Investigating the effect of perceived performance appraisal fairness on motivation: The mediating role of organisational commitment

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I am who I am by the Grace of God and will forever be grateful for His mercy and love. All the glory. His grace is sufficient for me.

My husband Mark van der Walt. “Where there is love and talent, you can expect a masterpiece…” Dankie sal nooit genoeg wees vir die vlerke wat jy my gee nie – dit terwyl jy my voete styf vas anker dat die storms my nie wegwaai nie.

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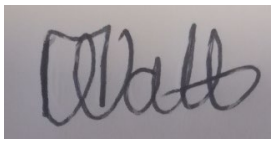
I dedicate this mini-dissertation to my husband, Mark and my kids JP, Ilzeanne and Esmari. Si vis amari ama – If you want to be loved – love…

DECLARATION

I, Nicolize van der Walt, Student Number 13056131, declare that the research presented here was done by me and I can declare it as my own work. All sources that were used by me or quoted have been referenced to the best of my ability as per the guidelines.



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ABSTRACT

This study examines the relationship between perceived fairness in performance appraisals, employee motivation, and the mediating role of organisational commitment, specifically in the context of higher education institutions (HEIs) in South Africa. The research follows a quantitative methodology, using a cross-sectional survey design to gather data from full-time operational staff at North-West University. Using validated questionnaires, the study measures key constructs of perceived performance appraisal fairness, organisational commitment, and individual motivation. The findings demonstrate a significant correlation between employees' perceptions of appraisal fairness and their motivational levels, highlighting the critical influence of organisational commitment as a mediating factor in this relationship. These insights have important implications for HR practices and management strategies in HEIs, emphasising the importance of fairness and transparency in performance appraisals to foster enhanced employee motivation and commitment. The study contributes to the broader field of human resource management and organisational behaviour, particularly in the unique setting of South African higher education.

CHAPTER 1: INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

Talent management is a holistic concept that should include training and development, reward and recognition, and regular performance appraisals. In other words, talent management is a process to drive performance through integrated people management practices. Consequently, Krishnan and Scullion (2017) argue that talent management needs intense supervision and monitoring of an employee's performance, productivity and skills. In addition, talented employees should get an opportunity to be rewarded, developed, and grown.

The concept of performance evaluations has been well-established, as defined by Armstrong and Baron (1998), as an integrated and strategic approach aimed at enhancing organisational effectiveness through the improvement of employee

performance and the development of the team as well as individual capabilities. It is evident that this function is integral to human resources divisions, and the accuracy of ratings plays an important role in the appraisal process. The effectiveness of performance evaluations as a managerial decision-making tool depends, in part, on the ability of the performance appraisal system to provide precise data on employee performance. Performance appraisals are evaluations of an individual's job performance that happen periodically, allowing organisations to effectively monitor and improve their overall performance (Kondrasuk, 2011).

This process is, however, not perceived positively by all employees. Employees may not take the process seriously when they believe the evaluation was not taken seriously. Inconsistent performance evaluation procedures on the part of management can have serious repercussions. Poorly administered performance evaluations can also decrease employee morale and productivity (Grobler, Wamich, Carrell, Elbert & Hatfield, 2006:266).

More researchers have considered affective, motivational and political factors due to a greater emphasis on social and contextual factors in PA research. Assuming that rating errors were unintentional, researchers focused on developing rating instruments and training to assist supervisors in avoiding these errors. Studies such as Shakeel (2021), Zia *et al.* (2021) and Bongalonta,(2022) all conclude that positive appraisal experiences lead to better-motivated staff in higher education.

Mabaso (2018:2) posits that, in a developing country such as South Africa, retaining skilled staff in HEIs should take top priority, as South Africa loses these people to the overseas market. HEI employees are critical as they must contribute to the economy, be innovative, and help eradicate poverty. The higher turnover of staff should be a concern. The findings in his study are consistent with those of Mokoditoa (2011) and Robyn (2012), who also found that unfair performance management systems contribute to turnover, absenteeism, and resignations in HEIs. However, appraisals come back to appreciation and acknowledgment, and a study by Kwenin (2013) revealed a significant correlation between recognition, satisfaction, and organisational commitment.

This chapter introduces the study, outlining its background and problem statement, rationale, significance, objectives and research questions. It also presents a preliminary literature review on performance appraisals, organisational commitment, individual motivation, and the relationship between these concepts. The research philosophy, methodology, design, target population, sampling method, data collection instruments, reliability of measuring instruments, data collection procedures, data coding and analysis, ethical considerations and outline of the dissertation are also included in this chapter.

1.2 BACKGROUND AND PROBLEM STATEMENT

Researchers have investigated numerous problems that have been experienced with performance appraisals. For example, Jyoti (2020) states: “It is challenging for managers to make effective decisions while rating the performers and often work with the belief that the candidate’s performance ratings will encourage employees for better performance. Instead, most employees believe they are above-average performers and that high performers often find the evaluation process discouraging.” This is echoed by Rousseau *et al.* (2009), stating that when fairness is absent, employees experience uncertainty and feel out of control.

Claus (2019) states that to retain top talent and motivate people actively, staff need to be engaged in and subjected to appraisals that will motivate them. One of the most significant performance appraisal problems is employees’ perceived unfairness of the performance appraisal system. Baloch *et al.* (2021) concluded that ratees tend to accept performance feedback when they perceive the rater and the PA system to operate with high relational justice. Lavigne (2018) agrees that performance appraisals are deemed unfair, employees do not fulfil their work objectives, and they fail to achieve their given goals, as stated by Ikramullah, Shah, Hassan, Zaman and Khan (2011). De Clercq, Haq and Azeem (2019) and Nair and Salleh (2015) all stated that when PASs are perceived as unfair, the consequences are low employee commitment, theft, adverse outcomes, and psychological anxiety. Kampkotter (2020) explains employee reactions to these appraisals, such as appraisal satisfaction and motivation to improve individual performance and agrees that one of the most critical factors is the relationship between the rater (manager) and ratee (employee). In

addition, the effectiveness of the performance appraisal system depends on employees' perception of its fairness (Warokka, Gallato & Moorthy 2012), while a study by Smither and London (2009) agrees that the impact of a poorly implemented PAS can lead to job dissatisfaction, employee burnout, turnover and broken relationships.

Percundi *et al.'s* (2020) study at a general hospital in Indonesia revealed that justice should be considered an integral part of management. There is a correlation between performance appraisal satisfaction, job performance and the organisation's profitability. High turnover, absenteeism, withdrawal intentions and withdrawal behaviour are expected to correlate positively with job satisfaction (Chang, 2014). Highly satisfied employees are more likely to acknowledge high internal work motivation, have low absenteeism, and offer high-quality work performance and turnover.

According to Greenberg (1986), performance appraisal fairness can be perceived from two dimensions, i.e. distributive justice, which uses performance appraisal results, and procedural justice, when employees undergo performance appraisals. Pheagane *et al.* (2018) argue, similar to Krishnan, Ahmad and Haron (2018), that the interactional justice of performance appraisals can be a significant predictor of organisational commitment behaviours. Walsh (2003) argues that there is 'unfortunately' no efficient way to evaluate the success of an appraisal system besides using fairness as a marker. It deserves mentioning that various studies are being conducted globally, some in private and others in public institutions.

Although the definition of fairness is short and straightforward (fairness is an ethical principle that speaks to how we treat one another in our social and economic interactions), the impact is much more complex in the workspace. For example, Siefert (2017) stated that people who highly trust management are more engaged with their companies than those who mistrust their superiors. To this end, the sharpest decline in organisational commitment occurs when teams that begin with a high level of trust in management experience unfair work processes combined with unfavourable outcomes. This is echoed and confirmed through research by Salleh *et al.* (2013) after studying 425 employees in a government agency. The results indicated that the

perceived fairness of PASs had influenced commitment to the organisation and their motivation levels. This study suggests that performance evaluation should improve and be prioritised as fair to ensure commitment and satisfaction. This study, therefore, tested the positive correlations between PASs, organisational commitment, and motivation.

Dewettinck and Van Dijk (2013) conducted a study in the Netherlands that examined comparable research, while Haines and St-Onge (2012) investigated the effectiveness of PASs in public and private companies in Canada. In a study conducted by Sharma, Sharma and Agarwal (2016), similar research was carried out in India. Additionally, Schultz and Jordaan (2015) examined the effectiveness of PASs in a government department within the local context. Furthermore, Makhubela, Botha and Swanepoel (2016) conducted a comparable study in a public institution. The subsequent investigation examined the precision and equity of performance management. The participants in this study expressed their perception of the performance appraisal system (PAS) as being successful, and overall, they reported a high level of satisfaction with the PAS. Nevertheless, they continued to regard it as unjust. This finding indicates that the way individuals perceive the effectiveness and accuracy of performance management systems does not necessarily align with their sense of fairness. When employees perceive a lack of fairness in the appraisal system, their morale and performance will probably be negatively impacted. The research conducted shared a common trend, namely that the presence of unfairness has a major impact on employees' perception of the workplace and their overall motivation. According to the findings of Pheagane *et al.* (2019), employees' performance and morale can be significantly impacted when they perceive the performance appraisal system (PAS) to be unjust. The study of organisational commitment has been a subject of research since the 1970s, initially focusing on the relationship between organisational commitment and turnover (Porter, 1976).

The same results were yielded from the study conducted by Samwel (2018), showing clear relationships between PAS, fairness, commitment, and motivation. Aban (2019) explored even deeper and concluded that increased job satisfaction increases organisational commitment. Both studies had one aspect in common, and that is that there is a clear relationship between job satisfaction and job performance.

Performance appraisal fairness and job satisfaction positively and significantly influenced job performance and employee commitment partially and simultaneously. However, the direct influence of performance appraisal fairness and job satisfaction on job performance was more significant than the indirect influence.

Based on the general problems identified in the literature, the problem statement is *that employees' perceived unfairness of performance appraisal could negatively affect their motivational levels*. As a result of this problem, the researcher was interested in investigating the impact of a university's support staff's perceived fairness of a PAS (organisational justice) on motivation. In addition, the study had also explored whether organisational commitment behaviour mediates the relationship between perceived PAS fairness and motivation.

1.3 RATIONALE AND SIGNIFICANCE OF THE STUDY

Recent years have seen various initiatives to resolve this problem; however, one of the most fundamental challenges facing African universities is draining the continent's academic community of its most talented faculty and students. Universities in Africa are noticing a constant exodus of academics, either to other universities in Africa or abroad that pay better, or to the corporate world, which offers enormous pay packages (Omona, 2010). According to experts, the objectives and implementations of performance management within firms reportedly have a long way to go. This is a far more widespread problem in higher education institutions in South Africa. The Centre for Higher Education Studies and Development (CHESD) at the University of the Free State (UFS) conducted a research project focusing on the performance management of academics in higher education, with an additional emphasis on education and training (FET) institutions. The outcomes of this study were highly commendable. The research project succeeded by focusing on the principal topic of performance management among academics in higher education, with additional consideration given to education and training (FET) institutions. Based on the findings of the study, it is necessary for higher education institutions within the country to carefully evaluate a multitude of elements to enhance their overall impact on performance management, as there are still several unresolved issues. Moreover, research has indicated that the implementation and execution of performance management in higher education

institutions are not adequately conceptualised or executed. The persistence of the issue and the growing challenge of attaining the desired outcome are directly linked (Maserumule, 2011).

1.4 STUDY'S OBJECTIVES

The study's objectives were to:

- measure employees' perceived performance appraisal fairness, organisational commitment and motivation levels;
- ascertain whether a relationship exists between perceived performance appraisal fairness and individual motivation; and
- ascertain whether organisational commitment mediates the relationship between perceived performance appraisal fairness and individual motivation.

1.5 RESEARCH QUESTIONS

Based on the research objectives, the following research questions were formulated.

- What are employees' perceived performance appraisal fairness, organisational commitment and motivation levels?
- Is there a relationship between perceived performance appraisal fairness and individual motivation?
- Does organisational commitment mediate the relationship between perceived performance appraisal fairness and individual motivation?

1.6 PRELIMINARY LITERATURE REVIEW

This concise literature review focused on the three constructs used in this study, i.e. performance appraisal fairness (independent variable), organisational commitment (mediator variable), and motivation (dependent variable). The conceptual framework of this study is depicted in Figure 1.1

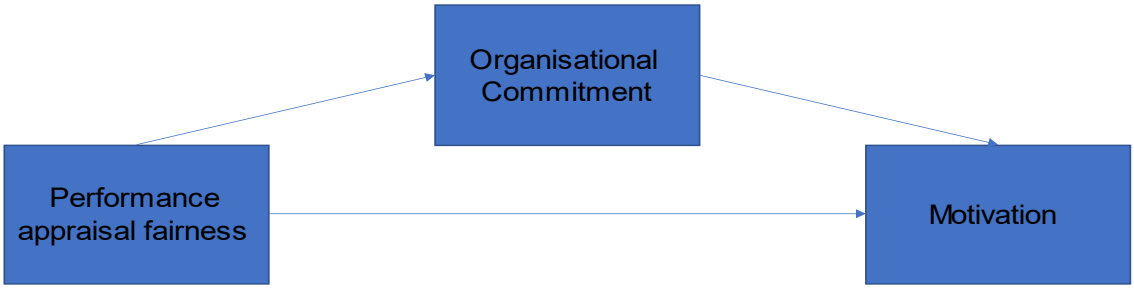

Figure 1.1 Conceptual framework

1.6.1 Performance appraisals

Fairness, within the context of appraisals, typically refers to *procedural fairness*, i.e. whether employees perceive the fundamental elements of performance management to be well-designed and fair. A system of evaluation that is perceived as equitable and acceptable by employees may positively affect intrinsic motivation and significantly contribute to the enhanced performance of an organisation. Employees' perception of the system's justice is one of the most important factors influencing the effectiveness of the performance evaluation system. The perception of fairness correlates with employee contentment with the performance evaluation system and positively impacts work performance and organisational commitment (Kuvaas, 2010).

Because a positive relationship between justice and fairness perceptions and job satisfaction is well-established (Cheng, 2014), employees' assessments of the perceived justice and fairness of the PA system are also crucial characteristics. Research by Hancock, Hieo and Schaninger (2018) indicates that performance management systems are more likely to be perceived as fair if employers transparently link employees' goals to business priorities and maintain flexibility, invest in coaching managers in the appropriate skills for day-to-day fairness, reward performance, and manage poor performers. This study concluded that the numerous well-intentioned performance management experiments currently occurring risk failing unless a sense of fairness underpins them. As a result, managers should focus on the perceived fairness of performance appraisal to strengthen their organisation (Cho & Sai, 2013; Kaplan & Atkinson, 1998; Kim & Rubianty, 2011; Krats & Brown, 2013; Lau & Moser, 2008; Lawler, 1967; Roberts, 2003; Sholihin & Pike, 2013).

According to Harrington *et al.* (2014), there is limited research on the distinction between perceived accuracy and impartiality of PASs. Fair performance evaluations, which centre on employees' perceptions, are important for performance appraisals. In contrast, effective performance evaluation refers to a comprehensive framework or the entirety of a process that enables an optimal performance evaluation. Their study of federal employees confirms psychological contract fulfilment (i.e. transactions positively impact employees' perceptions of the integrity of performance evaluations more than any other factor).

These findings are consistent with prior research by Berman and West (2003), who discovered a positive correlation between employees' perceived psychological contract fulfilment and their positive work attitudes (i.e. perceptions of impartiality on performance evaluation). In addition, Sudin (2011) conducted a study among Malaysian employees and discovered that employee satisfaction affects the impartiality of the performance evaluation. Carl and Kapp (2004) demonstrated how the landscape of higher education evolves. As in all other organisations, productivity, quality and accountability are held to a higher standard. In addition, PAS became necessary as universities transformed into more corporate institutions. Waal and Kerklaan (2015:85) argue that higher education institutions (HEIs) that have developed effective management control systems are crucial to the development of a

nation and are under pressure to develop management control systems that will guarantee their effective operation. This was reiterated by Tanveer and Karim (2018) nearly 14 years later. The necessity of a PAS is no longer in question; rather, its implementation and management are (Abdulkareem, 2011). Educational institutions play a crucial role in developing human resources that contribute to a nation's economic and social development. Human resource development is not the only objective in South Africa, but it plays a significant role in the continent's transformation and social growth. According to Tanveer and Karim (2018), current "performance management models and methodologies should be adapted to the needs and vision of higher education organisations and followed by the progressive presentation of a system that considers a process of institutional change and systemic modification." Mapesela and Strydom (2012) investigated how PASs are perceived at two universities in South Africa. Their conclusion and findings align with Tanveer and Karim (2018:17), as they concluded that typical business approaches to PAS would not work in higher education. The adaptation and shaping of the programme and activity structure (PAS) are necessary to align with the specific requirements and objectives of higher education institutions in South Africa. The term, *institutions,* refers to established organisations or systems that play a significant role. Nevertheless, there is a need for further enhancement and customisation to align with the specific requirements and aspirations of academic institutions. Higher education institutions must discern the distinction between performance management and performance appraisal. However, in everyday language, both phrases are often used interchangeably. Performance appraisal is an integral component of performance management systems. South African universities face distinct obstacles, including social factors that act as agents of change, as well as universal challenges such as the imperative to maintain enrolment numbers and produce significant research outcomes. Numerous scholarly investigations have examined the perceptions of support and academic personnel on peer-assisted study (PAS). Pienaar and Bester (2007) assert that scholars commonly express scepticism regarding the credibility of the parental alienation syndrome (PAS). According to the findings of Tanveer and Karim (2018) as well as Ahmed (2016), there is a consensus that academic and support staff within a higher education institution should not be subjected to the same performance appraisal system (PAS). According to the findings of Maimela and

Samuel's (2016) research conducted among academic staff in an open-distance learning higher education setting, it may be inferred that the introduction of a performance management system (PMS) in institutions of higher education may not be wholly unfavourable, if it is appropriately structured and efficiently administered. The use of a participatory approach in the design of the system is crucial, and it is similarly important for the management of the system to be transparent. According to Mampane (2020) and Carl and Kapp (2012), there is a consensus that the processes of performance appraisal systems (PAS) require revision to better match the aims and vision of the organisation. The researchers conducted a case study involving the staff members of the University of Stellenbosch. Through their analysis, they concluded that a performance appraisal system (PAS) is considered equitable, transparent, inclusive, and conducive to the development and prioritisation of the university's requirements, as well as enhancing its capabilities. Consequently, the implementation of a PAS can provide favourable results. Based on the findings of this study, it is evident that PASs hold promises in enhancing staff productivity within the realm of higher education, while also serving to connect theoretical knowledge with practical application. Mtembu (2018) did a research study at a university and concluded that the utilisation of effective consultation and communication strategies is vital to achieving favourable outcomes and success within the context of positive academic support (PAS). Additionally, she proposes that the implementation of comprehensive managerial training and the inclusion of external moderators, assessors, and evaluators can effectively promote fairness in decision-making processes by minimising prejudice. Another study, conducted at a university in Taiwan, by Wang *et al.* (2011:43), suggested that it is essential instead to build performance-oriented promotional and evaluation systems. Their study reveals that employees doubt the university's promotions and job allocation fairness. Therefore, a PAS should be an instrument to build productivity. Su and Baird (2015) conducted similar studies at a university in Australia and found that the PAS directly influences staff motivation. Therefore, a well-constructed PAS system can improve work-related attitudes and performance. The concept of PM is present in the segment of higher education institutions but needs improvement – higher education institutions should see the difference between performance management and performance appraisals. Anwar (2018) warns that universities must consider the performance of everyone in the

university, as well as the diversity of academics and support staff. While the administration can differ, the key performance indicators must be the same. A good human resource department can benefit all in a serious university process. The Indonesian study by Sriekaningsih and Setyadi (2015:218) made the following significant findings at the University of East Kalimantan. Firstly, work motivation has a huge impact on the performance of lecturers, and organisational culture plays a significant role in the performance of lecturers. Khanan *et al.* (2020) concluded in their study among 450 employees in the motor manufacturing industry that problems with appraisal management have a significant rollover effect on satisfaction and loyalty towards the organisation. These results indicate that perceived fairness leads to problems contributing to severe negative OCB.

1.6.2 Organisational commitment

There has been a considerable shift for people from: *Was it good?* or *Was it satisfying?* to the new norm: *Was it fair?* meaning that he underlines other findings that positive outcomes are not necessarily linked to people experiencing fairness (Colquitt & Jason, 2012:1). An event can still have a good outcome but is not deemed fair. Organisational commitment is seen as an attitude against the institution This means an employee will give his/her best to help reach the goals. “Organisational commitment is defined as the degree to which the employee Identifies with a particular organisation and its goals and wishes to maintain membership in the organisation” (Robbins, 2003). Organisational commitment is characterised by three psychological factors (Porter *et al.*, 1973), namely (1) definite trust, the buy-in of the values of the organisation, (2) the desire to go the so-called extra mile, and (3) acceptance of the workplace values and culture. According to Allen and Meyer (1990), there are three ways of commitment: affective (emotional) commitment, normative commitment and the contemplation of what it will be like when they leave the organisation. Smith and Meyer (2009:56) explain that “everyone in the organisation must be committed to advance, comply with the rules, become part of the organisation and strive to maintain the organisation's success has been achieved.” The findings of previous researchers provide evidence that organisational commitment has a positive and significant effect on employee performance (Suliman, 2002; Suharto & Budi Cahyono, 2005; Khan *et al.*, 2010).

Several studies have supported the positive influence of OC (affective and normative) on performance (Sawitri, 2016; Sadhegi, Ahmadi & Yazdi, 2018).

On the contrary, Rosidi, Madjid and Dewi (2018) conclude otherwise, i.e. that OC does not significantly affect performance, but participation impacts job satisfaction. This is not a new concept, as “OC is critical to an effective organisation” (Katz & Kahn, 1978) as it encompasses behaviours that do not directly relate to task performance but are essential to the organisation’s overall performance. In addition, more studies have supported the positive influence of OC on performance (Sawitri, 2016; Sadhegi, Ahmadi & Yazdi, 2018). This links to the perception of Bauwens *et al.* (2019), who found that the social exchange argument seems to work for PM procedural fairness and PM interactional fairness; studies have found that perceptions of procedural fairness increase OC. In addition, a study by Widya and Wijaya (2019) among employees in the Ministry of Finance, Indonesia, found a link between procedural justice and OC, which indicates that when perceptions are fair in the process, employees’ OC increases.

From a motivational perspective, a key outcome of performance appraisal is employee motivation to improve future performance (Jawahar, 2010; Maurer, Palmer & Pichler, 2012). According to a study by Selvarajan *et al.* (2018), employees are concerned with interactive fairness and deem distributive and procedural fairness components critical. It also surfaced during this study that managers are ultimately held responsible for any unfair performance ratings due to biases. Employees tend to be happy with their careers if they are happy with the system of PA in their organisation (e.g. due to fair, supportive and constructive feedback about their performance) (Kuvaas, 2006).

In short, organisational justice can be divided into organisational justice (resource distribution), procedural justice (procedures affecting employees and outcomes) and interpersonal justice (respect, dignity, professionalism). Colquitt adds, in another study (2001:386), that Greenberg came up with the umbrella term organisational justice. While Kwenin (2013) found positive correlations between recognition, job satisfaction and organisational commitment, Danish and Ushman’s (2010) study confirmed that those who feel fulfilled and satisfied in their jobs stay longer in the organisation and tend to be more positive. Meyer and Allen (1997) already stated nearly 30 years ago that organisational commitment refers to the psychological state that binds an

employee to an organisation. During the same period, they developed their three-component organisational commitment model.

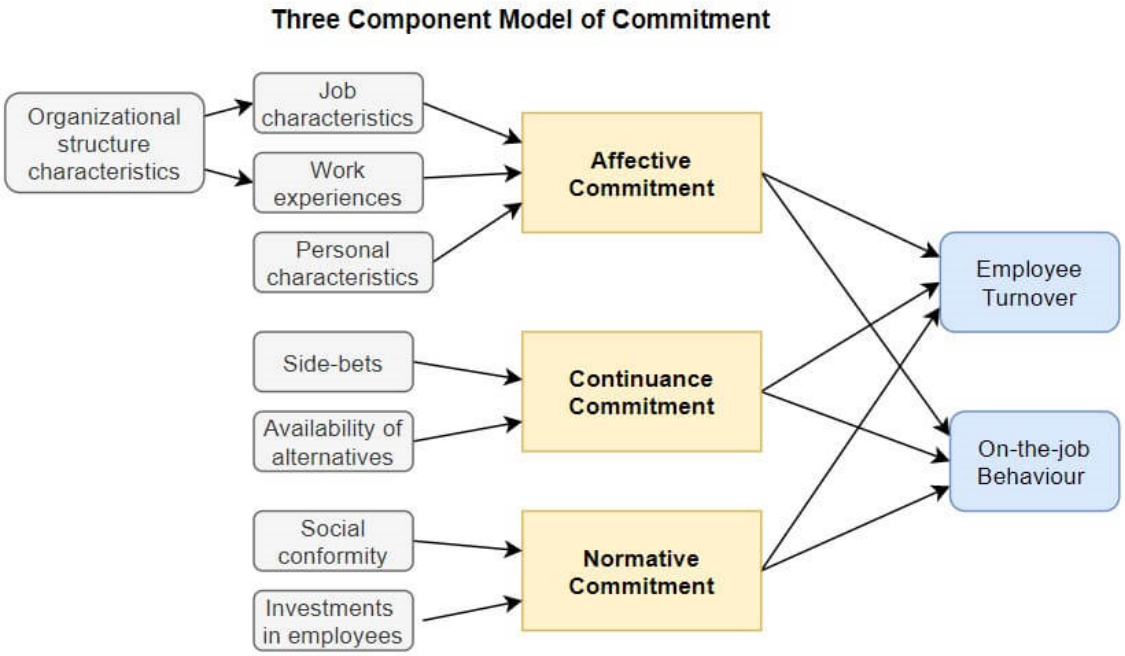

Figure 1.2: Meyer and Allen's (1997) three-component model of commitment

Organisational justice is best described by Lumely (2012), who posits that happy employees will be good ambassadors to your organisation. Rumi (2016:36) identified three major factors influencing organisational commitment: climate/culture, leadership style and job satisfaction. He agrees with Brown and Peterson (1994), who stated that job satisfaction is a prerequisite to organisational commitment. Meyer and Allen (1993) explained the three components of commitment, namely affective (feelings, emotions, attitude), continuance (perceptions of risk if an employee should leave the organisation) and normative (moral dimension based on obligations and responsibility). Olu and Oja (2009) shared a positive and definite relationship between organisational culture and performance – when the attitude is positive, it correlates with the employee's output.

1.6.3 Individual motivation

Work motivation is the set of energetic forces that originate both from within and outside the individual's being, which will initiate work-related behaviour and determine the form the work will take, as well as the intensity and duration (Mc Cormick & Ilgen, 1992). According to this study on job satisfaction, engagement, respect, praise and recognition, the key ingredients to job satisfaction are fair compensation, motivation, and life satisfaction. Bruce *et al.* (2014) describe internal and external satisfaction as integral to job satisfaction. This means job satisfaction is an employee's attitude towards the job, what it entails and where it occurs. Job satisfaction is, in short, the satisfaction an individual feels while doing the job.

Job dissatisfaction can indirectly affect productivity through absenteeism, apathy, burnout, and turnover, resulting in poor work continuity. Frederick *et al.* (2009) state that a reward is "something given in return for work well done, to compensate, give remuneration, and compensation for services." Recognition and reward assist in keeping employees passionate and increase their self-esteem (Rizwan, 2010). Employees' efforts/performance should be acknowledged. Setiono (2011) states that performance management can positively affect job satisfaction, and employees deem it as acknowledgement and an opportunity to develop their careers. Therefore, performance management should focus on increasing performance. Marcum (2000) argues that it is not about motivation but engagement; however, he acknowledges that motivated employees are more likely to be engaged. Many theories and models abound, and research support for models is not always clear-cut. The difficulty lies in the individualistic way that motivation is experienced. Some factors motivate, but at the same time, there may be other factors that detract. A factor that motivates one individual may not apply to another, yet the link of motivation to performance is accepted, and organisations must understand how to motivate knowledge workers to obtain a competitive advantage, which is a critical aspect (Gillian Milne, 2007:20).

Different, unrelated studies in Pakistan, Nepal and China (all published in 2021) investigated factors affecting university job satisfaction. Zia *et al.* (2021:1) state that job satisfaction is playing a bigger and bigger role at universities because lecturers and university teachers play a huge role in developing a country (education, doctors, and engineers). This correlates with the study by Pooja Dangol (2021:1) in Nepal and

Usamah Shakeel (2021:1) in China, where they found that unless a performance assessment system is seen to be equal, appraisers are unlikely to react positively to it. These three studies concluded that performance appraisals impact employee motivation in higher education institutions as well as staff demand for fair performance assessments. Human motivation can be defined as the fulfilment of various needs. These needs can encompass a range of human desires, from basic, tangible survival needs to complex, emotional needs surrounding an individual's psychological well-being. Abraham Maslow was a social psychologist interested in a broad spectrum of human psychological needs rather than individual psychological problems. His legacy is the theory of the triangle (hierarchy) of needs, whereby he organises the different levels of humans' physical and psychological needs. This can assist managers in understanding employees' needs and motivation and address them in ways that lead to higher productivity and greater job satisfaction. Johnson (2021:2271) studied the relationship between motivation and the academic performance of the academic staff of IBBUL. A total of 141 participants formed the sample and used a questionnaire to collect data. With the help of regression and correlation techniques, they analysed the results, which revealed a "moderate positive correlation between motivation and job performance." The study, however, revealed that motivation strongly influences job performance in the workplace.

1.6.4 Relationship between perceived performance appraisal, organisational commitment and individual motivation

Employees' perceived fairness in the performance management system has been extensively researched. The most recent research will be summarised and synthesised, especially research done in the higher education sector. In his studies, Lee (2019) revealed that research examining the effect of performance management on an individual's motivation and performance generally delivers contradictory results. Numerous studies concluded that performance management was responsible for beneficial improvement. In addition, various reviews and meta-analyses have been done on the subject. They contend that the motivational effect of performance management has not lived up to the standards that were first set for it, once again calling attention to the significance of the psychological contract (Harrington & Lee, 2016). According to De Vos (2008), the psychological contract is the key conceptual

framework to understand public employees' perceptions of the validity of performance evaluation based on their perceptions of psychological contract fulfilment. This is because employees' perceptions of the validity of performance evaluation are based on whether or not they believe the psychological contract has been fulfilled. Wolfe (2005) defines a psychological contract as "the individual's belief regarding the mutual obligations" and interactions between all parties involved. Furthermore, this study by Wolfe simplifies the definition even more, to say that it is the expectations fostered from each other between an employer and employee. This study found a correlation between intrinsic motivation and how the appraisal system in a federal agency is perceived as fair. Individuals who possess elevated levels of intrinsic motivation exhibit a tendency to not solely depend on the employer's fulfilment of their tasks, but rather recognise their own part and sense of accountability. According to Kanfer (2012), motivation is a dynamic process rather than a singular occurrence, and it is crucial for people to be motivated to attain organisational objectives. According to Armstrong (1999), although his theories may be considered dated in the realm of research, they continue to hold significance. Armstrong asserts that an effective performance management system should be established on the foundation of mutual consensus between the employee and the employer, specifically the line manager or supervisor responsible for conducting the appraisal. According to McNamara (2011), corporations and organisations ultimately aim to optimise performance and guarantee that employees contribute to the overall profitability of the organisation.

A robust association between organisational commitment and motivation was seen, irrespective of age. Subsequently, they proposed that assessing organisational commitment would serve as a more suitable indicator of individuals' attitudes, as opposed to the conventional practice of measuring job satisfaction. According to Xu *et al.* (2014), there is a favourable correlation between performance appraisal and employee job satisfaction. Job satisfaction refers to a constructive or enjoyable emotional condition that arises from the evaluation of one's job-related experiences. The anticipation of improved future circumstances serves as a motivating factor for employees when considering the decision to join new employment. Additional factors encompass security, financial stability, and the satisfaction of social and psychological requirements (Muhammad, 2013). According to the author, it is incumbent upon line managers and supervisors to recognise the talents and potential of employees and

then generate chances for them. Employee satisfaction with the appraisal system, also known as appraisal satisfaction, is regarded as the most significant variable in measuring reactions to appraisal input. Individuals often choose to join organisations for a variety of reasons, including the potential for improved career opportunities, financial stability, and fulfilment of social and psychological needs, according to Muhammad (2013).

Based on a survey conducted in 2019 by the Conference Board in the United States, there has been a significant increase in the demand for and significance of job satisfaction, reaching its highest level in the past two decades. Notwithstanding the prevailing COVID-19 epidemic, the absence of economic expansion, and the fragility of markets, this element continues to hold significant importance for employees. Further investigation is warranted to examine the ramifications of remote work on job satisfaction. It is recommended that readers of this poll consider the conclusions presented by the Social Market Foundation and the University of Warwick's Centre for Competitive Advantage in the Global Economy (CAGE). The findings of this study indicate that there exists a positive correlation between employee happiness and productivity, with happy employees exhibiting a 20% increase in productivity compared to their unhappy counterparts. The authors also posit an additional rationale, as they discovered that organisations that prioritise employee wellness tend to exhibit high levels of satisfaction. According to the research conducted by Dobrow Riza, Ganzach and Liu (2018), it was observed that individuals who choose to remain within the same organisation may experience a decrease in job satisfaction compared to those who opt to transition to alternative organisations. This may entail the preservation of talent inside an organisation, ensuring that individuals are content and continue to experience satisfaction within their professional environment. According to the findings of previous studies, there is a significant relationship between interaction, distributive, and procedural fairness and various outcomes at the person, group, and organisational levels (Williams *et al*., 2016). According to Kumari (2018), empirical studies have demonstrated that the perceived fairness of performance appraisals significantly impacts organisational functioning and performance. This finding helps to elucidate the connection between employee performance and the perceived fairness of performance appraisal.

According to Shikongo (2011), Haider *et al.* (2015), and Woods (2010), there is a consensus that job satisfaction refers to the extent to which a person experiences a sense of fulfilment and positivity in their work. Additional research on these assertions was conducted by Molontoa (2015:8), revealing that job satisfaction has a direct influence and serves as the primary predictor of staff turnover within the academic staff population. This finding is consistent with the research conducted by Delin (2013), which suggests that dissatisfied academic personnel are more likely to pursue alternative job opportunities.

According to Mellahi (2016), there is a significant increase in the demand for performance management inside higher education institutions. Within these establishments, performance management serves as a method to effectively oversee and regulate individual performance. The utilisation of this tool encompasses diverse formats and objectives, such as the identification and elucidation of individual roles, the establishment of developmental goals for both individuals and the institution, the monitoring and assessment of individual performance, and the determination of evaluation pathways.

Higher education institutions are responsible for two distinct outputs: producing research papers and producing excellent students as a direct consequence of instruction input. According to Veiderpass and McKelvey (2016), these institutions are motivated not by profitability and productivity, but rather by the calibre of their research articles and graduates. According to Coetzee and Schreuder (2014), there should be distinct phases when developing an appraisal system – especially within the South African context. Foremost, the appraisal should have a clear purpose to help make staff decisions, identify strengths and weaknesses, and ensure staff development and training. The second phase is to decide on the criteria, which both subjective and objective performance criteria can do. Coetzee and Schreuder further state (2014:336) that there are four broad categories included in job performance appraisals, which are required traits deemed necessary for the job; required competencies such as skills, knowledge, and education; a group of job tasks, e.g. group competencies to do more than one task; and goals of the employee in the bigger picture so that the company can achieve its goals. The next phase is to determine who will be involved in assessments – this process usually includes at least two parties. One party will always

have more power than the other. The organisation then needs to decide on an appraisal measure, tool, or combination thereof. At this stage of the process, senior management will have to buy into the process, followed by a phase whereby the employees are involved with input to ensure that the process is acceptable. The next phase involves the system's design, bearing the code of good practice and applicable labour legislation. Training raters are essential; only then can the system be implemented and appraisals can be conducted. The last phase is the evaluation and adaptation of the system. Frequent reviews of the system and processes need to take place.

1.7 DEFINITION OF KEY CONCEPTS

HEIs: Higher education institutions are analysed as organisations performing under changing conditions (Labanauskis & Ginevičius, 2017:63) This study was conducted at a South African university with three campuses in two provinces.

Motivation: Frederick Irving Herzberg, one of the most influential names in human resources, distinguished between hygienic factors (extrinsic) and motivator factors (intrinsic) (Herzberg, 1968). According to Guillen (2020), "common sense seems to suggest that the greater the number and intensity of motivations at stake, especially intrinsic, the more motivated the person doing that job will be in any organisation."

PASs: Performance assessment/appraisal systems at the NWU are described as factual, fair, for the whole period, and the whole job.

KPAs: Key performance areas describe the most important aspects of a job and denote the categories of the required outputs and outcomes of the employee according to the NWU policy on performance management.

PDP: A personal development plan should guide an employee's career path and allow him/her to grow in his/her current or any future position and be part of talent management (NWU policy).

Plan fairness: Impartial and just treatment or behaviour without favouritism or discrimination. According to Erasmus (2019:275), it is unfair if people with equal capabilities and chances of doing equally well in a given job do not have equal chances of getting that job or getting the same benefits.

Incentives: Things that motivate or encourage someone to do something motivational – a reason or reasons for acting or behaving in a particular way

Performance management: The process of ensuring that a set of activities and outputs meets an organisation's goals effectively and efficiently. Performance management can focus on the performance of an organisation, a department, an employee, or the processes in place to manage a particular task (Baron, 1988:199-207).

Procedural justice: Procedural justice is the idea of fairness in resolving disputes and allocating resources (Colquitt, 2001:387)

Organisational justice: Greenberg (1987) used key terms for distributive justice, procedural justice and interpersonal justice.

Organisational commitment: Organisational commitment is an attitude of a strong desire to stay in the organisation, put in extra effort and believe in the organisation's values and objectives (Lotanz & Shave (1992). It can also be described as the employee's willingness to contribute to achieving common goals.

1.8 RESEARCH PHILOSOPHY

The research undertaken in this study was conducted within the confines of a positivist philosophical framework. Positivism, as a philosophical standpoint, asserts that the reliability of knowledge and information is contingent upon their derivation from empirical observation, particularly through sensory perception and measurement, as well as their adherence to factual content. In positivist inquiries, the researcher's involvement is limited to the impartial collection and analysis of data. The researcher, in essence, adopts the position of an unbiased analyst who maintains a professional detachment from personal values during the execution of the study. Within the framework of such investigations, it is customary for scholarly discoveries to possess characteristics that are both discernible and measurable (Patton, 2002:542-544).

1.9 RESEARCH METHODOLOGY

This study used a quantitative method. Research is an organised endeavour to answer significant questions by applying scientific and systematic procedures (Phophalia,

2010:1). Phophalia adds that research is scientific and, as such, is not gratified with isolated facts but seeks to integrate and classify the results and findings. McLean (2015:26) states that “the parallel characteristics for quantitative research are reliability and validity.”

1.10 RESEARCH DESIGN

This research used a cross-sectional survey design to answer the research questions. The research design refers to the full and overall structure of the research and is based on the research questions or problem (Vaus, 2001). An observational cross-sectional study selects participants based exclusively on the addition and subtraction yardstick intended for the study (Cherry, 2022).

1.11 TARGET POPULATION

The study population consisted of full-time employed operational staff at the NWU on all three campuses. It includes all post grades/levels, referred to as pheromones. No academic staff were included in the study, only operational staff, as their appraisals and skillsets might differ from those of operational staff.

1.12 SAMPLE METHOD AND SIZE

This study used purposive sampling to precisely match the sample to the study’s aims and objectives, thereby enhancing the study’s thoroughness and the reliability of the data and results. Credibility, transferability, dependability and confirmability are four key elements that link purposive sampling to this study (Campbell *et al.*, 2020:652). This study’s sample comprises employees who met the inclusion criteria (full-time, non-academic employment at the NWU) and who were willing to participate. The sample is also selected with the researcher’s convenience in mind. The respondents were chosen because they were present at the appropriate location and time. In this regard, the study examined current NWU employees, who were deemed to be in the right place at the right moment. This study’s sample comprises employees who met

the inclusion criteria (full-time, non-academic employment at NWU) and who were willing to participate.

1.13 DATA COLLECTION INSTRUMENTS

A questionnaire was distributed to measure the constructs of perceived performance appraisal fairness, organisational commitment and motivation. The questionnaire consisted of four sections: Section A: Demographic characteristics; Section B measured perceived PAS fairness; Section C measured organisational commitment, and section D measured individual motivation. These instruments were validated in previous research. The instruments are discussed in Chapter 3.

1.14 RELIABILITY OF MEASURING INSTRUMENTS

According to Bujang *et al.* (2018:85-99), Cronbach's alpha is most frequently applied when the goal is to assess the internal uniformity of a questionnaire or survey. It is also used when the surveys or questionnaires comprise multiple Likert-type scales and objects. Cronbach's alpha is extremely valuable in signifying scale dependability regarding the comparability and equivalence of items within single-construct scales. However, the statistic does not indicate that scales are essentially unidimensional (which should be confirmed by other means). Different reports about adequate alpha values range from 0.70 to 0.95. The reliability found by the developers of these scales and factors is discussed in Chapter 3.

1.15 DATA COLLECTION

A self-administered electronic questionnaire was compiled, and a link was distributed to gather the data needed to answer the research questions. These questionnaires were then uploaded onto Google Forms and sent to the directors of the various support services of the NWU after ethical clearance was granted and approved by the Research Data Gatekeeper Committee of the NWU.

1.16 DATA CODING AND ANALYSIS

To provide answers to the research questions, descriptive statistics, Spearman's rank-order correlation coefficient, and multiple regression analysis were performed. These statistical techniques are explained in Chapter 3.

1.17. ETHICAL CONSIDERATIONS

Participation in the study was voluntary, and all data was stored on a password-protected drive to ensure the privacy of all participants. Feedback was given to all participants, as guided by Baran (2016), and the process provided clear reasons for the research. All information obtained was only shared with the study supervisor for educational purposes. The guidelines by Bryman *et al.* (2017) were followed to ensure no harm to participants or respondents and to limit participants' stress and anxiety. All applicable codes of ethics were adhered to, and guidance from the study supervisor was obtained to ensure proper compliance. In 2021, a revision to the Protection of Private Information Act came into effect, and the researcher ensured compliance, not only to the benefit of the participants, but also to that of the Institution. Open and honest communication, transparency and ethics added credibility to the process. The researcher complied with the Ethics Code of Conduct of the NWU.

1.18 OUTLINE OF THE DISSERTATION

The outline of the dissertation is depicted in Table 1.1:

Table 1.1 Study's outline

Section 1	Introduction and overview	Chapter 1
Section 2	Literature review	Chapter 2
Section 3	Methods and materials	Chapter 3
Section 4	Research results and discussions	Chapter 4
Section 5	Conclusion, limitations and recommendations	Chapter 5

1.19 SUMMARY

Chapter 1 serves as a comprehensive introduction to the study, establishing the most important elements necessary for understanding the scope and direction of the research. It begins by presenting the background and problem statement, which identify the key areas of focus, i.e. performance appraisals, organisational commitment, and individual motivation within a university setting. The rationale and significance of the study are then discussed, emphasising its importance in the field of human resource management and organisational behaviour, particularly in higher education institutions.

The research objectives and questions are clearly laid out, directing the study towards a detailed examination of the interrelations between perceived fairness in performance appraisals, organisational commitment, and individual motivation among a university's operational staff. A preliminary literature review delves into these areas, providing a scholarly context and highlighting the current state of knowledge and gaps that the study aims to address.

The chapter also outlines the research philosophy, which adheres to a positivist approach, relying on observable and measurable data. The research methodology is quantitative, aiming for systematic measurement and analysis. A cross-sectional survey design forms the basis of the research design, suitable for capturing a snapshot of the variables in question at a specific time.

Regarding the practical aspects of the study, the target population was identified as full-time employed operational staff at the North-West University's three campuses. A purposive sampling method ensures the sample accurately reflects the study's aims and objectives. Data collection instruments are specified as questionnaires, designed to measure the perceptions of performance appraisal fairness, organisational commitment and motivation. The reliability of these instruments is assured through Cronbach's alpha, as per the guidelines provided by Bujang *et al.* (2018).

Data collection procedures are described and electronic questionnaires are distributed and self-administered. Data coding and analyses are set to include descriptive statistics, Spearman's rank-order correlation, and structural equation modelling.

Ethical considerations, crucial to the integrity of the research, are addressed, ensuring participant consent and data confidentiality.

Finally, the chapter concludes with an outline of the dissertation, setting the stage for a detailed exploration and analysis in the subsequent chapters. This structure provides a clear roadmap for the study and situates it within the broader context of academic research in the field.

CHAPTER 2: LITERATURE REVIEW OF PERFORMANCE APPRAISAL, ORGANISATIONAL COMMITMENT AND MOTIVATION

2.1 INTRODUCTION

Performance evaluation, organisational commitment, and motivation are crucial in studying organisational behaviour. A performance appraisal assesses a person's performance in a specific function or task. Organisational commitment refers to a worker's emotional connection to a company, whereas motivation is the urge to complete a task. We will explore the pertinent literature by examining the relationship between performance reviews, organisational commitment, and individual motivation. This literature review examines prior research on the relationships between performance evaluations, organisational commitment, and individual motivation. The main topic of this review will be how performance reviews affect how committed and motivated employees within a business feel. It will also investigate how motivation at the individual and organisational levels affects performance evaluation. The research for the literature review will be drawn from various publications, including academic journals, books, and online sources. When we review the pertinent literature, the idea of performance evaluation will be the first thing we will discuss. The concepts of organisational commitment and motivation will be discussed thereafter. The investigation will then focus on the relationships between performance evaluations, organisational commitment, and personal motivation. The experts will review how performance reviews impact an organisation's level of commitment and motivation during the study. Finally, the evaluation will explore how motivation from within the individual and commitment to the organisation affect performance reviews. The literature review aims to thoroughly examine earlier research on the relationship between performance evaluations, organisational commitment, and individual motivation levels. It will contain a critical evaluation of the study, conclusions based on the evidence offered, and a critical analysis. The assessment will also highlight areas for additional investigation and point out any gaps in previously conducted research.

2.2 THEORETICAL AND CONCEPTUAL FRAMEWORK OF PERFORMANCE APPRAISALS

Several theories formed the foundation of performance appraisals, namely goal setting, self-determination, perceived organisational support, and the organisational justice theory. This study selected the organisational justice theory as the foundation for performance appraisal fairness.

2.2.1 Goal setting theory

Locke and Latham's (1990) seminal work, *A Theory of Goal Setting and Task Performance*, has significantly contributed to industrial psychology by introducing the goal-setting theory as a valuable framework for understanding motivation during performance reviews. The authors identified five fundamental principles of goal setting, i.e. clarity, difficulty, commitment, feedback, and task complexity (Locke & Latham, 1990). They emphasised the importance of well-defined and clear goals as well as useful feedback in motivating employees.

The researchers cautioned that individual objectives may not always align perfectly with organisational goals. Therefore, it is crucial for managers to involve employees in the goal-setting process and allow them to participate in defining their own goals (Locke & Latham, 1990). By doing so, employees are more likely to be motivated and engaged in their work. The authors highlighted that setting clearly defined, challenging, and attainable goals leads to higher performance compared to setting vague and easily achievable goals (Locke & Latham, 1990). They also introduced the concept of SMART goals, which are specific, measurable, attainable, relevant, and time-bound, as a practical framework for effective goal-setting.

Furthermore, Locke and Latham (1990) explored three additional motivators: participation, competition, and praise and correction. Their research revealed that behavioural intentions mediate the effects of incentives and verbal support on employees' choice of behaviour (Locke & Latham, 1990). They concluded that any comprehensive theory of task motivation must consider conscious goals and intentions.

The goal-setting theory offers several advantages, such as increasing clarity and reducing ambiguity, valuing, and considering employee well-being, enhancing employee motivation, and facilitating effective communication of performance expectations and suggestions (Locke & Latham, 1990). However, it is important to acknowledge potential disadvantages, including the possibility of aggressive goals promoting unhealthy competition and negative behaviour, conflicts arising from disparities between departmental and organisational goals, the fragility of motivation subject to change, and obstacles in defining certain objectives (Locke & Latham, 1990). Locke and Latham's (1990) article on the theory of goal setting and task performance is considered a seminal work in the field of organisational behaviour. Its impact is evidenced by its extensive citation record of over 10 000 times, demonstrating its enduring influence and significance in the literature.

2.2.2 Self-determination theory

In this theory, self-determination is defined as acting with a sense of choice, volition, and commitment, and it is based on intrinsic and integrated extrinsic motivation (Deci & Ryan, 2010: 94). It can be referred to as the energy required for action. Why people act or do not act in specific ways is the central question that motivates research on motivation. According to the theory's creators, this behaviourist perspective failed to account for the complexity of humans and the human thought process. They believe that thoughts influence and affect human behaviour. They also believe motivation is not a singular concept with more or less of it, but rather a concept of various motivational types. The authors explain that there are different types of motivation, namely intrinsic and extrinsic (Deci & Ryan, 2010) and that fundamental behaviour and type of motivation have implications for welfare and performance. Deci and Ryan, both psychologists, theorise that there are four distinct types of behaviour regulation or motivation, two of which are independent and two of which are exact. According to this theory, self-determination is predicated on autonomous regulation (Deci & Ryan, 2010). Autonomy refers to the need to act with self-determination and self-approval (Vansteenkiste & Ryan, 2013). Competence is the need to feel effective in one's actions. Relatedness is the need to receive and provide care for others. Acting out of a sense of volition and choice is called autonomous motivation or regulation. Two types of autonomous regulation exist, namely intrinsic motivation, which involves

performing a task because it is intrinsically interesting or enjoyable. Internalised extrinsic motivation is the act of doing something initially motivated by external factors but the value of which individuals have now adopted and internalised. This type of motivation is also called integrated motivation in the preceding definition.

2.2.3 Perceived organisational support (POS)

Perceived organisational support (POS) is a term that was first presented by Eisenberger, Fasolo and Davis-LaMastro (1986). POS is employees' sense of how much their organisation values their contributions and cares about their well-being. According to Eisenberger *et al.* (1986:500), the authors observed that managers' care for employee commitment is mirrored by employees' attention to the organisation's commitment to them. According to the organisational support theory, if a company satisfies the essential requirements of its workers for affiliation, respect, and endorsement, then the workers' overall performance on the job will improve. Employees feel obligated to perform at their highest level for the company's benefit and to contribute to accomplishing its objectives when this sense of obligation is instilled in them. In addition, workers tend to build the expectation that their improved performance will be recognised and rewarded when they do a good job. The use of POS has been linked to a reduction in absenteeism and turnover rates, both of which are positive outcomes. While studies on POS began in the 1980s, it was not until the middle of the 1990s that they gained major momentum. In the late 1980s, perceived organisational support was seen as an important component in determining the connections between employees and their employers (Eisenberger *et al.*, 1986:501). Employees' broad beliefs on the extent to which the organisation values their contributions and cares about their well-being are what Eisenberger, Fasolo and Davis-LaMastro (1986) mean when they refer to POS as the perception of organisational support (POS). The idea is consistent with Blau's theory of social exchange, which was published in 1964 and proposes that organisations should tap into their employees' perceptions and align their attitudes with the principles of the organisation to achieve their goals (Blau, 1964).

The research on perceived organisational support, conducted by Eisenberger, Huntington, Hutchinson and Sowa (1986), and published in the *Journal of Applied Psychology*, is regarded as fundamental work in the field. The authors' analysis of

point-of-sale (POS) systems and their influence on the health and productivity of staff members laid the groundwork for subsequent research and theoretical advancements in this field. The essay has shed light on the reciprocal nature of employee-organisation interactions and the function of POS in generating positive outcomes, and it has made a substantial contribution to our knowledge regarding the relevance of employees' feelings of support from their organisations. In figure 2.1 the impact of job satisfaction on organisational commitment is explained.

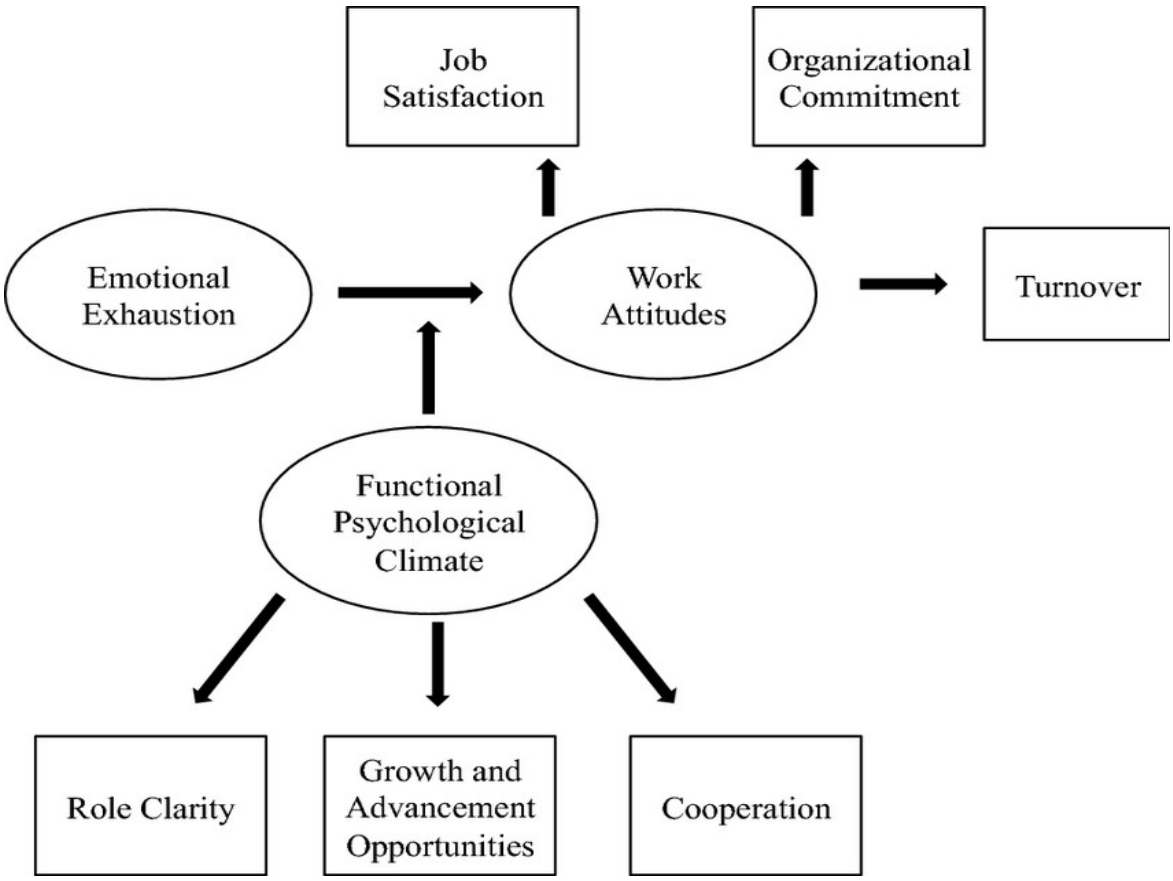

Figure 2.1: Impact of job satisfaction on organisational commitment

Blau's (1964) theory views the employee-employer relationship as a social exchange. Within this exchange, both parties participate in interactions with one another. It is vital to investigate the stimuli that become information for employees and the degree to which the organisation gives support to comprehend what "perceived support means." The organisation's agents, including line managers and supervisors, act as the source of incentives for the organisation's employees. The employees give the company its

unique personality by connecting themselves with the company and adjusting their actions and attitudes in line with its identity and culture. This process takes place because of the following three factors: the organisation's agents control and exert influence on employees; the organisation is held legally, morally, and financially liable for the activities of its representatives; and the culture of the organisation develops desirable attitudes and behaviours. The actions of the organisation's representatives influence the support they are expected to provide, and *vice versa*. The perception of support influences how those actions are interpreted and the underlying reasons that drive those actions. In addition, the employees continually evaluate the worth of the exchange object based on their anticipations and actual experiences of the contributions made by the organisation.

According to Groen, Wilderom and Wouters (2017), employee performance evaluation focuses on determining how successfully individuals carry out their duties, jobs, and obligations within the organisation. Employees' qualitative and quantitative outputs are considered during evaluations, which also provide insights into the employees' levels of competence and efficiency in contributing to the attainment of company goals. When conducting performance evaluations, using objective data, such as productivity measurements, is common practice to compare an individual's performance to that of the entire team (Groen, Wilderom & Wouters, 2017).

Evaluating employee performance is a tool to control staff efficiency and competency, highlighting employees' contributions to the organisation's overall success. Workers generally choose performance measures that accurately reflect their behaviour and contributions to the company. According to Groen, Wilderom and Wouters (2017:114), "the use of appropriate indicators of employee performance in practice may lead to the contribution of the employee being accurately evaluated and, as a result, valued by their supervisors."

The connection between perceived organisational support (POS) and performance has been the subject of extensive research. The renowned organisational behaviour researcher Wayne Hochwarter's study highlights the nonlinear relationship between these two constructs. This paper examines the research findings of Hochwarter, which contradict the initial hypothesis of a consistently positive correlation between POS and performance. It also emphasises the complexity of the connection between job

satisfaction and POS. In addition, the study investigates the influence of point-of-sale (POS) systems on employee performance and the effects of a lack of organisational support on employee trust and reciprocity.

Perceived organisational support (POS) refers to employees' perceptions of how much their organisation values their contributions and concerns about their well-being. Hochwarter's (2010) research demonstrates that the relationship between POS and performance is nonlinear, indicating that the relationship is complex. Contrary to the initial hypothesis, which implied that a high POS would always(correlate with high performance, perfect correlations between POS and performance are uncommon. This suggests that other variables may moderate or mediate the relationship, necessitating a nuanced understanding of the underlying mechanisms.

Similarly, the correlation between job satisfaction and POS is only sometimes demonstrated with reliability. While it is commonly presumed that these variables have a positive relationship, Hochwarter's findings caution against assuming a direct and consistent link. Beyond organisational support, job satisfaction may be influenced by job autonomy, task variety, and colleague relationships. Consequently, attributing changes in job satisfaction to POS alone can be deceptive. In addition, the study investigated the influence of point-of-sale (POS) systems on employee performance. These systems have the potential to affect the productivity of many workers, especially in the retail and hospitality industries. However, implementing POS systems does not guarantee immediate productivity gains or losses. Multiple variables, including employee training, system usability, and the overall work environment of the organisation influence the impact of POS systems on performance. To fully understand the relationship between POS systems and employee performance, it is necessary to consider these contextual factors carefully.

On the other hand, the research highlights the adverse effects of a lack of organisational support. When employees perceive a dearth of support from their organisation, they feel insecure and lose faith in the organisation's willingness to reciprocate. This diminished trust can result in a deterioration of the social exchange between the organisation and its employees. Consequently, employees may feel less motivated to invest effort and contribute to the organisation's objectives, resulting in diminished performance and output.

Hochwarter *et al.'s* (2003:438-456) research on the nonlinear relationship between perceived organisational support (POS) and performance has yielded important insights. The findings disprove the initial hypothesis of a consistent positive correlation between POS and performance, highlighting the rarity of immaculate correlations in real-world organisational settings. Furthermore, the study emphasises the need for an interpretation of the relationship between job satisfaction and POS, as numerous individual and contextual variables influence it. In addition, the research highlights the significance of investigating the impact of point-of-sale (POS) systems on employee performance within the context of the entire organisation. Other factors, such as employee training and the work environment, play a significant role in determining whether there will be an immediate increase in overall productivity.

The study highlights the significant effects of a lack of organisational support on employee trust and reciprocity (mutuality). Organisations should prioritise creating a supportive work environment to enhance and cultivate confidence, motivation, and improved performance. By recognising the nonlinear nature of the POS-performance relationship and addressing its influencing factors, organisations can develop an environment that fosters employee well-being and organisational success.

2.2.4 Organisational justice theory

This study's theoretical foundation of performance appraisal fairness is rooted in the organisational justice theory. Previous research on trust and fairness in the workplace has demonstrated a positive relationship between organisational justice and trust (Colquitt *et al.*, 2001). While this general link between justice and trust is valuable, theoretical and empirical evidence suggests that workplace justice is best understood as a multidimensional construct comprising four types, i.e. distributive, procedural, interpersonal, and informational justice (Colquitt *et al.*, 2001). Despite the moderate to close relationships among these forms of justice, research has highlighted their distinctiveness and the need for separate evaluations.

Procedural justice is concerned with the consistency and influence of decision-making processes (Deutsch, 1975; Thibaut & Walker, 1975). Distributive justice alludes to the fairness of outcomes relative to what others receive. Interpersonal justice refers to treating individuals with dignity and respect during decision-making, whereas

informational justice refers to providing adequate information during decision implementation (Greenberg, 1993; Colquitt *et al.*, 2001). Researchers previously grouped interpersonal and informational justice under *interactional justice*, but recent studies suggest they are distinct concepts (Colquitt, 2001).

Different types of justice are associated with various outcomes, as shown by research. According to a meta-analysis, the quality of leader-member interactions is related to interactional justice (Cohen-Charash & Spector, 2001; Colquitt *et al.*, 2001). Colquitt *et al.* (2001) found that procedural and distributive justice are associated with job satisfaction, while interpersonal justice significantly predicts organisational citizenship behaviours directed towards individuals. Colquitt *et al.* (2001) found that relational forms of justice (interpersonal and informational) had stronger correlations with relational outcomes (such as leader-employee exchange) than organisational or structural outcomes (such as organisational commitment). Research highlights the significance of workplace impartiality (Tyler & Lind, 1992). Just environments promote organisational citizenship behaviours, high levels of job performance, and increased compliance with authority. Colquitt *et al.* (2001) found that evaluation systems based on organisational justice principles are perceived as more legitimate and are more likely to comply with legal requirements.

While it has been determined that all four types of justice influence organisational behaviour, interpersonal and informational justice have received less positive attention, particularly in terms of supervisor trust. These forms of justice are under the direct control of supervisors, suggesting that they have the potential to influence supervisory outcomes (Colquitt, 2001). Interpersonal and informational justice are crucial forms of justice that can considerably contribute to establishing trust between supervisors and employees. Consider justice when evaluating supervisor-subordinate relationships from a standpoint of justice. In Figure 2.2 Colquitt (2001) depicts a schematic of organisational justice.

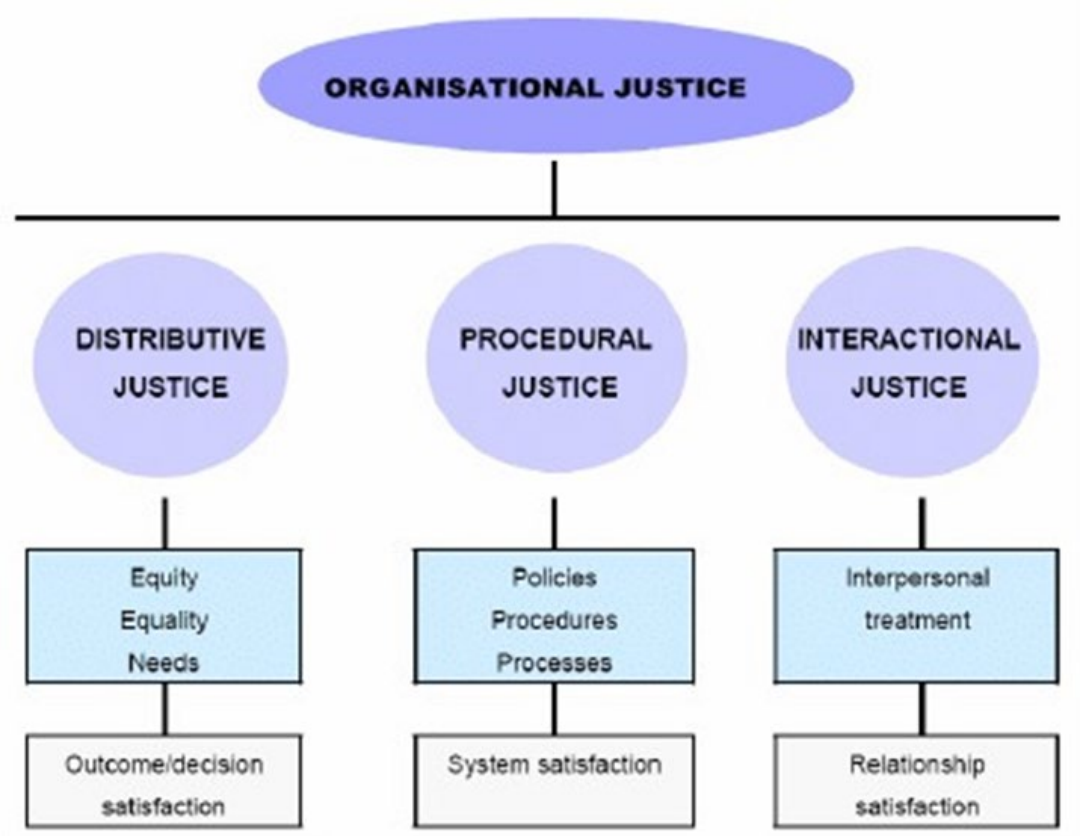

Figure 2.2: Colquitt (2001) depicts a schematic of organisational justice

The question to be addressed is how organisational justice can be enhanced. Organisational justice is not innate but rather the result of numerous managerial actions and attitudes. Professionals must comprehend how their actions and decisions impact the organisation's integrity. We investigate a variety of methods to promote organisational justice within the organisation. According to Kernan and Hanges' research (2002:920), effective employer-employee communication may contribute to a sense of interpersonal and informational equity. Organisations must use effective communication when conveying decisions to their employees, as this can increase employees' trust in management and the organisation as a whole. This notion was put to the test in a field experiment that was carried out by Greenberg (1990), which involved a manufacturing organisation that decreased salaries at two of its plants. Employees at one facility were given a sensitive explanation for the wage drop, while employees at the other plant were not presented with any explanation. After the compensation cut, Greenberg began investigating the magnitude of employee theft at the two plants. The individuals whose incomes were decreased, as was anticipated, had increased larceny rates; conversely, the individuals who received a sensitive

explanation stole less; in addition, perceptions of injustice were reduced. Another indicator of organisational justice is the degree of participation displayed by workers. It is easier for people to feel that justice has been done when their employers Include them in the decision-making processes about organisational procedures. This improvement in organisational fairness occurs independently of whether the conclusion favours the worker. According to Kernan and Hanges (2002), workers' perceptions of procedural and interpersonal fairness improve when they are allowed to weigh in on the policies and practices of their organisations.

The employees' dispositions and feelings can be affected when organisational events occur. Every worker has a unique perspective of what is going on around them, and the employee's personality often influences this perspective. For instance, when a crisis arises, some workers could be more worried than others. Employees' judgements of interactional, procedural, and distributive fairness are more likely to be improved when they experience both a positive state and trait-positive affectivity (Barsky & Kaplan, 2007:287). This is the case when employees have both a positive state and a trait of positive affectivity. Unhappy or unsatisfied people are likelier to have bad perceptions of justice inside an organisation.

Colquitt believes that individuals and teams are equally responsible for developing organisational justice. Most of the research has been carried out at the individual level; nevertheless, there is evidence that organisational justice occurs at the team level, particularly regarding team climate. This, according to Colquitt (2001) is despite the fact that the bulk of the study had been carried out on a personal level. The employees' opinions of justice are influenced by their teammates and team levels, leading to the team's perceptions of the organisation's justice taking the shape of a justice environment. When there is an emergency at work, for example, team members can talk about their experiences and come to a consensus on handling the problem. "Members of a team are also influenced by one another, and this can lead to homogeneity in the team's perceptions of justice, thereby fostering a robust climate" (Colquitt, 2005). Colquitt and his colleagues have proved that teams with a strong atmosphere of justice tend to perform better in productivity and absenteeism than teams without such a climate.

Because it affects individual, team, and business outcomes, organisational justice is important to understand. According to research by Colquitt *et al.* (2013) and others, organisational justice is linked to positive outcomes such as trust, work performance and satisfaction, organisational commitment, and organisational citizenship activities. It is important to note that organisational justice is also associated with unfavourable outcomes such as counterproductive work habits, turnover, and burnout. As a result, employees who see fairness in results and procedures are likely to engage in fewer bad behaviours than those who do not (Colquitt *et al.*, 2013). Performance management systems contribute to a company's growth while helping that business keep its best employees. The performance management procedure of an organisation can benefit from applying the organisational justice theory, which helps make the procedure more open, trustworthy, and reliable (Colquitt *et al*., 2013).

The performance appraisal system (PAS) is at the centre of performance management systems, which various enterprises utilise. Periodically, this formal interaction-based organisation conducts evaluations of the interactions that take place between the superior and the subordinates. Additionally, it considers the work performance of subordinates, which is then addressed with management to complete the subordinate evaluation. Performance management systems analyse employees' strengths and weaknesses and locate educational and professional development chances for subordinates (Huong, Zheng & Fujimoto, 2016:945-964). Employees are provided with direction, encouragement, and assistance using a performance management system to help them improve their performance and further develop and perfect their abilities. Clear performance measurement standards are a prerequisite for an effective performance evaluation system, in addition to relevance to the position being reviewed. All relevant information must be included to properly recognise an employee's efforts and assist them in improving their abilities. *Organisational justice* is essential to performance management and the assessment system. A lack of positive impressions of procedural justice harms both organisations and the employees working for those organisations. This leads to low levels of motivation and a reduction in the amount of effort put toward the organisation's goals. Additionally, it may lead to the theft of firm information as well as a rise in the stress levels of employees (Warokka *et al.*, 2012:1).

According to Choudhary, Kumar Deswal and Philip (2013), for employers to realise the rewards of high-performing employees in today's competitive settings, they need to ensure that their employees have access to organisational justice. Every firm ought to equip its performance management systems with the right metrics and information systems. Despite this, the extent to which performance management systems are applicable in either scenario depends on the size of the involved organisations. In smaller businesses, it is not uncommon for certain small teams and people to take on various roles and duties. The key goal is to expand the firm in a manner that is both sustainable and scalable over time. As a result, the organisational processes' criteria and expectations must be considered while designing the evaluation system. Because larger firms and corporations are managed differently and have a larger human resource pool with more specialised roles, evaluations should reflect the business' breadth. This is because larger businesses and corporations have a larger number of employees. Organisational commitment is the psychological relationship an individual has with an organisation. It is an attachment characterised by a person's commitment to their organisation and its aims and readiness to exert effort to ensure its success. It is a different psychological connection, unlike job pleasure and job involvement. Multiple sound effects, such as better job performance, organisational citizenship practices, and job satisfaction, have been linked to organisational commitment. Employees' emotional tie to their company is known as organisational commitment (Meyer *et al.*, 2002). The three basic methods used to gauge organisational commitment are the calculative, attitudinal, and multidimensional techniques.

Dr Jason Colquitt's theory on organisational justice has had a significant impact on organisational behaviour and plays a role in satisfaction and motivation. This theory investigates the relationship between justice perceptions and employee outcomes, emphasising the significance of workplace fairness. Organisational justice refers to employees' perceptions of fairness in the organisation's distribution of resources, decision-making procedures, and interpersonal treatment. The theory of Dr Colquitt acknowledges the multidimensional nature of organisational justice, distinguishing four types: distributive, procedural, interpersonal, and informational justice. This paper aims to examine Colquitt's theory of organisational justice, its central components, and its influence on various employee outcomes. The organisational justice theory entails that employees' perceptions of fairness substantially impact their workplace attitudes,

behaviours, and well-being. The theory recognises that perceptions of justice are multidimensional and can be divided into four categories: distributive, procedural, interpersonal, and informational justice. Distributive justice refers to the equity of outcomes and resource allocations, whereas procedural justice is concerned with the fairness of the decision-making process. Interpersonal justice is the fairness of interpersonal treatment and considerate communication, whereas informational justice provides sufficient information and explanations. This theory provides a comprehensive framework for understanding the impact of justice perceptions on employee outcomes by incorporating these dimensions. Perceptions of justice are positively associated with job satisfaction and organisational commitment. Employees who perceive impartiality in resource distribution, decision-making procedures, and interpersonal treatment are more satisfied with their jobs and develop a stronger commitment to the organisation. Significant correlations have been discovered between distributive justice, procedural justice, interpersonal justice, job satisfaction, and organisational commitment. Additionally, organisational justice has a significant impact on turnover and absenteeism rates. Employees who perceive workplace unfairness are likelier to contemplate leaving the organisation and exhibit higher absenteeism rates. In contrast, when employees perceive justice, they are more likely to remain with the organisation and have reduced absenteeism rates.

It has been discovered that justice perceptions substantially impact employee task performance. When employees perceive impartiality in resource allocation and decision-making processes, they are more likely to engage in productive behaviours, exert greater effort, and execute assigned tasks more effectively. Particularly, procedural justice significantly positively affects employee task performance, as it increases employees' trust in decision-making processes and their motivation to contribute to the organisation.

Organisational justice also influences employees' citizenship behaviours, including actions beyond formal employment requirements and contributing to the organisation's overall functioning. When employees perceive fairness, they are more likely to engage in organisational citizenship behaviours (OCBs), such as assisting colleagues, volunteering for additional responsibilities, and making constructive suggestions. The organisational justice theory has significantly contributed to our

comprehension of the influence of justice perceptions on employee attitudes, behaviours, and performance outcomes.

2.3 THEORETICAL AND CONCEPTUAL FRAMEWORK OF ORGANISATIONAL COMMITMENT

Organisational commitment is employees' psychological attachment and allegiance towards their employer. It indicates how employees identify with and are committed to the organisation's objectives, values and mission. Organisational commitment transcends job satisfaction; it reflects an employee's emotive and intellectual connection to the organisation. As proposed by Meyer and Allen (202) in their three-component model, there are three components of organisational commitment: This factor is based on an emotional attachment to the organisation. High affective commitment is associated with a strong sense of belonging and loyalty. They genuinely care about the organisation's success and are prepared to go the extra mile to further its objectives.

A sense of moral obligation and duty towards the organisation motivates normative commitment. Even if they lack a strong emotional connection, employees with normative commitment believe they should remain with the organisation because it is the proper thing to do. Continuation commitment is predicated on the perceived costs of leaving the organisation. Employees with high continuance commitment believe they cannot afford to leave the organisation due to financial stability, benefits, or limited job opportunities elsewhere.

The level of organisational commitment significantly affects both the employees and the organisation. Highly committed employees are more likely to exhibit positive attitudes, greater job satisfaction, increased engagement, and decreased intention to leave their current position. In addition, they are more likely to engage in organisational citizenship behaviour (OCB), which refers to behaviours that go beyond formal employment requirements and contribute to the organisation's overall effectiveness and well-being. High organisational commitment levels increase employee retention, productivity, collaboration, and positive organisational culture. Committed employees are more likely to align their personal goals with the organisation's objectives, increasing overall performance and success.

Organisations can foster organisational commitment through the creation of a positive work environment, the provision of opportunities for employee development and

growth, the provision of equitable compensation and recognition, the promotion of work-life balance, and the demonstration of genuine concern and support for the well-being of employees. Organisational commitment also requires effective leadership, transparent communication, and a strong culture that values and appreciates employees.

2.3.1 The calculative approach

Several methods, such as the calculative, attitudinal, and multidimensional procedures, can be utilised to produce reliable results when evaluating an organisation's level of commitment. The calculative method considers several elements, including the individual's commitment to their employment, the career chances provided by the organisation, and the financial implications of quitting a job. It emphasises the mental process that employees go through to ascertain the extent of their commitment to the organisation (Kaufman, 2016). On the other hand, the attitudinal method assesses employees' levels of commitment by looking at their emotional connections to their organisations and their attitudes and perceptions regarding their work (Meyer *et al.*, 2002). Because it considers the emotional aspect, this method delivers a more accurate measurement in terms of organisational commitment.

According to Meyer *et al.* (2002), the multidimensional method considers various factors influencing an employee's loyalty to their employer. These factors include the employee's personal values, organisational support, job security, and job satisfaction. The approach also integrates both the calculative and attitudinal techniques. Because it considers cognitive and emotional aspects, this method offers an all-encompassing evaluation of an organisation's dedication to its mission.

The affective, normative, and continuation commitment model of organisational commitment, developed by Meyer and Allen (1991), outlines the three components of organisational commitment, namely affective, normative, and continuation commitment. A person's emotional connection towards an organisation and the goals it strives to achieve are referred to as affective commitment. It requires an intense feeling of dedication and involvement and a strong desire to be a member of the organisation. A sense of responsibility or obligation to continue working for the

organisation is one of the characteristics of normative commitment. Expectations and anticipated advantages frequently impact this type of commitment. According to Meyer and Allen (1991), continuation commitment reflects the costs involved with leaving the organisation, whether financial or emotional.

The three-component model makes it possible to examine each aspect separately to evaluate an individual's organisational commitment more accurately. Because of its usefulness in capturing the complex relationship between individuals and the organisations in which they are employed, it has been extensively utilised in research to gain a better understanding of the loyalty of employees to the companies for which they work. According to research conducted by Meyer *et al.* (2002), affective commitment has a beneficial influence on employees' professional effectiveness, lowers the chance of burnout, and discourages negative behaviours.

There is still continuous dispute over the nature of commitment, its dimensions, how it develops, and how it influences behaviour (Meyer & Herscovitch, 2002). This is the case even though it has been established that employees can create different commitments related to their work. However, the three-component model offers a comprehensive framework that analyses affective, normative, and continuous commitment as separate constructs, each with its own antecedents and processes (Allen & Meyer, 1997; 2000). This paradigm was developed by Allen and Meyer (1997). It emphasises the significance of aspects such as personal importance, feedback, involvement, dependability, personal importance, job challenge, role clarity, goal clarity, openness by management, peer unity, equity, and job challenge in the process of cultivating emotional commitment (Allen & Meyer, 2000).

Affective commitment, normative commitment and continuity commitment are broken down into their own categories in the three-component model of organisational commitment, which, to summarise, offers a thorough explanation of organisational commitment. This approach provides useful insights into employees' attitudes, motives, and relationships with their organisations by evaluating commitment's emotional and cognitive elements.

2.3.2 Continuance commitment

When employees realise what they will give up if they switch careers, they can develop a fear of loss, also known as a commitment, to continue in their current role. It is possible that he/she will consider the impact that the loss will have on his/her retirement funds, investments, personal and professional development, and standing. It is possible that an employee would choose to stay with the company rather than take the chance of losing money or other benefits, whether tangible or not. In terms of continuing engagement, there is a *necessity to remain*, which is *profitable*, whereas quitting is *expensive*. Employees exhibit a normative commitment to their organisation when they can integrate their personal beliefs and norms with those of the organisation. When employees, for example, have no ambition to grow, develop, or expand and are satisfied where they are with no aspirations to go on or advance, this may appear to be the ideal employee for an organisation. Yet, it can be challenging for practitioners to deal with this type of person as explained by Meyer and Allen (2000).

Affective commitment refers to the sentimental bond that develops between an individual and their place of employment over time. According to Meyer and Allen (1991), it is built on the idea that workers feel a sense of allegiance and commitment to their company and the goals the organisation works to attain. A person's affective commitment, in contrast to their rational commitment, is founded not on the reasons they have for pledging their allegiance to something but rather on the sentiments of emotional attachment to the thing to which they are loyal.

The idea of a continuance commitment was founded on the supposition that workers remain loyal to their organisations because of the financial burdens they would incur if they were to resign. This includes the costs of looking for a new job, the chance of losing income and benefits, and the disruption that leaving their current employment would make in their lives (Meyer & Allen, 1991). It is generally accepted that continuity commitment is a less intense form of commitment than affective commitment. This is because continuity commitment is established not on an individual's emotional connection sentiments but on logical considerations.

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2.3.3 Affective commitment

Affective commitment depends on emotional attachment to the workplace; therefore, more motivated employees may contribute more to the organisation. Continuance commitment refers to the strong bond between employees and the institution, which

creates retention and loyalty (Allen & Meyer, 2000). Normative commitments increase organisational commitment and an attitude of wanting to make positive contributions (Allen & Meyer, 2000). People-centred and people-friendly organisational values enhance employees' self-esteem, personal development, and career prospects. This indicates that employees are committed to the organisation, resulting in increased productivity and performance. Employees who perceive that they are treated fairly, that they are valued, that they receive recognition, and that their intelligence is valued can become even more valuable to the organisation. This will reduce employee stress, increase job satisfaction, and boost overall performance. "A greater value alignment between an individual's and an organisation's fit leads to greater satisfaction and a stronger affective and normative commitment" (Sims & Kroeck, 1994:219-228). Worker identification is strengthened when individual development and personal goals are congruent with the organisation.

Other theories that existed before the theory of Meyer and Allen are no longer supported as individual theories today. One of these was created during the Industrial Revolution when the focus was on factories and processes. Fredrick Winslow Taylor, an American engineer who developed ideas about organisation and management while working as a manager and consultant in various factories, created the classical organisational theory. He viewed the organisation as a machine and the employees as merely cogs within that machine. According to this theory, humans are merely a part of something greater than themselves, with the model focusing on the organisation rather than the human resources. The emphasis has, however, shifted to seeing them as humans, who are now recognised as the most valuable resource within any organisation.

2.3.4 Human relations and decision theory

Considering the many different hypotheses and methods available allows one to better grasp the idea of organisational commitment. The human relations or neoclassical theory is a conventional approach focusing on worker satisfaction, informal workplace arrangements, and strategies to affect employee productivity. This idea was developed in the early 20th century. This strategy considers the fact that workers are social creatures who have goals that go beyond only being financially secure and compensated. The classical theory is an additional method of analysis. This theory

considers organisations to be entirely mechanical, and it focuses on formal organisational structures while ignoring human nature and individual requirements.

Researchers such as Taylor, Weber and Fayol have contributed to developing organisational theory while working within the framework of the classical approach. Taylor is credited with introducing scientific management concepts; Weber is credited with advocating for a bureaucratic approach; and Fayol focused his attention on administrative theory (Taylor, 1947; Weber, 1947; Fayol, 1949). These theories have provided insights into the more formal parts of organisational administration and notions that enhance efficiency.

Several aspects, such as job-related aspects, employment possibilities, personal qualities, beneficial connections, organisational structure, and managerial style, can influence organisational commitment. The Porter Model, which Michael Porter established in the early 1980s, has become one of the more important models of organisational commitment. According to Meyer and Allen's concept (Meyer & Allen, 1991), organisational commitment comprises three distinct aspects, namely emotional, continuation, and normative commitment.

Affective commitment is the term used to describe individuals' emotional connection with the organisation and the goals it strives to achieve. The decision to continue working somewhere is influenced by the costs of leaving a job, such as the interruptions to one's finances and personal life. The sense of obligation and allegiance towards the organisation are the roots of normative commitment. The Porter model makes it possible to have a nuanced understanding of organisational commitment by recognising that individuals can have variable levels of commitment and that organisations can also exhibit varying levels of commitment to their employees. This distinction is made possible because the Porter model provides knowledge of organisational commitment.

The Porter model has seen widespread use as a means of explaining the influence that organisational practices have on the commitment of employees. It shows that specific procedures, such as having work security, receiving rewards and recognition, and having excellent communication, might promote affective commitment. On the other hand, issues such as a lack of rewards and recognition, work insecurity, and

poor communication can all lead to decreased affective commitment. According to Meyer and Allen (1991), this underscores the significance of organisational practices in the process of cultivating employee commitment and engagement.

In conclusion, the Porter model offers an extremely helpful framework for comprehending organisational commitment, one that incorporates affective, continuance, and normative commitments. The model provides insights into how commitment and engagement may be increased inside organisations by analysing the effects that different organisational practices have on employee commitment. The theory developed by Meyer and Allen, which examines organisational commitment and consists of three distinct aspects, provides the basis for the present investigation and contributes to a holistic comprehension of the subject matter.

2.3.5 Social exchange theory

George C Homans (1958) formulated the social exchange theory (SET) or generalisation theory, a sociological and psychological theory that attempts to explain the development of interpersonal relationships. These include the relationships between personnel and the organisations for which they work. According to research conducted by SET, an employee's loyalty to their company is directly proportional to how well they perceive the costs of their employment relationship to be balanced against the benefits of having that job.

The idea that relationships, including those between employees and organisations, are founded on a give-and-take interchange of resources is the central tenet of the social exchange theory (SET). Employees contribute resources such as their time, effort, and expertise. In exchange, they receive monetary compensation, employment security, and opportunities to advance their careers. SET suggests that employees determine the degree of commitment towards their organisation by weighing their employment costs against the benefits they receive from their jobs. Employees are more likely to feel committed to their organisation if the benefits they receive working there outweigh the expenses they incur.

SET has been applied in many studies to employee dedication to their organisations. For example, Meyer and Allen (1991) performed a study in which they discovered that

employees who felt that their organisations had invested in them were more likely to feel committed to the organisations they worked for. This was found to be the case. The authors suggested that employees' perceptions of organisational investment are related to their perceptions of organisational support, which is a significant component in determining employees' levels of commitment. The authors also suggested that employees' perceptions of organisational support are related to employees' perceptions of organisational investment.

In a different study that Allen and Meyer (1990) carried out, the researchers discovered that employees who felt their organisation had a high degree of organisational justice were more likely to feel committed to the organisation. This was one of the critical findings of the study. When discussing organisational practices and policies being considered fair, we use the term *organisational justice*. The authors claimed that when employees feel that their organisation treats them fairly, they are more likely to feel committed to the organisation. This is because when employees feel that they are being treated fairly, they are more satisfied with their jobs. In addition, Rhoades and Eisenberger (2002) conducted a study in which they discovered that employees who felt they had received high levels of social support from their organisation were more likely to feel dedicated to the organisation. This was found to be the case regardless of whether or not the employees did receive such support. Social support is a term that refers to the emotional and informational resources that an organisation supplies to its employees to help those employees cope with the various stressors they face. According to the authors, organisations should prioritise providing social support for their employees as a significant resource to increase their dedication to the organisation. The SET model offers a helpful framework for understanding employees' commitment to the organisations in which they operate. SET suggests that, for employees to determine their degree of commitment to their employers, they should consider how the costs of their employment relationship compare to the benefits they receive. It is much more likely that employees will feel committed to their organisation if they believe that the benefits and incentives they receive outweigh their expenses. SET has been applied to employees' commitment to their organisations in several studies, and those studies have found that factors such as organisational support, organisational justice, and social support play essential roles in determining the level of commitment that employees have towards their organisations. Organisations that

invest in these factors will probably increase their employees' commitment to the organisation.

2.3.6 Psychological contract theory

The psychological contract theory, also known as PCT, is a theory that was developed to explain the unspoken agreements and responsibilities that exist between a supervisor and an employee (Cooper & Griep, 2019:10-12). According to this theory, workers cultivate a feeling of commitment to their organisation based on anticipating the benefits of exchanging their labour for the organisation's goods or services. Cooper and Griep (2019:10-12) found that employees who believe their workplace has kept their commitments and guarantees are more likely to feel committed to the organisation they work for. In this essay, we will investigate the principle of reciprocal caring and its application to employees' commitment to the organisations for which they work, referring to relevant scholarly literature. PCT suggests that employees develop expectations about their job and employment relationship based on the promises and assurances made by their employer. These expectations are then compared to the reality of the job and the employment relationship. These expectations might include aspects such as work security, opportunities for professional advancement, being treated fairly, and receiving rewards such as salary and benefits. In exchange for their compensation, employees are expected to carry out the responsibilities of their positions and contribute to the organisation's overall success. When these expectations are met, they form the foundation of the psychological contract between employers and employees. PCT has been applied to the topic of employees' dedication to their organisations (Cooper & Griep 2019:12-14). For instance, Turnley and Feldman (1999) conducted a study in which they discovered that employees who felt that their employer had breached their psychological contract were more likely to feel a reduced sense of commitment to the organisation. This was found to be the case when the employees perceived that their employer had violated their psychological contract. The authors indicated that psychological contract breaches, such as failing to provide promised rewards or opportunities, can lead to feelings of betrayal and a breakdown of trust between the employer and the employee. For example, they fail to provide promised rewards or opportunities.

In a different piece of research that Rousseau (1995) carried out, she discovered that employees who had a distinct comprehension of the psychological contract they shared with their employer were more likely to experience a sense of commitment to the organisation. The author claimed that increasing employee commitment could be accomplished through open and honest communication and transparency regarding the expectations and responsibilities of the employment relationship. Additionally, Guest and Conway (2002) found that the content of the psychological contract can change between different groups of employees. This finding supports the previous point, where the authors claimed that employees in different roles and with different expectations may have different psychological contracts with their employer, which can impact their level of commitment to the organisation. This can affect the authors' level of commitment to the organisation. For instance, employees in more senior positions may have expectations of increased autonomy and decision-making power. In contrast, entry-level employees may expect job security and professional development opportunities as their primary concerns.

In conclusion, PCT offers a helpful framework for understanding employees' commitment to the organisations they serve. According to the PCT, an employee's sense of dedication is developed in direct proportion to the value they place on the benefits they anticipate receiving in return for their labour. If employees believe their workplace has kept their commitments and guarantees, they are more likely to feel committed to the organisation they work for. When the terms of the psychological contract are broken, it can result in a loss of confidence and a diminished level of commitment. It is possible to increase employee dedication by effectively communicating with them and being transparent about the expectations and responsibilities of the employment relationship. It is possible for the terms of the psychological contract to change from one group of employees to another, which may affect the degree to which they are committed to the organisation.

These theories suggest that organisational commitment is a complex and multifaceted concept that can be influenced by various factors. Understanding the different theories of organisational commitment can help managers and organisations create strategies to increase employee commitment and engagement.

2.4 THEORETICAL AND CONCEPTUAL FRAMEWORK OF MOTIVATION

Motivation factors include strategies, incentives, recognition, and other elements that increase an employee's motivation to perform his or her job responsibilities.

People are diverse, and different things may be important to them; therefore, managers and researchers must attempt to determine what motivates them. Motivation is the process that directs and maintains the behaviours that enable employees to work toward a specific objective. Motivation can be subdivided into two categories, namely extrinsic incentive, which is a type of motivation that refers to *external* factors, such as incentives, annual and performance bonuses, recognition, and acknowledgement, whereas "Intrinsic motivation originates from within the individual. Personal satisfaction and a sense of achievement are two examples of intrinsic motivations" (Bruce *et al.,* 2014:2-5).

Combined research indicates that intrinsic motivation and extrinsic motivation are not the only factors at play in the workplace (Badubi. 2017:44-51, Kaferis. 2017:216-224). Numerous factors can contribute to motivation, including but not limited to some of the following: a positive work environment can increase employee motivation, and monetary benefits may motivate some. Offering employees, the ability to create schedules or work flexible hours can boost motivation, while a lack of advancement opportunities can lead to burnout. Job security can provide motivation, and a leadership style can help employees develop objectives and goals for their positions, work towards them, and maintain motivation. Employees need to know that their work contributes to the institution's success, and they should be able to communicate openly with co-workers and supervisors. A strong culture that supports and unites employees is essential, and they should feel proud of their work and their membership in an organisation. Providing employees with opportunities to develop and enhance their skills can act as a powerful motivator, and appreciation and recognition are two essential components of organisational motivation. Keeping employees informed about company matters can make them feel part of something greater than their day-to-day job.

2.4.1 Traditional theories

There are, however, numerous formal theories regarding workplace motivation. Frederick Herzberg developed the two-factor theory of motivation, which focuses on

employee satisfaction predicated on two primary factors: motivation and hygiene. Hygiene factors include status, security, institution policies, working conditions, salary, personal relationships, and supervision. If employees are dissatisfied with any of these factors, employee motivation decreases. This theory includes the work itself, development, recognition, advancement, accomplishments, and responsibility as motivational factors. If employees experience satisfaction and inclusion in all or most of these areas, their motivation will likely increase (Karameros, 2022:216-224)

The theory of needs, proposed by McClelland, is another well-known employee motivation theory. According to David McClelland (MClelland:1961), everyone is driven by one of three primary motivators. These are the need for accomplishment, the need for power, and the need for affiliation. When applying this theory, it is crucial to understand which team members will respond to which motivators. Employees who are motivated to achieve goals enjoy working alone, are willing to take calculated risks, and desire regular feedback on their progress are frequently motivated by workplace achievements. Individuals who enjoy belonging to a group and being liked by others prefer collaboration to competition, dislike risks and uncertainty, and are motivated by affiliation. These individuals enjoy competition, status, and recognition and enjoy supervising or having influence over others. They are motivated by the power within the organisation and enjoy participating in debates.

The foundation of Vroom's (1964) theory of expectation is the separation of effort, outcomes, and performance. This theory supports that employee behaviour consists of deliberate decisions "to minimise pain and maximise pleasure." Vroom emphasised individual factors influencing motivation, such as skills, personality, and experience. He applied three variables to the study of motivation, i.e. expectation, instrumentality, and valence. Expectation refers to the notion that increasing the effort exerted on a task will improve its overall performance. The employee's access to resources, skillset, and support for job completion influence expectations. This implies that the desired result will be achieved if the individual performs better. Individuals' instrumentality is impacted by their understanding of how performance impacts outcomes, their trust in management, and the transparency with which management decides who achieves a particular outcome. The employee must be motivated to achieve the desired outcome and comprehend its significance for valence to be effective. The theory can be

expressed as a formula: **Expectation** plus **instrumentality** plus **valence** equals **motivation**. Motivation peaks when all three are high, and goals are accomplished.

Based on certain assumptions, McGregor's (1960) theory X and Y model classifies employees into two categories. The assumptions of theory X are pessimistic about humans: People may have a natural aversion to work and avoid it whenever possible; as a result, they must be coerced, controlled, directed, and threatened with punishment to work. They prefer to be directed, shun responsibility, lack ambition, and seek safety (Saif *et al.,* 2012:138). Theory Y assumes that the mental and physical inputs at work are equivalent to those during rest or recreation. "External factors or threats cannot be the sole motivation for exerting effort. Workers or people can exercise caution and discipline to achieve objectives, but their desire to commit to objectives is proportional to the size of the rewards associated with that achievement. Under normal conditions, individuals can adapt to seek and accept responsibility" (Saif *et al.*, 2012:1357). Process theories focus on the *how* of satisfaction rather than the causes of motivation, instead of *what* motivates individuals. The equity theory posits that employees will evaluate their contributions to a job against the output they receive. Employees will experience job satisfaction if they perceive that the output of their jobs exceeds the input. Certain aspects of the job also influence an employee's perception of the position. Clarity can cultivate a happy, committed, and involved work team, which contributes to increased job satisfaction. Five major job characteristics influence an employee's psychological state, motivation, job satisfaction, and absenteeism, namely feedback, autonomy, the variety of skills involved in a task, and the significance of the task. "Employees compare their input-outcome ratio with that of other employees, and if they perceive it to be fair, they will experience satisfaction" (Robbins, 2007). Employees become dissatisfied and less motivated if they perceive an inequitable input-to-outcome ratio compared to other employees.

2.4.2 Conceptual theory

Conceptual theory states that because employees in different organisations have different value systems, this theory predicts that their levels of job satisfaction will also vary. Considering value with regard to perception theory, the assumption is that the difference between expectations and what is received can result in dissatisfaction, depending on the individual's perceived importance of the job (Anderson, Ones,

Sinangil & Viswesvaran, 2001:32). The potential flaw with this theory is that there may be a correlation between what individuals desire and what they deem essential. These concepts are theoretically distinct but difficult to differentiate in practice.

The Porter-Lawler model is a more comprehensive theory of motivation incorporating various factors. This model specifies the relationship between job performance and attitudes that perfectly characterise managers. The model focuses on the underlying assumptions of human behaviour. The model assumes that internal and external factors generally influence behaviour, that individuals are rational and make their own decisions regarding their behaviour, and that they have different goals, desires, and needs. Individuals ultimately choose between distinct behaviours (Wagner & Hollenburg, 2007).

2.4.3 Maslow's hierarchy of needs

Abraham Maslow's hierarchy of needs is one of the most well-known and influential theories of workplace motivation. According to this theory, people are motivated to satisfy their five basic needs, which are arranged hierarchically.

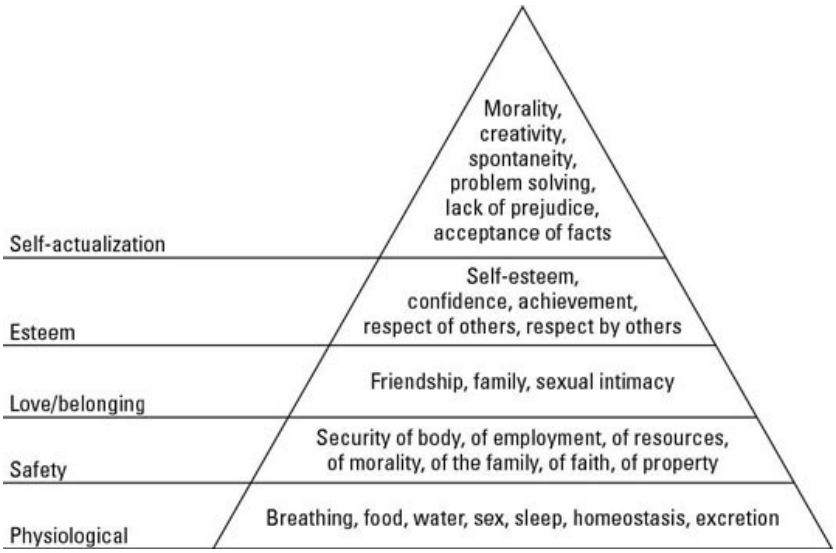

Figure 2.3: Maslow hierarchy of needs

Motivation is an important factor in the workplace, as it can influence the performance of employees and the overall success of an organisation. Various theories of

motivation have been developed over the years, each providing a different perspective on motivating employees.

2.4.4 Theory of reinforcement

Grossberg *et al.* (1987) explain that the theory of reinforcement is one of the most studied theories in psychology. It is based on the notion that consequences shape behaviour. Skinner developed this theory in the 1930s, and it has since been applied to numerous fields, such as education, management, and clinical psychology. According to the theory, behaviour is either rewarded or punished based on the consequences of the behaviour. This theory explains the fundamental principles of reinforcement theory, provides examples of how the theory can be applied, and discusses reinforcement theory's implications for education and management. The premise of reinforcement theory is that behaviour is shaped by its consequences. Depending on the consequences of the behaviour, the theory dictates that reinforcement or punishment is administered. Reinforcement is any consequence that increases the probability that a behaviour will be repeated. The definition of punishment is any consequence that decreases the likelihood that a behaviour will be repeated. According to the theory, reinforcement and punishment are the primary behavioural determinants. The foundation of reinforcement theory is the concept of operant conditioning, a form of learning in which behaviour is modified by its consequences. According to Baron (2013), in the theory of operant conditioning, behaviour is shaped by the consequences that follow. For instance, if a behaviour is followed by a favourable consequence, such as a reward, it is more likely to be repeated. When a behaviour is followed by a negative consequence, such as a punishment, it is less likely to be repeated. Reinforcement theory is applicable within numerous contexts. One instance is the classroom, where teachers can use reinforcement theory to influence student behaviour by rewarding desired behaviour and punishing undesirable behaviour. For example, a teacher may award extra credit or a special treat to students who complete their assignments on time. In contrast, teachers may penalise students who do not complete their assignments on time by assigning a lower grade or additional work. The theory of reinforcement can also be applied in the workplace. Managers can use reinforcement theory to influence employee behaviour by rewarding desirable behaviour and punishing undesirable

behaviour. For example, a manager may offer a bonus or special recognition to employees who meet their deadlines.

In contrast, a manager may punish employees who miss deadlines by issuing a warning or assigning additional work. The principles of reinforcement have implications for both education and management. Reinforcement theory can be used in education to shape student behaviour and promote desired behaviours. Educators can create an environment where students are more likely to engage in desired behaviours by providing rewards and punishments for undesirable behaviour. Reinforcement theory can be used in management to shape employee behaviour and encourage desirable behaviours. Managers can create an environment where employees are more likely to engage in desired behaviours by providing rewards and punishments for undesirable behaviours. It is based on the notion that consequences shape behaviour. According to the theory, behaviour is either rewarded or punished based on the consequences of the behaviour. This article discussed the basic principles of reinforcement theory, provided examples of how the theory can be applied and discussed reinforcement theory's implications for education and management.

2.4.5 Jobs characteristics model

Hackman and Oldham (1976) created the jobs characteristics model (JCM). It is known as a widely accepted and applied job design model. They state that the JCM is based on the foundation that job design should prioritise the core job characteristics most likely to lead to job satisfaction and motivation. The model suggests that job design should prioritise the following five essential job characteristics: skill diversity, task identity, task significance, autonomy, and feedback. This paper will provide an overview of the JCM, discuss the five essential job characteristics, and illustrate how the model can be applied in the workplace. The degree to which a job requires various skills and abilities is called skill variety. *Task identity* refers to the extent to which, according to Hackman and Oldham (1976), a job requires the completion of a complete and distinguishable unit of work. The degree to which a job significantly impacts the lives of others is referred to as the significance of the task.

Hackman and Oldham further referred to the extent to which an individual can make decisions and direct his or her own work (autonomy). Lastly, feedback refers to how

much a job provides feedback on an employee's performance. The JCM can be implemented in the workplace in numerous ways. For instance, a job in customer service may be designed with a high degree of skill diversity, task identity, task significance, autonomy, and feedback. To interact with customers, complete identifiable tasks, significantly impact customer satisfaction, have the autonomy to make decisions, and receive performance feedback, the customer service representative would require various skills. In a managerial capacity, the JCM may also be utilised. A manager may be granted significant autonomy to make decisions, significantly impact the organisation, complete various tasks, and receive performance feedback.

2.4.6 Self-determination theory

Edward Deci and Richard Ryan developed the self-determination theory in the early 1980s (Deci & Ryan, 2000). The theory is predicated on the notion that humans naturally tend to be self-determined or pursue intrinsically rewarding activities (Deci & Ryan, 2000). According to the theory, three psychological needs determine the degree to which an individual is self-determined: autonomy, competence, and relatedness (Deci & Ryan, 2000). Autonomy is the need to feel in charge of one's behaviour and decisions; competence is the need to feel capable and effective; and relatedness is the need to feel connected to others (Deci & Ryan, 2000). When these three needs are met, according to the self-determination theory, individuals are more likely to engage in intrinsically rewarding activities and, therefore, are more likely to experience psychological well-being and optimal functioning (Deci & Ryan, 2000). In contrast, when these needs are not met, individuals are more likely to engage in extrinsically motivated activities, such as those driven by external rewards or punishments (Deci & Ryan, 2000).

The self-determination theory can be used in different sectors, such as education, health, and the workplace. The theory suggests that teachers should strive to create an environment that promotes autonomy, competence, and relatedness (Deci & Ryan, 2000). This could involve offering students choices in their learning activities, providing meaningful feedback on their performance, and fostering a classroom community (Deci & Ryan, 2000). The self-determination theory suggests that, in the workplace, managers should strive to foster an environment that promotes autonomy,

competence, and relatedness (Deci & Ryan, 2000). This may involve providing employees with meaningful feedback on their performance, granting them autonomy at work, and fostering a sense of community among workers (Deci & Ryan, 2000).

2.4.7 Equity theory

The term *equity theory* refers to a body of thought that examines how people's perceptions of fairness and equity in their working environments influence their motivation levels (Huseman, Hatfield & Miles, 1987). According to this theory, for people to determine whether they are being treated fairly, they evaluate the relationship between the things they put in (such as their effort, their skills, and their experience) and the things they get out (such as their salary, their recognition, and their opportunities). They may be motivated to take action to restore equilibrium if they perceive there to be an imbalance in the system. In this study, we will investigate equity theory and its application to employee motivation and organisational behaviour, with specific reference to the scholarly research that has been conducted on the topic.

According to Huseman *et al.* (1987), equity theory states that it is human nature for people to want to perceive that they are being handled fairly within the context of their place of employment. When people have the perception that their efforts are proportional to the results of those efforts, they have a feeling of equity. However, people experience a feeling of unfairness whenever they perceive that the amount of effort they put in is disproportionate to the results they obtain. This sense of unfairness can trigger various reactions in terms of behaviour. One possible reaction to a sense of unfairness is to reduce the amount of one's contribution. For instance, employees who believe they are being overworked and undervalued may put in less effort and produce fewer results for the company. One more response one can take is to improve their outcomes. For instance, employees who believe they are not adequately compensated may try to negotiate a pay increase or a higher position within the company. One final possibility is that workers will attempt to alter their view of the contributions they have made or the results they have achieved. For instance, workers who consider themselves underpaid may try to rationalise their low compensation by telling themselves they have a healthy balance between their work and personal lives or enjoy their employment.

Many studies have investigated how equity theory can be applied to the motivation of employees and the behaviour of organisations. For example, Huseman, Hatfield and Miles (1987) performed a study in which they found that employees who perceived being mistreated at work reported lower levels of job satisfaction and higher levels of intention to leave their positions. The authors hypothesised that feelings of unfairness and negative emotions could result in a desire to abandon an organisation. In a different study that Schilpzand, De Cremer and de Rooij (2016) carried out, the researchers found that employees who felt that they were being mistreated at work were more likely to participate in behaviours detrimental to the organisation's success. (CWB). The writers indicated that perceptions of unfairness can lead to anger and frustration, leading to CWB acts such as stealing, sabotaging, or absenteeism.

In addition, research conducted by Colquitt, Conlon, Wesson, Porter and Ng (2001) discovered that workers who positively perceived their supervisor's fairness and equity reported greater levels of job satisfaction and commitment to the organisation. The authors claimed that feelings of positivity and a desire to remain with an organisation could be triggered by the perception of fairness and equity in the workplace. In conclusion, equity theory offers a helpful foundation for understanding employee motivation as well as the behaviour of organisations. According to the equity theory, an individual's perception of fairness and equity in their working surroundings can serve as a source of motivation for them. If people believe they are being handled unfairly, they may be motivated to take action to create a more equitable situation. Negative feelings, unproductive behaviour at work, and the desire to abandon an organisation are all potential outcomes resulting from inaccurate assumptions of unfairness. Feelings of positivity, work satisfaction, and commitment to one's organisation can all be influenced by perceptions of fairness and equity.

2.4.8 Cognitive evaluation theory

Deci and Ryan formulated the cognitive evaluation theory (CET) in 1985. It is a theory of motivation that explains how intrinsic and extrinsic rewards affect motivation. According to Deci (2000), the cognitive evaluation theory states that intrinsic rewards, such as feelings of competence and autonomy, are more likely to result in sustained motivation than extrinsic rewards, such as money or praise. They further explain that the cognitive evaluation theory is built on the belief that intrinsic motivation is the most

potent type. Intrinsic motivation is the desire to engage in an activity for its own sake instead of external rewards or acknowledgement. According to the theory, intrinsic motivation is more likely to result in sustained motivation than extrinsic motivation, defined as the desire to engage in an activity for external rewards or recognition. Cognitive evaluation theory suggests that intrinsic motivation is more likely to exist when a person feels competent and independent. Competence is defined as the sensation of mastery and command over an activity. In contrast, autonomy is defined as the sensation of choice and free will when engaging in an activity and making decisions. When individuals feel competent and autonomous, they are more likely to be intrinsically motivated to engage in the activity, according to the theory. Several empirical studies have demonstrated the validity of the cognitive evaluation theory. Deci and Ryan (1985) discovered that when participants were given a task that allowed them to feel competent and autonomous, they were more likely to be intrinsically motivated to complete the task.

Similarly, Grolnick and Ryan (1987) discovered, in a research experiment, that when participants were given a task that allowed them to feel competent and autonomous, they were more likely to persist in the task despite encountering challenging obstacles. The cognitive evaluation theory suggests various practical implications. Firstly, it suggests that to encourage intrinsic motivation, it is necessary to foster an environment where individuals feel competent and independent. This can be accomplished by assigning individuals tasks that are difficult but doable and allowing them to make choices and decisions regarding their work. Secondly, it suggests that extrinsic rewards should be administered with caution. While extrinsic rewards can be effective in the short term, they are less likely than intrinsic rewards to result in ongoing motivation. Therefore, employing extrinsic rewards sparingly and emphasising the provision of intrinsic rewards, such as feelings of competence and autonomy, is essential.

Employees' passion and desire to work and produce results can generate motivation. An employee's desire to feel accomplished at work drives this motivation. In extrinsic motivation, an external factor such as a bonus can increase an employee's morale and motivation to work. In addition to rewards, other external factors such as promotion at work, job security, and salary increases may contribute to employees'

motivation. For institutions to grow and retain human resources, they must continue to use and develop retention and motivation strategies. “Motivated employees have a sense of belonging and loyalty to the organisation, and they work diligently to be associated with the outcomes of their labour. Motivation affects employees’ ability to achieve and be innovative because they believe in themselves, contributing to the organisation’s success” (Yang Jie, 2010).

There are six types of work motivation according to SDT. A-motivation is the lack or absence of work motivation, whereas extrinsic motivation is the drive to obtain the desired outcomes from work effort, such as respect and compensation. The proposed regulation is tied to the workers’ effort, causing them to feel either shame or pride. The relevant regulation is the efforts employees exert in their work because they view it as pertinent. Integrated regulation corresponds with the motivation to exert effort at work because it is consistent with the worker’s values (Gagné & Deci, 2005). Intrinsic motivation refers to the efforts made to complete tasks because they are interesting and give pleasure to work. Extrinsic motivation with external regulation is subdivided into extrinsic and extrinsic material regulation, the former based on expected external social reward (e.g. acceptance) and the latter on external material reward (e.g. payment). In both instances, avoiding punishment was also a factor. The motivation model differentiates between distinct types of work motivation that result in distinct work outcomes.

Cerasoli *et al.* (2014) concluded that both intrinsic motivation and extrinsic incentives result in enhanced performance. In addition, he argues that the applicability of intrinsic motivation theories of self-worth is questionable, citing the argument of some researchers that “whether or not individuals enjoy what they do, they must do it regardless.” From this perspective, if external control and added incentives diminish intrinsic motivation – people still need the incentives (e.g. money) – then what is the performance-related value of intrinsic motivation? Self-integrated incentive motives positively relate to well-being via greater need satisfaction. In contrast, non-integrated incentive motives positively relate to well-being via greater need frustration, according to Landry *et al.* (2016). Positive work outcomes are more likely to occur when autonomous forms of work motivation are emphasised (Manganelli *et al.*, 2018). Various stakeholders are also involved in the process, including employees, managers

(individuals who have direct contact with employees), leaders (individuals who are frequently able to influence organisational strategies and processes), and human resource development (HRD) practitioners interested in fostering optimal functioning at work.

Several instruments to measure work motivation in this approach have been developed, but the MWMS demonstrates the highest levels of reliability and validity (Gagné *et al.*, 2015). Compared to previous SDT scales, the MWMS has four enhancements, including items that were written in a way that is valid for most cultures, as opposed to being culturally framed; items focused on the construct the researchers attempting to measure, as opposed to also tapping into other related constructs; and the use of a stem that focuses on the actual and intended effort put forth while performing the job. The balance between approach and avoidance items, on the one hand, and items referring to external material and social rewards, SDT focuses not only on the amount of motivation but also examines qualitatively different types of behavioural regulation (i.e. intrinsic motivation, identified, introjected, and external regulation, as well as a-motivation) to explain why employees behave as they do. The present multi-sample study aims to investigate the structure and content of the MWMS, as well as the optimal operationalisation of work motivation using this scale. This may provide insight into how various motivations interact and how employees work, function, and feel about their overall well-being. In the validation study, research demonstrates that the nature of the relationships between the controlled types of motivation (as measured by the MWMS) and indicators of employee functioning is frequently inconsistent with SDT propositions that external and introjected regulation should result in less favourable outcomes than autonomous motivation (Deci & Ryan, 2008).

2.5 RELATIONSHIP BETWEEN PERFORMANCE EVALUATION, ORGANISATIONAL COMMITMENT AND MOTIVATION

Extensive research has been conducted on the perceived fairness of the performance management system among employees. Harrington and Lee (2015) found that investigating the effect of performance management on motivation and performance tends to produce contradictory results. According to some studies, performance management led to positive change. In addition, there have been several review studies and meta-analyses. They assert that the motivational effect of performance management has fallen short of initial expectations. Harrington and Lee (2015) emphasise the significance of the psychological contract once more. According to De Vos (2008), the psychological contract is the primary conceptual framework for understanding public employees' perceptions of the fairness of performance evaluation based on their perceptions of psychological contract fulfilment.

The concept of the psychological contract was first introduced by Argyris (1960). Upon looking at interviews conducted between employees and supervisors in two factories, Argyris (1960) found the psychological contract to be an implicit and specific understanding between the employees and their different foremen. Argyris (1960) further argued that the relationship could develop to allow employees to exhibit higher productivity and fewer grievances in exchange for acceptable wages and job security. A psychological contract is therefore "the individual's belief regarding mutual obligations" and all parties' interactions. In addition, the study by Wolfe simplifies the definition even further by defining it as the mutually developed expectations between employer and employee. This study discovered a correlation between intrinsic motivation and the perception of a federal agency's evaluation system as fair. Those with high levels of intrinsic motivation do not rely solely on the employer's complete fulfilment of responsibilities but also recognise their role and accountability. According to Kanfer (2012), motivation is a process, not a single event, and for employees to achieve organisational goals, they must be motivated. Armstrong's (1999) theories are old in research terms. However, they are still relevant because he suggests that a performance management system should be based on mutual agreement between the employee and employer (line manager, supervisor) conducting the appraisal.

Companies and organisations want to improve employee performance and ensure they can contribute to the success of their bottom line (McNamara, 2011).

Lord and Farrington (2006) discovered a strong correlation between organisational commitment and motivation regardless of age. Instead of measuring job satisfaction, they proposed measuring organisational commitment as a better attitude indicator. Performance evaluation correlates positively with employee job satisfaction (Xu *et al.*, 2014). Job satisfaction is a positive or pleasurable emotional state brought on by evaluating one's work experiences. The prospect of a brighter future motivates employees to accept new employment. Other reasons include security, income, and satisfying their social and psychological needs (Muhammad, 2013). He adds that line managers and supervisors are responsible for recognising employees' talent and potential to create opportunities for them. Appraisal satisfaction refers to employee satisfaction with the appraisal system and is regarded as the most significant variable used to measure reactions to appraisal feedback. Employees join workplaces for numerous reasons, including better prospects, income security, job satisfaction, and social and psychological needs (Muhammad, 2013).

Dobrow, Riza, Ganzach and Liu (2018) discovered that employees who remain in the same organisation might become less satisfied than those who switch employers. This may entail retaining the talent they need to be satisfied in their organisation and must remain satisfied in their organisation. Fairness research (Williams *et al.*, 2016) indicates a correlation between interactive, distributive, and procedural fairness and individual, group, and organisational outcomes. The findings of this study clarify the relationship between employee performance and the perceived impartiality of performance appraisal (Kumari, 2018).

Shikongo (2011), Haider *et al.* (2015), and Woods (2010) concur that job satisfaction is the degree to which a worker feels fulfilled and optimistic about his or her position. Further research on these statements led Molontoa (2015:8) to conclude that job satisfaction directly impacts academic staff attrition and is the most accurate predictor. This is consistent with Delin's (2013) conclusion that academic employees who are dissatisfied will pursue alternative employment. Mitchel and Daniels (2003) believe motivation is "behaviour patterns produced to achieve a particular goal." The factors

that determine the shape, orientation, intensity, and duration of behaviour within an organisation are related to employee motivation. It is frequently used to predict individual workplace behaviour and varies considerably from person to person. Moreover, its interaction with the capabilities of ambient factors influences the work behaviour and performance of employees in every institution/organisation. Numerous organisational psychology studies are devoted to determining what motivates employees. Different academic perspectives on employee motivation have been presented. According to Analoui (2002), it is a stimulant of people's activities and behaviours regarding their ambition to succeed in education and instruction. Motivation at work and in other settings is influenced both internally and externally.

Pinder (1998) provides an additional compelling definition of motivation: Motivation in the workplace is a collection of internal and external energising forces that encourage behaviour and determine its form, direction, intensity, and duration. Another scholar, Luthans (1998), defines motivation as "a process that begins with a physiological deficiency or a need that activates a behaviour to encourage action." To comprehend the motivational process, it is crucial to comprehend the relationship between requirements, incentives, and stimuli. Motivation is another variable that is influenced by numerous other variables. Without other factors, no single factor can guarantee motivation. Motivational factors have a significant impact on employee commitment.

When employees are motivated, they are satisfied with their organisation, recognise that it pays them enough attention, and regard themselves as significant factors. Employees who are content will demonstrate positive behaviour. Possibly one of these qualities is organisational loyalty. Since it has been determined that organisational commitment is an essential factor that contributes to an increase in individual productivity, thereby increasing organisational productivity, it has been of particular interest to researchers to examine the variables that contribute to an increase in organisational commitment.

In higher education institutions, performance management is viewed as a tool to manage individual performance, and demand is developing rapidly (Kamel Mellahi, 2016). It can be used in various formats and for various purposes, such as identifying and explaining the role of everyone, setting goals for the developmental growth of

individuals and the institution, monitoring and examining the performance of everyone, and determining the evaluation process. Due to their teaching input, higher education institutions produce two distinct outputs: research papers and high-calibre students. According to Veiderpass and McKelvey (2016), these institutions are not motivated by profits and productivity but rather by the calibre of their research papers and graduates.

According to Coetzee and Schreuder (2014), there should be distinct aspects when developing an evaluation system, particularly in South Africa. The evaluation should aid in making staffing decisions, identify strengths and limitations, and ensure staff training and development. The second stage is to establish subjective or objective performance standards. According to Coetzee and Schreuder (2014:336), job performance evaluations include four broad categories, i.e. required traits deemed necessary for the job; required competencies such as skills, knowledge, and education; a group of job tasks, e.g. group competencies to perform more than one task; and the employee's long-term goals to assist the company in achieving its goals. The next stage is determining who will participate in assessments, which typically involves at least two parties. There will always be one party with greater authority than the other. The organisation must then select an evaluation method, instrument, or combination. Senior management must endorse the process, followed by a phase in which employees provide input and guarantee the process' acceptability. The following phase entails designing the system following the code of good practice and applicable labour laws. Training raters are required before the system can be implemented, and evaluations conducted. The final phase consists of the evaluation and adaptation of the system. It is necessary to examine the system and procedure regularly.

In a study conducted by Sarvani *et al.* (2019:6), it was determined that motivation at work has a positive effect on job satisfaction. This means that each manager, supervisor, field counsellor supervisor, and employee providing services to co-op members must have a membership card. Work motivation is associated with higher job satisfaction. Therefore, according to this study, the relationship between work motivation and job satisfaction can be accepted and demonstrated. They further state that organisational commitment impacts job satisfaction. The second hypothesis' test results indicate that organisational commitment contributes positively to job

satisfaction. This shows that each manager, supervisor, field instructor supervisor, and employee committed to the organisation's capacity to provide cooperative services to its members will experience increased professional satisfaction. According to the study results, they concluded that work motivation has no significant effect on performance. This means that the level of motivation of each manager, supervisor, supervisor of field counsellors, and employee to provide services to co-op members has no bearing on their performance. Even if the motivation to work contributes to supplying services to the members, we can say the same about this event. The study also proved that organisational commitment positively affects individual performance. This shows that each manager, supervisor, and employee committed to providing services to co-op members improves their performance. In this study, individual performance because of job satisfaction reflects that job satisfaction is favourable or consistent with individual performance. This shows that managers, supervisors, field instructor supervisors, and employees who are satisfied with their services to co-op members also improve their performance.

Similar research by Rahim and Jaman (2018:36) revealed comparable results at a big telecom company. This study revealed that motivation could directly contribute to organisational dedication. Effective motivation will positively affect employees' commitment to achieving the company's goals if it is based on the requirements of hard-working employees. Motivation has not contributed directly to the performance of employees, and the job demands must be proportional to the employees' level of skill and knowledge. Organisational commitment can contribute directly to the performance of employees, and research again confirmed that companies must continue to be able to improve and keep the attitudes of their employees towards the company to improve and keep performance. Satisfactory performance can be obtained if the company ensures that its employees feel a sense of belonging to the organisation, have a sense of working pride, and always take responsibility for their work to sustain its continuity. Motivation indirectly links to employee performance via organisational commitment. It shows that motivation can improve employee performance through the role of organisational commitment. The high motivation felt by employees can generate high organisational commitment, where needs are consistently met, thereby increasing employee accountability for performance.

2.6 MEDIATING ROLE OF ORGANISATIONAL COMMITMENT

In organisational behaviour, organisational commitment has been the subject of significant research. It has been discovered that, in several studies, it mediates particularly the relationship between several different constructs. The level of attachment and loyalty an employee has towards an organisation is what is meant by the term *organisational commitment* (Meyer & Allen, 1991). Because it is connected to employee performance, job satisfaction, and organisation-wide citizenship behaviour (OCB), it is an essential component in the accomplishment of the goals of an organisation (Meyer & Allen, 1991). It has been discovered to have an inverse correlation with the intention of employees to leave their positions, making it an essential part of employee retention (Meyer & Allen, 1991).

Extensive research has been conducted on organisational commitment's role as a mediator in the relationship between job satisfaction and OCB. The extent to which employees are content with their current position is their level of job satisfaction (Locke, 1976). OCB refers to the additional effort workers put into their jobs above and beyond their requirements (Organ, 1988). Previous research has found that organisational commitment mediates job satisfaction and organisational citizenship behaviour (OCB) (Meyer & Allen, 1991; Organ, 1988). This suggests that workers more committed to their organisation are more likely to be happy in their jobs and participate in organisational citizenship behaviour (OCB).

Research has also been performed on organisational commitment's role as a mediator in the relationship between job satisfaction and the intention to leave an organisation. The term *turnover intention* refers to an employee's planned departure from their current place of employment (Mobley, 1977). Previous research has concluded that organisational commitment mediates job satisfaction and the intention to leave an organisation (Meyer & Allen, 1991; Mobley, 1977). This suggests that employees more committed to their organisation are more likely to be satisfied with their job and less likely to have the intention to leave their current position.

The research investigated organisational commitment's role as a mediator between OCB and turnover intention. According to the findings of earlier research by Organ (1988) and Mobley (1977), the relationship between organisational citizenship behaviour and turnover intention is mediated by organisational commitment. This suggests that employees with a higher level of commitment to their organisation are more likely to take part in OCB and have a lower likelihood of having the intention to leave their current position. The mediating role of organisational commitment in prior research has received significant attention. It has been discovered to function as a moderator in the relationships between job satisfaction and organisational citizenship behaviour (OCB), job satisfaction and turnover intention, and OCB and turnover intention. This highlights how vital organisational commitment is to the success of an organisation, as well as the satisfaction of its employees and their ability to remain with the organisation. Businesses must understand organisational commitment's role as a moderator and formulate plans to foster higher levels of commitment among their workforces. Suppose the company wants to reduce the amount of bureaucracy or red tape in its operations. In that case, it is essential for the business to increase the level of organisational citizenship behaviour to a higher standard. Job satisfaction, devotion, engagement in the job, and performance will all improve when employees learn the habits of organisational citizens, and counterproductive behaviour will be minimised (Lambert, 2010).

Organisational commitment improves organisational performance and goal attainment because employees who feel connected to their organisation are more productive and committed to their work. O'Reilly and Chatman (1986) define organisational commitment as a person's psychological attachment to his organisation, which reflects how much he internalises or accepts their organisation's traits or ideas. Employee dedication is essential for companies wishing to maximise earnings, improve customer service, and maintain labour stability. Organisational commitment – employees' psychological tie to their company – affects their decision to stay or leave. According to the researcher, there are three types of commitment, namely effectiveness commitment, where employees want to work for the company because they want to; continuance commitment, where employees feel they need to work for the company; and normative commitment, where employees believe they should work for the

company and it reflects the extent to which individuals internalise or adopt the characteristics or perspectives of their organisation.

Organisations that seek to maximise profits, provide superior customer service, and maintain labour stability depend on an employee's dedication to stay and work hard. Organisational commitment is employees' psychological attachment to their organisation, influencing their decisions to stay or leave. There are three distinct types of commitment: the effectiveness commitment, in which the individual desires to be within the organisation and this desire originates from within the employees themselves; the continuance commitment, which occurs when employees feel the need to be within the organisation; and normative commitment, which occurs when employees believe that organisation members should be within the organisation. Consistent with commitment, a multifaceted concept (Meyer & Allen, 1991; Allen & Meyer, 1993; Meyer & Allen, 1997), Meyer and Allen (1991) developed a three-dimensional affective, normative, and ongoing commitment model. Meyer and Allen (1997) defined affective commitment as an emotional attachment to an organisation, a strong belief in and acceptance of the organisation's goals and values, and a willingness to exert maximum effort to attain those goals. Normal commitment is the obligation of an employee to continue working for an organisation. According to Jaros *et al.* (1993), employees with normative commitment believe that continuing to work for an organisation is a moral obligation. The third factor, continuance commitment, refers to the desire to maintain membership in an organisation out of fear of losing advantageous benefits (Allen & Meyer, 1990). Therefore, employees whose primary attachment to an organisation is based on a commitment to sustained service remain with the organisation because they require its benefits. Extensive research has been conducted on affective, normative, and perseverance commitment, investigating employees' concern and devotion to the organisation.

Eisenberger *et al.* (1986) argued that organisations' care for and dedication to their employees were also essential. Therefore, Eisenberger *et al.* (1986) pioneered a second line of research on employee attitudes regarding perceived organisational support (POS). They defined POS as an individual's conviction that the organisation values their contributions and cares about their welfare. Eisenberger *et al.* (1986) and Eisenberger *et al.* (1990) found that employees who perceive that their organisation

provides support and concerns for their well-being are likely to exhibit less absenteeism and exert more effort to achieve organisational goals.

In their investigation of two Korean organisations, Yoon and Thye (2002) found evidence of a strong positive relationship between POS and organisational commitment. When employees perceive that their employer cares about their welfare, it is logical that they will respond with greater commitment. Bateman and Organ (1983) were the first to use the term *organisational citizenship behaviour* (OCB) to refer to actions that may benefit an organisation but cannot be compelled by formal role obligations or incentivised by contractual compensation. They suggest that organisational citizenship behaviour (OCB) may positively influence employee and organisational performance (Buitendach, 2005). Job-satisfied incumbents are more likely to be dedicated to their organisation and function as effective brand ambassadors.

Silverthorne (2005) defines job satisfaction as “a pleasant or positive emotional state resulting from an individual’s evaluation of his or her job.” Previous research indicates that individuals are most likely to go above and beyond their formal job responsibilities when satisfied with their employment, loyal to their organisations, given intrinsically rewarding tasks to complete, and/or have supportive or inspiring leaders. Organisational citizenship behaviour (OCB) research has primarily focused on the effects of OCB on both individual and organisational performance. Several empirical studies indicate that organisational citizenship behaviour (OCB) generates numerous tangible benefits for employees, coworkers, supervisors, and organisations in various industries (Ackfeldt & Leonard, 2005). It refers to prosocial organisational behaviour that exceeds role descriptions’ expectations. Bolino, Turnley and Niehoff (2004) assert that three fundamental assumptions have characterised OCB research. Firstly, they argue that OCB research was motivated by factors other than self-interest, such as organisational dedication and job satisfaction. In addition, they claim that OCB has increased the efficacy of organisations and benefited employees by making organisations more attractive places to work.

Murphy, Athansou and King (2002) discovered a positive correlation between OCB and job satisfaction. Chiu and Chen (2005) examined the relationship between job

characteristics and organisational citizenship behaviour (OCB) and recommended that managers encourage employees' OCB. Most studies have investigated OCB as an outcome variable, with job satisfaction as one of its antecedents. Although most researchers argue that OCB is a consequence of job satisfaction, some research indicates that the two variables may also function as antecedents or consequences or have a reciprocal relationship. Based on a sample of 133 retail employees in the Western Cape, this study aims to clarify the hypothesised factors that produce job satisfaction and organisational citizenship behaviour. The results reveal significant associations between biographical characteristics and job satisfaction, organisational citizenship behaviour and job satisfaction, and job satisfaction dimensions and organisational citizenship behaviour. According to Arashami (2019:177), commitment affects loyalty, psychological attachment to work, and identification with the organisation's goals. According to research, employees with high OC are valuable assets to an organisation; as a committed workforce, they can improve organisational performance and boost productivity and competitiveness. Firstly, this study proves perceived organisational support (POS) as a technique for employer branding that influences employee retention. Secondly, POS substantially impacted organisational commitment (OC) as a predictor of employee retention. In this study, OC mediated the relationship between organisational support and employee retention.

Commitment to the organisation mediates the relationship between job satisfaction and knowledge-sharing behaviour. This demonstrates that employees will only have high organisational commitment if they are first satisfied with their jobs. If hotel employees have high organisational commitment, knowledge-sharing behaviour can be developed. Job satisfaction plays a crucial role in shaping employees' discipline, commitment, and performance, influencing service quality to achieve organisational objectives. Increased job satisfaction will affect their commitment to the company, for instance. If the desired level of employee satisfaction is achieved, then the level of commitment to the company will also increase. Dedicated workers are more likely to be accountable for service delivery. Commitment to the organisation is a factor in the formation of employee behaviour; in this study, knowledge sharing is a type of behaviour. An engaged workforce can boost productivity and performance, contributing to the institution's growth and development. Most managers should clearly

understand the need for improvement and the employees' willingness to develop and study concrete solutions to this phenomenon.

According to Meyer *et al.* (2001), a person's commitment is a force that binds him or her to a course of action that is significant for a particular goal. Consequently, studying this phenomenon alongside motivation and performance is crucial, as it is an important indicator of employees and the organisation's motivation, effectiveness, and productivity at work. It can then be concluded that when the desired level of employee satisfaction is achieved, then the level of commitment to the company will also increase. If job satisfaction rises, so will employees' commitment to the organisation. Overall, the results indicate that employees are content and have a positive outlook on their supervisor, peers, compensation, promotion, and job. Employee commitment to the organisation is associated with job satisfaction.

According to Bulut and Culha (2010), devoted employees exhibit loyalty, a psychological commitment to their work, and identification with the organisation's overall aims. Earlier studies have demonstrated that people with high organisational commitment (OC) are important assets to an organisation because they can improve organisational effectiveness, increase productivity, and improve the organisation's ability to compete. According to the empirical research conclusions, OC influences organisations' retention rates. This aligns with Mowday *et al.* (1982) that OC can be explained by "three factors, namely strong belief in the organisation's goals and values, willingness to work hard for the organisation, and loyalty."

Based on these earlier research findings, the authors argue that high employee commitment will positively impact employee retention (Bulut & Culcha). Therefore, the authors propose the following hypothesis: There is a positive correlation between organisational culture and employee retention. Workplace factors play a role in the development of occupational compulsivity. The organisation support theory and social exchange theory suggest that positive views from supervisors and peers in the workplace influence employees' identification, willingness to support the organisation, and affective commitment to the organisation (Kurtessis *et al.*, 2015).

Greenberg and Baron postulate that employee interaction is influenced by employment satisfaction. Everyone can have either a positive or negative attitude towards their work. Following this, Hackman and Oldham asserted that JS describes employees' satisfaction with their job responsibilities. Using a meta-analysis, Whitman *et al.* (2010 determined that JS significantly influenced OCB. Other meta-analyses have reached the same conclusion, revealing relationships between job satisfaction and OCB. Several studies have investigated the connection between JS and organisational citizenship behaviour (OCB).

Mowday, Porter and Steers (1986) define organisational commitment as the strong bond between an employee and their organisation, manifested by congruent behaviour and a willingness to contribute to the organisation. Mowday also concurred that OC mediates between human resource management and work performance. Colquitt *et al.* (2001) found that fairness in performance appraisal and work procedures positively affected OCB via OC as a mediator. Similarly, Ahmed *et al.* (2011) discovered that OC was a mediator between the feeling of fairness in performance appraisal and OCB, as employees who perceive fairness in the performance appraisal process are more likely to exhibit organisational commitment and good citizenship behaviour with a "statistically significant influence of performance appraisal fairness on employee citizenship behaviour". In contrast, researchers noticed that improper performance appraisal is one source of employees' counterproductive behaviour in the workplace, such as absenteeism and turnover intention."

2.7 SUMMARY

The literature review examined performance appraisal, organisational commitment, and motivation theories. Performance management impacts motivation, organisational commitment, and performance, but good measurements and tools for assessing and managing performance benefit a company. Employees' intrinsic motivation stems from their employer as well as their responsibilities. It is motivated by genuine interest and job satisfaction rather than external benefits. Employees are innately motivated, but companies must create a positive work environment and adequate resources.

Intrinsically motivated people want their employer to accomplish their job and take personal responsibility for their efforts. They have a sense of responsibility since they value and appreciate their work. Job satisfaction makes employees happy, fulfilled, and optimistic about their jobs and the organisation. They are more likely to remain in their current position and less likely to seek another. Job unhappiness can lead to unfulfilled, unmotivated, and disengaged employees. Dissatisfaction can be caused by a lack of recognition, opportunity for advancement, work-life balance, relationships with co-workers or seniors, or a mismatch between expectations and employment experience.

Dissatisfied employees may actively seek other opportunities or be more open to outside offers, which could cost an organisation valuable knowledge and expertise. Personnel replacement necessitates time-consuming and costly recruitment and training. Organisations methodically evaluate job performance. These assessments must provide feedback, identify areas for growth, recognise accomplishments, and determine promotions, compensation adjustments, and training requirements. Before evaluating employees, organisations must set and communicate performance standards. This helps employees understand expectations and enables fair and consistent evaluations. Evaluators should also be trained regularly to ensure accurate and fair assessments. By carefully selecting evaluation measures or tools and creating specific performance criteria, they can successfully analyse employee performance and provide constructive feedback supporting professional development and growth.

Affective commitment refers to an employee's emotional attachment to their organisation. It supports the organisation's objectives, values, and mission. Employees with great emotional commitment are devoted to their employers. Normative commitment is driven by moral obligation and responsibility to the organisation. Normatively-committed people believe they must work for the company regardless of personal preferences or circumstances. They feel bound to keep their pledges because of social conventions, professional ethics, or organisational indebtedness. This devotion is founded on a moral commitment to the organisation, not on feelings. Some employees remain loyal because they are afraid of losing their benefits. This type of commitment is motivated by a desire to remain in an organisation for job security, money, or resources. These employees are motivated by self-interest

and the dread of quitting the organisation. Understanding the various levels of commitment enables businesses to assess employee loyalty, engagement, and retention. A pleasant work environment connects organisational values with individual perspectives and effective rewards and support, which can foster affective and normative commitment.

The organisational citizenship behaviour (OCB) study has focused on individual and organisational performance. Employees, co-workers, managers, and businesses in various industries benefit from OCB. Research shows that employer branding through perceived organisational support (POS) impacts employee retention. POS significantly impacted organisational commitment (OC), mediating work satisfaction and knowledge-sharing behaviour. Employee behaviour is influenced by organisational commitment.

In certain research, performance management is beneficial, but only in some. The psychological contract – employees' reciprocal duties to employers – plays a significant role in performance evaluation fairness evaluations. Employee motivation is critical to organisational goals since it is a process. Positive attitudes are predicted more accurately by organisational commitment than by work satisfaction. Financial security, job happiness, a brighter future, and fundamental requirements all influence one's ability to work pleasantly. Satisfied employees do well, and those who are unsatisfied depart.

Performance evaluation fairness (interactive, distributive, and procedural) influences individual, group, and organisational outcomes. Employees are motivated by fair performance evaluations and job happiness. Individual achievement in higher education is improved by success management. Among the steps are setting assessment objectives, determining performance criteria, selecting participants, picking evaluation metrics, including employees, creating the system, training raters, conducting evaluations, and routinely assessing and improving the system. Affective, normative, or continuous organisational commitment can exist. Affective commitment stems from an emotional tie between employees and the organisation and their motivation to work hard to achieve its goals. POS that demonstrates the company cares about its employees increases organisational commitment.

Job satisfaction, a positive emotional state induced by a job appraisal, impacts organisational commitment, work performance, and OCB. Employee satisfaction increases loyalty and company-beneficial behaviours. OCB increases organisational effectiveness in addition to employment norms. Creating a good corporate culture or work atmosphere and fair performance evaluations can increase employee engagement and commitment. Understanding and encouraging organisational commitment can help to promote workplace health, performance, and success.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study, grounded in positivist research philosophy, adopts a quantitative approach to explore the dynamics of performance appraisal fairness, organisational commitment, and motivation among full-time operational staff at the NWU's three campuses. Employing a cross-sectional survey design, the research assesses the research questions and effectively attains the objectives. The study targets operational staff at a university using purposive sampling to select participants. The primary data collection tool is an electronic questionnaire divided into four sections. These sections encompass demographic characteristics, appraisal fairness perception, organisational commitment, and individual motivation. The research confirms the reliability of its scales through Cronbach's alphas and employs a combination of descriptive analysis, Spearman's rank-order correlation, and structural equation modelling to analyse the data. Adhering strictly to the ethical guidelines of the university and the POI Act, the study ensures ethical integrity in its pursuit of answering the research questions.

3.2 RESEARCH PHILOSOPHY

The current study followed a positivist research philosophy. Positivism, as a philosophical perspective, asserts that the reliability of knowledge and information is contingent upon their derivation from empirical observations, particularly through sensory perception and measurement. Consequently, positivism places significant stress on the significance of factual evidence. In positivist research, the researcher's role is limited to the impartial collection and analysis of data. The researcher, in essence, adopts the position of an unbiased analyst who maintains a professional distance from personal values during the study. Within the framework of such investigations, it is customary for scholarly discoveries to possess characteristics that are both perceptible and measurable (Patton, 2002:542-544).

Positivism is a philosophical approach that relies on the utilisation of quantifiable observations, which, in turn, enable the application of statistical analyses. For numerous decades, the prevailing approach to investigation has been observed in the domains of business and management. Positivism, as a philosophical framework, is

per the empiricist position that knowledge is derived from human experience. The viewpoint expressed embraces an atomistic and ontological position concerning the universe, conceiving it as comprising discrete and perceptible constituents and occurrences. The interaction of these factors and events is commonly perceived to occur in a manner that is observable and according to the principles of determinism and regularity. Moreover, within the context of positivist inquiry, the researcher upholds a stance of objectivity and disengagement from the subject matter, thereby disregarding any contemplation of human concerns in the study framework. Crowther and Lancaster (2008) argue that positivist studies generally utilise a deductive technique; inductive research, on the other hand, is often associated with a phenomenological philosophy. Moreover, positivism encompasses the viewpoint that researchers should give precedence to the scrutiny of empirical data.

Surveys serve as a tool/vehicle to gather data regarding practices, situations, or perspectives within a certain temporal context, commonly employing questionnaires or interviews as instruments of data collection. Quantitative analytical tools are subsequently utilised to draw conclusions from the data based on existing relationships. Surveys provide researchers the chance to concurrently investigate a larger number of aspects than what is often achievable in controlled laboratory or field trials, while also facilitating data collection in authentic, real-world environments.

3.3 RESEARCH METHODOLOGY

The study used a quantitative approach. Research is an organised endeavour to answer significant questions by applying scientific and systematic procedures (Phophalia, 2010:1). Phophalia (2010) adds that research is scientific and, as such, is not gratified with isolated facts, but seeks to integrate and classify the results and findings. A quantitative research method will be used in this research. McLean (2015:26) states that “the parallel characteristics for quantitative research are reliability, validity, replicability, and generalizability.” Phophalia (2010:5) adds that If the findings in studies are based on some quantified measures, such research is called quantitative. This type of research utilises quantitative measurement and the use of statistical evaluation. This research style is based on the methodological principles of positivism and follows the standards of rigorous sampling and research design standards.

Table 3.1: Methodology summary for this study

Methodology	Purpose	Method
Quantitative research	Collected information through close-ended questions and then analysed the collected data using statistical and mathematical instruments with the aid of electronic tools to transform the data into valuable information.	A close-ended and encrypted e-mail questionnaire was sent to a broad sample size.

3.4 RESEARCH DESIGN

A cross-sectional survey design was the most suitable to achieve the research questions and objectives. The research design refers to the full and overall structure of the research and is based on the research questions or problem (Vaus, 2001). This research will use a cross-sectional survey design to answer the research questions. An observational cross-sectional study selects participants based exclusively on the addition and subtraction yardstick intended for the study (Cherry, 2022). Dermatol (2016:261-264) describes it as a study that simultaneously measures both the outcomes and the participants' exposures. Unlike case-control studies (participants selected based on outcome status) or cohort studies (participants selected based on exposure status), cross-sectional studies select participants based on the inclusion and exclusion criteria set for the study. In this regard, the research is the focus. The researcher evaluates their exposure and outcomes as soon as participants are selected for the study. Once participants are enrolled (via e-mail questionnaires), they will simultaneously be measured for outcome and exposure. It is then possible to study the association between these different variables. It is also possible that the researcher will recruit the participants and examine only the outcomes in a group. The researcher may also approximate the frequency of the outcome in those surveyed.

3.5 TARGET POPULATION

The study population consisted of full-time employed operational (support staff) at the NWU on all three campuses. The population includes all post grades/levels, referred to as pheromones. No academic staff were included in the study, only operational staff,

as their appraisals and skillsets might differ from those of operational staff. Out of the 170 support staff members who participated in the survey conducted at the North-West University, 70% were women, and 30% were men. The age group with the highest representation was 30 to 39, followed by 40 to 49. The youngest and oldest age groups had the weakest representation. Most participants (71.2%) were on level 1, and only 2.9% were on job level 3. Most of the participants were from the Potchefstroom Campus.

3.6 SAMPLE METHOD AND SIZE

The current study utilised purposive or judgemental sampling – a non-probability sampling technique. Bryman *et al.* (2014:117) assert that the magnitude of the sample size is an unquestionably influential component. Increasing the size of the sample often enhances the probability of achieving representativeness. Acharya *et al.* (2013:330-333) suggest that non-probability sampling entails the selection of subjects without knowledge of their likelihood of being picked, thereby leading to biased outcomes in the study. Convenience sampling and purposive sampling are two typically employed sampling procedures that are widely utilised in research studies. The utilisation of this sampling strategy is prevalent across various academic disciplines. The researcher's choice of sample is influenced by the convenience it offers. The selection of participants was based on their availability and geographical proximity to the research site. Within this context, the research focused on evaluating the current personnel of the NWU, identifying them as potential candidates who possess the necessary qualifications to opportunistically assume a favourable position. On the other hand, purposive sampling possesses a substantial and dynamic heritage, encompassing diverse viewpoints regarding its perceived level of simplicity and intricacy. Purposive sampling is utilised to guarantee a meticulous congruence between the chosen sample and the purposes and objectives of the research investigation. The intentional approach to selecting participants in this study improves the thoroughness of the research and strengthens the reliability of the gathered data and subsequent conclusions. Purposive sampling is linked to a research study by means of four essential traits and key elements, specifically credibility, transferability, dependability, and confirmability (Campbell *et al.,* 2020:652). The sample for this study consists of individuals who meet the given requirements, namely full-time, non-

academic staff members employed at the NWU, who willingly volunteered to participate in the research.

3.7 DATA COLLECTION INSTRUMENTS

An electronic questionnaire with a link was distributed whereby the constructs of perceived performance appraisal fairness, organisational commitment and motivation were measured. The questionnaire comprised four sections: Section A: Demographic characteristics; Section B measured perceived PAS fairness; Section C measured organisational commitment; and section D measured individual motivation.

Section A included demographic questions such as gender, age group, job level and campus.

In Section B, perceived PAS fairness was measured by the instrument developed by Colquitt (2001). The questionnaire consisted of 20 items and four factors.

- Procedural justice: 7 items
- Distributive justice: 4 items
- Interpersonal justice: 4 items
- Informational justice: 5 items

In Section C, organisational commitment was measured by the questionnaire developed by Meyer and Allen (1993). The questionnaire consisted of 18 items and three factors.

- Affective commitment: 6 items
- Continuance commitment: 6 items
- Normative commitment: 6 items

In Section D, motivation was measured by the Multidimensional Work Motivation Scale developed by Gagné, Forest, Vansteenkiste, Crevier-Braud, Van den Broeck, Aspeli, Bellerose, Benabou, Chemolli, Güntert and Halvar (2015). The questionnaire consisted of 19 items and six factors.
A-motivation: 3 items

- Extrinsic regulation – social: 3 items
- Extrinsic regulation – material: 3 items
- Introjected regulation: 4 items

- Identified regulation – 3 items
- Intrinsic motivation – 3 items

These questionnaires were used with all the necessary approval from the developers.

3.8 RELIABILITY OF MEASURING INSTRUMENTS

Cronbach's alphas were applied to measure the reliability of the scales used in this study. According to Bujang *et al*. (2018:85-99), Cronbach's alpha is most frequently applied when the goal is to assess the internal uniformity of a questionnaire or survey. It is also applied when the surveys or questionnaires are made up of multiple Likert-type scales and objects. Cronbach's alpha is extremely valuable in terms of signifying scale dependability in the sense of the comparability and equivalence of items within single-construct scales. However, the statistic does not indicate that scales are essentially unidimensional (which should be confirmed by other means). Different reports about adequate alpha values range from 0.70 to 0.95. A low alpha value could be due to a sparse number of questions, poor inter-relatedness between items or heterogeneous theories. Cronbach's alpha (or tau-equivalent reliability) measures the relationship between a group of questions. The scale is the referencing term of a group of questions; each question is called an item. Cronbach's alpha is, therefore, a measure of the internal consistency of a scale and, consequently, of the strength of its reliability.

The questionnaire used in this study was found to be reliable by the scale's developers. The Cronbach's alphas obtained in the original studies are summarised in the table below.

Table 3.2: Cronbach's alphas of the scales and factors

Scales and factors	Authors	Items	Cronbach's alphas
Procedural justice	Colquitt (2001)	7	0.93
Interpersonal justice		4	0.92
Informational justice		5	0.90

Scales and factors	Authors	Items	Cronbach's alphas
Distributive justice		4	0.93
Organisational justice scale		20	
Affective commitment	Meyer and Allen (1993).	6	0.85
Continuance commitment		6	0.83
Normative commitment		6	0.77
Organisational Commitment Scale		18	
A-motivation	Gagné et al.(2015).	3	0.82
External regulation		6	0.79
Introjected regulation		4	0.74
Identified regulation		3	0.78
Intrinsic motivation		3	0.92
Multidimensional Work Motivation Scale		19	

3.9 DATA COLLECTION

A self-administered electronic questionnaire was compiled and distributed to gather the data needed to answer the research questions. These questionnaires were then uploaded onto Google Forms. The central communication office at the NWU acts as the gatekeeper and distributes the link to all support staff.

3.10 DATA CODING AND ANALYSIS

To provide answers to the research questions, descriptive, Spearman's ran-order correlation and structural equation modelling were done.

3.10.1 Descriptive statistics

Descriptive statistics were used to describe the demographic characteristics of the participants. This was done to obtain a profile and was not used for any statistical analyses, such as comparisons. Descriptive analyses were also done to measure employees' perceived performance appraisal fairness, organisational commitment, and motivation levels.

Descriptive statistics are valuable tools that provide simple information by presenting summary measures for a dataset, whether it represents the full population or a sample thereof (Field, 2013). The statistics can be classified into measures of central tendency and variability, encompassing the data dispersion (Field, 2013). Central tendency measures, such as the mean, median, and mode, offer valuable information about the central values of a dataset. On the flip side, variability measures, such as standard deviation, variance, minimum and maximum variables, kurtosis, and skewness provide insights into the extent of data dispersion (Field, 2013; Trochim & Donnelly, 2006).

Descriptive statistics can be classified into three categories, namely central tendency, variability, and frequency distribution (Field, 2013; Trochim & Donnelly, 2006). Centre tendency measures are statistical tools used to identify the centre values within a dataset. These measures include the mean, median, and mode, which are considered important indications (Field, 2013). In contrast, frequency distribution metrics offer valuable insights into the frequency of data points within a dataset, often represented as counts (Field, 2013). The level of data dispersion can be characterised by variability measures, such as variance and standard deviation. These metrics provide insights into the spread of values within a dataset (Field, 2013; Trochim & Donnelly, 2006). Descriptive statistics are of paramount importance in providing a concise summary and description of the fundamental attributes of a dataset, thereby providing useful perspectives on its measures of central tendency, dispersion, and frequency distribution (Field, 2013; Trochim & Donnelly, 2006).

3.10.2 Spearman rank-order correlation

To ascertain whether a relationship exists between perceived performance appraisal fairness and individual motivation a Spearman rank-order correlation analysis was done.

Spearman's rank-order correlation analysis is another statistical method that evaluates the monotonic (varying in such a way that it either never decreases or never increases) association between two variables by considering the relative ranking of observations rather than their specific numerical values (Spearman, 1904). This approach is very favourable for analysing ordinal or interval data, as it does not depend on the assumptions of linearity or homoscedasticity inherent in Spearman's correlation. The procedure entails the allocation of ranks to the data points of each variable, transforming the raw scores into a ranked order. Afterward, the dissimilarities among these ranks are computed, and Spearman's correlation coefficient, symbolised by ρ (rho), is ascertained. A positive ρ denotes a positive monotonic relationship, whereas a negative ρ implies a negative monotonic relationship.

The utilisation of Spearman's rank-order correlation analysis spans a wide range of disciplines, showcasing its versatility and applicability. In the field of psychology, Spearman's rank-order correlation has demonstrated its utility in examining the relationship between ordinal variables, such as the ranking of socioeconomic position and academic achievement. Although Spearman's rank-order correlation analysis is a versatile statistical method, it is important to consider certain factors when utilising this approach. A crucial determinant is the necessity for a big enough sample size to guarantee the dependability of the findings. Furthermore, outliers might significantly influence the results, necessitating researchers to be cautious while identifying and addressing them. Spearman's rank-order correlation analysis is a reliable statistical method for investigating associations between variables, particularly in cases where the prerequisites for parametric approaches cannot be satisfied. The tool's versatility in handling many data sources and its broad applicability renders it a great asset in interdisciplinary research endeavours.

3.10.3 Multiple regression analysis

The research utilised a multiple regression analysis to investigate the potential mediating effect of organisational commitment on the relationship between perceived fairness of performance appraisals and individual motivation. Bryman and Bell (2017:129-130) assert that multiple regression is a statistical technique frequently utilised in quantitative research to investigate the relationship between a solitary dependent variable and multiple independent variables. The main objective of multiple regression analysis is to employ independent variables with known values to predict the value of a single dependent variable. The procedure of multiple regression entails the analysis of several independent variables to generate predictions regarding a solitary dependent variable. A linear regression model assesses the correlation between a continuous dependent variable and two or more independent variables, achieved by fitting a straight line. Multiple regression is a widely applicable and comprehensive statistical method to investigate the associations between a single dependent variable and multiple independent variables. The objective of this study is to generate forecasts regarding the dependent variable for those who possess access to specific information about the explanatory variables to determine the degree of correspondence between measurement scales and characteristics such as brand loyalty, customer happiness, and perceived quality (Hair *et al.,* 2019). To guarantee the dependability and accuracy of the results, it is crucial to possess an adequately large sample size. In addition, it is imperative for researchers to thoroughly evaluate model fit indices to determine the level of agreement between the proposed model and the collected data (Kline, 2016).

3.11 ETHICAL CONSIDERATIONS

Participation in the study was voluntary, and all data was stored on a password-protected drive to ensure the privacy of all participants. No additional information or contact email addresses were requested from any participant. Feedback was given to all participants as guided by Baran (2016), and the process gave clear reasons for the research. All information obtained was only shared with the study supervisor for educational purposes. The guidelines by Bryman *et al*. (2017) were followed to ensure no harm to participants or respondents and to limit participants' stress and anxiety. All applicable codes of ethics were adhered to, and guidance from the study supervisor

was obtained to ensure proper compliance. In 2021, a revision to the Protection of Private Information Act came into effect, and the researcher ensured compliance, not only to the benefit of the participants but also the institution. Open and honest communication, transparency and ethics add credibility to the research.

3.12 SUMMARY

This chapter presents a detailed study conducted within a positivist research framework. Using a quantitative approach to investigate performance evaluation, organisational commitment, and motivation among NWU's full-time operational staff across its three campuses. The research employs a cross-sectional survey design to effectively address its research objectives and answer questions. Focussing on the university's operational staff, the study uses purposive sampling for participant selection. Data are collected through a well-structured electronic questionnaire divided into four main sections. These sections cover various aspects, including demographic information, perceptions of fairness of performance evaluation, organisational commitment levels, and individual motivation. The study emphasises the reliability of the scales used, validated by Cronbach's alphas. It incorporates a mix of descriptive statistics, Spearman rank-order correlation, and multiple regression for data analysis. Additionally, the research strictly adheres to the University's ethical guidelines and the POI Act, ensuring its methodology and findings' integrity and ethical compliance.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS

4.1 INTRODUCTION

This chapter begins by presenting the descriptive statistics of the demographic characteristics of support staff from the North-West University who participates in the survey. It describes the respondents' demographics, including gender distribution, age groups, job levels, and campus affiliations, to provide a clear picture of the survey's participant pool.

Next, the chapter evaluates the reliability of the measuring instruments used in the study. It uses Cronbach's alpha to assess the internal consistency and reliability of organisational justice constructs, organisational commitment and motivational factors. This meticulous evaluation ensures that the survey instruments effectively capture the intended constructs, such as procedural justice, distributive justice, and various organisational commitment and motivation factors. The chapter then focuses on the core research objectives, analysing the relationships and correlations between perceived fairness in performance appraisals, organisational commitment, and individual motivation. It employs statistical tools such as Spearman's rank order correlation and multiple regression analysis to establish the relationship between the constructs. These analyses offer a valuable understanding of the link between employees' perception of fairness, organisational commitment, and motivation levels, and provide insights into the interdependence of these factors.

4.2 DESCRIPTIVE STATISTICS OF DEMOGRAPHIC CHARACTERISTICS

The North-West University had 2 362 permanent, full-time support staff as of 14 August 2023. Of this number, only 170 staff members participated in the survey, resulting in a poor response rate of 7.2%. This means that most of the support staff did not participate in the survey, and their voices needed to be heard. Of the 170 participants in the study, 70% were women, and 30% were male. The most represented age groups were 30 to 39 and 40 to 49, with 38.2% and 30.6% of participants, respectively. The youngest (20-29) and oldest (60 years and older) age groups had the weakest representation in the study, with 8.2% and 6.5% of participants, respectively. Most of the participants (71.2%) were on level 1 (pheromones 18-9), followed by 25.9% on job level 2 (pheromones 8-6).

Only 2.9% of the participants were on job level 3 (pheromones 5 and lower). More than half of the participants (59.4%) were from the Potchefstroom Campus, 24.1% were from the Vanderbijlpark Campus, and 16.5% were from the Mahikeng Campus. The demographic characteristics of the participants are depicted in Figures 4.1, 4.2, 4.3 and 4.4.

Table 4.1: Response rate

	Mahikeng Campus	**Potchefstroom Campus**	**Vanderbijlpark Campus**
Support staff NWU	408	1688	266

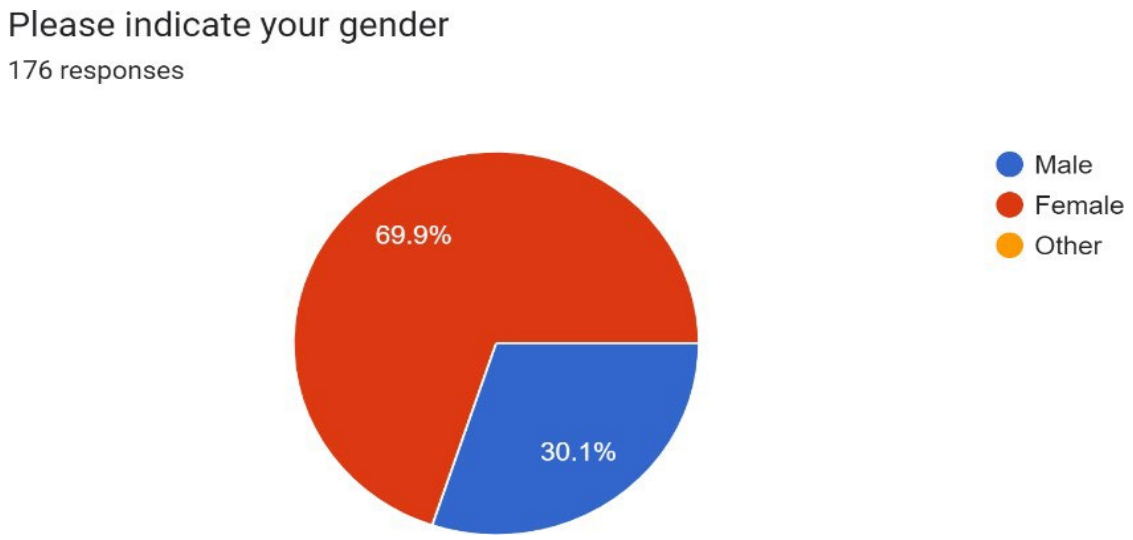

Figure 4.1: Gender

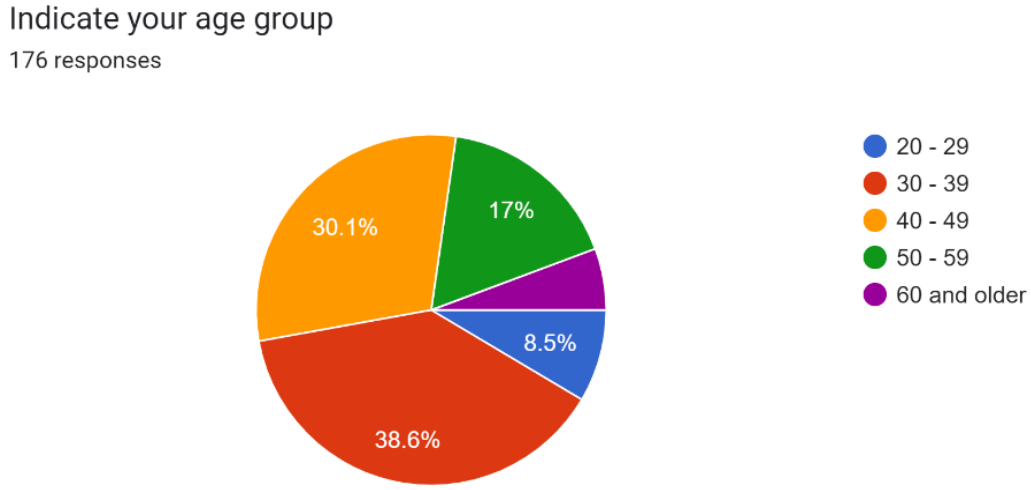

Figure 4.2: Age group

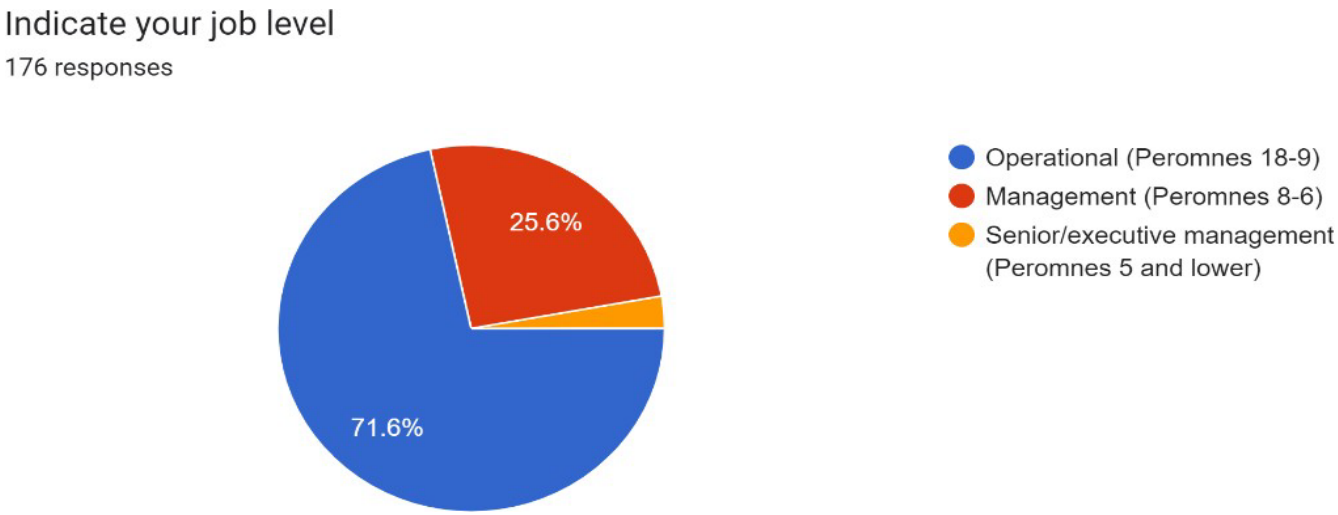

Figure 4.3: Job level

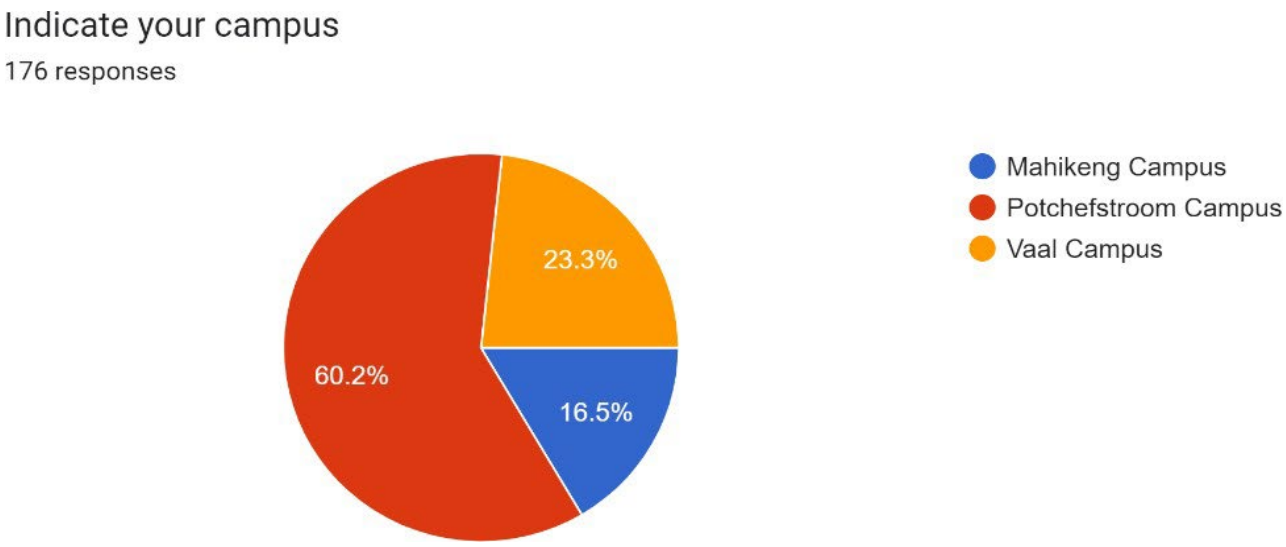

Figure 4.4: Campus

4.3 RELIABILITY OF THE MEASURING INSTRUMENTS

A high Cronbach's alpha value (generally above 0.7) indicates strong internal consistency and reliability of the questionnaire items in measuring the intended construct.

The evaluation of organisational justice within a specific sample revealed significant insights into four distinct but related constructs. Each of these constructs was evaluated through a series of questionnaire items, and the reliability of these items was measured using Cronbach's alpha. Procedural justice, encompassing six items, exhibited a Cronbach's alpha of 0.85.

This high value indicates a strong internal consistency among the items, suggesting that they are collectively effective in measuring the concept of procedural fairness.

The average score (mean) for this construct was 2.69, reflecting a moderate level of agreement with the statements related to procedural justice among respondents. Furthermore, the standard deviation of 0.42 (a relatively low response variability) indicates a consensus among the respondents regarding their perceptions of procedural justice. In distributive justice, measured using four items, Cronbach's alpha was remarkably high at 0.94. This suggests an even stronger internal consistency than procedural justice, implying that these items are highly reliable in assessing distributive fairness.

The mean score here was slightly higher at 2.90, indicating moderate agreement among respondents. However, it should be noted that the standard deviation for distributive justice was 1.20, which is considerably higher than that of procedural justice, indicating a greater spread in responses. Interpersonal justice showed the highest level of internal consistency with a Cronbach's alpha of 0.96, measured over four items. This excellent consistency underscores the reliability of the questionnaire in capturing perceptions of interpersonal fairness. The mean score for interpersonal justice was the highest among the four constructs at 4.05, suggesting that respondents, on average, showed relatively strong agreement with statements concerning interpersonal aspects of justice. The standard deviation of 0.97 reflects moderate variability in these responses.

The concept of informational justice refers to fairness and equity in distributing and accessing information within a given context. It encompasses the Cronbach's Alpha coefficient of 0.941, which indicates a strong level of internal consistency among the five items and is considered unusually high.

The Cronbach's alpha coefficient for the six measures measuring continuous commitment is rather low, with a value of 0.60. The average score is 3.33, accompanied by a standard deviation of 0.75. The construct of normative commitment demonstrates strong internal consistency, as evidenced by a Cronbach's alpha coefficient of 0.86, calculated based on six questions. The calculated mean of the data set is 2.97, while the standard deviation is determined to be 1.05. The measure of affective commitment demonstrates strong reliability, as evidenced by a Cronbach's alpha coefficient of 0.83 across six items. The average score is 3.19, with a standard deviation of 0.98.

Amotivation has a high Cronbach's alpha of 0.90 for three items. The mean score is 1.72, with a standard deviation of 1.26. Extrinsic regulation-social shows a Cronbach's alpha of 0.88 for three items, indicating good reliability. The mean is 2.82, and the standard deviation is 1.72. Extrinsic regulation-material demonstrates moderate reliability with a Cronbach's alpha of 0.73 for three items. The mean score is 3.26, with a standard deviation of 1.68. Introjected regulation shows a Cronbach's alpha of 0.88 for four items, indicating good internal consistency. The mean is 4.90, with a standard deviation of 1.90. Identified regulation exhibits high reliability with a Cronbach's alpha of 0.94 for three items. The mean score is 5.91, with a standard deviation of 1.61. Intrinsic motivation has an excellent Cronbach's alpha of 0.96 for three items. The mean is 5.00, and the standard deviation is 1.89.

The results in Table 4.2 suggest that the scales used to measure organisational justice, commitment, and motivation demonstrate good to excellent reliability, as indicated by their respective Cronbach's alpha values. Higher mean scores on factors such as interpersonal justice, identified regulation and intrinsic motivation suggest that these aspects are highly perceived or valued within the sample. Standard deviations indicate varying levels of response consistency across different constructs, with some showing higher variability (e.g., extrinsic regulations) than others. This comprehensive assessment provides valuable information on the different dimensions of organisational dynamics that the respondents perceive.

Table 4.2: Reliability of the factors

Scales and factors	Cronbach's alpha	Number of items	Mean	Standard deviation
Organisational justice scale		20		
Procedural justice	0,85	7	2,69	0,92
Distributive justice	0,94	4	2,90	1,20
Interpersonal justice	0,96	4	4,05	0,97
Informational justice	0,94	5	3,48	1,11
Organisational commitment scale		18		
Continuous commitment	0,60	6	3,33	0,75
Normative commitment	0,86	6	2,97	1,05
Affective commitment	0,83	6	3,19	0,98
Motivation scale		19		

Amotivation	0,90	3	1,72	1,26
Extrinsic regulation-social	0,88	3	2,82	1,72
Extrinsic regulation-material	0,73	3	3,26	1,68
Introjected regulation	0,88	4	4,90	1,90
Identified regulation	0,94	3	5,91	1,61
Intrinsic motivation	0,96	3	5,00	1,89

4.4 ASSESSING EMPLOYEE PERCEIVED PERFORMANCE APPRAISAL FAIRNESS, ORGANISATIONAL COMMITMENT AND MOTIVATION LEVELS

A descriptive analysis was performed to achieve research objective 1: Establish employees' perceived performance appraisal fairness, organisational commitment, and motivation levels.

The mean score for the overall perceived appraisal fairness of 3.23 indicates that, on a scale of 1 to 5, respondents consider the impartiality of performance appraisal in their section to be approximately 3.23. This indicates that perceived fairness measures are moderate. The calculated standard deviation of 0.90 suggests that, on average, the responses deviate by approximately 0.90. This indicates that perceptions of perceived fairness may vary. The average score (mean) for procedural justice is 2.69, with a standard deviation of 0.92, suggesting that respondents generally perceive a moderate level of fairness in the procedures and processes within their organisation. The low standard deviation indicates that the respondents' perceptions are relatively consistent. The mean score of 2.90, coupled with a standard deviation of 1.20, shows a moderate level of agreement concerning the fairness of the distribution of resources or outcomes. The higher standard deviation here compared to procedural justice suggests a broader range of perceptions among respondents. Respondents perceive a high level of fairness in interpersonal interactions, with a mean of 4.05 and a standard deviation of 0.97. This suggests that the respondents generally feel treated with respect and dignity. The mean score of 3.48 with a standard deviation of 1.11 implies a moderate to high level of perceived fairness in communication and information dissemination within the organisation, with some variability in responses.

The mean level of organisational commitment reported is 3.16. This indicates that the individual is moderately dedicated to the organisation. The calculated standard deviation of 0.72 indicates a moderate degree of variability in the commitment scores of the individuals, as they differ from the mean by approximately 0.72. A mean score of 3.33 and a standard deviation of 0.75 for continuous commitment suggest that respondents

have a moderate level of commitment to their organisation based on the perceived costs associated with leaving it. The relatively lower standard deviation indicates more uniformity in this perception. The mean score of 2.97 and a standard deviation of 1.05 for normative commitment reflect a moderate sense of obligation to remain with the organisation, with moderate variability in these feelings among respondents.

With a mean of 3.19 and a standard deviation of 0.98, there is a moderate level of emotional attachment to the organisation among the respondents, with moderate variability in these feelings.

The mean motivation level reported by respondents is 4.70. This signifies a comparatively elevated degree of motivation. The calculated standard deviation of 1.05 indicates a significant degree of variability in motivation, as individual motivation scores deviate from the mean by 1.05.The low mean of 1.72 and a standard deviation of 1.26 indicate a low level of amotivation among respondents, although with a wide range of responses. This suggests that while most respondents are motivated, a significant subset feels unmotivated. Mean scores of 2.82 (social) and 3.26 (material), with high standard deviations (1.72 and 1.68, respectively), indicate a moderate level of external motivation influenced by social and material factors but with high variability in how respondents experience these motivations. A high mean of 4.90 with a standard deviation of 1.90 suggests that respondents strongly internalise certain norms and pressures, but considerable variability exists in how strongly this is felt. The very high mean of 5.91 with a standard deviation of 1.61 indicates a strong identification with the goals and values of the organisation, with some variability in the intensity of this identification. The mean score of 5.00, coupled with a standard deviation of 1.89, suggests that respondents generally have a high level of intrinsic motivation, but again, there is significant variability in this motivation.

These results in Table 4.3 suggest a complex organisational justice, commitment, and motivation picture. High scores in interpersonal justice and identified regulation imply strong relationships and alignment with organisational values. Moderate scores on procedural and distributive justice and the various commitment levels suggest areas where perceptions vary more among respondents. The high variability in motivation-related factors (both intrinsic and extrinsic) highlights the diverse motivational drivers between individuals in the organisation.

Table 4.3: Employee perceived performance appraisal fairness, organisational commitment and motivation levels

Scales and factors	Minimum	Maximum	Mean	Standard deviation
Organisation justice scale (PAF)	1	5	3,23	0,90
Procedural justice	1	5	2,69	0,92
Distributive justice	1	5	2,90	1,20
Interpersonal justice	1	5	4,05	0,97
Informational justice	1	5	3,48	1,11
Organisational commitment scale	1	5	3,16	0,72
Continuous commitment	1	5	3,33	0,75
Normative commitment	1	5	2,97	1,05
Affective commitment	1	5	3,19	0,98
Motivation scale	1	7	4,70	1,05
Amotivation	1	7	1,72	1,26
Extrinsic regulation-social	1	7	2,82	1,72
Extrinsic regulation-material	1	7	3,26	1,68
Introjected regulation	1	7	4,90	1,90
Identified regulation	1	7	5,91	1,61
Intrinsic motivation	1	7	5,00	1,89

4.5 RELATIONSHIP BETWEEN PERCEIVED FAIRNESS IN PERFORMANCE APPRAISALS, ORGANISATIONAL COMMITMENT AND INDIVIDUAL MOTIVATION

Spearman's rank order correlation was performed to attain research objective 2, namely, to determine whether a relationship exists between perceived performance appraisal fairness and individual motivation. Firstly, Spearman's rank order correlation was performed between all the scales' factors and between the scales only.

Spearman's rho correlation analysis revealed the following significant relationships among sub-factors: Procedural justice and distributive justice's correlation coefficient (ρ)

= .749, p < .001. This large correlation indicates a strong and significant positive relationship between procedural and distributive justice, suggesting that perceptions of fairness in these two domains are closely linked. Procedural justice and interpersonal justice's correlation coefficient (ρ) = .561, p < .001. This correlation is also large, showing a significant positive relationship between procedural and interpersonal justice. This implies that procedural fairness is strongly associated with fairness in interpersonal treatment. Procedural justice and informational justice's correlation coefficient (ρ) = .678, p < .001. This large correlation indicates a significant positive relationship, suggesting that perceptions of procedural justice are strongly related to informational justice. Procedural justice and Amotivation's correlation coefficient (ρ) = -0.203, p < .01. This is a medium practical visible negative correlation, indicating a positive relationship between procedural justice and Amotivation. However, the practical significance of this relationship is limited. Procedural justice and identified regulation's correlation coefficient (ρ) = .222, p < .01. This small correlation suggests a positive but weak relationship between procedural justice and identified regulation. The results indicate strong and practically significant correlations among various types of justice, underscoring the interrelated nature of these constructs. Specifically, procedural justice is strongly correlated with distributive, interpersonal, and informational justice, indicating that fairness in procedures is closely linked to fairness in outcomes, interpersonal interactions, and information sharing. However, the relationships between procedural justice and motivational aspects, such as amotivation and identified regulation, are weaker, suggesting that other factors may be more influential in affecting these motivational constructs.

Table 4.4: Spearman's Rank Order Correlation

		Procedural justice	Distributive justice	Interpersonal justice	Informational justice	Continuance commitment	Normative commitment	Affective commitment	Amotivation	Extrinsic regulation – social	Extrinsic regulation – material	Introjected regulation	Identified regulation	Intrinsic motivation
Procedural justice	Correlation Coefficient	1,000												
	Sig. (2-tailed)													
Distributive justice	Correlation Coefficient	.749**												
	Sig. (2-tailed)	0,000												
Interpersonal justice	Correlation Coefficient	.561**	.561**											
	Sig. (2-tailed)	0,000	0,000											
Informational justice	Correlation Coefficient	.678**	.670**	.737**										
	Sig. (2-tailed)	0,000	0,000	0,000										
Continuance commitment	Correlation Coefficient	-0,056	-0,097	0,031	-0,032									
	Sig. (2-tailed)	0,466	0,208	0,690	0,677									
Normative commitment	Correlation Coefficient	.375**	.306**	.317**	.317**	.252**								

	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,001							
Affective commitment	Correlation Coefficient	.389**	.325**	.384**	.374**	0,116	.713**						
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,132	0,000						
Amotivation	Correlation Coefficient	.203**	0,142	.169*	.162*	0,010	.421**	.437**					
	Sig. (2-tailed)	0,008	0,064	0,027	0,035	0,894	0,000	0,000					
Extrinsic regulation - social	Correlation Coefficient	0,014	0,072	-0,007	0,025	.259**	.207**	0,109	-.260**				
	Sig. (2-tailed)	0,860	0,351	0,930	0,745	0,001	0,007	0,158	0,001				
Extrinsic regulation – material	Correlation Coefficient	0,075	0,063	0,099	0,050	0,128	.181*	0,131	-0,143	.571**			
	Sig. (2-tailed)	0,329	0,415	0,199	0,515	0,097	0,018	0,089	0,064	0,000			
Introjected regulation	Correlation Coefficient	0,094	0,127	.191*	0,132	.250**	.260**	.234**	.174*	.267**	.253**		
	Sig. (2-tailed)	0,223	0,098	0,013	0,085	0,001	0,001	0,002	0,023	0,000	0,001		
Identified regulation	Correlation Coefficient	.222**	.219**	.213**	.224**	0,107	.366**	.337**	.459**	0,047	0,094	.664**	
	Sig. (2-tailed)	0,004	0,004	0,005	0,003	0,165	0,000	0,000	0,000	0,540	0,223	0,000	
Intrinsic motivation	Correlation Coefficient	.181*	.243**	.232**	.187*	-0,073	.407**	.384**	.402**	0,006	0,037	.357**	.565**
	Sig. (2-tailed)	0,018	0,001	0,002	0,015	0,345	0,000	0,000	0,000	0,936	0,630	0,000	0,000

Firstly, the analysis between perceived appraisal fairness and organisational commitment yielded a correlation coefficient (ρ) of .371 ($p < .001$), falling into the medium range. This statistically significant result suggests a moderate positive relationship between how employees perceive the fairness of their appraisals and their commitment to the organisation. In practical terms, as employees view their appraisals as fairer, their commitment to their organisation tends to increase moderately. This finding is crucial for organisations aiming to enhance commitment, highlighting the importance of perceived fairness in appraisals.

In contrast, the correlation between perceived appraisal fairness and motivation was somewhat lower, with a coefficient of .243 ($p < .001$). This small but medium practical visible negative correlation indicates that although there is a positive relationship between perceived fairness in appraisals and employee motivation, it is not particularly strong. This finding suggests that while fairness in appraisal processes is somewhat linked to motivation, other factors might be more crucial in motivating employees. This insight is valuable for organisations focusing on motivation enhancement, as it implies the need to explore other avenues beyond appraisal fairness.

Most notably, the relationship between organisational commitment and motivation revealed a strong correlation, with a coefficient of .497 ($p < .001$). This large correlation suggests a robust positive relationship between these two variables. Specifically, it indicates that as organisational commitment increases, so does employee motivation. This relationship is of significant practical importance, suggesting that strategies to increase organisational commitment could effectively boost employee motivation.

The study highlights the strongest and most practically significant relationship between organisational commitment and motivation. This implies that organisational strategies focusing on increasing commitment could yield significant benefits in terms of employee motivation. While the correlation between perceived appraisal fairness and organisational commitment is moderate and of some practical relevance, the impact of appraisal fairness on motivation, though statistically significant, seems to have limited practical importance. This suggests that the organisation should consider other factors alongside fairness in appraisals to increase employee motivation.

Table 4.5: Correlations between perceived fairness of evaluation, organisational commitment, and motivation

SPEARMAN'S RHO		PAF	OC	Motivation
Perceived Appraisal Fairness	Correlation Coefficient	1,000		
	Sig. (2-tailed)			
Organisational commitment	Correlation Coefficient	.371**	1,000	
	Sig. (2-tailed)	0,000		
Motivation	Correlation Coefficient	.243**	.497**	1,000
	Sig. (2-tailed)	0,001	0,000	

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

4.6 MEDIATING ROLE OF ORGANISATIONAL COMMITMENT IN THE RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL FAIRNESS AND EMPLOYEE MOTIVATION

Multiple regression analysis was performed to achieve research objective 3, namely, to establish whether organisational commitment mediates the relationship between perceived performance evaluation fairness and individual motivation.

The statistics reveal a correlation between perceived appraisal fairness and the mediating effect of organisational commitment, but it can be deemed as a moderate correlation. The rest of the statistics are not relatively important. No clear correlation exists between motivation and perceived appraisal fairness and perceived appraisal fairness and motivation – regardless of the path. There is a small indication that perceived performance appraisal plays a role in motivation via the path of OC. The 'percentage explained' (PE) by a particular mediator was used, which is the percentage of the total effect of the dependent variable that is explained by the indirect effect. In this case, there is very little effect. The variable organisational commitment appears to exert a notable impact on motivation (as evidenced by its statistically significant coefficient and low p-value. In contrast, the influence of perceived appraisal fairness on motivation within the given model does not exhibit statistical significance. The model suggests that organisational commitment is a significant predictor of motivation with a positive relationship (0.688). However, the relationship with perceived appraisal fairness is not statistically

significant. The constant term (2.198) represents the expected value of motivation when all predictor variables are zero. The model, particularly with the inclusion of organisational commitment, demonstrates a statistically significant association with the dependent variable motivation. However, the contribution of perceived appraisal fairness is not statistically significant.

Table 4.6: Percentage explained:

	PAF	**OC**	**Mot**	
OC	,000	,000	,000	
Mot	**-0.23**	,000	,000	**63.89**

Table 4.7: The model fit for the research:

Model	NPAR	CMIN	DF		P	CMIN/DF
Default model	29	274,611		62	,000	4,429
Saturated model	91	,000		0		
Independence model	13	1058,834		78	,000	13,575

A value near 1 is considered a good fit and usually indicates how well the data fits the theoretical constructs. In this case, it is concluded that the data does not fit. Furthermore, with the baseline comparisons on the default model, CFI values larger than 0.95 indicate a good fit. In this case, the CFI was 0,783 and is deemed insignificant.

Table 4.8 The root mean square error of approximation (RMSEA)

Model	RMSEA	LO 90	HI 90
Default model	,142	,125	,160

The root mean square error of approximation assesses how far a hypothesised model is from a perfect model. An MSEA around 0.05 is considered a sign of good fit. Again, this does not meet the criteria for a good model. The multiple regression analysis showed that organisational commitment does not mediate between perceived fairness and motivation.

4.7 SUMMARY

The chapter focuses on the data analysis and interpretation of the research results. The section starts with an introduction and then moves on to the analysis of the demographic characteristics of the participants. The study had only 170 participants out of 2 362 permanent, full-time support staff, resulting in a poor response rate of 7.2%. The analysis reveals that most participants were women between 30 and 49 and were on job level 1. The study also evaluated

the reliability of the measuring instruments used for the research, and the Cronbach alpha coefficients were above 0.7 for most constructs, indicating strong internal consistency and reliability of the questionnaire items in measuring the intended construct. The section provides detailed information on the Cronbach alpha coefficients for different constructs and their reliability.

This study found that organisational commitment does not mediate the relationship between perceived fairness in performance appraisals and individual motivation. In summary, Chapter 4 offers a detailed and nuanced understanding of the dynamics within North-West University, highlighting the complex interplay between fairness perceptions, organisational commitment, and motivation. This analysis not only sheds light on the specific context of the university but also contributes to broader discussions on organisational behaviour.

CHAPTER 5: DISCUSSION OF RESULTS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This study investigated the correlation between employees' perception of fairness in performance evaluation and their level of motivation. The research also aimed to investigate the potential mediating effect of organisational commitment on this relationship and to examine the correlation between organisational commitment and employee motivation. The primary focus of the investigation was the permanent, operational staff at all three campuses of the University. This chapter focuses on the objectives and outcomes of this study and highlights the implications and recommendations for the University to improve its employee performance evaluation and motivation strategies.

5.2 DISCUSSION OF THE DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Out of the 170 support staff members who participated in the survey conducted at the North-West University, 70% were women, and 30% were men. The age group with the highest representation was 30 to 39, followed by 40 to 49. The youngest and oldest age groups had the weakest representation. Most participants (71.2%) were on level 1, and only 2.9% were on job level 3. Most of the participants were from the Potchefstroom Campus.

5.3 DISCUSSION ON THE RELIABILITY OF THE MEASURING INSTRUMENTS

The study evaluated the reliability of various scales using Cronbach's alpha to measure internal consistency. The Organisational Justice Scale included procedural justice (α = .85, 20 items), distributive justice (α = .94, 7 items), interpersonal justice (α = .96, 4 items), and informational justice (α = .94, 5 items). The Organisational Commitment Scale comprised continuous commitment (α = .60, 6 items), normative commitment (α = .86, 6 items), and affective commitment (α = .83, 6 items). The Motivation Scale included amotivation (α = .90, 19 items), extrinsic regulation-social (α = .88, 3 items), extrinsic regulation-material (α = .73, 3 items), introjected regulation (α = .88, 4 items), identified regulation (α = .94, 3 items), and intrinsic motivation (α = .96, 3 items).

The Organisational Justice Scale factors demonstrated high internal consistency, with Cronbach's alpha values exceeding .85, suggesting strong reliability for these measurements within the study. The *interpersonal justice* and *informational justice* factors showed exceptionally high consistency with alphas of .96 and .94, respectively.

In contrast, the Organisational Commitment Scale revealed varied results. While normative commitment (α = .86) and affective commitment (α = .83) indicated good internal consistency, continuous commitment yielded a lower alpha value of .60. This suggests that the Continuous Commitment Scale may not be as reliable in measuring the intended construct compared to the other two commitment scales.

The Motivation Scale factors generally indicated high reliability, with alpha values ranging from .73 to .96. Notably, amotivation, identified regulation and intrinsic motivation demonstrated particularly high internal consistency, with alpha values of .90, .94, and .96, respectively. However, the Extrinsic Regulation-Material scale showed a slightly lower alpha of .73, indicating moderate reliability.

Most of the scales and factors used in this study exhibited high internal consistency, as indicated by their Cronbach's alpha values. The Organisational Justice and Motivation Scales showed strong reliability. The notable exception within the study was the Continuous Commitment Scale from the Organisational Commitment Scale, which may require further investigation or refinement to improve its reliability.

5.4. DISCUSSION OF EMPLOYEES' PERCEIVED PERFORMANCE APPRAISAL FAIRNESS, ORGANISATIONAL COMMITMENT AND MOTIVATION LEVELS

The study's objectives were to:

- measure employees' perceived performance appraisal fairness, organisational commitment and motivation levels;

- ascertain whether a relationship exists between perceived performance appraisal fairness and individual motivation; and

- ascertain whether organisational commitment mediates the relationship between perceived performance appraisal fairness and individual motivation.The results of the descriptive analysis provide valuable insights into employees' perceptions regarding performance appraisal fairness, organisational commitment, and motivation levels. The perceived fairness of the performance appraisal process was moderate, indicating that there may be room for improvement in this area. However, the respondents generally perceived a moderate level of fairness in the procedures and processes within the organisation, indicating that the University is doing well in this regard.

The moderate level of organisational commitment reported suggests that employees are moderately dedicated to the organisation. However, the variability in commitment scores implies that some employees may be less committed to the University than others.

The results also suggest that the University is doing well regarding employee motivation, as the respondents reported comparatively elevated motivation. However, the variability in motivation scores highlights that different employees are motivated by different factors. The strong identification with the goals and values of the University suggests that there is potential to leverage this to drive employee engagement and motivation. However, the variability in the intensity of this identification among respondents highlights the importance of recognising individual differences and tailoring organisational initiatives to meet the needs of different employees.

Overall, the results suggest that the University is doing well in some areas, but there is room for improvement in others. The variability in responses highlights the importance of recognising individual differences and adapting organisational initiatives to meet the needs of different employees. The University can improve employee engagement, commitment, and motivation levels by doing so.

5.5 DISCUSSION OF THE RELATIONSHIP BETWEEN EMPLOYEES' PERCEIVED APPRAISAL FAIRNESS, ORGANISATIONAL COMMITMENT AND MOTIVATION

Various studies have also been conducted on the subject, concluding that the motivational effect of performance management has not lived up to the standards first set for it (Lee, 2019; Harrington & Lee, 2016). Intrinsic motivation has been found to play a significant role in the perception of the appraisal system as fair (Wolfe, 2005), and it has been suggested that an effective performance management system should be established on the foundation of mutual consensus between the employee and the employer (Armstrong, 1999). According to De Vos (2008), the psychological contract is the primary conceptual framework for understanding public employees' perceptions of the fairness of performance evaluation based on their perceptions of psychological contract fulfilment.

The study's objectives were to:

- measure employees' perceived performance appraisal fairness, organisational commitment and motivation levels;
- ascertain whether a relationship exists between perceived performance appraisal fairness and individual motivation; and

- ascertain whether organisational commitment mediates the relationship between perceived performance appraisal fairness and individual motivation.

The results of the Spearman rank-order correlation analysis revealed significant relationships among sub-factors. Specifically, procedural justice was strongly and positively correlated with distributive justice ($\rho = .749$, $p < .001$), interpersonal justice ($\rho = .561$, $p < .001$), and informational justice ($\rho = .678$, $p < .001$). On the other hand, a moderate negative correlation was observed between procedural justice and amotivation ($\rho = -0.203$, $p < .01$), and a weak positive correlation was found between procedural justice and identified regulation ($\rho = .222$, $p < .01$).

Firstly, the analysis between perceived appraisal fairness and organisational commitment yielded a correlation coefficient (ρ) of .371 ($p < .001$), falling into the medium range. This statistically significant result suggests a moderate positive relationship between how employees perceive the fairness of their appraisals and their commitment to the organisation. In practical terms, as employees view their appraisals as fairer, their commitment to their organisation tends to increase moderately. This finding is crucial for organisations aiming to enhance commitment, highlighting the importance of perceived fairness in appraisals.

In contrast, the correlation between perceived appraisal fairness and motivation was somewhat lower, with a coefficient of .243 ($p < .001$). This small but medium practically visible negative correlation indicates that although there is a positive relationship between perceived fairness in appraisals and employee motivation, it is not particularly strong. This relationship is practically nonsignificant. This finding suggests that while fairness in appraisal processes is somewhat linked to motivation, other factors might be more crucial in motivating employees. This insight is valuable for organisations focusing on motivation enhancement, as it implies the need to explore other avenues beyond appraisal fairness.

However, the relationship between organisational commitment and motivation revealed a strong correlation, with a coefficient of .497 ($p < .001$). This large correlation suggests a robust positive relationship between these two variables. Specifically, it indicates that as organisational commitment increases, so does employee motivation. This relationship is of significant practical importance, suggesting that strategies to increase organisational commitment could effectively boost employee motivation.

5.6 DISCUSSION OF THE MEDIATOR ROLE OF ORGANISATIONAL COMMITMENT IN THE RELATIONSHIP BETWEEN PERCEIVED APPRAISAL FAIRNESS AND MOTIVATION

Organisational commitment (OC) is crucial in the relationship between employees' perceived appraisal fairness and motivation levels. According to a study by Lee (2019), OC is a mediator between performance appraisal fairness and job satisfaction. Similarly, another study by Meyer and Allen (1990) found that OC was positively related to job satisfaction and negatively related to turnover intentions. In line with Meyer and Allen's study, in this case, OC has been found to mediate the relationship between performance appraisal fairness and job performance (Cohen-Charash & Spector, 2001). The significance of OC as a mediator in the relationship between perceived appraisal fairness and employee outcomes has been emphasised in numerous studies, indicating its importance in performance management systems. In short, how employees feel about how fair their performance reviews are affects their loyalty to the company, impacting how well they do their job. However, this study's multiple regression analysis showed that organisational commitment does not mediate the relationship between perceived fairness and motivation.

The study's objectives were to:

- measure employees' perceived performance appraisal fairness, organisational commitment and motivation levels;

- ascertain whether a relationship exists between perceived performance appraisal fairness and individual motivation; and

- ascertain whether organisational commitment mediates the relationship between perceived performance appraisal fairness and individual motivation.

5.7 MANAGERIAL IMPLICATIONS AND RECOMMENDATIONS

Based on the results discussed in this chapter, there are several managerial implications and recommendations for the University to consider. Firstly, the University should focus on improving the reliability of the Continuous Commitment Scale in the Organisational Commitment Scale. This can be achieved by further investigation or refinement to improve its reliability, leading to a more accurate measurement of the intended construct.

Secondly, the University should consider improving the performance appraisal process to increase the perceived fairness of the process. This can be done by providing more

transparent and clear guidelines for the appraisal process, offering training to the appraisers, and involving employees in developing the appraisal process.

Thirdly, the University should recognise individual differences in employee motivation and tailor organisational initiatives to meet the needs of different employees. This can be done by offering personalised development plans, opportunities for professional growth, and incentives and rewards that appeal to different employees' motivational factors.

Fourthly, the University should leverage its strong identification with the goals and values of the university to drive employee engagement and motivation. This can be done by reinforcing the University's values and goals, providing opportunities for employees to contribute to the NWU's mission, and recognising and rewarding employees who demonstrate commitment to the University's goals and values.

Lastly, the University should continue to monitor employee perceptions of organisational justice, commitment, and motivation levels to identify areas that require improvement and to track progress over time. Regular surveys and feedback sessions can gather employee input and suggestions for improvement, leading to greater employee engagement and satisfaction.

By implementing these recommendations, the University can improve employee engagement, commitment, and motivation levels, ultimately leading to better performance and more favourable outcomes for the NWU.

5.8 STUDY'S LIMITATIONS

One of the limitations of this study is the relatively low response rate, with only 170 support staff members participating in the survey, which is a small sample size. This may limit the generalisability of the results to a larger population, and there may be a risk of non-response bias. Additionally, the study focused solely on support staff members at the North-West University, which may not necessarily be representative of other universities or employee groups. Therefore, caution should be exercised when interpreting and applying the findings of this study.

5.9 RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the discussions of the results, future research could focus on investigating the factors contributing to low levels of continuous commitment. A few future studies/research areas can be examined, including a comprehensive investigation to comprehend the precise factors contributing to employees' lack of commitment towards their jobs. Researchers can

examine the organisational, management, and personal aspects that could impact one's commitment to continuous improvement. Further research may include the impact of several factors, such as the work environment, leadership styles, job positions, and organisational culture, on employees' enduring commitment. Examine the impact of enhancing the fairness of performance reviews on variables such as job satisfaction, job performance, employee well-being, and motivation and dedication. Consider the impact of organisational commitment on the relationship between individuals' perception of fairness in performance reviews and their motivation. The researcher can conduct comparative studies across diverse organisations and enterprises to assess the generalisability of the findings to different contexts. These recommendations aim to facilitate a deeper understanding of the factors that drive employee motivation and engagement, enhance organisational effectiveness, and contribute to the existing body of knowledge on human resource management and organisational dynamics. Additionally, further exploration could be done on the individual differences among employees that affect their levels of motivation and commitment. This could help create organisational initiatives to meet the diverse needs of employees and improve their engagement and motivation levels. Finally, future research could also explore the impact of improving the perceived fairness of the performance appraisal process on motivation and commitment levels.

5.10 CONCLUSION

The study evaluated the reliability of different scales in measuring internal consistency by employing Cronbach's alpha. The internal consistency of the Organisational Justice and Motivation Scales was found to be high, except for the Continuous Commitment Scale inside the Organisational Commitment Scale. The study examined the relationship between employees' perceptions of fairness in performance appraisals, their level of organisational commitment, and their motivation levels. The results of the study revealed a moderate level of perceived fairness in performance appraisals, a range of levels of organisational commitment, and typically high levels of motivation. The present study investigated the associations between assessment fairness, organisational commitment, and motivation. The findings revealed a moderately positive link between perceived fairness and commitment, a smaller correlation between fairness and motivation, and a large correlation between commitment and motivation. The potential mediating function of organisational commitment in the relationship between evaluation fairness and motivation was examined, although definitive confirmation was not obtained.

The research highlights the significance of perceived equity in evaluating employee performance to strengthen dedication to the organisation. Although the institution

demonstrated notable strengths in several constructs, such as motivation and procedural fairness, there were also identified areas for growth, particularly in enhancing the dependability of the Continuous Commitment Scale. Managerial recommendations include addressing scale reliability, enhancing appraisal processes, tailoring initiatives to individual motivational factors, leveraging organisational values, and maintaining vigilance on employee perceptions. The research acknowledges the constraints imposed by the limited sample size and the resulting limits in terms of generalisability. Consequently, it is advisable to exercise caution when explaining the findings to wider contexts. This study suggests potential areas for further research, encompassing the various components that influence continuous commitment, delving into individual variances in motivation and commitment, and evaluating the effects of improved appraisal fairness on employee outcomes.

This study's objective was to investigate the correlation between employees' perception of fairness in performance evaluation, their level of motivation, and the potential mediating effect of organisational commitment on this relationship. The study also examined the correlation between organisational commitment and employee motivation.

The results of this study revealed that most of the scales and factors used exhibited high internal consistency, indicating strong reliability. The notable exception was the Continuous Commitment Scale from the Organisational Commitment Scale, which may require further investigation or refinement to improve its reliability.

The results indicated that the perceived fairness of the performance appraisal process was moderate, suggesting that there may be room for improvement in this area. However, respondents generally perceived a moderate level of fairness in the procedures and processes within the organisation, indicating that the University is doing well in this regard.

The study also found that the level of organisational commitment reported was moderate, implying that employees are moderately dedicated to the organisation. However, the variability in commitment scores suggests that some employees may be less committed to the University than others.

Regarding employee motivation, the results suggest that the NWU is doing well, as the respondents reported comparatively elevated motivation. However, the variability in motivation scores highlights that different employees are motivated by different factors. The strong identification with the goals and values of the university suggests that there is potential to leverage this to drive employee engagement and motivation.

This study provides valuable insights into the relationship between performance evaluation fairness, organisational commitment, and employee motivation. The findings highlight the importance of continuously improving the performance evaluation process and fostering a culture of commitment and motivation within the organisation. The study's limitations include a relatively small sample size and the fact that it was conducted in a single university, limiting its generalisability. However, the findings provide a foundation for further research in this area.

In conclusion, the study's findings have important managerial implications for the university in improving its employee performance evaluation and motivation strategies. By addressing the areas of improvement highlighted in this study, the University can foster a more committed, motivated, and engaged workforce, ultimately leading to improved organisational performance.

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APPENDIX A

- Questionnaire

Dear Participant

Subject: Invitation to Participate in a Survey on Investigating the Effect of Perceived Performance Appraisal on Motivation: The Mediator Role of Organisational Commitment

I hope this letter finds you well. My name is Nicolize Van der Walt, and I am an MBA student at NWU Business School. I am currently conducting a survey titled "Investigating the Effect of Perceived Performance Appraisal on Motivation: The Mediator Role of Organisational Commitment." I am writing to invite you to participate in this study.

The primary objective of this survey is to examine the relationship between perceived performance appraisal, motivation, and the mediator role of organizational commitment. By exploring these factors, we aim to gain a deeper understanding of how performance appraisals influence employee motivation and organizational commitment, ultimately contributing to enhancing performance management practices.

Your participation in this survey is invaluable, as it will provide valuable insights into the dynamics of performance appraisal processes and their impact on employee motivation. The survey is designed to gather data from support staff across various levels and campuses at NWU, ensuring a comprehensive analysis.

To ensure the confidentiality and privacy of all participants, the data collected will be treated with the utmost care and will be strictly used for research purposes only. Any information shared will be kept anonymous and used in an aggregated form, without revealing individual identities.

The survey will be conducted online and should take approximately 30 minutes. To participate, you will receive a unique survey link. Furthermore, we assure you that compliance with the Protection of Personal Information (POI) Act will be strictly followed throughout the survey process.

By participating in this survey, you will contribute to advancing the field of performance management and provide valuable insights that can benefit NWU. Additionally, we will be happy to share the final research findings with the university, enabling you to leverage the knowledge gained to enhance your performance appraisal systems.

By completing this survey, you automatically give your consent to participate. If you have any questions, kindly contact me at 0798767381 or e-mail me at nicolize.vanderwalt@nwu.ac.za

Thank you in advance for your time and consideration. Your support and collaboration are crucial to the success of this research project.

Yours sincerely,

Nicolize Van der Walt

Researcher

Section A

Biographical information

1. Please indicate your gender.

Male	1
Female	2
Other	3

2. Indicate your age group.

20 – 29	1
30 – 39	2
40 – 49	3
50 – 59	4

60 and older	5

3. **Indicate your job level.**

Operational (pheromones 18-9)	1
Management (pheromones (8-6)	2
Senior/executive management (5 and lower)	3

4. Indicate your campus.

Mahikeng Campus	1
Potchefstroom Campus	2
Vaal Campus	3

SECTION B – PERCEIVED SECTION PERFORMANCE APPRAISAL FAIRNESS

Instructions: Using the response scale below, indicate your opinion on each item. Please answer all the questions honestly and accurately by making a cross in the appropriate box.

1	2	3	4	5
Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

To what extent:		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
1.	Have you had influence over the performance assessment arrived at by the performance management system?	1	2	3	4	5

To what extent:		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
2.	Has the performance management system been applied consistently?	1	2	3	4	5
3.	Has the performance management system been free of bias?	1	2	3	4	5
4.	Has the performance management system been based on accurate information?	1	2	3	4	5
5.	Have you been able to appeal against the performance assessment arrived at by the performance management system?	1	2	3	4	5
6.	Has the performance management system upheld ethical and moral standards?	1	2	3	4	5
7.	Does your performance assessment reflect the effort you have put into your work?	1	2	3	4	5
8.	Is your performance assessment appropriate for the work you have completed?	1	2	3	4	5
9.	Does your performance assessment reflect what you have contributed to the army?	1	2	3	4	5
10.	Is your performance assessment justified, given your performance?	1	2	3	4	5
11.	Has he/she treated you in a polite manner?	1	2	3	4	5
12.	Has he/she treated you with dignity?	1	2	3	4	5
13.	Has he/she treated you with respect?	1	2	3	4	5
14.	Has he/she refrained from improper remarks or comments?	1	2	3	4	5
15.	Has he/she been candid in his/her communications with you?	1	2	3	4	5

To what extent:		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
16.	Has he/she explained the performance appraisal system thoroughly?	1	2	3	4	5
17.	Were his/her explanations regarding the performance appraisal system reasonable?	1	2	3	4	5
18.	Has he/she communicated details of the performance appraisal system promptly?	1	2	3	4	5
19.	Has he/she seemed to tailor his/her communications to individuals' specific needs?	1	2	3	4	5

SECTION C: ORGANISATIONAL COMMITMENT

The following statements concern how you feel about the department where you work. Please indicate the extent of your agreement or disagreement with each statement by circling a number from 1 to 5. on this questionnaire.

1 = Strongly Disagree
2 = Disagree
3 = Neither Agree Nor Disagree
4 = Agree
5 = Strongly Agree

Items	**Strongly Disagree**	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
1. It would be very hard for me to leave my department right now, even if I wanted to	1	2	3	4	5
2. I do not feel any obligation to remain with my current employer	1	2	3	4	5
3. I would be very happy to spend the rest of my career with this department	1	2	3	4	5

Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
4. One of the few negative consequences of leaving this department would be the scarcity of available alternatives	1	2	3	4	5
5. Even if it were to my advantage, I do not feel it would be right to leave my organisation now	1	2	3	4	5
6. I really feel as if this department's problems are my own	1	2	3	4	5
7. Right now, staying with my department is a matter of necessity as much as desire	1	2	3	4	5
8. I do not feel a strong sense of "belonging" to my department	1	2	3	4	5
9. I feel that I have too few options to consider leaving this department	1	2	3	4	5
10. I do not feel "emotionally attached" to this department	1	2	3	4	5
11. I would feel guilty if I left my organisation now	1	2	3	4	5
12. I do not feel like "part of the family" at my department	1	2	3	4	5
13. This organisation deserves my loyalty	1	2	3	4	5
14. If I had not already put so much of myself into this department, I might consider working elsewhere	1	2	3	4	5
15. Would not leave my organisation right now because I have a sense of obligation to the people in it	1	2	3	4	5
16. This department has a great deal of personal meaning for me	1	2	3	4	5
17. Too much of my life would be disrupted if I decided I wanted to leave my department now	1	2	3	4	5
18. I owe a great deal to my organisation	1	2	3	4	5

Section D: Motivation

Instructions: The stem is "Why do you or would you put effort into your current job?" and is accompanied by the scale: 1 = "not at all", 2 = "very little", 3 = "a little", 4 = moderately", 5 = "strongly", 6 = "very strongly", 7= "completely".

Items		not at all	very little	a little	moderately	strongly	very strongly	Completely
1.	I do not, because I really feel that I'm wasting my time at work.	1	2	3	4	5	6	7
2.	I do little because I do not think this work is worth putting efforts into.	1	2	3	4	5	6	7
3.	I do not know why I am doing this job; it is pointless work.	1	2	3	4	5	6	7
4.	To get others' approval (e.g., supervisor, colleagues, family, clients.	1	2	3	4	5	6	7
5.	Because others will respect me more (e.g., supervisor, colleagues, family, clients).	1	2	3	4	5	6	7
6.	To avoid being criticised by others (e.g., supervisor, colleagues, family, clients).	1	2	3	4	5	6	7
7.	Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor).	1	2	3	4	5	6	7
8.	Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor).	1	2	3	4	5	6	7
9.	Because I risk losing my job if I do not put enough effort in it.	1	2	3	4	5	6	7
10.	Because I have to prove to myself that I can.	1	2	3	4	5	6	7
11.	Because it makes me feel proud of myself.	1	2	3	4	5	6	7
12.	Because otherwise, I will feel ashamed of myself.	1	2	3	4	5	6	7
13.	Because otherwise, I will feel bad about myself.	1	2	3	4	5	6	7
14.	Because I personally consider it important to put efforts in this job.	1	2	3	4	5	6	7
15.	Because putting efforts in this job aligns with my personal values.	1	2	3	4	5	6	7
16.	Because putting efforts in this job has personal significance to me.	1	2	3	4	5	6	7
17.	Because I have fun doing my job.	1	2	3	4	5	6	7
18.	Because what I do in my work is exciting.	1	2	3	4	5	6	7
19.	Because the work I do is interesting.	1	2	3	4	5	6	7

Thank you for your participation

APPENDIX B

- Ethical Clearance

Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: http://www.nwu.ac.za

Senate Committee for Research Ethics
Tel: 018 299-484
Feziwe.Mseleni@nwu.ac.za

- 20 February 2023

ETHICS APPROVAL LETTER OF STUDY

- Based on approval by the **Economic and Management Sciences Research Ethics Committee (EMS-REC)** on 28/11/2022, the Economic and Management Sciences Research Ethics Committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-REC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Investigating the effect of perceived performance appraisal fairness on motivation: Mediating role of organisational commitment

Study Leader/Supervisor (Principal Investigator)/Researcher): Prof PA Botha – MBA Student:

N	W	U	-	0	1	8	9	0	-	2	2	-	A	4
Institution				Study Number						Year			Status	

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A

Application Type: Commencement
date: 20/02/2023 Expiry date: 20/02/2024

Risk: Low

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to* the EMS-REC:
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation* will be provided, and upon completion of the study; and
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical* principles) during the course of the study.
- *The approval applies strictly to the proposal as stipulated in the application form. Should any* amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EMS-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- *Annually a number of studies may be randomly selected for an external audit.*

- *The date of approval indicates the first date that the study may be started.*
  n the interest of ethical responsibility, the NWU-SCRE and EMS-REC reserves the right to:
  - *request access to any information or data at any time during the course or after completion of the* study;
  - *to ask further questions, seek additional information, require further modification or monitor the* conduct of your research or the informed consent process;
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the study are revealed or suspected;*
    - *it becomes apparent that any relevant information was withheld from the EMS-REC or that* information has been false or misrepresented;
    - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or* reporting of adverse events or incidents was not done in a timely manner and accurately; and /or
    - *new institutional rules, national legislation or international conventions deem it necessary.*

The EMS-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EMS-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely,

Mark Rathbone

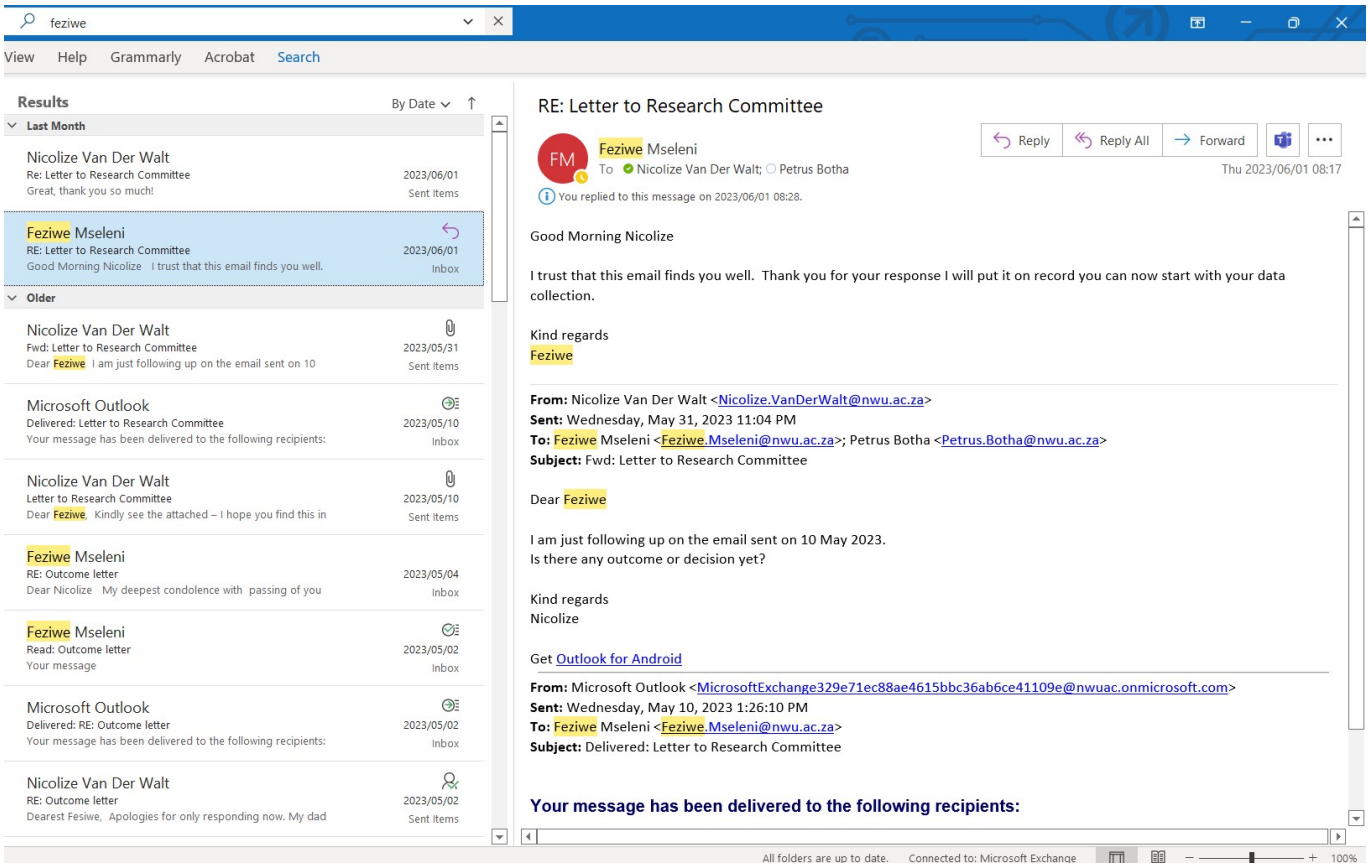
Digitally signed by Mark Rathbone
DN: cn=Mark Rathbone, o=North-West University, ou=Business management, email=mark.rathbone@nwu.ac.za, c=ZA
Date: 2023.02.20 15:37:48 +02'00'

- **Prof Mark Rathbone**

Chairperson: NWU Economic and Management Sciences Research Ethics Committee

APPENDIX C:

- Gate-keepers approval



APPENDIX D:

- Language editor letter

To whom it may concern

Cecile van Zyl
Language editing and translation
Cell: 072 389 3450
Email: Cecile.vanZyl@nwu.ac.za

27 November 2023

Dear Mr / Ms

Re: Language editing of mini-dissertation (Investigating the effect of perceived performance appraisal fairness on motivation: The mediating role of organisational commitment)

I hereby declare that I language edited the above-mentioned thesis by Ms N van der Walt (student number: 13056131).

Please feel free to contact me should you have any enquiries.

Kind regards

Cecile van Zyl

Language practitioner

BA (PU for CHE); BA honours (NWU); MA (NWU)
SATI number: 1002391