

**Relationship between employees' perceived performance
assessment fairness and public service motivation of members of
the South African Army within the North-West Province**

YJ van der Merwe

orcid.org/0000-0003-4169-9586



Mini-dissertation submitted in partial fulfilment of the
requirements for the *Master of Business Administration* at the
North-West University

Supervisor: Prof P.A. Botha

Graduation October 2018

Student number: 28332172



LIBRARY MAFIKENG CAMPUS	
CALL NO.:	2021 -02- 0 1
ACC.NO.:	
NORTH-WEST UNIVERSITY	

Declaration of Study

I, Yolande van der Merwe (student number 28332172) declare that the work presented in this research study is my own work and that all sources used by me or that have been quoted have been indicated and acknowledged by means of referencing.

SIGNATURE

DATE

Abstract

The purpose of this study was to investigate the relationship of employees' perceived performance assessment fairness and public service motivation and to provide recommendations on how to improve employees' perceptions of performance assessment fairness and their public service motivation levels in the SA Army within the North-West province. This study was influenced by the fact that performance management is a goal-driven system that influences employee perceptions regarding fairness and public, in the public service through performance assessments. The performance assessment system enhances employee productivity in an organisation, by determining whether the value is contributed to the organisation by the workforce and to ensure interventions are in place to improve such value.

According to a research study done in the Namibian Defence Force, members of this Defence Force perceived the performance assessments (PA) applied to the department as ineffective. The ineffectiveness of the PA was ascribed to factors such as the way efforts of highly motivated military members were undermined, and resulted in a decrease of morale and public service motivation. In the same study, it was found that members were not satisfied with the inconsistent manner in which the PA was executed, as it was not done on a yearly basis. Other factors which caused dissatisfaction, according to the findings of research studies, was that members did not receive regular feedback from their Army Headquarters in terms of their performance, they were not rewarded according to their performance, and there was a lack of interest in the organisation to conduct the PA influencing the members' public service motivation levels.

The importance of the study is to make managers aware that they are responsible for assessing and managing performance of members whom they are supervising, by means of effective goal setting, monitoring of performance, evaluation and feedback of performance in a fair and just manner, to develop improved levels of public motivation in order to enhance the achievement of goals of the SA Army in the public service.

In this study, the researcher uses a quantitative approach and cross-sectional correlation design to achieve the objectives and to find answers to the research

questions. Numerical data were collected using using a self-administered questionnaire. The study population from which a sample was selected for investigation, consisted of active members of the SA Army, employed by the Department of Defence, at all rank levels, with more than 10 years of experience, because the researcher perceived that they would have better experience and insight in the performance assessment process and public service motivation. The study population (N) consisted of 416 active members of the SA Army and from this population, a sample size (n) of 199 members of the SA Army were selected.

Descriptive statistics were used to determine patterns, which are not revealed in raw data. The analysis of variance test (ANOVA) and the t-test were used to determine the difference between perceived fairness of PAS and public motivation mean scores and demographic variables. Pearson product-moment correlation test was computed to determine the nature of the relationship between employees' perceived performance assessment fairness and public service motivation.

The findings of the study indicated a weak positive correlation between the performance assessments and public service motivation of members in the SA Army. However, it can be deduced that the low degree of members of the SA Army's perceived performance assessment fairness had an insignificant impact on the employees' public service motivation levels. Despite the low degree of perceived performance assessment fairness, employees still had high public service motivation levels. The study was concluded using recommendations to the management of the SA Army to improve the execution of the performance assessments in order to maintain high levels of public service motivation.

List of Abbreviations

Acronyms	Meaning
ANOVA	Analysis of Variance Test
DOD	Department of Defence
DODI	Department of Defence Instruction
PA	Performance Assessments
PAS	Performance Assessment System
PMS	Performance Management System
PSM	Public Service Motivation
SA Army	South African Army
SPSS	Statistical Package of Social Science
US	United States

Acknowledgements

I herewith acknowledge the following entities that played a significant role in the completion of my research:

- I would like to thank my only God who gave me the strength, insight and the health, guidance, determination and commitment throughout the study.
- My late mother, Felicity van Rooyen, who laid the foundation for me since childhood, encouraging me to be better than the best and that nothing is impossible through the love of our Heavenly Father. Thank you, Mommy.
- My late grandmother, Annie Witbooi, who passed away recently and inspired me till her end. Thank you Mamma.
- My husband, Colin van der Merwe, and my children Keith, Conray, Lynley and Tylor, who I severely neglected during the study, for their patience, love and prayers that carried me through.
- My supervisor, Professor Petrus Botha for always being available when I needed him to guide me and assist me throughout the study.
- My friend, Marguerette- Franciose Malan, for her support in my studies, and her love and inspiration at all times.
- The Officer Commanders Colonel C. Rogers (Joint Operations Tactical Headquarters North-West), Major J.J. Watson (10 South African Infantry Battalion) and Major C.G. du Preez 2 (South African Infantry Battalion) for being so positive about my study and making their members available to participate in the study.
- All the participants who cooperated willingly to complete the questionnaires.
- Dr. J. Tshoko, the statistician, assisting me with the data analysis of the study.

Table of Contents

DECLARATION OF STUDY	II
ABSTRACT	III
LIST OF ABBREVIATIONS.....	V
ACKNOWLEDGEMENTS.....	VI
LIST OF TABLES.....	XIII
LIST OF FIGURES	XV
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION.....	1
1.2 PRELIMINARY LITERATURE REVIEW	1
1.3 BACKGROUND AND PROBLEM STATEMENT	4
1.4 RESEARCH OBJECTIVES.....	8
1.5 RESEARCH QUESTIONS	9
1.6 IMPORTANCE AND BENEFITS OF THE STUDY	9
1.7 DELIMITATIONS AND ASSUMPTIONS.....	9
1.7.1 Delimitations.....	9

1.7.2	Assumptions	10
1.8	DEFINITIONS OF KEY TERMS	10
1.9.1	Population	11
1.9.2	Sampling	12
1.9.3	Geographical area of analysis	12
1.14	CHAPTER LAYOUT	15
1.15	SUMMARY	15
CHAPTER TWO		17
LITERATURE REVIEW		17
2.1	INTRODUCTION.....	17
2.2	PERFORMANCE MANAGEMENT	17
2.3	LEGISLATIVE FRAMEWORK OF THE PERFORMANCE MANAGEMENT SYSTEM.....	19
2.3.1	The Constitution of the Republic of South Africa of 1996.....	19
2.3.2	Skills Development Act 97 of 1998.....	20
2.3.3	White Paper on Human Resource Management in the Public Service 1997	21
2.4	PERFORMANCE MANAGEMENT PROCESS	22
2.4.1	Performance planning	23
2.4.2	Goal setting and goal alignment	23
2.4.4	Performance reviews	25
2.5	PERFORMANCE MANAGEMENT SYSTEM IN THE SA ARMY	26
2.6	PERFORMANCE ASSESSMENT SYSTEM	28

2.7	DIFFERENT PERFORMANCE ASSESSMENTS APPROACHES	30
2.7.1	Trait-based approach.....	30
2.7.2	Graphic rating scale method	31
2.7.3	Behavioural-based approach	32
2.7.4	Results-based approach.....	32
2.8	ERRORS IN PERFORMANCE ASSESSMENTS.....	33
2.8.1	Halo effect.....	33
2.8.2	Recency effect.....	34
2.8.3	Strictness-leniency error	34
2.9	THEORIES UNDERPINNING PERFORMANCE ASSESSMENTS	35
2.9.1	Expectancy Theory	36
2.9.2	Equity Theory	37
2.9.3	Goal setting theory.....	38
2.10	ORGANISATIONAL JUSTICE AND PERFORMANCE ASSESSMENTS	39
2.10.1	Procedural justice and performance assessments	40
2.10.2	Distributive justice and performance assessments	41
2.10.3	Interactional justice and performance assessments.....	43
2.12	THEORIES OF MOTIVATION.....	44
2.12.1	Maslow's hierarchy of needs.....	44
2.12.2	Alderfer's ERG theory.....	45
2.12.3	Herzberg's two-factor theory.....	46
2.14.1	Self-determination theory and public service motivation	48

2.14.2	Transformational leadership theory and public service motivation.....	48
2.15	DIMENSIONS OF PUBLIC SERVICE MOTIVATION.....	50
2.15.1	Attraction to public participation	50
2.15.2	Commitment to public values.....	51
2.15.3	Compassion.....	51
2.15.4	Self-sacrifice.....	51
2.16	SUMMARY	52
CHAPTER 3		54
RESEARCH METHODOLOGY		54
3.1	INTRODUCTION.....	54
3.2	RESEARCH PHILOSOPHY	54
3.3	RESEARCH METHODOLOGY	55
3.4	RESEARCH DESIGN	55
3.5	TARGET POPULATION AND SAMPLING	56
3.6	SAMPLING PROCEDURE AND SAMPLING TECHNIQUE.....	57
3.7	MEASURING INSTRUMENT	57
3.8	DATA COLLECTION.....	59
3.9	PROCEDURES FOR QUANTITATIVE DATA ANALYSIS.....	59
3.9.1	Descriptive statistics	59
3.9.2	An independent T-Test.....	60

3.9.3	Analysis of Variance (ANOVA)	60
3.9.4	Pearson product-moment correlation coefficient	60
3.10	VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT	61
3.11	ETHICAL CONSIDERATION	63
3.12	SUMMARY	63
CHAPTER 4		65
DATA ANALYSIS AND INTERPRETATION OF RESULTS		65
4.1	INTRODUCTION	65
4.2	DESCRIPTIVE STATISTICS OF DEMOGRAPHIC CHARACTERISTICS, PERCEIVED PERFORMANCE ASSESSMENT FAIRNESS AND PUBLIC	65
4.2.1	Descriptive statistics of demographic characteristics	65
4.2.2	Descriptive statistics of employees' perceived performance assessment fairness	68
4.2.3	Descriptive statistics of employees' public service motivation levels	72
4.3	DIFFERENCES IN THE MEAN PERCEIVED PERFORMANCE ASSESSMENT FAIRNESS AND PUBLIC SERVICE MOTIVATION SCORES BETWEEN MALES AND FEMALES, AGE GROUPS AND RANKS	76
4.4	RELATIONSHIP BETWEEN PERCEIVED FAIRNESS OF THE PERFORMANCE ASSESSMENT AND PUBLIC SERVICE MOTIVATION	78
4.6	SUMMARY	79
CHAPTER 5		80

DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND	
RECOMMENDATIONS	80
5.1 INTRODUCTION	80
5.2 DISCUSSION OF FINDINGS	80
5.2.1 Employees' perceived performance assessment fairness	80
5.2.2 Employees' perceived public service motivation levels	83
5.2.3 Differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks	85
5.2.4 Relationship between employees' perceived performance assessment and public service motivation	86
5.5 RECOMMENDATIONS	88
ANNEXURE 1	106
ANNEXURE 2	112
ANNEXURE 3	123

List of Tables

Table 3.1 Cronbach's alphas for the perceived performance assessment fairness scale	63
Table 3.2: Cronbach's alphas for the public service motivation scale	63
Table 4.1: Descriptive statistics of the perceived performance assessment fairness measurement items	70
Table 4.2: Descriptive statistics of the performance assessment fairness factors and scale	73
Table 4.3: Descriptive statistics of the public service motivation items	74
Table 4.4: Descriptive statistics of the public service motivation factors and scale	76
Table 4.5: Gender statistics of the perceived performance assessment fairness scale	77
Table 4.6: Independent-samples t-test to measure the difference in perceived performance assessment fairness between genders	78
Table 4.7: Gender statistics of public service motivation scale	78
Table 4.8: Independent-samples t-test to measure the difference in public service motivation between genders	79
Table 4.9: ANOVA to measure the difference of mean scores of the perceived performance assessment fairness between the four age groups	79

Table 4.10: ANOVA to measure the difference of mean scores of the public service motivation levels between the four age groups 80

Table 4.11: Pearson product-moment correlation analysis 80

List of Figures

Figure 4.1 Gender distribution	67
Figure 4.2 Age group	67
Figure 4.3 Number of years' service in the Army	68
Figure 4.4 Qualification level	69
Figure 4.5 Rank/Salary level	69

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Performance management is a goal-driven system which influences employee perceptions regarding fairness and public motivation in the public service through performance assessments (Toppo & Prusty 2012). This system enhances employee productivity in an organisation, by determining whether the value is contributed towards the organisation by the workforce and to ensure interventions are in place to improve such value (Toppo & Prusty 2012). The main objective of the study is to establish the relationship between perceived performance assessment fairness and public service motivation of members of the South African Army at three military bases, namely 10 South African Infantry Battalion (Mafikeng), 2 South African Infantry Battalion (Zeerust) and Joint Tactical Headquarters North-West (Mafikeng), situated in the North-West province. This chapter gives an overview of the study. An introduction and background of the study are given which assisted in identifying the problem statement, the research objectives, and the research questions. Chapter One highlighted the importance and benefits of the study and the research design and research methods are briefly discussed. The validity and reliability of the measuring instrument are emphasised and lastly, an ethical consideration that is guiding the study is outlined. The chapter ends with the layout of the dissertation.

1.2 PRELIMINARY LITERATURE REVIEW

In the history of the development of human resources, the performance management system (PMS) forms part of the organisation's strategy in the public service, influencing public service motivation levels of members of these organisations (Mwale, 2016). This includes processes such as the establishment of organisational standards and measuring individual performance against these set standards by conducting performance assessments (Mwale, 2016). Furthermore, the performance management system is an integral part of the roles and functions of human resource management, which include recruitment, staffing and placement of members, performance management, administration and record-keeping and, also, serves as

the critical factor in promoting employee motivation (Mkhize, 2013). According to Matlala (2011), organisations such as the Department of Defence, which is a department in the public service, implemented performance management systems to maintain high levels of employee motivation in the public service, as performance management serves as the key factor in enhancing motivation through organisational justice.

However, military organisations still experience challenges in performance management and look at performance management as complex, according to a study performed in the US Navy (Webb & Candreva, 2010). According to Webb and Candreva (2010), challenges such as the commander's lack of control over the inputs and outputs of performance management regarding its quality and quantity contributes to the complexity of managing performance. This might be due to factors such as uncertainty about what the performance management system entails and a lack of knowledge on how to integrate the PMS with organisational strategy (Webb & Candreva, 2010). Furthermore, according to Cardy and Leonard (2011), the US military experience challenges such as performance evaluations which are perceived as unfair by military members, causing these members to be aggrieved and distrusting the PMS. Cardy and Leonard (2011) state that these perceptions regarding the PMS results in violence, go-slow actions, and sabotage, impacting negatively on the public service motivation of members.

Performance assessments (PA) are an element of the performance management system in the field of Human Resource Management (Lithakong, 2014). According to Park (2014) and Mabeleng (2014), members of the South African Army (SA Army) can be managed by using performance assessments as a tool to ensure satisfactory performance, to identify the goals of the organisation and to review goals against which performance can be measured. Park (2014) stated that performance assessments are linked to rewards and recognition, which drive members of the SA Army to work effectively and motivate them in the process of sharing one vision of reaching success and the goals of the organisation.

Celik (2014) emphasised that although performance assessments are supposed to increase motivational levels of members of the SA Army (public servants), the outcome of these assessments also have the opposite effect on these members, as

performance assessment outcomes result in low public service motivation and morale. Low public service motivation is experienced because members of the SA Army are sensitive to the fairness of outcomes of these assessments in terms of procedures that were followed when assessments were made, the distribution of rewards resulting from performance assessments, how they are treated during the assessments and whether the information they receive throughout the assessments are according to their expectations (Celik, 2014).

Performance assessments are implemented in the public service, including the military, as one of the tools to increase public service motivation. Public service motivation is regarded by Garcia (2017) as an independent form of motivation, which is an inner desire of a person to serve the public, having a common goal in mind, demonstrated by public servants. Public service motivation is associated with transformational leadership and self-determination, being a motivation that allows people to innovate, having a vision, being involved in decision-making and public values in an autonomous manner (Garcia, 2017).

Public service motivation consists of four dimensions, namely compassion, commitment to public interest, attraction to public policy and self-sacrifice (Kim & Vandenberg, 2010). Compassion is related to the measurement of affective motivation regarding an individual's commitment to an important social programme, according to (Clerkin & Cogburn, 2012). Commitment to public interest involves normative motives that display a sense of loyalty towards the government and community (Clerkin & Cogburn, 2012). Attraction to public policy, linked to the satisfaction derived from affected desired policy change and self-sacrifice, is the way a person sacrifices his or her efforts to serve the public (Clerkin & Cogburn, 2012).

To increase public service motivation of members of the SA Army (members of the public service), performance assessments need to be executed in a fair and just manner in terms of organisational justice, which includes the fairness of procedures, fairness of distribution of rewards and recognition, fairness in terms of interaction and fairness in terms of sharing information (Dusterhoff, Cunningham, & MacGregor 2014). However, the main concern in the public sector is a lack of performance regarding service delivery, resulting from low levels of public service motivation, because of a lack of proper performance management (Mavhungu & Bussin, 2017).

According to Saravanja (2010), managers in the public service experience public service motivation as a significant concern, due to the lack of solutions regarding performance management and public service motivation problems. These managers' challenge regarding public service motivation and performance management is ascribed to their lack of focus on Human Resources in the organisation. Public servants are attracted to the public service because of an intrinsic desire to serve the public. However, Gerswin (2014) found that public servants do not have that intrinsic motivation anymore, because of the belief that although they go the extra mile to serve the public, their performance efforts are not rewarded or recognised or supported by management, with the result that they only work to receive a salary and not because they are motivated.

1.3 BACKGROUND AND PROBLEM STATEMENT

According to a research study performed in the Namibian Defence Force by Hangula (2010), it was found that members of this Defence Force perceived the PA applied in the department as ineffective. The ineffectiveness of the PA as stated by Hangula (2010), was ascribed to factors such as the way efforts of highly motivated military members were undermined, and resulted in a decrease of morale and public service motivation. This author further found, in the same study, that members were not satisfied with the inconsistent manner in which the PA was executed as it was not done on a yearly basis (Hangula, 2010). Other factors that caused dissatisfaction, according to the findings of Hangula (2010), was that members did not receive regular feedback from their Army Headquarters regarding their performance, they were not rewarded according to their performance, and there was a lack of interest in the organisation to conduct the PA.

Challenges in terms of the PA of US Army Reserves, in a study performed by Flowers (2014), include the late submission of PA because of the laziness of commanders, the lack of technology in the department to execute PA, work overload which prevents members of the Defence Force to do performance evaluations and a lack of time to attend to PA. According to Flowers (2014), the challenges mentioned above have a negative impact on the members of the Army Reserves' motivational levels as they perceive the PA as ineffective, not transparent and uncertain, due to a lack of interaction between the commander and the subordinate, a lack of job clarity and a

lack of accountability. According to a research study performed in the South African Health Military Service in 2013, which is a sub-department in the SANDF, it was found that a lack of knowledge regarding the performance assessments is evident in the spheres of management (Thantsa, 2013). Thantsa (2013) further concluded that management has to invest in training and development of themselves regarding the performance assessment process to be able to lead and direct their members in its execution. Dube (2014), during a research study in the Department of Defence regarding the effectiveness of PA, found that 48% of members of the Defence Force do not participate in the PA, there is a lack of commitment amongst members to execute the PA, and these members believe that the PA does not add value to their performance because of the lack of participation in the process. Dube (2014) recommends that research regarding the effectiveness of performance assessments need to continue in the Department of Defence owing to shortfalls in the performance assessment process identified by this author.

Bayon (2013) adds that the performance assessment system must be executed in a fair and just manner and must be understood by all in the organisation because a lack of understanding and its fairness can cause misconceptions and negative perceptions about the system. According to Javidmehr and Ebrahimpour (2015), the unfair execution of the PA is evident in the US military, caused by inflating performance ratings as members fear punishment. Javidmehr et al., (2015) found that inflated ratings give members an opportunity for career development, otherwise low ratings are perceived as a threat to career development. According to this author, this practice of inflating performance ratings is termed assessment distortion, and it compromises fairness as well as the achievement of organisational goals. Therefore, from the above discussions, it is clear that PA is perceived as a global problem in the Department of Defence. Therefore it is important to come to terms with this issue. In this study, the researcher collected quantitative data from a sample in the SA Army in the North-West province, a sub-department of the Department of Defence in the public service, on employee perceptions of fairness of the PA and public service motivation.

Members of the SA Army are daily faced with increasing demands concerning internal and external operations in and across South African borders (Bell & Martin, 2012). The goals which were set by the President of South Africa constitutes peace-keeping

operations and are set to maintain peace and security, facilitate political processes, protect civilian members, assist with disarmament, support and organise elections and restore the rule of law (Cilliers, 2014). Members of the SA Army are therefore obliged to stay motivated and be disciplined; to achieve the goals as was set by the policies and procedures in the Department of Defence, as measures are implemented to ensure that they are skilled, healthy, fit, have a high morale and high sense of duty (Cilliers, 2014).

Cilliers (2014) further reiterates that members of the SA Army need to be committed, and they must believe that they are capable of achieving their goals during peace-keeping operations. For them to enhance their performance, they need to perceive the PA as being a fair process and they must be given regular feedback on their progress regarding performances, to increase their motivation (Woods & West, 2010). The performance assessment system is therefore of cardinal importance to keep members of the SA Army motivated, by monitoring their performance continuously, to keep records of the performance, whether it is positive or negative and to institute actions for their development (Khan, 2013).

The researcher has experience in managing the performance assessment process in the SA Army over a number of years and has found that members of the SA Army regard this process as a burden and a paper exercise. According to Mwale (2016), members of the public service feel that even though the performance assessment process is an excellent tool to manage performance, supervisors do not give subordinates a chance to give inputs regarding their performance, resulting in granting members scores not accurate to their performance. Members of the SA Army, according to the researcher's experience did the performance assessments not because it added value to them or their development, but just because it was a formality which had to take place because those who do not comply might be dealt with using disciplinary steps against them. Mwale (2016) confirms that public servants feel that they are forced to do performance assessments resulting in a process that does not give a true reflection of the performance of members.

The researcher found that the distribution of rewards (bonuses) regarding performance outcomes was based on the number of times a person has already received a bonus and who must be given a chance to receive a bonus, regardless of

their performance outcomes. Members of the SA Army perceive these practices as unfair and feel that it is not worth it to perform well in the interest of the organisation because no matter how good their performance is, performance is not considered when rewards such as bonuses are distributed. According to Rowland and Hall (2012), the fair distribution of rewards is of the utmost importance, because people compare their input/output ratios with the input/outcome ratio of others to determine the fairness of distribution of rewards. This author further mentions that the perceived unfair distribution of rewards results in a change in people's behaviour, including their motivational levels (Rowland & Hall, 2012).

On the other hand, the researcher experienced that even though members of the SA Army perceive the performance assessment process as unfair, they still show commitment and compassion towards the public in serving them. They serve voluntarily and are willing to sacrifice their lives to defend the country, even leaving their loved ones behind to fulfil their public duties for which they signed up when they joined the SA Army. Syamsir (2016) confirmed that people volunteer to serve in the public service because they have the inner desire to serve the public, they do have great public service values, they are more eager to perform good service for the public and because the public service offers various public service opportunities.

The researcher's experience of working with performance assessments and public service motivation drove this research because the researcher observed that members of the SA Army are experiencing the following problems regarding the performance assessment process and public service motivation (these personal observations are supported by other studies):

- A lack of feedback on progress during the performance assessment process. Du Plessis and Van Niekerk (2017) postulated that members need to receive feedback regarding their performance, whether positive or negative, which is the responsibility of their supervisors because the aim of performance assessments is an improvement of performance and development.
- Employee performance is not well managed, resulting in low morale, low motivation and high turnover. Matlala (2011) emphasised that it is the responsibility of supervisors to manage performance because performance

appraisals that are properly managed will contribute to a closer relationship between the subordinate and supervisor and increased motivation.

- Performance rewards are allocated based on the employee's character and not the performance. Matlala (2011) mentioned that employees want to be ensured that outputs correlate the input they make regarding their ability, experience and their effort, meaning that they expect desired outcomes to be in line with actual outcomes; and
- Rater errors and bias ratings because supervisors rate the member according to the characteristic of the member and not the member's performance (Chen, 2011).

Based on the above general problems regarding the performance assessment system and public service motivation, the following problem statement has been formulated: ***The unfair execution of performance assessment leads to low public service motivation levels.*** Therefore, this study has investigated how members of the SA Army in the North-West Province perceived the performance assessment system fairness and what the effect of their perception of fairness is on their levels of public service motivation.

1.4 RESEARCH OBJECTIVES

The objectives of the study are to:

- Measure members of the SA Army's perceived performance assessment fairness;
- Measure members of the SA Army's perceived public service motivation levels;
- Establish whether there are differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks; and
- Establish whether there is a relationship between SA Army members' perceived fairness of the performance assessment system and their public service motivation levels.

1.5 RESEARCH QUESTIONS

To achieve the above objectives of this study, the following research questions were investigated:

- What is the perceived fairness of the performance assessment of members of the SA Army?
- What is the perceived public service motivation of members of the SA Army?
- Are there any differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks?
- What is the relationship between perceived fairness of the performance assessment (independent variable) and public service motivation (dependent variable)?

1.6 IMPORTANCE AND BENEFITS OF THE STUDY

The importance of the study is to make managers aware of the fact that they are responsible for assessing and managing performance of members whom they are supervising by means of effective goal setting, monitoring of performance, evaluation and feedback of performance in a fair and just manner to develop improved levels of public motivation, in order to enhance the achievement of goals of the SA Army in the public service. The study will be able to draw management's attention to the value of conducting fair performance assessments, as well as the importance of improved public service motivation, because perceived fairness will motivate public servants in a positive manner, to the benefit of the organisation and every individual that is part of it (Iqbal, Ahmad, Haider, Batool, & Ul-ain, 2013).

1.7 DELIMITATIONS AND ASSUMPTIONS

1.7.1 Delimitations

- It is a cross-sectional study because a collection of data will be dealt with at a single point in time on the research topic.
- The study is quantitative.

- Data is being collected from three military bases, situated in Mafikeng, as well as in Zeerust, across different levels of rank groups because these units are easily accessible.
- A structured questionnaire is used as an instrument to collect data from these military institutions.

The focus of the study is on the assessment of members employed in the SA Army's perceived fairness of the performance assessment process, and public service motivation.

1.7.2 Assumptions

- All members of the SA Army who participated in the study are familiar with the terms, performance assessments and public motivation, and what those entail.
- Respondents will be able to complete questionnaires, as they are all literate.
- All completed questionnaires will be collected.
- The military units will support the research study, releasing the respondents to complete the questionnaires.
- Respondents will have no objection in giving their cooperation to complete the questionnaires.

1.8 DEFINITIONS OF KEY TERMS

This section will clarify key terms.

Performance Management is a systematic process, which aims to improve the effective and efficient performance of members of the SA Army, guided by a framework of certain standards and requirements (Mabona, 2013).

Performance Assessments entail an instrument of the performance management, which is used to assess employee performance towards the improvement of organisational effectiveness (Park, 2014).

Employee Perception is how members employed by the SA Army view or interpret situations in their own opinion (Maimela, 2015).

Organisational justice refers to the perception of members of the SA Army on how fair and equal they are treated in the organisation (Rahman, Shahzad, Mustafa, Khan, & Qurashi, 2016).

Public service motivation is the tendency of members of the public service to find a reason to serve in the SA Army as a public institution (Mihalcioiu, 2011).

1.9 RESEARCH METHOD AND DESIGN

In this study, the researcher uses a quantitative approach and cross-sectional correlation design to achieve the objectives and to find answers to the research questions. Numerical data were collected using a self-administered questionnaire. This approach was chosen to obtain answers to the research questions. The measuring instruments measured the relationship between perceived performance assessment fairness and public service motivation (Diane, 2012). According to Bryman and Bell (2014), quantitative research is empirical, deductive testing of theory, a natural science model. A cross-sectional correlation study was performed because the collection of data took place at a single point in time (Babbie, 2011). A self-administered questionnaire was used to collect quantitative data. A questionnaire is described by Babbie (2011) as a tool used to gather data for data analysis and data interpretation, as in the case of this study.

1.9.1 Population

A study population, according to Bryman and Bell (2014), is a full set of cases from which a sample will be collected. Thantsa (2013) stated that a study population is the total collection of all units of analysis on which the researcher needs to make specific conclusions. Based on this literature, the study population from which a sample was selected for investigation consisted of active members of the SA Army, employed by the Department of Defence, on all rank levels, with more than 10 years of experience, because the researcher perceived that they would have better experience and insight in the performance assessment process and public service motivation, in the specific arms of service called the South African Army and is situated in Mafikeng and Zeerust respectively. The population was chosen because they are easily accessible and likely to be available at any time. The researcher is already familiar with the environment in

which the population is situated, and it is confirmed that all these members of the SA Army are active on the payroll of all three military institutions respectively.

1.9.2 Sampling

A simple random sampling technique was used to give members of the SA Army an equal opportunity to be selected randomly (Bryman & Bell, 2014). The aim of making use of this technique is to eliminate bias from the selection and to ensure a representative sample (Christensen, Johnson, Turner, L.A. & Christensen, 2011). The study population (N) consisted of 416 active members of the SA Army and from this population, a sample size (n) of 199 members of the SA Army were selected. The margin of error was 5%, and the researcher tolerated a 95% confidence level. A response distribution was 50%. The sample represented the whole population of 416 members of the SA Army.

1.9.3 Geographical area of analysis

The researcher used the unit of analysis in Mafikeng, the capital city of the North-West Province as well as in Zeerust. The three military institutions are situated on the Ramatlabama Road, approximately five kilometres apart in the direction of the Botswana border post. The third unit is located in Zeerust. The unit of analysis was done in a public domain. Officer Commanders command the three military institutions respectively. Permission was obtained from all three Officer Commanders, in writing. The researcher is already familiar with the environment and confirmed possibility if access to these military institutions can be done at any time, according to the arrangement. The population is active and readily available when needed. The distance between the military institutions is not far from each other, which made it much easier for the researcher to engage. The commanders were positive and did support and cooperate with the effort.

1.10 DATA COLLECTION

Data was collected using a self-administrated questionnaire. A questionnaire is a flexible tool and can be used on a small or large number of people. It consists of a set of questions relevant to the research topic. The reason why a questionnaire was used to collect data is that the nature of the research study is quantitative. The researcher

collected own data at own costs and in own time. Primary data collection was performed as the data was collected from a new population (first-hand source), who did not complete the specific questionnaire for the first time. The reason why this method of collection was used was to ensure that the data was not manipulated before, that data is original and reliable.

1.11 STATISTICAL ANALYSIS

Descriptive statistics were used to determine patterns which are not revealed in raw data (Mavhungu & Bussin, 2017). By using descriptive statistics, data can be summarised in the form of charts, tables, graphs and tables to make it easy for the researcher to identify certain tendencies from the data which has been collected (Mavhungu & Bussin, 2017).

Statistical packaging for the Social Science system (SPSS) was used to process data into graphs and tables. The analysis of variance test (ANOVA) and the t-test were used to determine the difference between perceived fairness of PAS and public motivation mean scores and demographic variables. Pearson product-moment correlation test was computed to determine the nature of the relationship between employees' perceived performance assessment fairness and public service motivation.

Quantitative research and the use of a questionnaire require the researcher to first establish the level of measurement before data can be analysed. A choice must be made between nominal, ordinal, interval or ratio levels of measurement. Regarding the nominal level, the data is basic and has no logic. Interval level can be chosen if data is continuous and has a logical order. The data has standard differences between variables and has no zero value. Lastly, on the ratio data level, data is continuous, ordered and has standard differences between values and a natural zero (Punch, 2013).

Data were summarised and checked for completeness and it was confirmed that questionnaires were answered (response rate). Data collected changed from the format of the questionnaire into a new format, indicating percentages and frequencies. Frequency distribution technique was used to confirm the number of response. Percentage distribution was used to indicate percentages of data obtained according

to the categories they had answered. These percentages were indicated in tabular form to determine the degree of influence the distribution of performance has on employee motivation.

1.12 QUALITY AND RIGOUR OF THE RESEARCH DESIGN

Reliability, according to Bryman and Bell (2014), refers to the issues of consistency measures. Babbie (2011) states that a technique is reliable when the same result is achieved when applied to the same item more than once, although reliability does not ensure accuracy. The Cronbach's alpha was used to determine reliability because Cronbach's is a reliability coefficient, which is used to indicate the positive correlations between items. Bryman and Bell (2014) further indicate that when measuring with Cronbach's alpha, the alpha correlation coefficient varies between 0 and 1. When the alpha correlation coefficient is 0, there will be no correlation and internal consistency; however, when it is at 1, perfect correlation and complete internal consistency will exist (Bryman & Bell, 2014).

Validity, according to Bryman and Bell (2014), is to determine whether or not a measure is measuring the concept it is supposed to measure. The validity of the study was confirmed by making use of face validity, confirming with experts whether the measure that will be used captures the concept that it is supposed to capture (Bryman & Bell, 2014). According to Babbie (2011), validity is shown when the real meaning of a concept is indicated, reflected by the extent of an empirical measure. Babbie (2011) further states that validity is a true reflection of what is measured.

1.13 RESEARCH ETHICS

The researcher served the military units with a letter of consent respectively to invite them to participate in the study. The information was regarded as confidential, as well as anonymous and was so explained to the respondents. The respondents understood their rights when completing the questionnaires, which were distributed to them with the letter of consent. The respondents were willing to participate in the study and gave their consent as the questionnaire contained an introductory section where members were informed about the confidentiality of the information they provided.

1.14 CHAPTER LAYOUT

The study will comprise five chapters indicated as follows:

Chapter 1 is the introduction and overview and consists of the background, problem statement, research objectives, importance and benefits of the study, delimitations and assumptions, as well as the definitions of key terms and abbreviations.

Chapter 2 contains the literature review of the study and the aim of this chapter is to provide an overview of the literature up to this date, about performance assessments and public service motivation and to measure the relationship of the employee perceptions of fairness regarding performance assessments and public service motivation. Different sources will be used in the literature review, which includes books, journals, articles and websites.

Chapter 3 emphasised the research methodology and the following will be discussed: the research design and methods that will be used in the study, the population and samples that will participate in the study, the methods of data collection, and the measuring instruments, as well as how this data will be analysed.

Chapter 4 indicates the results that were found after data was analysed. This chapter will also serve as a confirmation as to whether the research question was supported by the results. Results will be presented, discussed and interpreted.

Chapter 5 contains the summary, conclusions and recommendations and will identify the main trends in the data, salient points will be summarised, a substantial foundation for conclusions will be provided, gaps or deviations in data will be discussed, limitations will be highlighted, areas of future research will be indicated and recommendations and motivations will be provided for improved practice.

1.15 SUMMARY

Chapter One described the nature and overview of the study using an introduction. A background was given regarding the performance management system, how the performance assessment process fits into the performance management system and its impact on the perception of public servants regarding the fairness of the process when measured through organisational justice. The next chapter is a literature review

of performance management, performance assessments, public motivation and organisational justice.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In Chapter One an overview was given about the research study. The background, problem statement, aims and objective of the study, as well as the importance of the study, were highlighted. The research methodology of the study was briefly discussed, and the validity and reliability of the research study were emphasised. In Chapter Two, the researcher will conduct a literature review on performance management, the performance management process and its phases, as well as how performance management is conducted in the South African Army (SA Army). The literature on performance assessments, which is an element of the performance management system, will be discussed, as the employee perception of performance assessments and its effect of it on public motivation is the focus point of the study and needs to be determined. Chapter Two will culminate in a review of the literature on organisational justice, which is the foundation of this study and a review of the literature regarding public motivation will be provided. This chapter will conclude with a summary of the literature reviewed.

2.2 PERFORMANCE MANAGEMENT

The First World War marked the commencement of a performance management system (PMS), which was termed the man-to-man system or the merit rating system and was used to evaluate the performance of members in the military, with the focus on measuring the performance of hourly paid workers (Pillay, 2015). According to Toppo and Prusty (2012), performance management gained serious recognition in the 1980s due to the importance of the achievement of supervisor standards and their quality performance through total quality management. This PMS system failed to include strategic direction at the time, because of a more short-term focus on individual performance, as it was managed using top-down management (Pillay, 2015; Toppo & Prusty, 2012). The focus of the PMS currently shifted to a more participative system and included the setting of standards against which performance of individuals is

measured, resulting in the promotion of motivation and productivity in the public service (Toppo & Prusty, 2012; Pillay, 2015; Gruman & Saks, 2011).

Research done by Elnaga and Imran (2013) made it clear that the implementation of the PMS is perceived as a major challenge, as organisations, including the SA Army, are pressurised through globalisation, obliging them to develop capabilities to improve the performance of the public service, by implementing sustainable human resource strategies with PMS as their part. The PMS in the public service (SA Army) was adopted as an essential system in enhancing effective employee productivity and public service motivation, when the PMS is perceived as fair and effectively implemented (Mabona, 2013; Xipu, 2010). It is, therefore, crucial that managers in the (SA Army) be familiar with the PMS and public service motivation for its effective implementation (Aguinis, 2013). The PMS is considered a process that includes continuous identification of performance gaps, measuring employee performance and developing individuals and teams, with the focus on the alignment of organisational goals (Aguinis, 2013). Public service motivation is when a person has a positive attitude towards rendering service in the society enhanced by the PMS (Bottomley, Mostafa, Gould-Williams & León-Cázares, 2016). It is, therefore, a clear indication that employees should be developed and positively motivated to render an effective service (Matlala, 2011).

Although the PMS was regarded as an effective system to enhance public service motivation, in some organisations it was found that the PMS was regarded as ineffective (Mabona, 2013). Mabona (2013) postulates that members need to understand the performance management system because according to a study undertaken by this author, members were not clear about what this system entails, they did not have a good perception of the PMS and they had negative attitudes towards it. Howe (2011) found, in a similar study, that although the performance management system has a positive effect on the organisation and its people, this system is often misinterpreted by management, in the sense that it is perceived as a way to deal only with people whose performance is poor. These findings of Mabona (2013) and Howe (2011) reveal that there is a weakness in the performance management system in the public service, which compromises fairness and public motivation of public servants.

The measurement of performance management of an individual thus became essential, as their contribution towards the organisation provides for the overall effectiveness of the organisation performance (Stanton & Nankervis, 2011). However, according to Saeed, Lodhi, Iqbal, Munir, Sandhu, and Amin (2013), the implementation of an effective PMS remains a challenge for human resource managers. In a recent study conducted by Mabona (2013), it was found that owing to the challenge of effective implementation of the performance management system, the mainstream of employees who participated in the study, perceived the system as unpleasant, confusing and stressful. However, one of the most critical responsibilities of management is to ensure that high levels of performance are displayed in the organisation and that the perception of unpleasantness, confusion and stressfulness are eliminated (Mabona, 2013).

2.3 LEGISLATIVE FRAMEWORK OF THE PERFORMANCE MANAGEMENT SYSTEM

The literature reviewed regarding the performance management system indicates that members do not really understand the PMS in the public service and particularly in the SA Army. Therefore management must comply with the legislative framework of the PMS (Munzhedzi, 2011). The PMS in the SA Army is subjected to the following legislative framework to improve quality and productivity (DODI, 2011):

- The Constitution of the Republic of South Africa of 1996, sec(2), sec(195), and sec (195)(1);
- Skills Development Act 97 of 1998;
- Public Service Regulation of 2001;
- White Paper on Human Resource Management in Public Service 1997;
- Defence Act 42 of 2002 (DODI, 2011).

2.3.1 The Constitution of the Republic of South Africa of 1996

The PMS is subject to the Constitution of the Republic of South Africa of 1996, which serves as a guiding framework for management performance in the public service according to Section 195. The focus of this legislation is on the improvement of service delivery and on addressing imbalances of the past. The framework provided by the

Constitution of the RSA 1996 set certain values and principles that need to be maintained by the public service organisations to function effectively. Regarding Section 195(1) of this legislation organisations are compelled to do the following (Constitution of RSA 1996):

- Maintain a high standard of professionalism regarding ethics;
- Utilising resources in a fruitful manner;
- Enhancing development in the public service,
- Maintain unbiased, impartial and fair service delivery;
- Encourage people to take part in policy decision-making and to respond to the needs of people;
- Being transparent in the eyes of the public by keeping them updated with information;
- Career development and maximisation of human potential; and
- Ensure representivity of South Africans in organisations.

Thantsa (2013) views the principles of the Constitution of the Republic of South Africa of 1996 as the foundation on which the performance management framework and performance management policies are built in the government of the country, as well as in the public service. Munzhedzi (2011) adds that this Constitution, concerning section 195 (1), guides performance and behaviour of public servants in the government, and provides direction on how performance management needs to be executed administratively.

2.3.2 Skills Development Act 97 of 1998

The Skills Development Act 97 of 1998 emphasised the development of skills to enhance the quality of life of employees, workplace productivity improvement, promotion of self-employment and the improvement of service delivery. This Act encourages employers to create a learning work environment, to provide opportunities for the development of skills and to ensure that the gaining of quality learning for improvement in the workplace is possible, aiming at improving performance in the organisation (Skills Development Act 97 of 1998).

Skills audits in assistance with the PMS are done in the SA Army to determine gaps regarding the job requirement and identify the skills required from the employee to close these gaps. The PMS in conjunction with the Skills Development Act, therefore, improves performance in the workplace possible (Skills Development Act 97 of 1998).

2.3.3 White Paper on Human Resource Management in the Public Service 1997

The introduction of the White Paper on Human Resource Management in Public Service 1997, eliminated perceptions regarding discrimination against personnel management practices (Munzhedzi, 2011). The aim of this White Paper was to ensure diversity, competence and being a well-managed workforce delivering excellent service to people of the country according to Munzhedzi (2011). The White Paper on Human Resources stipulates that public services tend to be successful when employees carry out their duties effectively and efficiently and therefore emphasised that the management of performance of Human Resources is of critical importance. According to this White Paper on Human Resources, management must make sure that employees know what they need to do, and that their performance serves as a contribution towards the vision of the organisation. In case of poor performance, intervention is to take place using development of a plan to assist Human Resources in improving performance, but the necessary reward and recognition must be given to those who perform well (White Paper of Human Resource Management 1997).

This White Paper makes provision for certain principles in the public service for organisations to abide by, which provides managers with the ability to identify weaknesses, strengths and poor performance and enable them to intervene with possible training and development. This Paper emphasised that rewards and recognition need to be provided, when necessary, and that the performance work plan has to be in place to measure performance and implement interventions when needed (White Paper on Human Resource Management 1997).

2.3.4 Public Service Regulation of 2001

The Public Service Regulation of 2001 Part VIII reiterates the importance of performance management and obliged managers of public service to comply. This

Regulation stipulates that management of the public service must implement the PMS and they are obliged to make the performance period and the annual date for assessment known and monitor, supervise and assess employee performance.

The Public Service Regulation of 2001 makes provision for managing unsatisfactory performance, compelling management to develop plans to improve employee performance and productivity quantitatively and qualitatively. Well-managed PMS regarding this Act ensures better service at the least possible cost (Munzhedzi, 2011). The Public Service Regulations 2001 makes it clear that both supervisor and employee should participate in the process, making use of a single assessment instrument which management must decide upon.

2.4 PERFORMANCE MANAGEMENT PROCESS

According to Aguinis, Joo, and Gottfredson, (2011) the PMS is a process which includes a continuous action of goals and objectives setting, performance monitoring, never-ending coaching and feedback to monitor progress in the organisation. The performance management process is not short-term or a once off activity and stretches over a period of twelve months (Aguinis et al., 2011). Bussin (2012) supports the fact that the performance management process is dynamic and consists of planning, reviewing, rewarding and development. During the process, individuals are monitored, and performance gaps are identified against set standards in the organisation, in order to determine the development needs (Bussin, 2012). It is therefore essential to note that one performance process does not necessarily fit in all organisations and need to be customised according to the business strategies of the organisation (Woyessa, 2015).

Mone and London (2014) confirm that the performance management process consists of activities which are systematic, considering trust and empowerment as essential elements for the effectiveness of their outcomes. Dube (2014b) mentions that the performance management process needs to achieve the required level of efficiency based on organisational needs. This author describes the performance management process as aligned with organisation strategy regarding needs (Dube, 2014b). Mone and London (2014) further add that the performance management process is continuously reviewed, depending on the outcome of performances. Phases of the

performance management process include performance planning, goal setting and goal alignment, coaching, performance review and assessment, which are explained below (Mone & London, 2014). These systematic phases of the performance management process, as mentioned by Mone and London (2014), are vital in assisting with the integration of human resource strategies (Gruman & Saks, 2011).

2.4.1 Performance planning

Performance planning is the first phase of the performance management process where performance targets are set; the performance plan is formulated, performance goals are determined, performance expectations are established and communicated to employees (Woyessa, 2015). Bussin (2012) reiterates that goals identified must be communicated to members at all levels of the public service, because as part of performance planning, achievement of goals are linked to a development plan, desired outputs and the required performance standards. Xipu (2010) adds that the planning phase serves as a platform where discussions take place between the supervisor and the subordinate with the intention to reach agreements on key performance areas and to clarify expectations that have to be met regarding performance.

In support of this notion, Woyessa (2015) made it clear that employees must be part of the performance planning process and the goals of the individual need to link up with the goals of the organisation. It is, therefore, necessary that at the commencement of the performance management process, employees must be engaged to clarify what their expectations are regarding the performance management process, which behaviours they tend to exhibit and what results they expect to achieve at the end of the cycle (Maloa, 2016). A question that needs to be asked, however, is whether employees are given a fair chance to participate in the planning process mentioned by these authors because excluding them from participating in this first phase of the performance management process makes the rest of the performance management phases fruitless (Xipu, 2010).

2.4.2 Goal setting and goal alignment

Goals set the platform for feedback as well as for performance assessment standards because, using giving feedback, the need for development and performance

management can be identified (Runge, 2013). Goal alignment, as part of the process of individual performance management, takes place from the top level in the organisation to the bottom level of the organisation, to ensure effectivity and efficiency (Maloa, 2016), but alignment, according to Aguinis et al. (2011), must start with the first step, which is knowledge regarding an organisation's strategy, its mission and its vision and its goals to ensure positive contribution by employees towards themselves as well as towards the organisation.

It is essential for employees to be part of goal alignment in order for them to have buy-in into the performance management process (Maloa, 2016). According to Maloa (2016), by aligning the goals of the organisation, members can clarify their plans for achieving these goals and how they perceive goals to be measured. Aligning individual goals with the goals of the organisation are done using communication between employees and management (Maloa, 2016). Previous research done by Moeller, Theiler, and Wu, (2012) established the necessity of goal setting, as it benefits all members of the organisation, regardless of their level of performance.

Sahai and Srivastava (2012) concur that goal setting gives individuals a sense of ownership, determination and commitment to achieve challenging targets. However, according to a study performed by Jong (2015), it was found that the relationship between goals and performance are still not clear, because of goal setting's limited ability to clarify behaviours other than task performance. It is therefore worthy to note that goal ambiguity have a negative influence on public motivation, job satisfaction and organisational performance and how important it is to ensure that goals are clear and that all members interpret goals the same (Jong, 2015). According to Grant (2012), goals are perceived as contributing to research regarding coaching, but there are common arguments in the literature that goals serve as a barrier to coaching, as it focuses on the easy assessment of issues, which have little or no importance.

2.4.3 Coaching

However, Duff (2013) posits that coaching supports goal setting in a motivational way, ensuring consultative feedback and employee development. According to Ellinger, Ellinger, Bachrach, Wang, and Elmadağ Baş, (2011), coaching is described as the facilitation of learning by the supervisor towards the subordinate in creating learning

behaviours to develop knowledge and skills, which are work-related. Ellinger et al. (2011) further add that coaching is perceived as an intervention method regarding employee development and improvement of performance using creating relationships to help employees to learn through conversations and communication.

Maloa (2016) agrees that coaching enhances success, as it is an ongoing process and includes honesty, regular and positive feedback to employees, enabling employees to monitor and measure their own performance and success. Woyessa (2015) argues that managers must have the necessary skills and knowledge to provide effective feedback, even if it is about day-to-day achievements because some managers tend to avoid giving feedback, as they do not understand how to do it effectively. Woyessa (2015) identified various benefits of coaching namely that it builds skills and independence, improves job quality and productivity, enhance employee motivation and initiative, enhance creativity and innovation and improves communication. However, according to a research study on coaching undertaken by Pousa and Mathieu (2014), it was found that although numerous research studies had been done on coaching in organisational settings, a lack of research still exists regarding the impact coaching has on employee and organisational performance. Coaching in the SA Army needs to receive more attention, as this practice is currently one of the most neglected management tools in this specific entity (Bond & Seneque, 2012).

2.4.4 Performance reviews

Xipu (2010) regards the performance review phase as the final phase of the performance management process, which entails discussions and feedback on performance assessments made, the identification of areas which must be improved, as well as the implementation of employee development plans. Zewotir (2012) highlights the importance of employees' involvement in these discussions, as it encourages effectiveness, efficiency, motivation and transparency of the supervisor's interaction with subordinates.

Supervisors in the SA Army find the performance review phase uncomfortable when they need to give feedback to subordinates who perform poorly, resulting in a feeling of anxiety or a total lack of providing feedback to subordinates Aguinis (2013). Aguinis

(2013) emphasises that this behaviour of supervisors might be because of a lack of training in the PMS and it leads to dissatisfaction and a lack of performance improvement by subordinates. Therefore, performance reviews are perceived by supervisors and subordinates in the SA Army as a burden, and they prefer to deal with it at a later stage, which might not realise at all (Xipu, 2010).

From the evidence above, the PMS can be regarded as a process needed in all organisations as the performance and productivity of the organisation depend on the performance of human resources. It is, therefore, crucial to manage this process effectively, allowing employees a fair chance to participate in this process to ensure that the organisation and its people know exactly what is expected of them in terms of performance, in order to achieve the required goals of the organisation (Bussin, 2012; Cardy & Leonard, 2011).

2.5 PERFORMANCE MANAGEMENT SYSTEM IN THE SA ARMY

Performance management is one of the essential human resource functions adopted by the SA Army (Dube, 2014a). The 360-degree assessment system was used before the implementation of the PMS performance management system in the SA Army (Meenakshi, 2012). The 360-degree assessment system is a feedback system rated by multiple stakeholders regarding the improvement of teamwork, employee development and customer service, with the focus on a holistic full circle employee feedback process (Meenakshi, 2012). The 360-degree assessment system consisted of four integrated components, namely self-assessment, supervisors' assessment, subordinates' assessment and peer assessment, which was found a very successful way of effectively assessing the performance of employees (Meenakshi, 2012). Although a more realistic overview of performances can be obtained by applying the 360-degree assessment approach, Mokoena (2014) regards this feedback from different sources as sometimes inconsistent. The Minister of Defence and the Minister of Veterans, regarding the Public Service Regulation 2001, moved away from the old appraising system, namely the 360-degree system and implemented the PMS, which transferred the responsibility back to the supervisors and the subordinates (DODI, 2011).

The aim of the Minister of Defence and the Minister of Veterans introducing the PMS in 2011 as the only tool which will be used to measure performance, was to save time and resources and to ensure procedural fairness (DODI, 2011). The foundation of the PMS in the SA Army is to evaluate performance in a consultative, supportive and fair manner, to ensure effectiveness and efficiency, expecting achievement of results according to DODI (2011) and includes identifying developmental needs (DODI, 2011).

The PMS focuses on key responsibility areas as well as general assessment factors of officials in the SA Army applying the 100% concept, meaning that officials need to execute their tasks 100% according to, and measured against a work plan (DODI, 2011). Key responsibility areas are certain areas of the job where effective performance is critical to making a productive contribution towards the organisation's success, strategies, goals and objectives (DODI, 2011). Generic assessment factors are factors describing and assessing aspects of performance, with the focus on internal aspects of a person, namely knowledge, skills and qualities, which should be used to deliver valuable outputs in the post (DODI, 2011).

The process of performance management in the SA Army includes the drafting of a performance work plan, evaluation of performance, feedback on performance and determination of pay progression. The process is followed on a yearly basis and includes its commencement on the 1st of April each year until the 31st of March the following year (DODI, 2011). During October of each year, members of the SA Army receive feedback regarding their performance to determine whether performances are still on track since the start of the process. It is imperative for supervisors to engage with their subordinates and give them feedback over the period of the 12 months (DODI, 2011). The instrument used in the SA Army to do performance management is performance assessments. This study focused on assessment of employee perceptions of fairness regarding the performance assessment system (which is one dimension of the PMS) and public service motivation and not on the whole of the PMS, as discussed below.

2.6 PERFORMANCE ASSESSMENT SYSTEM

Although PMS and performance assessments terms are used interchangeably, the two processes are separate (Toppo & Pustry, 2012). This implies that performance assessments are not replaced by PMS, because performance assessments are, in essence, more focused on the review of individual performance and setting individual objectives, while PMS includes a broader approach regarding military priorities, which includes talent management (Edwards & Bach, 2013). The performance assessment process forms part of an organisation's strategy in the SA Army to achieve high performance and productivity as emphasised by Willie (2014). This author describes the performance assessment process as one that is integrated with the SA Army's strategy to increase organisational effectiveness and to focus on measuring and monitoring performance through the achievement of goals (Willie, 2014).

Performance assessments contribute towards public service motivation and development of employees, if perceived fair, and provide imperative information to human resource planning processes to determine, according to the results of the performance assessment process, whether new tasks need to be allocated (Iqbal et al., 2013). Previously, the traditional way of assessing employees was the responsibility of the supervisor only, but it was found in research performed, that other members of the SA Army may have different views about an employee's performance, and that the collection of information from these members can contribute to a more accurate performance evaluation and may increase an employee's perception of fairness regarding performance assessments (Khan, 2013).

Performance assessments are perceived as one of the most problematic functions of human resource management, because most of the stakeholders in the SA Army involved in the process is off, meaning that it is a fruitless exercise, which only causes dissatisfaction and destroys employee-supervisor relationships (Omboi, 2011). Sudin (2011) agrees that performance assessments are one of the most complicated human resource functions, which cause confusion about efficient human resources, because the measurement of accuracy is doubted, the conflict between employees is encouraged, a tremendous amount of responsibilities are placed upon employees, and the amount of work that is distributed is underestimated.

However, Moeng (2016) further argues that, although many believe that the purposes for performance assessments are true, there is still doubt about its being a fair procedure that provides unification, as some perceive it as an external form of control, which causes ineffectiveness and inefficiency, affecting productivity and performance in a negative way. Therefore, the execution of the performance assessments is the responsibility of all members of the SA Army. Responsibilities, however, are divided amongst each of them, as discussed below (Mwale, 2016).

According to Toppo and Pustry (2012), it is the responsibility of the Human Resource Department to ensure that the design of the performance assessment programs is coordinated and implemented. The Human Resource Department in the SA Army needs to drive the entire performance assessment process in the department and have to ensure that this process is aligned with the organisational strategy (Mwale, 2016). Mokoena (2014) says that together with the Human Resource Department, the immediate supervisors are responsible for establishing whether employees have met the required performance standards, as they, as supervisors, are in the position to make the necessary recommendations about measures of inventions.

In support of Mokoena's (2014) statement, Toppo and Pustry (2012) agree that the supervisor is the most critical person to evaluate and report on employee performance because someone else's evaluation of performance might undermine the supervisor's authority. Therefore, it is crucial for supervisors to be committed to ensuring fair and objective evaluations of employee performance by establishing performance expectations, providing constant feedback on employee performance and keeping updated and accurate records of performance to enhance public service motivation in the SA Army (Mwale, 2016).

Subordinates in the SA Army are responsible for the drafting of their performance work plan (Mwale, 2016) and it is emphasised by Ali (2012) that there have to be a willingness from the subordinates to decide on performance goals and standards, accepting responsibility for their performance when receiving feedback, making realistic assessments about themselves, voice their feelings in terms of bias and unfairness, and to take it upon themselves to improve their performance. Howe (2011) regards the inputs of subordinates in the performance assessment process as

valuable and unique, as it contributes to the development and the identification of strengths and weaknesses of their supervisors.

Mwale (2016) reiterates that subordinates must prepare and make themselves available to meet with their supervisors, having the relevant information at hand regarding performance assessments. This author further argues that subordinates must give their full participation in the performance assessment process, to ensure that important needs are identified, and relevant development plans are implemented (Mwale, 2016). However, inputs from subordinates might be perceived as a significant problem in the SA Army, because it may cause supervisors to focus on making subordinates happy, instead of guiding them towards improving their performance (Mokoena, 2014). Mokoena (2014) argued that different approaches are used across organisations to manage performance assessments.

2.7 DIFFERENT PERFORMANCE ASSESSMENTS APPROACHES

Performance assessments can be applied in the form of different approaches in different organisations, depending on the outcome that is expected (Lunenburg, 2012). According to Mokoena (2014), the different approaches of performance assessments consist of the trait approach, the behavioural approach and the results approach. These approaches will be briefly discussed below.

2.7.1 Trait-based approach

Loyalty, dependability, creativity and communication skills are the essential traits of this approach to the personal characteristics of employees (Agyen-Gyasi & Boateng, 2015). Furthermore, traits that are also important, especially where management and leadership are required in a job, as stated by Agyen-Gyasi and Boateng (2015), is the ability to reason, of being conscious, curiosity and the ability to give thought to a situation, as these traits contribute to the improvement of performance. According to Mokoena (2014), the approach aims to evaluate the person and not what the person has achieved by doing the job. Lunenburg (2012) further mentioned that employees are compared with one another regarding their different traits and behaviour, which is then judged by their supervisor when the trait-based approach is applied.

According to Sisa (2014), the trait-based approach was influenced by personal feelings, opinions and impressions and could not measure personality traits. Thus, administrative decisions like promotion and pay progression were not made objectively, but on random judgements and seniority, according to Sisa (2014). Sisa (2014) further states that the ratters used a general approach in the rating of performance, making use of certain categories, which were perceived as subjective and made it impossible for them to identify and compare differences regarding performance at all levels of the department. (Sisa, 2014). The overall ratings were doubted and questioned because of a lack of reliability and validity (Sisa 2014). The trait-based approach includes the graphic rating scale method which will be discussed below (Lunenburg, 2012).

2.7.2 Graphic rating scale method

According to Aggarwal and Thakur (2013), practicality, reliability and usefulness is the focus of the graphic rating scale method. This method aims to list a number of traits, as well as a range of performance ratings for each member, and to determine the best score, which describes the level of performance of the employee (Aggarwal & Thakur, 2013). Mokoena (2014) adds that the graphic rating scale method implies rating an employee on questions asked or a statement made, about a certain aspect of his/her work, according to a scale which measures poor performance, average performance or outstanding performance. The outcomes of the ratings are plotted along a line whereby the employee is judged according to which rating described him or her best, according to Lunenburg (2012).

Mokoena (2014) claims that the graphic rating scale method is simple to understand and to apply and that it has a high rate of acceptance, as employees can easily be compared to each other. However, according to Mokoena (2014), the graphic rating scale method still allows for rating errors and wrong ratings, because ratings may not be relevant to the employee's job and categories and may be irrelevant regarding the employee's job performance. Sisa (2014) adds that the graphic rating scale method does not provide for employee development or feedback on performance, and does not consider top management involvement in the performance assessment process, resulting in the implementation of the behavioural-based approach.

2.7.3 Behavioural-based approach

According to Agyen-Gyasi and Boateng (2015) the behavioural based approach is different from the trait-based approach, because instead of measuring the physical and psychological characteristics of an employee like in the trait-based approach, the behavioural based approach is used to measure employees based on how they behave, and what they do at work and not their characteristics. Agyen-Gyasi and Boateng (2015) further describe that the behavioural based approach is a more objective approach in measuring an employee's performance because, according to them (Agyen-Gyasi & Boateng (2015) mistakes can easily be made by judging a person according to his or her traits, instead of on behaviour, which can directly be observed.

Sisa (2014) adds that the forced choice method, which is one of the methods used in the behavioural based approach, was used to describe a performance by raters through the introduction of a group of statements, with the aim to improve the rating system. This rating method was not readily accepted by employees as raters were forced to use only two statements one of which is favourable and the other one unfavourable, to rate performance (Khanna & Sharma, 2014). This method does not allow for any supervisor-employee discussions (Khanna & Sharma, 2014). Sisa (2014) further emphasises that the forced choice method not be user-friendly and was perceived as unfair, as it was done in secret, because the items scores for the statements used to rate performance, was not known by raters. Sisa (2014) concludes that the forced choice method was complicated and the results were most of the time misunderstood by employees. This method is no longer applied in the SA Army, since the subordinate needs to be part of the performance standards planning, eliminating the secrecy of rating performance scores (Khanna & Sharma, 2014).

2.7.4 Results-based approach

The results based approaches, which focus more on the achievement of results, include the management by objectives method to measure performance, as stated by Aggarwal and Thakur (2013). According to these authors (Aggarwal and Thakur, 2013) management by objectives, which is a technique used in the results-based approach; focuses on the formulation of objectives, execution and feedback regarding

performance. Moeng (2016) describes management by objectives as regular performance assessments measured against objectives, determined by management, and the provision of rewards for achievement of desired performance. Moeng (2016) adds that objectives need to be specific, measurable, attainable, relevant and coupled to target dates in order for employees to know what they need to achieve.

Aggarwal and Thakur (2013) describe the advantages of the results-based approach (management by objectives) as a technique that is easy to understand, it motivates employees to achieve these objectives as it is clear, implementation and measurement are easy, and it facilitates guidance and feedback. However, according to Aggarwal and Thakur (2013), the disadvantages of management by objectives is that objectives are difficult to establish, as some members do not always agree on it, there is a considerable possibility that objectives can be misinterpreted by management and employees and the achievement of the objectives can be lengthy and time-consuming.

2.8 ERRORS IN PERFORMANCE ASSESSMENTS

Apart from the different approaches of the performance assessment process, it is also subjected to errors which need to be avoided at all costs by raters during assessments of the performance of employees (Ali, 2012). The following errors can impact negatively on the performance assessment process in the public service and need to be avoided to ensure a fair and just process (Chen, 2011).

2.8.1 Halo effect

According to Esfahani, Abzari and Dezianian (2014), the halo effect occurs when the rater does have a general impression of the employee and has perceptions of the employee's performance or trait as positive. Mahajan and Raheja (2014) agree that the rater scores the employee on the overall perception of his or her character. Boachie-Mensah and Seidu (2012) support the statement by Mahajan and Raheja (2014), adding that raters give employees high scores regardless whether they perform or not, being overwhelmed by one positive characteristic of the member.

Javidmehr and Ebrahimpour (2015) further describe the halo effect as a tendency of the supervisors to be influenced by one trait of a person, resulting in biased ratings

regarding other traits, allowing their feelings towards the person to determine the performance ratings. Ali (2012) adds that the halo effect allows the supervisor to evaluate the individual only on one aspect, for example, when an individual is a friendly person, the person will be judged on this aspect, regardless of whether the person does or does not perform in work-related issues.

2.8.2 Recency effect

Javidmehr and Ebrahimpour (2015) describe the recency effect as the scores raters give employees, based on their current or recent performance, as current or recent performance has become the primary focus of the supervisor. Ratings are influenced by the behaviour of subordinates in the early stages of the process or at the end stages of the process, lacking continuous evaluation of performance (Brewer, 2016). Raters failed to assess or monitor performance over the assessment period and rate employees on the performance of the past few weeks, resulting in bias ratings, according to Lunenburg (2012). Du Plessis (2017) recommends that performance is assessed over a period to eliminate the recency effect error.

2.8.3 Strictness-leniency error

The strictness-leniency error is viewed as a very problematic error, especially when important decisions need to be made about compensation (Brewer, 2016) According to Lunenburg (2012), this error is described as how raters rate performance of employees. Lunenburg (2012) describes the strictness-leniency error further and states that ratings can either be consistently low or consistently high, to the disadvantage of the employee who deserves a higher score or to the advantage of an employee who deserves a lower score. Boachie-Mensah and Seidu (2012) argue that supervisors make themselves guilty applying the leniency error, because they are afraid of damaging relationships with subordinates, as supervisors do not want to be unpopular or place the future of employees at risk by giving them a low score.

Javidmehr and Ebrahimpour (2015) emphasise that the leniency error tends to damage the assessment system because it ends up being a fruitless exercise when employees are rated leniently, and is influenced by behaviours such as favouritism, preferences and poor communication. Boachie-Mensah and Seidu (2012) posits that

supervisors are applying the strictness error, rating the subordinates too low of what they deserve, and might feel threatened that successful subordinates will take their positions in the organisations. It is also true, according to Boachie-Mensah and Seidu (2012), that supervisors want to create an impression that they are in charge and have authority over others. Lunenburg (2012) recommends that the strictness-leniency error can be eliminated if standards and outcome-based orientated approaches regarding assessment performance assessments are used.

2.8.4 Central tendency

According to Du Plessis (2017), raters do tend to give all members an average rating as they believe that no one deserves to be rated too high or too low. The rater knows very little or nothing about the person who must be rated and rates the person as being average, like everyone else (Chen, 2011). Javidmehr and Ebrahimpour (2015) suggest that raters do not consider the actual performance of the employee and rate all on an average level, according to reasons which might be that the supervisor wants to avoid conflict and behavioural issues and would rather play safe. Ali (2012) reiterates that supervisors are not able to demonstrate the true performance of members, as they tend to generalise performance ratings by centralising scores, choosing the middle point of any scale to keep them, as supervisors, out of trouble. According to DODI (2011) of the SA Army supervisors are being made aware of performance assessment errors, which need to be avoided and the impact these errors have on performance assessments outcomes. However, as perceived by the researcher over the years of dealing with performance assessments, these errors are ignored by management in the SA Army when evaluating performances, resulting in performance outcomes, which are not an accurate reflection of the performances of subordinates (DODI, 2011).

2.9 THEORIES UNDERPINNING PERFORMANCE ASSESSMENTS

According to literature, performance assessments are supported by theories such as the expectancy theory, equity theory and goal setting theory. Organisational justice theory, however, serves as the foundation of this study to measure the fairness of performance assessments and their influence on public motivation (Savolainen, 2012; Woods & West, 2015; Poon, 2012).

2.9.1 Expectancy Theory

Maimela (2015) explained that the concept of expectancy theory originally consists of three concepts, namely valence, instrumentality and expectancy. According to Maimela (2015), these concepts were formulated during the year 1964 as it was found that the performance of employees totally depends on their motivational levels, which persuade them to decide whether they will perform at the job or not (Maimela, 2015). Estes and Polnick (2012) allude that according to Vroom's expectancy theory, there must be an interaction between instrumentality, valence and expectancy. Valence is described by Renko et al. (2012) as an individual's belief of how much value he/she adds to a certain reward or outcome. Mwale (2016) describes instrumentality as a person's belief that through the right action, the desired result will be achieved. Expectancy, according to Mwale (2016) means that individuals have the perception that through effort, the required level of performance will result.

Savolainen (2012) defines expectancy as a moment of belief that is followed by a specific outcome. According to this author, expectancy can range from zero to one, meaning that zero expectancy is the individual's perception that no result will be achieved by doing a certain task (Savolainen, 2012). Maimela (2015) adds that employees expect that a certain action made by increased effort, will lead to the desired outcome. According to Renko M, Kroeck, and Bullough (2012), the expectancy theory can be associated with training motivation, turnover, productivity, self-set goals, goal commitment and goal level which has been found to be very useful in predicting employment in the future and strategic decision-making. Renko et al. (2012) further reiterate that the beliefs and experiences of individuals can change expectancies but may not necessarily change behaviour or performance.

Vroom's expectancy theory assumes that the expectation of reward depends on a person's motivation of how he/she perceives the outcome of the reward, that the effort they are making to achieve the reward is worthwhile, and the belief that their performance will, in the end, produce the desired result (Steyn & Mashaba, 2014). According to Vroom's expectancy theory, there must be a positive link between the individual's efforts and their performance, because they believe that if performance is positive, a positive result will be achieved and the positive result will fulfil their needs (Steyn & Mashaba, 2014).

By making use of the expectancy theory, it is believed that managers can provide training and coaching to their employees for them to reach the desired performance levels, their commitments can be honoured, and employees can receive the rewards and recognition they deserve (Musonda, 2014). According to the expectancy theory, individuals need to change their behaviour so that they can achieve personal goals (Mwale, 2016). A weakness assumed by Musonda (2014) regarding the expectancy theory is that even if employees can find their strengths in past experiences which strengthen their expectancies, challenges may not rise with new environments and situations and employee motivation can take a downward turn. Thus, if employees found strength in expectancies from past experiences, when they are faced with a new job environment, past experiences regarding expectancies are not adequate in preparing an employee for future change, taking into consideration their expectations (Musonda, 2014). These three perceptions, according to Vroom, if combined will have a powerful effect on an individual's motivation; and each one of the perceptions can influence motivation separately (Estes & Polnick, 2012). Complementing the expectancy theory and emphasising the theory underpinning performance assessments is equity theory that will be discussed below.

2.9.2 Equity Theory

Maloa (2016) explained Adam's Equity theory as a theory that focuses on fairness in the workplace. Maloa (2016) further states that the equity theory is a theory of motivation, which relates to employees' perceived fairness regarding their work input and worked output in comparison to work input and work outputs of others. Miner (2015) agrees that the equity theory relates to the comparisons made by employees regarding equal treatment and he further emphasised that individuals compare their inputs and outputs with those of others (Miner, 2015).

Woods and West (2015) stated that employees feel that they are unequally treated in cases where others are over-rewarded and some are under-rewarded, but they feel equally treated where they perceive their inputs and outputs are equivalent to those of others. Over-rewarding brings about a feeling of guilt and under-reward results in a feeling of anger, according to Woods and West (2015). Maloa (2016) identifies outcomes as rewards employees receive from the organisation for their contribution and can be in the form of bonuses, salaries and career opportunities. These rewards

are intentionally provided to employees to motivate them in the improvement of their performances, as well as to encourage their retention (Maloa, 2016).

Maloa (2016) posits that inputs are regarded as contributions to the organisation which include skills, time and effort and need to be balanced with outputs. Otherwise, employees could perceive inequality. According to Al-Zawahreh and Al-Madi (2012), employees who perceive inequality, usually rectify the problem using unproductivity, minimising the quality of their task, absence from work or even with resignation. According to Sudin (2011), employees do not focus so much on the rewards that they receive, but their focus is on the ratio of output they receive in comparison to others. The ratio of output is the goals that employees set for themselves and which they believe they must achieve, comparing it to the goals of other employees (Sudin, 2011).

2.9.3 Goal setting theory

A goal is defined by Alonso (2014) as a way to achieve a certain outcome. Senko et al. (2011) postulate that goals essentially value outcomes through which attention, effort and action are guided towards relevant actions, but commitment from individuals or groups are needed as well as the necessary skills to achieve these goals. Alonso (2014) alludes that goals must be appropriate, realistic with a measurable outcome, specific, attainable and timely, even though goals are characterised as difficult, specific, clear, ambiguous or conflicting.

Goal setting theory is the setting of goals and self-efficacy, resulting in motivation (Alonso, 2014). This theory stipulates that goals that are challenging do improve performance according to Jong (2015). He further states that goal setting is strongly influenced by individual factors, which make the setting of goals difficult, especially in the public sector (Jong, 2015). Jong (2015) states that regarding goal ambiguity, which is one of the various characteristics of a goal, public agencies do have more substantial goal ambiguity than private sectors and, as a result, influence public organisations and employees negatively (Jong, 2015). Runge (2013) emphasise that goals must be critical and of a high standard for individuals, for them to be more effective, because individuals need to see their progress in the efforts they make and using the feedback they receive, regarding their progress moving towards attaining these goals. Munson and Consolvo (2012) add that a set of goals motivates physical

activity from individuals and groups; therefore individuals must have the necessary capabilities, namely commitment, task capability, knowledge and the absence of conflicting goals to ensure a positive and direct relationship between goal difficulty and task performance. The attainment of higher level goals motivates employees, because of the effort they need to put in to reach such goals, as it gives them a feeling of success, satisfaction and self-confidence as stated by (Teo & Low, 2016).

The relationship between goals and performance is established by effort, attention and actions are focused towards goals; to reach goals, employees need to have task knowledge and skills to perform; goals encourage the use of existing knowledge as well as to search for new knowledge; and goals motivate employees to show self-efficacy and awaken other abilities, such as personality traits, feedback, participation in decision-making, job autonomy and incentives (Locke & Latham, 2013).

Clear goals connect employees' values with the values of the organisation, from which the employees can identify themselves with the organisation, giving meaning to them, as alluded by Wright & Isett, (2013). Using goal setting, certain specific goals are set, which can enhance performance, but only when goals are accepted, because the acceptance of goals increases the motivation to overcome difficult and challenging goals, resulting in increased performance (Mwale, 2016). Mwale (2016) further adds that individuals can be sure that their chances of success will increase when setting specific, clear and attainable goals.

2.10 ORGANISATIONAL JUSTICE AND PERFORMANCE ASSESSMENTS

Many research studies were carried out on performance assessments, but limited research was carried out on how employees perceive the fairness of performance assessments regarding organisational justice (Celik, 2014). Organisational justice, as stated by Poon (2012), refers to how employees perceive fairness in the organisation. According to Dusterhoff et al. (2014), previous research studies found that the manner in which performance results are accepted by employees emanate from their perceptions of fairness regarding the performance assessment process in the SA Army. They further posit that an organisational justice perspective influences the approach to understanding performance assessment reactions (Dusterhoff et al., 2014). Researchers found the public service (SA Army) a perfect entity to test the

relationship between organisational justice and public service motivation, as these entities require members to be intrinsically motivated to deliver a service in the public service, according to Ledimo and Hlongwane 2014). Intrinsic motivation relates to the inner satisfaction and inner desire of a person to execute a task and feeling fulfilled when completing the task (Alonso, 2014).

Sudin (2011) found that organisational justice relates to the equity theory emanating from Adam's social exchange theory framework. Adam's equity theory makes provision for individuals to compare their inputs and outputs with those of their peers (Rowland & Hall, 2012). The outcomes and processes of performance assessment can be examined through the concept of organisational justice (Rowland & Hall, 2012). According to Matlala (2011), two principles are evident in judging whether fairness is practised or not and include the judgement of balance and correctness. Matlala (2011) is of the opinion that fairness determines the employees' commitment, job satisfaction and performance of the organisation, resulting in the effectiveness of the organisation. Justice perceived as unfair has a negative impact on the motivation of employees to meet competing demands emanating from the public (Dusterhoff et al., 2014). Doubt is created when employees feel that they are unable to cope with their circumstances, and their support structures can no more be trusted, as these feelings increase the amount of conflict they experience and decrease the amount of enrichment (Diner, 2014). Govender, Grobler, and Joubert, (2015) allude that organisational justice theories clarify the aspect of employee perceptions of performance assessments as they regard these perceptions as fundamental. Miner (2015) adds that organisational justice includes procedural justice, distributive justice, interactional justice and informational justice.

2.10.1 Procedural justice and performance assessments

Procedural justice in this study refers to employees' perceptions of the fairness of procedures and organisational systems regarding the performance assessment process in the SA Army (Poon, 2012). Matlala (2011) mentions that employees perceived procedural justice as fair when outcomes of policies and procedures are fair. Rahman et al. (2016) further emphasise that the procedure is just as necessary as the outcome. Management in the SA Army also need to display a profile of fairness themselves, and they must be able to prove how they reached an outcome of

performance assessments (Rahman et al., 2016). Factors identified by Sudin (2011) about procedural justice, which promotes fairness of the performance assessment process in the organisation, includes fairness, two-way communication, trust in the supervisor, clear expectations and the understanding of the performance assessment process itself by employees of the organisation. When members of the SA Army perceive performance assessment procedures as unfair, it has a negative impact on their job satisfaction, their commitment towards the organisation and the society and increases their will to quit (Dusterhoff et al., 2014). Employees will perceive the performance assessment procedures as fair when supervisors avoid making performance assessment errors (Celik, 2014).

Procedural justice regarding the performance assessment process is executed in three stages, as stated by Heslin and VandeWalle (2011). These authors elaborate on those three stages and state that the subordinates must receive a notice of the performance standards against which the ratings will be made, the subordinates need to receive adequate and regular feedback, and the supervisor must provide evidence about preliminary observations made in terms of the subordinate to give the subordinate a fair chance to challenge the result, if it is found unfair, or to accept it if it is perceived fair. Also, actual evidence must be provided to the subordinate, based on his/her actual performance as the final result (Heslin & VandeWalle, 2011). Procedural justice principles need to be explained to all members of the SA Army to improve their understanding of this dimension (Heslin & VandeWalle, 2011).

2.10.2 Distributive justice and performance assessments

Distributive justice relates to the fairness of performance assessment outcomes and the distribution of rewards (Celik, 2014). In a study performed by Celik (2014) on the perceived fairness of performance assessments and public motivation, it was found that there was a weak and negative association between the distributive justice fairness perception and public service motivation (Celik, 2014). Matlala (2011) found in a study carried out on the fairness of performance assessments that employees experience the distribution of rewards as biased because the rewards system favours senior management, while junior employees are the ones who are doing the job. Members of the SA Army perceive that the distribution of rewards is not done according to their performance, but to give everyone a chance to receive rewards,

regardless of their performance (Dube, 2014 a). This perception directly affects these members' motivation in a negative manner (Dube, 2014 a).

Distributive justice is defined by Poon (2012) as the way employees perceive the distribution of rewards resulting from performance assessment outcomes amongst them. Woods and West (2015) define distributive justice as based on how a person feels regarding the fairness of distribution of rewards in comparison to others. Rahman et al. (2016) highlight that distributive justice was the main focus of employees before 1975, where employees were concerned with the fair distribution of rewards amongst them and Omboi (2011) adds that it is one of the dimensions of public motivation which stems from research carried out by original equity theorists. The principles of distributive justice originate directly from Adams' equity theory and share the same concept of people who compare their perceived outcomes relating to their perceived work inputs with those of others (Maimela, 2015). Rahman et al. (2016) argue that using a comparison, perceived fairness is established by these employees.

Omboi (2011) identifies two structural forces, which are related to distributive justice regarding an outcome of performance assessments, namely decision norms (equity) and the personal goals of the rater. Decision norms, according to Omboi (2011), are based on the fact that those who receive distributions take on social norms and readily believe that the distributions were fair. Omboi (2011) further states that this norm influenced raters in such a way that they feel obliged to develop performance assessments which are in line with decision norms, even if this action may seem unfair to those rated (Omboi, 2011). Raters' personal goals do have an influence on the fairness perceptions of employees to consider performance assessments as fair or unfair, but employees will perceive assessments as fair when they feel that the rater is motivating them and trying to improve their performance or trying to improve their capabilities (Omboi, 2011).

Members of the SA Army perceive fairness when they are of the opinion that they received a reward according to their performance and equal to others, but when members believe that others were receiving more recognition for the same work output, they feel dissatisfied and therefore they will try to seek justice, which can be the wrong way to go about it (Murtaza, Shad, Shahzad, Shah, & Khan (2011). Maimela (2015) mentions that inputs could be in the form of hard work, commitment, loyalty

and trust, while outputs could be in the form of benefits, financial rewards or pay, also including intangible rewards, namely an employee's reputation, development, interest or satisfaction. Maimela (2015) points out that these inputs and outputs are the ones compared with each other, having a positive or negative effect on employees. The advice by Maimela (2015) that distributions need to be fair and in a consistent manner across employees to avoid negative perceptions, demotivation and conflict, are supported by Matlala (2011), as he adds that employees must be allowed to participate in decisions about the distribution of rewards, to enhance positive perceptions of performance assessment fairness and to increase public motivation.

2.10.3 Interactional justice and performance assessments

Interactional justice refers to how employees in the case of performance assessments perceive fairness of treatment during the assessment process (Dusterhoff et al., 2014). Nery, Neiva, and Mendonça (2016) describe interactional justice as the evaluations made by employees regarding the quality of interactions between them and their supervisors. Matlala (2011) regards interactional justice as positive when the decision-maker treats the employee with respect and dignity while interaction takes place between them. Interactional justice focuses on social interactions, providing feedback and how feedback is provided to the members (Matlala, 2011).

Omboi (2011) mentions two more perceptions of interactional justice, which is interpersonal justice and informational justice. Interpersonal justice focuses on the perception of fairness of treatment when evaluating employees, meaning that employees need to be treated with sensitivity by their supervisors. Supervisors need to have empathy with outcomes, using expressions of remorse, to create perceptions of fairness (Omboi, 2011). According to Dusterhoff et al. (2014), information provided to employees must be clear regarding performance expectations, standards and feedback and why certain decisions were made. Perceptions of informational justice are regarded as more social and are based on honesty, sincerity, and logic and clarity when setting performance goals and standards (Dusterhoff et al., 2014). However, negative perceptions of employees regarding organisational justice and equity of performance assessments cause conflict amongst members of the SA Army, resulting in members that are not motivated and lacking the drive to perform (Sudin, 2011). In the next sections, the construct of motivation will be discussed.

2.11 MOTIVATION

Previous studies performed on motivation, comparing private service motivation with public service motivation, found that members in the public sector are, other than members of the private sector, intrinsically motivated. Mavhungu and Bussin (2017) argued that motivation depends on transactional rewards or transformational rewards (Mavhungu & Bussin, 2017). Transactional rewards are described as rewards that are tangible, for example, rewards in the form of money and bonuses, while transformational rewards are described as rewards that are intangible, for example, satisfaction and feeling appreciated (Mavhungu & Bussin, 2017). Motivation is the drive a person has to achieve a goal towards receiving a reward whether motivated by external factors like money, or a promotion or internal factors like personal achievement or happiness (Mavhungu & Bussin, 2017).

2.12 THEORIES OF MOTIVATION

Motivational theories that are significant to this study include Maslow's hierarchy of needs, Alderfer's ERG Theory and Herzberg's two-factor theory.

2.12.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs consists of five sets of needs which include the psychological need, safety need, social need and the self-actualisation need (Woods & West, 2015). The essence of Maslow's theory of needs is that the need is at its strongest when an individual has to fulfil their basic needs which consist of the psychological, safety and social needs before they can fulfil their higher needs, consisting of the esteem needs and the self-actualisation needs (Miner 2015). Earlier studies could not prove Maslow's theory of needs as valid, resulting in pessimistic views that unsatisfied needs do not result in motivation at the workplace (Woods & West, 2015). Motivation is complex and it is the duty of the management of the public service (SA Army) to ensure that interventions are in place to keep employees motivated in the workplace (Du Plessis, 2017). When people are used to an

environment where their needs are not met, such people will probably not develop into healthy and well-adjusted individuals (Khan, 2013).

Various criticisms were passed in previous research studies on Maslow's theory, because of the belief that, according to the theory, basic needs are only satisfied in strict order. According to Musondo (2014), Maslow's theory is too rigid because people are different from each other and do have different priorities regarding satisfying their needs. It is not "cast iron" that all people's needs progress at an even rate up to the hierarchy of needs, or that the satisfaction of needs happens systematically (Musondo 2014). It is assumed by Musondo (2014) that Maslow's theory is artificial and unreliable because it does not discuss concrete issues. Other theories that are similar to Maslow's needs theory are the Alderfer Existence, Relatedness Growth theory (ERG theory) McClelland's achievement theory and Vroom's expectancy theory.

2.12.2 Alderfer's ERG theory

Alderfer's ERG Theory is similar to Maslow's hierarchy of needs. This theory is a summary of Maslow's needs and contains only three basic groups of needs, namely the existence need, the relatedness need and the growth need (Woods & West, 2015). The existence need is a summary of Maslow's psychological need and safety needs, which is the determination of satisfying the basic requirements in an individual existence, for example, members of the SA Army who join the organisation because they feel safe in the environment, and they believe by serving the public will fulfil their needs for satisfaction and their basic requirements (Mathebule, 2012). The relatedness needs to focus on satisfying the social and interpersonal needs, according to Woods and West (2015) and the growth needs relate to Maslow's self-esteem needs as well the self-actualisation needs. These needs stem from the inner self to master tasks, to gain personal accomplishment and self-development of an individual (Miner, 2015). Workplace issues, relationships and an individual's career choice can be explained by the existence dimension, the resistance dimension and growth dimension of Alderfer's ERG Theory (Harrilal, 2012). According to Harrilal (2012), the Alderfer theory can be used to explain that ERG, from a military perspective, describes two critical factors namely: "respect for the organisation and respect for one's supervisor" (Harrilal, 2012).

2.12.3 Herzberg's two-factor theory

Frederick Herzberg believed that the public service does have factors that are satisfiers and factors that dissatisfy employees. In his theory, he encouraged organisations to get rid of those factors that are responsible for dissatisfying employees, called the hygiene factors and to encourage those that satisfy employees, called the motivators (Du Plessis, 2017). Herzberg regarded the hygiene factors as extrinsic and related them to pay, working conditions, company policies and administrative procedures (Woods & West, 2015). Herzberg regarded extrinsic factors like the ones that if they cannot meet the expectations of the employee, will cause dissatisfaction (Woods & West, 2015). Motivators, according to Herzberg, are those intrinsic factors that relate to achievement, advancement, promotion and recognition. In the SA Army, these factors need to be encouraged, because it satisfies employees (Woods & West, 2015). Malik and Naeem (2013), in a research study carried out on the Herzberg theory, found that recognition, work, development, responsibility and self-actualisation are motivators that ensure job satisfaction and high productivity, but when these factors are absent, employees do not experience job satisfaction (Malik & Naeem, 2013).

It is evident that a lack of hygiene factors creates job dissatisfaction, while their presence creates no job satisfaction rather than job satisfaction (Malik and Naeem, 2013). Hygiene factors are identified as working conditions, pay, interpersonal relations, job security, SA Army policies, administration processes and procedures of performance assessments, which include performance rewards and recognition (Malik & Naeem, 2013). There is doubt about the validity of the Herzberg theory, as this theory was tested across cultures, samples, occupations and methods and it was found that no consensus could be reached whether this theory's predictions are valid (Malik & Naeem, 2013).

2.13 PUBLIC SERVICE MOTIVATION THEORY AND PERFORMANCE ASSESSMENTS

Numerous studies were carried out on performance assessments in the industrial and organisational fields in the private sector, but little research has been done on the fairness of performance assessments and its influence on public service motivation in

the SA Army (Celik, 2014). Clerkin and Cogburn (2012) define public service motivation as the inner desire of an individual who serves as a member of the SA Army in the public service. Public service motivation is regarded by Syamsir (2016) as a characteristic and a special feature that should be part of public servants. Jensen (2016) describes public service motivation as a specific kind of motivation that is specifically directed towards public service provision. This type of motivation must be seen as a collective motivation, which focuses on increasing the well-being of a group of people, using public service delivery and is encouraged by the fairness of performance assessments, as emphasised by Jensen (2016).

Gerswin (2014) further mentions that factors like age, gender, religion and socialisation have a positive effect on the levels of public service motivation. Ritz et al. (2016) add that people are the key resource in the public service organisations and for the organisation to perform well, these people need to be motivated in order to perform. Managers of the public service have to reinforce their policies to attract, retain and reward public servants equally, as these people are in direct competition with the private sector (Ritz, Brewer, & Neumann 2016)

According to Frey, Homberg and Osterloh (2013), performance assessments fairness is linked to public service motivation, as the outcomes of the assessments have an impact on the motivation levels of public servants. However, according to Park (2014), previous research studies focused more on the effect of public service motivation on performance assessment outcomes in the private sector, rather than in the public sector. Mwale (2016) argues that performance assessments in the public service, which includes the SA Army, are negatively influenced by factors such as the way it is interpreted, the tendency that supervisors have to share information in a restrictive manner, and that assessment outcomes are vulnerable to manipulation, affecting the motivational levels of those assessed. Zhu and Wu (2016) found that although numerous studies indicated that there is a link between performance fairness and public motivation, no specific conclusion could be made regarding the relationship between the public motivation and performance assessments.

2.14 THEORETICAL FOUNDATION OF PUBLIC SERVICE MOTIVATION

Public Service motivation theory was considered to fulfil the need for motivation theory when the New Public Management was developed (Karić, 2015). Kalimullah, Alam and Nour (2012) define New Public Management as modern, with the focus on keeping key public values, despite their changing nature. Karić (2015) adds that public service motivation theory is supported by self-determination theory, transformational leadership theory and person–organisational fit.

2.14.1 Self-determination theory and public service motivation

Several research studies were done on public service motivation theories. However, the theory of self-determination, which is one of the main theories of public service motivation was not included in these research studies (Andrews, 2016). Self-determination is of critical importance to understand public service motivation, because every person, no matter where he/she is working, has to satisfy their basic needs and wants to be in control of his/her own life (Andrews, 2016). Three aspects, forming part of self-determination, is autonomy, competence and relatedness, which forms the foundation of public service motivation and is influenced by intrinsic motivation (Andrews, 2016).

Autonomy is displayed when a person takes own decisions regarding important matters (Clerkin & Cogburn, 2012).. Members of the SA Army's competence is shown by doing their tasks successfully and effectively the first time around (Clerkin & Cogburn, 2012). These members are self-determined and intrinsically motivated members to serve the public, they relate and are attracted to the public service, doing severe training to be competent, and through this kind of training, they can work autonomously because they are trained to use their initiative (Andrews, 2016).

2.14.2 Transformational leadership theory and public service motivation

Transformational leadership is focused on developing individuals (Arnold & Loughlin, 2010). This leadership style is known for having positive effects on an individual's motivation as it embarks on individual consideration, inspirational motivation and intellectual stimulation, which are factors that need more attention in the SA Army

(Arnold & Loughlin, 2010). The challenges faced by the public due to a rapid changing environment, compel the Public Service to be more innovative in their responses and actually force the Public Service to adapt a leadership style which enhances employee involvement and employee participation in decision-making and to inspire employees to be enthusiastic in achieving the goals of the organisation (Nusair, Ababneh & Kyung Bae, 2012). According to research studies, transformational leadership is the most considered leadership style to deal with challenges which occur owing to the changing and dynamic environment, as it contains all the elements to transform employees in improving their performance levels for this aim (Nusair et al., 2012).

Mencil, Wefald and Van Ittersum (2016) concurs that transformational leaders connect with their employees, and employees identify with the leader through the awakening of strong emotions, the leader encourages, supports and coaches the employee, the leader shares the vision with the employee and ensures that employees are aware of existing problems and are also learning how to solve these problems in creative ways. It is evident from literature that, through transformational leadership, public service motivation is strengthened, because these leaders give public servants (members of the SA Army) pride as they are being equipped to face challenges through inspiration and to make a difference to the public, as well as in their own organisation where they fit in (Arnold & Loughlin, 2010).

2.14.3 Person-organisation fit and public motivation

Person-organisation fit is described by Neumann (2016) as the match between a person's characteristics and the work environment. Both the person and the organisation determine whether the two are compatible. However, the person needs to feel a sense of job satisfaction, less work-related stress and commitment towards the organisation (Neumann, 2016). Person-organisational fit depends on the support of the leaders of the organisation, meaning that employees need to work in a supportive environment, and how the employees are being treated by these leaders. As discussed earlier, transformational leadership can contribute to finding the match between the person and the organisation (Neumann, 2016).

Contributing to the search of the person-organisation fit is the four dimensions of public service motivation, because a person has to be attracted to the job environment,

he/she must be compassionate about the job and must be committed to serving the organisation, and he/she must be prepared to sacrifice his/her own needs or interests to serve others and the organisation (Clerkin & Cogburn, 2012).

2.15 DIMENSIONS OF PUBLIC SERVICE MOTIVATION

Clerkin and Cogburn (2012) found that public service motivation consists of four dimensions, namely attraction to public participation, commitment to public values, compassion and self-sacrifice.

2.15.1 Attraction to public participation

People are attracted to the public service because of the benefits and high salaries offered by the public service and their sense of duty to serve the public (Mihalcioiu, 2011). According to Mihalcioiu (2011), public service organisations like the SA Army are perceived as a place of safety for those who have minimum skills and for those who are under-motivated. Syamsir (2016) maintains that public servants with more public service motivation values have more attraction to the public and are more willing to volunteer than those working in the private sector.

According to Gerswin (2014), it is believed that whenever levels of public service motivation increase, people will be attracted to the public service and their levels of performance in their job will also increase. He states, however, that public service motivation is not only bound to the public service but this type of motivation is higher in the public service (Gerswin, 2014). Attraction to public policy links to satisfaction, derived from the affected desired policy change, which stems from a rational motive, playing a role in the fulfilment of self-importance, with the focus on behaviour (Clerkin & Cogburn, 2012). Kim and Vandenberg (2010) further state that attraction to public policy is a desire which is concerned with satisfying one's personal needs while the public interest is served.

Attraction to perform public service depends on individuals' strong norms and emotions. Individuals experience an intense intrinsic desire to be part of the public service, which is called public service ethic (Gerswin, 2014). Through public service ethic, people are attracted to the public service with the aim to challenge perceptions

that this service is self-interested. Inherited from public service ethic are high levels of motivation, trust by the public and high levels of productivity (Gerswin, 2014).

2.15.2 Commitment to public values

Commitment to public interest involves normative motives that display a sense of loyalty towards the government and community (Clerkin & Cogburn, 2012). Social, cultural norms and values are associated with norm-based motivation, which displays the commitment to civic duty and compassion dimensions (Yousaf, Zafar & Abi Ellahi, 2014). This dimension is also termed the norm-based motive, which is based on a person's longing to be part of society and to fulfil obligations deriving from it (Kim, 2012). Kim (2012) further posits that commitment is pursuing public values using personal disposition.

2.15.3 Compassion

Compassion is related to the measurement of affective motivation regarding an individual's commitment to an important social programme according to Clerkin and Cogburn (2012). Kim and Vandenabeele (2010) add that compassion is a public service motive that entails love and concern for others and a desire that others must be protected but they highlighted that some people feel that those in need are not willing to take the first step to a better life and are not interested to help where help is needed, showing a lack of compassion towards the poor and needy.

2.15.4 Self-sacrifice

Self-sacrifice is based on a person's unconditional belief to serve society, not taking into consideration what he/she can get out of the deal afterwards (Clerkin & Cogburn, 2012). Affective motives are associated with emotions to self-sacrifice and relate to the substitution of service for personal rewards (Yousaf et al., 2014). People who value self-sacrifice will rather do good unto others, improving the well-being of the community in order for them to satisfy their own inner needs (Kim & Vandenabeele, 2010). These types of people need to have strong public service motivation in order for them to sacrifice their own needs, even if they have to lose rewards (Kim & Vandenabeele, 2010; Wright et al., 2013).

Yousaf et al. (2014) summarise by claiming that these four dimensions originate from rational, affective and norm-based motives. Jacobsen, Hvited and Andersen (2014) described rational motives as a person's actions to receive a greater outcome for minimum input. Norm-based motives are actions of a person to abide by norms, while affective motives are the way a person feels towards a situation (Jacobsen et al., 2014). Social, cultural norms and values are associated with norm-based motivation which displays the commitment to civic duty and compassion dimensions (Yousaf et al., 2014).

Regarding rational motives, it is reflected in the study by Jankingthong and Rurkkhum (2012) that employees are allowed to participate in the process of policy making, they are committed to public programmes, recognising their personal identity, and making their special or private interests known. Norm-based motives reflect the employees' loyalty towards serving the public, their desire to carry out their duties with diligence and to fulfil their role as public servants towards the government as a whole, taking into consideration social equity (Jankingthong & Rurkkhum, 2012). Also, affective motives involve the feeling of commitment employees have towards public programmes and their true loyalty towards social wellbeing and being patriotic (Jankingthong & Rurkkhum, 2012).

2.16 SUMMARY

This chapter reviewed the literature on performance management, especially highlighting the performance assessments process regarding fairness, based on organisational justice and its effect on public motivation in the public service. The literature on performance management indicated that organisations could not be productive if the performance management system to assess performance is not properly interpreted and managed. The performance management system during the 1980s lacked strategic direction because the focus was short term since it was only considered a top to bottom approach, with no input from subordinates. Globalisation, competition and changes in the environment that the organisation is operating in changed the approach of the performance management system to a more participative system, allowing participation of subordinates to make the system a success.

The performance management process, as indicated by various literature sources, is a systematic process, which includes planning, goal setting, goal alignment, coaching and a performance review and is subject to a legislative and regulatory framework guiding the process. As an element of the performance management system, the performance assessment process is used to assess the performance of employees in the SA Army and has certain goals and purposes and responsible people and entities to ensure the proper implementation, monitor, and to report on performance. The performance assessments are applied using different approaches and are also prone to errors, which must be avoided at all times to ensure fair and just assessments.

Performance assessments are based on theories such as expectancy, equity and goal setting theories and need to be perceived as fair regarding organisational justice to have a positive effect on motivation. Public motivation and its theories were discussed, as the study was carried out in the public sector, namely the SA Army, and because the perceived fairness of performance assessments does have an impact on the motivational levels of members of the SA Army according to literature. The next chapter will describe the research methods used in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter gives an overview of the research approach adopted by the researcher for the completion of the study. The objectives of the study were to measure members of the SA Army's perceived performance assessment fairness and public service motivation levels. Also, the objectives were to establish whether there are differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks; and to establish if there is a relationship between their perceived fairness of performance assessment system and their public service motivation levels. To achieve these objectives, some research questions were formulated, namely what are the members of the SA Army's perceived fairness of the performance assessment system? What are their perceived public service motivation levels? Are there any differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks? What is the relationship between perceived performance fairness of the performance assessment system and public service motivation?

The research philosophy, research design, target population and sampling are discussed. The chapter highlights which research instrument will be used to collect data, how data was collected and analysed to answer the research questions. Reliability and validity, as well as the ethical principles the researcher needs to comply with, have been discussed. The chapter concludes with a summary of the research methodology used for this research study.

3.2 RESEARCH PHILOSOPHY

Research is described by Maimela (2015) as a systematic investigation regarding a research problem that exists, by collecting, analysing and interpreting data with the aim to answer research questions originating from the research problem. Philosophy is described by Bryman and Bell (2014) as beliefs that exist to explore a particular assumption logically with the aim to gain knowledge. The researcher pursued the

positivist philosophical approach with the aim to obtain objective facts and truths, as this approach will also allow for collecting quantifiable data and its statistical analysis (Mligo, 2016; Gray, 2013). The reason for adopting this approach is that using a quantitative research method, the relationship between a dependent variable (performance assessments) and an independent variable (public service motivation) can be measured (Maimela, 2015).

3.3 RESEARCH METHODOLOGY

The researcher found a quantitative research method suitable to reach the aim of this study. According to O' Gorman and Macintosh (2014), a quantitative research method measures a problem and determines an instrument to measure how two or more variables affect each other. In this study, the relationship between employee perceived fairness of performance assessment fairness (dependent variable) and public motivation (independent variable) is investigated. This type of research method is associated with statistical analysis and numerical data collection (O' Gorman & Macintosh, 2014). The purpose of a quantitative method is to determine the characteristics of a number of people and to determine what type of population reveals a specific characteristic, with the aim to establish whether a relationship exists between variables measured (Brannen, 2017). A quantitative research method is descriptive, data-driven and establishes a theoretical relationship when a connection is found between variables through statistical analysis (Brannen, 2017).

The reason why the researcher found the quantitative research method suitable for this research study is that by making use of a quantitative research method, data can be collected and administered and evaluated within a short time frame, data is reported by means of numbers, which makes comparisons between variables easy, reliability is critically analysed by means of the Cronbach's Alpha; and by using a questionnaire, the extent of respondents' agreement and disagreement can be determined (Christensen et al., 2011).

3.4 RESEARCH DESIGN

A research design is a plan which guides researchers on how to do research and why research needs to be done (Mackey & Gass, 2015). The research design for this study

will be a correlational research design, because it is a quantitative method of research, to measure two or more variables and to determine the relationship of two or more variables of the same group of people (Elias & George, 2012). The researcher has aimed to establish the relationship between employee perception of fairness of performance assessments (independent variable) and public motivation (dependent variable) and found this research design suitable to decide on the appropriate answers to the research questions (Bryman & Bell, 2014). The reason for a quantitative research approach in this study is that data was collected using a questionnaire and data collected was analysed numerically and statistically and presented in the form of graphs and tables descriptively, as this is the nature of a quantitative research approach (Dube, 2014).

3.5 TARGET POPULATION AND SAMPLING

According to Diane (2012), a population is a group of subjects which is found suitable to choose a sample from to participate in a research study. The target population for this research study consists of 416 members of the SA Army from which a sample of 199 respondents was selected across rank levels. The population was chosen from three different military units, namely the Joint Tactical Headquarters North-West and 10 South African Infantry Battalion both situated in Mafikeng, as well as 2 South African Infantry Battalion, which is situated in Zeerust. The researcher chose this population because they are easily accessible and they have at least 10 years' experience being involved in performance assessments and public motivation. The population is all active on the payroll of the SA Army. The sample chosen from the population is 199 members who represent the population of 416 members. A total of 199 questionnaires were handed out to the sample and was personally delivered by the researcher. A total of 199 questionnaires were completed by the sample (respondents), and a total of 199 questionnaires were returned to the researcher. The response rate for this study was 99% which is considered an excellent response rate Denscombe (2014). This author states that a good response rate is when the majority of the population responded to the questionnaire, leaving no space for a margin of error as in the case of this study (Denscombe, 2014).

3.6 SAMPLING PROCEDURE AND SAMPLING TECHNIQUE

The researcher found the probability sampling procedure suitable for this study due to its quantitative nature and because, when doing a probability sampling procedure, all members of the chosen population have an equal chance to be included in the sample (Mathebula, 2012). The sampling technique that was used for the study is the simple random sampling technique, which is a technique that allows for the random selection of members from the population. A current payroll of the SA Army was used to determine the participants in the study. The respondents were randomly selected from the current payroll and permission was obtained to make use of 200 questionnaires randomly selected from the payroll.

3.7 MEASURING INSTRUMENT

As already indicated, a correlational cross-sectional survey design was chosen as the data gathering method. A correlational cross-sectional survey design, according to literature sources, is used to determine relationships between variables at a single point and time, as was done in this research study (Kuada, 2012). The benefits of a correlational cross-sectional survey are that this method is cheap and is quick and easy to execute (Christensen et al., 2011). This design made it easy for the researcher to choose a questionnaire as a measuring instrument to collect data because a correlational cross-sectional design is based on a questionnaire (Howe, 2011).

A questionnaire is described by Howe (2011) as a document containing a prepared set of questions which are presented to a sample for completion. According to this author, a questionnaire is a commonly used instrument which might save the researcher time and money (Howe, 2011). Two constructs were measured, namely perceived fairness of performance assessments and public service motivation. The questionnaire consists of three sections.

Section 1: Demographic Information

This section aims to collect data on the demographic characteristics of the sample which includes the respondents' age group, gender, and number of years of service in the South African Army, qualification level and rank/salary level. These control

variables were used to establish whether there are differences in the mean perceived performance assessments fairness and public service motivation scores between males and females, age groups and ranks.

Section 2: Employees' perceived performance assessment fairness questionnaire

This questionnaire was adapted from the questionnaire developed by Colquit (2001). The perceived performance assessment fairness questionnaire consists of four factors that determine fairness, namely procedural justice, distributive justice, interpersonal justice and informational justice. This questionnaire consists of 20 items which were grouped as follows:

- Procedural justice – seven items
- Distributive justice – four items
- Interpersonal justice – four items
- Informational justice – five items

A five-point Likert Scale was used to measure the employees' perceived performance assessment fairness, ranging from 1 (not at all) to 5 (to a very great extent).

Section 3: Public Service Motivation

The International Public Service Motivation questionnaire that was developed by Christensen, Desmarias, Koumenta, Leisink, Liu, Palidauskaite, Kim, Vandenbeeel, Wright, Andersen and Cerase (2016), was used to measure the members of the South African Army's perceived public service motivation levels. The questionnaire consists of 16 items and four factors:

- Attraction to public participation – four items
- Commitment to public values – four items
- Compassion – four items
- Self-sacrifice – four items

In this survey questionnaire to measure the employees perceived public service motivation levels, a five-point Likert scale (1= strongly disagree, 5 = strongly agree) was used.

3.8 DATA COLLECTION

Data was collected using a closed-ended self-administered questionnaire. The questionnaire was delivered personally by hand by the researcher to the three military units. The sample was randomly selected to ensure respondents do have an equal chance to participate in the study. A total of 200 questionnaires were distributed, and 199 questionnaires were received by the researcher. The cost of administering the questionnaires was minimum, as the units are close to each other. The questionnaires were completed during working hours as arranged with the Officer Commandings of the three units.

3.9 PROCEDURES FOR QUANTITATIVE DATA ANALYSIS

The data collected using the quantitative research approach, using a questionnaire, was transformed in useful information to assist in giving suggestions and to support decisions in the SA Army, regarding perceptions of performance assessments and public service motivation through data analysis and interpreting analysed data (Punch, 2013). Data analysis was performed using the Statistical Package of Social Science (SPSS) (Babbie, 2011). To achieve the objectives and to provide answers to the research questions, the researcher relied on the following statistical methods:

3.9.1 Descriptive statistics

Data were analysed using descriptive statistics to summarise the data collected from the sample to determine the characteristics of the sample (Christensen et al., 2011). The nature of descriptive statistics, according to Holcomb (2016), is to assist in summarising and organising vast amounts of data. In this study, descriptive statistics described the sample of 199 (n) chosen from a population of 416 (N) as well as the measures used; and summarised data into simple graphs, tables, means, standard deviations and frequencies (Bryman & Bell, 2014). The reason why the researcher made use of descriptive statistics was that this method makes it easy to manage

quantifiable data more sensibly, and it allows for simple summaries of data (Babbie, 2011).

3.9.2 An independent T-Test

A T-Test according to literature is used to determine the mean scores between two groups. In this case, an independent t-test was used to determine the mean score between males and females in section 1 (demographics) (Punch, 2013). According to the literature, when the t-score is large, the difference between the groups is large, and when the t-scores are small, the differences between the t-scores are small (Babbie, 2011). The t-test was found suitable for the study because it is a simple design, used to determine whether the mean of one variable is really different from the other variable (Babbie, 2011). The reason for using the t-test was to determine whether there is a difference in the mean perceived performance assessment fairness and public service motivation scores between males and females.

3.9.3 Analysis of Variance (ANOVA)

The Analysis of Variance (ANOVA) is described by Punch (2013) as a statistical analysis to determine the differences between means and groups. ANOVA comprises a gathering of group statistical models and the procedures relevant to ANOVA, used to determine differences between groups by analysis (Colquitt & Rodell, 2015). In this study, performance assessment (independent variable) and public motivation (dependent variable) was the stimuli to use ANOVA, in order to determine the relationship between the two, because ANOVA is stimulated by an independent and dependent variable, according to literature (Babbie, 2011). The analysis of variance test (ANOVA) was used to determine the differences in mean perceived performance assessment fairness and public service motivation scores between the demographic variables, such as age groups and ranks.

3.9.4 Pearson product-moment correlation coefficient

Pearson product-moment correlation coefficient, according to literature, is used to measure association's strengths between two quantitative variables, to enable the determination of linearity (Bryman & Bell, 2014) The relationship between variables

needs to be linear in order to be measured by the Pearson product-moment correlation coefficient, meaning that this method is used for correlation only (Punch, 2013). The Pearson correlation test (r) was computed for section 2 (employee perceived fairness of performance assessments - dependent variable) and section 3 (public service motivation - independent variable) of the questionnaire to determine the strength of a linear relationship between variables and to confirm the nature of the relationship between these two variables.

3.10 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

According to Babbie (2011), validity is the true reflection of what is measured and the accuracy of the presentation of results which were obtained from the data analysed. Diane (2012) described validity as the accuracy of the differences in the measuring tool versus the accuracy of respondents that were measured. To ensure the validity of the study the researcher made use of a positivist paradigm, which is quantitative, to ensure that the instrument used measures what is supposed to be measured, as this instrument was specific and accurate and the sample was relatively large (Diane, 2012).

Reliability according to Bryman and Bell (2014), is the measurement of consistency regarding measures used in business management concepts, for example, measures used to determine employee motivation. The Cronbach's Alpha was used to determine reliability in this study because Cronbach's Alpha is a reliability coefficient used to determine positive correlations between variables. According to Bryman and Bell (2014), the alpha coefficient varies between 0 and 1. When the alpha coefficient is 0, there will be no correlation and internal consistency, but when the alpha coefficient is 1, there will be a perfect correlation and complete internal consistency (Bryman & Bell, 2014). The Cronbach's Alpha for the two measuring instruments is depicted in tables 3.1 and 3.2. The reliability results are presented in the table below.

Table 3.1: Cronbach's alphas for the perceived performance assessment fairness scale

Data	Cronbach's Alpha	Items	Comments
Section B			
Procedural justice	0,91	7	Excellent and consistent
Distributive justice	0,94	4	Excellent and consistent
Interpersonal justice	0,95	4	Excellent and consistent
Informational justice	0,91	5	Excellent and consistent
Total perceived performance assessment fairness scale	0,96	20	Excellent and consistent

Table 3.2: Cronbach's alphas for the public service motivation scale

Data	Cronbach's Alpha	Items	Comments
Section C			
Attraction to public participation	0,92		Excellent and consistent
Commitment to public values	0,92		Excellent and consistent
Compassion	0,92		Excellent and consistent
Self-sacrifice	0,93		Excellent and consistent
Total public service motivation scale	0,97		Excellent and consistent

The overall Cronbach's alpha value of the total perceived performance assessment fairness scale was 0.96, while the total public service scale was 0,97. The Cronbach's

alpha for all the factors in Section B and Section C are all greater than the cut-off point of 0,7. Therefore, it is concluded that both scales were excellent and consistent.

3.11 ETHICAL CONSIDERATION

The ethical consideration includes avoidance of biases, confidentiality, informed consent, the action and competence of the researcher to undertake the study, and reporting of the findings of the study by the researcher (Du Plessis & Van Niekerk, 2017). Ethical consideration is subject to principles which include beneficence, autonomy, informed consent, privacy and respect for others (Harillal, 2012). The researcher ensured that the study does not have any harmful effect on the respondents, as they were ensured that the information they are giving, as well as their identity, would be confidential and anonymous, as stated in the introduction of the questionnaire. Informed consent, using a written request compiled by the researcher, was obtained from all respondents before they participated in the study researcher (Du Plessis & Van Niekerk, 2017).

The researcher has the necessary skills and training in the specific research method, which in this study will be the quantitative research method, to continue with the collection of data, its analysis and the reporting of the study. When reporting results of the data collected, the researcher ensured that all identities of respondents were protected, requiring that no respondent be identified after the study, as stated in the introduction of the questionnaire used researcher (Du Plessis & Van Niekerk, 2017). The researcher is, therefore, at all times aware that although in "good faith", the chances still exist, while interacting with respondents, that harm can be caused, whether psychological, social or financial (Harilal 2012). The harm caused can, therefore, result in the damaging self-esteem of participants, lawsuits, loss of employment, to name but a few (Harillal, 2012). The researcher submitted all relevant documentation to the Business School of North-West to obtain ethical clearance in order to continue with the study, and it was approved.

3.12 SUMMARY

This chapter gave a background regarding the research methods that were used to collect data in order to answer the research questions on the study of assessing

employees' perceived performance assessment fairness and public motivation in the SA Army within the North-West province. Quantitative research methodology regarding the research approach, the design, population and sampling, and ethical principles were discussed. Chapter Four will focus on the analysis of the data which was collected, and these results will be presented.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

Chapter Three contains discussions regarding the research methods, which were used in this study that enabled the researcher to collect data needed. Chapter Four presents the analysis of the data and interpretation of results obtained by a questionnaire administered to the employees currently employed by the Department of Defence, on all rank levels, stationed at three different units. Descriptive statistics were used and presented in the form of graphs, pie charts and tables to clarify analysed results of data collected. The data is presented and analysed in order to address the research objectives presented in chapter one. The questionnaire had three sections, namely, Section A: Demographic information, Section B: Employee perceived fairness and Section C: Public service motivation.

4.2 DESCRIPTIVE STATISTICS OF DEMOGRAPHIC CHARACTERISTICS, PERCEIVED PERFORMANCE ASSESSMENT FAIRNESS AND PUBLIC SERVICE MOTIVATION

4.2.1 Descriptive statistics of demographic characteristics

Descriptive statistics were used to present the demographic variables of the study. This section presents the results on demographic information of the respondents.

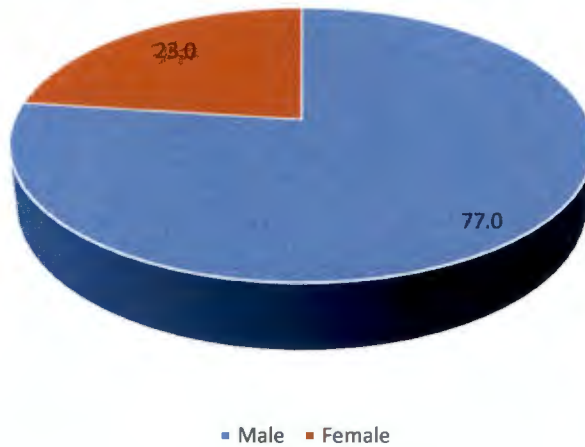
Figure 4.1: Gender Distribution

Figure 4.1 depicts the gender distribution of the respondents who participated in the study. The majority (77,0%) of the respondents who participated in the study were males (77,0%), while 23,0% of the respondents were females. This means that the male participants dominated the gender category.

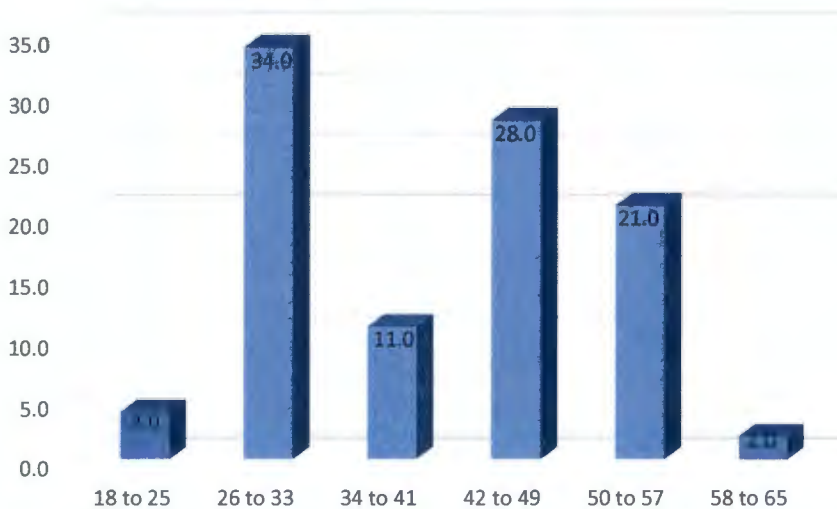
Figure 4.2: Age group

Figure 4.2 revealed that the majority (34,0%) of the respondents falls between the age group of 26 - 33 category followed by 42 - 49 age categories with 28,0%. The fewest

respondents fall between the age group of 58 - 65 years with 2,0%. This clearly shows that the age group of 42 - 49 years dominated the age category.

Figure 4.3: Number of years' service in the Army

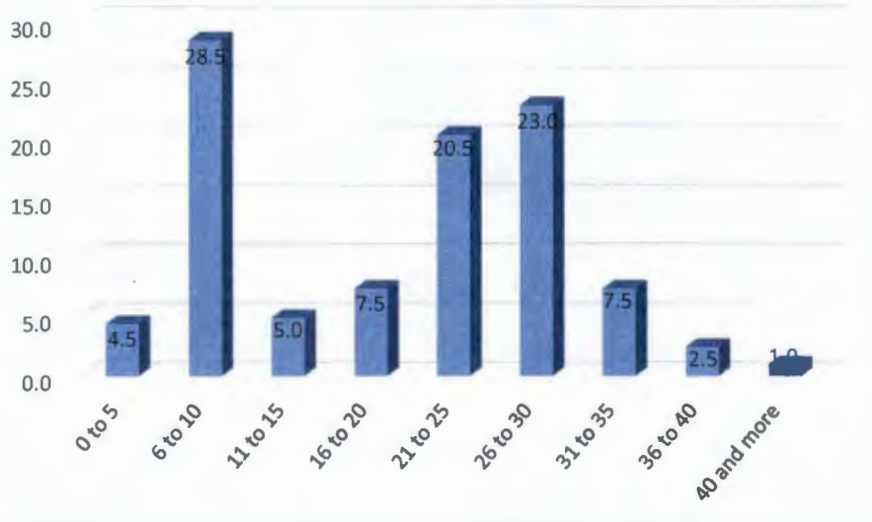
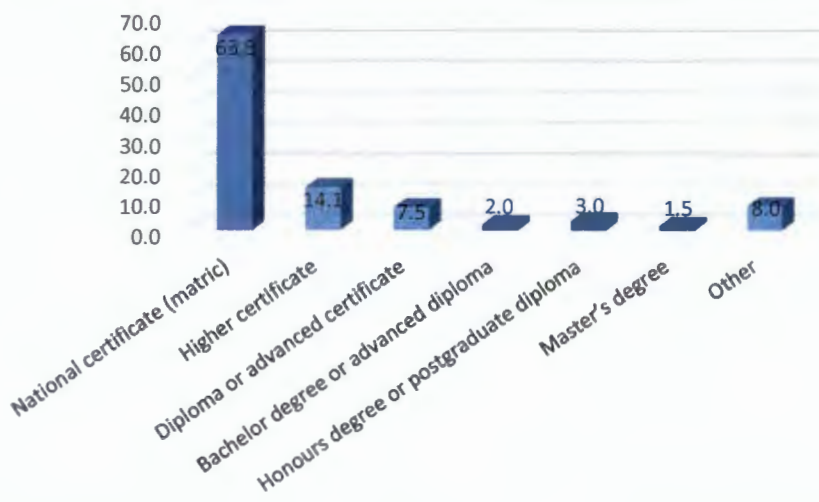


Figure 4.3 depicts that the majority (28,5%) of the respondents indicated that they have been working for the Army for 6 – 10 years, followed by those who have been working for the Army for 26 – 30 years with 23,0%. The lowest (1,0%) proportion of the respondents has been working for the Department of Defence for at least 40 years.

Figure 4.4: Qualification level



The figure above shows that the majority (63,8%) of the respondents have a National Certificate (matric) as their highest qualification, followed 14,1% of the respondents with Higher Certificate and the lowest qualification is a Master's degree with 1,5%.

Figure 4.5: Rank/Salary level

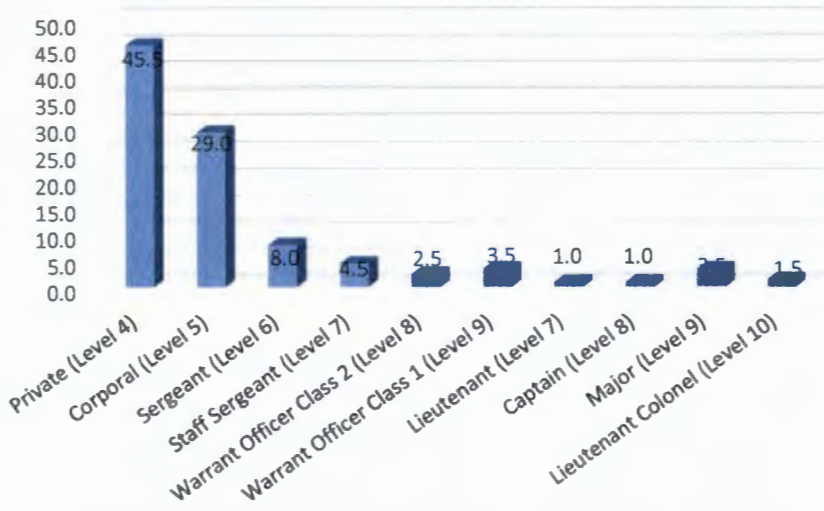


Figure 4, 5 above depicts that the majority (45, 5%) of the respondents are on level 4, followed by 29, 0% of those who are on level 5 and the lowest is 1.0% of the respondents on either level 7 or level 8. This clearly shows that level 4 (Private) dominated the Rank/Salary level category.

4.2.2 Descriptive statistics of employees' perceived performance assessment fairness

The descriptive statistics of the employees' perceived performance assessment fairness is depicted in table 4.1 and table 4.2.

Table 4.1: Descriptive statistics of the perceived performance assessment fairness measurement items

Items	N	Min	Max	Mean	SD
Have you been able to express your views and feelings during the implementation of the performance management system?	199	1	5	1,88	1,117

Items	N	Min	Max	Mean	SD
Have you had influence over the performance assessment arrived at by the performance management system?	199	1	5	1,85	1,061
Has the performance management system been applied consistently?	199	1	5	1,97	1,139
Has the performance management system been free of bias?	199	1	5	1,91	1,102
Has the performance management system been based on accurate information?	199	1	5	1,96	1,093
Have you been able to appeal against the performance assessment arrived at by the performance management system?	199	1	5	1,73	1,085
Has the performance management system upheld ethical and moral standards?	199	1	5	1,88	1,090
Does your performance assessment reflect the effort you have put into your work?	199	1	5	2,11	1,228
Is your performance assessment appropriate for the work you have completed?	199	1	5	2,14	1,258
Does your performance assessment reflect what you have contributed to the army?	199	1	5	2,08	1,249
Is your performance assessment justified, given your performance?	199	1	5	2,04	1,245
Has he/she treated you in a polite manner?	199	1	5	2,43	1,253
Has he/she treated you with dignity?	199	1	5	2,54	1,274

Items	N	Min	Max	Mean	SD
Has he/she treated you with respect?	199	1	5	2,53	1,270
Has he/she refrained from improper remarks or comments?	199	1	5	2,40	1,298
Has he/she been candid in his/her communications with you?	199	1	5	2,30	1,226
Has he/she explained the performance assessment system thoroughly?	199	1	5	2,20	1,193
Were his/her explanations regarding the performance assessment system reasonable?	199	1	5	2,15	1,188
Has he/she communicated details of the performance assessment system promptly?	199	1	5	2,20	1,255
Has he/she seemed to tailor his/her communications to individuals' specific needs?	199	1	5	2,10	1,073
Perceived performance assessment fairness scale	199	1	5	2,16	,904

Table 4.1 presents the responses to the questions relating to the perceived performance assessment fairness. The respondents were requested to respond to twenty of those statements. They were asked to choose from the following description ranges (1 = not at all; 2 = to a small extent; 3 = to a moderate extent; 4 = to a great extent and 5 = to a very great extent). The following interpretive scale for the results was used to assist in the interpretation of the results: 1 -1,50 = not at all; 1,51 – 2,50 = to a small extent; 2,51 – 3,49 = to a moderate extent; 3,50 – 4,49 = to a great extent; and at least 4,5 - 5 = to a very great extent.

According to the results in Table 4.1, questions 1-7 measured the procedural justice factor. These items were all rated to a small extent, for example, have you been able to express your views and feelings during the implementation of the performance

management system ($M = 1,88$; $SD = 1,12$), have you had influence over the performance assessment arrived at by the performance management system ($M = 1,85$; $SD = 1,06$), has the performance assessment system been applied consistently ($M = 1,97$; $SD = 1,14$), has the performance assessment system been free of bias ($M = 1,91$; $SD = 1,10$), has the performance assessment system been based on accurate information ($M = 1,96$; $SD = 1,09$), have you been able to appeal against the performance assessment arrived at by the performance management system ($M = 1,73$; $SD = 1,09$) and has the performance assessment system upheld ethical and moral standards ($M = 1,88$; $SD = 1,09$). The mean score ($M = 1,89$; $SD = 0,87$) for the procedural justice factor was at the low-point of the scale (to a small extent).

Questions 8-11 measured the distributive justice factor. These items were also rated to a small extent, for example, does your performance assessment reflect the effort you have put into your work ($M = 2,11$; $SD = 1,23$), is your performance assessment appropriate for the work you have completed ($M = 2,14$; $SD = 1,26$), does your performance assessment reflect what you have contributed to the department ($M = 2,08$; $SD = 1,25$), and is your performance assessment justified, given your performance ($M = 2,04$; $SD = 1,25$). The mean score ($M = 2,09$; $SD = 0,90$) for the distributive justice factor was well below the mid-point of the scale (small extent).

Questions 12-15 measured the interpersonal justice factor. Has he/she treated you in a polite manner ($M = 2,43$; $SD = 1,25$) was rated to a small extent, while has he/she treated you with dignity ($M = 2,54$; $SD = 1,27$) was rated to a moderate extent. Has he/she treated you with respect ($M = 2,54$; $SD = 1,27$) was also rated to a moderate extent. Has he/she refrained from improper remarks or comments ($M = 2,40$; $SD = 1,30$) was rated to a small extent. The mean score ($M = 2,47$; $SD = 1,89$) for the interpersonal justice factor was just below the mid-point of the scale (small extent).

The informational justice factor was measured by questions 16-20. The ratings for all five items were "to a small extent". Has he/she been candid in his/her communications with you ($M = 2,30$; $SD = 1,23$), has he/she explained the performance assessment system thoroughly ($M = 2,20$; $SD = 1,19$), were his/her explanations regarding the performance assessment system reasonable ($M = 2,15$; $SD = 1,19$), has he/she communicated details of the performance assessment system promptly ($M = 2,20$; $SD = 1,26$) and had he/she seemed to tailor his/her communications to individuals'

specific needs ($M = 2,10$; $SD = 1,07$). The mean score ($M = 2, 19$; $SD = , 90$) for the informational justice factor was well below the mid-point of the scale (small extent). The mean score ($M = 2, 16$; $SD = 0, 90$) for the perceived performance assessment fairness scale was significantly below the mid-point of the scale (small extent). The overall interpretation of the mean scores of performance assessment fairness factors and scale indicates that all the mean scores are below the midpoint ($M = 2, 50$; $SD = , 90$), meaning that respondents perceived their performance assessment as unfair.

The descriptive statistics of the employees' perceived performance assessment fairness on the four organisational justice factors and scale is illustrated in table 4.2.

Table 4.2: Descriptive statistics of the performance assessment fairness factors and scale

Factors and scale	N	Min	Max	Mean	SD
Procedural justice	199	1	5	1,89	,874
Distributive justice	199	1	5	2,9	1,142
Interpersonal justice	199	1	5	2,47	1,188
Informational justice	199	1	5	2,19	1,015
Perceived performance assessment	199	1	5	2,16	,904

4.2.3 Descriptive statistics of employees' public service motivation levels

The descriptive statistics of the public service motivation items is depicted in table 4.3 while the descriptive statistics for the four factors and scale is illustrated in table 4.4.

Table 4.3: Descriptive statistics of the public service motivation items

Items	N	Min	Max	Mean	SD
I admire people who initiate or are involved in activities to aid my community	199	1	5	3,71	1,300
It is important to contribute to activities that tackle social problems	199	1	5	3,81	1,256
Meaningful public service is very important to me	199	1	5	3,93	1,248
It is important for me to contribute to the common good	199	1	5	3,95	1,205
I think equal opportunities for citizens are very important	199	1	5	4,11	1,213
It is important that citizens can rely on the continuous provision of public services	199	1	5	3,87	1,299
It is fundamental that the interests of future generations are taken into account when developing public policies	199	1	5	3,91	1,294
To act ethically is essential for public servants	199	1	5	3,89	1,249
I feel sympathetic to the plight of the underprivileged	199	1	5	3,90	1,266
I empathise with other people who face difficulties	199	1	5	3,97	1,204
I get very upset when I see other people being treated unfairly	199	1	5	4,11	1,241
Considering the welfare of others is very important	199	1	5	4,11	1,199
I am prepared to make sacrifices for the good of society	199	1	5	4,07	1,153

Items	N	Min	Max	Mean	SD
I believe in putting civic duty before self	199	1	5	3,94	1,179
I am willing to risk a personal loss to help society	199	1	5	3,92	1,228
I would agree to a good plan to make a better life for the poor, even if it costs me	199	1	5	4,10	1,126
Public service motivation scale	199	1	5	3,96	1,000

Table 4.3 presents the responses to the questions relating to employees' public service motivation, while Table 4.4 presents the mean scores for the PSM factors and scale. The respondents were requested to respond to sixteen of those statements. They were asked to choose from the following description ranges (1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree and 5 = strongly agree). To assist in the interpretation of the results, the following interpretive scale for the results: 1 - 1,50 = strongly disagree; 1,51 – 2,50 = disagree; 2,51 – 3,49 = neither agree nor disagree; 3,50 – 4,49 = agree; and 4,5 -5 = strongly agree.

The respondents agreed to all the sixteen items listed in the above table since their mean values are all between 3.50 and 4.49. The attraction to the public participation factor was measured by four questions, namely I admire people who initiate or are involved in activities to aid my community (M = 3,71; SD = 1,30), it is important to contribute to activities that tackle social problems (M = 3,81; SD = 1,26), meaningful public service is very important to me (M = 3,93; SD = 1,25), and it is important for me to contribute to the common good (M = 3,95; SD = 1,21). The mean score (M = 3, 85; SD = 1, 12) for the attraction to the public participation factor was at the moderate point of the scale (agree category) (see table 4.4).

The commitment to public values factor was measured by four questions. I think equal opportunities for citizens are very important (M = 4,11; SD =1,21), it is important that citizens can rely on the continuous provision of public services (M = 3,87; SD = 1,30), it is fundamental that the interests of future generations are taken into account when

developing public policies ($M = 3,91$; $SD = 1,30$) and to act ethically is essential for public servants ($M = 3,89$; $SD = 1,25$). The mean score for the commitment to public values factor ($M = 3,95$; $SD = 1,13$) was well above the moderate point of the scale (agree category (see table 4.5).

The following four questions measured the compassion factor. I feel sympathetic to the plight of the underprivileged ($M = 3,90$; $SD = 1,27$), I empathize with other people who face difficulties ($M = 3,97$; $SD = 1,20$), I get very upset when I see other people being treated unfairly ($M = 4,11$; $SD = 1,24$) and considering the welfare of others is very important ($M = 4,11$; $SD = 1,20$). The mean score for the compassion factor ($M = 4,02$; $SD = 1,10$) was at the moderate point of the scale (agree category).

The self-sacrifice factor was measured by four questions. I am prepared to make sacrifices for the good of society ($M = 4,07$; $SD = 1,15$), I believe in putting civic duty before self ($M = 3,94$; $SD = 1,18$), I am willing to risk personal loss to help society ($M = 3,92$; $SD = 1,23$) and I would agree to a good plan to make a better life for the poor, even if it costs me ($M = 4,10$; $SD = 1,13$). The mean score for the self-sacrifice factor ($M = 4,01$; $SD = 1,07$) was at the moderate point (agree category) while the mean score for the total public service motivation scale ($M = 3,96$; $SD = 1,00$) was also at the moderate point of the scale (agree category).

Table 4.4: Descriptive statistics of the public service motivation factors and scale

Factors and scale	N	Min	Max	Mean	SD
Attraction to public participation	199	1	5	3,85	1,123
Commitment to public values	199	1	5	3,95	1,131
Compassion	199	1	5	4,02	1,100
Self-sacrifice	199	1	5	4,01	1,070
Public service motivation scale	199	1	5	3,96	1,000

4.3 DIFFERENCES IN THE MEAN PERCEIVED PERFORMANCE ASSESSMENT FAIRNESS AND PUBLIC SERVICE MOTIVATION SCORES BETWEEN MALES AND FEMALES, AGE GROUPS AND RANKS

To determine the difference in employees' perceived performance assessment fairness and public service motivation mean scores and demographic variables, an independent-samples t-test and analysis of variance test (ANOVA) was computed. An independent-samples t-test was used to measure the differences in the mean scores of perceived performance assessment fairness and public service motivation between males and females. ANOVAs were done to measure the differences in employees' perceived performance assessment fairness and public service motivation mean scores between age groups and ranks.

Table 4.5: Gender statistics of perceived performance assessment fairness scale

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived performance assessment fairness scale	Male	158	2,14	,911	,072
	Female	41	222	883	138

Table 4.6: Independent-samples t-test to measure the difference in perceived performance assessment fairness between gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perceived performance assessment fairness scale	Equal variances assumed	,039	,844	-.486	197	,627	-,077	,159	-,390	,236
	Equal variances not assumed			-,495	63,890	,622	-,077	,156	-,388	,234

An independent-samples t-test was conducted to compare the perceived performance assessment fairness for males and females. There was no significant difference in the

scores for males (2,14, SD = ,911 and females (M = 2,22, SD ,863; $t(197) = -,486$, $p = ,63$, two-tailed).

Table 4.7: Gender statistics of public service motivation scale

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Public service motivation scale	Male	158	3,91	1,028	,082
	Female	41	4,15	,868	,136

Table 4.8: Independent-samples t-test to measure the difference in public service motivation between gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Public service motivation scale	Equal variances assumed	2,116	,147	-1,382	197	,169	-,242	,175	-,586	,103
	Equal variances not assumed			-1,525	71,932	,132	-,242	,158	-,557	,074

An independent-samples t-test was conducted to compare the public service motivation between males and females. There was no significant difference in the scores for males (3,91, SD = 1,028 and females (M = 4,15, SD ,868; $t(197) = 1,382$, $p = ,17$, two-tailed).

Table 4.9: ANOVA to measure the difference of mean scores of the perceived performance assessment fairness between the four age groups

Perceived performance assessment fairness scale					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2,879	3	,960	1,178	,319
Within Groups	158,841	195	,815		
Total	161,720	198			

A one-way between-groups analysis of variance was conducted to explore the impact of age groups on perceived performance assessment fairness. Given the small

representation (8), the age group 18-25 was combined with the age group 26-33 and age group 50-57 was also combined with the age group 58 -65 (3). Therefore, the participants were divided into four age groups (Group 1: 18 -33 years; Group 2: 34 – 31 years; Group 3: 42 – 49 years; Group 4: 50 – 65 years). There was no statistically significant difference at the $p > ,05$ level in the perceived performance assessment fairness scores between the four age groups: $F(3, 195) = 1,18, p = 0,32$.

Table 4.10: ANOVA to measure the difference in the mean scores of the public service motivation levels between the four age groups

Public service motivation scale					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2,280	2	1,140	1,143	,321
Within Groups	195,569	196	,998		
Total	197,849	198			

A one-way between-groups analysis of variance was conducted to explore the impact of age groups on public service motivation. Due to the heterogeneous nature of the ranks classification, the ranks were transformed into three categories namely privates, non-commissioned officers and commissioned officers. There was no statistically significant difference at the $p > ,05$ level in the public service motivation scores between the three rank categories: $F(2, 196) = 1,14, p = 0,32$.

4.4 RELATIONSHIP BETWEEN PERCEIVED FAIRNESS OF THE PERFORMANCE ASSESSMENT AND PUBLIC SERVICE MOTIVATION

To determine the nature of the relationship between employees' perceived performance assessment fairness and public service motivation, Pearson product – moment correlation was computed. The results are presented in the following table.

Table 4.11: Pearson product-moment correlation analysis

		Perceived performance assessment fairness scale	Public service motivation scale
Perceived performance assessment fairness scale	Pearson Correlation	1	,228**
	Sig. (2-tailed)		,001
	N	199	199
Public service motivation scale	Pearson Correlation	,228**	1
	Sig. (2-tailed)	,001	
	N	199	199

** . Correlation is significant at the 0,01 level (2-tailed).

The relationship between perceived performance assessment (independent variable) and public service motivation (dependent variable) was investigated using Pearson product-moment correlation coefficient. There was a weak positive correlation between the two variables, $r = .228$, $n = 199$, $p < .0005$. The low perceived performance assessment fairness had an insignificant impact on the employees' public service motivation levels. Despite the low degree of perceived performance assessment fairness, employees still had high levels of public service motivation.

4.6 SUMMARY

The present chapter presented empirical data results of the study. The data were analysed in order to answer the research questions presented in Chapter 1. The raw data had been processed through the SPSS (Statistical Packaging for Social Science) system and the SPSS output was input into the graphs and tables. The differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks were also computed. The study further analysed the relationship between perceived fairness of the performance assessment and public service motivation. The next chapter discusses the results and conclusion and the recommendations.

CHAPTER 5

DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter Five presents and summarises the findings of this study, which are based on the research questions. The findings of this study are compared with similar studies done by previous researchers. Recommendations based on the findings will be presented. Chapter Five is concluded in the form of a summary of the entire study. This research study aimed to determine the relationship between employees' perceived performance assessment fairness and public service motivation of members in the SA Army within the North-West Province.

5.2 DISCUSSION OF FINDINGS

This section discusses the findings of the study about the set objectives and research questions.

5.2.1 Employees' perceived performance assessment fairness

Employee perceived performance assessment fairness, which is research question 1 of this study, was divided into the four dimensions of organisational justice, namely procedural justice, distributive justice, interpersonal justice and informational justice, as indicated in Table 4.1. Regarding procedural justice (questions 1-7), respondents reported that they were unable to express the views and feelings during the implementation of the performance management system. Neither did they influence the assessment arrived at by the PMS. They also indicated that the performance assessment system had been applied inconsistently and was characterised by biases. They also felt that the performance assessment system was not based on accurate information and that they were not able to appeal against the performance assessment. Lastly, they did not believe that the performance assessment system is upholding ethical and moral standards. It was found that the employees' perceived overall mean score (1,89) for procedural justice was below the midpoint of 2,50,

indicating that respondents were dissatisfied with how procedural justice in performance assessment fairness is applied in the SA Army.

Procedural fairness stems from adherence to processes and procedures established by policies and legislation of the organisation and include lack of bias, consistency of procedures and accurate procedures (Dusterhoff et al., 2014). Rowland and Hall (2012) state that perceptions of fairness, which are not fully taken into consideration, might have a detrimental impact on the organisation. Govender, Grobler and Joubert (2015) argued that employee involvement in the performance assessment system is crucial for it to be considered as fair, such as having inputs in its development, to create trust and a sense of ownership in the process as it continues its development over a period of time (Govender et al., 2015). Rowland and Hall (2012) suggests seven essential elements to improve the perception of procedural fairness, such as employee views that need to be taken into consideration adequately, the criteria for decision-making must be the same for all, feedback needs to be provided after decision-making, decision-making must be justified, communication needs to be honest and truthful and employees need to be treated with respect and courtesy (Rowland & Hall, 2012).

Regarding distributive justice (questions 8-11) the overall mean score of 2,09 was below the midpoint 2,50, meaning that respondents were not satisfied with the fact that the efforts they put into their work were not reflected in their performance assessments, their performance assessment was inappropriate for the work that they had done, did not reflect what they had contributed and did not justify their performance. According to Dusterhoff et al. (2014), distributive justice, which is concerned with the fairness of rewards according to outcomes of performance, needs to be consistent and fair and is regarded as of great importance in assessment reactions. According to Rahman et al. (2016), employees are making social judgments to compare their efforts to the efforts of others in the same setting and establish whether the rewards they receive are fair or not. When the distribution of rewards is perceived as fair, employees feel a sense of respect, acceptance and appreciation by the organisation (Rahman et al., 2016). The mean scores of distributive justice range from 2,04 to 2,14 that indicated that members of the SA Army were not satisfied with how distributive justice in performance assessments are applied.

The results of the study further revealed that regarding interpersonal justice (questions 12-15); the mean score was 2,47, which is below the midpoint (2,50). These results are an indication that respondents were of the opinion that their line managers did not treat them in a polite and dignified manner when the performance assessments were drawn up. Although the mean score of 2,54 was above the mid-point of the scale, a large number of respondents felt that they were not treated with respect by their supervisors. Respondents also indicated that supervisors did not refrain themselves from making improper remarks or comments. The means score of 2,47 for interpersonal justice factor indicated that the respondents were not satisfied with the way their supervisors treated them. Omboi (2011) postulated that employees need to be treated with sensitivity by their supervisors and supervisors need to have a sense of empathy and remorse when dealing with the outcomes of subordinates' performance assessments, in order to create perceptions of fairness, because the focus of interpersonal justice is on the fair treatment of employees during performance assessments.

Regarding informational justice, the results showed that the way that performance assessments were communicated was problematic. Respondents felt that supervisors were not open and honest in their communications with them, that the explanations regarding the performance assessment were unreasonable, that the details of the performance assessment system were not explained on time and not tailored according to each individual's needs. The means scores regarding this dimension of organisational justice ranged from 2,15 (mean) to 2,30 (mean) that indicate that employees perceived information justice during the performance assessments as unfair. According to Srivastava (2015), employees have the need to be updated on information, explaining why certain procedures were applied, why it was applied in a certain way and why the distribution of results took place in a certain way, meaning that information provided to employees must be accurate and just. By informing employees on a regular basis and sharing organisational issues would create perceptions of fairness (Srivastava, 2015). According to the results revealed regarding informational justice (question 16-20), it was found that the overall mean score was 2,19 which is below the mid-point, meaning that members of the SA Army were dissatisfied with the way in which they receive information during performance assessments.

The overall findings regarding employees' perceived fairness of the performance assessments in the SA Army are that employees perceive performance assessments as unfair regarding organisational justice, as the mean score for performance assessments is 2,16, which is below the mid-point (2,50). These results of performance assessments in the SA Army may indicate that supervisors are not motivating subordinates' performances through development, empowerment, and inspiration and do not involve them enough in the process of performance assessments. In a similar research study by Rowland and Hall (2012), it was found that supervisors and subordinates indicated their frustrations regarding performance assessment and its outcomes. Results in the study of Rowland and Hall (2012) reported feelings of inequality, distrust, confusion of performance assessments. Performance assessments were seen by these supervisors and subordinates as a waste of time. Rowland and Hall (2012) emphasise that employees' perceptions of justice need to be shaped by their supervisors, taking into consideration the importance of performance assessments and how performance assessment started to grow in organisations. Otherwise, employees will not be able to have a sense of achievement of organisational goals to the fullest.

5.2.2 Employees' perceived public service motivation levels

Employees' public service motivation levels (research question 2), were divided into the four dimensions, namely the attraction to public participation, commitment to public values, compassion and self-sacrifice, as indicated in Table 4.3 and Table 4.4.

The mean scores of the items for the attraction to public participation for this dimension ranged between 3,71 and 3,95. Respondents have indicated that they admired people who initiate or are involved in activities to aid their communities, that it is important to contribute to activities that address societal problems, that meaningful public service is essential to them and it is vital to contribute to the common good. The overall mean score of 3,85 for the attraction to public participation dimension was at the high point of the scale, indicating that members of the SA Army were highly committed to the attraction to public participation. These findings were supported by Kim and Vandenberg (2010), who reported that attraction to public participation originates from a desire to satisfy a person's personal needs, serving the public. Attraction to

public participation, therefore, plays a vital role in the fulfilment of a person's self-importance and satisfaction (Kim & Vandenabeele, 2010).

Regarding commitment to public values, respondents consider equal opportunities for citizens as necessary; they feel that citizens can rely on them to provide continuous public services; respondents agreed that it is fundamental that the interests of future generations are taken into account when developing public policies, and to act ethically is critical for public servants. The mean scores of the items range from 3,87 to 4,11. The overall mean score for this dimension was at 3,95, well above the mid-point of 2,50. Based on the results, it is clear that members of the SA Army are committed to and honour public values (integrity, honesty, lawfulness and selflessness) and that there is a link between their commitment to public values and their attraction to public participation, because as the results of the study indicate, they kept their commitment since they volunteered the first time to serve their country. Saravanja (2010) is of the opinion that the stronger public service motives in an individual, the more the individual will be attracted to environments where they can satisfy their needs, especially where their aim is to help people and to commit themselves to public interest, serving the whole society based on their beliefs and values.

The results of the third dimension, namely compassion, showed high sympathy levels to the plight of the underprivileged and empathy towards people that experience difficulties. Respondents also indicated that they get very upset when they observed that other people are being mistreated and they consider the welfare of others as critically important. The values of the items measuring compassion ranged between 3,90 and 4,11, while the overall mean score of 4,02 for the compassion dimension is at the high point of the scale, indicating that there are high levels of compassion amongst members of the SA Army. According to Kim and Vandenabeele (2010), public servants with compassion towards the public, feel a sense of love and concern and have the desire to protect the public, which is in this case executing their mandate and the core business of the military.

Regarding the fourth dimension, namely self-sacrifice, members of the SA Army are prepared to make sacrifices for the good of society, they believe in putting civic duty before themselves, they are willing to risk a personal loss to help society, self-sacrifice

is the exact reason these members joined the army unconditionally. They also agreed to a good plan to provide a better life for the poor, even if it cost them. The results of this study prove that members of the SA Army are willing to sacrifice themselves for the good of society. The mean scores of self-sacrifice items range from 3,92 to 4,10 and the overall sacrifice mean score was 4,01 that is at the high point of the scale. Therefore, members of the SA Army, despite their perceived unfairness of the performance assessment system, still have the inner motivation to serve the public, because they do not expect anything in return for the sacrifices they make. According to Kim and Vandenabeele (2010), those with self-sacrifice will rather ensure the well-being of the public despite satisfying their own needs.

5.2.3 Differences in the mean perceived performance assessment fairness and public service motivation scores between males and females, age groups and ranks

According to the findings of the study, there were no statistically significant differences in the mean scores between gender, age group and rank and perceived performance assessment fairness as well as public service motivation. There was no significant difference in the perceived performance assessment scores for males (2,14, SD = ,911 and females (M = 2,22, SD ,863; $t(197) = -,486$, $p = ,63$, two-tailed). Regarding public service motivation there was also no statistically significant difference in the scores between males (3,91, SD = 1,208) and females (M = 4,15, SD = ,868; $t(197) = 1,382$, $p = ,17$, two-tailed). There was no statistically significant difference at the $p > ,05$ level in the perceived performance assessment fairness scores between the four age groups: $F(3, 195) = 1,18$, $p = 0,32$. Neither was there a statistically significant difference at the $p > ,05$ level in the public service motivation scores between the three rank categories: $F(2, 196) = 1,14$, $p = 0,32$. Therefore, gender, age groups and ranks had no bearing on the perceived assessment fairness and public service motivation scores of the respondents. However, in other similar studies, age and gender showed differences in mean scores.

According to Anderfuhren-Biget, Varone and Giauque. (2010), the results of various scientific research studies indicated that age and gender positively correlate with public service motivation. The authors are of the opinion that public service motivation grows stronger with age. In the case of gender, however, females may have a higher

level of compassion than males and females may have a higher level of commitment to public interest and attraction to policy making than females due to the roles they play in their family lives (Anderfuhren-Biget et al., 2010).

5.2.4 Relationship between employees' perceived performance assessment and public service motivation

The Pearson product-moment correlation was computed to determine the nature of the relationship between employees' perceived performance assessment fairness (independent variable) and public service motivation (dependent variable). The results showed a weak positive correlation between the two variables, $r = .29$, $n = 199$, $p < .0005$. However, the low perceived performance assessment fairness had an insignificant impact on the employees' public service motivation levels. Despite the low degree of perceived performance assessment fairness, employees still had a high degree of public service motivation. The results are in contrast with the findings of similar studies. According to Dusterhoff et al. (2014), researchers across the board have a similar belief that the performance assessment process is one of the most important tools in human resource management to encourage employee development and motivation. Previous studies by Syamsir (2016) and Celik (2014), found a positive correlation between performance assessment fairness and public service motivation. This finding is supported by Jensen (2016) who found that public service motivation contributes to the improvement of performance because through public service motivation, the well-being of others are considered and their motivation levels are reflected in their work efforts.

Boachie-Messah and Seidu (2011), however, are of the opinion that if the performance assessment system is perceived unfair, even if it is designed to appraise, motivate and develop, the system can cause frustration and resentment. It is therefore of critical importance that a positive relationship needs to be established between perceived performance assessment fairness and public service motivation because through motivation in the public service, public service performance is achieved as employees develop a sense of meaning to achieve organisational goals (Karić, 2015; Jensen, 2016).

5.4 CONCLUSION

This study has investigated how members of the SA Army, at three military bases in North-West Province, perceived performance assessment fairness and the impact it had on their public service motivation levels. The perceived performance assessment fairness and public service motivation levels were measured using valid and reliable questionnaires. The Cronbach's alpha coefficients for the perceived performance assessment fairness scale was 0,96, while the public service motivation scale was 0,97. Therefore, it is concluded that both scales were excellent and consistent.

The objectives were to measure the members of the SA Army's perceived performance assessment fairness and public service motivation levels. Furthermore, to establish whether there are differences in the mean perceived performance assessment fairness and public service motivation scores between gender, age groups and ranks and to determine if there is a relationship between perceived performance assessment fairness (independent variable) and public service motivation (dependent variable).

The perceived performance assessment fairness was measured by the organisational justice construct that consists of four dimensions or factors, namely procedural justice (mean = 1,89), distributive justice (mean = 2,09), interpersonal justice (mean = 2,47) and informational justice (2,19). The low mean scores of each of these factors showed that members were dissatisfied with how procedural justice, distributive justice, interpersonal and informational justice in performance assessment were applied by their supervisors. The overall mean score for the perceived performance assessment fairness was 2,16, indicated that members of the SA Army view the performance assessment as unfair. The public service motivation levels were measured using the public service motivation scale consisting of four factors, namely attraction to public participation, commitment to public values, compassion and self-sacrifice. The results indicated a high degree of attraction to public participation (mean = 3,85), commitment to public values (mean = 3,95), compassion (mean = 4,02) and self-sacrifice (mean = 4,01). The mean score of 3,96 for the public service motivation scale indicates high levels of public service motivation amongst members of the SA Army.

According to the findings of the study, there were no statistically significant differences in the mean scores between gender, age group and rank and perceived performance assessment fairness as well as public service motivation. Therefore, gender, age groups and ranks had no bearing on the perceived performance assessment fairness and public service motivation scores of the respondents.

The last research objective was to determine if there was a relationship between perceived performance assessment fairness (independent variable) and public service motivation (dependent variable). The results showed a weak positive correlation between the two variables. However, it can be deduced that the low degree of members of the SA Army perceived performance assessment fairness had an insignificant impact on the employees' public service motivation levels. Despite the low degree of perceived performance assessment fairness employees still had high public service motivation levels.

5.5 RECOMMENDATIONS

Based on the results and discussion, the following recommendations are suggested to enhance performance assessment fairness and public service motivation in the South African Army. Employees' perceived performance assessment fairness according to the findings of the study and regarding organisational justice was below the midpoint of 2,50. This is a reflection that respondents perceive the performance assessments as unfair. It is recommended that supervisors must make a mind shift; and need to realise and respect the fact that although subordinates perceive the performance assessments as fair, their public service motivation levels are still high, which is an indication that these members need to be supported through the recognition of the performance of individuals and applying organisational justice, in terms of fair procedures, fair distribution of rewards, treating members with dignity and respect and keeping them informed on all aspects of their performance.

Ironically, employees' perceived public service motivation findings indicated that their public service motivation levels are very high and were above the midpoint of 2,50 It is, therefore, recommended that supervisors be made aware of what public service motivation entails through training, as this variable is not considered and taken for granted. Subordinates must know how to measure their public service motivation

levels and need to be educated in what it entails as to know when they are disadvantaged or not.

According to the findings of this study, there is no significant difference between the mean score regarding age, gender and ranks. Meaning, that all the respondents perceive the performance assessments and public service motivation in the same way. The researcher assumes that these people just accepted unfair procedures throughout the years and did not make an effort to rectify the problem on their level. It is recommended that members of the SA Army need to make use of the individual grievance system implemented in the department when they perceive unfair treatment.

It was found in this study that a weak but positive correlation exists between performance assessments and public service motivation, meaning that there is a relationship between these variables which needs to be strengthened using implementation and the correct interpretation of policies, which guide performance assessments and public service motivation. It is recommended that members of the SA Army need to capitalise on the fair execution of performance assessment in order to enhance public service motivation. This can be done using continuous rehearsals on performance assessments and public service motivation, role-playing, presentations and workshops, to equip members regarding performance assessments and public service motivation.

REFERENCES

- Aggarwal, A. & Thakur, G.S.M., 2013. *Techniques of performance appraisal-a review*. International Journal of Engineering and Advanced Technology (IJEAT), 2(3):617-621.
- Aguinis, H., 2013. *Performance management* (Vol. 2). Boston, MA: Pearson.
- Aguinis, H., Joo, H. and Gottfredson, R.K., 2011. *Why we hate performance management—And why we should love it*. Business Horizons, 54(6), pp.503-507.
- Agyen-Gyasi, K. & Boateng, M.S., 2015. *Performance appraisal systems in academic and research libraries in Ghana: a survey*. Library Review, 64(1/2):58-81.
- Ali, H.I.H., 2012. *How should an effective performance appraisal be: EFL teachers' perspective*. International Journal of Applied Linguistics and English Literature, 1(7):199-208.
- Alonso, C., 2014. *The effect of goal setting on a student's intrinsic motivation*, (Doctoral dissertation, Saint Mary's College of California).
- Al-Zawahreh, A. & Al-Madi, F., 2012. *The utility of equity theory in enhancing organizational effectiveness*. European Journal of Economics, Finance and Administrative Sciences, 46:158-170.
- Anderfuhren-Biget, S., Varone, F., Giauque, D. and Ritz, A., 2010. *Motivating employees of the public sector: does public service motivation matter ?*. International public management journal, 13(3), pp.213-246.
- Andrews, C., 2016. *Integrating public service motivation and self-determination theory: a framework*. International Journal of Public Sector Management, 29(3):238-254.

Arnold, K.A. & Loughlin, C., 2010. *Individually considerate transformational leadership behaviour and self-sacrifice*. *Leadership & Organization Development Journal*, 31(8):670-686.

Babbie, E.R., 2011. *Introduction to social research*. Wadsworth Cengage Learning.

Bayon, S., 2013. *The origin, concept and value of performance appraisal*. *International Journal of Economics, Commerce and Management*, 1(2).

Bell, R.L. & Martin, J.S., 2012. *The relevance of scientific management and equity theory in everyday managerial communication situations*. *Journal of Management Policy and Practice*, 13(3):106-115.

Brannen, J., ed. 2017. *Mixing methods: Qualitative and quantitative research*. London: Routledge.

Brewer, G.A.N. O., 2016. *Is public service motivation a better explanation of non-profit career preferences than government career preferences ?* *Public Administration Review*, 76(3):414-426

Boachie-Mensah, F. & Seidu, P.A., 2012. *Employees' perception of performance appraisal system: a case study*. *International Journal of Business and Management*, 7(2):73.

Bond, C. & Seneque, M., 2012. *Conceptualizing coaching as an approach to management and organizational development*. *Journal of Management Development*, 32(1):57-72.

Bussin, M., 2012. *The performance management handbook for emerging markets: a practical and informative handbook for managing performance for the world of work in emerging markets*. Johannesburg: Knowres Publishing.

Bottomley, P., Mostafa, A.M.S., Gould-Williams, J.S. & León-Cázares, F., 2016. *The impact of transformational leadership on organizational citizenship behaviours: the*

contingent role of public service motivation. *British Journal of Management*, 27(2):390-405.

Bryman, A. & Bell, E., 2014. *Research methodology: Business and management contexts*. Cape Town: Oxford University Press.

Cardy, R.L. & Leonard, B., 2011. *Performance management: concepts, skills, and exercises*. Armonk, NY: ME Sharpe.

Celik, C., 2014. *Performance appraisals' fairness perceptions and public service motivation: the case of Turkish district governors*. Dallas: The University of Texas.

Chen, P., Sparrow, P. & Cooper, C., 2016. The relationship between person-organization fit and job satisfaction. *Journal of Managerial Psychology*, 31(5):946-959.

Chen, X., 2011. *An assessment of the performance appraisal process in the public sector: a comparative study of local government in the City of Cape Town (South Africa) and Hangzhou city (China)*. (Doctoral dissertation, University of the Western Cape).

Christensen, L.B., Johnson, B., Turner, L.A. & Christensen, L.B., 2011. *Research methods, design, and analysis*. Boston: Allan & Bacon.

Clerkin, R.M. & Cogburn, J.D., 2012. *The dimensions of public service motivation and sector work preferences*. *Review of Public Personnel Administration*, 32(3):209-235.

Cilliers, J., 2014. *The 2014 South African defence review: Rebuilding after years of abuse, neglect and decay*. Pretoria: Institute for Security Studies.

Coens, T. & Jenkins, M., 2002. *Abolishing performance appraisals: Why they backfire and what to do instead*. San Francisco: Berrett-Koehler Publishers.

Constitution of the Republic of South Africa. 1996. Act No 108 of 1996. Pretoria: Government Printer.

Colquitt, J.A. & Rodell, J.B., 2015. *Measuring justice and fairness*. Oxford handbook of justice in the workplace, p.187-202.

Denscombe, M., 2014. *The good research guide: for small-scale social research projects*. Maidenhead, Berkshire, UK: McGraw-Hill Education.

Diane, B.P., 2012. *The relationship between leadership and performance management: a case of Kgatleng land board (Botswana)*. (Doctoral dissertation).

Diner, Y., 2014. *Justice perceptions and work-family balance in the work and home environments*. (Doctoral dissertation).

Dube, B.J., 2014. *The effectiveness of the PMS used for middle-level managers in the SAMHS HQ within Gauteng Province*. (Doctoral dissertation).

Dube, S., 2014. *Employee attitudes to the performance-management system of a Consulting Engineering Company*. (Doctoral dissertation, University of KwaZulu-Natal, Westville).

Duff, A.J., 2013. *Performance management coaching: Servant leadership and gender implications*. *Leadership & Organization Development Journal*, 34(3):204-221.

Du Plessis, T. & Van Niekerk, A., 2017. *Factors influencing managers' attitudes towards performance appraisal*. *SA Journal of Human Resource Management*, 15(1):1-10.

Dukhi, A., 2012. *The enablers and inhibitors of performance management at Multichoice (Pty) Ltd*. (Doctoral dissertation, University of Pretoria).

Dusterhoff, C., Cunningham, J.B. and MacGregor, J.N., 2014. *The effects of performance rating, leader-member exchange, perceived utility, and organizational justice on performance appraisal satisfaction: Applying a moral judgment perspective*. *Journal of business ethics*, 119(2), pp.265-273.

Ealias, A. & George, J., 2012. *Emotional intelligence and job satisfaction: a correlational study*. India: Pondicherry University.

Edwards, M.R. & Bach, S., 2013. *Human Resource Management in Transition. Managing Human Resources: Human Resource Management in Transition*, p.1-17.

Ellinger, A.D., Ellinger, A.E., Bachrach, D.G., Wang, Y.L. & Elmadağ Baş, A.B., 2011. *Organizational investments in social capital, managerial coaching, and employee work-related performance*. *Management Learning*, 42(1):67-85.

Elnaga, A. & Imran, A., 2013. *The effect of training on employee performance*. *European Journal of Business and Management*, 5(4):137-147.

Esfahani, A.N., Abzari, M. & Dezianian, S., 2014. *Analyzing the effect of performance appraisal errors on perceived organizational justice*. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1):36-40.

Estes, B. & Polnick, B., 2012. *Examining motivation theory in higher education: An expectancy theory analysis of tenured faculty productivity*. *International Journal of Management, Business, and Administration*, 15(1):1-7.

Flowers, H.C., 2014. *An evaluation of the Army Reserves performance appraisal process at the battalion level: examining best practices to improve timeliness* (Doctoral dissertation, The National Graduate School of Quality Management).

Frey, B.S., Homberg, F. and Osterloh, M., 2013. *Organizational control systems and pay-for performance in the public service*. *Organization Studies*, 34(7):949-972.

Garcia, Y., 2017. *The path towards public service motivation in the Federal Government: satisfying employees' basic psychological needs* (Doctoral dissertation, Northcentral University).

Gershwin, G., 2014. *Understanding and measuring public service motivation amongst social workers in contemporary South Africa*. (Doctoral thesis, University of the Western Cape.)

Govender, I., Mabuza, L.H., Ogunbanjo, G.A. & Mash, B., 2014. *African primary care research: performing surveys using questionnaires*. African journal of primary health care & family medicine, 6(1):1-7.

Govender, T., Grobler, A. & Joubert, Y.T., 2015. *Justice perceptions of performance management practices in a company in the chemical industry*. South African Journal of Economic and Management Sciences, 18(4):567-585.

Grant, A.M., 2012. *An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice*. International Coaching Psychology Review, 7(2):146-165.

Gray, D.E., 2013. *Doing research in the real world*. Surrey, UK: Sage.

Gruman, J.A. & Saks, A.M., 2011. *Performance management and employee engagement*. Human Resource Management Review, 21(2):123-136.

Hangula, S.S., 2010. *An investigation into the implementation of performance appraisal in the Namibia Defence Force: A case study of the Grootfontein Garrison*. (Doctoral dissertation, University of Namibia).

Harillal, A., 2012. *Management effectiveness in motivating employees at a Durban manufacturing plant*. (Master's dissertation, University of KwaZulu- Natal).

Heslin, P.A. & VandeWalle, D., 2011. *Performance appraisal procedural justice: The role of a manager's implicit person theory*. Journal of Management, 37(6):1694-1718.

Holcomb, Z.C., 2016. *Fundamentals of descriptive statistics*. New York: Routledge.

Howe, M.C., 2011. *The effectiveness of performance management at Bidvest Bank Ltd*. (Doctoral dissertation, University of KwaZulu-Natal, Durban).

Iqbal, N., Ahmad, N., Haider, Z., Batool, Y. & Ul-ain, Q., 2013. *Impact of performance appraisal on employee's performance involving the Moderating Role of*

Motivation. Oman Chapter of Arabian Journal of Business and Management Review, 34(981):1-20.

Jacobsen, C.B., Hvitved, J. & Andersen, L.B., 2014. *Command and motivation: How the perception of external interventions relates to intrinsic motivation and public service motivation*. Public Administration, 92(4):790-806.

Jankingthong, K. & Rurkkhum, S., 2012. *Factors affecting job performance: a review of literature*. Silpakorn University Journal of Social Sciences, Humanities, and Arts, 12(2):115-128.

Javidmehr, M. & Ebrahimpour, M., 2015. *Performance appraisal bias and errors: The influences and consequences*. International Journal of Organizational Leadership, 4(3):286.

Jensen, U.T., 2016. *Causes and consequences of public service motivation: governance interventions and performance implications*. Oslo: Forlaget Politica.

Jong, J., 2015. *Linking goal perceptions to employee performance in the Public Sector: assessing the mediating role of psychological empowerment and the moderating role of work context*. (Doctoral dissertation, Rockefeller College of Public Affairs and Policy, Department of Public Administration and Policy).

Kalimullah, N.A., Alam, K.M.A. & Nour, M.A., 2012. *New public management: Emergence and principles*. Bup Journal, 1(1):1-22.

Karić, M., 2015. *Motivation of public sector employees: the case of the Novi Grad Sarajevo Municipality: Master's Thesis* (Doctoral dissertation, M. Karić).

Khan, M.F.U., 2013. *Role of performance appraisal system on employees motivation*. IOSR Journal of Business and Management, 8(4):66-83.

Khanna, M. & Sharma, R.K., 2014. *Employees performance appraisal and its techniques: a review*. Asian Journal of Advanced Basic Sciences, 2(2):51-58.

Kim, S., 2012. *Does person-organization fit matter in the public-sector? Testing the mediating effect of person-organization fit in the relationship between public service motivation and work attitudes*. *Public Administration Review*, 72(6):830-840.

Kim, S. & Vandenberghe, W., 2010. *A strategy for building public service motivation research internationally*. *Public administration review*, 70(5):701-709.

Kuada, J., 2012. *Research methodology: A project guide for university students*. Frederiksberg, Denmark: Samfundslitteratur.

Ledimo, O. & Hlongwane, V.C., 2014. *The role of organisational justice on employee engagement within a public service organization*. Pretoria: University of South Africa.

Lithakong, K.E., 2014. *Evaluating the effectiveness of a 360-degree performance appraisal and feedback in a selected steel organisation*. (Doctoral dissertation).

Locke, E.A. & Latham, G.P., eds. 2013. *New developments in goal setting and task performance*. New York, NY: Routledge.

Lunenburg, F.C., 2012. *Performance appraisal: methods and rating errors*. *Academic Intellectual Diversity*, 14(1).

Mabeleng, T.J., 2014. *The effect of performance appraisal system on rewards and self-efficacy beliefs in a South African utility company*. (Doctoral dissertation).

Mabona, W.D.M., 2013. *Exploring factors influencing the attitude of staff towards performance management: the case of core network field operation section in Telkom-Eastern Cape*. (Doctoral dissertation).

Mackey, A. & Gass, S.M. 2015. *Second language research: methodology and design*. New York, NY: Routledge.

Mahajan, S. & Raheja, S., 2014. *Examine relationship between employees satisfaction on performance appraisal system with fairness of the system*. *Asian Journal Management*, 5(1):49-54.

Maimela, E.M., 2015. *Academic staff perception of performance management: A case study of an open distance learning institution*. (Doctoral dissertation).

Maloa, F., 2016. *An evaluation of a performance management system in a freight rail organisation*. (Doctoral dissertation).

Malik, M.E. & Naeem, B., 2013. *Towards understanding controversy on Herzberg theory of motivation*. *World Applied Sciences Journal*, 24(8):1031-1036.

Mathebula, G., 2012. *Employee motivation and performance management within a large bank in KwaZulu-Natal* (Doctoral dissertation, University of KwaZulu-Natal, Durban).

Mathidza, M.S., 2015. *Improving performance management and development systems in the Department of Health, Limpopo Province*. (Doctoral dissertation).

Matlala, M.M., 2011. *Employee fairness perceptions of a performance management system* (Doctoral dissertation).

Mavhungu, D. & Bussin, M.H., 2017. *The mediation role of motivation between leadership and public sector performance*. *SA Journal of Human Resource Management*, 15(1):1-11.

Meenakshi, G., 2012. *Multi-source feedback based performance appraisal system using Fuzzy logic decision support system*. *International Journal on Soft Computing (IJSC)*, 3(1).

Mencil, J., Wefald, A.J. & Van Ittersum, K.W., 2016. *Transformational leader attributes: interpersonal skills, engagement, and well-being*. *Leadership & Organization Development Journal*, 37(5):635-657.

Meyer, H.H., 1991. *A solution to the performance appraisal feedback enigma*. *The Executive*, 5(1):68-76.

Mihalcioiu, R.M., 2011. *Public Service Motivation*. *EIRP Proceedings*, 6.

Miner, J.B., 2015. *Organizational behavior 1: essential theories of motivation and leadership*. NY: Routledge.

Mkhize, N.S.T., 2013. *An Exploration of the Implementation of the Individual Performance Management System Within Local Government: A Case Study of UMngeni Municipality in KwaZulu-Natal, South Africa* (Doctoral dissertation, University of KwaZulu-Natal, Pietermaritzburg).

Mligo, E.S., 2016. *Introduction to research methods and report writing: practical guide for students and researchers in Social Sciences and the Humanities*. Wipf and Stock.

Moeller, A.J., Theiler, J.M. & Wu, C., 2012. *Goal setting and student achievement: A longitudinal study*. *The Modern Language Journal*, 96(2):153-169.

Moeng, C., 2016. *Employee perceptions of the performance appraisal process at the Centre for Education Policy Development*. (Doctoral dissertation).

Mokoena, W., 2014. *Appraising the performance management practices in the Department of Labour*. (Doctoral dissertation).

Mone, E.M. & London, M., 2014. *Employee engagement through effective performance management: A practical guide for managers*. London: Routledge Academic.

Munson, S.A. & Consolvo, S., 2012, May. *Exploring goal-setting, rewards, self-monitoring, and sharing to motivate physical activity*. Paper presented at the International Conference on Pervasive computing technologies for healthcare (PervasiveHealth), San Diego, California, 2012, 6th international conference, p. 25-32.

Munzhedzi, P.H., 2011. *Performance management system and improved productivity: a case of department local government and housing in Limpopo Province*. (Doctoral dissertation).

Murtaza, G., Shad, I., Shahzad, K., Shah, M.K. & Khan, N.A., 2011. *Impact of distributive and procedural justice on employees' commitment: A case of public sector organization of Pakistan*. *European Journal of Economics, Finance and Administrative Sciences*, 29:73-80.

Musonda, Y., 2014. *Motivation of librarians in Central and Copperbelt provinces of Zambia*. (Doctoral dissertation).

Mwale, D.N., 2016. *Employees perceptions of performance appraisal in public technical vocational and entrepreneurship training institutions in Zambia* (Doctoral dissertation).

Nery, V.D.F., Neiva, E.R. & Mendonça, H., 2016. *The changing context and the organizational justice impact on the employee well-being*. *Paidéia (Ribeirão Preto)*, 26(65):317-324.

Neumann, O., 2016. *Does misfit loom larger than fit? Experimental evidence on motivational person job fit, public service motivation, and prospect theory*. *International Journal of Manpower*, 37(5):822-839.

Nusair, N., Ababneh, R. & Kyung Bae, Y., 2012. *The impact of transformational leadership style on innovation as perceived by public employees in Jordan*. *International Journal of Commerce and Management*, 22(3):182-201.

O'Gorman, K.D. & MacIntosh, R., 2014. *Research methods for business and management*. Oxford: Goodfellow Publishers.

Omboi, B.M., 2011. *The effect of performance appraisal systems on employees in Kenya Tea Development Agency: A survey of selected tea factories in Meru County-Keriy*. *Research Journal of Finance and Accounting*, 2(3).

Park, S., 2014. *Motivation of public managers as raters in performance appraisal: Developing a model of rater motivation*. *Public Personnel Management*, 43(4):387-414.

Pillay, D., 2015. *Perceptions of managers on performance management within the trading services cluster of EThekweni Municipality*. (Doctoral dissertation, University of KwaZulu-Natal, Durban).

Poon, J.M., 2012. *Distributive justice, procedural justice, affective commitment, and turnover intention: A mediation–moderation framework*. *Journal of Applied Social Psychology*, 42(6):1505-1532.

Pousa, C. & Mathieu, A., 2014. *The influence of coaching on employee performance: Results from two international quantitative studies*. *Performance Improvement Quarterly*, 27(3):75-92.

Punch, K.F., 2013. *Introduction to social research: Quantitative and qualitative approaches*. Los Angeles, CA: Sage.

Rahman, A., Shahzad, N., Mustafa, K., Khan, M.F. & Qurashi, F., 2016. *Effects of organizational justice on organizational commitment*. *International Journal of Economics and Financial Issues*, 6(3S).

Ramataboe, L.T., 2015. *Challenges in the implementation of the performance management system in the ministry of social development in Lesotho*. (Doctoral dissertation, University of the Free State).

Renko, M., Kroeck, K.G. & Bullough, A., 2012. *Expectancy theory and nascent entrepreneurship*. *Small Business Economics*, 39(3):667-684.

Ritz, A., Brewer, G.A. & Neumann, O., 2016. *Public service motivation: A systematic literature review and outlook*. *Public Administration Review*, 76(3):414-426.

Rowland, C.A. & Hall, R.D., 2012. *Organizational justice and performance: is appraisal fair ?* EuroMed Journal of Business, 7(3):280-293.

Runge, C.E., 2013. *Community college goal alignment: executive goal setting within performance management.* Maryland, MA: Maryland University College.

Saeed, R., Lodhi, R.N., Iqbal, A., Munir, M., Sandhu, M.A. & Amin, A., 2013. *Interactive effects of performance appraisals on employees' motivation in Pakistani Banking Sector.* Middle-East Journal of Scientific Research, 16(10):1369-1375.

Sahai, S. & Srivastava, A.K., 2012. *Goal/target setting and performance assessment as tool for talent management.* Procedia-Social and Behavioral Sciences, 37:241-246.

Saravanja, M., 2010. *Integrated performance management systems and motivation in the South African public sector.* (Doctoral dissertation).

Savolainen, R., 2012. *Expectancy-value beliefs and information needs as motivators for task-based information seeking.* Journal of Documentation, 68(4):492-511.

Senko, C., Hulleman, C.S. & Harackiewicz, J.M., 2011. *Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions.* Educational Psychologist, 46(1):26-47.

Simons, H., 2014. *Case study research: In-depth understanding in context.* The Oxford handbook of qualitative research, p.455-470.

Sisa, E., 2014. *Implementation of the performance management system in the Ministry of Foreign Affairs and International Cooperation of the Botswana public service.* (Doctoral dissertation).

South Africa. 1996. *Constitution of the Republic of South Africa 1996.* Pretoria: Government Publishers.

South Africa. 2011. *Department of Defence 2011.* Pretoria: Government Publishers.

South Africa., 1996. *Department of Public Service Administration. White Paper on Human Resources Management in the Public Service*. Pretoria: Government Publishers.

South Africa. 2001. *Public Service Regulation 2001*. Pretoria: Government Publishers.

South Africa. 1998. *Skills Development Act 97 of 1998*. Pretoria: Government Publishers.

Srivastava, U.R., 2015. *Multiple dimensions of organizational justice and work-related outcomes among Health-Care Professionals*. *American Journal of Industrial and Business Management*, 5:666-685.

Syamsir, S., 2016. *The Influence of Public Service Motivation on Service Quality of Civil Servants in West Sumatra Indonesia*. *European Journal of Economics and Business Studies*, 5(1):33-41.

Stanton, P. & Nankervis, A., 2011. *Linking strategic HRM, performance management and organizational effectiveness: perceptions of managers in Singapore*. *Asia Pacific Business Review*, 17(01):67-84.

Steyn, G.M. & Mashaba, S.W., 2014. *Cognitive factors that influence principal motivation in Mpumalanga province*. *Mediterranean Journal of Social Sciences*, 5(16):381.

Sudin, S., 2011. *Fairness of and satisfaction with performance appraisal process*. *Journal of Global Management*, 2(1):66-83.

Syamsir, S., 2016. *The influence of public service motivation on service quality of civil servants in West Soematra, Indonesia*. *European Journal of Economics and Business Studies*, 5(1):33-41.

Teo, T.C. & Low, K.C.P., 2016. *The impact of goal setting on employee effectiveness to improve organisation effectiveness: Empirical study of a high-tech company in Singapore*. *Journal of Business & Economic Policy*, 3(1):1-16.

Thantsa, G., 2013. *A needs assessment for a performance management training programme amongst commanders within the South African military health services*. (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Toppo, L. and Prusty, T., 2012. *From performance appraisal to performance management*. *Journal of Business and Management*, 3(5), pp.1-6.

Van der Wal, Z., 2017. *Ethos reinforced, government endorsed? Comparing pre-entry and post-entry values, motivations, sector perceptions, and career preferences of MPA students in Asia*. *JPAE*, 935.

Webb, N.J. and Candreva, P.J., 2010. *Diagnosing Performance Management and Performance Budgeting Systems: A Case Study in the US Navy*.

Willie, M.M., 2014. *Analysis of performance reward models: a Multinum Investments case study*. *Journal of Strategy and Performance Management*, 2(3):111.

Woods, S.A. and West, M.A., 2010. *The psychology of work and organizations*. Cengage Learning EMEA.

Woyessa, Y.E., 2015. *The effectiveness of performance management systems at the Central University of Technology, Free State*. (Doctoral dissertation, University of the Free State).

Wright, B.E., Christensen, R.K. & Isett, K.R., 2013. *Motivated to adapt? The role of public service motivation as employees face organizational change*. *Public Administration Review*, 73(5):738-747.

Xipu, M.P., 2010. *The implementation of performance management in the public sector*. (Doctoral dissertation, University of Johannesburg).

Yousaf, M., Zafar, S. & Abi Ellahi, A., 2014. *Do public service motivation, red tape and resigned work satisfaction triangulate together?* International Journal of Productivity and Performance Management, 63(7):923-945.

Yilmaz, K., 2013. *Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences.* European Journal of Education, 48(2):311-325.

Zahra, A. & Jadoon, M.Z.I., 2016. *Autonomy of public agencies in Pakistan: does structure matter?* International Journal of Public Sector Management, 29(6):565-581.

Zewotir, T., 2012. *On employees' performance appraisal: the impact and treatment of the raters' effect.* South African Journal of Economic and Management Sciences, 15(1):44-54.

Zhu, C. & Wu, C., 2016. *Public service motivation and organizational performance in Chinese provincial governments.* Chinese Management Studies, 10(4):770-786.

ANNEXURE 1

RESTRICTED



j tac hq nw
Department:
Defence
REPUBLIC OF SOUTH AFRICA

J OP TACT HQ NW /R/97217475MC

Telephone: (018) 389 6266
Facsimile: (018) 389 6227/6224
Enquiries: Maj Y.J vd Merwe

Joint Operations Tactical
Headquarters North West
Private Bag X 2074
Mafikeng
2745

September 2017

RE: PERMISSION TO CONDUCT A RESEARCH STUDY ON THE ASSESSMENT OF EMPLOYEES' PERCEIVED PERFORMANCE APPRAISAL FAIRNESS AND PUBLIC SERVICE MOTIVATION WITHIN THE SOUTH AFRICAN ARMY IN THE NORTH WEST PROVINCE BY 97217475MC MAJ Y.J. VAN DER MERWE AS A REQUIREMENT TO FULFILL MBA STUDIES OBLIGATIONS

1. I, 97217475MC Maj Y.J. van der Merwe herewith request permission to conduct research regarding the above mentioned topic amongst ranks and salary levels 3 to 10 in Joint Operations Tactical Headquarters NW. Attached please find my research questionnaire for your attention.
2. I hope my request will be considered.
3. For your further action.

YJM
(Y.J. VAN DER MERWE)
SO2 SUPPORT JOINT OPERATIONS TACTICAL HEADQUARTERS NORTH WEST:
MAJ

COMMENTS BY OFFICER COMMANDING J OPS TAC HQ NW

- Request a copy of the study for own internal assessment of the perception

- No classified information to be included in the survey.

RESTRICTED

RESTRICTED



j tac hq nw
Department:
Defence
REPUBLIC OF SOUTH AFRICA

J OP TACT HQ NW /R/97217475MC

Telephone: (018) 389 6266
Facsimile: (018) 389 6227/6224
Enquiries: Maj Y.J vd Merwe

Joint Operations Tactical
Headquarters North West
Private Bag X 2074
Mafikeng
2745

October 2017

RE: PERMISSION TO CONDUCT A RESEARCH STUDY ON THE ASSESSMENT OF EMPLOYEES' PERCEIVED PERFORMANCE APPRAISAL FAIRNESS AND PUBLIC SERVICE MOTIVATION WITHIN THE SOUTH AFRICAN ARMY IN THE NORTH WEST PROVINCE BY 97217475MC MAJ Y.J. VAN DER MERWE AS A REQUIREMENT TO FULFILL MBA STUDIES OBLIGATIONS

1. I, 97217475MC Maj Y.J. van der Merwe herewith request permission to conduct research regarding the above mentioned topic amongst ranks and salary levels 3 to 10 in 10 SAI BN. Attached please find my research questionnaire for your attention.
2. I hope my request will be considered.
3. For your further action.

Y.J. van der Merwe
(Y.J. VAN DER MERWE)
SO2 SUPPORT JOINT OPERATIONS TACTICAL HEADQUARTERS NORTH WEST:
MAJ

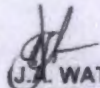
COMMENTS BY OFFICER COMMANDING 10 SAI BN

Agreed.

RESTRICTED

RESTRICTED

RE: PERMISSION TO CONDUCT A RESEARCH STUDY ON THE ASSESSMENT OF EMPLOYEES' PERCEIVED PERFORMANCE APPRAISAL FAIRNESS AND PUBLIC SERVICE MOTIVATION WITHIN THE SOUTH AFRICAN ARMY IN THE NORTH WEST PROVINCE BY 97217475MC MAJ Y.J. VAN DER MERWE AS A REQUIREMENT TO FULFILL MBA STUDIES OBLIGATIONS



(J.A. WATSON)

OFFICER COMMANDING 10 SOUTH AFRICAN INFANTRY BATTALION: MAJ

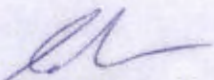


Ukhokho ka Baphelameli: Inkanyiso yaseNingizimu Afrika: Iqela ye-Tekhnoloji: I-Komandi ka-10 ka-Infantri: I-Department of Defense: I-Commando ka-10 ka-Infantri
Ukhokho ka-10 ka-Infantri: I-Department of Defense: I-Commando ka-10 ka-Infantri

RESTRICTED

RESTRICTED

RE: PERMISSION TO CONDUCT A RESEARCH STUDY ON THE ASSESSMENT OF EMPLOYEES' PERCEIVED PERFORMANCE APPRAISAL FAIRNESS AND PUBLIC SERVICE MOTIVATION WITHIN THE SOUTH AFRICAN ARMY IN THE NORTH WEST PROVINCE BY 97217475MC MAJ Y.J. VAN DER MERWE AS A REQUIREMENT TO FULFILL MBA STUDIES OBLIGATIONS



(C.G. DU PREEZ)
A/OFFICER COMMANDING 2 SOUTH AFRICAN INFANTRY BATTALION: MAJ



Ungqoqo laseGqirini: Umpuqo waseMzantsi: Igqirini kaTsimoloko: Iqela leSithando: Department of Defense: Ikhosi kaTshisheko
Umpuqo waseMzantsi: Iqela kaTsimoloko: Iqela kaTshisheko: Department of Defence: Uqoqo kaTshisheko

RESTRICTED

ANNEXURE 2: QUESTIONNAIRE**COVERING LETTER**

11899 Signal Hill Village

Mafikeng

2745

RELATIONSHIP BETWEEN EMPLOYEES' PERCEIVED PERFORMANCE APPRAISAL FAIRNESS AND PUBLIC SERVICE MOTIVATION AT THE SOUTH AFRICAN ARMY IN THE NORTH-WEST PROVINCE

Dear Participant

I, Yolande Van Der Merwe, am currently researching the **relationship between employees' perceived performance appraisal fairness and public service motivation at the South African Army in North-West Province**. The study has the approval of the North-West University, Mafikeng Campus. As part of this study, your name has been randomly selected by the researcher as one of the representative samples of participants selected to complete a questionnaire. I wish to assure you that all information I receive will remain confidential and that your participation will remain anonymous. Your contribution to this study is extremely important to ensure the success of the project.

The questionnaire has been structured in such a way that it facilitates quick and easy completion. In trial runs it was determined that it would only take 20 minutes to complete. Your task is to work through the questionnaire as quickly as you can and answer the questions as accurately and honestly as possible. Full details are provided on how to complete the questionnaire.

The questionnaire consist of three sections, namely:

- Section A: Demographic information
- Section B: Employees perceived performance appraisal fairness

- Section C: Public Service Motivation

Once the data have been analysed, summary findings will be presented to the participating military institutions, and I will cooperate with them on how to respond to the results. In this way, your contribution to the research should benefit you and your institution in future. The value and outcome of this research depend on your willingness to take part in this project. If you have any queries, which I have not addressed and would like to discuss these with me, please contact me at the e-mail mentioned above address

Your cooperation in this regard will be highly appreciated

Yours faithfully

.....

Yolande Van Der Merwe (Researcher)

Contacts: 0722847575 Email: yjvd.merwe.yvm@gmail.com

QUESTIONNAIRE:**Instructions on how to complete the questionnaire**

- Please read carefully all the questions or statements and please answer all the questions.
- Please use a black pen.
- Please give your first and natural answer – try not to dwell too long on each question.
- Please base your answers on how you have been feeling recently (the last 3 months) unless the question asks you to do otherwise.
- Demographic information will be used for statistical analysis of results only.
- All individual responses are anonymous and will be treated as confidential.

SECTION A: DEMOGRAPHIC INFORMATION

The information in this section will be used for demographic analyses only. Please answer the following questions by making a cross (x) in the applicable box.

1. Gender

Male	Female
1	2

2. Age group

18 - 25	1
26 - 33	2
34 - 41	3
42 - 49	4
50 - 57	5

58 – 65	6
---------	---

3. Number of years' service in the Army

0-5	1
6-10	2
11-15	3
16-20	4
21-25	5
26-30	6
31-35	7
36-40	8
40 and more	9

4. Qualification level

National certificate (matric)	1
Higher certificate	2
Diploma or advanced certificate	3
Bachelor degree or advanced diploma	4
Honours degree or postgraduate diploma	5
Master's degree	6

Doctoral degree	7
Other	8

5. Rank/Salary level

Private (Level 4)	1
Corporal (Level 5)	2
Sergeant (Level 6)	3
Staff Sergeant (Level 7)	4
Warrant Officer Class 2 (Level 8)	5
Warrant Officer Class 1 (Level 9)	6
Second Lieutenant (Level 6)	7
Lieutenant (Level 7)	8
Captain (Level 8)	9
Major (Level 9)	10
Lieutenant Colonel (Level 10)	11

SECTION B – PERCEIVED 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. If you make a mistake, just draw a line through the cross and make a new cross in the selected 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

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Procedural justice						
The following items refer to the performance management system used to arrive at your performance assessment. To what extent:						
1	Have you been able to express your views and feelings during the implementation of the performance management system?	1	2	3	4	5
2	Have you had influence over the performance assessment arrived at by the performance management system?	1	2	3	4	5
3	Has the performance management system been applied consistently?	1	2	3	4	5
4	Has the performance management system been free of bias?	1	2	3	4	5

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
5	Has the performance management system been based on accurate information?	1	2	3	4	5
6	Have you been able to appeal against the performance assessment arrived at by the performance management system?	1	2	3	4	5
7	Has the performance management system upheld ethical and moral standards?	1	2	3	4	5
Distributive justice						
The following items refer to your performance assessment.						
To what extent:						
8	Does your performance assessment reflect the effort you have put into your work?	1	2	3	4	5
9	Is your performance assessment appropriate for the work you have completed?	1	2	3	4	5

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
10	Does your performance assessment reflect what you have contributed to the army?	1	2	3	4	5
11	Is your performance assessment justified, given your performance?	1	2	3	4	5
Interpersonal justice						
The following items refer to the interpersonal behaviour of the line manager/supervisor who implements the performance appraisal system. To what extent:						
12	Has he/she treated you in a polite manner?	1	2	3	4	5
13	Has he/she treated you with dignity?	1	2	3	4	5
14	Has he/she treated you with respect?	1	2	3	4	5
15	Has he/she refrained from improper remarks or comments?	1	2	3	4	5
Informational justice						
The following items refer to the line manager/supervisor who implements the performance appraisal system. To what extent:						

Components of Organisational Justice Measurement Items		Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
16	Has he/she been candid in his/her communications with you?	1	2	3	4	5
17	Has he/she explained the performance appraisal system thoroughly?	1	2	3	4	5
18	Were his/her explanations regarding the performance appraisal system reasonable?	1	2	3	4	5
19	Has he/she communicated details of the performance appraisal system promptly?	1	2	3	4	5
20	Has he/she seemed to tailor his/her communications to individuals' specific needs?	1	2	3	4	5

SECTION C: PUBLIC SERVICE MOTIVATION

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. If you make a mistake, just draw a line through the cross and make a new cross in the selected box.

1	2	3	4	5
---	---	---	---	---

Strongly disagree	Disagree	Unsure	Agree	Strongly agree
-------------------	----------	--------	-------	----------------

Dimensions and Items		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1	I admire people who initiate or are involved in activities to aid my community	1	2	3	4	5
2	It is important to contribute to activities that tackle social problems	1	2	3	4	5
3	Meaningful public service is very important to me	1	2	3	4	5
4	It is important for me to contribute to the common good	1	2	3	4	5
5	I think equal opportunities for citizens are very important	1	2	3	4	5
6	It is important that citizens can rely on the continuous provision of public services	1	2	3	4	5
7	It is fundamental that the interests of future generations are taken into account when developing public	1	2	3	4	5

Dimensions and Items		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
8	To act ethically is essential for public servants	1	2	3	4	5
9	I feel sympathetic to the plight of the underprivileged	1	2	3	4	5
10	I empathize with other people who face difficulties	1	2	3	4	5
11	I get very upset when I see other people being treated unfairly	1	2	3	4	5
12	Considering the welfare of others is very important	1	2	3	4	5
13	I am prepared to make sacrifices for the good of society	1	2	3	4	5
14	I believe in putting civic duty before self	1	2	3	4	5
15	I am willing to risk personal loss to help society	1	2	3	4	5
16	I would agree to a good plan to make a better life for the poor, even if it	1	2	3	4	5

Thank you for your participation

ANNEXURE 3

EDITOR'S CONFIRMATION, SIGNATURE AND CONTACT DETAILS

I, Aartia Joubert, an accredited member of the South African Translators' Institute, hereby confirm that I have edited the thesis,

Relationship between employees' perceived performance assessment fairness and public service motivation of members of the South African Army within the North-West Province

Mini-dissertation submitted in partial fulfilment of the requirements for the *Master of Business Administration* at the North-West University

By

YJ van der Merwe

Signature: 

Date: 16 May 2018

Aartia Joubert

BA, HDE

082 785 5219/aartiajoubert@vodamail.co.za

Accredited Member: South African Translators' Institute