputs which are based on effort or time. The method of distributing such rewards can play an important part of job satisfaction and as a result, low levels of turnover might become prevalent. This brings a question on how does lack of satisfaction due to unfair practices affect employees' psychological wellbeing in the public service? Are there any measures that can be put in place to curb this, such as training and development, job meaningfulness through engagement, friendliness, training programmes (from early stage) job security and compensation, igniting self-esteem, locus of control, self-efficacy and emotional stability.

Researcher, Creager (2011:506) states that when employees experience strong positive feelings they feel more connected to their own culture, get acculturated and thus contribute to increased self-efficacy, positive experience and satisfaction. Contrary to this, Pugh *et al.*, (2011:377) and Conway *et al.*, (2011:267) stated that, the experience of emotional dissonance and implementation of emotional labour strategies at work, negatively affects employee well-being and job satisfaction, and argued further that the psychological breach negatively affects employees' sense of affective well-being, job satisfaction and organisational commitment. In essence, it can be conceded that career autonomy, job security and perceived fairness in the workplace increases job satisfaction and employee commitment, and when a sense of job satisfaction is experienced, there are reduced

employee turnover intentions. This might be the case in the South African public service where unfair practices are observed continuously, an environment which tarnishes service delivery as a core principle. Lambert (2011:695) states that employee satisfaction is influenced by the degree to which the psychological contract facilitates employees' personal needs, leading them to conclude that "what is delivered matters more than what was promised".

2.8 CONSEQUENCES OF UNFAIR HUMAN RESOURCE MANAGEMENT PRACTICES

Human resource management practices, depending on how they are carried out, may improve organisational performance through developing committed employees who carry out their job tasks in ways that are consistent with organisational goals (Gong *et al.*, 2009:263). This suggests that committed employees will display lower turnover intentions and absenteeism; they will have higher task performance and will be of assistance to others. As a result, practices such as recruitment, interviews, selection, training and downsizing, severely affect employees' psychological well-being if they are carried out unfairly. It is therefore crucial to acknowledge that the systems of HR practices shape the nature of a firm's exchanges with its employees who might reciprocate with different types of commitment to the firm. In particular, Lavelle *et al.*, (2007:841) points out that when a particular party is treated unfairly by another, the situation undermines the possible formation of a social exchange relationship between the parties, especially by the unfairly treated. However, they indicate that perceptions of fairness have been positively associated with favourable employee attitudes and behaviours including trust in management, organisational commitment, organisational support and citizenship behaviour. Chiaburu and Lim (2008:455) also concur that perceptions of unfairness are associated with turnover and filings of lawsuits. This tends to be common in the South African public service, where court cases are common due to perceived unfairness, improper handling of disputes, consequences of unfair appointments and the result of a human resource management that seems to be incompetent. At times employees might not go the court route but rather impose retaliatory or counter-productive work behaviours which include taking extended breaks, spreading rumours, damaging property and theft. In this regard the perspective of justice suggests employees pay special attention to identifying the individuals or parties accountable for treating them in an unfair manner.

A study by Pfeffer (2007:115) shows that workplaces are showing pervasive job dissatisfaction, distrust and disengagement, with evidence suggesting that these problems are getting worse and have a number of negative consequences for employers and employees. Such consequences might arise due to a management style that is dominated by unfair practices that affect job satisfaction and job attitudes which are both substantively and statistically significant predictors of a number of dimensions of organisational performance. It might be an indication that when employees feel unfairly treated, they experience feelings of guilt and depression, reduced satisfaction and commitment to the job and the organisation and they are more likely to leave as a result of those unfair actions. Therefore, as Green (2008:2); Kalmi and Kauhanen, 2008:430) stated that perceptions of fair procedures and outcomes can virtually eliminate the negative psychological reactions.

The Conference Board Surveys (2005) conducted on 5000 U.S.A households have shown that job attitudes, employee engagement and work behaviours such as absenteeism and turnover are dismal in the United States and UK and possibly elsewhere in the world. The survey found that 67 percent of employees do not identify with or feel motivated to drive their employer's business goals. According to the survey, a quarter reported that they were just showing up to collect a pay-check, and almost half said that they felt disconnected from their employers. These results are not surprising. Osterman (2006:193) argued that the causes of such negative workplace attitudes are reasonably well known. They all refer to unfair human resource practices which tend to dismally affect employees' wellbeing and their sense of belonging, cause psychological distress and reduce their commitment to the job itself and the organisation. Osterman further states that in many instances, unfair practices by senior management makes employees feel that the implicit or explicit promises made to them are broken, therefore affecting the psychological contract. This perception of broken trust, can increase the reluctance of employees to believe what the company promises. An enormous body of research that includes Cascio (2006:241) and Shaw (2006:227) indicate that how people are managed affects quality, profitability, productivity, and total return to shareholders. They derive their social identity through their affiliations and they are concerned about fairness and justice and as a result of this, employees tend to "punish" those who violate norms of fairness. In essence, the ideas of fairness to employees imply that they expect to benefit, either

through fair treatment when their efforts improve the organisation's status or performance.

Taylor and McGraw (2006:232) suggest that perceived control over decision-making is a major source of conflict between employees and human resource managers. Similarly, Lavelle *et al.*, (2009:2422) argue that the source of justice is important in an organisation as fair treatment can affect the extent to which employees' direct positive attitudes and behaviours towards the source, and can eliminate consequences of unfair treatment since it conveys to employees that they are in a high quality social-exchange relationship, respected and valued by the employer.

2.9 CONCLUDING REMARKS

The chapter outlined an overview of the definition, characteristics and importance of human resource management practices. The organisational justice theory, on which this study is based, was discussed in detail. Lastly, reference was made to the issues of fairness in HRM broadly, and specifically in the South African public service.

CHAPTER 3

THE CONCEPT OF PSYCHOLOGICAL EMPOWERMENT

3.1 INTRODUCTION

Chapter two discussed the concept of human resource management. Literature indicates that human resource management practices are the primary means through which organisations can influence and shape skills, attitudes and employees' behaviours and enable them to achieve organisational goals. Chapter two also considered the theory of organisational justice, especially evaluating how decisions and the type of decisions taken by senior management can have an effect to employees' perceptions of fairness. The employees' perceptions on the fairness of how HR practices are carried out, their effects on their psychological empowerment and the outcomes thereof, such as job satisfaction, individual commitment and motivation, are of special interest in this research. The extent to which fairness in HR practices affect employees, impacts on their quality as 'assets' needed to improve service delivery in the public service.

This chapter seeks to explain the concept of psychological empowerment as it is used in this study. The importance of psychological empowerment and its approaches, antecedents and consequences are discussed in order to provide a description of the prevalent set of behaviours and attitudes as found among employees who perceive unfair practices and are not psychologically empowered. The relationship between human resource management practices and psychological empowerment are also be discussed in this chapter. The presented issues and arguments will provide an indication of the HR practices that are identified by literature as important in promoting a sense of psychological empowerment among employees.

3.2 DEFINITION OF PSYCHOLOGICAL EMPOWERMENT

Psychological empowerment is a motivational construct linked to the development of beliefs and feelings of self-confidence, self-reliance, self-strength, dignity and sometimes ability to make own choices among employees of an organisation (Menon, 2001:153). It exists when employees perceive that they have control over what they do. It is a condition

predicated on employees' perceptions of their jobs and work environment and is manifested in a set of four cognitions reflecting the individual's self-orientation to his or her job role. These cognitions are: meaningfulness (the perceived value of the task or goal), impact (the degree to which behaviour accomplishes the purpose of the task), competence (self- efficacy) and choice or self-determination (the degree to which individuals perceive that they have a choice in initiating and regulating actions) (Wagner, *et al.*, 2010:449). Empirical evidence from studies on the private sector has shown that psychologically empowered employees are show high levels of job satisfaction and easily internalise organisational goals (Oladipo, 2009:119), develop positive attitudes towards their organisation (Castro, *et al.*, 2008:1843) and develop high levels of organisational commitment and job performance (Hancer & George, 2003:5; Houghton & Yoho, 2005:66; Joo & Shim, 2010:425). Although these studies are focussed on the private sector, Ayree and Chen (2006:794) argue that the same behaviour outcomes are equally important within the public service environment where the issue of service delivery emanating from happy employees, is emphasised. The problem, however, is that studies such as, Oladipo (2009:121) have shown that public service employees are not usually free to use their own discretion when executing duties; are sometimes not capable of doing their work; do not have common work values and ethical conducts, and sometimes have negative attitudes towards their work. Studies linking these findings to particular organisational practices such as human resources are still very limited.

3.3 PSYCHOLOGICAL EMPOWERMENT THEORY

The term "empowerment" is not only a product of management theories as it is also derived from psychology and sociology (Fourie & van Eeden, 2010:7). Early theories by Harter (1978:34) and Kanungu (1988:484) define empowerment as a process of enhancing self-efficacy, control over the environment, motivation and competence versus inferiority among organizational members through the identification of conditions that foster powerlessness. Subsequently, Bandura (1977:191) explains empowerment as the experience of mastery arising from effective performance. All the above explanations contain different insights as to what empowerment entails. However, they do not explain the psychological matters of the concept. It is therefore fair to state that empowerment relates to individuals' behaviours as a result of how they perceive management actions or their sense of reaction, negative or positive, pertaining to their working environment.

Empowerment is a state of mind that is triggered by whether an individual reacts positively or negatively to their working environment and their individual behaviours in relation to whether they are satisfied or not with the way they are being treated.

According to Carless (2004:406) there are two distinct, yet related theories of psychological empowerment (Hardy & Leiba-O'Sullivan, 1998:453 and Spreitzer, 1997:17) which comprise of relational and psychological approaches to empowerment. Early theories by Spreitzer (1995a:1443), Thomas and Velthouse (1990:670) and, Conger and Kanungu (1988) indicate that the relational theory is characterised by practices that decentralise power by involving employees in decision-making, and the psychological or motivational theory proposes that empowerment is “a constellation of experienced psychological state”. In view of this, the psychological state tends to have less emphasis on the delegation of power, but rather advocates open communication, inspirational goal-setting and thus promote encouragement and feedback in an effort to increase employee commitment and involvement. However, Spreitzer (1997:32) believed that though the two theories are similar, the psychological approach is broader and may be an outcome of the relational approach. The founders of this theory (Conger & Kanungu, 1988:472) and Thomas and Velthouse (1990:666) developed a model of empowerment in which they proposed that there are four psychological cognitions that contribute to enhanced intrinsic motivation. These four cognitions are: meaningfulness, competence, choice and impact. However, Spreitzer (1995a) extended this model by developing a scale to assess these four cognitions. Spreitzer renamed meaningfulness to “meaning”, and choice to “self-determination”. The author further refined these four dimensions as follows:

- a) Meaning: It involves a fit between the needs on one's work role and one's beliefs, values and behaviours (Hackman & Oldham, 1980).
- b) Competence: It refers to self-efficacy specific to one's work, or a belief in one's capability to perform work activities with skill (Gist, 1987:473; Bandura, 1989:1176).
- c) Self-determination: It is a sense of choice in initiating and regulating one's actions (Deci, *et al.*, 1989). It also reflects a sense of autonomy or choice over the initiation and continuation of work behaviour and processes (Bell & Staw, 1989).
- d) Impact: It is the degree to which one can influence strategic, administrative, or operating outcomes at work (Ashforth, 1989:208).

Spreitzer (1995:1443) further indicates that if people have discretion to make decisions (self-determination) but do not care about the kinds of decisions they make (they lack a sense of meaning), they will not feel empowered. Alternatively, if people believe that they can make an impact but as if they do not have the skills and abilities to do their job well (they lack a sense of competence), they will not feel empowered as well. Thus, employees feel psychologically empowered when they experience all four psychological states (Spreitzer, 2007:8). In this way, empowerment is the “gestalt” of the four dimensions.

3.4 ANTECEDENTS OF PSYCHOLOGICAL EMPOWERMENT

Researchers (Ayree & Chen, 2005:795) stated that empowered employees tend to reflect group maintenance behaviour such as trust, openness, co-operation, and consensus in decision-making, satisfaction and task performance. Indications are that in-group subordinates tend to enjoy leadership techniques such as negotiating latitude, access to information, support and job challenges. These lead to satisfaction, higher levels of task performance, and lower levels of psychological withdrawal behaviour due to motivational effects and perceptions that enhance senses of impact on outcomes at work. This indicates that individuals who feel that their work is meaningful, experience control or self-determination at work, have confidence in their job related competence, and an impact on others through successful completion of job responsibilities. However, they may be more intrinsically motivated and less likely to demonstrate neglect behaviours at work. In contrast, Demir and Rodwell (2012:377) demonstrate that stressed employees are more likely to make errors, which might lead to co-workers having negative attitudes and retaliating with negative behaviour or they might lack job resources needed to resist negative feelings.

According to Bakker and Demerouti (2007:309); Schaufeli and Salanova (2007:135), the presence of psychological empowerment initiates a motivational process on individuals that leads to engagement at work, willingness to exert high levels of energy and mental resilience towards a task, dedication and absorption, a sense of significance, enthusiasm, and have a sense of pride and challenge. Kühnel *et al.*, (2011:184) showed that individuals' perceptions of the psychological climate, positively relates to work psychological wellbeing, therefore leading to the building of strong relationships between

perceived job control and outcomes such as job satisfaction (Humphrey *et al.*, 2007:1332). However, research by Thatcher *et al.*, (2006:133) argues that acquiring skills is of importance in encouraging an individual's deeper level of commitment to the job in which they participate. Therefore, the ability of an employee and extrinsic motivation (desire or intention to exert effort towards some goal that is apart from the work itself) are positively related to their commitment which brings about outcomes such as trust, confidence and self-empowerment. When employees experience the above behaviours, they become committed. They will be having a sense of emotional connection with their organisation therefore, become active participants who are capable of developing long-term relationships. They further tend to look forward to achieving goals and values. Chang *et al.*, (2010:673) and Choi (2007:467) agree that employees' sense of commitment is capable of dealing with their negative behaviour such as job avoidance and defiance. According to Ghani *et al.*, (2009:161) the negative behaviours are the significant predictors of psychological empowerment.

The above shows that employees are willing to work together if they have been developed. Therefore, psychological empowerment predicts 'change oriented' behaviours such as developing a strong desire to remain with an organisation and contribute more towards one's work. When employees are competent and have a sense of meaning, they develop a sense of responsibility, autonomy, and satisfaction that is derived from the accomplishment of difficult tasks. They effectively interact with the environment and ensure the organisation's continuance, as they have access to information. The availability of resources and the individual support they receive from the organisation makes them to develop a sense of trust in the employer, which affords them an opportunity to learn and develop.

3.5 CHARACTERISTICS OF PSYCHOLOGICALLY EMPOWERED EMPLOYEES

The dimensions of psychological empowerment, attitudes, characteristics and behavioural tendencies, provide organisations with a profile of a psychologically empowered employee that would enable organisations to craft effective empowerment efforts. Spreitzer (1995a:1442; 1995b:601); Quinn and Spreitzer (1997:37) devised a model with four cognitions as the basis for empowerment. The authors describe these four cognitions as fundamental beliefs and personal orientations that lead to the creation of empowered

employees. Empowered employees show a sense of **competence** in their work and become confident in their ability to perform work activities with skill. They tend to have a sense of **meaning** for they feel that their work is of importance to them and this leads them to develop a feeling of **self-determination**. Self-determination reflects a sense of choice in orchestrating their actions as they become autonomous over the progression of their work activities. They are able to make decisions about work methods, pace and effort. Empowered employees also acquire a sense of **impact**, for they believe that they can influence their work unit and strategic administrative outcomes, and that others can take note of their ideas.

In the current South African socio-economic and political arena, empowerment policies are based on the premise that employees are empowered when they are appointed to a position and when their skills are developed according to the competencies that are required. However, a consideration of the real sense of psychological empowerment shows that there are certain aspects that employees have to reflect, such as the view that they should not perceive their work situation as a given, but rather as something that they are able to shape. Ablett and Jones (2007:734) state that employees who do not show any form of resilience are not psychologically empowered. Resilience is an important characteristic of empowerment as it gives the ability to bounce back after a failure. It suggests that employees who see failures as learning experiences and problems as challenges are able to maintain optimism in the face of difficulty and are results-oriented. They are able to contribute to the empowerment of others, are aware of behavioural options open to them, set goals for themselves and know the resources that are need to achieve as well as being proactive and making use of opportunities to gain exposure.

Evidently, Alge *et al.*, (2006:223) found that psychological empowerment mediated the relationship between information privacy and extra-role behaviour as well as creative performance. Raub and Robert, (2010:1750) also found that challenging extra-role behaviours require that individuals adopt an active orientation towards their work roles, and such an active orientation is a characteristic of employees who feel psychologically empowered. Being psychologically empowered therefore provides an important source of autonomous motivation. Thus, when employees feel that they are psychologically empowered, they internalise the values associated with engagement in autonomous, self-determined activities. As a result, they are likely to engage in challenging extra-role

behaviours not because they feel incentivised or obliged to do so by powerful social norms, but because they perceive that such behaviour is an integral part of their sense of self, and are thus self-determined.

According to Gagnè and Deci (2005:332) one of the characteristics of psychologically empowered employees is that when they see an opportunity to improve customer service they will seize it, and when they observe counterproductive procedures they will make constructive suggestions for improvement. Psychologically empowered employees engage in these behaviours because they are aligned with the perceptions of themselves as active contributors who take initiative. To support this idea, Fourie and van Eeden (2010:22); Ryan and Deci (2006:1558) and Simoni *et al.*, (2004:222) argue that employees who are low in psychological empowerment might ignore opportunities to engage in such behaviour such as constructive suggestions for improvements. Therefore, positive minded employees are dependent, able to overcome any setback, believe that they are effective and do not imagine their own failure, and therefore, will always remain psychologically empowered.

3.6 HUMAN RESOURCE PRACTICES AND PSYCHOLOGICAL EMPOWERMENT

Human resource researchers (Chiang & Hsieh, 2012:182; Zhu, *et al.*, 2004:20; Stander & Rothmann, 2010:8) agree that lack of psychological empowerment aggravated by negative perceptions of fairness of human resource practices, can be the source of job insecurity and lack of engagement among employees in the work place. Related studies carried out in Namibia by Stander and Rothmann (2010:2) and across different departments in the public service in Korea by Baek-kyoo and Shim (2010:425) revealed that employees cannot develop a high organisational commitment if they perceive some unfairness in organisational practices. Such employees normally develop two psychological conditions, namely: psychological meaningfulness and psychological availability. These conditions are predicted by certain unfavourable aspects on the relationship between a sense of psychological empowerment and human resource practices. Political interference also plays a major role in affecting employees psychologically, and this has been noted to be a challenge in countries other than South Africa. For example, a study by Onyishi and Agbo (2010:3050) on the Nigerian public service revealed that unfair HR practices, which are highly politicised, undermined employees' personal development. This form of action,

denied them a sense of psychological empowerment. Contrary to these studies, findings by Al Zahrani (2012:41) from a study on the Saudi Arabian Telecom Company found that fair human resource practices such as consulting referees and merit short listing led to employees feeling a sense of being psychologically empowered. All these studies indicate that carrying out human resource practices, fairly or unfairly, in different contexts, can result in different employee behaviour outcomes that impact on the development of the workers' sense of psychological empowerment.

3.7 CONCLUDING REMARKS

The chapter discussed the concept of psychological empowerment and made an overview of its origins and background. Various definitions of the concept were also examined. The antecedents of psychological empowerment and theories and characteristics of psychologically empowered employees were explained, and finally the relationship between HR practices and psychological empowerment was discussed. The next chapter focuses on the methodological aspects of the study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapters reviewed the literature on psychological empowerment with specific reference to the theory, antecedents, characteristics of psychologically empowered employees and the relationship between HR practices and psychological empowerment itself. This chapter presents the research design, the target population, sampling procedure, data collection and data analysis. Before proceeding to the methodology applied, it is considered important to first review the problem under investigation as well as the specific research questions.

4.2 RE-STATEMENT OF THE RESEARCH QUESTIONS

To recap, as stated in chapter 1, the purpose of this study is to investigate the relationship between perceptions of fairness in HR practices and employees' sense or feelings of psychological empowerment in order to assist public service management improve the way they carry out their HR practices, which according to the researcher has ramifications on service delivery. The main research question which guided the investigation is: how do perceptions of fairness in human resource management practices in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, affect employees' psychological empowerment (meaning, competence, impact and choice)? The following are the key research questions that are addressed by the study:

- a) What perceptions do employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, have on the HR practices with regard to fairness?
- b) To what extent do employees within the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered?

- c) What is the extent of the relationship between employees' perceptions of specific HR practices and their sense/feeling of being psychologically empowered?

4.3 RESEARCH OBJECTIVES

As stated in chapter 1, the main objective was to investigate the relationship between employees' opinions on fairness in human resource management practices and their feelings/sense of being psychologically empowered, using the Department of Co-Operative Governance and Traditional Affairs, Bloemfontein, as a case study. The main objective was achieved through the following subsidiary objectives:

- a) To determine whether employees in the Department of Co-operative Governance and Traditional Affairs regard HR practices as fair.
- b) To determine whether employees within the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered.
- c) To establish whether there is a relationship between employees' perceptions on fairness in human resource practices and their feelings/sense of being psychologically empowered.
- d) To establish whether there is a relationship between employees' perceptions on fairness of specific human resource practices and specific sub-dimensions of psychological empowerment.
- e) To recommend best fairness practices that can be used to improve the level of psychological empowerment among employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, for the effective delivery of services.

4.4 RESEARCH DESIGN

Research is described as a procedure in which the researcher systematically attempts to find the answer to a research problem (Mouton & Marais, 1996:15). Mouton further explains two basic principles of research methodology and design, which are: to provide answers to research questions and to control experimental variance. Terre Blanche *et al.*, (2006:34) postulate that research design refers to the strategic framework that serves as a link between research questions and the execution of research. From the above, a research design can be explained as a systematic plan to study a scientific problem. The

design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic) and sub-type (descriptive-longitudinal case study), research question, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan.

In terms of the actual design, the study adopted the case study correlation-descriptive type. A correlational study determines whether two or more variables are correlated. The choice of the design is based on the intention to describe the way the variables, tested within a specific case (employees of a government department) are correlated. This will study whether an increase or decrease in one variable (perceptions of HR practice) corresponds to an increase or decrease in the other variable (sense or feelings of psychological empowerment).

4.4.1 Research Paradigm

The study was conducted 'mainly' within the logical positivism, known as the positivist paradigm (Welman *et al.*, 2005:6) which underlies the natural scientific method in human behavioural research and holds that research must be limited to what can be observed and measured objectively. Positivism emphasises the objectivist approach to studying social phenomena and gives the importance to research methods that focus on quantitative analysis. The main reason for choosing the positivist paradigm, with its corresponding philosophical assumption, is based on the researcher's generation of hypotheses and quantified perceptions of the two variables under investigations. The generation of hypotheses and quantification of responses are some of the main characteristics of the positivist paradigm.

4.4.2 Research Approach

The quantitative research approach was chosen for this study because it is associated with the chosen positivist paradigm. Quantitative research usually involves collecting data using a Likert scaled questionnaire and converting data into numerical form so that statistical calculations can be made and conclusions drawn (Terre-Blanch *et al.*, 2006).

4.5 TARGET POPULATION

Population in research refers to the total number of objects, individuals, groups, organisations or human products in a study (Struwig & Stead, 2001:110). Benerjee and Chandhury (2010:60) define a target population as an entire group about which some information is required to be ascertained. For the purpose of this study, the population consisted of full-time employees within the hierarchical structure from level 5 to level 12, as determined by the South African public service salary structure policy, in the Department of Co-operative Governance and Traditional Affairs in Bloemfontein. Levels 5-12 staff are involved with operational and/or implementation job asks. Their total number was two hundred and eighty four (N=284). Employees in these levels were chosen because they are the ones who implement HR decisions as determined by senior managers in the department where the study was conducted, and a cursory observation by the researcher suggests that they are the ones mostly affected by such decisions.

4.6 SAMPLE AND SAMPLING PROCEDURE

4.6.1 Sample

It is common in research for the researcher to determine the population of the study. This consideration helps in deciding whether to use the entire population of elements to be studied or only a sample of elements. A sample as defined by Benerjee and Chandhury (2010:60) as any part of the fully defined population or simply a sub-set of the population. It is further defined by Gray (2004) as a set of objects, occurrence or individuals selected from a parent population for a research study. In research, a sample (n) is usually drawn from the population in which the researcher is interested. Spatz and Kardas (2008) point out that the selection of a sample should be done according to sound scientific guidelines. In other words, the entire population should be carefully framed so that the findings from the chosen sample can be generalised to the entire population, if the study follows a positivist paradigm as in this case. The determination of sample size is usually a function of the purpose of the study, the degree of accuracy one wishes to estimate the population parameters and the extent of level of variation with respect to the main variables under study (Kumar, 2011:210). The larger the sample, in quantitative research, the more accurate the researcher's estimate. In this study, the determined sample size was 190 employees, after using a sample size calculator at 95% confidence interval, and a

population of 284.

4.6.2 Sampling procedure

The sampling theory in research has been developed to suggest ways on how to draw scientific samples, that is, samples that are random and representative of the population and whose findings can inform us more about the population in general. Leedy and Ormrod, (2005:198) define sampling as a process whereby some elements are selected from a population, and the resultant is a sample. This study used the probability sampling method in which every element has a chance of being chosen and included in the sample (Kumar, 2011:199). There are a variety of probability samples that researchers may use. These include simple random samples, systematic samples, stratified samples and cluster samples. Though many of these sampling techniques could have been used, the most appropriate for the present study was the proportional stratified sampling method. Stratified sampling is only possible when it is known what proportion of the study population belongs to each group of interest. An advantage of stratified sampling is that it is possible to take a relatively large sample from a small group in the study population. This makes it possible to get a sample that is big enough to enable researchers to draw valid conclusions about a relatively small group without having to collect an unnecessarily large (and hence expensive) sample of the other, larger groups. However, in doing so, unequal sampling fractions are used and it is important to correct for this when generalising our findings to the whole study population (Holt & Gillespie, 2008:252).

For this study, each of the 8 levels of operational staff employees was taken as a stratum. In this study, the number in each stratum was as follows:

- a) Level 5 employees: 34
- b) Level 6 employees: 19
- c) Level 7 employees: 105
- d) Level 8 employees: 37
- e) Level 9 employees: 27
- f) Level 10 employees: 03
- g) Level 11 employees: 36
- h) Level 12 employees: 23

From here the sample for each stratum was determined proportionally in accordance with the total number of employees for each level. Starting from the level with the lowest number of employees, it means for everyone employee from level 10, there were two from level 6, three from level 12, four from level 9, five from level 5, six from level 11, seven from level 8 and eight from level seven. With these determined samples for each level, 16 employees from level 5, nine from level 6, 94 from level 7, 19 from level 8, 14 from level 9, one from level 10, 18 from level 11 and 11 from level 12 were then randomly selected from each. The factual sample for the study was therefore 182 employees.

4.7 DATA COLLECTION

4.7.1 Research Instrument

Data collection for the study was done using a questionnaire as the data collection tool in line with the positivist research paradigm adopted here. According to Kumar (2005) a questionnaire is a tool used to collect data by means of written questions which calls for responses on the part of the respondent. A self-administered questionnaire (Likert type scaling) was used to collect data from the operational employees who implement HR policies by carrying out the determined practices. The choice of a questionnaire was mainly based on the need to collect large amount of data at once.

The questionnaire consisted of three sections. Section 1: The basic demographic data/the biographical information. The respondents' biographical information was collected to establish a profile of the sample in relation to age, race, and years of service, marital status, gender, present position, and educational qualification. Section 2: This section contained items designed by the researcher that measured employees' perceptions of fairness with different HR practices. Section 3: This section measured feelings/sense of psychological empowerment among the operational staff using the 12-item seven-point scale adopted from the Psychological Empowerment Questionnaire (PEQ) developed by Spreitzer (1995) with (1= strongly disagree; 7= strongly agree) and four subscales: *Impact* (e.g. 'My impact on what happens in my department is large') *Competence* (e.g. 'I am confident about my ability to do my job') *Meaning* (e.g. 'The work I do is very important to me') and *Self-determination* (e.g. 'I have significant autonomy in determining how I do my job'). A high score meant a high degree of feelings/sense of

psychological empowerment. The reliability co-efficient of the PEQ is known to be 0.89 (Stander & Rothmann, 2009:4). For the purpose of this study, new reliability coefficient alphas were determined for sections 2 and 3 of the questionnaire since the items were being used in a different context and with a different set of respondents.

4.7.2 Reliability and validity of the questionnaire

The two most important aspects of precision are reliability and validity. Design problems in research include a variety of issues that can threaten the confidence a researcher has in the findings because he or she would have measured or observed the wrong things, or has not measured or observed variables accurately. The implication therefore is that efforts should always be made to ensure that threats to validity are minimised or totally eliminated when constructing an instrument. An account is valid or true if it represents accurately those features of the phenomena that it is intended to describe, explain or theorise (Winter, 2000).

4.7.2.1 Reliability

According to De Vos *et al.*, (2011:177) reliability occurs when there is consistency in the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In essence, reliability is not measured but is estimated. There are two ways in which reliability is estimated:

- a) Test/re-test: it is a more conservative method to estimate reliability as it establishes the reliability of the instrument by administering the instrument to the same respondents on two or more occasions and comparing the results.
- b) Internal consistency: It estimates reliability by grouping questions in a questionnaire that measures the same concept. The measure that is used to determine the internal reliability of an instrument is called **Cronbach's alpha coefficient (r)**. It is a statistical procedure that determines the relationship or correlations of each item in the instrument with the other. For this study, internal consistency reliability was used, to determine the Cronbach's alpha coefficient (see results in from section 5.5.1 to 5.5.4, Chapter 5).

4.7.2.2 Validity

Validity in research refers to the accuracy of measurement. It is the best available approximation to the truth or falsity of a given inference, proposition or conclusion (social research methods.net). According to Terre-Blanche *et al.*, (2006:90), validity refers to the degree to which the research conclusions are sound. There are many types of validity that can be tested in any study and these include internal, external, concurrent, construct and content. For this study, the researcher set questions that covered the full spectrum of the research problem and research questions, thereby dealing with content and construct validity. The questions asked on employees' perceptions of fairness in HR practices and their psychological empowerment. The content of the instrument used to collect data for this study was evaluated by experts in the HR field prior to it being administered to the respondents, and the experts' opinions were incorporated into the final questionnaire.

4.8 DATA ANALYSIS

Once data was collected, it was interpreted, and given meaning to. In the current study, descriptive statistics were used to summarise the sample responses to all questions/items in the questionnaire, using frequencies, measures of central tendency (the mean, median and mode) and measures of variation (range and standard deviation). Inferential statistics, principle components analysis, Pearson correlations, and simple regression were used to test the study hypotheses. These were regarded as appropriate because the data was ordinal in nature (Likert scale). The Statistical Package for Social Science (SPSS) (version 19) was used to analyse the data collected using the questionnaire (See Chapter 5 for details of the analysis).

4.9 ETHICAL CONSIDERATIONS OF THE STUDY

Conducting a research is considered as an ethical enterprise (Struwig & Stead, 2001:66). It is imperative that moral behaviour be considered upon conducting a research. Since the data acquired for research purpose from different sources is of utmost importance, humans should be respected and the information gathered be treated with equal dignity. Aspects considered in this research study were: (1) Objectivity - careful planning of the study during the design stage, proper referencing of quoted sources, avoiding low-priority probing of sensitive issues and not revealing any confidential information regarding

participative cases; (2) The non-disclosure agreements - compromising participants' confidentiality and deceiving people who take part in the research process was not violated; (3) The rights of the participants were considered and protected, their privacy was respected, hence they had an option of disclosing or not disclosing their identification; (4) The purpose of the study was explained to participants; (5) Interactions with participants were conducted in the workplace - participants' consent to take part in the research study was sought ahead of time, and lastly (6) the researcher tried not to be biased by not drawing incorrect conclusions as well as using appropriate methodology.

4.10 CONCLUDING REMARKS

This chapter described the research methodology followed in this study. It also discussed the research design, the research paradigm and approach, target population and the sampling procedure. The use of quantitative methods in the study was introduced and explained. The chapter further explained how data was collected and described aspects of the instrument used. It also explained how collected data would be analysed. Ethical issues pertaining to the study were also discussed. The next chapter presents the results, interpretation and discussion of the results.

CHAPTER 5

ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

The purpose of this study was to investigate perceptions of the impact of fairness in human resource management practices and employees' psychological empowerment. The previous chapter presented the research methodology adopted for this study. The purpose of this chapter is two-fold: firstly, to present the results of data analysis and, secondly, to discuss the findings of the study.

5.2 RESPONSE RATE

Out of the 200 questionnaires distributed, only 182 were correctly filled-in and returned, representing a response rate of 91 %. According to Bryman and Bell (2011:236) a response rate below 50 % is not acceptable. This means that the 91% response rate was beyond this threshold and therefore adequate for data analysis.

5.3 DEMOGRAPHICS

This section provides an overview of the demographic profile of the sample. The demographic information was collected according to the gender, age, educational background, the section of the department in which the respondent was placed, job title, service period and the respondent's earnings.

5.3.1 Description of the Study Sample

As indicated in chapter 4, descriptive statistics were used to summarise the sample responses to all questions/items in the questionnaire using frequencies, measures of central tendency (the mean, median and mode) and measures of variation (range and standard deviation). Descriptive statistics represent data relating to the variables included in the study, as collected by the measuring instrument used, which is presented and summarised by means of tables and the calculation of descriptive measures. In this way, the properties of the observed data clearly emerge and an overall picture is obtained. The

descriptive statistics results for the sample are provided in Table 5.1.

Table 5.1: Biographical profile of respondents

Biographical Variable	Category	Frequency	Percentage
Sex of respondents	Male	75	41.2 %
	Female	107	58.8 %
Age of respondents	Below 25	3	1.6 %
	26 -35	76	41.8 %
	36 - 40	39	21.4 %
	40 and above	64	35.2 %
Highest qualification	Certificate	34	18.9 %
	Diploma	62	34.4 %
	Degree	64	35.6 %
	Master's Degree	9	5.0 %
	Others	11	6.1 %
Section of work in the department	Finance	32	18.5 %
	Human Resource	18	10.4 %
	Supply Chain	31	17.9 %
	Management		
	Administration	13	7.5 %
	Legal Services	4	2.3 %
	Planning, Strategic and Capacity Building	47	27.2 %
	Public Relations, Communication and Information Management	8	4.6 %
	Social Services	8	4.6 %
	Policy, Monitory and Evaluation	3	1.7 %
	Offices of the HoD, MEC and DDG	4	2.3 %
	Information Technology	5	2.9 %
	Job Title in the department	Clerks	36
Human Resource Officer		7	3.9 %
Directors		39	21.8 %
Administrative Officer		72	40.2 %
Auditor		4	2.2 %
Planning Officer		7	3.9 %
ICT Officer		6	3.4 %
Finance Officer/Accountant		8	4.5 %
Number of years working within the section	< 1 year	33	18.2 %
	1 - 4 years	37	20.4 %
	4 - 8 years	57	31.5 %
	9 - 12 years	18	9.9 %
	+ 12 years	36	19.9 %
Earnings per month before deductions	Below R 5000	3	1.7 %
	R 6000 - R10 000	20	11.1 %
	R11 000 - R15 000	65	36.1 %
	R16 000 and above	92	51.1 %

Table 5.1 shows that a majority (59 %) of the respondents were female, whilst (41 %) were male. This statistic is not surprising since the public service sector in South Africa is focusing on gender equality, and as a result it is employing more women (Public Service Commission, 1996:33). At the time of the study, the department under study was dominated by employees who were between the ages of 26-35 (41.8 %) followed by those above 40 (35.2 %), 21.4 % who were of the between ages 36 – 40, and a small percentage (1.6 %) that was under 25 years. The significance of these statistics is that the department employs all age groups needed to carry out different tasks.

Table 5.1 also illustrates the variety of qualifications across the sample. The majority (36 %) of the respondents had degrees and 34 % had diploma qualifications. Of the total respondents, 19 % had certificates only and 6 % were without tertiary education or any recognised certificate. Only 5 % of the respondents had post graduate qualifications. This shows that overall, public service employees are quite literate, and therefore have the necessary qualifications for their jobs.

According to the results in Table 5.1, the most capacitated section in the Department of Cooperative Governance and Traditional Affairs at the time of the study was the Planning, Strategic and Capacity Building section with 27.2 %. It was followed by the Finance section which accounted for 18.5 %. The Supply Chain Management accounted for 17.9 %, followed by the Human Resource Management section which had 10.4 %. The sections with smaller percentages were: Administration (7.5 %), Social services and Public Relations and Communication and Information Management with 4.6 %, respectively, Information Technology (2.9 %), Offices of the HoD, MEC and DDG and Legal Services 2.3 %, respectively, and the lowest being Policy, Monitoring and Evaluation which had 1.7 %.

In terms of job titles in the department, most of the employees were administrative staff (40.2 %, followed by directors (21.8 %) and clerks (20.1 %). Other titles accounted for lower percentages. Finance Officer/Accountants accounted for 4.5 %) Human Resource and Planning officers accounted for 3.9 %, ICT Officer 3.4% and Auditors 2.2 %. What is significant with these results is that the administrative and directorship levels were of high percentages, which indicate their importance for the operations and leadership roles within the department. Furthermore, 31.5 % of the sample had been with the department for 4-8

years, while 20.4 % of the sample was with the department for 1-4 years. Those with 12 years and more with the department accounted for 19.9 % of the sample, followed by those with less than 1 year (18.2 %) and then those with 9-12 years (9.9 %). The percentage of those who were with the department for a longer period is lesser than the ones without a longer service. This might be due to people seeking better prospects. With regard to salaries, 51.1 % of the sample earned (R16 000 and above), followed by those earning between R11 000-R15 000 (36.1 %). Those earning between R6000-R10 000 were (11.1 %) and those earning R5000 accounted for 1.7 % of the sample.

5.4 RELIABILITY OF THE RESEARCH TOOL

Before analysis was done, the reliability of the instrument used for the study was tested. Reliability occurs when there is consistency in the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects (Kumar, 2011:194). For this study, the Cronbach Alpha coefficient was used to measure the reliability of the instrument. The results are shown in Tables 5.2, 5.3, 5.4 and 5.5.

5.5.1 Reliability of the whole questionnaire

Table 5.2: Reliability measurement for all Likert Scale questionnaire items

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	87	47.3	0.951	164
	Excluded ¹	97	52.7		
	Total	184	100		

¹ Listwise deletion based on all variables in the procedure.

Table 5.2 shows that the research tool was of high internal consistency (Cronbach's Alpha=0.951) indicating that it was very reliable in measuring the constructs for the study.

5.5.2 Reliability of Section B of the questionnaire

Table 5.3: Reliability measurement for Section B questionnaire items

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	109	59.2	0.958	98
	Excluded ¹	75	40.8		
	Total	184	100.0		

¹ Listwise deletion based on all variables in the procedure.

Section B of the questionnaire measured perceptions of fairness in human resource management practices. Results in Table 5.3 show that the items in this section had high internal consistency (Cronbach's Alpha=0.958), hence very reliable.

5.5.3 Reliability of Section C of the questionnaire

Table 5.4: Reliability measurement of Section C questionnaire items

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid Excluded ¹	121	65.8	0.814	61
	Total	63	34.2		
		184	100.0		

¹Listwise deletion based on all variables in the procedure

Section C of the questionnaire measured Psychological Empowerment. Results in Table 5.4 show that the items in this section had high internal consistency (Cronbach's Alpha=0.814), hence very reliable.

5.5.4 Reliability of Section D of the questionnaire

Table 5.5: Reliability measurement for Section D (Overall fairness) questionnaire items

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	174	94.6	0.589	5
	Excluded ¹	10	5.4		
	Total	184	100.0		

¹ Listwise deletion based on all variables in the procedure

Section D of the questionnaire measured overall perceptions of fairness in human resource practices and employees' feelings/sense of psychological empowerment. Results in Table 5.5 show that the items in this section had low internal consistency (Cronbach's Alpha=0.589), hence not very reliable. Ideally the Cronbach's Alpha must be at least 0.700. [If this research tool is to be used in future then this section would need to be redesigned].

5.6 HYPOTHESES TESTING

5.6.1 Hypothesis Formulation

The following hypotheses, based on the objectives of the study and the derived variables were formulated:

- **H1** Employees in the Department of Co-operative Governance and Traditional Affairs do not regard HR practices as fair.
- **H2** Employees within the Department of Co-Operative Governance and Traditional Affairs do not feel psychologically empowered.
- **H3:** There is no relationship between employees perceptions of fairness with specific human resources practices and their feelings/sense of being psychologically empowered

- **H4** There is no relationship between employees' overall perceptions of fairness in human resource practices and their feelings/sense of being psychologically empowered.

5.6.2 Hypothesis 1: Determination of whether employees in the Department of Co-operative Governance and Traditional Affairs regard HR practices as fair

In order to test the first hypothesis, a principal component analysis was performed. A principal component test is a mathematical procedure that is widely used in exploratory data analysis and signal processing. Principal component analysis can be described as a way of identifying patterns in data and expressing the data in such a way that it highlights their similarities and differences. Since patterns in data can be hard to find in data of high dimension, where the luxury of graphical representation is not available, principal component analysis becomes a powerful tool for analysing data. Principal component analysis is defined by Wall *et al.*, (2003:91) as a method that projects a data set to a new coordinate system by determining the eigenvectors and eigenvalues of a matrix. It involves the calculation of a covariance matrix of a data set to minimise the redundancy and maximise the variance. Using principal component analysis in this study, an index to represent fairness with each HR practice (rewards, performance appraisal, grievance procedures, selection procedures, training and development, promotion process) was computed. If the mean response is less than 3.00 (neutral) then there is generally a negative sentiment on the issues concerned, while a mean greater than 3.00 is indicative of a more positive sentiment towards the issue being discussed. The results of the analysis are shown in Tables 5.6 to 5.23.

Table 5.6: Principle components results on Rewards-Distributive Justice Factor

Rewards: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
201: Satisfied with reward received from department	2.81	1.25	0.820	57.75 %	0.868
202: Received enough reward compared to others in other departments	2.71	1.20	0.834		
203: My reward received from department is fair	2.78	1.17	0.881		
204: I am fairly rewarded by my supervisor	3.13	1.23	0.722		
205: Productive workers receive the highest rewards	2.43	1.10	0.451		
206: Paid fairly based on skills level	2.79	1.25	0.809		
207: Fairly paid based on experience	2.71	1.29	0.841		
208: Salary is equal to responsibility	2.51	1.25	0.790		
209: Compensation decisions favour some employees	3.51	1.14	-0.017		

An index to represent the REWARDS: DISTRIBUTIVE JUSTICE (RDJ) construct (or factor) as shown in Table 5.6 was calculated from the questionnaire items as:

$$RDJ = 0.820Q201 + 0.834Q202 + 0.881Q203 + 0.722Q204 + 0.451Q205 + 0.809Q206 + 0.841Q207 + 0.790Q208 - 0.017Q209$$

The Rewards –Distributive justice factor was very reliable (Cronbach's Alpha=0.868) and accounted for 57.75 % of the total variability of the questionnaire items that formed it. The importance of each item towards the Rewards -Distributive justice factor was determined by its coefficient as shown in Table 5.6. The higher the coefficient, the higher the importance of the item to the factor. Negative coefficients indicate that the item contrasts the other questionnaire items. The most important questionnaire item in the determination of the Rewards - Distributive justice factor is Q203 (My reward received from department is fair: coefficient=0.881). The questionnaire item Q209 (Compensation decisions favour some employees: coefficient = -0.017) contrasts the other items since it has a negative coefficient albeit with very little effect as the coefficient of -0.017 is negligible. Q209 contributed the least to the Rewards - Distributive justice factor. According to the results in Table 5.6, the employees I regarded HR practices as *mostly unfair* as far as the distributive justice of rewards was concerned (means<3.00 for most questions). The employees also generally felt that compensation decisions favoured some employees

(mean=3.51).The results also show that employees feel that they are fairly rewarded by their supervisors (Q204: mean=3.13).

The distributive factor of the justice theory as described by Adams (1965:267-299) is understood in broader context of social exchange, which is a two way transaction in which each side provides something to the other and receives something in return. Since employees have a transactional relationship with the employer, they provide their best ability in knowledge, intelligence, skills and labour, in return to receive wages and benefit. Literature as attested by Aycan (2005:183) concurs with the above result that employees feel that compensations decisions favour some but not all of them, since it states that wage and salary are a form of employee compensation which are based on the subjective and behaviour-oriented evaluations of managers, with the managers reserving the right to assign variance in salaries to employees recruited for the same job.

Table 5.7: Principle Components Results on Rewards-Procedural Justice Factor

Rewards: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
210: Always involved when management makes decisions about compensation	2.20	1.11	0.688	55.36 %	0.887
211: Compensation decisions are always communicated to those affected	2.70	1.09	0.709		
212: Explanations are offered on compensation decisions	2.51	1.06	0.849		
213: department's compensation procedures provide correct information	2.78	0.95	0.771		
214: Compensation decisions provide opportunities for appeal	3.00	0.96	0.681		
215: Departments have rules on consistent compensation decisions	2.92	0.96	0.756		
216: Management makes fair decisions during the compensation process	2.52	0.96	0.770		
217: Rewards are related to performance	2.85	1.22	0.714		

An index to represent the REWARDS: PROCEDURAL JUSTICE (RPJ) construct (or factor) as shown in Table 5.7 was calculated from the questionnaire item as:

$$\text{RPJ} = 0.688\text{Q210} + 0.709\text{Q211} + 0.849\text{Q212} + 0.771\text{Q213} + 0.681\text{Q214} + 0.756\text{Q215} + 0.770\text{Q716} + 0.714\text{Q217}.$$

The Rewards - Procedural justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.887) and accounted for 55.36% of the total variability of the questionnaire items that formed it. Results in Table 5.7 show that employees regarded HR practices as *mostly unfair* as far as the procedural justice of rewards was concerned (means<3.00 for most questions). The employees were generally neutral about the question on whether Compensation decisions provided opportunities for appeal (mean=3.00). Employees also considered whether explanations were offered on compensation decisions as the most important aspect of the procedural justice of rewards (highest coefficient of 0.849).

Literature, (Schlick *et al.*, 2003) attests that compensation fairness is based on job requirements, performance level, and social situation in relation to market conditions. Even if this is the case, it is clear that employees always need their involvement in decision making since they are directly affected. Successively, the theory of procedural justice by Thibault and Walker (1975) explains that decision control is an important element to perceptions of justice. They explained that people perceive decisions taken by management to be fair only if they interacted. As indicated in the results from the above table, employees showed that they needed the compensation decisions taken to be explained to them. This stimulated feeling is supported by Khilji and Wang (2006:1171) who pointed out that employers' implementation of compensation decisions should be done in accordance with employees' cultural values as this will enhance their performance.

Table 5.8: Principle Components Results on Rewards-Interactional Justice Factor

Rewards: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
218: Compensation decisions are always justified	2.79	2.99	0.487	57.54 %	0.519
219: Compensation decisions are always communicated in transparent ways	2.54	0.96	0.860		
220: Employees are always treated with dignity during compensation decision makings	2.61	1.00	0.878		
221: Compensation decisions are always based on correct information	2.82	0.88	0.745		

An index to represent the REWARDS: INTERACTIONAL JUSTICE (RIJ) construct (or factor) as shown in Table 5.8 was calculated from the questionnaire item as:

$$RIJ=0.487Q218+0.860Q219+0.878Q220+0.745Q221$$

The Rewards –Interactional justice factor as computed using principal components was not very reliable (Cronbach's Alpha=0.519) and accounted for 57.54 % of the total variability of the questionnaire items that formed it. A Cronbach's Alpha that is less than 0.700 indicates that the construct might need to be improved for future research as there is lower internal consistency in the construct items.

Results in Table 5.8 show that employees regarded HR practices as mostly unfair as far as the interactional justice of rewards was concerned (means<3.00 for all questions). The most important aspect of the interactional justice of rewards was whether employees were always treated with dignity during compensation decision making (highest coefficient of 0.878). The quality of interpersonal treatment the employer offers to employees plays a vital role during decision making procedures (Bies & Moag, 1986:43). A feeling of unfairness with regard to this matter can affect employees' trust of their managers, their job satisfaction is compromised and there can be lack of work commitment. Employees'

perceptions of unfairness in this regard, concurred with what Hambrick (2005:259) who found that employees who feel underpaid tend to exhibit jealousy and dissatisfaction; hence fairness on rewards appears particularly relevant in highly interdependent contexts with team work.

Table 5.9: Principle Components Results on Performance Appraisal - Distributive Justice Factor

Performance Appraisal: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
222: Process used to measure employee performance is not biased	3.03	1.25	0.610	57.32 %	0.584
223: happy with the way performance evaluation is done	2.52	1.09	0.888		
224: Performance appraisal rewards reflect performance	2.93	3.10	0.599		
225: Satisfied with the performance appraisal process	2.69	1.12	0.879		

Performance Appraisal – Distributive justice factor as computed using principal components was not very reliable (Cronbach's Alpha=0.584) and accounted for 57.32 % of the total variability of the questionnaire items that formed it. A Cronbach's Alpha less than 0.700 indicates that the construct might need to be improved for future research as there is lower internal consistency in the construct items. The Performance Appraisal - Distributive justice factor (PADJ) was given by:

$$PADJ = 0.610Q222 + 0.888Q223 + 0.599Q224 + 0.879Q225.$$

Results in Table 5.9 show that employees regarded HR practices as mostly unfair as far as the distributive justice of performance appraisal was concerned (means<3.00) for most questions. The most important aspect of the distributive justice of performance appraisal was to determine whether employees were always happy with the way performance evaluation was carried out (highest coefficient of 0.888). Employees also felt that the process used to measure employee performance was not biased (mean= 3.03).

Festinger's theory (1975) of cognitive dissonance states that a negative evaluation affects the individual's perception of himself as a capable person and such conflicting cognitions can possibly affect the individual's relationship with the organisation, and thus affect their psychological contract. Therefore, an appraisal will only be perceived as fair if employees feel that those who were involved in the process were unbiased, which was not the case in the present study.

Table 5. 10: Principle Components Results on Performance Appraisal - Procedural Justice Factor

Performance Appraisal: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
226:Performance targets are clear to all in the department	3.03	1.05	0.730	46.33%	0.664
227:Supervisors thrive to be honest during performance appraisal	2.84	1.06	0.747		
228:Performance feedback provided on time by supervisors	2.94	3.08	0.409		
229:Performance rating decisions are provided by supervisors	2.98	1.07	0.793		
230:Information on performance rating implications are also provided	2.92	1.05	0.798		
231:Supervisor always explain appraisal decision that concerns me	3.17	1.16	0.756		
232:Performance appraisal decisions are made based on correct information	3.01	1.03	0.776		
233:Employees are given opportunity to appeal appraisal decisions	3.53	0.99	0.567		
234:Supervisor let me know how i perform my duties regularly	3.41	4.21	0.389		

Performance Appraisal – Procedural justice factor as computed using principal components was not very reliable (Cronbach's Alpha=0.664) and accounted for 46.33 % of the total variability of the questionnaire items that formed it. A Cronbach's Alpha less than 0.700 indicates that the construct might need to be improved for future research as there is lower internal consistency in the construct items. The Performance Appraisal - Procedural justice factor (PAPJ) was given by:

$$PAPJ = 0.730Q226 + 0.747Q227 + 0.409Q228 + 0.793Q229 + 0.798Q230 + 0.756Q231 + 0.776Q232 + 0.567Q233 + 0.389Q234.$$

Table 5.10 shows that employees in the Department of Co-operative Governance and Traditional Affairs regarded HR practices as *mostly fair* as far as the procedural justice of

performance appraisal was concerned (means < 3.00 for Q227 to Q230). The most important aspect of the procedural justice of performance appraisal was to determine whether information on performance rating implications was also provided (highest coefficient of 0.798). The questionnaire item Q234 (supervisor let me know how I perform my duties regularly: coefficient = 0.389) contributed the least to Performance Appraisal-Procedural Justice. The employees also felt that: performance targets were clear to all in the department (mean = 3.03); the supervisors always explained appraisal decisions that concerned them (mean = 3.17); performance appraisal decisions were made on the basis of correct information (mean = 3.53); and that the supervisors informed them regularly about how they performed their duties regularly (mean = 3.41).

A study on a large South African life insurance carried out by Whitford and Coetzee (2006:63) confirmed that the appraisal purpose was often unclear. Subsequently Maley and Kramar (2007:21) stated that performance appraisal process to both the supervisor and employee is attributed to the clarity of its purpose. Therefore, the indications of unfairness in Table 5.10 might be that the process of performance appraisal had fallen short of its purpose. On the other hand, researchers, Jawahar (2007:735) and Kuvaas (2007:378) indicate that more public service entities in different countries are changing their performance appraisal systems. It might be due to this reason that employees in this study felt that appraisal decisions were biased. Alternatively, it might also be an indication that the appraisal system process was well understood but due to bias decisions, it was not carried out fairly in some instances.

Table 5.11: Principle Components Results on Performance Appraisal - Interactional Justice Factor

Performance Appraisal: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
235: Employees are fairly treated during appraisals	2.64	1.09	0.784	34.20 %	0.430
236: Supervisor does not give hurtful statements when giving performance feedback	3.78	3.00	0.451		
237: Additional information is allowed after appraisal decisions are made	3.59	2.97	0.388		
238: Supervisors provide appraisal decision on time	3.09	3.05	0.406		
239: Supervisors relate well with employees during performance appraisal	3.01	1.04	0.805		
240: Was comfortable during my performance appraisal review	3.50	3.04	0.519		

Performance Appraisal – Interactional justice factor as computed using principal components was not very reliable (Cronbach's Alpha=0.430) and accounted for 34.20% of the total variability of the questionnaire items that formed it. A Cronbach's Alpha less than 0.700 indicates that the construct might need to be improved for future research as there is lower internal consistency in the construct items. Performance Appraisal - Interactional justice factor (PAIJ) was given by:

$$\text{PAIJ} = 0.784\text{Q235} + 0.451\text{Q236} + 0.388\text{Q237} + 0.406\text{Q238} + 0.805\text{Q239} + 0.519\text{Q240}.$$

The results shown in Table 5.11 indicate that employees regarded HR practices as *mostly fair* as far as the interactional justice of performance appraisal was concerned (means>3.00 for most of the questions). The most important aspect of the interactional justice of performance appraisal was whether supervisors related well with employees during performance appraisal (highest coefficient of 0.805). The employees felt their treatment during appraisals were unfair as noted in their responses to the question on whether they were treated fairly during appraisals (mean<3). Williamson and Williams (2011:62) highlighted that the focus on interactional justice is based on the decision makers and feedback provided to explain the decision made. This is consistent with the fact that although employees felt that other aspects of performance appraisal were carried out unfairly, feedback on the process was always provided in an expected manner.

The results indicating perceptions of unfairness during appraisal process are supported by Luthans *et al.*, (2007:541) study on performance appraisal which noted that in some instances, employees have a feeling that appraisers use evaluations to retaliate against less obedient and more assertive employees. As a result, scores are given or dependent on discretionary aspects that are unfair and this culminates in unfair interactional perceptions of the part of the employee.

Table 5.12: Principle Components Results on Grievance Procedures - Distributive Justice Factor

Grievance Procedures: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
241:Grievance procedures are always aimed to settle grievances objectively	3.17	0.86	0.726	56.28%	0.638
242:Grievance outcomes always reflect a fair resolution	3.03	0.80	0.818		
243:Disciplinary outcomes are always fair	2.90	0.80	0.883		
244:Disciplinary outcomes are always justified	3.17	2.96	0.421		
245:Grievance procedures are always free of biase	3.01	1.00	0.716		
246:Disciplinary procedures are always free of bias	2.93	0.78	0.842		

Grievance Procedures – Distributive justice factor as computed using principal components was not very reliable (Cronbach’s Alpha=0.638) and accounted for 56.28 % of the total variability of the questionnaire items that formed it. A Cronbach’s Alpha that is less than 0.700 indicates that the construct might need to be improved for future research as there is lower internal consistency in the construct items. Grievance Procedures-Distributive justice factor (GPDJ) was given by:

$$GPDJ = 0.726Q241 + 0.818Q242 + 0.883Q243 + 0.421Q244 + 0.716Q245 + 0.842Q246.$$

Table 5.12 shows that employees regarded HR practices as *mostly fair* as far as the distributive justice of grievance procedures was concerned (means>3.00 for most of the questions). The employees felt that they had been treated unfairly with regard to the questions on whether disciplinary outcomes were always fair and whether disciplinary procedures were always free of bias (mean<3). The most important aspect of the distributive justice of grievance procedures was Q243 (Disciplinary outcomes are always fair (highest coefficient of 0.883). The questionnaire item Q244 (Disciplinary outcomes are always justified: coefficient=0.421) contributed the least to Grievance Procedures - Distributive justice factor. A study by Taylor and McGraw (2006:232) concurs that perceived control over decisions is a major source of conflict between employees and human resource managers. Based on this finding, the indication of an element of uncertainty as to whether disciplinary outcomes and procedures were fairly carried out, as reflected in Table 5.12, might have affected employees’ behaviours towards their leaders. According to Lavelle *et al.*, (2009:2422) the source of justice is an important aspect in employees’ perceptions of fairness or unfair treatment since it (source) conveys to

employees the view that they are in a high or poor quality social-exchange relationship.

Table 5.13: Principle Components Results on Grievance Procedures – Procedural Justice Factor

Grievance Procedures: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
247: Able to express feelings during grievance procedures	3.29	2.40	0.264	60.77 %	0.821
248: Able to express feelings during disciplinary procedures	3.15	0.74	0.765		
249: Grievance procedures are always applied consistently	3.00	0.71	0.872		
250: Disciplinary procedures are always applied consistently	3.00	0.69	0.856		
251: Disciplinary outcomes are always based on correct information	3.00	0.74	0.809		
252: Employees given an opportunity to appeal against unfavourable disciplinary procedures	3.34	0.75	0.746		
253: Disciplinary procedures are always communicated on time to affected employees	3.13	0.75	0.778		
254: Grievance procedures are always communicated on time to affected employees	3.09	0.76	0.828		
255: Employees viewpoints are always considered during grievance handling	3.07	0.80	0.836		
256: Employees viewpoints are always considered during disciplinary procedures	3.10	0.71	0.853		

The Grievance Procedures – Procedural justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.821) and accounted for 60.77% of the total variability of the questionnaire items that form it. The Grievance Procedures - Procedural justice factor (GPPJ) was given by:

$$GPPJ = 0.264Q247 + 0.765Q248 + 0.872Q249 + 0.856Q250 + 0.809Q251 + 0.746Q252 + 0.778Q253 + 0.828Q254 + 0.836Q255 + 0.853Q256.$$

Table 5.13 shows that employees regarded HR practices as *fair* as far as the procedural justice of grievance procedures was concerned (means>3.00 for all questions). The most important questionnaire item in the determination of grievance procedures - procedural justice factor was Q249 (grievance procedures are always applied consistently: coefficient=0.872). The questionnaire item Q247 (Able to express feelings during grievance procedures: coefficient=0.264) contributed the least to the grievance procedures-procedural justice factor. The results concur with literature which states that the systems of HR practices shape the nature of a firm's exchange with its employees and that perceptions of fairness have been positively associated with favourable employee attitudes (Gong *et al.*, 2009:263). The positive results in this table show that employees were satisfied with the manner in which grievance procedures were followed.

Table 5.14: Principle Components Results on Grievance Procedures - Interactional Justice factor

Grievance Procedures: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
257: Employees always feel respected during disciplinary procedures	3.01	0.66	0.896	61.28 %	0.442
258: Employees are regularly updated about disciplinary procedures	3.01	0.79	0.916		
259: Employees are regularly updated on grievance procedures	3.00	0.81	0.923		
260: Grievance procedure decisions are always understandable	3.27	2.93	0.016		
261: Supervisors always avoid improper comments during disciplinary procedures	3.06	0.65	0.732		

Grievance Procedures – Interactional justice factor as computed using principal components was not very reliable (Cronbach's Alpha=0.442) and accounted for 61.28 % of the total variability of the questionnaire items that formed it. A Cronbach's Alpha that is less than 0.700 indicates that the construct might need to be improved for future research

as there is lower internal consistency in the construct items. The Grievance Procedures - Interactional justice factor (GPIJ) is given by:

$$GPIJ = 0.896Q257 + 0.916Q258 + 0.923Q259 + 0.016Q260 + 0.732Q261$$

Table 5.14 shows that employees regarded HR practices as *fair* as far as the interactional justice of grievance procedures is concerned (means>3.00 for most questions). The employees were generally neutral about the question on whether they were regularly updated on grievance procedures, Q259 (mean=3.00). The same question was subsequently the most important questionnaire item in the determination of grievance procedures -interactional justice factor: coefficient=0.923). The questionnaire item Q260 (Grievance procedures decisions are always understandable: (coefficient=0.016) contributed the least to the grievance procedures-interactional justice factor. The results support Williamson and Williams (2011:62) argument that the information and feedback given to those affected should be justifiable and able to explain the decision made by decision makers. Additionally, the manner in which employees responded, indicates a sense of perceived trustworthiness, honesty, transparency and consistency with regard to the way management handled decisions during grievance procedures.

Table 5.15: Principle Components Results on Selection Procedures - Distributive Justice Factor

Selection Procedures: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
262: Selection procedures are the same for everyone applying for jobs	2.75	1.00	0.828	53.87 %	0.791
263: Selection procedures are the same for everyone applying for job	2.85	1.81	0.558		
264: Interviewees are always asked job related questions during selection	3.45	0.91	0.183		
265: Selection procedures enable shortlisted applicants to express themselves	3.37	0.95	0.251		
266: My department is fair in selecting new staff for employment	2.56	1.05	0.873		
267: Selection outcomes are always based on merit	2.67	1.07	0.871		

Selection Procedures – Distributive justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.791) and accounted for 53.87 % of the total variability of the questionnaire items that formed it. The Selection Procedures - Distributive justice factor (SPDJ) was given by:

$$\text{SPDJ} = 0.828\text{Q262} + 0.558\text{Q263} + 0.183\text{Q264} + 0.251\text{Q265} + 0.873\text{Q266} + 0.871\text{Q267}$$

Results in Table 5.15 show that employees regarded HR practices as mostly unfair as far as the distributive justice for the selection procedures was concerned (means < 3.00 for most questions). The employees also felt that, generally, interviewees were always asked job related questions during selection (mean = 3.45), and that selection procedures enabled shortlisted applicants to express themselves (mean = 3.37). The most important aspect of the distributive justice of selection procedures was whether the department was fair in selecting new staff for employment (highest coefficient of 0.873). The questionnaire item Q264 (Interviewees are always asked job related questions during selection: coefficient = 0.183) contributed the least to the selection procedures-distributive justice factor.

The result of unfair selection procedures as reflected in Table 5.15 is contrary to Henry and Temtime (2009:52) observation that selection as a human resource management practice, serves as an important factor in the entry point of human resources at any organisation and it is also a determinant of an organisation's success. Brock and Buckley (2013:273) stated that an organisation's ability to recruit, select, retain and develop the best employees serves as a prerequisite in facilitating and maintaining a competitive advantage in the information age. However, the process should be done with some precision to promote a satisfied workforce.

Table 5.16: Principle Components Results on Selection Procedures - Procedural Justice Factor

Selection Procedures: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
268: Selection procedures make it possible for candidates to request for clarification	2.86	0.88	0.830	67.59 %	0.872
269: Selection decisions are based on correct information	2.87	0.94	0.912		
270: Selection decisions conform with acceptable principles and morality	2.87	0.93	0.920		
271: The department shows concern for the right applicant after selection is done	2.85	0.96	0.829		
272: Interviewers always explain the job requirements to interviewees	3.33	0.98	0.570		

The Selection Procedures – Procedural justice factor as computed using principal components was very reliable (Cronbach's Alpha = 0.872) and accounted for 67.59 % of the

total variability of the questionnaire items that form it. The Selection Procedures– Procedural justice factor (SPPJ) was given by:

$$SPPJ = 0.830Q268 + 0.912Q269 + 0.920Q270 + 0.829Q271 + 0.570Q272$$

As indicated in Table 5.16, employees regarded HR practices as *mostly unfair* as far as the procedural justice for selection procedures was concerned (means < 3.00 for most questions). The employees also felt that interviewers always explained the job requirements to interviewees (mean = 3.33). The most important aspect of the procedural justice for selection procedures was whether selection decisions conformed to acceptable principles and morality (highest coefficient of 0.920). These findings indicate that the systematic steps that need to be followed when selecting suitable candidates were most likely not followed. A contribution to literature on fairness in selection procedures by Ployhart, (2006:868) emphasise that, of all the processes in organisational staffing, selection has received the most attention, and thus the importance of the process must not be overemphasised. It must however be solidified in the minds of those who work for human resources departments so that the hiring of outstanding employees is not compromised.

Table 5.17: Principle Components Results on Selection Procedures - Interactional Justice Factor

Selection Procedures: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
273: Selection feedback is always given on time to all candidates	2.96	0.89	0.697	61.68 %	0.684
274: Candidates are treated with respect during the selection interview	3.47	0.87	0.863		
275: I was comfortable during my selection interview	3.58	0.89	0.787		

Selection Procedures – Interactional justice factor as computed using principal components was not very reliable (Cronbach's Alpha = 0.684) and accounted for 61.68 % of the total variability of the questionnaire items that formed it. A Cronbach's Alpha that is less than 0.700 indicates that the construct might need to be improved for future research as there is lower internal consistency in the construct items. Selection Procedures -

Interactional justice factor (SPIJ) was given by:

$$SPIJ = 0.697Q273 + 0.863Q274 + 0.787Q275.$$

Results in Table 5.17 show that employees regarded HR practices as *mostly fair* as far as the interactional justice of selection procedures was concerned (means>3.00 for most of the questions). The employees felt they had been treated unfair with regard to the question on whether selection feedback was always given on time to all candidates (mean<3). The most important aspect of the interactional justice of selection procedures was whether candidates were treated with respect during the selection interview (highest coefficient of 0.863). Hogan *et al.*, (2007:1270) concurs with the findings by arguing that an interview atmosphere with permissible self-presentation is magnified by the social nature and inherent respect by prospective employee to shape the candidate's image during the interviewing process.

Table 5.18: Principle Components Results on Training and Development - Distributive Justice Factor

Training and Development: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
276: Training development decisions are applied the same way for every employee	2.99	0.99	0.904		
277: Training and development is done according to employee's needs	3.13	1.08	0.883	79.00 %	0.866
278: Training and development decisions are made in an unbiased manner	3.06	0.98	0.880		

Training and Development–Distributive justice factor as computed using principal components is very reliable (Cronbach's Alpha=0.866) and accounts for 79.00 % of the total variability of the questionnaire items that form it. Training and Development-Distributive justice factor (TDDJ) was given by:

$$TDDJ=0.904Q276+0.883Q277+0.880Q278.$$

According to the results in Table 5.18, employees regarded HR practices as *mostly fair* as far as the distributive justice for training and development was concerned (means>3.00 for Q277 and Q278). The employees felt an unfairness with regard to whether training development decisions were applied the same way for every employee (mean<3). The most important aspect of the distributive justice for training and development was whether training and development decisions were applied the same way for every employee (highest coefficient of 0.904). A study by Chang (2005:523) corroborates through the observation that those who are involved with employee development should view training as not only a source of skills development, but rather as an imperative tool which ensures that the organisation is investing in the best effective, productive and well-balanced manpower. When an organisation does what it takes to equip its employees with knowledge, it can become a high performance organisation.

Table 5.19: Principle Components Results on Training and Development - Procedural Justice Factor

Training and Development: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
279: Employees have the chance to request for additional information about T&D	3.18	1.04	0.849	74.65 %	0.886
280: Employees are always informed about how T&D decisions are arrived at	2.90	1.09	0.899		
281: Employees have an opportunity to contribute to T&D decision making	2.91	1.05	0.880		
282: Mechanisms to appeal against unfair T&D decisions are available	2.98	0.90	0.827		

The Training and Developments – Procedural justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.886) and accounted for 74.65 % of the total variability of the questionnaire items that formed it. The Training and Development–Procedural justice factor (TDPJ) is given by:

$$TDPJ = 0.849Q279 + 0.899Q280 + 0.880Q281 + 0.827Q282$$

Table 5.19 shows that employees in the Department of Co-operative Governance and Traditional Affairs regarded HR practices as *mostly unfair* as far as the procedural justice training and development was concerned (means < 3.00 for most questions). The employees also felt that they generally had the chance to request for additional information about training and development (mean = 3.18). The most important aspect of the procedural justice of training and development was whether employees were always informed about how training and development decisions were arrived at (highest coefficient of 0.899).

Kraimer *et al.*, (2010:487) supports the view that employees who have participated in developmental activities are likely to have more knowledge, and are more likely to form the perception that the organisation is wholly supportive of their development. Subsequently, London and Mone (2006:130) state that if employees do not see any opportunity to learn they tend to switch to self-employment if they believe that it is the way that will help them build their careers. Therefore, if employees feel that they are not being involved in decision making processes pertaining to their development, the resultant is that they will take it upon themselves to actively pursue activities that will help them to continuously learn so as to impose self-development.

Table 5.20: Principle Components Results on Training and Development - Interactional Justice Factor

Training and Development: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
283: Workers are treated with respect during T&D decision making	3.27	0.93	0.930	86.17 %	0.920
284: T&D decisions are based on correct information	3.28	0.87	0.909		
285: Employee rights respected during T&D decision making	3.22	0.94	0.945		

The Training and Development – Interactional justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.920) and accounted for 86.17 % of the total variability of the questionnaire items that form it. The Training and Development– Interactional justice factor (TDIJ) is given by:

$$TDIJ = 0.930Q283 + 0.909Q284 + 0.945Q285.$$

Results in Table 5.20 show that employees regarded HR practices as *fair* as far as the interactional justice of training and development was concerned (means>3.00 for all the questions). The most important aspect of the interactional justice of training and development was whether employee rights were respected during training and development decision-making (highest coefficient of 0.945).

Ehrhart and Ziegert (2005:901) concur with the results by stating that employees' perceptions of organisational policies and practices are a more proximal predictor of their behaviours. Therefore, in tandem with the present study, training is not to be viewed as a means of improving labour productivity but rather as a signal to employees that the organisation cares and values its relationship with them. When employees are consulted during decision making processes they tend to function effectively in their jobs and thus enhance their personal competencies and perceptions of their work environment (Dastmalchian, 2011:830) as well as subscribe to a vision that leads to improved organisational performance (Subramony *et al.*, 2008:778).

Table 5.21: Principle Components Results on Promotion Process - Distributive Justice Factor

Promotion Process: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
286: Promotion process open to all with the necessary skills and competence	2.61	1.24	0.943	85.34 %	0.941
287: Supervisors support and encourage every employee to take advantage of promotion chances	2.86	1.19	0.860		
288: Promotion decisions are the same for all employees	2.49	1.12	0.953		
289: Promotion procedures are fair and non-discriminatory	2.50	1.11	0.937		

The Promotion Process – Distributive justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.941) and accounted for 85.34 % of the total variability of the questionnaire items that formed it. The Promotion Process - Distributive justice factor (PPDJ) is given by:

$$PPDJ = 0.943Q286 + 0.860Q287 + 0.953Q288 + 0.937Q289.$$

As shown in Table 5.21 employees regarded HR practices as *mostly unfair* as far as the distributive justice of promotion process is concerned (means < 3.00 for all questions). The most important aspect of the distributive justice of promotion process was whether promotion decisions were the same for all employees (highest coefficient of 0.953).

Though human resource management practices in the South African public service are regulated, the expectation on the way practices should be carried out does not always apply. Research by Mulvaney *et al.*, (2012:505) demonstrated and confirmed that administratively speaking, managers unfairly handled the issue of employees' promotion opportunities since they use performance appraisal processes as a tool when making decisions about promotions.

Table 5.22: Principle Components Results on Promotion Process – Procedural Justice Factor

Promotion Process: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
290: Promotion decisions are always based on correct information	2.64	1.09	0.827	68.04 %	0.902
291: Concern for employees rights is considered when promotion decisions are made	2.57	1.03	0.887		
292: Supervisors always explain requirements for promotion	2.58	1.09	0.828		
293: Employees always receive feedback on promotion decisions on time	2.47	0.93	0.879		
294: Employees always have an opportunity to make inputs into promotion decisions	2.41	1.17	0.726		
295: It is possible to request additional information on promotion decisions	2.67	1.04	0.792		

The Promotion Process – Procedural justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.902) and accounted for 68.04 % of the total variability of the questionnaire items that formed it. The Promotion Process-Procedural justice factor (PPPJ) was given by:

$$PPPJ = 0.827Q290 + 0.887Q291 + 0.828Q292 + 0.879Q293 + 0.726Q294 + 0.792Q295.$$

Based on the results in Table 5.22, employees regarded HR practices as *mostly unfair* as far as the procedural justice of promotion process was concerned (means<3.00 for all questions). The most important aspect of the procedural justice of promotion process was whether concern for employees' rights was considered when promotion decisions were being made (highest coefficient of 0.887). A study by Fourie and van Eeden (2010:8) indicated that most employees felt disempowered when they were denied opportunities to develop. Promotion forms part of employee development and when not well done, there might be some serious consequences that the organisation can face such as high turnover. Fletcher (2004:8); Maurer and Lippstreu (2008:328) affirm that perceived justice on development is not only associated with positive work attitudes but can also be distinguished into distributive and procedural justice.

Table 5.23: Principle Components Results on Promotion Process – Interactional Justice Factor

Promotion Process: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
296: Employees are always treated with respect during promotion decision making periods	2.65	0.98	0.928	87.13 %	0.925
297: Clear communication is provided to employees regarding promotion results	2.69	1.05	0.927		
298: Appropriate justification of promotion decisions	2.61	0.98	0.945		

The Promotion Process – Interactional justice factor as computed using principal components was very reliable (Cronbach's Alpha=0.925) and accounted for 87.13 % of the total variability of the questionnaire items that formed it. The Promotion Process-Interactional justice factor (PPIJ) is given by:

$$PPIJ = 0.928Q296 + 0.927Q297 + 0.945Q298.$$

As shown in Table 5.23, employees regarded HR practices as *mostly unfair* as far as the interactional justice of promotion process is concerned (means < 3.00 for all questions). The most important aspect of the interactional justice of promotion process was whether there was appropriate justification for promotion decisions (highest coefficient of 0.945). The interactional justice theory (Bies & Moag, 1986:43) states that there should be interpersonal treatment with an individual during decision making process in order for justice to be instilled. Research (Crashaw, 2006:101) has shown that the best reflection of fairness in human resources is when employees are treated in an interpersonally sensitive way, shown politeness and respect and are provided with explanations for bad news. Subsequently; the results in Table 5.23 show that employees in the Department of Co-operative Governance and Traditional Affairs feel that they were not rendered justice and respect in as far as the promotion processes were concerned.

5.7 HYPOTHESIS 2: DETERMINATION OF WHETHER EMPLOYEES WITHIN THE DEPARTMENT OF CO-OPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS FEEL PSYCHOLOGICALLY EMPOWERED

A principal component analysis was performed in order to test the second hypothesis. As explained with the first hypothesis, a principal component test is a mathematical procedure that is widely used in exploratory data analysis, signal processing, etc. It is described as a way of identifying patterns in data, and expressing the data in a way that highlights their similarities and differences. Since patterns in data can be hard to find in data of high dimension, where the luxury of graphical representation is not available, principal component analysis becomes a powerful tool for analysing data. Thus, an index to represent feelings of psychological empowerment on each cognition (impact, competence, meaning, and self-determination) was computed in this study using principal component analysis. If the mean response is less than 3.00 (neutral) then there is generally a negative sentiment on the issues concerned, while a mean greater than 3.00 is indicative of a more positive sentiment towards the issue being discussed. The results of the analysis are shown in Tables 5.24 to 5.27.

Table 5.24: Principle Components Results on Psychological Empowerment – Impact Factor

Psychological Empowerment: Impact	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
301: I have a large impact on what is happen in my department	3.39	1.15	0.272	46.90 %	0.678
302: I have significant influence on what happens in my department	2.96	1.21	0.234		
303: I am effective and do not imagine my own failure	4.18	2.99	0.263		
304: I seize available opportunity to improve customer care	4.04	0.84	0.773		
305: I am able to make constructive suggestions for improvement	3.98	0.84	0.844		
306: I am an active contributor who takes an initiative	4.10	0.78	0.887		
307: I have independence and freedom in how I do my job	3.88	0.92	0.778		
308: I am willing to exert effort towards a task	4.17	0.75	0.898		
309: Have control of what happen in my department	2.83	1.98	0.008		

The Psychological Empowerment (Impact) factor as developed using principal components was of moderate reliability (Cronbach’s Alpha=0.678) and accounted for 46.90 % of the total variation in the constituent questionnaire items.

The results, as shown in Table 5.24, reflect that employees felt psychologically empowered as far as *impact factor* was concerned (most means>3.00). The highest point of their psychological empowerment was noted in their feelings that they were effective and did not imagine their own failure (Q303: mean=4.18). However, they felt that they did not have a significant influence on what happens in their department (Q302: mean=2.96)

and that they did not have control over what happens in their department (Q309: mean=2.83). The Psychological Empowerment (Impact) factor depended heavily on whether employees were: willing to exert effort towards a task (Q308: coefficient=0.898), active contributors who take an initiative (Q306: coefficient=0.887), able to make constructive suggestions for improvement (Q305: coefficient=0.844), or had independence and freedom in how to do their job (Q307: coefficient=0.778) and seized available opportunity to improve customer care (Q304: coefficient=0.773). The other issues had very low coefficients and hence were not so important in the determination of Psychological Empowerment (Impact).

The established results challenge Oladipo's (2009:121) view that public service employees are not usually free to use their own discretion when executing their duties; that occasionally they are not capable of performing their duties, and do not have common values and ethical conducts, which brings about negative attitudes towards their work. The reflection conveyed in Table 5.24 is that although employees have shown a dominating perception of unfairness on HR practices, they felt that to a certain degree that they could influence strategic and administrative outcomes at work as far as impact was concerned; hence they felt psychologically empowered.

Table 5.25: Principle Components Results on Psychological Empowerment – Competence Factor

Psychological Empowerment: Competence	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
310: Willing to communicate and share information with my supervisor	4.19	0.73	0.570	32.48 %	0.588
311: Have a sense of competence in my job	4.24	0.67	0.695		
312: Have confidence in my ability to do my job	4.37	0.64	0.822		
313: Work environment motivates me	2.95	1.27	0.106		
314: Have a sense of responsibility	4.52	3.16	0.127		
315: I am committed in my job	4.42	0.60	0.844		
316: Have enough confidence in my ability to do my job	4.45	0.67	0.853		
317: Have mastered the skills necessary for my job	4.32	0.74	0.708		
318: Self-assured about capabilities to perform my work	4.28	0.65	0.810		
319: Have control over what happens in my department	2.65	1.13	0.017		
320: Always do my job on time	4.18	0.73	0.658		
321: Always look forward to my next task	3.93	0.96	0.541		
322: Really care about what I do on my job	4.55	2.94	0.146		
323: Feel my work efforts are always appreciated	3.35	1.27	0.135		
324: Always able to overcome obstacles in my job	3.99	0.75	0.491		
325: Feel I am encouraged to do more on my job	3.36	1.20	0.286		

The Psychological Empowerment (Competence) factor as developed using principal components was of moderate reliability (Cronbach's Alpha=0.588) and accounted for 32.48 % of the total variation in the constituent questionnaire items.

Table 5.25 reflects that employees felt psychologically empowered as far as *competence* was concerned (Most means>3.00). The highest point of their psychological empowerment is noted in the feeling that they really cared about what they did in their jobs (Q322: mean=4.55). However, they felt that their work environment did not motivate them (Q313: mean=2.95) and that they did not have control over what happens in their department (Q319: mean=2.65). The Psychological Empowerment (Competence) factor heavily depended on whether employees had enough confidence in their ability to do the

jobs (Q316: coefficient=0.853; Q312: coefficient=0.822), were committed in their jobs (Q315: coefficient=0.844), were self-assured about capabilities to perform their work (Q318: coefficient=0.810) had mastered the skills necessary for their jobs (Q317: coefficient=0.708), had a sense of competence in their jobs (Q311: coefficient=0.695), they always did their jobs on time (Q320: coefficient=0.658), they were willing to communicate and share information with their supervisors (Q310: coefficient=0.570), they always looked forward to the next task (Q321: coefficient=0.541) and they were always able to overcome obstacles in their jobs (Q324: coefficient=0.491). The other issues had very low coefficients, hence they were not so important in the determination of Psychological Empowerment (competence).

Robert (2010:1750) concurs with these findings when he notes that having a sense of competence goes with challenging extra-role behaviour which require that individuals adopt an active orientation towards their work roles. These are typical characteristic behaviours of employees who participated in this study. Ablett and Jones (2007:734) also agree with the later that when employers are able to contribute to the empowerment of employees and are aware of behavioural options available to employees, they promote employees' setting of their goals development of proactive behaviours and making use of opportunities to gain exposure, and develop senses of competences.

Table 5.26: Principle Components Results on Psychological Empowerment – Meaning Factor

Psychological Empowerment: Meaning	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
326: I am inspired to do my job	3.62	1.12	0.541	30.76%	0.675
327: Have a sense of pride about my job	4.04	1.20	0.197		
328: Job activities are personally meaningful	4.01	0.82	0.283		
329: The work that I do is important to me	4.16	0.72	0.109		
330: Sees work as something given but something I am able to shape	4.23	3.08	0.007		
331: The work that I do is not meaningful to me personally	2.44	1.25	-0.067		
332: I know resources that are needed to achieve goals	4.25	0.59	0.162		
333: Feels I am given an opportunity to gain exposure	3.39	1.54	0.753		
334: Dependent on supervisor	2.47	1.26	0.064		
335: Able to overcome any setback	3.99	0.73	0.225		
336: Feel secured with my job	3.74	1.01	0.753		
337: Feel engaged	3.62	1.01	0.794		
338: Able to engage in challenging extra roles	3.88	0.86	0.608		
339: Expects an incentive for going an extra mile	3.84	1.09	0.008		
340: Feel this behaviour is an integral part of me	3.79	0.94	0.134		

The Psychological Empowerment (meaning) factor as developed using principal components was of moderate reliability (Cronbach’s Alpha=0.675) and accounted for 30.76 % of the total variation in the constituent questionnaire items.

Results in Table 5.26 show that employees felt psychologically empowered as far as *meaning* was concerned (Most means>3.00). The highest point of their psychological empowerment was that they knew resources needed to achieve their goals (Q332: mean=4.25). However, they felt that the work they do was not meaningful to them personally (Q331: mean=2.44) and that they did not depend on the supervisors (Q334: mean=2.47). The Psychological Empowerment (meaning) factor depended heavily on whether employees felt engaged (Q337: coefficient=0.794), whether they felt secured with

their jobs (Q336: coefficient=0.753), whether they felt they were given an opportunity to gain exposure (Q333: coefficient=0.753), whether they were able to engage in challenging extra roles (Q338: coefficient=0.608), and whether they were inspired to do their job (Q326: coefficient=0.541). The other issues had very low coefficients, hence they were not so important in the determination of Psychological Empowerment (meaning).

The positive results on the psychological empowerment factor of *meaning* show that employees believed in what they did, they did not let circumstances determine their failure and that they valued their work. Gagne and Deci (2005:332) found that an employee with a sense of meaning will always seize the opportunity to improve customer service. Such positive results have ramifications for improved service delivery within the public service in South Africa. In contrast, employees who are low in psychological empowerment will always ignore opportunities to engage in positive behaviours towards their work (Fourie & van Eeden, 2010:22).

Table 5.27: Principle Components Results on Psychological Empowerment – Self – Determination factor

Psychological Empowerment: Self-Determination	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
341: Feels I have sense of determination	4.26	0.55	0.050	25.89 %	0.636
342: Have significant autonomy in determining how I do the job	3.75	0.91	0.087		
243: Have a sense of strength	4.21	0.64	0.067		
344: Can decide on my own how to go about doing my work	4.05	0.94	0.148		
345: Have a considerable opportunity for independence and freedom	4.16	3.16	0.100		
346: Have own choice and dignity	4.33	3.11	0.072		
347: Goal Oriented	4.66	4.25	0.210		
348: Have choice about work methods, pace and effort	3.91	0.93	0.215		
349: Feel I am resilient	3.91	0.82	0.131		
350: Sees failure as learning experiences	4.03	0.89	0.148		
351: See problems as challenges	4.43	3.06	-0.041		
352: Able to maintain optimism in face of difficulty	4.40	3.07	-0.023		
353: Aware of behavioural options open to me	3.95	0.74	0.231		
354: Can set goals for myself	4.51	3.05	-0.012		
355: Have trust in my supervisor	3.60	1.10	0.826		
356: Feel there is openness	3.44	1.08	0.844		
357: Feel there is co-operation between me and my supervisor	3.72	1.02	0.833		
358: Feel there is consensus in decision making	3.52	0.97	0.844		
359: Satisfied with my job	3.65	1.08	0.728		
360: Feel I have access to information	3.81	3.22	0.251		
361: Confident with my job	4.06	0.83	0.494		

The Psychological Empowerment (self-determination) factor as developed using principal components was of moderate reliability (Cronbach's Alpha=0.636) and accounted for 25.89 % of the total variation in the constituent questionnaire items.

As indicated in Table 5.27, they felt psychologically empowered as far as *self-determination factor* was concerned (All means>3.00). The highest point of their psychological empowerment was that they were goal oriented (Q347: mean=4.66). The Psychological Empowerment (self-determination) factor depended heavily on whether

employees felt there was openness (Q356: coefficient=0.844), whether they felt there was consensus in decision making (Q358: coefficient=0.844), whether they felt there was cooperation between them and their supervisors (Q357: coefficient=0.833), whether they have trust in the supervisor (Q355: coefficient=0.826), whether they were satisfied with their jobs (Q359: coefficient=0.728) and whether they were confident with their jobs (Q361: coefficient=0.494). The other issues had a very low coefficients hence they were not so important in the determination of Psychological Empowerment (self-determination).

These results show that employees in the Department of Co-operative Governance and Traditional Affairs were determined to turn the situation around by not letting unfair HR practices deter their a sense of autonomy. They chose to regulate their actions or behaviour though they had some dissatisfaction on how things were done in the department. Ablett and Jones (2007:734) attest to these results by conceding that resilience is an important characteristic towards psychological empowerment since it gives the ability to bounce back after a setback. Concomitantly, employees perceive their job to have meaning when they see failure as learning experiences and problems as challenges, hence they will remain optimistic in the face of difficulty.

5.8 HYPOTHESIS 3: ESTABLISHING WHETHER THERE IS A RELATIONSHIP BETWEEN EMPLOYEES' PERCEPTIONS OF FAIRNESS IN HUMAN RESOURCE PRACTICES AND THEIR FEELINGS/SENSE OF BEING PSYCHOLOGICALLY EMPOWERED

To test this hypothesis, Pearson's correlation was used to determine the correlations between the constructs (factors) of employees' perceptions of fairness in human resource practices and the constructs of their feelings/sense of being psychologically empowered. The results, as presented in Table 5.30 show that psychological empowerment constructs (factors) of meaning and self- determination are significantly correlated to all perceptions of fairness constructs (all p- values \leq 0.001) with the highest correlation being between performance appraisal: distributive justice and psychological empowerment: and self-determination (correlation=0.439). Surprisingly, results show that there are some significant negative correlations between competence and some perceptions of fairness. The correlation results only assess the pairwise relationship of a particular perception of fairness factor versus a psychological empowerment factor without considering the effects of the other perception of fairness factors.

Table 5.28: Correlations between employees' perceptions of fairness in human resource practices and their feelings/sense of being psychologically empowered

Pearson Correlations			Psychological Empowerment				
			(PEI) Impact	(PEC) Competence	(PEM) Meaning	(PESD) Self - Determination	
Perception on Fairness	Rewards	(RDJ) Distributive Justice	Correlation	0.059	-0.163	0.328	0.418
			p-value	0.463	0.046	0.000	0.000
		(RPJ) Procedural Justice	Correlation	0.132	-0.039	0.431	0.372
			p-value	0.098	0.627	0.000	0.000
		(RIJ) Interactional Justice	Correlation	0.150	0.092	0.453**	0.297**
			p-value	0.054	0.242	0.000	0.000
	Performance Appraisal	(PADJ) Distributive Justice	Correlation	0.063	-0.041	0.379	0.439
			p-value	0.423	0.609	0.000	0.000
		(PAPJ) Procedural Justice	Correlation	0.188*	0.016	0.358**	0.464**
			p-value	0.017	0.841	0.000	0.000
		(PAIJ) Interactional Justice	Correlation	0.084	0.016	0.369	0.513
			p-value	0.292	0.837	0.000	0.000
	Grievance Procedures	(GPDJ) Distributive Justice	Correlation	0.098	-0.101	0.240	0.304
			p-value	0.214	0.205	0.003	0.000
		(GPPJ) Procedural Justice	Correlation	0.129	-0.132	0.256**	0.228**
			p-value	0.103	0.097	0.002	0.006
		(GPIJ) Interactional Justice	Correlation	0.088	-0.069	0.288	0.261
			p-value	0.265	0.382	0.000	0.001
	Selection Procedures	(SPDJ) Distributive Justice	Correlation	0.045	-0.204	0.336	0.366
			p-value	0.573	0.011	0.000	0.000
		(SPPJ) Procedural Justice	Correlation	0.065	-0.145	0.292**	0.325**
			p-value	0.410	0.068	0.000	0.000
		(SPIJ) Interactional Justice	Correlation	0.221	-0.052	0.319	0.339
			p-value	0.005	0.514	0.000	0.000
Training and Development	(TDDJ) Distributive Justice	Correlation	0.121	0.055	0.420	0.349	
		p-value	0.121	0.487	0.000	0.000	
	(TDPJ) Procedural Justice	Correlation	0.125	-0.033	0.349**	0.339**	
		p-value	0.110	0.680	0.000	0.000	
	(TDIJ) Interactional Justice	Correlation	0.168*	0.026	0.349**	0.323**	
		p-value	0.031	0.747	0.000	0.000	
Promotion Process	(PPDJ) Distributive Justice	Correlation	0.108	-0.088	0.413	0.434	
		p-value	0.196	0.307	0.000	0.000	
	(PPPJ) Procedural Justice	Correlation	0.131	-0.197	0.367	0.412	
		p-value	0.093	0.012	0.000	0.000	
	(PPIJ) Interactional Justice	Correlation	0.156*	-0.126	0.395**	0.369**	
		p-value	0.044	0.109	0.000	0.000	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

An ordinary linear regression analysis was performed to address the shortcomings of the correlation analysis as mentioned above. The regression analysis outlines the importance of each of the Perception of Fairness constructs to the four constructs measuring Psychological Empowerment. The most important perception of the fairness factors were shown by their ranks in the “order of importance” column. The p-value was used to establish whether a particular perception on a fairness factor had a significant impact on Psychological Empowerment in the presence of all perception of fairness factors. If the p-value of r any perceptions of the fairness factor is less than 5 % (p-value<0.05) then the

corresponding factor has a significant impact on Psychological Empowerment in the presence of all other perception of fairness factors. Tables 5.29, 5.30 and 5.32 show the results of the regression model that was fitted to the data for each of the independent variables (perceptions of fairness) and the dependent variables (psychological empowerment factors).

Table 5.29: Regression model on PEI of perceptions of HR fairness

Dependent Variable = Psychological Empowerment: Impact (PEI)		Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	p-value	
Independent Variables: Perception of Fairness	(Constant)	0.079	0.091	0.874	0.385	
	(TDIJ) Training and Development: Interactional Justice	0.444	0.151	2.940	0.004	1
	(PPDJ) Promotion Process: Distributive Justice	0.442	0.183	2.414	0.018	2
	(SPPJ) Selection Procedures: Procedural Justice	-0.309	0.180	-1.714	0.090	3
	(RDJ) Rewards: Distributive Justice	-0.273	0.144	-1.899	0.061	4
	(PPPJ) Promotion Process: Procedural Justice	-0.208	0.212	-0.983	0.328	5
	(PADJ) Performance Appraisal: Distributive Justice	0.138	0.129	1.070	0.288	6
	(TDDJ) Training and Development: Distributive Justice	-0.125	0.160	-0.783	0.435	7
	(PAPJ) Performance Appraisal: Procedural Justice	0.116	0.141	0.820	0.414	8
	(SPIJ) Selection Procedures: Interactional Justice	0.114	0.123	0.927	0.357	9
	(GPIJ) Grievance Procedures: Interactional Justice	-0.108	0.148	-0.727	0.469	10
	(TDPJ) Training and Development: Procedural Justice	-0.092	0.177	-0.522	0.603	11
	(PAIJ) Performance Appraisal: Interactional Justice	0.067	0.177	0.378	0.706	12
	(GPPJ) Grievance Procedures: Procedural Justice	0.053	0.167	0.318	0.751	13
	(GPDJ) Grievance Procedures: Distributive Justice	0.044	0.143	0.311	0.756	14
	(RPJ) Rewards: Procedural Justice	-0.039	0.173	-0.228	0.820	15
	(PIIJ) Promotion Process: Interactional Justice	-0.021	0.175	-0.122	0.903	16
	(RIJ) Rewards: Interactional Justice	0.009	0.138	0.064	0.949	17
(SPDJ) Selection Procedures: Distributive Justice	-0.007	0.153	-0.049	0.961	18	

The results, as shown in Table 5.29 show that only the interactional justice aspects of training and development (coeff=0.444. t=2.940, p-value=0.004) and the distributive justice aspects of the promotion process (coeff=0.442. t=2.414, p-value=0.018) had a significant positive impact on psychological empowerment as measured by Impact (PEI). These results indicate that employees felt a positive relationship with their employer when given the opportunity to communicate their developmental needs. Vlachos (2009:20) concur that when training needs for employees are communicated to them, the personal satisfaction of employees is enhanced, they feel recognised and that they have an influence in their workplace. In other words, training and development, when adhered to,

increase employees' skills and productivity, and therefore reduce job dissatisfaction. Furthermore, Stoffers and Van der Heijden (2009:3) pointed out that when employees receive and perceive training and development as fair, they are likely to stay with the organisation longer, as they will be satisfied with their empowerment.

Heathfield (2011:1) argued, with regards to results pertaining to promotion, distributive justice and their significance on the impact factor that promotion is a desirable form of recognition for those who make significant and effective work contributions, it impacts positively on pay, ability, and responsibility, and it increases the status of the employee, a visible sign of esteem bequeathed by the employer. The positive result of the promotion process on the impact factor of psychological empowerment signifies employees' satisfaction with their influence on strategic and administrative outcomes at work. As a result, employers could use promotion for efficient job assignment after employees have benefited from promotion through monetary gain and a higher reputation. These claims suggest that promotion is important for both employer and employee (Pfeifer *et al.*, (2011:3).

Selection Procedures-Procedural Justice (SPPJ: coeff=-0.309, t=-1.714, p-value=0.090), Rewards-Distributive Justice (RDJ: coeff=-0.273, t=-1.899, p-value=0.061) and Promotion Process-Procedural Justice (PPPJ: coeff=-0.208, t=-0.983, p-value=0.328) did not have a significant impact on PEI but their negative coefficients are surprising as they seem to indicate that the higher they get the lower the value of PEI. The above results reflect employees who do not feel that they have an impact as far as strategic and administrative procedures on selection and promotion are concerned. They also indicate that even though employees felt that promotion procedures were carried out fairly, they still felt that their jobs did not have an impact on organisational outcomes. Brewster *et al.*, (2008:189) argued that promotion should be based on job-related criteria, particularly performance, and that promotion procedures should be free from bias and discrimination against employees on the basis of inappropriate criteria, such as gender, race, and religion. The author argues further that if this is not done and even if employees view the promotion procedures as fair, their perceptions of being appreciated and viewing their jobs as critical for organisational success might be compromised, as the results of this study indicate.

The results showing the impact of the rewards – distributive justice perceptions of the psychological empowerment factor of ‘impact’, though in a negative direction, are also very interesting to note. Researchers, Chiang and Birch (2006:573) indicate that rewards may involve monetary and non-monetary value, and direct or indirect organisation’s exchange for the contribution of its employees. That being the case, their effects on employees’ perceptions of the extent to which their jobs are valued or impact the organisation’s strategic goals could be different. Supporting this assertion is Yeganeh and Sue (2011: 2609-2610) who state that among all HR functions, rewards, direct or indirect, monetary or non-monetary, are considered to be fundamental and may influence all aspects of organisational behaviour.

With regards to perceptions of fairness and the psychological empowerment factor on competence, the results, as shown in Table 5.30, reveal that only the interactional justice aspects of rewards (coeff=0.345. $t=2.482$, $p\text{-value}=0.015$) and the distributive justice aspects of the promotion process (coeff=0.340. $t=1.885$, $p\text{-value}=0.043$) had a significant positive impact on psychological empowerment as measured by Competence (PEC). Siems *et al.*, (2012:107) state that employees get motivated and productive when they receive rewards for work well done. Subsequently, the significant findings on the psychological empowerment factor of rewards implies a human resource function that should be at the heart of an organisation since a fair application will attract, retain and motivate employees to believe in their competences and therefore work hard to achieve organisational goals. On the other hand, a positive outcome on the impact of perceptions of distributive justice aspects of the promotion process on the PEC reflects employees’ belief that a fairly done promotion breeds the development of capabilities to perform one’s work. The Labour Relations Act 66 of 1995 (LRA) (South Africa 1995) prescribes fair and non-discriminatory promotion procedures. According to Grawitch, *et al.*, (2006:131), if promotion is perceived to be fairly done to all employees, it can improve commitment and job satisfaction.

Table 5.30: PEC Regression model on perception of fairness

Dependent Variable= Psychological Empowerment: Competence (PEC)		Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	P-value	
Independent Variables: Perception of Fairness	(RDJ) Rewards: Distributive Justice	-0.487	0.143	-3.412	0.001	
	(PPPJ) Promotion Process: Procedural Justice	-0.429	0.205	-2.095	0.039	1
	(RIJ) Rewards: Interactional Justice	0.345	0.139	2.482	0.015	2
	(PPDJ) Promotion Process: Distributive Justice	0.340	0.180	1.885	0.043	3
	(SPPJ) Selection Procedures: Procedural Justice	-0.231	0.177	-1.305	0.195	4
	(PADJ) Performance Appraisal: Distributive Justice	0.174	0.131	1.328	0.188	5
	(PAIJ) Performance Appraisal: Interactional Justice	0.161	0.180	0.891	0.375	6
	(TDDJ) Training and Development: Distributive Justice	0.160	0.166	0.965	0.337	7
	(TDIJ) Training and Development: Interactional Justice	0.145	0.150	0.971	0.335	8
	(TDPJ) Training and Development: Procedural Justice	-0.126	0.179	-0.704	0.484	9
	(RPJ) Rewards: Procedural Justice	-0.117	0.171	-0.680	0.498	10
	(SPDJ) Selection Procedures: Distributive Justice	-0.110	0.149	-0.742	0.460	11
	(Constant)	0.101	0.091	1.115	0.268	12
	(GPIJ) Grievance Procedures: Interactional Justice	0.074	0.144	0.513	0.609	13
	(SPIJ) Selection Procedures: Interactional Justice	0.059	0.123	0.480	0.632	14
	(PPIJ) Promotion Process: Interactional Justice	0.048	0.171	0.280	0.780	15
	(GPPJ) Grievance Procedures: Procedural Justice	-0.044	0.167	-0.262	0.794	16
	(GPDJ) Grievance Procedures: Distributive Justice	0.010	0.141	0.068	0.946	17
(PAPJ) Performance Appraisal: Procedural Justice	-0.003	0.144	-0.023	0.982	18	

Promotion Process-Procedural Justice (PPPJ: coeff=-0.429, t=-2.095, p-value=0.039), did not have a significant impact on PEC but its negative coefficient indicated that the higher it gets the lower the value of PEC. Competence as a psychological empowerment cognition reveals that employees have a sense of belief in their capability to perform work activities with skill. However, in this study, employees reflected a feeling of satisfaction with

procedures during the promotion process. Such perceptions might have had a negative influence on the employees' sense of capability to perform in their respective jobs. This anomaly could be explained by arguing that justice perceptions of promotion procedures alone, though negative, but suggesting satisfaction, cannot be relied upon as solely responsible for the loss of the confidence in capability to perform by the employees. Contrary to the results, researchers such as Grobler *et al.*, (2011:262) cautioned that organisations should guard against discrimination in promotion. Instead, organisations should advocate for equal promotion opportunities to all employees, an action that is likely to enhance their psychological empowerment and perceptions. Managers who trust their employees are more likely to promote them fairly, thereby enhancing their abilities to perform (Tzafrir, 2005:1603).

When the regression model was fitted to the data to determine perceptions of the fairness of psychological empowerment as measured by meaning (PEM), the results in Table 5.31 showed that only the interactional justice aspects of selection procedures (coeff=0.245, $t=1.969$, $p\text{-value}=0.050$) had a significant positive impact on psychological empowerment as measured by meaning (PEM). This outcome concurs with Henry and Temtime (2009:52) who indicated that selection, as an HR practice, plays a major role in organisations' success, since it is regarded as an entry point of human resources. Subsequently, meaning as a cognition of psychological empowerment, reflects employees' feeling that their work is of utmost importance to them and, within the context of this result it reflects involvement in the selection process and how that brings about a sense of meaning in their subsequent tasks after appointment. Ayree and Chen (2005:795) concur that psychologically empowered employees who feel that their work is meaningful, tend to also experience control or self-determination at work, they have confidence in their work competence, and impact on others through successful completion of tasks. These employee behavioural outcomes, according to the authors, can be triggered by a number of factors, such as perceptions of how just decisions are taken. On a similar note, Buczek (2007:303) found that if organisations fail to take cognisance and ill-treat talented and highly skilled individuals during selection procedures, they will end up employing people who do not find meaning in what they do and the consequences are dire.

Table 5.31: Regression model for PEM on perception of fairness

Dependent Variable: Psychological Empowerment: Meaning (PEM)			Coefficients		T-tests		Order of importance
			Coeff	Std. Error	t	P-value	
Independent Variables: Perception of Fairness	(Constant)		-0.030	0.091	-0.332	0.741	
	(SPPJ)	Selection Procedures: Procedural Justice	-0.412	0.180	-2.291	0.025	1
	(SPIJ)	Selection Procedures: Interactional Justice	0.245	0.125	1.969	0.050	2
	(GPIJ)	Grievance Procedures: Interactional Justice	0.235	0.148	1.590	0.116	3
	(SPDJ)	Selection Procedures: Distributive Justice	0.217	0.154	1.410	0.162	4
	(PPDJ)	Promotion Process: Distributive Justice	0.196	0.184	1.066	0.290	5
	(PPPJ)	Promotion Process: Procedural Justice	-0.191	0.210	-0.910	0.365	6
	(TDPJ)	Training and Development: Procedural Justice	0.143	0.184	0.779	0.439	7
	(TDDJ)	Training and Development: Distributive Justice	0.143	0.159	0.901	0.371	8
	(RIJ)	Rewards: Interactional Justice	0.129	0.136	0.949	0.346	9
	(PPIJ)	Promotion Process: Interactional Justice	0.121	0.175	0.692	0.491	10
	(PAIJ)	Performance Appraisal: Interactional Justice	0.105	0.180	0.583	0.562	11
	(GPDJ)	Grievance Procedures: Distributive Justice	-0.072	0.139	-0.521	0.604	12
	(GPPJ)	Grievance Procedures: Procedural Justice	-0.060	0.175	-0.346	0.730	13
	(RDJ)	Rewards: Distributive Justice	0.041	0.146	0.281	0.780	14
	(RPJ)	Rewards: Procedural Justice	0.039	0.182	0.216	0.829	15
	(TDIJ)	Training and Development: Interactional Justice	-0.038	0.149	-0.253	0.801	16
	(PAPJ)	Performance Appraisal: Procedural Justice	-0.018	0.139	-0.129	0.898	17
(PADJ)	Performance Appraisal: Distributive Justice	-0.015	0.129	-0.116	0.908	18	

Selection Procedures-Procedural Justice (SPPJ: coeff=-0.412, t=-2.291, p-value=0.025), did not have a significant impact on PEM, but its negative coefficients indicate that the higher it gets the lower the value of PEM. Meaning as a psychological empowerment cognition reflects an individual's perception of value towards their task. The results reflect employees who could not make any sense of meaning nor see value in their tasks even

though the selection procedures seemed to have been carried out fairly. The results, however, contradict De Creamer and Tyler (2005a:151) who pointed out that a just procedure should be recognised as a determinant of effective organisational outcomes that are beneficial to the organisation, in this case, meaning. This finding is supported by Nel *et al.*, (2005:30) who indicated that selecting suitable employees in a fair manner is a hard work that needs to be taken seriously and subsequently as it has consequences for employee behaviours.

Table 5.32: PESD Regression model on perception of fairness

Dependent Variable: Psychological Empowerment: Self Determination (PESD)		Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	P-value	
Independent Variables: Perception of Fairness	(Constant)	0.018	0.087	0.204	0.839	
	(PAIJ) Performance Appraisal: Interactional Justice	0.361	0.168	2.140	0.035	1
	(RDJ) Rewards: Distributive Justice	0.285	0.139	2.046	0.044	2
	(RPJ) Rewards: Procedural Justice	-0.250	0.162	-1.541	0.127	3
	(GPPJ) Grievance Procedures: Procedural Justice	-0.214	0.157	-1.359	0.178	4
	(SPIJ) Selection Procedures: Interactional Justice	0.175	0.118	1.482	0.142	5
	(SPPJ) Selection Procedures: Procedural Justice	-0.165	0.170	-0.971	0.335	6
	(GPIJ) Grievance Procedures: Interactional Justice	0.160	0.141	1.136	0.259	7
	(RIJ) Rewards: Interactional Justice	-0.142	0.130	-1.092	0.278	8
	(GPDJ) Grievance Procedures: Distributive Justice	0.139	0.134	1.039	0.302	9
	(SPDJ) Selection Procedures: Distributive Justice	0.123	0.143	0.861	0.392	10
	(PPIJ) Promotion Process: Interactional Justice	0.118	0.170	0.696	0.488	11
	(PPDJ) Promotion Process: Distributive Justice	0.107	0.171	0.623	0.535	12
	(PAPJ) Performance Appraisal: Procedural Justice	0.077	0.133	0.580	0.564	13
	(TDPJ) Training and Development : Procedural Justice	-0.040	0.171	-0.236	0.814	14
	(PADJ) Performance Appraisal: Distributive Justice	0.036	0.122	0.299	0.766	15
	(TDIJ) Training and Development : Interactional Justice	0.028	0.148	0.187	0.852	16
	(TDDJ) Training and Development : Distributive Justice	0.017	0.154	0.113	0.910	17
(PPPJ) Promotion Process: Procedural Justice	0.013	0.197	0.064	0.949	18	

The results pertaining to the impact of employees' perceptions on the fairness of psychological empowerment as measured by Self-Determination (PESD), shown in Table 5.32, revealed that only the interactional justice aspects of Performance Appraisal (coeff=0.361. $t=2.140$, $p\text{-value}=0.035$) and the distributive justice aspects of the rewards (coeff=0.285. $t=2.046$, $p\text{-value}=0.044$) had a significant positive impact on psychological empowerment as measured by Self-Determination (PESD). These results are a clear reflection of the feelings of satisfaction experienced by employees regarding the interpersonal treatment they received when decisions concerning performance appraisal outcomes were made, and how the satisfaction had a bearing on their self-determination feelings ($p\text{-value}<0.05$). Steyn and van Niekerk (2012:72) stated that when an appraisal process is structured well, it suffices as an aid to professional development, competence enhancement and as a motivating factor to employees' competence. In addition, if performance appraisal is carried out fairly, it can involve some benefits such as revealing problems that tend to hinder progress and can improve the quality of work by increasing mutual understanding and effort between managers and staff (Mulvaney *et al.*, (2012:50).

Perceptions of the distributive justice aspect of rewards had an impact on the employees' feelings of self-determination. These results reflect that employees' senses of self-determination were triggered after considering the procedural aspects on rewards as fair. According to Chiang and Birtch, (2006:573) feelings of psychological empowerments among employees are triggered by a number of motivational factors, such as appropriate rewards that are in tandem with their skills. With such empirical evidence, one can conclude that perceptions of how rewards are distributed as measured in the current study might have had the potential of developing a sense of self-determination among employees. Adams (1965:267-299) clearly stated that distributive justice entails social exchange. This form of exchange entails a transactional relationship that employees have with their employer. Employees provide their knowledge and skills in return for a reward in the form of wages and benefits. The results, in Table 5.32, therefore reflects that employees who are satisfied with their rewards are able to make choices that bring positive decisions pertaining to their work. Gagn and Deci (2005:332) concur that when employees feel psychologically empowered, they engage in challenging extra-role behaviours without expecting incentives but rather perceive such behaviour as an integral part of who they are: they have a sense of self, and are therefore self-determined. When employees develop such feelings, they get a strong desire to remain with the organisation

and to contribute more towards their work (Choi, 2007:467).

5.9 HYPOTHESIS 4: TO ESTABLISH WHETHER THERE IS A RELATIONSHIP BETWEEN EMPLOYEES’ OVERALL PERCEPTIONS OF FAIRNESS IN HUMAN RESOURCE PRACTICES AND THEIR FEELINGS/SENSE OF BEING PSYCHOLOGICALLY EMPOWERED

A principle component analysis, to determine the reliability of the items in Section D of the questionnaire was performed to test hypothesis 4. As previously outlined in Section 5.5.3, the overall employees’ perceptions of fairness in human resource practices were of moderate reliability (Cronbach Alpha=0.589) and accounted for 57.90 % of the total variation in the constituent questionnaire items (Table 5.33). As such, overall employees’ perceptions of fairness in human resource practices can be regarded as positive (most means>3.00). However, the employees were generally neutral on whether there was communication of results after decision making (mean=3.00) and the lowest point of their perceptions of fairness in human resource practices was that they felt that there was lack of communication with all employees after decision making (Q404: mean=2.99).

Table 5.33: Principle Components analysis Results on perceptions of fairness items

Perception of Overall Fairness	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
401: Communication of results after decision making	3.00	1.05	0.881	57.90 %	0.589
402: Following procedures in decision making	3.06	0.99	0.907		
403: Communication to employees during decision making	3.13	3.07	0.495		
404: Communication to all employees after decision making	2.99	1.04	0.903		
405: Dealing with employees during decision making	3.16	3.05	0.484		

A correlation analysis of the index for overall perceptions of human resource practices (POF) and the indices for psychological empowerment of impact (PEI), competence (PEC), meaning (PEM) and self –determination (PESD), was done using Pearson’s correlation in order to determine the relationship between employees’ overall perceptions of human resource practices and psychological empowerment. The results are shown in Table 5.34.

Table 5.34: The relationship between employees overall perceptions of fairness of human resources practices and their feeling/sense of psychological empowerment

Pearson Correlations		Psychological Empowerment			
		(PEI)Psychological Empowerment:(Impact)	(PEC)Psychological Empowerment:(Competence)	(PEM)Psychological Empowerment:(Meaning)	(PESD)Psychological Empowerment:(Self Determination)
Perception of Overall Fairness (POF)	Correlation	0.002	-0.028	0.446**	0.426**
	p-value	0.978	0.724	0.000	0.000

Table 5.34 shows that there was a relationship between employees’ overall perceptions of fairness in human resources practices and their feeling/sense of whether they are psychologically empowered or not. However, the relationship was only between overall perceptions of human resource practices and the psychological empowerment factors of meaning (PEM) ($p = 0.00$) and self – determination (PESD). Meaning in psychological empowerment entails a fit between the needs of an individual’s work role, their beliefs, values and behaviours. On the other hand, self-determination involves a sense of choice in initiating and regulating the individual’s actions. The reason for overall fairness on only two aspects of psychological empowerment is supported by a study carried out in Namibia by Stander and Rothman (2010:2). The authors found that two psychological conditions, namely, psychological meaningfulness and psychological availability, were predicted by certain aspects on the relationship between a sense of psychological empowerment and HR practices. The results demonstrate the link between meaning and self-determination within the debate on psychological empowerment among employees. For example, according to Ayree and Chen (2005:795) individuals who feel that their work is meaningful, more often experience control of self-determination towards their work and they develop confidence in conjunction with their job related competences.

5.10 CHAPTER SUMMARY

As stated at the beginning of this chapter, the purpose of the chapter was to present and discuss the findings/results of the empirical study. This purpose was achieved and can be summarised as follows:

Firstly, in terms of demographic data, results presented in the form of frequency table, show that the sample for the employees under study was fairly balanced between males (41.2 %) and females (58.8 %). Most of the respondents had at least post-school certificates with the greatest proportion (75 %) having either a diploma or a degree. Most (78.2 %) of the respondents held non-managerial positions. Respondents in managerial positions accounted for only 21.8 %.

Secondly, Pearson correlations were used to test the relationship between the two variables; employees' perceptions of fairness in human resource practices and their feelings/sense of psychological empowerment. In some cases, a sense of unfairness in human resource practices (in relation to the three dimensions of organisational justice theory) was observed and employees constituted a sense of fairness in a few cases.

Thirdly, in terms of the objectives/hypotheses, the analysis produced the following results:

- a) Employees in the Department of Co-operative Governance and Traditional Affairs mainly regarded human resources practices as being done unfairly.
- b) Generally, employees in the Department of Co-operative Governance and Traditional Affairs, of the Free State Province, feel psychologically empowered.
- c) There was a relationship between employees' perceptions of fairness in human resources practices and their feeling/sense of psychological empowerment.
- d) There was a partial relationship between the employees' overall perceptions of fairness in human resources practices and their feeling/sense of psychological empowerment.

These findings mean that hypotheses 2, 3, and 4 were not supported.

The next chapter presents the conclusions to the study and recommendations for future research.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

The thesis statement of this study, as pointed out in the first chapter, assumed that employee perceptions of fairness in human resource management practices are vital for the employees' psychological empowerment. It was further argued that in the South African public service work environment, there is a concern that human resource management practices are politically influenced, therefore not fairly done. Fair human resources practices should therefore be a prerequisite for the South African public service. The South African public sector is however criticised due to the public's experience of delays in appointments, too much bureaucracy, favouritism/nepotism in appointments and the poor handling of performance appraisal issues, among others. The researcher noted that how employees view such allegations affect their perceptions of psychological empowerment. Psychological empowerment plays a major role in employees' development of beliefs of self-strength, control, self-power, self-reliance, own choice and dignity. Hence, the researcher investigated the relationship between both variables.

The main objective of this study was to investigate the relationship between employees' opinions on fairness in human resource management practices and their feelings/sense whether they are psychologically empowered or not. The specific research questions were:

- a) What are the employees' perceptions of the human resource management practices?
- b) To what extent do the employees within the Department of Co-operative Governance and Traditional Affairs, Bloemfontein feel psychologically empowered?
- c) What is the extent of the relationship between employees' perceptions of specific human resource management practices and their sense of /feelings on whether that are psychologically empowered?

Chapter 1 introduced the study with an outline that the problem statement, specific research questions and research objectives. This was followed by a review of the related literature in Chapters 2 and 3. Chapter 4 outlined and discussed the research methodology that is followed in the study. Chapter 5 presented and discussed the results of the empirical part of the study. This chapter concludes the study report with the presentation of conclusions and recommendations for practice and further research.

6.2 SUMMARY OF THE STUDY

The literature reviewed indicated that the way human resource management practices are carried out affects employees' behavioural outcomes, such as their feelings on whether they are psychologically empowered or not and can lead to lack of responsibility and commitment, lack of job satisfaction and absenteeism. This finding led to the conclusion that fairly done human resource management practices, especially in the public service, can be vital for positive outcomes such as improved service delivery.

6.3 CONCLUSIONS BASED ON THE EMPIRICAL STUDY

The Pearson correlation analysis was performed to make inferences and the results assisted on whether to accept or reject the four hypotheses. The following conclusions were arrived at on the basis of the Pearson correlation analysis results:

6.3.1 Conclusion on hypothesis 1/research question 1

The first research question was: **What are the employees' perceptions of the human resource management practices?**

The results, as indicated in Tables 5.6, 5.7, 5.8, 5.9, 5.10, 5.15, 5.16, 5.19, 5.21, 5.22 and 5.23, show that employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, regarded human resource management practices as unfair. In contrast, the results in Tables 5.11, 5.12, 5.13, 5.14, 5.17, 5.18 and 5.20 show that employees in the Department of Co-operative Governance and Traditional Affairs regard those human resource management practices as fair on specific justice factors, which are performance appraisal-interactional justice and grievance procedures-distributive, procedural and interactional justice, selection procedures-interactional justice and training

and development-distributive and interactional justice. Therefore, it is concluded that employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, regarded human resource management practices as carried out unfairly. In other words, the way the human resource practices were implemented did not follow the appropriate principles of justice.

6.3.2 Conclusion on hypothesis 2/research question 2

The second research question was: Do employees within the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered?

The results in Tables 5.24, 5.25, 5.26 and 5.27 show that employees in the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered. It is therefore concluded that the employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, felt that their jobs had an impact on organisational outcomes, they experienced some value in their tasks, and were self-determined to do their work. In other words, one cannot rely on the fairness or unfairness of HRM practices to predict employees' feelings of psychological empowerment.

6.3.3 Conclusion on hypothesis 3/research question 3

The third research question was: Is there a relationship between employees' perceptions of specific human resource management practices and their sense of / feelings on psychological empowerment? The results in Table 5.28 show that psychological empowerment constructs of meaning and self-determination were significantly correlated to all perceptions of fairness constructs (all p-values ≤ 0.001). Therefore, it is concluded that there is a relationship between employees' perceptions of human resource management practices and their sense / feelings on whether they are psychologically empowered or not. In other words, one can rely on how fair human resources practices are carried out in order to predict feeling on sense of psychological empowerment.

6.3.4 Conclusion on hypothesis 4

Table 5.34 shows that the relationship between employees overall perceptions of fairness in human resources practices and their feeling on / sense of psychological empowerment empowered was mainly impacted on by two and not all of the four cognitions of psychological empowerment. Those two cognitions were meaning and self-determination. Therefore, it is concluded that there was a partial relationship between employees' overall perceptions of fairness in human resource practices and their feeling on / sense of psychological empowerment cannot be rejected. In other words, one cannot completely rely on the overall perceptions of fairness in human resource practices to predict employees' feeling of / sense on psychological empowerment.

6.4 RECOMMENDATIONS

Numerous recommendations can be made from the literature and empirical findings of the study. For reporting purposes, the recommendations are classified under two subheadings: practice and research. The recommendations are presented in an arbitrary order and not in any order of importance.

6.4.1 Recommendations for practice

Firstly, the results on the findings of the study show that employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, feel that many of the human resource management practices are carried out in an unfair manner. It is therefore important for the managers in this department to regard this view seriously and in particular take the advice provided by Skarlicki (2005:1) that recommends that the job of human resource managers requires that they confront issues of fairness and perceived injustice in the workplace. Skarlicki's claims imply that organisations that develop their employees will have satisfied and motivated employees who will contribute to the attainment of quality service delivery. Regarding employee training and development, the department need to refrain from any act of favouritism based on specific individuals or any other criteria that can be judged to be unfair. It should realise that by training and developing their employees, they are in fact investing on the effective, efficient and productive manpower.

Secondly, selection is intended to acquire suitable employees who will be able to run with the company vision and mission. Ployhart (2006:868) accentuates that of all the processes in organisational staffing, selection has received the most attention. In this manner the process itself gets hardened in the minds of those who work for human resources departments. As a result, those involved should refrain from acts of nepotism and favouritism when selecting employees. Often, unskilled and non-qualified candidates are appointed in government departments and this act of unfairness brings service delivery to a halt. Management in the South African public sector are required to provide necessary leadership in order to ensure transformation agenda of the South African government, yet, leaders are confronted with challenges such as dishonesty and lack of integrity Sing (2012:1).

Another important recommendation involves the promotion process. Brewster *et al.*, (2008:189) argued that it only makes sense that promotion should be based on job-related criteria and that promotion procedures should be free from bias and favouritism against employees. Creager (2011:506) indicated that when employees are empowered through growth, they get a sense of belonging, a true identity of self and they develop resilience. Therefore, the way management handles promotions, determines the success of the department, guards against discrimination in promotion and advocates for equal promotion opportunities for all employees. If perceived as fair by employees, promotion could improve commitment and job satisfaction. Promotion can only be seen as fair if employees contest for the position and an appointment is made based on performance and nothing else. The current trends such as cadre redeployment (no matter how much defended), nepotism and discrimination in promotion are unsound for HRM fairness, employee commitment, motivation, and service behaviour and quality service delivery. This goes back to the concern about political interference in the way management and human resource functions are carried out, although there are regulations and policies in place concerning how such functions should be done. The department should therefore fully take into consideration the detrimental effects of such practices on service delivery and on the mandate of South African Constitution (RSA Act 108 of 1996) which enshrined a rights-based human resource management practices that advocate constitutional values that underpin the mission of the public service. Perhaps a starting point for this to happen will be to conduct intensive short courses on the theoretical framework guiding this study.

Another recommendation concerns performance appraisals. As mentioned in the study, public sector managers should ensure that fair procedures are taken in carrying out the performance appraisal systems. At the moment, the process of appraisal seems to be losing value and meaning, especially in the South African context where HR functions are too politicised. A study carried out in China (Taormina & Goa, 2009:102) found performance appraisal acceptability to be paramount and related to the way it should be executed, which is in a fair manner. Employees in the department also need to be clarified on the purpose of performance appraisal. The department therefore needs to be cautious when assessing employees' performances to guard against unethical activities that may render the system unfair.

The results as attained in the study reflect that management in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein, do not consider whether they are carrying out human resource functions fairly but rather prefer to deal with the consequences of their unfair acts. It is therefore recommended that management should reconsider adhering to the regulations and policies governing HR functions, as well as retaining knowledgeable employees in order to intensify service delivery. This can be achieved by engaging in activities such as regular workshops and training from policy regulators as well as educational institutions so that they can constantly be reminded of the consequences of unfair practices and how they affect smooth day to day running of the department. This might be of great assistance instead of the current practice in the public sector where there are more strategic workshops which are not necessarily vocal when it comes to policy implementation strategies and adherence thereto.

Another area of concern evident in the sector is lack of skills development. This area, although very key in service delivery, is mostly neglected by managers as evidence has shown. Furthermore, the recruitment, selection and placement processes of the correctly qualified staff have shown tremendous influence by politicians. Drastic elimination of this interference could be of great assistance.

The results from Tables 5.24 - 5.27 in Chapter 5 show that employees in the Department of Co-operative Governance and Traditional Affairs are psychologically empowered. Although this is the case, there are some specific aspects in which the mean is <3, which implies that though the overall result on psychological empowerment is positive, there are

some areas in which employees are not certain about their empowerment. For example, results Table 5.22 Q302 and Table 5.25 Q319, respectively show employees feel that they have no significant influence or control on what happens in the department. The employees also feel that the work they do is not meaningful to them and that they might be dependent on the supervisor (see Table 5.26 Q331 and Q334). For these reasons, it is suggested that management in the department adhere to fair HR practices in order to avoid possible negative sentiments of psychological empowerment amongst employees in future.

The above is raised based on the result in Table 5.28 also, which shows that employees feel that there is a relationship between their perceptions of specific human resource management practices and their sense / feelings on psychological empowerment. Literature in Chapter 3 has attested that psychological empowerment is a motivational construct which is linked to the development of beliefs and feelings of self-confidence, self-reliance, self-strength and dignity, including employees being able to make own choices, which means that they do not want to depend on the supervisor. It is therefore vital that employees are given a chance to prove their ability to work without too much interference from management.

Managers need to understand that the way employees perceive human resource management practices leads to their actions of self-conduct in the organisation. For example, if their perception is negative, debauched and unsolicited behaviours might be experienced. They might not be able to do their work or feel free to use their own discretion when executing work, and a lack of ethical values might be reflected. However, if they feel that justice is done, they will be able to relate well with organisational goals and would therefore be happy and satisfied.

6.4.2 Recommendations for Further Research

Based on the findings of this study, the following recommendations for future research are proposed:

Firstly, this study is confined to only one government department. It is recommended that a larger scale study that includes all other public service departments be undertaken so that the findings can be generalised across the public service in Bloemfontein or other parts of the country.

One of the findings of this study is that perceptions of fairness were correlated to certain psychological empowerment factors. Unfortunately this study was not designed to probe why this was the case. The question why are perceptions of fairness related to specific psychological empowerment factors needs to be probed further.

6.5 CONTRIBUTION OF THE STUDY

Although this study makes several important contributions to theory and practice, two factors which stand out need to be mentioned.

Firstly, this study being the first to research the relationship between the two variables, namely; fairness in human resource management practices versus employees' psychological empowerment in the public service, breaks new ground on the effect of one on another a metropolitan environment in South Africa.

Secondly, this study is significant because it will encourage leadership in the public service to adhere to fair and just HRM practices since some of the findings show that employees in the Department of Co- operative Governance and Traditional Affairs, Bloemfontein, perceive HR practices to be mainly unfair more and that this plays a vital role critical outcomes among employees

6.6 CONCLUDING REMARKS

This concluding chapter has concluded the report on a South African case study of the relationship between perceived fairness in human resource management practices and employees' psychological empowerment, and has shown that there is a relationship between these two notions. The chapter has provided conclusions based on the literature findings as well as the empirical study. Recommendations derived from these conclusions were made on policy and practice as well as for future research. It is hoped that the department will take the conclusions and recommendations in good faith and implement them for the sake of uplifting employees' morale in return for better service delivery.

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ANNEXURE A: PERMISSION AND APPROVAL LETTERS



FACULTY OF MANAGEMENT SCIENCES

Date: 2014.06.24

To whom it may concern

Department of COGTA/Human Settlements
Free State Province
South Africa

REF: REQUEST FOR PERMISSION TO CARRY OUT A STUDY

This letter serves to confirm that **Ms Kgomotso Mopalami, Student Number: 210084685**, is registered for a Masters Degree in Human Resource Management at the Central University of Technology, Free State.

In order to complete the degree programme, she is required to carry out an empirical study in her workplace environment.

The topic of her research reads: **'A south African case study of the relationship between employees' perceptions of fairness in human resource management practices and psychological empowerment.'**

The University would appreciate it if you allow the student to carry out her study in your organisation. The study is only for academic purposes and in no way will the results be published or associated with the name of your organisation.

A copy of the proposal detailing the objectives and benefits of the study is attached for your attention.

For any queries, please do not hesitate to contact the undersigned.

Thank you in advance.

Sincerely Yours



Professor. C. Chipunza

Supervisor




INTERNAL MEMO

DATE:	30 June 2014	FILE NO:	Memoranda/HRD
TO:	Chief Director: Corporate Services	FROM:	MR MS Manake

RE	REQUEST TO CARRY OUT EMPIRICAL STUDY:MS KGOMOTSO MOPALAMI
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1. Reference is made to the attached request from Ms Kgomotso Mopalami.
2. Ms Mopalami is an employee of the Department Corporate Governance and Traditional Affairs and Human Settlements and is attached to the Supply Chain Management Directorate. She is currently studying towards her Masters Degree in Human Resource Management at the Central University of the Free State. She needs to undertake a study in the Department in order to complete her studies. Her topic of research is entitled *"A South African case study of the relationship between employees' perceptions of fairness in human resource management practices and psychological empowerment."*
3. Ms Mopalami will distribute questionnaires among employees below senior management levels for this project.

Submitted by:

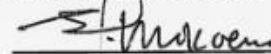


Mr. MS Manake

Dep Dir:HRD

Date: 30. 06. 2014

Approved/Not approved



Mr. TS Mokoena

Chief Director:CS

Date: 2014/06/30

ANNEXURE B: QUESTIONNAIRE

Covering Letter

20 June 2014

Dear Respondent

I am a Human Resource Management Masters student at the Central University of Technology, Free State (CUT, FS), under the guidance of Professor C. Chipunza. I am conducting a research on the relationship between perceived fairness in human resource management practices and employees' feelings of themselves (psychological empowerment). It will be greatly appreciated if you could assist me by completing the attached questionnaire.

This questionnaire is divided into four sections. The first section is on the biographical information, the second one is on employees' experiences with regard to fairness in specific human resource management practices, the third section is on employees' sense of themselves and, the fourth section measures overall employees' justice perceptions of human resource management practices.

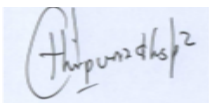
It will take you approximately 20 minutes to complete the questionnaire. Please note that there is no right or wrong answer for each question. Your honest truth is what I am seeking.

Be assured that all responses will remain confidential and that your identity will remain anonymous. Only grouped data will be presented.

Thank you for your willingness to complete this questionnaire.

Yours Sincerely

KC MOPALAMI



**PROF CHIPUNZA
SUPERVISOR**

EMPLOYEE ORGANISATIONAL JUSTICE PERCEPTIONS QUESTIONNAIRE

CONFIDENTIAL

Your answers to questions and all other information you give will be held in confidence

Dear Respondent,

Thank you for your time and willingness to participate in this research project by agreeing to complete this questionnaire. The aim of the research project is to investigate the influence of employees' perceptions of human resource management practices on particular individual outcomes. The questionnaire is divided into four sections (sections A to D). It will take you approximately 20 minutes to complete the questionnaire. Your identity will be anonymous and the research results will be used mainly for study purposes. Participation in the research project is completely voluntary. Your responses are important and appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

Please answer the questions below by marking the appropriate box with a cross [X].

101	What is your sex?	1. Male	2. Female
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102	What is your age?	1. Below 25	2. 26 – 35	3. 36 – 40	4. 40 and above
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103	What is your highest qualification?	<i>1. Certificate</i>	<i>2. Diploma</i>	<i>3. Degree</i>	<i>4. Masters degree</i>	<i>5. Doctorate</i>	<i>6. Other</i>
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104	In which section of the Department do you work?
-----	--

105	What is your job title within the Department?
-----	--

106	How long have you been employed within your section?				
	1. >1 year	2. 1 – 4 years	3. 4 – 8 years	4. 9 – 12 years	5. + 12 years

107	How much do you earn per month before deductions?			
	1. Below R5 000	2. R6 000 – R10 000	3. R11 000 – R15 000	4. R16 000 and above

SECTION B

This section is about your perceptions of fairness in human resource management practices in your workplace. Using the scale below, please indicate your level of **agreement or disagreement** with each of the statements by marking the appropriate box with a cross [X].

- (1) = **Strongly Disagree**
- (2) = **Disagree**
- (3) = **don't know**
- (4) = **Agree**
- (5) = **Strongly Agree**

		Strongly Disagree (1)	Disagree (2)	Don't know (3)	Agree (4)	Strongly Agree (5)
REWARDS: DISTRIBUTIVE JUSTICE						
201	I am satisfied with the rewards I receive from my department.	1	2	3	4	5
202	I receive enough rewards from my department when I consider the rewards that other employees receive elsewhere.	1	2	3	4	5
203	I feel that the rewards I receive from my department are fair.	1	2	3	4	5
204	My supervisor fairly rewards me when I consider the responsibilities I have.	1	2	3	4	5
205	Productive workers in this department receive the highest rewards.	1	2	3	4	5

206	I am fairly paid based on the amount of skills that I have.	1	2	3	4	5
207	I am fairly paid based on the amount of experience I have.	1	2	3	4	5
208	My salary is equal to my responsibilities and workload.	1	2	3	4	5
209	Compensation decisions favor some employees.	1	2	3	4	5
REWARDS: PROCEDURAL JUSTICE						
210	I am always involved when management makes decisions about my compensation.	1	2	3	4	5
211	Compensation decisions are always communicated to affected employees.	1	2	3	4	5
212	When decisions are made about compensation, my department offers explanations that I understand.	1	2	3	4	5
213	My department's compensation procedures provide for collecting correct information for making decisions.	1	2	3	4	5
214	My department's compensation procedures provide opportunities to appeal unfavourable decisions.	1	2	3	4	5
215	My department has generated rules so that compensation decisions can be made consistently.	1	2	3	4	5
216	Management makes fair decisions during compensation process.	1	2	3	4	5

217	My rewards are related to my performance.	1	2	3	4	5
REWARDS: INTERACTIONAL JUSTICE						
218	Compensation decisions are always justified.	1	2	3	4	5
219	Compensation decisions are always communicated in a transparent manner.	1	2	3	4	5
220	During compensation decision making process, employees are always treated with dignity.	1	2	3	4	5
221	Compensation decisions are always based on correct information.	1	2	3	4	5
PERFORMANCE APPRAISAL: DISTRIBUTIVE JUSTICE						
222	The process used to measure employees' performance is not biased.	1	2	3	4	5
223	I am always happy with the way performance evaluations are done within the department.	1	2	3	4	5
224	My performance appraisal rewards accurately reflect my performance.	1	2	3	4	5
225	I am satisfied with the performance appraisal review processes done by the Department	1	2	3	4	5
PERFORMANCE APPRAISAL: PROCEDURAL JUSTICE						
226	Performance targets are clear to all within the department.	1	2	3	4	5
227	Employees feel their supervisors strive to be honest in their dealings with them during performance appraisals.	1	2	3	4	5

228	Supervisors provide employees with performance feedback on time.	1	2	3	4	5
229	Explanation of performance rating decisions is always provided to employees.	1	2	3	4	5
230	Explanation of performance rating implications is always provided to employees.	1	2	3	4	5
231	My supervisor always explains the performance appraisal decisions that concern me.	1	2	3	4	5
232	Performance appraisal decisions are made based on correct information.	1	2	3	4	5
233	Employees are provided with opportunities to appeal performance appraisal decisions they find unfavourable.	1	2	3	4	5
234	My supervisor regularly lets me know how I perform my duties.	1	2	3	4	5
PERFORMANCE APPRAISAL: INTERACTIONAL JUSTICE						
235	Employees are fairly treated during performance appraisals.	1	2	3	4	5
236	My supervisor does not make hurtful statements when giving me performance feedback.	1	2	3	4	5
237	My department's performance appraisal procedures allow for additional information when performance appraisal decisions are being made.	1	2	3	4	5

238	Supervisors provide employees with performance appraisal decisions on time.	1	2	3	4	5
239	Supervisors relate well with employees during performance appraisals.	1	2	3	4	5
240	I was comfortable during my performance appraisal review.	1	2	3	4	5
GRIEVANCE PROCEDURES: DISTRIBUTIVE JUSTICE						
241	The grievance procedures are always aimed at settling grievances objectively.	1	2	3	4	5
242	Grievance outcomes always reflect a fair resolution.	1	2	3	4	5
243	Disciplinary outcomes are always fair.	1	2	3	4	5
244	Disciplinary outcomes are always justified.	1	2	3	4	5
245	Grievance procedures are always free of bias.	1	2	3	4	5
246	Disciplinary procedures are always free of bias.	1	2	3	4	5
GRIEVANCE PROCEDURES: PROCEDURAL JUSTICE						
247	We are able to express feelings during grievance procedures in this department.	1	2	3	4	5
248	We are able to express feelings during disciplinary procedures in this department.	1	2	3	4	5
249	Grievance procedures are always applied consistently.	1	2	3	4	5

250	Disciplinary procedures are always applied consistently.	1	2	3	4	5
251	Disciplinary outcomes are always based on correct information	1	2	3	4	5
252	Employees are always given an opportunity to appeal against unfavourable results arrived at during disciplinary procedures.	1	2	3	4	5
253	Disciplinary procedures are always communicated on time to affected employees.	1	2	3	4	5
254	Grievance procedures are always communicated on time to employees.	1	2	3	4	5
255	Employees' viewpoints are always considered during grievance handling.	1	2	3	4	5
256	Employees' viewpoints are always considered during disciplinary procedures.	1	2	3	4	5
GRIEVANCE PROCEDURES: INTERACTIONAL JUSTICE						
257	Employees always feel respected during disciplinary procedures.	1	2	3	4	5
258	Employees are regularly updated with regards to disciplinary procedures.	1	2	3	4	5
259	Employees are regularly updated with regards to grievance procedures.	1	2	3	4	5

260	Explanations regarding the grievance procedures used to make decisions are always understandable.	1	2	3	4	5
261	Supervisors always avoid improper remarks or comments during disciplinary procedures.	1	2	3	4	5
SELECTION PROCEDURES: DISTRIBUTIVE JUSTICE						
262	Selection procedures are the same for all candidates applying for the same job.	1	2	3	4	5
263	Selection procedures are the same for all candidates applying for the same job.	1	2	3	4	5
264	Interviewees are always asked job-related questions during selection processes.	1	2	3	4	5
265	Selection procedures enable shortlisted applicants to express and explain themselves.	1	2	3	4	5
266	My department is fair in selecting new staff for employment.	1	2	3	4	5
267	Selection outcomes are always based on merit.	1	2	3	4	5
SELECTION PROCEDURES: PROCEDURAL JUSTICE						
268	Selection procedures make it possible for candidates to request for clarification about decisions arrived at.	1	2	3	4	5
269	Selection decisions are based on correct information of those selected.	1	2	3	4	5

270	Selection decisions conform to accepted principles and morality.	1	2	3	4	5
271	When selection decisions are made, my department always shows concern for the rights of applicants.	1	2	3	4	5
272	Department interviewers always explain the requirements of the job to interviewees.	1	2	3	4	5
SELECTION PROCEDURES: INTERACTIONAL JUSTICE						
273	Selection feedback is always given on time to all candidates.	1	2	3	4	5
274	Candidates are treated with respect during the selection interview.	1	2	3	4	5
275	I was comfortable during my selection interview.	1	2	3	4	5
TRAINING AND DEVELOPMENT: DISTRIBUTIVE JUSTICE						
276	All training and development decisions are applied in the same way for all employees.	1	2	3	4	5
277	Training and development is done according to each employee's needs.	1	2	3	4	5
278	Training and development decisions are made in unbiased manner.	1	2	3	4	5
TRAINING AND DEVELOPMENT: PROCEDURAL JUSTICE						
279	Employees are always given the opportunity to request for additional information about training and development procedures.	1	2	3	4	5

280	Employees are always informed on how training and development decisions are arrived at.	1	2	3	4	5
281	Opportunities are provided to employees to have a say in training and development decision making processes.	1	2	3	4	5
282	There are mechanisms to appeal against unfair training and development decisions.	1	2	3	4	5
TRAINING AND DEVELOPMENT: INTERACTIONAL JUSTICE						
283	Workers are always treated with respect during training and development decision making processes.	1	2	3	4	5
284	Training and development decisions are based on correct information.	1	2	3	4	5
285	Employees' rights are always respected during training and development decision making processes.	1	2	3	4	5
PROMOTION PROCESS: DISTRIBUTIVE JUSTICE						
286	The promotion process is open to all employees who have necessary competences and skills for the job.	1	2	3	4	5
287	Supervisors support and encourage all employees to take advantage of promotion opportunities.	1	2	3	4	5
288	Promotion decisions are always made in the same way for all employees at the same level.	1	2	3	4	5

289	Promotion procedures are fair and non-discriminatory.	1	2	3	4	5
PROMOTION PROCESS: PROCEDURAL JUSTICE						
290	Promotion decisions are always based on correct information.	1	2	3	4	5
291	When decisions are being made about promotions, my department always shows concern for employees' rights.	1	2	3	4	5
292	Supervisors in each section always explain requirements needed for promotion within the department.	1	2	3	4	5
293	Employees always receive feedback on promotion decisions on time.	1	2	3	4	5
294	There are always opportunities provided to employees to have input into promotion decision making processes.	1	2	3	4	5
295	It is possible to request for clarification or additional information about promotion decisions.	1	2	3	4	5
PROMOTION PROCESS: INTERACTIONAL JUSTICE						
296	Employees are always treated with respect when promotion decisions are being made.	1	2	3	4	5
297	Employees always receive clear communication with regards to promotion results that affect them.	1	2	3	4	5
298	Promotion decisions are always appropriately justified.	1	2	3	4	5

SECTION C: PSYCHOLOGICAL EMPOWERMENT

The information required in this section concerns how you feel as a result of your perceptions of human resource management practices in your organisation. Using the scale below, please indicate your level of **agreement or disagreement** with each of the statements by marking the appropriate box with a cross [X].

(1)= Strongly Disagree

(2)= Disagree

(3)= Neutral

(4)= Agree

(5)= Strongly Agree

		Strongly Disagree (1)	Disagr ee (2)	Don't know (3)	Agree (4)	Strongly Agree (5)
PSYCHOLOGICAL EMPOWERMENT: IMPACT						
301	My impact on what happens in my department is large.	1	2	3	4	5
302	I have significant influence over what happens in my department.	1	2	3	4	5
303	I believe I am effective and I do not imagine my own failure.	1	2	3	4	5
304	I seize an available opportunity to improve customer service.	1	2	3	4	5
305	I feel I am able to make constructive suggestions for improvement when observing counterproductive procedures.	1	2	3	4	5
306	I am an active contributor who takes an initiative.	1	2	3	4	5

307	I have considerable opportunity for independence and freedom in how I do my job.	1	2	3	4	5
308	I am willing to exert effort towards a task.	1	2	3	4	5
309	I have a great deal of control over what happens in my department.	1	2	3	4	5
COMPETENCE						
310	I am willing to communicate and share information with my supervisor.	1	2	3	4	5
311	I feel I have a sense of competence in my job.	1	2	3	4	5
312	I am confident about my ability to do my job.	1	2	3	4	5
313	My work environment motivates me.	1	2	3	4	5
314	I feel I have a sense of responsibility.	1	2	3	4	5
315	I am committed in my job.	1	2	3	4	5
316	I have enough confidence in my ability to do my job.	1	2	3	4	5
317	I have mastered the skills necessary for my job.	1	2	3	4	5
318	I am self-assured about my capabilities to perform my work activities.	1	2	3	4	5
319	I have control over what happens in my department.	1	2	3	4	5
320	I always do my job on time.	1	2	3	4	5
321	I always look forward to my next task.	1	2	3	4	5

322	I really care about what I do on my job.	1	2	3	4	5
323	I feel my work efforts are not always appreciated.	1	2	3	4	5
324	I am always able to overcome obstacles in my job.	1	2	3	4	5
325	I feel I am encouraged to do more on my job.	1	2	3	4	5
MEANING						
326	I am inspired to do my job.	1	2	3	4	5
327	I have a sense of pride about my job.	1	2	3	4	5
328	My job activities are personally meaningful to me.	1	2	3	4	5
329	The work I do is very important to me.	1	2	3	4	5
330	I see my work as something given, but as something I am able to shape.	1	2	3	4	5
331	The work I do is not very meaningful to me personally.	1	2	3	4	5
332	I know what resources I need to achieve my goals.	1	2	3	4	5
333	I feel I am given an opportunity to gain exposure.	1	2	3	4	5
334	I am dependent on my supervisor.	1	2	3	4	5
335	I am able to overcome any setback.	1	2	3	4	
336	I feel secured with my job.	1	2	3	4	5
337	I feel engaged.	1	2	3	4	5

338	I am able to engage in challenging extra-role behaviours.	1	2	3	4	5
339	I expect an incentive for going an extra mile.	1	2	3	4	5
340	I feel this behaviour is an integral part of who I am.	1	2	3	4	5
SELF-DETERMINATION						
341	I feel I have a sense of self-determination.	1	2	3	4	5
342	I have significant autonomy in determining how I do my job.	1	2	3	4	5
343	I feel I have a sense of self-strength.	1	2	3	4	5
344	I can decide on my own how to go about doing my work.	1	2	3	4	5
345	I have considerable opportunity for independence and freedom in how I do my job.	1	2	3	4	5
346	I have own choice and dignity.	1	2	3	4	5
347	I am goal-oriented.	1	2	3	4	5
348	I have choice about work methods, pace and effort.	1	2	3	4	5
349	I feel I am resilient.	1	2	3	4	5
350	I see failures as learning experiences.	1	2	3	4	5
351	I see problems as challenges.	1	2	3	4	5
352	I am able to maintain optimism in face of difficulty.	1	2	3	4	5
353	I am aware of behavioural options open to me.	1	2	3	4	5
354	I can set goals for myself.	1	2	3	4	5
355	I have trust in my supervisor.	1	2	3	4	5

356	I feel there is openness.	1	2	3	4	5
357	I feel there is co-operation between me and my supervisor.	1	2	3	4	5
358	I feel there is consensus in decision-making.	1	2	3	4	5
359	I am satisfied with my job.	1	2	3	4	5
360	I feel I have access to information.	1	2	3	4	5
361	I am confident with my job.	1	2	3	4	5

SECTION D

This section of the questionnaire seeks your overall judgment with regards to how fair you think your department is in certain issues. Using the scale below, indicate how **fair or unfair** you think your department is in the following areas by marking an appropriate box with an **[X]**.

- (1) = Totally unfair**
- (2) = Unfair**
- (3) = Don't know**
- (4) = Fair**
- (5) = Very fair**

PERCEPTIONS OF OVERALL FAIRNESS		Totally unfair (1)	Unfair (2)	Don't know (3)	Fair (4)	Very fair (5)
401	Communication of results after decision making	1	2	3	4	5
402	Following procedures in decision making	1	2	3	4	5
403	Communication with employees during decision making	1	2	3	4	5
404	Communication with employees after decision making	1	2	3	4	5
405	Dealing with employees during decision making	1	2	3	4	5

Thank you for participating!

ANNEXURE C: ANALYSIS TABLES AND FIGURES

Title: A South African case study of the relationship between perceived fairness, in Human Resource Management practices and employees' psychological empowerment Subsidiary Objectives

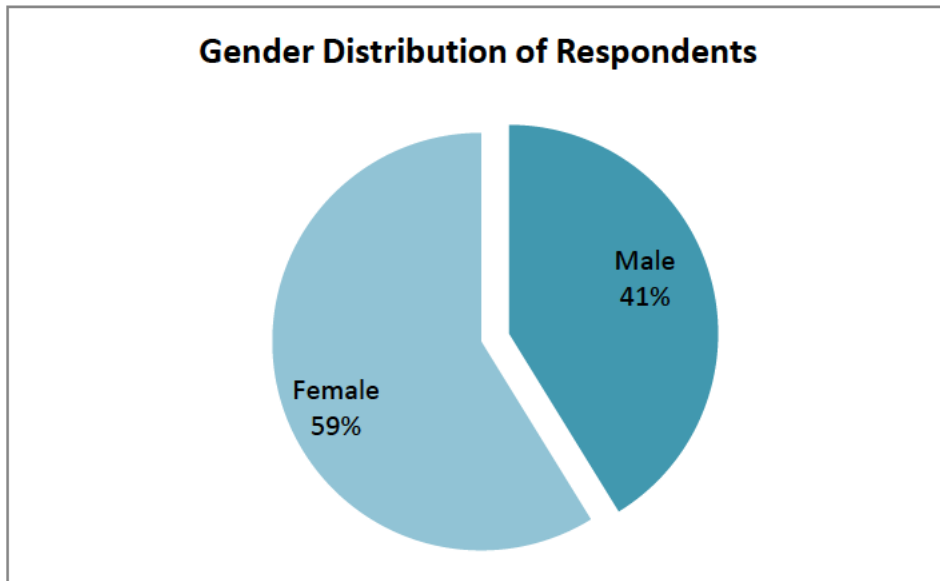
Objectives

In order to achieve the primary objective, the following sub-objectives are identified:

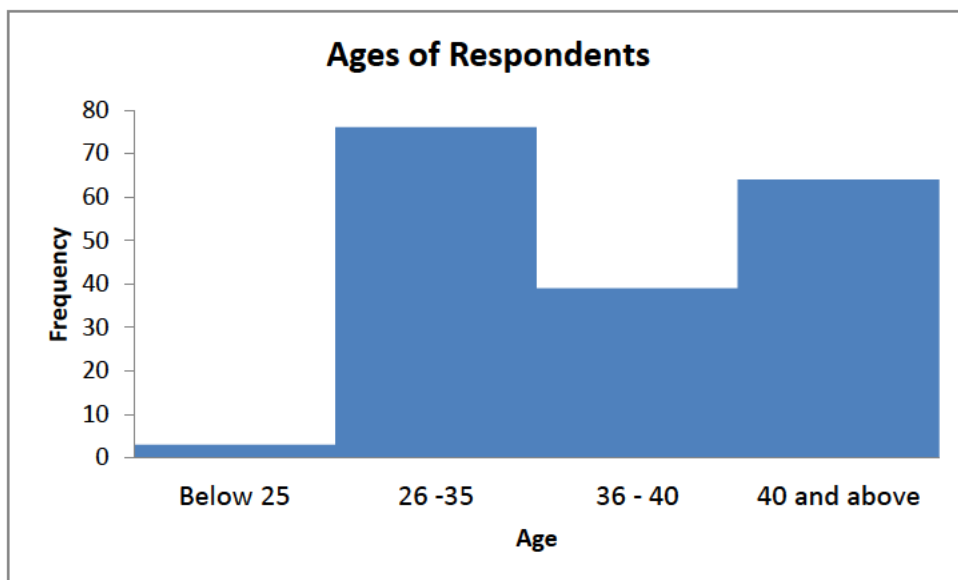
- To empirically determine whether employees in the Department of Co-operative Governance and Traditional Affairs regard HR practices as fair.
- To determine whether employees within the Department of Co-operative Governance and Traditional Affairs feel psychologically empowered.
- To establish whether there is a relationship between employees' perceptions of fairness in human resource practices and their feelings/sense of being psychologically empowered.
- To establish whether there is a relationship between employees' perceptions of fairness of specific human resource practices and specific sub-dimensions of psychological empowerment.
- To recommend best fairness practices that can be used to improve the level of psychological empowerment among employees in the Department of Co-operative Governance and Traditional Affairs, Bloemfontein for the effective delivery of services.

Biographical profile of respondents

Biographical Variable	Category	Frequency	Percentage
Sex of respondents	Male	75	41.2%
	Female	107	58.8%
Age of respondents	Below 25	3	1.6%
	26 -35	76	41.8%
	36 - 40	39	21.4%
	40 and above	64	35.2%
Highest qualification	Certificate	34	18.9%
	Diploma	62	34.4%
	Degree	64	35.6%
	Master's Degree	9	5.0%
	Others	11	6.1%
Section of work in the department	Finance	32	18.5%
	Human Resource	18	10.4%
	Supply Chain Management	31	17.9%
	Administration	13	7.5%
	Legal Services	4	2.3%
	Planning, Strategic and Capacity Building	47	27.2%
	Public Relation, Communication and Information Management	8	4.6%
	Social Services	8	4.6%
	Policy, Monitory and Evaluation	3	1.7%
	Offices of HoD, MEC and DDG	4	2.3%
	Information Technology	5	2.9%
	Job Title in the department	Clerks	36
Human Resource Officer		7	3.9%
Directors		39	21.8%
Administrative Officer		72	40.2%
Auditor		4	2.2%
Planning Officer		7	3.9%
ICT Officer		6	3.4%
Finance Officer/Accountant		8	4.5%
Number of years working within the section	< 1 year	33	18.2%
	1 - 4 years	37	20.4%
	4 - 8 years	57	31.5%
	9 - 12 years	18	9.9%
	+ 12 years	36	19.9%
Earning per month before deductions	Below R 5000	3	1.7%
	R 6000 - R10 000	20	11.1%
	R11 000 - R15 000	65	36.1%
	R16 000 and above	92	51.1%

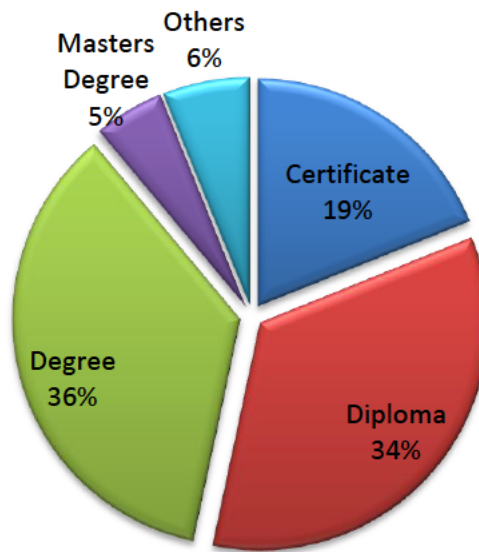


Gender distribution of respondents



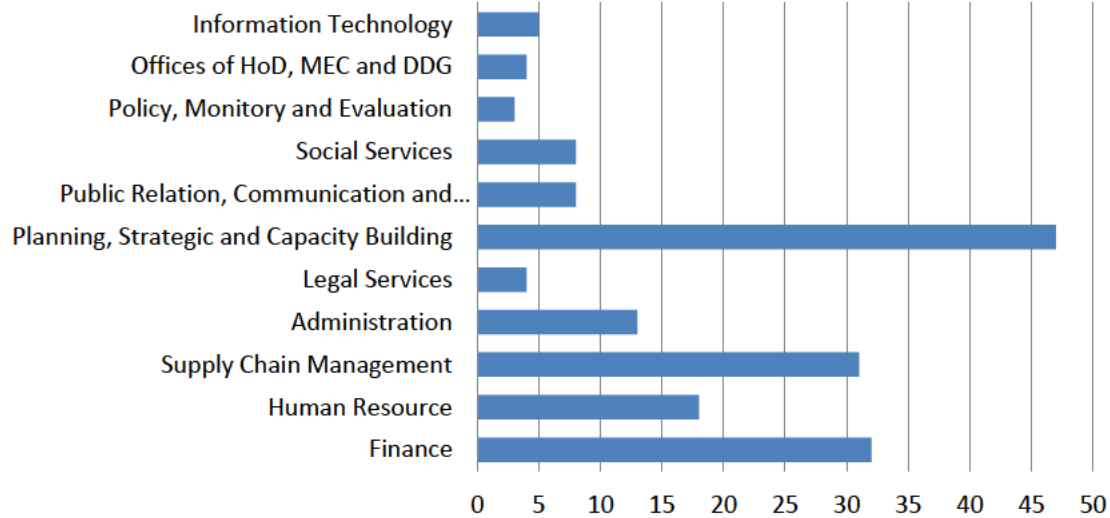
Age distribution of respondents

Distribution of Highest qualification

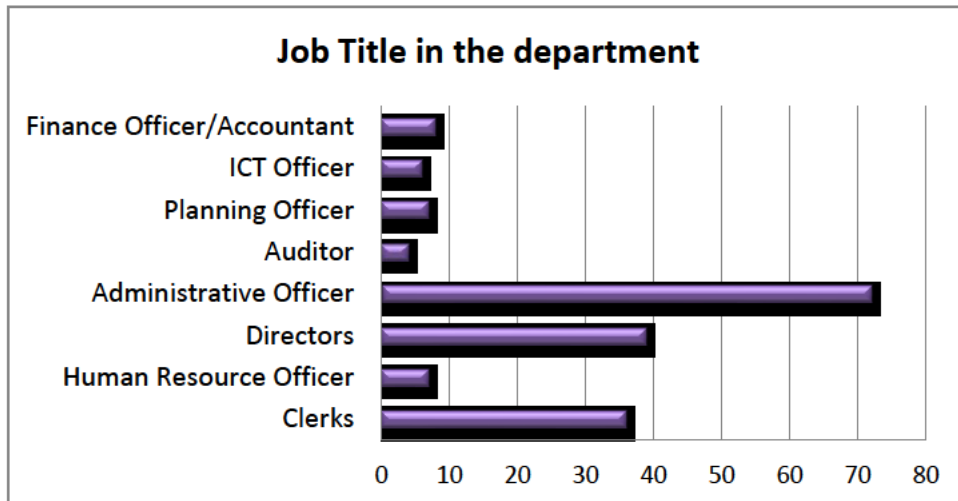


Distribution of highest qualifications of respondents

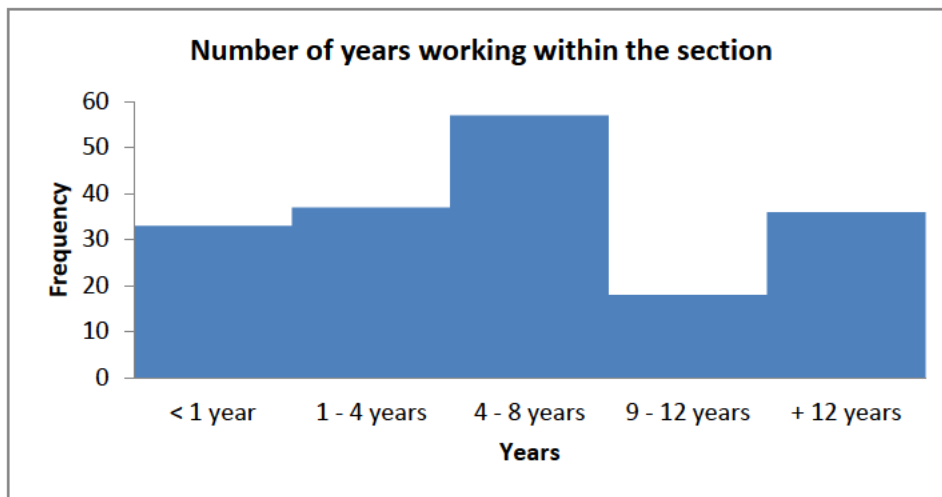
Section of work in the department



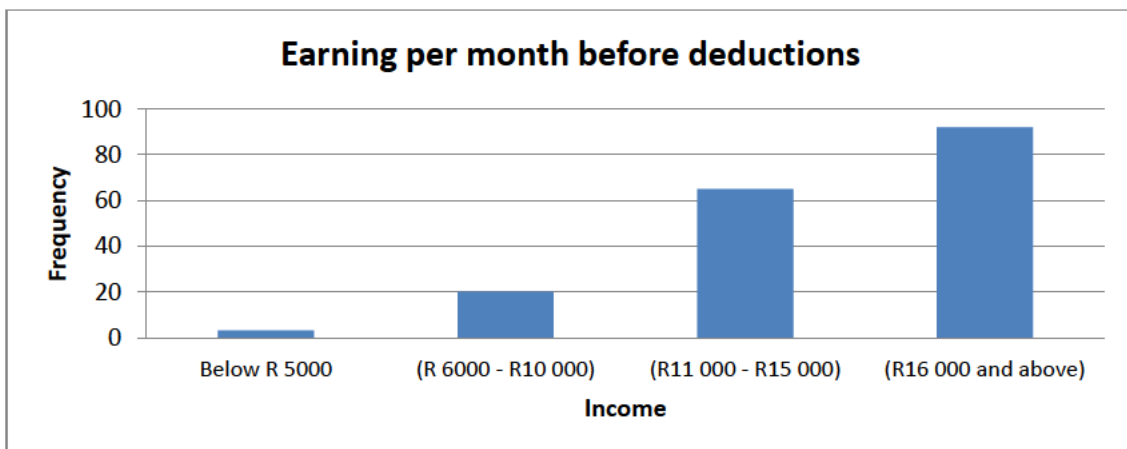
Section of work in the department



Job Title in the department



Number of years working within the section



Reliability measurement for all Likert Scale questionnaire items

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	87	47.3	0.951	164
	Excluded ^a	97	52.7		
	Total	184	100		

Reliability measurement for Section B questionnaire items

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	109	59.2	0.958	98
	Excluded	75	40.8		
	Total	184	100.0		

Reliability measurement for Section C questionnaire items

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	121	65.8	0.814	61
	Excluded	63	34.2		
	Total	184	100.0		

Reliability measurement for Section D (overall fairness) questionnaire items

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	174	94.6	0.589	5
	Excluded	10	5.4		
	Total	184	100.0		

Rewards - Distributive justice

REWARDS: DISTRIBUTIVE JUSTICE	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
201: Satisfied with reward receive from department	2.81	1.25	0.820	57.75 %	0.868
202 :Receive enough reward compared to others in other departments	2.71	1.20	0.834		
203: My reward received from department is fair	2.78	1.17	0.881		
204: I am fairly rewarded by my supervisor	3.13	1.23	0.722		
205: productive workers receive the highest rewards	2.43	1.10	0.451		
206: Paid fairly based on skills level	2.79	1.25	0.809		
207: Fairly paid based on experience	2.71	1.29	0.841		
208: Salary is equal to responsibility	2.51	1.25	0.790		
209: Compensation decisions favour some employees	3.51	1.14	-0.017		

Rewards - Procedural justice

REWARDS: PROCEDURAL JUSTICE	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
210: Always involve when management makes decisions about compensation	2.20	1.11	0.688	55.36 %	0.887
211: Compensation decisions are always communicated to those affected	2.70	1.09	0.709		
212: Explanations are offered on compensation decisions	2.51	1.06	0.849		
213: The department's compensation procedures provide correct information	2.78	0.95	0.771		
214: Compensation decisions provide opportunities for appeal	3.00	0.96	0.681		
215: Department have rules to consistent compensation decisions	2.92	0.96	0.756		
216: Management makes fair decision during compensation process	2.52	0.96	0.770		
217: Rewards are related to performance	2.85	1.22	0.714		

Rewards - Interactional Justice

REWARDS: INTERACTIONAL JUSTICE	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
218: Compensation decisions are always justified	2.79	2.99	0.487	57.54 %	0.519
219: Compensation decisions are always communicated in transparent ways	2.54	0.96	0.860		
220: Employees are always treated with dignity during compensation decision makings	2.61	1.00	0.878		
221: Compensation decisions are always based on correct information	2.82	0.88	0.745		

Performance Appraisal: Distributive Justice

Performance Appraisal: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
222: Process used to measure employee performance is not biased	3.03	1.25	0.610	57.32 %	0.584
223: Always happy with the way performance evaluation is done	2.52	1.09	0.888		
224: Performance appraisal rewards reflect performance	2.93	3.10	0.599		
225: Satisfied with the performance appraisal process	2.69	1.12	0.879		

Performance Appraisal: Procedural Justice

Performance Appraisal: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
226: Performance targets are clear to all in the department	3.03	1.05	0.730	46.33 %	0.664
227: Supervisors thrive to be honest during performance appraisal	2.84	1.06	0.747		
228: Performance feedback provided on time by supervisors	2.94	3.08	0.409		
229: Performance rating decisions are provided by supervisors	2.98	1.07	0.793		
230: Information on performance rating implications are also provided	2.92	1.05	0.798		
231: Supervisor always explain appraisal decision that concerns me	3.17	1.16	0.756		
232: Performance appraisal decisions are made based on correct information	3.01	1.03	0.776		
233: Employees are given opportunity to appeal appraisal decisions	3.53	0.99	0.567		
234: Supervisor let me know how i perform my duties regularly	3.41	4.21	0.389		

Performance Appraisal: Interactional Justice

Performance Appraisal: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
235: Employees are fairly treated during appraisals	2.64	1.09	0.784	34.20 %	0.430
236: Supervisor doesn't give hurtful statements when giving performance feedback	3.78	3.00	0.451		
237: Additional information is allowed after appraisal decisions are made	3.59	2.97	0.388		
238: Supervisors provide appraisal decision on time	3.09	3.05	0.406		
239: Supervisors relate well with employees during performance appraisal	3.01	1.04	0.805		
240: Was comfortable during my performance appraisal review	3.50	3.04	0.519		

Grievance Procedures: *Distributive Justice*

Grievance Procedures: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
241: Grievance procedures are always aimed to settle grievances objectively	3.17	0.86	0.726	56.28 %	0.638
242: Grievance outcomes always reflect a fair resolution	3.03	0.80	0.818		
243: Disciplinary outcomes are always fair	2.90	0.80	0.883		
244: Disciplinary outcomes are always justified	3.17	2.96	0.421		
245: Grievance procedures are always free of bias	3.01	1.00	0.716		
246: Disciplinary procedures are always free of bias	2.93	0.78	0.842		

Grievance Procedures: Procedural Justice

Grievance Procedures: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
247: Able to express feelings during grievance procedures	3.29	2.40	0.264	60.77 %	0.821
248: Able to express feelings during disciplinary procedures	3.15	0.74	0.765		
249: Grievance procedures are always applied consistently	3.00	0.71	0.872		
250: Disciplinary procedures are always applied consistently	3.00	0.69	0.856		
251: Disciplinary outcomes are always based on correct information	3.00	0.74	0.809		
252: Employees given an opportunity to appeal against unfavourable disciplinary procedures	3.34	0.75	0.746		
253: Disciplinary procedures are always communicated on time to affected employees	3.13	0.75	0.778		
254: Grievance procedures are always communicated on time to affected employees	3.09	0.76	0.828		
255: Employees viewpoints are always considered during grievance handling	3.07	0.80	0.836		
256: Employees viewpoints are always considered during disciplinary procedures	3.10	0.71	0.853		

Grievance Procedures: Interactional Justice

Grievance Procedures: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
257: Employees always feel respected during disciplinary procedures	3.01	0.66	0.896	61.28 %	0.442
258: Employees are regularly updated about disciplinary procedures	3.01	0.79	0.916		
259: Employees are regularly updated on grievance procedures	3.00	0.81	0.923		
260: Grievance procedure decisions are always understandable	3.27	2.93	0.016		
261: Supervisors always avoid improper comments during disciplinary procedures	3.06	0.65	0.732		

Selection Procedures: Distributive Justice

Selection Procedures: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
262: Selection procedures are the same for everyone applying for jobs	2.75	1.00	0.828	53.87 %	0.791
263: Selection procedures are the same for everyone applying for job	2.85	1.81	0.558		
264: Interviewees are always asked job related questions during selection	3.45	0.91	0.183		
265: Selection procedures enable shortlisted applicants to express themselves	3.37	0.95	0.251		
266: My department is fair in selecting new staff for employment	2.56	1.05	0.873		
267: Selection outcomes are always based on merit	2.67	1.07	0.871		

Selection Procedures: Procedural Justice

Selection Procedures:	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
268:Selection procedures make it possible for candidates to request for clarification	2.86	0.88	0.830	67.59 %	0.872
269:Selection decisions are based on correct information	2.87	0.94	0.912		
270:Selection decisions conform acceptable principles and morality	2.87	0.93	0.920		
271:The department shows concern for the right applicant after selection is done	2.85	0.98	0.829		
272:Interviewers always explain the job requirements to interviewees	3.33	0.96	0.570		

Selection Procedures: Interactional Justice

Selection Procedures: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
273: Selection feedback is always given on time to all candidates	2.96	0.89	0.697	61.68 %	0.684
274: Candidates are treated with respect during the selection interview	3.47	0.87	0.863		
275: I was comfortable during my selection interview	3.58	0.89	0.787		

Training and Development: Distributive Justice

Training and Development: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
276: Training development decisions are applied the same way for every employee	2.99	0.99	0.904	79.00 %	0.866
277: Training and development is done according to employee's needs	3.13	1.08	0.883		
278: Training and development decisions are made in unbiased manner	3.06	0.98	0.880		

Training and Development: Procedural Justice

Training and Development: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
279: Employees have the chance to request for additional information about T&D	3.18	1.04	0.849	74.65 %	0.886
280: Employees are always informed about how T&D decisions are arrived at	2.90	1.09	0.899		
281: Employees have opportunity to contribute to T&D decision making	2.91	1.05	0.880		
282: Mechanisms to appeal against unfair T&D decisions are available	2.98	0.90	0.827		

Training and Development: Interactional Justice

Training and Development: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
283: Workers are treated with respect during T&D decision making	3.27	0.93	0.930	86.17 %	0.920
284: T&D decisions are based on correct information	3.28	0.87	0.909		
285: Employee rights respected during T&D decision making	3.22	0.94	0.945		

Promotion Process: Distributive Justice

Promotion Process: Distributive Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
286: Promotion process to open to all with the necessary skills and competence	2.61	1.24	0.943	85.34 %	0.941
287: Supervisors support and encourage every employee to take advantage of promotion chances	2.86	1.19	0.860		
288: Promotion decisions are the same for all employees	2.49	1.12	0.953		
289: Promotion procedures are fair and non- discriminatory	2.50	1.11	0.937		

Promotion Process: Procedural Justice

Promotion Process: Procedural Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
290: Promotion decisions are always based on correct information	2.64	1.09	0.827	68.04 %	0.902
291: Concern for employees right is considered when promotion decisions are made	2.57	1.03	0.887		
292: Supervisors always explain requirements for promotion	2.58	1.09	0.828		
293: Employees always receive feedback on promotion decisions on time	2.47	0.93	0.879		
294: Employees always have opportunity to make inputs into promotion decisions	2.41	1.17	0.726		
295: It is possible to request additional information on promotion decisions	2.67	1.04	0.792		

Promotion Process: Interactional Justice

Promotion Process: Interactional Justice	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
296: Employees are always treated with respect during promotion decision making periods	2.65	0.98	0.928	87.13 %	0.925
297: Clear communication is provided to employees regarding promotion results	2.69	1.05	0.927		
298: Appropriate justification of promotion decisions	2.61	0.98	0.945		

Psychological Empowerment: Impact

Psychological Empowerment: Impact	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
301: I have large impact on what happen in my department	3.39	1.15	0.272	46.90 %	0.678
302: I have significant influence on what happen in my department	2.96	1.21	0.234		
303: I am effective and i dont imagine my own failure	4.18	2.99	0.263		
304: I seize available opportunity to improve customer care	4.04	0.84	0.773		
305: I am able to make constructive suggestion for improvement	3.98	0.84	0.844		
306: I am an active contributor who takes an initiative	4.10	0.78	0.887		
307: I have independence and freedom in how i do my job	3.88	0.92	0.778		
308: I am willing to exert effort towards a task	4.17	0.75	0.898		
309: Have control of what happen in my department	2.83	1.98	0.008		

Psychological Empowerment: Competence

Psychological Empowerment: Competence	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
310: Willing to communicate and share information with my supervisor	4.19	0.73	0.570	32.48 %	0.588
311: Have sense of competence in my job	4.24	0.67	0.695		
312: Have confident in ability to do my job	4.37	0.64	0.822		
313: Work environment motivates me	2.95	1.27	0.106		
314: Have sense of responsibility	4.52	3.16	0.127		
315: I am committed in my job	4.42	0.60	0.844		
316: Have enough confidence in my ability to do my job	4.45	0.67	0.853		
317: Have mastered the skills necessary for my job	4.32	0.74	0.708		
318: Self-assured about capabilities to perform my work	4.28	0.65	0.810		
319: Have control over what happen in my department	2.65	1.13	0.017		
320: Always do my job on time	4.18	0.73	0.658		
321: Always look forward to my next task	3.93	0.96	0.541		
322: Really care about what I do on my job	4.55	2.94	0.146		
323: Feel my work efforts are always appreciated	3.35	1.27	0.135		
324: Always able to overcome obstacles in my job	3.99	0.75	0.491		
325: Feel I am encouraged to do more on my job	3.36	1.20	0.286		

Psychological Empowerment: Meaning

Psychological Empowerment: Meaning	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
326: I am inspired to do my job	3.62	1.12	0.541	30.76 %	0.675
327: Have a sense of pride about my job	4.04	1.20	0.197		
328: Job activities are personally meaningful	4.01	0.82	0.283		
329: Work I do is important to me	4.16	0.72	0.109		
330: Sees work as something given but something I am able to shape	4.23	3.08	0.007		
331: work I do is not meaningful to me personally	2.44	1.25	-0.067		
332: Know resources needed to achieve goal	4.25	0.59	0.162		
333: Feels I am given an opportunity to gain exposure	3.39	1.54	0.753		
334: Dependent on supervisor	2.47	1.26	0.064		
335: Able to overcome any setback	3.99	0.73	0.225		
336: Feel secured with job	3.74	1.01	0.753		
337: Feel engaged	3.62	1.01	0.794		
338: Able to engage in challenging extra roles	3.88	0.86	0.608		
339: Expects an incentive for going extra mile	3.84	1.09	0.008		
340: Feels this behaviour is an integral part of me	3.79	0.94	0.134		

Psychological Empowerment: Self Determination

Psychological Empowerment: Self Determination	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std.Dev	Coefficient	% of Total variation	
341: Feels I have sense of determination	4.26	0.55	0.050	25.89 %	0.636
342: Have significant autonomy in determining how I do the job	3.75	0.91	0.087		
243: Have sense of strength	4.21	0.64	0.067		
344: Can decide on my own how to go about doing my work	4.05	0.94	0.148		
345: Considerable opportunity for independence and freedom	4.16	3.16	0.100		
346: Have own choice and dignity	4.33	3.11	0.072		
347: Goal Oriented	4.66	4.25	0.210		
348: Have choice about work methods, pace and effort	3.91	0.93	0.215		
349: Feel I am resilient	3.91	0.82	0.131		
350: Sees failure as learning experiences	4.03	0.89	0.148		
351: See problems as challenges	4.43	3.06	-0.041		
352: Able to maintain optimism in face of difficulty	4.40	3.07	-0.023		
353: Aware of behavioural options open to me	3.95	0.74	0.231		
354: Can set goals for myself	4.51	3.05	-0.012		
355: Have trust in my supervisor	3.60	1.10	0.826		
356: Feel there is openness	3.44	1.08	0.844		
357: Feel there is co-operation between me and my supervisor	3.72	1.02	0.833		
358: Feel there is consensus in decision making	3.52	0.97	0.844		
359: Satisfied with my job	3.65	1.08	0.728		
360: Feel I have access to information	3.81	3.22	0.251		
361: Confident with my job	4.06	0.83	0.494		

Pearson Correlations

Pearson Correlations				Psychological Empowerment			
				(PEI) Impact	(PEC) Competence	(PEM) Meaning	(PESD) Self Determination
Perception of Fairness	Rewards	(RDJ) Distributive Justice	Correlation	0.059	-0.163*	0.328**	0.418**
			p-value	0.463	0.046	0.000	0.000
		(RPJ)Procedural Justice	Correlation	0.132	-0.039	0.431**	0.372**
			p-value	0.098	0.627	0.000	0.000
		(RIJ)Interactional Justice	Correlation	0.150	0.092	0.453**	0.297**
			p-value	0.054	0.242	0.000	0.000
	Performance Appraisal	(PADJ)Distributive Justice	Correlation	0.063	-0.041	0.379**	0.439**
			p-value	0.423	0.609	0.000	0.000
		(PAPJ)Procedural Justice	Correlation	0.188*	0.016	0.358**	0.464**
			p-value	0.017	0.841	0.000	0.000
		(PAIJ)Interactional Justice	Correlation	0.084	0.016	0.369**	0.513**
			p-value	0.292	0.837	0.000	0.000
	Grievance Procedures	(GPDJ)Distributive Justice	Correlation	0.098	-0.101	0.240**	0.304**
			p-value	0.214	0.205	0.003	0.000
		(GPPJ)Procedural Justice	Correlation	0.129	-0.132	0.256**	0.228**
			p-value	0.103	0.097	0.002	0.006
		(GPIJ)Interactional Justice	Correlation	0.088	-0.069	0.288**	0.261**
			p-value	0.265	0.382	0.000	0.001
	Selection Procedures	(SPDJ)Distributive Justice	Correlation	0.045	-0.204*	0.336**	0.366**
			p-value	0.573	0.011	0.000	0.000
		(SPPJ)Procedural Justice	Correlation	0.065	-0.145	0.292**	0.325**
			p-value	0.410	0.068	0.000	0.000
		(SPIJ)Interactional Justice	Correlation	0.221**	-0.052	0.319**	0.339**
			p-value	0.005	0.514	0.000	0.000
Training and Development	(TDDJ)Distributive Justice	Correlation	0.121	0.055	0.420**	0.349**	
		p-value	0.121	0.487	0.000	0.000	
	(TDPJ) Procedural Justice	Correlation	0.125	-0.033	0.349**	0.339**	
		p-value	0.110	0.680	0.000	0.000	
	(TDIJ)Interactional Justice	Correlation	0.168*	0.026	0.349**	0.323**	
		p-value	0.031	0.747	0.000	0.000	
Promotion Process	(PPDJ) Distributive Justice	Correlation	0.108	-0.088	0.413**	0.434**	
		p-value	0.196	0.307	0.000	0.000	
	(PPPJ)Procedural Justice	Correlation	0.131	-0.197*	0.367**	0.412**	
		p-value	0.093	0.012	0.000	0.000	
	(PPIJ)Interactional Justice	Correlation	0.156*	-0.126	0.395**	0.369**	
		p-value	0.044	0.109	0.000	0.000	

Regression model on PEI of perception of fairness

Dependent Variable = <i>Psychological Empowerment: Impact (PEI)</i>		Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	p-value	
Independent Variables: <i>Perception of Fairness</i>	(Constant)	0.079	0.091	0.874	0.385	
	(TDIJ) Training and Development: Interactional Justice	0.444	0.151	2.940	0.004	1
	(PPDJ) Promotion Process: Distributive Justice	0.442	0.183	2.414	0.018	2
	(SPPJ) Selection Procedures: Procedural Justice	-0.309	0.180	-1.714	0.090	3
	(RDJ) Rewards: Distributive Justice	-0.273	0.144	-1.899	0.061	4
	(PPPJ) Promotion Process: Procedural Justice	-0.208	0.212	-0.983	0.328	5
	(PADJ) Performance Appraisal: Distributive Justice	0.138	0.129	1.070	0.288	6
	(TDDJ) Training and Development: Distributive Justice	-0.125	0.160	-0.783	0.435	7
	(PAPJ) Performance Appraisal: Procedural Justice	0.116	0.141	0.820	0.414	8
	(SPIJ) Selection Procedures: Interactional Justice	0.114	0.123	0.927	0.357	9
	(GPIJ) Grievance Procedures: Interactional Justice	-0.108	0.148	-0.727	0.469	10
	(TDPJ) Training and Development: Procedural Justice	-0.092	0.177	-0.522	0.603	11
	(PAIJ) Performance Appraisal: Interactional Justice	0.067	0.177	0.378	0.706	12
	(GPPJ) Grievance Procedures: Procedural Justice	0.053	0.167	0.318	0.751	13
	(GPDJ) Grievance Procedures: Distributive Justice	0.044	0.143	0.311	0.756	14
	(RPJ) Rewards: Procedural Justice	-0.039	0.173	-0.228	0.820	15
	(PPIJ) Promotion Process: Interactional Justice	-0.021	0.175	-0.122	0.903	16
	(RIJ) Rewards: Interactional Justice	0.009	0.138	0.064	0.949	17
(SPDJ) Selection Procedures: Distributive Justice	-0.007	0.153	-0.049	0.961	18	

Regression model on PEC of perception of fairness

Dependent Variable= Psychological Empowerment: Competence (PEC)		Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	p-value	
Independent Variables: Perception of Fairness	(RDJ)Rewards: Distributive Justice	-0.487	0.143	-3.412	0.001	
	(PPPJ)Promotion Process: Procedural Justice	-0.429	0.205	-2.095	0.039	1
	(RIJ)Rewards: Interactional Justice	0.345	0.139	2.482	0.015	2
	(PPDJ)Promotion Process: Distributive Justice	0.340	0.180	1.885	0.043	3
	(SPPJ)Selection Procedures: Procedural Justice	-0.231	0.177	-1.305	0.195	4
	(PADJ)Performance Appraisal: Distributive Justice	0.174	0.131	1.328	0.188	5
	(PAIJ)Performance Appraisal: Interactional Justice	0.161	0.180	0.891	0.375	6
	(TDDJ)Training and Development: Distributive Justice	0.160	0.166	0.965	0.337	7
	(TDIJ)Training and Development: Interactional Justice	0.145	0.150	0.971	0.335	8
	(TDPJ)Training and Development: Procedural Justice	-0.126	0.179	-0.704	0.484	9
	(RPJ)Rewards: Procedural Justice	-0.117	0.171	-0.680	0.498	10
	(SPDJ)Selection Procedures: Distributive Justice	-0.110	0.149	-0.742	0.460	11
	(Constant)	0.101	0.091	1.115	0.268	12
	(GPIJ)Grievance Procedures: Interactional Justice	0.074	0.144	0.513	0.609	13
	(SPIJ)Selection Procedures: Interactional Justice	0.059	0.123	0.480	0.632	14
	(PPIJ)Promotion Process: Interactional Justice	0.048	0.171	0.280	0.780	15
	(GPPJ)Grievance Procedures: Procedural Justice	-0.044	0.167	-0.262	0.794	16
	(GPDJ)Grievance Procedures: Distributive Justice	0.010	0.141	0.068	0.946	17
(PAPJ)Performance Appraisal: Procedural Justice	-0.003	0.144	-0.023	0.982	18	

Regression model for PEC on perception of fairness

Dependent Variable: Psychological Empowerment: Meaning (PEM)		Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	p-value	
Independent Variables: Perception of Fairness	(Constant)	-0.030	0.091	-0.332	0.741	
	(SPPJ)Selection Procedures: Procedural Justice	-0.412	0.180	-2.291	0.025	1
	(SPIJ)Selection Procedures: Interactional Justice	0.245	0.125	1.969	0.050	2
	(GPIJ)Grievance Procedures: Interactional Justice	0.235	0.148	1.590	0.116	3
	(SPDJ)Selection Procedures: Distributive Justice	0.217	0.154	1.410	0.162	4
	(PPDJ)Promotion Process: Distributive Justice	0.196	0.184	1.066	0.290	5
	(PPPJ)Promotion Process: Procedural Justice	-0.191	0.210	-0.910	0.365	6
	(TDPJ)Training and Development: Procedural Justice	0.143	0.184	0.779	0.439	7
	(TDDJ)Training and Development: Distributive Justice	0.143	0.159	0.901	0.371	8
	(RIJ)Rewards: Interactional Justice	0.129	0.136	0.949	0.346	9
	(PPIJ)Promotion Process: Interactional Justice	0.121	0.175	0.692	0.491	10
	(PAIJ)Performance Appraisal: Interactional Justice	0.105	0.180	0.583	0.562	11
	(GPDJ)Grievance Procedures: Distributive Justice	-0.072	0.139	-0.521	0.604	12
	(GPPJ)Grievance Procedures: Procedural Justice	-0.060	0.175	-0.346	0.730	13
	(RDJ)Rewards: Distributive Justice	0.041	0.146	0.281	0.780	14
	(RPJ)Rewards: Procedural Justice	0.039	0.182	0.216	0.829	15
	(TDIJ)Training and Development: Interactional Justice	-0.038	0.149	-0.253	0.801	16
	(PAPJ)Performance Appraisal: Procedural Justice	-0.018	0.139	-0.129	0.898	17
(PADJ)Performance Appraisal: Distributive Justice	-0.015	0.129	-0.116	0.908	18	

Regression model for PEC on perception of fairness

Dependent Variable: Psychological Empowerment: (PESD)	Variable: Self Determination	Coefficients		T-tests		Order of importance
		Coeff	Std. Error	t	p-value	
Independent Variables: Perception of Fairness	(Constant)	0.018	0.087	0.204	0.839	
	(PAIJ)Performance Appraisal: Interactional Justice	0.361	0.168	2.140	0.035	1
	(RDJ)Rewards: Distributive Justice	0.285	0.139	2.046	0.044	2
	(RPJ)Rewards: Procedural Justice	-0.250	0.162	-1.541	0.127	3
	(GPPJ)Grievance Procedures: Procedural Justice	-0.214	0.157	-1.359	0.178	4
	(SPIJ)Selection Procedures: Interactional Justice	0.175	0.118	1.482	0.142	5
	(SPPJ)Selection Procedures: Procedural Justice	-0.165	0.170	-0.971	0.335	6
	(GPIJ)Grievance Procedures: Interactional Justice	0.160	0.141	1.136	0.259	7
	(RIJ)Rewards: Interactional Justice	-0.142	0.130	-1.092	0.278	8
	(GPDJ)Grievance Procedures: Distributive Justice	0.139	0.134	1.039	0.302	9
	(SPDJ)Selection Procedures: Distributive Justice	0.123	0.143	0.861	0.392	10
	(PPIJ)Promotion Process: Interactional Justice	0.118	0.170	0.696	0.488	11
	(PPDJ)Promotion Process: Distributive Justice	0.107	0.171	0.623	0.535	12
	(PAPJ)Performance Appraisal: Procedural Justice	0.077	0.133	0.580	0.564	13
	(TDPJ)Training and Development: Procedural Justice	-0.040	0.171	-0.236	0.814	14
	(PADJ)Performance Appraisal: Distributive Justice	0.036	0.122	0.299	0.766	15
	(TDIJ)Training and Development: Interactional Justice	0.028	0.148	0.187	0.852	16
	(TDDJ)Training and Development: Distributive Justice	0.017	0.154	0.113	0.910	17
(PPPJ)Promotion Process: Procedural Justice	0.013	0.197	0.064	0.949	18	

Perception of Overall Fairness

Perception of Overall Fairness	Descriptives		Latent Factor		Reliability (Cronbach's Alpha)
	Mean	Std. Dev	Coefficient	% of Total variation	
401: Communication of results after decision making	3.00	1.05	0.881	57.90 %	0.589
402: Following procedures in decision making	3.06	0.99	0.907		
403: Communication of employees during decision making	3.13	3.07	0.495		
404: Communication of employees after decision making	2.99	1.04	0.903		
405: Dealing with employees during decision making	3.16	3.05	0.484		

Pearson Correlations

Pearson Correlations		Psychological Empowerment			
		(PEI) Psychological Empowerment: (Impact)	(PEC) Psychological Empowerment: (Competence)	(PEM) Psychological Empowerment: (Meaning)	(PESD) Psychological Empowerment: (Self Determination)
Perception of Overall Fairness (POF)	Correlation	0.002	-0.028	0.446**	0.426**
	p-value	0.978	0.724	0.000	0.000