

The development model of performance appraisal satisfaction in relation to organizational justice: Evidences from Public Higher Educational Institution

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ABSTRACT

Performance appraisal (PA) plays a vital role in the development and evaluation process of all employees. Thus, the satisfaction of employees towards PA implementation is essential to be explored. Given that, the components of PA satisfaction model may become salient to be investigated. Hence, this study aims to investigate the effects of employee's perceptions of organizational justice (OJ) on PA satisfaction. The effects of four dimensions of OJ on PA satisfaction have been examined. The differences in perceived OJ and PA satisfaction between the academic and non-academic staff have been revealed. This study utilized the survey (questionnaire) method. Data were gathered from 340 respondents (academic and non-academic staff) from one of the public higher educational institution in Malaysia. Results presented a significant difference in PA satisfaction between the academic and non-academics staff. However, no significant difference in perceived OJ existed between the two categories of staff. There was a strong correlation between overall justice and PA satisfaction ($r=.832$, $p=.000$). In detail, distributed justice ($r=.628$, $p=.000$), and procedural justice ($r=.728$, $p=.000$) were positively and significantly correlated with PA satisfaction. Also, interpersonal justice ($r=.793$, $p=.000$), and informational justice ($r=.790$, $p=.000$) were positively and significantly correlated with PA satisfaction. Therefore, all justice dimensions including distributive, procedural, interpersonal and informational justice should be well-enforced in the public higher educational institution. Theoretical and practical implications of the results are discussed.

Keywords:

Performance appraisal satisfaction,
Organizational justice, Public Higher
Educational Institution

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1. Introduction

Performance appraisals (PA) are widely used as a Human Resource (HR) instrument. However, it still faces with major challenge in HR management since the PA system should reach its maximum acceptability among employees. As we know, PA may consider as the most emotionally charged activity in an employee's life which involving the judgment of an employee's contribution and ability (services). In Malaysia, PA system for the government servants is much determined by the *Laporan Nilai Prestasi Tahunan (LNPT)* or Annual Work Performance Report (AWPR). Under this system, the process of PA for all employees needs to be followed by all of the Malaysian public institutions, including the public higher educational institutions.

Although PA tries to quantify the subjective measure of employees' performance into the standard process of evaluation, the objective measure of employees' performance are complicated to be fairly accepted by all employees (academic and the non-academic staff). This may be due to the subjective measures of every employee which may differ based on his accumulative knowledge, experience, and perspective. Hence, PA may appear as a problematic process in all institutions (including the public higher educational institutions in Malaysia) when there were differences level of justice perceptions among the employees.

As a government employee, it was a compulsory to follow all of rules and regulations as circulated by the *Suruhanjaya Perkhidmatan Awam (SPA)* or Public Service Commission (PSC). However, several concerns on what employees may consider in order to increase the level of PA satisfaction, especially in the term of OJ may need to be examined. As claimed by the previous researchers [1-2], OJ is the key factor to create satisfaction among employees towards PA system within an organization. In addition, limited studies have been done in the area of PA satisfaction in the Malaysian public higher educational institution, even though it was crucial for the government to maintain a good performance and efficiency of the organization (institution). Hence, the perspective of employees' satisfaction towards the routine implementation of AWPR in the Malaysian public higher educational institution is presented in this study.

In addition, Katavich [3] stated that previous studies investigated several factors such as appraisal process, appraisal interview, and appraisal outcomes as predictors of PA satisfaction. Thus, limited evidence has been found to contribute on the framework of PA satisfaction model, particularly in the Malaysian context. As satisfaction in PA may provide the important factor in predicting the development and the evaluation of the institution [4]; therefore, studying the antecedents of PA satisfaction is warranted in the context of Malaysia. Moreover, as justice perception of employee in PA system is an important factor in organizations [3]; thus, justice perceptions are salient to be investigated in the context of Malaysia.

The researchers attempt to contribute for a body of knowledge regarding the impact of OJ on PA satisfaction in one of the public higher educational institution in Malaysia. Moreover, the level of PA satisfaction and how it may relate to each of four dimensions of OJ can be empirically concluded based on this study. Thus, several recommendations can be suggested to the top management to improve any lacking towards the implementation of PA system; particularly in the aspect of distributive, procedural, interpersonal and informational justice.

Thus, this study provides some new knowledge regarding the impact of each dimension of OJ on PA satisfaction among staff in the Malaysian public higher educational institution. This framework may appear as a guideline to the top management in the institution (university) to increase the satisfaction level of PA implementation. The development of the framework may be used as a guideline for improving the level of OJ as well. Hence, in a longer term it may assist the university to achieve its mission towards upgrading the institution among the top 500 universities in the world.

2. Literature review

The purpose of this section is to review the related literature on past empirical studies. Specifically, in the first place, this section reviews the importance of PA satisfaction. In the second stage of this literature review the concept of four dimensions of OJ is explained. At the same point, the past empirical studies on the relationships between PA satisfaction and OJ are also discussed in order to develop the research hypotheses.

2.1. Performance appraisal satisfaction

As stated by Ibeogu and Ozturen [4], 'appraisals usually are utilized mainly for two main reasons; development and evaluation' (p. 965). For the purpose of development, PA is administered for identification of needs and feedbacks, determination of assignment/transfers, and pointing out employee's strength and weaknesses. Meanwhile, for the purpose of evaluation PA is referred to the identification of performance, promotion/demotion decisions, employees' performance recognition, salary management, and retention/termination decisions. Dusterhoff, Cunningham and MacGregor [5] stated that appraisal is also designed to improve employee development and to eliminate performance barriers. Thus, one of the aims of PA is to improve employees' contribution to achieve organizational goals [6], especially for the purpose the employees' development.

For the purpose of evaluation, Bacal [7] stated that PA helps employers and employees to define, communicate and revise expectations, goals and progression towards the achievement of the organizational goals. For example, employees' reaction to PA is one of the important measures in order to gain an understanding on how PA system may satisfy the employees [8]. However, the study of employees' reaction towards PA system has been given little attention [9] even though the employees' reaction towards the PA system is considered as one of the main criteria to evaluate the relevance of this system [10].

In addition, Getnet, Jebena and Tsegaye [11] stated that PA in organization is considered as a key of HR practices for measuring efficiency. Employees' satisfaction in PA system plays an essential role in their long-term efficiency. Hence, a negative reaction towards the appraisal implementation can ruin the entire PA system even if it was built meticulously [12]. Thus, to provide a satisfy PA system is become a challenge for the management to ensure the continuation of the efficiency in the organization (institution).

Given that PA can be simplified as a process of assessing the quantitative and qualitative aspect of employees' job performance [11], thus most of today management including those who are in the Malaysian public higher educational institutions need to put their concern towards providing the satisfy PA system. It was a crucial effort to develop a positive reaction from all employees especially with regard to justice perceptions towards the entire PA implementation. In the long-term these positive reactions will improve the performance of public higher educational institutions simultaneously. In this study, PA satisfaction is defined as a positive reaction of employees towards four dimensions of OJ namely distributive, procedural, interpersonal and informational justice.

2.2. Organizational justice (OJ)

As stated by Greenberg [13], for nearly five decades OJ underlies much of the behaviour in organizations and has been a growing research topic. Countless studies demonstrated that OJ are related to attitudes and outcomes in a variety of contexts [14]. For example, the perceptions of OJ had been triggered in several HR practices such as task performance and organizational citizenship

or helping behaviours [14]. Then, OJ had been examined in other area of HR practices such as performance evaluation or performance appraisal [4].

Given the breadth impacts of OJ on several HR outcomes (eg. task performance, organizational citizenship, PA) the fact 'that people care about justice is undeniable' [14]. Not only that, the measurement of OJ construct is also deemed important to be studied.

According to Colquitt [14], the four dimensions of OJ included of (1) distributive justice: concern with decision outcomes; (2) procedural justice: concern with the process by which outcomes are reached; (3) interpersonal justice: concern with the quality of interpersonal treatment received; and (4) informational justice: concern with the quality of information provided during decision making. Hence, all dimensions of Colquitt's OJ have been utilized in the questionnaire set to obtain the data from the respective respondents in this study.

2.2.1. Distributive justice

Distributive justice is defined by Adam [15] as employees' perception towards allotments endowed such as promotion or salary increment. This implied the importance of PA implementation in the organization since PA is the key factor to determine employees' promotion as well as their salary increment. As stated by Nasurdin and Khuan [16] distributive injustice happened when individuals did not receive the award as they expected if compared to the others' awards (allotments endowed).

Distributive justice is stemmed from Adams' equality theory. It dealt with perceived justice as a potential factor of important applications in organizational grounds [17]. Hence, relying on the equity theory, employees will modify the quality or quantity of their work to make it balance with the perceived justice. McCain, Tsai and Bellino [18] claimed that when employees are treated more fairly, they are more willing to subordinate their own short-term individual interests to the interests of a group or organization.

Given the above literature, this study examined the relationship between employees' distributive justice (eg. perception towards allotments endowed such as promotion or salary increment) and PA satisfaction among staff in one of public higher educational institution in Malaysia.

2.2.2. Procedural justice

Procedural justice is defined by Thibault and Walker [19] as employees' perception towards the procedures used in endowing allotments. Meanwhile, Robbins [20] defined procedural justice as a process that is used to determine the distribution of rewards. Basically, it is referred to employees' perceived fairness towards the current procedures in decision-making which are related to compensate employees' services in the organization. Rezaeian [21] stated that employees' perceptions had a key role in procedural justice and their reaction towards procedures depends on their manner of perception of those procedures.

However, employees' perception towards the PA procedures might not refer to the real nature of the procedures in the perception of organizations. Thus, procedural justice illustrates the process of attaining rewards should be fairly implemented. As noted by Cohen-Charash and Spector [17], individuals have no right and should not be able to obtain fair results from unfair methods and processes. Thus, the management may need to provide the fairest methods and processes when implementing the PA system.

Procedural justice is referred by other authors [22] as the maintenance of the institutional legitimacy. As cited by Sudin [23], the perceptions of procedural justice were high if there were

standards to insure the results of monitoring were accurate; and that the organization had appeal procedures to correct any unreasonable outcomes. In other words, the procedure toward distribution of rewards must be standardized. It must accurately and consistently be applied by the management to every single employee without any biasness or self-interest.

Jawahar [24] stated that researches have established that procedures are judged as fair if the procedures are implemented consistently on the basis of accurate information, and must followed a set of standard ethical behaviour. In this study, the researchers explored the relationship between employees' procedural justice (eg. perception towards the procedures used in endowing allotments) and PA satisfaction among all staff in public higher educational institution in Malaysia.

2.2.3. Interpersonal justice

Interpersonal justice was one of the breakdown items under the domain of interactional justice. The other item was informational justice. Interpersonal justice played as a distinct construct with procedure-oriented and distributive justice [25]. As defined by Bies and Moag [26], interpersonal justice referred to employees' perception towards the interpersonal treatment given in the process of allotting endowment.

Meanwhile, as cited by Sudin [23], interpersonal justice referred to treatment with politeness, dignity, and respect by those who execute procedures or determine outcomes. In other words, interpersonal justice referred to management treatments which are expected to be delivered with politeness, dignity, and respect particularly towards the execution of procedures in determining employees' services. This concept was consistent with the explanation of Colquitt, Scott, Judge and Shaw [27] who stated that interpersonal treatments are included interpersonal communication, truthfulness, propriety of questions and justification, honesty, courtesy, timely feedback, and respect for rights.

In this study, the researcher presented the relationship between employees' interpersonal justice (eg. perception towards the interpersonal treatment given by the management in the process of endowing allotments) and PA satisfaction among staff in public higher educational institution in Malaysia.

2.2.4. Informational justice

At first, informational justice is also under the domain of interactional justice. Previous authors [28] referred informational justice as the perception of employees towards their employer in providing clear explanations regarding a decision made. Later, it is defined by Greenberg [29] as the transitory and explanation of decision making procedures, specifically to the fairness of decision maker's behaviour in the process of decision making that related to a proper treatment such as clarifying expectations, providing feedback and explaining rating decisions and being truthful in communication and treating people with courtesy and showing respect.

Thus, informational justice is enacted of rewards procedures which consisted of several behaviours of the decisions makers such as an adequate consideration of the employee's input, a suppression of personal biases, a consistent application of decision-making criteria, a feedback within an acceptable duration with a justified result of the decision. In other words, informational justice is related to the perception of employees on how the decision makers handled the procedure towards the rewards allocation based on several behaviours which are expected to be delivered in a standards manner to all employees.

In this study, the researchers revealed the relationship between employees' informational justice (eg. perception towards the management in providing them with clear explanations regarding the process of endowing allotments) and PA satisfaction among staff in public higher educational institution in Malaysia.

2.3. Relationship between OJ and PA satisfaction

Greenberg [30] applied OJ theory to make PA appeared to be fair in his study. It related to what one received (rating or other outcome) or how it is decided to make an appraisal seemed fair.

In 2010, Fatt, Khin and Heng [31] presented that employees were more satisfied when they felt they were rewarded fairly for the work they have done. It can be achieved when rewards were given for genuine contributions to the organization, and it was consistent with the reward policies. This study reported that the justice dimensions in the terms of procedural, distributive and interactional became the main perception of employees' fair treatment. Based on these findings [31], interpersonal and informational justice appeared as the dimensions that may lead to the satisfaction of employees PA. In addition, these are the two items under the domain of interactional justice. This study suggested that the management need to provide the PA system in a consistent and full of fairly manner towards all employees within any organization.

The failure management to provide the elements of fairness for all employees especially towards the process PA may lead to several problematic scenarios such as a loss of employees' respect towards the managerial team in the organization. Recent author also agreed and stated that PA should be implemented in the most fairly manner because it aligned employees to the organizational goals and employees' development [32].

In the Malaysian context, particularly in the public higher educational institution, limited knowledge has known regarding the relationship between employees' perceived justice and how they satisfied with the implementation of the PA system. To date, it was a compulsory to all government servants (including all staff in the public higher educational institution) to follow the rules and regulation as circulated by the PSC. The process and procedure regarding the implementation of PA system was not excluded according to the PSC. It may hard for governments servants to voice out any dissatisfaction towards the implementation of PA system. Thus, the results of this study may appear as a guideline for the management to the extent of what employees matter toward OJ and PA satisfaction.

Given the above literature review, the objective of this research was to reveal the differences in perceived OJ and PA satisfaction among the academic and non-academic staff in this institution. Not only that, the next objective was to investigate the influences of all OJ dimensions on PA satisfaction among all staff in this institution. The specific hypotheses are developed as follows:

H₁: There is a different level of PA satisfaction between the academic and non-academic staff.

H₂: There is a different level of OJ between the academic and non-academic staff.

H₃: There is a significant relationship between overall OJ and PA satisfaction among all staff.

H_{3a}: There is a significant relationship between distributive justice and PA satisfaction among all staff.

H_{3b}: There is a significant relationship between procedural justice and PA satisfaction among all staff.

H_{3c}: There is a significant relationship between interpersonal justice and PA satisfaction among all staff.

H_{3d}: There is a significant relationship between informational justice and PA satisfaction among all staff.

3. Methodology

This study has utilized the quantitative method (eg. questionnaire). The population of this study included all active staff in academic and non-academic service categories from all departments in this institution. Therefore, the survey sets have been randomly distributed for approximately 600 respondents. The instruments used for this study have been adapted from the previous measurements.

As for the PA satisfaction, 10 items of Colquitt [33] scale has been adapted. Meanwhile, the total 22 items for 4 dimensional of justice have been adapted from Price and Mueller [34]; and Colquitt [33].

A total of 340 returned survey sets have been used for analysis by using SPSS software (version 22). T-test has been conducted to examine the differences in PA satisfaction and perceived OJ between the academic and non-academic staff. Separate multiple regression has been run to test the predictive power of the independent variables on PA satisfaction accordingly to the developed hypotheses.

4. Findings Analysis

Findings analysis has been discussed based on the descriptive and statistical analyses. The descriptive analysis discussed the profile of the respondents. Meanwhile the statistical analyses discussed the results of the used SPSS test (t-test, correlation analysis, regression analysis).

4.1. Background of the study

Based on the descriptive analysis, it is noted that 48.2% of respondents were from the academic staff category; whereas the remaining 51.8% of respondents were from the non-academic staff category. More than half of the respondents were males when the distribution of gender was higher for males with a total of 198 male respondents, or 58.2%. On the other hand, there were 142 female respondents or 41.8% out of 340 respondents.

The age of the respondents showed that over half of the respondents (67.9%) were in the range of ages between 21 to 30 years old. Apart from that, 67.1% of the total respondents had served the institution in less than 5 years. More than half of the respondents (73.4%) had 6 to 10 years of working experience in this public educational institution.

The academic qualification of the respondents presented that 43.2% of the respondents had a Master degree, 31% of the respondents had a Doctoral degree, and 18.6% had a Bachelor Degree. About 4.8% of the respondents were Diploma holders and the remaining 2.4% of the respondents had other certifications such as SPM/STPM.

4.2. T-test analysis

4.2.1. Differences in PA satisfaction level between the academic and non-academic staff

T-test is conducted to compare the differences in PA satisfaction level between the academic and non-academic staff. Referring to Table 1, a significant difference ($p=.008$) between the academic staff ($M=3.63$, $SD=0.77$) and the non-academic staff ($M=3.85$, $SD=0.72$) is presented in this institution. This result suggested that service categories really had an effect on PA satisfaction level.

Specifically, this result implied that the academic and non-academic staff had a different perception towards PA implementation in this institution. Hence, this analysis supported Hypothesis H₁.

Table 1
Differential Analysis of PA Satisfaction and Service Categories

Variable	Academic	Non-academic	T	Df	Sig.
	M	M			
Performance Appraisal Satisfaction	3.63 (.77)	3.85 (.72)	2.65**	331	.008

Note. **= $p < .05$

For a further clarification, the mean of differences between these two service categories is calculated. The positive t value indicated that PA satisfaction level for the non-academic staff ($t=2.66$) was significantly greater than PA satisfaction level for the academic staff ($t=2.65$). Hence, it showed that the non-academic staff are more satisfied with the implementation of PA in this institution compared to the staff in the academic service category.

4.2.2. Differences in OJ level between the academic and non-academic staff

Table 2 showed the result of the differential analysis for each dimensions of OJ and service categories. Based on the OJ dimensions, the result indicated that distributive justice had no significant difference between the non-academic staff ($M=3.94$, $SD=.823$) and the academic staff ($M=3.85$, $SD=1.104$).

A similar result is revealed for the dimension of procedural justice as the analysis showed that there was no significant difference existed in procedural justice between the non-academic staff ($M=3.52$, $SD=.779$) and the academic staff ($M=3.49$, $SD=.752$).

Table 2
Differential Analysis of OJ Dimensions and Service Categories

Variable	Academic	Non-academic	t	df	Sig.
	M	M			
Distributive Justice	3.85 (1.104)	3.94 (.823)	.866	300	.576
Procedural Justice	3.49 (.752)	3.52 (.779)	.283	337	.433
Interpersonal Justice	3.70 (.785)	3.81 (.852)	1.297	337	.105
Informational Justice	3.52 (.813)	3.68 (.828)	1.763	337	.712

Note. **= $p < .05$

The same results are evidenced for the remaining two dimensions. As presented in Table 2, the analysis showed that there was no significant difference in interpersonal justice between the non-academic staff ($M=3.81$, $SD=.852$) and the academic staff ($M=3.70$, $SD=.785$). Also, there was no significant difference in informational justice between the non-academic staff ($M=3.68$, $SD=.828$) and the academic staff ($M=3.52$, $SD=.813$). In sum, these results suggested that there were no differences appeared in the perception of each OJ dimensions between the academic and non-academic staff in this institution. Therefore, Hypothesis H₂ is not supported in this study.

Even though the results revealed the insignificant differences in all dimensions of OJ between the academic and the non-academic staff, the most insignificant difference in informational justice is reported with $p=.712$. This figure of insignificant differences is followed by distributive justice ($p=.576$) and procedural justice ($p=.433$). As for the dimension of interpersonal justice, the p value is

reported at .105. Thus, it was about to reach at the significance level. Therefore, based on this result, the difference between the academic and the non-academic staff in accepting interpersonal justice would be interpreted as near to the significance level at this point of view.

4.2.3. Correlation analysis

4.2.3.1. Relationship between overall OJ and PA satisfaction

The relationship between overall OJ and PA satisfaction is presented in Table 3. The result showed a correlation existed between overall OJ and PA satisfaction with $r=.832$, and $p<.01$. Hence, it provided a strong and positive evidence of relationship between overall OJ and PA satisfaction among all staff in this institution. Therefore, H_3 is supported in this study.

Table 3
Correlation Analysis between Overall OJ and PA Satisfaction

Variables	PA Satisfaction
Organizational Justice	.832**

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

In detail, this correlation analysis indicated that overall OJ among all staff in this institution is influenced by their perception of PA satisfaction. Therefore, in order to enhance the productivity and efficiency of the staff, the institution needs to develop a good implementation of PA system to gain a higher level of satisfaction among the staff.

4.2.3.2. Relationships between OJ dimensions and PA satisfaction

Again, a correlation analysis is used to measure the relationships between all dimensions of OJ (eg. distributive justice, procedural justice, interpersonal justice and informational justice) and PA satisfaction. As shown in Table 4, significant relationships existed between the four dimensional of OJ and PA satisfaction.

As shown in this table, procedural justice and PA satisfaction is reported as strong and positively correlated with $r=.768$, and $p<.01$. The same results are reported for the relationships between interpersonal justice and PA satisfaction ($r=.793$, $p<.01$); and between informational justice and PA satisfaction ($r=.790$, $p<.01$). Next, the relationship between distributive justice and PA satisfaction is reported as moderate but still related with $r=.628$, and $p<.01$. Therefore, H_{3a} , H_{3b} , H_{3c} and H_{3d} were supported inversely.

Table 4
Correlation Analyses between OJ and PA satisfaction

Variables	PA Satisfaction
1. Organizational Justice	.832**
2. Distributive Justice	.628**
3. Procedural Justice	.768**
4. Interpersonal Justice	.793**
5. Informational Justice	.790**

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

4.2.4. Regression analysis

Regression analysis is presented in Table 5. This analysis is used to measure which dimensions of OJ created the most significant influence on the level of PA satisfaction. It is reported that 71% ($R^2=.71$, $F=205.23$) of the variance in PA satisfaction is explained by distributive justice, procedural justice, interpersonal justice and informational justice.

Table 5
 Regression Analysis between OJ Dimensions and PA Satisfaction

OJ	Coefficient				
	B	SE B	β	t	Sig.
Distributive Justice	.14	.03	.180	4.52	.000
Procedural Justice	.17	.06	.177	2.93	.004
Interpersonal Justice	.24	.05	.262	4.17	.000
Informational Justice	.29	.06	.321	4.80	.000
R^2	.71				
F	205.23				

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

Based on the results, all dimensions of OJ including distributive justice, procedural justice, interpersonal justice and informational justice are significantly related to PA satisfaction. In detail, it showed that distributive justice ($\beta=.180$, $p=.000$), procedural justice ($\beta=.177$, $p=.004$), interpersonal justice ($\beta=.262$, $p=.000$) and informational justice ($\beta =.321$, $p=.000$) are significantly related to employees' PA satisfaction. Thus, it is found that all dimensions of OJ are significantly related to PA satisfaction among all staff in this institution.

As shown in Table 5, result indicated that informational justice appeared as the most significant predictor of PA satisfaction in this institution. Informational justice contributed about 32.1% of significant level towards PA satisfaction in this study. The ranking of significant predictors is followed by interpersonal justice (26.2%), distributive justice (18.0%) and procedural justice (17.7%).

5. Conclusions

The results of this study provided the new knowledge regarding the level of employees' PA satisfaction as well as the level of perceived OJ between the academic and the non-academic staff in one of the public higher educational institution in Malaysia. Based on the findings, it is presented that the level of PA satisfaction among the non-academic staff ($t=2.66$) is significantly greater than the level of PA satisfaction among the academic staff ($t=2.65$). This may be due to the work environment which placed the non-academic staff nearer and closer to the Head of Department or HODs; such as the Deans, Directors, Coordinators, etc.

Although limited evidence has been found regarding the research on location of where academicians have been placed in the university and their level of satisfaction, Basak [35] presented that working environment was the factors that lead to academicians' dissatisfaction. Moreover, as stated by Türk and Roolah [36] in academic placement, physical working conditions is the important indicator of rewards determination. As organizations implement the PA system to allocate rewards for the employees [3], thus this may indirectly be claimed that working environment has its influences on employees' PA satisfaction as well.

In addition, the non-academic staff can directly discuss about any dissatisfaction towards the PA implementation or any other administrative matters to their superiors. In the Malaysian public higher

educational institution, the non-academic staff also became the responsible persons who able to advise HODs in implementing the PA system. Thus, they might aware more about the implementation of the PA system.

It may differ to the work environment for the academic staff as they may have more areas of work to be fulfilled. As we know, the academic staff engage in teaching and learning, research and publication, social corporate responsibilities and so forth. Thus, it can be assumed that the academic staff spend most of their times with their students for teaching and learning; and with their academic colleagues for research and publication. Hence, they may have limited time to directly discuss about their dissatisfaction with their superior or Dean. Although they may voice out any of their dissatisfaction through the Dean's representatives or the Deputy Deans, however, it may depend on the representatives to take the most appropriate actions. As presented in Table 1, only a small difference of satisfaction towards PA implementation existed between these two categories of staff. Hence, it may answer that although the academic staff not always channel their dissatisfaction directly to their Dean; however, the Dean's representative may take the maximum efforts about it. In addition, the percentage of sample from the non-academic respondents (51.8%) also may justify why this group presented a greater level of PA satisfaction compared to the non-academic respondents (48.2%).

Based on the second t-test findings, it is found that there are no differences in the perceptions of OJ dimensions (distributive, procedural, interpersonal, informational justice) between the academic and non-academic staff in this institution. Although the results revealed the insignificant differences in all perceived OJ dimensions between the academic and the non-academic staff, the p value of interpersonal justice is reported at .105; and about to reach the significance level. Therefore, based on this result, the difference between the academic and the non-academic staff in accepting interpersonal justice would be interpreted as near to the significance level at this point of view. This may provide the answer that only interpersonal justice perspective is slightly differed between the academic and non-academic staff regarding in public higher educational institution. In this study, this difference of perceived interpersonal justice referred to employees' perception towards the interpersonal treatment given by the management in the process of endowing allotments.

Referring to the definition of interpersonal justice which concerns with the quality of interpersonal treatment received during PA implementation process, it may provide the answer for the pattern of this finding. The differences of work environment between the academic and non-academic staff, particularly to the extent they are near or close to HOD may reflect on the level of perceived interpersonal justice between them.

Please refer Table 3 for the correlation analysis results. To date, a significant relationship is presented between overall OJ and PA satisfaction among all staff in this institution with r value at .832. It provided a strong evidence of positive correlation between overall OJ and PA satisfaction among both categories of staff in this institution.

Please refer Table 4 for correlation results for each dimension of OJ and PA satisfaction. As presented, significant relationships are found between all dimensions of OJ (distributive, procedural, interpersonal and informational justice) and PA satisfaction among all staff in this institution. The strong and positive correlations are reported for the relationships between PA satisfaction and with three OJ dimension namely interpersonal justice ($r=.793$, $p<.01$); informational justice ($r=.790$, $p<.01$) as well as the procedural justice ($r=.768$, $p<.01$).

This implied that, in this institution there was a strong influence of staff perception towards the interpersonal treatment given by the management in the process of PA system. It also implied a strong influence of staff perception towards the management in providing them with clear

explanations regarding the process of the PA system. Not only that, staff perception towards the procedures used in endowing allotments also had a strong influence on their PA satisfaction.

However, a moderate and positive correlation is reported for the relationship between distributive justice and PA satisfaction ($r=.628, p<.01$). This result implied that there was a moderate relationship between distributive justice and PA satisfaction among staff in this institution. Hence, several efforts to fulfill some distributive indicators such as considering the amount of employees' responsibilities and experiences, the additional educational qualification of employees and number of training which employees completed [33] should be taken into considerations for future PA implementation.

These results were consistent with the results of Kaleem, Jabeen and Twana [37] who found that distributive justice ($r=.662, p<.01$) and procedural justice ($r=.582, p<.01$) were significantly correlated to PA satisfaction ($r=.662, p<.01$) among employees in manufacturing firms in Pakistan. As presented in Table 4, the results regarding the impacts of both interpersonal and informational justice of PA satisfaction among staff in this institution may be said to be consistent with the previous study [37] which presented that interpersonal justice is significantly related to PA satisfaction ($r=.384, p<.01$). This is because the elements of interpersonal and informational justice were first have been categorized under the domain of interactional justice according to the previous justice scholars.

Next, the result of regression analysis is reported in Table 5. All dimensions of OJ namely distributive justice ($\beta=.180, p=.000$); procedural justice ($\beta=.177, p=.004$); interpersonal justice ($\beta=.262, p=.000$); and informational justice ($\beta=.321, p=.000$) are correlated with PA satisfaction. Theoretically, these results support the previous studies [30] which indicated that there was significant relationship between OJ and PA satisfaction among staff in Ethiopian higher educational institution. This pattern of results also supported the study of Fatt [31] who presented employees from small and middle size companies in Malaysia were more satisfied when they perceived that they were fairly rewarded.

To date, all statements as hypothesized in H_{3a} to H_{3d} regarding the influences of OJ on PA satisfaction in this study are accepted. Practically, detail suggestions of OJ implementation may be channeled to the top management in this institution. Therefore, the top management may aware and may allocate new efforts to increase the level of justice based on those four dimensions towards PA implementation in this institution. For example, these results may extensively be used by the Training Department in order to acknowledge or train all staff and HODs regarding the whole process of PA system. Thus, it may help to enhance the justice climate among staff towards the PA implementation in this institution. In sum, a model of PA satisfaction in public higher educational institution in Malaysia is presented in Fig. 1.

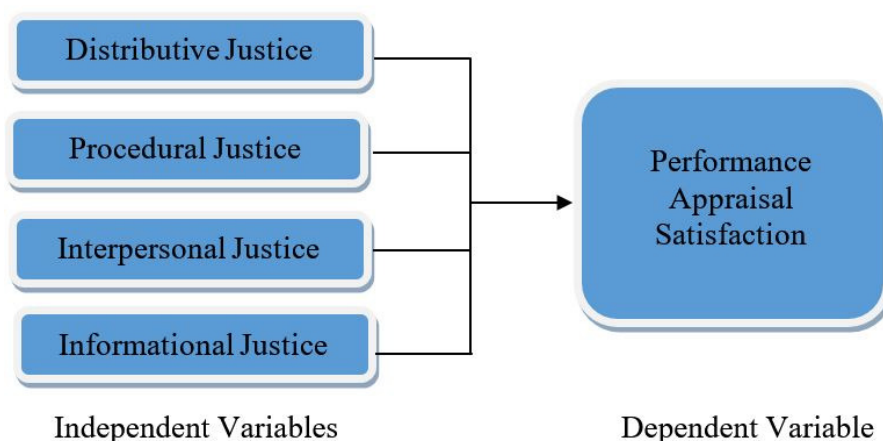


Fig. 1. PA Satisfaction Model

As a conclusion, employees' perception of justice has a significant impact on PA satisfaction, which will affect the attitude and behavior of the employees in the institution. This was supported by the research of Fatt [31] who stated that employees were more satisfied when they felt they were rewarded fairly for the work they have done. Hence, all justice perception of employee (distributive, procedural, interpersonal, informational) in PA system is an important factor to be improved not only in the public higher educational institution, but in all public institutions in Malaysia. Thus, continuous training on PA system by highlighting on all justice perceptions should be conducted to improve the understanding of justice facets in the environment of the Malaysian public higher educational institutions.

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