

**FAIR PERFORMANCE APPRAISAL AND ITS EFFECTS ON
ORGANISATIONAL COMMITMENT OF LECTURERS IN UNIVERSITI
UTARA MALAYSIA**

By
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Master in Human Resource Management**

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ABSTRACT

Organizational commitment has been an increasingly researched field of study since the past research shown the important to the organization as a whole. Despite the increase in attention given to the study of workplace commitment, there is still question on the relationship and affects of fairness and its relation to the commitment. This study tries to identify the relationship between the fairness of performance appraisal in the academic community towards the organizational commitment of the lecturers. The current research has been conducted among 316 lecturers in Universiti Utara Malaysia (UUM). A questionnaire survey based research was used to collect data and analyzed using Pearson correlation and linear regression to identify the relationship and test the hypothesis. The findings of this study indicate, that there is a significant and positive relationship between perceived fairness, such as procedural justice, informational justice and interpersonal justice in performance appraisal and organizational commitment. Distributive justice in performance appraisal was found to be not significant in affecting the organizational commitment of lecturers.

Keywords: Organizational Commitment, Performance Appraisal, Organizational Justice

ABSTRAK

Komitment dalam organisasi merupakan satu bidang kajian yang telah dikaji secara mendalam dan kajian-kajian lalu memberi keutamaan kepada bidang ini secara berterusan. Di sebalik peningkatan dalam perhatian yang diberikan kepada kajian komitmen di tempat kerja, masih terdapat persoalan dalam hubungan antara keadilan dan kaitannya dengan komitmen. Kajian ini cuba untuk mengenal pasti hubungan antara keadilan penilaian prestasi dalam komuniti akademik terhadap komitmen organisasi. Kajian ini telah dijalankan di kalangan 316 pensyarah di Universiti Utara Malaysia (UUM). Kajian ini dijalankan menggunakan tinjauan soal selidik untuk mengumpul data dan dianalisis menggunakan korelasi Pearson dan regresi linear untuk mengenal pasti hubungan dan menguji hipotesis. Hasil kajian ini menunjukkan, bahawa terdapat hubungan yang signifikan dan positif antara keadilan dan komitmen kerja, seperti keadilan prosedur, keadilan maklumat dan keadilan interpersonal. Keadilan distributif dalam penilaian prestasi didapati tidak signifikan dalam mempengaruhi komitmen organisasi pensyarah.

Kata Kunci: Komitmen Organisasi, Penilaian Prestasi, Keadilan Organisasi

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List of Abbreviations

ASIS	Academic and Student Information System
CAS	College of Arts and Sciences
COB	College of Business
COLGIS	College of Law, Government and International Studies
GAIS	Graduate Academic Information System
HILs	Higher Institution of Learning
IPR	Intellectual Properties Registered
KMO	Keiser-Meyers-Oklin test
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MQA	Malaysian Qualifications Agency
MyIPO	National Intellectual Property Organization
MyRA	Malaysia Research Assessment Instrument
OCQ	Organizational Commitment Questionnaire
PERSIS	Personnel Information System
ReCIS	Research and Consultation Information System
RIMC	Research and Innovation Management Center
SETARA	Sistem Penarafan Institusi Pengajian Tinggi Malaysia
SPSS	Statistical Package for Social Science
UUM	University Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter briefly explains the environment of the Malaysian Higher Education system and the importance of organizational commitment in achieving the future plans of the Ministry of Education. Following that, this chapter also highlights the problem statement of the study, the objectives, and research questions and also the definition of terms used in this study.

1.2 Background of the Study

Education, particularly tertiary education has become an important investment in achieving future developments and ensuring a sustainable economic power. Higher education in the current era is no longer a luxury but. It has become a necessity in many countries in attaining a higher standard in terms of social and economic development (Peril & Promise, 2000).

This is evident in the Malaysian context as it is strategizing to become a first world economy nation by 2020, where the tertiary education is the foundation for natural development (Morshidi Sirat, 2009). The plans, which had been incorporated to lead the changes and developments in the Higher education in the country, were done in line with the National Mission and also the 9th and 10th National Plans. These national blueprints had emphasized on economic and social transformation so that Malaysia could achieve a high-income knowledge-based economy by the year 2020.

Various ministry portfolios and departments were delineated and refitted to suit this national agendas set in the National Policies. Among these were the executive seat of Education that were separated into the Ministry of Higher Education (MOHE) and the Ministry of Education (MOE). This was to give sufficient attention in the planning and execution of specific plans and goals of the national education agendas in various levels (Mohd Najib, 2006). This new executive seat was established in 2004 and had authority over public and private higher education institutions, polytechnics and community colleges. The then new portfolio was mainly established to ensure the smooth execution of the internationalization plans of the Malaysian education (Zailan, 2007).

These ideals and visions are streamlined in The National Higher Education Strategic Plan (2007- 2020) to suit the higher education services. This plan has a clear seven-step vision in handling the growing number of higher education institutions in Malaysia. The steps are; developing access and quality, improving the teaching and learning, enhancing teaching and learning, enhancing research and innovation, strengthening institutions of higher education, enculturatisation of lifelong learning and reinforcing the higher education delivery system (MOHE, 2007).

Mohsin and Kamal (2012) in their report described the Malaysian governments initiatives as being very much committed in making the higher education in Malaysia as a globally marketable and highly competitive industry, and is also rigorously working towards being a regional hub of education. This is also highlighted in the National Higher Education Plan itself and this has also been continuously emphasized as an important goal by the then Minister of Higher Education, Datuk Seri' Mohamad

Khaled Nordin.

To ensure the success of Malaysia as a regional hub for higher education, it is necessary to set a benchmark of performance for the players in the industry itself. The quality and performance of the higher institution of learning (HILs) could make a significant impact in achieving the policies and goals of the government. The then Minister of Higher Education, emphasized the importance of the strictest performance management systems to ensure that attaining the goals of the National Higher Education blueprint in 2020 are met:

“We’ve no choice but to concentrate on quality. We want Malaysia to be a hub of higher education. We want first-class mentality students”

(The Star, 2009)

According to Nur Anisah (2011) since 2006, 70% of the higher education institutions have started implementing some form of measurement to quantify the performance of the employees and the institutions as a whole. This change has occurred in line with the launching of the National Higher Education Plan 2007-2020. In other words, there is a need in the higher education institutions to produce valid data to analyze and show the contribution they have given in achieving the national vision of the MOHE. The establishment of a performance management system plays a crucial role providing a detailed data of the performance of the employee that has become even more important to be able to have the stream of data on the charts based on the performance management system applied after the announcement of the said Plan.

The responsibility to evaluate, maintain and streamline the performance among higher

education institutions is vested in the authority of the Malaysian Qualifications Agency (MQA), the MOHE's agency incorporated by the Malaysian Qualifications Agency Act in 2007 (MQA, 2008).

The major contribution of the MQA was the implementation of SETARA, the rating system for Malaysian Higher Education Institutions (Ibrahim Ahmad, 2011). The ranking by SETARA was done in 2007, 2009 and 2011. The Higher Education Minister announced the latest evaluation results in 2011. This was a conclusive report done by the MQA committee and the Malaysia Research Assessment Instrument (MyRA) of the Ministry of Higher Education (Rating results for SETARA'11 & MyRA, 2012). The two reports were derived based on two different aspects of the university achievement, complementing each other. Namely undergraduate level teaching and learning aspects covered my MQA and the level of research, development and commercialization accomplished by the institutions evaluated by the MyRA committee.

According to Kavanagh, Benson and Brown (2007), the performance management systems and appraisal process practiced allows the organization to observe the employees performance development following the changes in the environment, allowing the institutions to be on par with the concurrent requirements of the MOHE.

The higher education institutions, such as University Utara Malaysia (UUM) have implemented a performance appraisal system, for a long time but it was a manual system. Several years ago, UUM had created a digital system and it was a linked system between various databases. Among these data base were Personnel

Information System (PERSIS), Research and Consultation Information System (ReCIS), Graduate Academic Information System (GAIS), Academic and Student Information System (ASIS) which provides a holistic performance management system (UUM Registrars Department, 2014).

This system has also incorporated the recent needs and requirements of MOHE, which is tested through the SETARA and MyRA instruments. One such inter-related criteria is parallel to the requirements is research and publications.

Research and publication index listed by the university is a reflection to fulfill the MyRA requirements. In the 2011 ranking, MyRA instruments were carried out based on eight criteria among which were quantity and quality of researchers (25%); quantity and quality of research (30%) which in total constitutes 55% of the instrument which aims at identifying the commitment and effort of the university and its workforce towards achieving the MOHE standards (Rating results for SETARA'11 & MyRA, 2012).

It is in the best of interest for UUM, as a dynamic university, to be more independent, to be more entrepreneurial activities and be more involved in research (Massy, 1996) this is inline with the efforts to be recognized as a research university and achieve its vision to be an eminent management university (UUM, 2014).

1.3 Problem Statement

The goal of the Higher Education blueprint in establishing a regional education hub is only possible with the involvement and continued support of the lecturers as the primary delivering tool in the higher education institutions. UUM as one of the pioneer and specialized university in Malaysia is poised to contribute and be a partner in the government's efforts. Towards achieving this target, commitment of the teaching force is an essential factor in ensuring success in the education field (Davoodipor, Ahancheyan & Rezvani, 2008), this is not surprising because lecturers are involved directly in the teaching and learning process of the both private and public higher education institutions.

The organizational commitment and enthusiasm of lecturers is described by the attachment between the lecturers and their willingness to contribute to the institutions vision and mission (Blau & Boal,1987; Mathieu & Zajac,1990). As explained previously, through MyRA instrument used by the MOHE has emphasized greatly on the quantity and quality of research produced by the universities (Rating results for SETARA'11 & MyRA, 2012). The importance of research and publications as part of the universities goals of being a major contributor in the government's efforts is very much depending on the commitment projected by its academic staffs efforts and contributions. The effort and contributions of the lecturers can be clearly seen in the number of research and publications done through out their service in the university.

The lecturers' commitment towards their institution is reciprocal in nature, as described by Hsu (2002), the effort of the organization in providing fair performance

appraisal affects the extent to which the workers will respond in terms of effort and energy in serving the institution. Their perception of the fairness of the appraisal system in place at the organization shows the commitment of the organization towards their employees. The amount of commitment the organization places on the procedures of the appraisal, distribution of rewards based on the appraisal, informing the procedures and steps of the appraisal and proper communication of the appraisal system alters the commitment of the lecturers towards the university (Miah & Talukder, 2012).

Fletcher (2001) explained the use of performance appraisal in gathering information of the efforts and outputs to be used to identify employee competencies, increase capabilities and identify reward distributions. For UUM lecturers apart from teaching, they are also required to conduct research and publish their works, which has become an essential part of the trade.

Based on the annual achievements report provided by the Research and Innovation Management Center (RIMC) of UUM, the total disbursement of research funds for the year 2012 and 2013 has increased from 77.5% to 80.64% of the total research funds available to UUM scholars. Bearing in mind the increase in the funds provided by the university through various research development programs, there has been a steep decrease in the number of Intellectual Properties Registered (IPR); let it be the original writings copyright or the other intellectual properties with ISBN registration numbers

IPR for writings copyright includes original writing, which has scholarly value,

evaluated by external referee and published by accredited publisher. This particular IPR is evaluated based on the publications registered by the universities academic staffs, and according to the statistics provided by RIMC, between year 2012 and 2013 the IPR publications has declined from 367 to 62, amounting to a reduction of 83.1% registered IPR.

The second IPR includes other intellectual properties with ISBN registration, excluding published journals by the institutions publisher. This IPR includes intellectual properties registered at the National Intellectual Property Organization (MyIPO) or intellectual properties that have been put forward for international intellectual property registration. According to RIMC records, the second IPR recorded downfall from 83-recorded IPR registrations in 2012 to 31 IPR registrations in year 2013, a decrease of 62.6% (Refer to Appendix A for RIMC Achievements 2012 and 2013).

The reducing trend in both standards of IPR also indicates a decline in lecturers' commitment towards the organization. As defined by Allen and Meyer (1990), commitment refers to the attitude of the employees toward their organization; an employee will commit their time and efforts if they are really satisfied with their present job and this satisfaction totally depends on what the employees can get or receive from the job.

Research done on the effects of decreasing organizational commitment suggests there is a high correlation between organizational commitment and employee intention to leave the organization (Griffeth & Hom, 1995; Griffeth, Hom & Gaerthner, 2000).

Physically leaving the organization is only possible when the employee has a better option of employment, but the employee may remain in the institution but psychologically withdraw from the efforts of the organization. This situation causes demotivation and leads to increase negative work attitudes, that reduces productivity of the lecturers and effects the institutions overall performance. In certain situations lecturers have no intention to serve the universities even though they have gained employment in them. As a result, they may not have the commitment to perform their duties and obligations properly. This will cause negative effects to the vision and mission of the university (Khatibi, Asadi & Hamidi, 2009). The depreciating organizational commitment is identified through increase in absenteeism and lowered enthusiasm and effort on the job (Hsu, 2002).

1.4 Research Question

The study intends to investigate the influence of the fairness of performance appraisal conducted in UUM on the organizational commitment of the lecturers. As a result, the research attempts to answer the following questions.

1. What is the average response from the lecturers?
2. Does fair performance appraisal have a relationship with organizational commitment of lecturers?
 - 2.1 Does Distributive Justice have a relationship with organizational commitment?
 - 2.2 Does Procedural Justice have a relationship with organizational commitment?
 - 2.3 Does Informational Justice have a relationship with organizational commitment?
 - 2.4 Does Interpersonal Justice have a relationship with organizational commitment?
3. To what extent does fair performance appraisal influence organizational commitment of lecturers?
 - 3.1 To what extent does distributive justice influence organizational commitment of lecturers?
 - 3.2 To what extent does procedural justice influence organizational commitment of lecturers?
 - 3.3 To what extent does informational justice influence organizational commitment of lecturers?
 - 3.4 To what extent does interpersonal justice influence organizational commitment of lecturers?

1.5 Research Objectives

The broad aim of this research is to examine the influence of fair performance appraisal on organizational commitment of UUM lecturers. Specifically the study is expected to determine:

1. The average response from the lecturers.
2. The relationship between fair performance appraisal and organizational commitment of UUM lecturers.
 - 2.1 The relationship between Procedural Justice and organizational commitment of UUM lecturers.
 - 2.2 The relationship between Distributive Justice and organizational commitment of UUM lecturers.
 - 2.3 The relationship between Informational Justice and organizational commitment of UUM lecturers.
 - 2.4 The relationship between Interpersonal Justice and organizational commitment of UUM lecturers.
3. The extent to which fair performance appraisal influences organizational commitment among UUM lecturers.
 - 3.1 The extent to which procedural justice influences organizational commitment among UUM lecturers.
 - 3.2 The extent to which distributive justice influences organizational commitment among UUM lecturers.
 - 3.3 The extent to which informational justice influences organizational commitment among UUM lecturers.
 - 3.4 The extent to which interpersonal justice influences organizational commitment among UUM lecturers.

1.6 Significance of Study

This study would increase the understanding of the relationship between the fairness of performance appraisal and organizational commitment among knowledge workers such as the lecturers in UUM.

This study would attempted to provide a practical understanding on the current situation in UUM, and would give a better picture of the changes that need to be done so as to stay on track towards achieving the goals of the university to be a research university. The recommendations of this study would help the management to enhance the performance appraisal process to increase and sustain the organizational commitment of the academic work force of the institution.

1.7 Organization of the Chapters

Chapter 1 briefly explained a brief introduction, background, and the study's research problem. It then outlines the research questions, objectives; followed by the definition of key terms and finally, it will present the structure of this research.

Chapter 2 contains the details review of past studies that are related to this research. The review which be presented in this section also will discuss on the employee perception towards fair performance appraisals. In addition, this chapter also discusses all the factors that effects of the perception towards organizational commitment. Finally, the chapter discusses the selected independent variables.

Chapter 3 presented the research theoretical framework and the hypotheses. Further explains the research method used in this research paper, which includes research design of the study, population and sampling of the study, the measurement of the variables used and also the data analysis method.

Chapter 4 discussed on the results of the study. The profile respondents, goodness of measure, descriptive analyses, reliability analysis of the variables and the results of hypotheses tested are presented. Lastly, a summary of results is obtained at the end of this chapter.

Chapter 5 then will present the research findings followed with the discussions. In addition, the implications and limitation of the present study are also discussed. It then goes on to recommendation for future research and conclusion.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

Throughout this chapter, previous studies done relevant to this research would be discussed in order to understand the area of study. Sekaran (2003) refers to literature review as a documentation of the inclusive reviews from the published work and is obtained from the sources of data information gathered in the specific subject of the researchers. These previous studies would look at the impact of organizational justice in the performance appraisal process towards the development of commitment among academician in a higher learning institution.

2.2 Organizational Commitment

The definitions associated with organizational commitment, commonly relate the behavior to the attitude of the employee. The lecturers' identification with the institution and their involvement in the organization is also identified as caused by their organizational commitment (Mowday, Steers & Porter, 1979). Literature by Blau and Boal, (1987); Mathieu and Zajac, (1990) reaffirms organizational commitment as being the personal attachment between the employees, and the goals of the institutions they are acquainted to.

Meyer and Allen (1997) further describe the traits of committed employees as the ones willing to stay with the institution in times of need, and express their

commitment by attending work regularly, working a full day and willing to do extra, looks after company assets, and feels being apart of the vision and mission of the institution.

Employee's work-related behavior in organization is commonly caused or affected by the commitment given by the employees to the organization, Lecturers engage in positive behaviors such as citizenship behavior and high work performance when they are experiencing high organizational commitment. Chung (2001) relates these behaviors and changes to be beneficial to the organization as a whole. A high work performance from the lecturers will ensure higher number and better quality researches produced, and in return this secures higher research funding and a better position for the UUM in the rankings of universities (Rating results for SETARA'11 & MyRA, 2012)

Organizational commitment reflects the intention and self-efficacy of an employee in taking in to own responsibility the vision and mission of an institution. According to DeCotiis and Summers (1987) employees tend to relate to the values of the institution and their contributions to that intention. The responsibility and effort portrayed by the employee in performing work-related tasks depends on the level of commitment they have in themselves (Steers, 1977)

The effort of lecturers in providing continues support and service to their institutions in achieving the future goals of the institutions is highly influenced by their organizational commitment. The perception of the employee that their work is valued and the positive attitude they acquire from the trust that the organization cares for the

employees encourages the employees to work harder and give better commitment to the organization (Miah & Bird, 2007).

According to Katz and Kahn (1978), a committed employee has a high tendency to be willing to produce extra through expanding creativity and innovation in their day to day work, which in return keeps the organization competitive. Research conducted in the university context approve of this idea, where lecturers with higher commitment levels are found to be performing better compared to lecturers with less commitment to the institution (Monday, Porter & Dubin, 1974).

Organizational commitment is highly influenced by the fairness of the procedures and distribution of rewards, based on fixed appraisal system increases (Tang & Sarfield-Baldwin, 1996). In other words, lecturers that sense bias in terms of procedure implementation may cause unwanted reactions such as the reduction in commitment at the workplace. The perception of the fairness is important because, even when unfair or bias practices takes place in the appraisal process, the perception of a fair and just process allows lecturers to accept the outcome given, and remain committed to the institution. In addition, employees will also maintain a good relationship with the management and supervisors due to the acceptance of the fairness of the process and distribution methods.

The relationship between the perception of fairness of the performance appraisal and the organizational commitment of the employees has been identified as positive by a large number of previous studies in various fields (Folger & Konovsky, 1989; Kim & Mauborgne,1993; Konovsky & Cropanzano, 1991; Masterson et.al., 2000). A study

done by Parker, Dipboye and Jackson (1995), in particular has very precisely identified employees have negative perception of the appraisal influencing the reduction of organizational commitment among government employees.

2.3 Performance Appraisal

Performance appraisal is clearly a very much researched area in organizational behavior (Murphy & Cleveland, 1991), it is also a widely debated topic with very confusing findings, contradicting from each other (Wright, 2002) and an important managerial process of performance management (Longenecker & Goff, 1992), that links organizational objectives, performance standards and performance evaluation, which is used to measure the effectiveness and efficiency of the employees (Redman, Snape, Thompson & Ka-Ching Yan, 2000).

Information gathered through the appraisal system allows the organization to identify employee competencies, increase capabilities and identify reward distributions (Fletcher, 2001). This information allows the organization to make critical decisions for the organization, which are important for planning and implementation within the organization (Murphy & Cleveland, 1995).

Performance appraisal is important in providing the organization with data to analyze and plan for the resources of the organization. Kavanagh, Benson and Brown (2007) emphasizes that the employee performance appraisal can be used to observe the organizations' performance. For UUM to make necessary adjustments to align the

goals of the university to the requirements of the MOHE, it is necessary to have reliable and a real time assessment of the employee performance to decide on the necessary steps needed to be taken.

In Colquitt, Scott and LePine (2007) literature, he listed a previous studies done on the relationship between perception of justice and its effects on various organizational outcomes, which includes job satisfaction (Abdull Sukor, Mohd Khan, Tang & Lim, 2008), organizational citizenship behavior (Liu, 2009), motivation (Colquitt, Conlon, Wesson, Porter & Ng, 2001) and organizational commitment (Morrow, 2011).

Previous researches such as Rodgers and Hunter (1991); Schay, (1988); Taylor and Price (1999) continue to supports the idea that a positive appraisal increase employees performance, productivity and subsequently results in a higher commitment among lecturers in the working environment and to their institutions and ultimately improve overall organizational performance (Fletcher & William, 1996).

2.4 Fairness of Performance Appraisal

In implementing and practicing a successful performance appraisal system, fairness is one of the deciding factors (Bretz, Milkovich & Read, 1992; Murphy & Cleveland, 1991). The fairness perception of the employee is generally based on the practices of the organization and the employers towards the employees themselves (Cropanzano & Greenberg, 1997) the perception of fairness has become a critical challenge to the managers (Bretz, Milkovich & Read, 1992) and is also the deciding factor for the success of the performance appraisal itself (Erdogan, Kraimer & Liden, 2001)

Studies done in various working environments indicated that employees perception on a just performance appraisal plays an important role in their acceptance and satisfaction towards its implementation (Ahmed at.el., 2011). Which in return affects the way people think, feel and behave in their job (Bies & Shapiro, 1987).

In other words, the lecturers' perception of the fairness in the performance appraisal will effect the way they perceive the organizations' commitment to themselves and their reciprocating behavior will be altered based on the developments (Miah & Talukder, 2012). Also to mean that, there is an interdependent relationship between the lecturers and institutions; the commitment of the universities towards the lecturers ensures a highly motivated and committed workforce in the organization.

Further, the perception of fairness has been identified to have a deep relation with the employee's behavior in the organization. Employees' behavior, such as the organizational commitment is a very important construct in management literature and organizational justice among many factors that influence the organizational commitment is the most valued player by the employees (Malik & Naem, 2011).

The employees perception of the fairness of the appraisal increases the positive attitude and behavior of the employees, such as organizational commitment, (Folger & Konovsky, 1989) and this perception can avoid behaviors such as theft, sabotage, withdrawal and other unwanted behaviors, on the other hand increases job satisfaction, organizational commitment and organizational citizenship behavior (Adam, 1963; McFarlin & Sweeney, 1992; Moorman, Niehoff & Organ, 1993)

In the appraisal process fairness becomes very crucial (Ilgen, Fisher & Taylor, 1979) because dissatisfaction and negative beliefs over the performance appraisal process will cause failure in achieving the intended objectives of the organization (Cardy & Dobbins, 1994), this idea is also being supported by other researchers (Smither, 1988 & Taylor et. al, 1995).

2.5 Organizational Justice Theory

Theoretically, justice effects on the organization and the employee has been discussed and analyzed by the social scientist for the past 60 years, but only after the 1980s, the justice practice in organizations took form in specific constructs which came was introduced as Organizational Justice (Greenberg, 1987). In the original literature of the “Taxonomy of Organizational Justice Theories”, Greenberg (1987) explained the concepts and ideas behind the establishment of the organizational theory construct. In this literature, on the first two constructs of organizational justice theory was explained. The first dimension, distributive justice was derived from inequity theory by Adam (1965).

Since the establishment, the organizational justice has been evolving through conflicting ideas on the constructs within the theory itself. On the introduction in the 1980s, the theory was a two-factor construct, and was developed in to a four-factor construct in early 2000s (Colquitt, Greenberg & Zapata-Phelan, 2005). The division of factors is distributive justice, procedural justice, interpersonal justice and informational justice.

2.5.1 Distributive Justice

This construct focuses in justice of resources allocation among the employees (Milkovich & Newman, 2005), which are the compensations received by the employees (Folger & Konovsky, 1989; Moorman, 1991) therefore distributive justice looks at the relative gain for the work done by the employee (Greenberg, 1986).

The primary attention of organizational justice began in distributive justice established in the contributions of Adams (1963), whose equity theory explained the motivations of the employees in comparing the input and output of effort between themselves. It explains in details the importance of the fairness in distribution of rewards to employees and later they were identify as not being critical of the exact amount received by their colleges but the fairness between the individual contribution and rewards given. The discussion continued as Adam (1965) specified that over paid workers would feel "guilty" and that under paid workers would feel "angry." This dimension looks at the reaction or response of the employee towards the unfair process or procedures in the organization (as cited in Bakshi, Kumar & Rani, 2009).

Employees' perception of the outcomes received from the organization, as mentioned by Folger & Cropanzano (1998), motivates the employees to evaluate the fairness economic and socio-emotional outcomes

The relationship between distributive justice and organizational commitment has mixed reactions from researchers. In the early studies by Rhodes and Steers (1981) pay equity was suggested to be a very important contributor to organizational commitment. This argument was supported by Dubinsky and Levy (1989), whose

studies found distributive justice constructs such as pay level, pay rules and distributing tasks to have a positive relationship with organizational commitment. These discussions brought to a comparison between organizational justice constructs, studies done by McFarlin and Sweeney (1992); Randall and Mueller (1995) described procedural justice to have more influence over organizational commitment, but accepted distributive justice as a predictor of organizational justice.

Greenberg (1987) stated the perceptions of fairness in organizations are not only influenced by the outcomes of the appraisal process, distributive justice, they are also influenced largely by the fairness of the process and procedure used to reach those outcomes, procedural justice.

2.5.2 Procedural Justice

Distributive justice and Procedural justice are elaborately studied and defined by theorist to have distinct features that compliment each other (Rowland & Hall, 2012). Thibout and Walker (1975) were the pioneers in highlighting the importance of implementing fair procedures in the appraisal process.

To the employees, the fairness in the procedures used in deciding the performance itself is more important than the amount of reward received (Tepstra & Honoree, 2003). Cropanzano and Folger (1991); Greenberg (1990) and Lavenenthal (1980) discovered that the employees are willing to accept some degree of difference in the distribution of rewards provided the procedures used for the allocation are accepted as just. Following a fair procedure in appraising the performance of the workforce the

organization creates an intellectual and emotional boost to the employee by building trust and increases the commitment of the workforce towards the institution (Cropanzano, Bowen & Gilliland, 2007).

Increased commitment also ensures a stronger loyalty among the lecturers towards the institutions, and is more willing to pursue the goals and future plans of the organization (Cropanzano et.al., 2007). The trust and commitment built in the lecturers creates a voluntary cooperation in bringing them together in executing the strategy and goals of institutions.

Not only fair procedures ensure satisfaction of the employees that receives the reward but also motivates those who have not achieved to perform better, a fair procedure also provides the employees will be compensated equally if their performance increase in the future (Loi, Hang-Yue & Foley, 2006).

The importance of the procedures have been proven by number of authors and shed light on the just process used in identifying employees output (Thibout & Walker, 1975; Lavenhal, 1980; Moorman, 1991) and other authors like McFarlin and Sweeney (1992); Warner, Hegtvedt and Roman (2005) highlighted justice of procedures as being more predictive of work attitudes including organizational commitment and mutual trust with the management, in a further research Sweeney and McFarlin (1993) also differentiated person-referenced outcome and organization-referenced outcome, the authors highlighted the organizational commitment of the employee being largely influenced by the procedural justice.

Justice research done previously in various areas have indicated a positive relationship

between the procedures implemented and its effects on employees commitment towards the organization (Cohen-Charash & Spector, 2001; Colquitte et. al., 2001; Hassan, 2002; Wong, Ngo & Wong, 2002), Researches have also identified positive relationship between the employee perceptions of procedural justice are positively related to the organizational commitment (Belanger, McNally & Flint, 2006).

Procedural justice has been narrowed down by recent studies and theoretical arguments, between how managerial decisions are derived and the execution of these decisions. Which has led to a third construct, interactional justice (Bies, 2001/2010). Interactional justice is further subdivided into communication between employer and employee, interpersonal justice, and how people are informed about why outcomes are distributed as they are and why particular procedures are used, informational justice.

2.5.3 Interactional Justice

Bies and Moag (1986) introduced interactional justice based on the argument the treatment an employee receives during the formulation of the practices of the organization impacts the perception of fairness practiced in the organization itself. Interactional justice is the willingness of employers to share details on how the appraisal was made (Korsgaard, Roberson & Rymph, 1998) without rude or cruel remarks, since interactions are on individual basis employees identify justice from their immediate supervisors (Cropanzano et.al., 2007)

This idea received a mixed reaction from the researchers; studies by Tyler and Lind

(1992); Tyler and Bladder (2000) argued that interactional justice is a part of the procedural justice itself (Greenberg, 1993b). On the other hand, there are also a number of authors has treated interactional justice as an independent justice construct (Bies, 2001; Masterson, Lewis, Goldman & Taylor, 2000; Skarlicki & Folger, 1997) and the contribution of this construct to the perception of fairness was proven by Cohen-Charash (2001) meta analysis, despite the differences in the idea of the existence of the interactional justice, there is no argument on the distinct importance of this construct on the justice perception of the employee (Ambrose, 2002).

Studies by Cohen-Charash and Spector (2001) have proven interactional justice to have an intense effect on the outcome influenced by supervisors namely job satisfaction and organizational commitment. Colquitt et.al. (2001) also listed agent-referenced evaluation of authority, organizational citizenship behavior and performance as being influenced by interactional justice

Cohen-Charash and Spector (2001), further explains interactional justice to be able to shape the employees mental effectiveness and responses towards their supervisors more than the response towards the working environment, this is because, the supervisors are seen as having the authority in this terms of justice rather than the organization itself.

Overall, Interactional Justice has a been proven by numerous previous studies to have a positive relationship with organizational commitment (Cohen-Charash & Spector, 2001; Colquitte et.al., 2001; Hassan, 2002; Loi et.al., 2006; Wong et.al., 2002).

2.5.3.1 Interpersonal Justice

Interpersonal justice looks in-depth the individual relationship between the person that executes distributive and procedural justice and the employee, the extent of politeness, dignity and respect by which the employer communicates information reflects the importance given to organizational commitment (Greenberg, 1990). Greenberg (1993a), also choose interpersonal justice as a clear determinant in the working environment and it plays an even important role in explaining the organizational commitment for its individualistic character based on the quality of treatment the employee receives.

2.5.3.2 Informational Justice

Informational justice is communicating relevant reasons for the procedures used in appraising, and the rational of the distribution of rewards to the employee in the organization (Greenberg, 1990 / 1993). This construct of the organizational justice affects the organizational outcome behaviors such as organizational commitment, influenced by the environment of the organization. Organization environment such as the superiors' character plays an important role (Materson, Bryne & Mao, 2005)

2.6 Summary

This chapter has covered a review of previous literatures regarding the concepts and definitions of organizational commitment, performance appraisal, fairness of performance appraisal, organizational justice. This chapter has discussed the previous

studies regarding the employee perception to fairness of through procedural justice, distributive justice, informational justice and interpersonal justice and the relationships identified with organizational behavior such as organizational commitment of employees.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

In this chapter, the researcher discusses the research methodology adopted to carry out this study. It begins with the research model and research framework together with hypothesis generated from the literature review in the previous chapter. This chapter mainly clarifies the research design, operational definition of variables, population and sample of research and the sampling method implemented, data collection technique, measurement development and questionnaire administration, measurements of research variables as well as elaborates in detail the data analysis procedures.

3.2 The Research Framework

The research framework of this study is adapted from a proposed model of a study conducted by Ahmed et.al., (2011), which tested the relationship of perceived fairness of the performance appraisal and organizational citizenship behavior, mediated by organizational commitment conducted in the banking sector setting in Pakistan. This study replicates the idea of employee perception of the fair performance appraisal towards the organizational commitment of academicians in Malaysian Universities, focusing in Universiti Utara Malaysia.

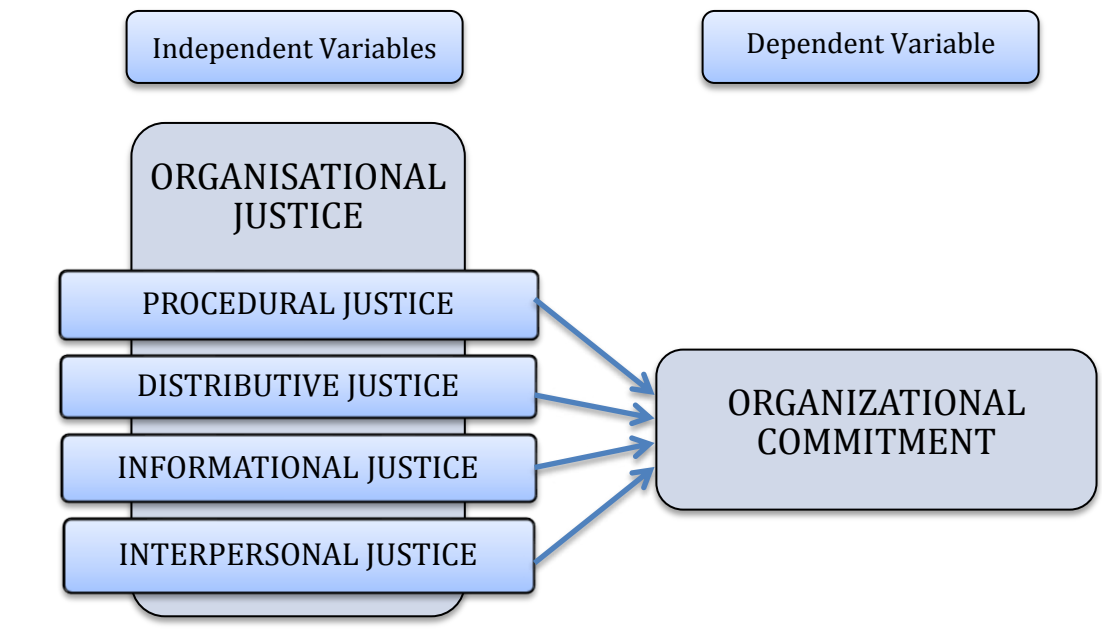


Figure 3.1
Research Framework Adapted from a Proposed model by Ahmed et.al.,(2011)

3.3 Research Hypothesis

This study is aimed in examining the relationship between fairness of the performance appraisal and the organizational commitment of the lecturers at public higher education institution in Malaysia, namely Universiti Utara Malaysia. Statistical Package for Social Science (SPSS) version 20.0 was utilized. A ray of statistical tests was conducted to process the data. Therefore, the hypotheses suggested in this study is listed below:

Hypothesis 1: There is a positive relationship between fair performance appraisal and organizational commitment of UUM lecturers.

Hypothesis 1a: There is a positive relationship between Procedural Justice and organizational commitment of UUM lecturers.

Hypothesis 1b: There is a positive relationship between Distributive Justice and organizational commitment of UUM lecturers.

Hypothesis 1c: There is a positive relationship between Informational Justice and organizational commitment of UUM lecturers.

Hypothesis 1d: There is a positive relationship between Interpersonal Justice and organizational commitment of UUM lecturers.

Hypothesis 2: Fairness in conducting performance appraisal has a significant relationship with the organizational commitment of lecturers.

Hypothesis 2a: Fair procedures in conducting performance appraisal have a significant relationship with the organizational commitment of lecturers.

Hypothesis 2b: Fair distributions of outcomes based on performance appraisal have a significant relationship with the organizational commitment of lecturers.

Hypothesis 2c: Relationship between employee and the supervisors (Interpersonal Justice) has a significant relationship with the organizational commitment of lecturers.

Hypothesis 2d: Communication between the employee and the supervisor (Informational Justice) has a significant relationship with the organizational commitment of lecturers.

3.4 Research Design

The understanding and applying the suitable research methods are important to all researchers. There are generally two approaches in conducting research used namely, quantitative and qualitative research approaches (Neil, 2009). Neil (2009), describes research design as the overall arrangement and methods applied in conducting the test to prove the hypothesis according to the standards maintained for data collection and analysis.

Qualitative research is a research design used by the researchers to have an in depth understanding of the events without using numerical measurements (Zikmund, 2003). This approach is generally used by researches applying oral interviews to gather information on respondent's views and feelings regarding the situations (Uma & Roger, 2009).

Quantitative research on the other hand, is the research done based on data that is descriptive in nature and not qualified (Uma & Roger, 2009). This research method looks more at establishing generalizable relationship between dependent variable and independent variable in a given population (Zikmund, 2003). Zikmund (2003) further explains that both the approaches are equally important, and the choice is made based on the nature of the research. Therefore the present study makes use of quantitative approach, in order to test the hypothesis that a relationship exist between organizational justice in performance appraisal and the lecturers organizational commitment in Malaysian Universities. According to Uma and Roger (2009), a cross sectional data collection refers to collecting data from the intended sample group

once.

The quantitative approach can be categorized in to descriptive or experimental. In this study, the researcher opted to descriptive research; to apply this approach, the demographic characteristic of the respondents were measured in order to establish a relationship between independent and dependent variable. The independent variables are those variables that influence the dependent variable (Uma & Roger, 2009) and are under the control of the researchers needs and manipulation. Normally what the researchers thinks will effect or influence the dependent variable. It could also assume to be the input that will be modified by the framework to change the output known as dependent variable.

The independent variable in this study is the employee perception of fairness with four dimensions, namely procedural justice, distributive justice, interpersonal justice and informational justice. They will be tested and analyzed in order to examine their influence on organizational commitment.

3.5 Operational Definition

3.5.1 Organizational Commitment

Organizational commitment is the extent to which the individuals are willing to work for the organization. It motivates the employee to help the organization achieve the goals and provide self-fulfillment to the employees.

3.5.2 Distributive Justice

The perceived fairness of the outcomes provided by the organization to the employee. The employee will compare the balance between the work done and the outcome received.

3.5.3 Procedural Justice

Procedural justice is the fairness of process in achieving the outcomes received by the employee. Fairness in the implementation of the procedures in deciding the performance itself is more important than the amount of reward received.

3.5.4 Interpersonal Justice

Interpersonal justice refers to the individual relationship between the person that executes distributive and procedural justice and the employee. The relationship connotes the importance given by the superior to the service of the employee.

3.5.5 Informational Justice

Informational justice is communicating relevant reasons for the procedures used in the appraisal process, and the reason for the distribution of rewards conducted within the

organization. This increases the understanding of the employees of the procedures they are subjected to.

3.6 Populations and Sample

Population refers to the total number of people, event or things that the researcher wants to examine (Uma & Roger, 2009) that share a common characteristic required by the researcher (Zikmund, 2003). Zikmund (2000) In addition, it is also the total category of a matter which is the focus of attention on a particular research subject. Therefore the population of this study is 1198 lecturers, lecturing at Universiti Utara Malaysia (Refer Appendix B for academic staff statistics, UUM Registrars department, 2014).

Sample is the subset of the population (Zikmund, 2003; Uma & Roger, 2009), which is studied in order for the research to be generalized on the overall population of study (Creswell, 2008). This is because it is not absolutely realistic to gather all the data from this population, hence it is important to determine the size of the sample (Zikmund, 2003). In order to decide the actual sample size of this type of study, Roscoe (1975), suggested that generally a sample size that is above 30 and smaller than 500 are sufficient to conduct a research. Krejcie and Morgan (1970) also suggested a sample of 291 respondents. Based on the above statements, and in order to increase the response rate, the researcher decides to use 300 as the sample size of this study.

3.7 The Sampling Method

According to Zikmund (2003), sampling is an important characteristic of every research that entails in-depth examination. The function of sampling in business research is to estimate unidentified characteristics of the population (Zikmund, 2003). There are various sampling techniques used in the academic research domain. Basically, they can be categorized into two namely, probability and non-probability sampling (Zikmund, 2003; Uma & Rofer, 2009). Among the sampling techniques, cluster sampling, systematic sampling, stratified sampling and simple random sampling is subject to randomization, in so doing creating the opportunity for the elements of the population to have equal opportunity to be included in the study (Olodele, 2007).

When the population of study is large, systematic sampling is suitable to be administered. Stratified sampling entails the need to divide the entire population into subgroups otherwise known as “strata” applicable to the research study (Oladale, 2007), whereas cluster sampling involves selecting the group instead of the individual and generally use when the population is widely spread.

In this study, the researcher opted to use disproportionate stratified random sampling due to the nature of the institution that consist of three academic collages, namely College of Arts and Sciences (CAS), College of Business (COB) and College of Law, Government and International Studies (COLGIS) (UUM, 2014). Through this sampling method the questionnaires was disproportionately divided among the lecturers serving in the respective collages. Refer Table 3.1 summary of population and sample.

Academic College	Number of lecturers	Sample of lecturers
College of Arts and Science (CAS)	429	104
College of Business (COB)	545	132
College of Law, Government and International Studies (COLGIS)	224	55
Total	1198	291

Table 3.1

Summary of Population and Sample

3.8 Layout of Questionnaire

Questionnaires were administered to the lecturers serving at Universiti Utara Malaysia for a period not less than one year; they were involved in this study because they will be able to furnish the researcher with information on the performance appraisal practices of the institution.

The questionnaire applies a five point Likert scale from 1 strongly disagree to 5 strongly agree with respondents signifying their level of agreement. The researcher's choice of using this scale is subject to empirical findings by Zikmund (2003), that testing behavioral and attitude it is suitable using the scale as a result of the simple nature of the administration. In a study conducted by Garland (1991), affirm the use of scale where the researcher stated that, rating help in guiding respondents to express their opinion about the survey. In the interim, most researchers have proposed that suitable scale is content based, which is objective of a study, in addition to the condition for which the measurement is being made (Komorita, 1963).

In this study, instruments applied to test the dependent variable were constructed by Mowday, Steers and Porter (1979) in the organizational commitment questionnaire, which applied a 5-point Likert scale in the original research. This instruments are

being continuously adopted and applied by following researchers such as Miah and Talukder.,(2012).

The independent variables are tested using the organizational justice instruments developed by Colquitt (2001), which in the initial study applied 5-point Likert scale for his study. Researchers adopting this instruments such as Flint et.al., (2012) have been found using the same Likert scale.

The choice of using four, five and seven point Likert scale in present researches is an unending contest because of the issue of removing the mid scale, for the reason that some researchers believe that neutrality responds is insignificant in a survey. Subject to this disagreement, Dawis (1987), assert that no singular best measure in designing a survey scale, the researcher makes a note that one scale could be better in one problem but problematic in another.

Therefore, the aforementioned example justify the researcher's desire to utilize five point Likert scale which will not only enhance the consistency level of the responds in this study but also increase the reliability of the scale. In totality, the researcher is expected to receive a minimum of 120 questionnaires to validate the study (Sekaran, 2003).

3.9 Pilot Test

Before collecting data required to analyze, the researcher need to test the reliability and validity of the instruments arranged (Lucky, 2011). To conduct the pilot test, the

researcher need to administer the instruments to a small group of target audience that have the same characteristics to the actual sample (Sekaran, 2003). The objective of conducting such tests is to ensure the questionnaire meet the goals of the research and the sample understand the instruments provided. In the case the questionnaire fails to meet these goals, the researcher can adjust and amend the questions after the pilot study (Mcintire & Miller, 2007; Lucky, 2011), and remove an unsatisfactory item from the instrument from collecting data (Sekaran, 2003).

Lucky (2011), also assert that, pilot study determines the reliability and validity of an instrument, for example a researcher will be able to detect those questions that may not fit for the study or those that is beyond the understanding of the respondent and when to make adjustment.

Within the environment of this study, the instrument was pretested to recognize the process of designing the questionnaire. Thirty (30) instruments were first set for the pilot study. The selection of the 30 respondents was based on simple random sampling, which makes the respondents involved in the initial study to be equally represented. For this study the pilot questionnaires were distributed from a database of email obtained from the universities computer center. The questionnaire was introduced in the Google documents questionnaire manager format. Responds from the lecturers was received by the system according to date and time of submission, and the first 30 respondents were subjected to the pilot study. The 30 respondents for the pilot study were subjected to reliability test.

According to Zikmund (2003), reliability is the consistency of the result of measuring instruments. High reliability results demonstrate that the instrument has a minimal error discrepancy. Measuring the reliability Cronbach Alpha value was computed and the value less than 0.6 shows poor consistency, and 0.7 and above is accepted (Sekaran, 2003; Salkind, 2009; Sekaran & Roger, 2010). This study uses cronbach alpha of 0.7 as the minimum limit for a pilot test of 30 respondents. The rational for the pilot study as aforesaid is to find out reliability of the instruments use. However a cronbach alpha of 0.60 or above can be accepted as significant in an exploratory study (Hair, Black, Babin & Anderson 2010). According to Tuckman (1999), in measuring attitudes a cronbach alpha of 0.50 is deemed to be significant. Base on the above arguments, an internal reliability that is above 0.50 and above is deemed satisfactory for this study.

3.10 Measurement of Variables / Instruments

The data used in this study were collected through the survey questionnaires distributed to the lecturers in UUM. The questionnaire consists of 3 sections. Section A measured the demographic profile, then Section B focused on measuring the influence of fairness perception of the employee towards the appraisal process, and Section C on the factors influencing the commitment of the employees towards their institution. All the questions in each section B and C were measured by using a 5 point Likert Scale. All of these measures were adapted from the previous researchers as follows:

Instruments used to measure the organizational commitment of the lecturers were adopted from the Organizational Commitment Questionnaire (OCQ) 9 item short form developed by Mowday, Steers and Porter (1979). This item has been accepted as the most widely used measure of commitment and includes good psychometric properties (Angle and Perry, 1981). Reliability test done on the 30 samples for the pilot test recorded cronbach alpha 0.967, the construct is accepted for the study.

Measures used in testing the organizational justice constructs were obtained from Colquitt (2001) which in his work has synthesized research findings from Thibaut and Walker (1975), Leventhal (1980), Bies and Moag (1986) and Shapiro, Buttner and Barry (1994) in developing the scale to measure each construct wholly. Reliability test done on the 30 samples for the pilot test recorded cronbach alpha 0.916 for all the independent variable constructs, organizational study instruments are excepted for the study. For the summary of variables reliability refer table 3.2.

No	Variables	Items	Researcher	Cronbach Alpha
1	Dependent Variable			
	Organizational Commitment	9	Mowday, Steers and Porter, (1979)	0.967
2	Independent Variable			0.916
	Procedural Justice	7	Colquitt, (2001)	0.769
	Distributive Justice	4	Colquitt, (2001)	0.947
	Interpersonal Justice	4	Colquitt, (2001)	0.948
	Informational Justice	5	Colquitt, (2001)	0.933

Table 3.2
Summary of Variables

3.11 Data Collection Technique

Collecting data is the central process of every research. The procedures afford guiding principals for the collection, processing, analysis as well as reporting of intended information. There are basically two methods of collecting data, which is primary, and secondary data collection (Uma & Roger, 2009). In this research the researcher will be using the primary data, which is collected directly from the field.

The primary data collection was completed using the Google documents online questionnaire administered by the researcher. Google documents questionnaire was chosen as suitable tool due to user-friendly features, availability and security of accumulated data. (Eapen, 2007; Wink, 2009). The Google documents questionnaire was sent through the lecturers' pool of email obtained from the UUM Computer Center. This survey method immensely reduced the costs of data collection (Ilieva, 2002). Data collection through email allowed the researcher to distribute the instruments to bigger number of lecturers in a very limited time (Wilson, 2003) and provided flexibility to the lecturers to complete the survey at their own free time (McDonald, 2003). The completed questionnaire was automatically recorded upon submission in to excel spreadsheet, simplifying the process to transfer data from the questionnaires to SPSS for data analysis.

This survey method is also suitable for the target population, which is highly computer literate, enabling them to complete the questionnaire online (Roy, 2005). This method of data collection provides a personal effect and high degree of anonymity among the respondents and increased the self-commitment as well response rate of the survey (Heerwegh, 2005).

3.12 Data Analysis Techniques

The use of questionnaires is the leading instruments in data collection from the respondents. It facilitate gathering of quantitative data in standardized approaches in order to be internally reliable and consistent for analysis. According to Uma and Roger (2009), a questionnaire is a prearranged set of question to be answered by the respondents. The creativity, proficiency, as well as the understanding of the researcher has a significant role in designing questionnaires.

The items used in this study are an adaptation from OCQ developed by Mowday, Steers and Porter (1979) and Organizational Justice Construct synthesized by Colquitt (2001). The researcher made changes to the questionnaire to suite the instruments to the university environment; changes were strictly kept under control to ensure the validity of the questions to the constructs tested.

3.12.1 Pre-Analysis Data Screening / Cleaning

Data Screening was executed prior statistical analyses. The normality, detection of missing data and outliers was also assessed. Data screening was carried out to examine the uniqueness of the respondents so as to respond to question about correctness of data qualify for statistical supposition, data transformation has to be carried out (Mayers, Gamst and Guarino, 2006). According to Hair et.al. (2010), prior to processing data, it is vital to assess the detection of outliers. Mayers et.al. (2006), further assert that severe cases or strange values on a singular disparity or a mixture of discrepancy are considered to be outliers. Multivariate outliers will be carried out for

the purpose of this research. In addition to recognizing possible outliers, it is imperative to test the possibility underlying large number of multivariate techniques.

3.12.2 Data Analysis

Data analysis are the techniques that help the researcher to conduct arranged testing of the data and develop explanations, and assist in testing the hypothesis (Joel, 1996). It assists the researcher to clean, inspect, transform, and model the data collected from the respondents in order to draw attention to the valuable information connected to the problem under study, using the result generated from the data to make a conclusion and recommendation.

After collecting the data, the researcher carries out a preliminary exercise such as coding the data collected, data cleaning and screening, and recording the data. Version 20.0 of SPSS was used.

The mean, standard deviation and other descriptive statistical tools were utilized to describe the main characteristic of the sample. The researcher uses statistical package for social science (SPSS) version 20.0 to analyze demographic characteristics of the respondents and the analysis of the main study. The independent variable is Organizational Justice with four dimensions (Distributive justice, Procedural justice, Interpersonal justice and Informational justice).

3.12.3 Descriptive Statistic Analysis

Descriptive statistics help in summarizing the sample and the observations that the researcher has made, it could be in a simple graph or quantitative. According to Janes (1999), descriptive statistics are the fundamental descriptive measures that attempt to sum data by giving a few numerical measures of where the center of the data set is as well as how the rest of the values fall away from the center.

Descriptive statistics do not build any conclusion that will widen the data being analyzed; rather it gives short descriptive coefficient that sums up a given set of data that will represent the entire population or a sample. The measures that will describe the data are measures of central tendency and measures of variability or dispersion. Example of measures of central tendency is the mean, median and mode, while measures of variability are the standard deviation or variance, minimum and maximum variables, normality test, missing value etc. Consequently the aforementioned descriptive statistics is incorporated in this study to describe the necessary features of the data in the study and to enable the researcher summarizes the measure and sample.

Frequencies are used to obtain the respondents' profile statistics and details on the perception of the fairness of the employee performance appraisal.

3.12.4 Inferential Statistics

Inferential statistics are the techniques that allow the researcher to arrive at conclusions that go further than the immediate data. For example when the researcher

is trying to make conclusion of the probability that a survey difference between groups is reliable or the difference occur by chance in the study. Hence, inferential statistics make generalization about the population. Possibly researcher could compare the differences of commitment between male and female lecturers in a single measure to know if great difference exist using inferential test.

Whenever a researcher desires to compare the average performance between two teams inferential statistics is a suitable technique to be used. Inferential statistics is the suitable technique to be used. Inferential statistics are mainly adopted when responding to answers relating to cause and effect, or when predicting existing data. Though it was not proven causality. Providing result is subject to a given theory, perhaps statistical data generated from previous research studies; it is imperative to state the theories before using inferential statistics. For instance, saying workers are given incentive base on their performance, there must be previous literature or theory backing the argument.

In the present study, Pearson Correlation and Multiple Linear Regression that are commonly used in inferential analysis in analyzing data.

3.12.4.1 Pearson Correlation Coefficient

Correlation measures the degree to which two quantitative variables, X and Y, are in mutual agreement that is the relationship between two or more classes of variables. When a higher value of X is associated with a higher value of Y, a positive correlation exists. In a relationship where high value of X is linked with low value of Y, a

negative correlation occurs. Pearson Correlation coefficient is the most currently used measures of dependence between two quantities. Correlation coefficient indicated by symbol r with array of -1 to $+1$ to signify positive and negative relationship respectively. When the entire distribution fall directly on a line with an upward incline $r = +1$. Strong correlations are connected with dotted clouds that stick imaginary to the trend line. Therefore the closer r is to $+1$, the stronger the positive correlation and the closer r to -1 the stronger the negative correlation (Salkind, 2009). The table 3.3 below summarizes the strengths of the correlation as explained by Salkind (2009).

Very Weak	Weak	Moderate	Strong	Very Strong
0.0 – 0.20	0.30 – 0.40	0.40 – 0.60	0.60 – 0.80	0.90 – 1.0

Table 3.3
Salkind (2009) Strength of Correlation Table

3.12.4.2 Multiple Linear

Multiple linear regression smoothing the progress of modeling the correlation between two variables by appropriating a linear equation to experimental data. One variable is measured as a descriptive variable, while the other is observed as the dependent variable. However the present makes use of multiple linear regression in analyzing the relationship between Organizational Justice dimensions (independent variable) and Organizational Commitment (dependent variables). In this situation, a scatterplot smoothing the progress in shaping the strength of the relationship. On the condition it becomes visible that no relationship between the propose explanation and dependent variables, or if the scatterplot does not signify if there is increasing or decreasing trends, then appropriating a multiple linear regression model to the data

will possibly give a functional model.

3.12.5 Goodness of Measure

Two principal criteria use in testing the goodness of measure is validity and reliability. Reliability refers to the consistency of the instruments in measuring the intended construct. Schindler and Cooper (2003), define reliability as representing the internal consistency demonstrating the homogeneity of an item in the measure, measuring the variables. Sekaran (2003) further emphasizes in identifying the internal reliability of variables Cronbach Alpha as the most commonly used reliability coefficient. A reliability test was conducted on the scales used to measure organizational justice constructs; procedural justice, distributive justice, interpersonal justice and informational justice. In addition instruments used to test the dependent variable, organizational commitment questionnaire was also tested for reliability. Cronbach Alpha below 0.70 proposed by Nunally (1978) is accepted in this study. For exploratory study Cronbach Alpha of 0.60 or higher is suggested by Hair et.al. (2010) as significant. Items that full filled the Cronbach Alpha requirements were used to complete the analysis. The validity of the instrument is to identify if the item measures the exact concept the way it was designed to measure (Sekaran & Bougie, 2009).

Table 3.4 below shows the summary of the data analysis technique that will be used in this study.

<i>Objective</i>	<i>Analysis applied</i>
1. The average response from the lecturers	Standard Deviation / Mean
2. The relationship between fair performance appraisal and organizational commitment of UUM lecturers.	Correlation
2.1 The relationship between Procedural Justice and organizational commitment of UUM lecturers.	Correlation
2.2 The relationship between Distributive Justice and organizational commitment of UUM lecturers.	Correlation
2.3 The relationship between Informational Justice and organizational commitment of UUM lecturers.	Correlation
2.4 The relationship between Interpersonal Justice and organizational commitment of UUM lecturers.	Correlation
3. The extent to which fair performance appraisal influences organizational commitment among UUM lecturers.	Regression
3.1 The extent to which procedural justice influences organizational commitment among UUM lecturers.	Regression
3.2 The extent to which distributive justice influences organizational commitment among UUM lecturers.	Regression
3.3 The extent to which informational justice influences organizational commitment among UUM lecturers.	Regression
3.4 The extent to which interpersonal justice influences organizational commitment among UUM lecturers.	Regression

Table 3.4

Summary of the Data Analysis Technique

3.13 Summary

This chapter has briefly views all parts of the research methodology applied in this study. The researcher has described how the research approach adopted in the study, providing the details in research subjects based on population and size sample, about the questionnaires and how the questionnaire will be administered. The data collected then has been analyzed using SPSS Version 20.0 and the results of statistically analysis are explained in the next chapter, Chapter 4.

CHAPTER FOUR DATA ANALYSIS

4.1 Introduction

In this chapter, the researcher presents the results of the data analysis obtained from this study. The first section in this chapter discusses on the overview of the data collection. Then, it presents the respondents' profile and follows by the analysis to test the normality and reliability of the variables. Consequently, the results of hypothesis testing are presented.

4.2 Overview of Data Collected

4.2.1 Response Rate

The data collection, which was done through Google documents questionnaire, was emailed to a total of 500 lecturers, to increase the probabilities of collecting the data. 316 replies were recorded on the Google documents spread sheet; the study recorded a total response rate of 63.2%. According to Hair et.al. (2010) a response rate above 50% is generally acceptable to conduct the study therefore the registered 63.2% is sufficient to complete the analysis.

The distribution of questionnaires was stratified based on academic colleges. Overall response rate was 63.2% of the 500 questionnaires distributed. The highest number of response was received from COB, 63.0% followed by 20.6% from COLGIS and

16.5% from CAS. Distributions of the email questionnaires were divided according to the ratio of lecturers serving in each academic college. The highest response rate was recorded among COB lecturer, from 227 emails distributed 87.66% response was recorded; this could be due to the research area of HRM, which constitutes under the business school. Followed by COLGIS lecturers. A total of 95 emails were sent and 68.42% of respondents were registered. For CAS lecturers, a total of 178 emails were sent out and 29.21% replies were received. Refer Table 4.1 Summary of response rate

Academic College	Distribution	Response	Response Rate (%)
College of Arts and Science (CAS)	178	52	29.21
College of Business (COB)	227	199	87.66
College of Law, Government and International Studies (COLGIS)	95	65	68.42
	500	316	63.20

Table 4.1
Summary of Response Rate

4.3 Normality

Before the next analysis was done, this study needs to check for the normality assumption first on each variable. Normality test is aimed to make sure that the data has a normal distribution. Normality test compares the shape of the samples acquired to the normal curve.

The Normal Q-Q plot is referred to distinguish the normality of the data. Data that has achieved the normal distribution on a normal probability plot will align the plots in a straight line (Coakes & Steed, 2003).

The data used for the study has been put through the normality test. The output results on the normal Q-Q plot indicate normal distribution, with some data moved away from the normality line. Practically the distributions are acceptable.

Some plots moved away from the normality line could be caused by the respondent's response to the items in the questionnaire. Differences in the response pattern effects the overall plot of response. Based the plot registered, researcher suggests there is a moderate relationship sufficient to conduct the study. The Figure 4.1 to 4.5 shows the normality plots of the dimensions for each variable tested.

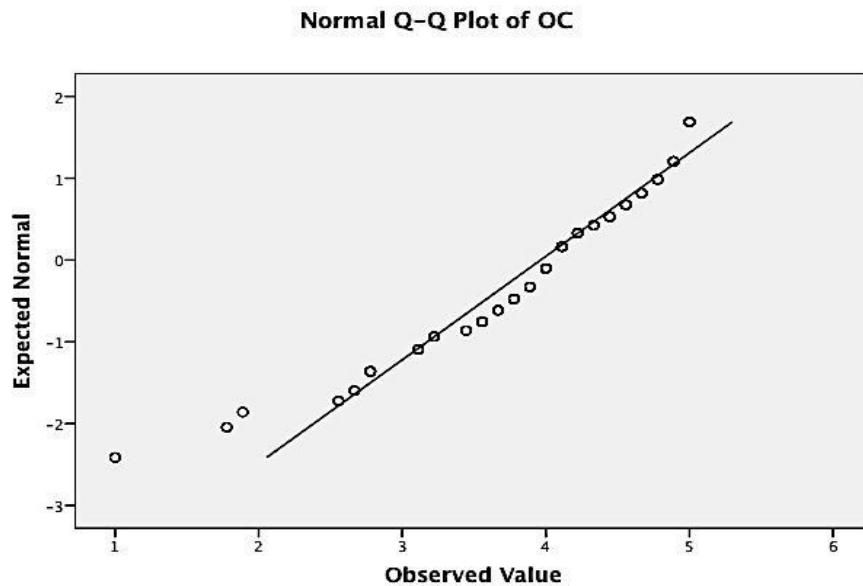


Figure 4.1
The Normality of items in Organizational Commitment

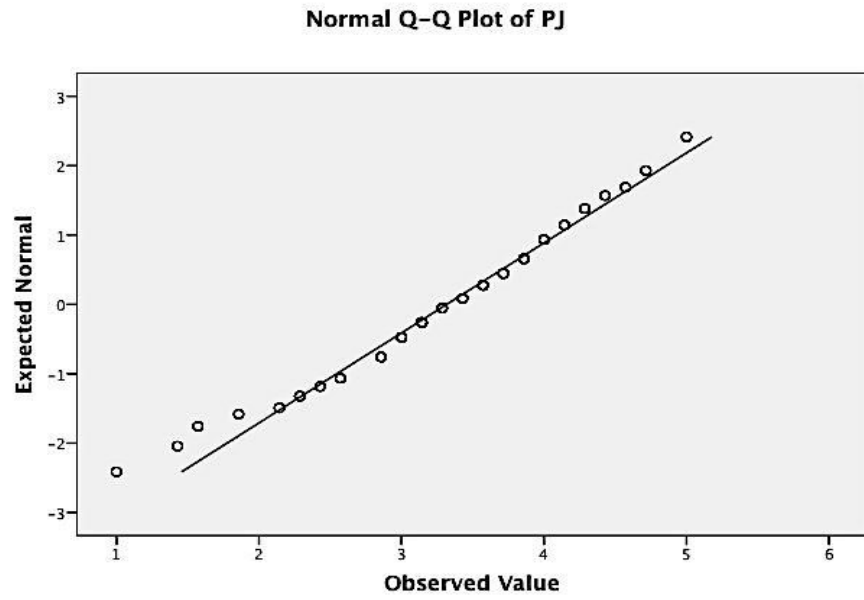


Figure 4.2
The Normality of items in Procedural Justice

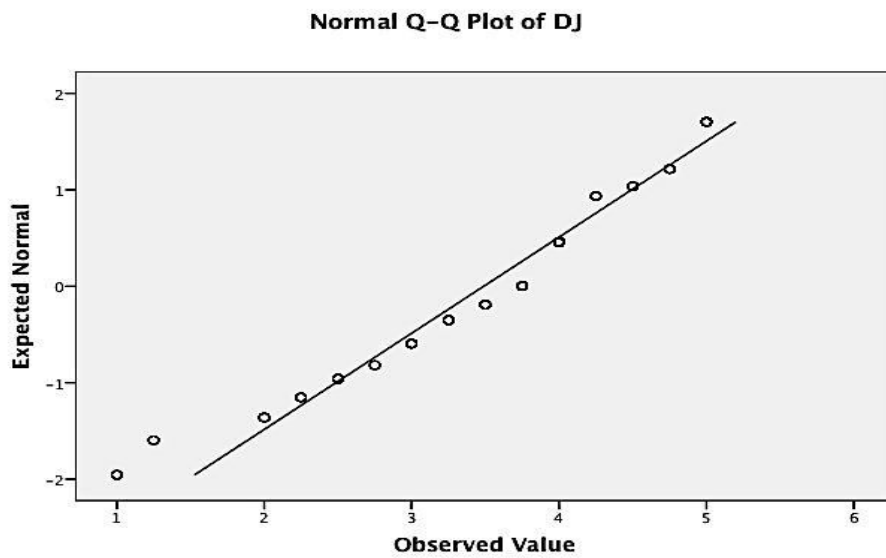


Figure 4.3
The Normality of items in Distributive Justice

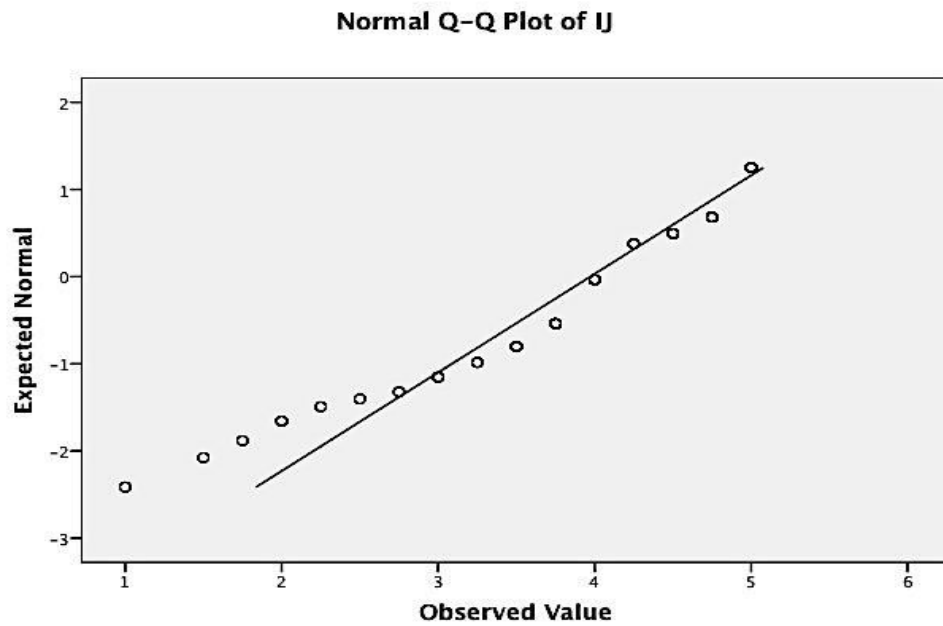


Figure 4.4
The Normality of items in Interpersonal Justice

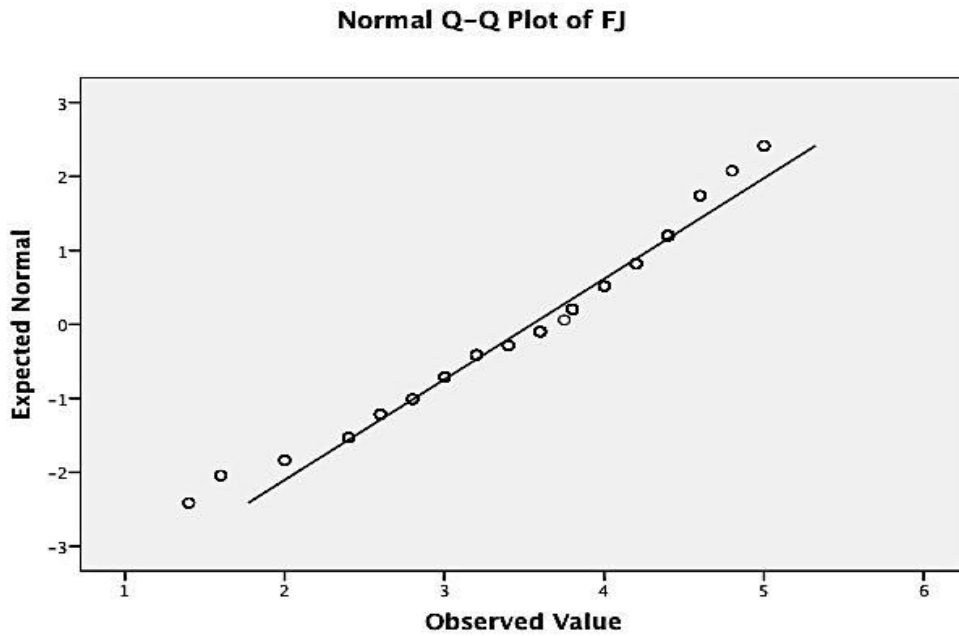


Figure 4.5
The Normality of items in Informational Justice

The Normal Q-Q plot indicates the normality test based on the response from the respondents to each instrument.

There are a few ways to explore the normality assumption for instance through skewness and kurtosis. Skewness and kurtosis are the most popular ways used by many researchers to describe the shape of the data distribution. These methods are referring to the range of distribution, which is used with the interval, and the ratio of level data. If the observed distribution is exactly normal, the values of skewness and kurtosis will be zero. The positive values of skewness indicate a positive skew while the positive values of the kurtosis show a peaked (leptokurtic) distribution. Otherwise, if the values of skewness are negative, then it shows a negative skew and the negative values of kurtosis indicate a flatter (platykurtic) of distribution.

According to Hair et.al. (1995), the skewness values must not be more than 2.58 at sig. 1% and 1.96 at sig. 5%. For the kurtosis, a curve is too peaked when the values exceed +3 and is too flat when it is below -3.

Table 4.2 presents Skewness and kurtosis Test, which is obtained based on total items in the each construct of the variables. Purpose of preparing this is to make a comparison between graphic and statistical data. This indicates that most of the values for skewness and kurtosis are within the range +1 to -1, which generally is accepted when the means are zero.

Variables	Skewness		Kurtosis	
	Statistic	Std. error	Statistic	Std. error
Organizational Commitment	-1.119	.137	1.791	.273
Procedural Justice	-.524	.137	.516	.273
Distributive Justice	-.700	.137	.149	.273
Interpersonal Justice	-1.06	.137	1.23	.273
Informational Justice	-.554	.137	.020	.273

(Please refer Appendix D for detail output)

Table 4.2

Summary of the Skewness and Kurtosis Values of the Variables

4.4 Profile of the Respondents (Demographic)

This is the preliminary step to obtain the summary of demographic information from the respondents. The profile of the respondents is obtained to ensure equal representation in the study. The demographic variables include gender, age, department and years in service.

From the 63.2% of responses recorded, 48.7% were male lecturers and 51.3% were female lecturers showing a higher interest of female in the teaching field (Sohail & Daud, 2009). The highest number of respondents recorded from age 36-45 forming 69.9%, followed by 13.3% of respondents less than 35 years old and 13% from age 46-50. The least responses were received from lecturers from age group of 51 and above, 3.8%. Based on the registrar department's statistics, the percentage of academic staff from the age group of 36-45 forms the biggest portion of the serving academic staff in UUM.

The questionnaire included three academic colleges to determine the response rate from academic departments within UUM, COB recorded the highest number of responses, (63.0%) followed by COLGIS (20.6%) and CAS (16.5%). Respondents serving between 6-15 years in UUM registered the highest number of responses, 56.6%, followed by new lecturers serving below 5 years making up 30.4% and lecturers serving between 16 to 30 years, 13%. Refer table 4.3 below for the summary of respondent's profile.

Variables	Category	Total number (n)	Percentage (%)
Gender	Male	154	48.7
	Female	162	51.3
	Total	316	100
Age	Less than 35	42	13.3
	36 - 45	221	69.9
	46 - 50	41	13.0
	51 and above	12	3.8
	Total	316	100
Departments	CAS	52	16.5
	COB	199	63.0
	COLGIS	65	20.6
	Total	316	100
Years In Service	Less than 5	96	30.4
	6 - 15	179	56.6
	16 - 30	41	13.0
	Total	316	100

Table 4.3
Profiles of the Respondents

4.5 Goodness of Measures

4.5.1 Reliability

4.5.1.1 Reliability Analysis for Pilot Test

Pilot test is a method to ensure the complete study that will be conducted is reliable and valid to be done. To make sure the pilot study is administered to a selected group to test for any faults (Sekaran, 2003). In this process the researcher is able to identify any faults and is able to adjust before conducting the full study (McIntire & Miller, 2007; Lucky, 2011).

Pilot study was conducted to validate the instruments used in the survey in the university setting. The study was conducted upon the first 30 respondents of the Google documents email survey. Reliability analysis was conducted using SPSS software. Consistency of the results is demonstrated by the reliability test (Zickmund, 2003). A high reliability result indicates minimal error discrepancy. Based on the test the results for the dependent variable and independent variables have met the requirements of Cronbach alpha more than 0.70. Measuring reliability a Cronbach alpha value smaller than 0.6 is valued poor, and Cronbach alpha value more than 0.7 is acceptable to conduct research (Sekaran, 2003). The value within the range of 0.8 and 0.9 is accepted as very good (Salkin, 2009). This allows the instruments to be used in the actual study. Table 4.4 shows the summary of reliability results.

Variables	No of Items	Cronbach Alpha
Organizational Commitment	9	.967
Procedural Justice	7	.769
Distributive Justice	4	.947
Interpersonal Justice	4	.948
Informational Justice	5	.933

(Refer Appendix E for detail output)

Table 4.4

Summary of reliability test for pilot test

In the following sections, the researcher uses various research methods to analyze data, in order to make conclusion on the research question and hypothesis. Among the procedures utilized are reliability analysis, factor analysis, anti-image analysis, factor loading if needed, mean and standard deviation of the variables, correlation analysis and regression analysis.

4.5.1.2 Reliability Analysis for Actual Study

In this part, the researcher analyzed 316 respondents. In this study, importance will be given to Cronbach alpha values. Cronbach alpha is designed to identify the internal consistency or the average correlation of the items in the survey instruments to measure its reliability (Cronbach, 1951). According to Sekaran and Bougie (2010), reliability is a measuring instrument that measures the consistency of an instrument. Fornell and Lacker (1981) have suggested a composite reliability of .70 as satisfactory. Hair et.al. (2010), asserts that a loading above .50 to be significant. Research also supports .40 to be sufficient for a study (Atyo, Adamson and Cant, 2007). Even though, some researchers use a different cut off like 0.8 or 0.6 (Garson,

2002) for this study value above .70 will be agreed as significant as suggested by Nunnally and Bernstein (1994).

Based on the analysis run on the 316 obtained data, Cronbach alpha .940 was recorded for organizational commitment followed by .850, .944, .925 and .733 for the independent variables respectively. All variables achieved Cronbach alpha value above .70, which is acceptable to continue the research (Sekaran, 2003; Salkind, 2009). According to Salkind (2009), reliability of 0.70 and above is sufficient to conduct the study. Based on the table of summary below, the reliability level is acceptable. Refer table 4.5 for the summary of reliability analysis for actual study.

Variables	No of Items	Cronbach Alpha
Organizational Commitment	9	.940
Procedural Justice	7	.850
Distributive Justice	4	.944
Interpersonal Justice	4	.925
Informational Justice	5	.733

(Please refer to Appendix F for detail output)

Table 4.5

Summary of Reliability Analysis For Actual Study

The above study of reliability is not sufficient to endorse the data of absolute reliability and validity of the items in the dimensions. It is also necessary to perform factor analysis to determine the reliability and validity of the items tested. The aim is to increase the internal consistency of the items by reducing the number of items or detecting structure in the relationship between items and classifying them.

4.5.2 Factor Analysis

Factor analysis helps in identifying if each item is able to measure what it is intended to measure, as well as to verify the construct validity of the items. This study conducted a factor analysis, and the respondents were submitted to SPSS for factor analysis with principal component analysis and a Varimax rotation.

In conducting the factor analysis, priority is given to the readings of KMO (Keiser-Meyers-Oklin) of the dimensions of the organizational justice used in this study. This preceded Anti Image Matrices, by analyzing the value of anti image correlation with an 'a-square. Any item having an 'a-square value that is below 0.5 will be deleted. After that the researcher will consider the cumulative variance in order to ascertain the level that the items in each dimension spread out. Under normal circumstances, the higher the cumulative variance, the better the correlation between items in each variable.

4.5.2.1 Factor Analysis for Organizational Commitment

In conducting the factor analysis, for the dependent variable, organizational commitment the first step is to complete the KMO (Keiser-Meyers-Oklin test) before conducting the factor analysis. To allow any dimensions to be used in the study, the KMO value has to be registered close to 1.0 and qualifies to be used in factor analysis. The researcher follows the requirements advised by Atyo, Adamson and Cant (2001) to acquire a minimum factor loading of 0.5 for anti image to be included in the factor

analysis. Any item that registers below 0.5 will be removed from the study.

The KMO test for organizational commitment recorded .900, close to 1.0, with sig. value 0.000. The value of KMO rules out factor loading analysis for this variable.

Table 4.6 shows the KMO and Bartlett's Test for Organizational Commitment.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin of Sampling Adequacy.		.900
Barlets Test of	Approx. Chi-Square	2531.3
Sphericity	df.	36
	Sig.	.000

Table 4.6

KMO and Bartlett's Test for Organizational Commitment

The factor analysis was conducted involving all the components, Analysis categorized these items into one component and all the items were recognized. The study also did not find any anti-image value below 0.5; this shows distribution of the values is standard. Table 4.7 shows the component matrix of organizational commitment construct.

	Items	Component 1
OC1	I'm willing to put in extra effort to help the university to be successful	.804
OC2	I praise my university as a great organization to work for	.822
OC3	I would accept any work assignment in order to keep working for this organization	.814
OC4	My values and the universities values are the same	.876
OC5	I am proud to tell others that I am a part of this university	.881
OC6	This university inspires the very best in me in terms of my job performance	.798
OC7	I am extremely happy that I had chosen this university over other universities in Malaysia	.836
OC8	I really care about the fate of this university	.885
OC9	For me, this is the best employer among all universities in Malaysia	.730

(Please refer to G for detail output)

Table 4.7

Component Matrix of Organizational Commitment

4.5.2.2 Factor Analysis for Procedural Justice

In conducting the factor analysis, for the independent variable, procedural justice the first step is to conduct the KMO before evaluating the factor analysis. To allow any dimensions to be used in the study, the KMO value has to be registered close to 1.0 and qualifies to be used in factor analysis. The researcher follows the requirements by Atyo, Adamson and Cant (2001) to acquire a minimum factor loading of 0.5 for anti image to be included in the factor analysis. Any item that registers below 0.5 will be deleted.

For the procedural justice the KMO readings registered .818, close to 1.0, with Sig. value 0.000. is a good justification to proceed to the next step of the analysis. Table 4.8 shows the KMO and Bartlett's Test for procedural justice.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin of Sampling Adequacy.		.818
Barlets Test of	Approx. Chi-Square	978.21
Sphericity	df.	21
	Sig.	.000

Table 4.8

KMO and Bartlett's Test for Procedural Justice

The factor analysis was conducted including all the components, the analysis categorized these items into one component and all the items were recognized. The study also did not find any anti-image value below 0.5; this shows distribution of the values is standard. Refer table 4.9 for the component matrix of procedural justice construct

	Items	Component 1
PJ1	I have been able to express my views and feelings during the appraisal	.745
PJ2	I had influence over the outcomes received from the performance appraisal	.605
PJ3	I think the methods are consistent	.640
PJ4	I feel the appraisal are not biased	.847
PJ5	The appraisal are done based on accurate information's	.818
PJ6	I can appeal for the results from the appraisal	.706
PJ7	The appraisal upholds ethics and moral values	.758

(Please refer to Appendix G for detail output)

Table 4.9

Component Matrix of Procedural Justice

4.5.2.3 Factor Analysis for Distributive Justice

In conducting the factor analysis, for the independent variable, distributive justice the researcher follows the same steps, begins by conducting the KMO before evaluating the factor analysis. To allow any dimensions to be used in the study, the KMO value has to be registered close to 1.0 and qualifies to be used in factor analysis. A minimum loading factor of 0.5 is still followed to be included in the factor analysis (Atyo, Adamson & Cant, 2001). Any item that registers below 0.5 will be discarded.

For distributive justice the KMO readings registered .843, close to 1.0, with Sig. value 0.000 qualifies the construct to proceed to the next step of the analysis. Table 4.10 shows the output of KMO and Bartlett's Test for distributive justice.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin of Sampling Adequacy.		.843
Barlets Test of Sphericity	Approx. Chi-Square	1193.9
	df.	6
	Sig.	.000

Table 4.10
KMO and Bartlett's Test for Distributive Justice

The factor analysis was conducted including all the components, the analysis acknowledged only one component and all the items were recognized. The study also did not find any anti-image value below 0.5; this shows distribution of the values is standard. Refer table 4.11 for the output of component matrix for distributive justice construct.

	Items	Component 1
DJ1	I receive reward based on my efforts	.916
DJ2	The rewards is appropriate for the work I have done	.919
DJ3	My reward shows my contribution to the organization	.934
DJ4	My reward is backed by my performance	.930

(Please refer to Appendix G for detail output)

Table 4.11

Component Matrix of Distributive Justice

4.5.2.4 Factor Analysis for Interpersonal Justice

In conducting the factor analysis, for the third independent variable, interpersonal justice the researcher focuses in conducting the KMO before evaluating the factor analysis. To allow any dimensions to be used in the study, the KMO value has to be registered close to 1.0 and qualifies to be used in factor analysis. A minimum loading factor of 0.5 is still followed to be included in the factor analysis (Atyo, Adamson & Cant, 2001). Any item that registers below 0.5 will be removed from the study.

For distributive justice the KMO readings registered .834, close to 1.0, with Sig. value 0.000 qualifies the construct to proceed to the next step of the analysis. Table 4.12 shows the output of KMO and Bartlett's Test for interpersonal justice.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin of Sampling Adequacy.		.834
Barlets Test of	Approx. Chi-Square	1454.1
Sphericity	df.	6
	Sig.	.000

Table 4.12

KMO and Bartlett's Test for Interpersonal Justice

The factor analysis was conducted including all the components, the analysis produced one component on the chart and all the items were valued. The study also did not find any anti-image value below 0.5; this shows distribution of the values is standard. Refer table 4.13 for the output of component matrix for interpersonal justice construct.

	Items	Component 1
IJ1	My superior treated me in a polite manner	.948
IJ2	My superior treated me with dignity	.963
IJ3	My superior treated me with respect	.965
IJ4	My superior refrained from improper remarks or comments	.756

(Please refer to Appendix G for detail output)

Table 4.13

Component Matrix of Interpersonal Justice

4.5.2.5 Factor Analysis for Informational Justice

In conducting the factor analysis, for the independent variable, informational justice the researcher first establishes the KMO before evaluating the factor analysis. To allow any dimensions to be used in the study, the KMO value has to be registered close to 1.0 and qualifies to be used in factor analysis. A minimum loading factor of 0.5 is still followed to be included in the factor analysis (Atyo, Adamson & Cant, 2001). Any item that registers below 0.5 will be discarded.

For distributive justice the KMO readings registered .778, close to 1.0, with Sig. value 0.000 qualifies the construct to proceed to the next step of the analysis. Table 4.14 shows the output of KMO and Bartlett's Test for informational justice.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin of Sampling Adequacy.		.778
Barlets Test of	Approx. Chi-Square	828.91
Sphericity	df.	10
	Sig.	.000

Table 4.14
KMO and Bartlett's Test for Informational Justice

The factor analysis was conducted including all the components, the analysis produced one component on the chart and all the items were valued. The study also did not find any anti-image value below 0.5; this shows distribution of the values is standard. Refer table 4.15 for the output of component matrix for informational justice construct.

	Items	Component 1
FJ1	My superior is candid in communication with me	.735
FJ2	My superior explain the appraisal procedures thoroughly	.996
FJ3	His/her explanation regarding the procedures were clear	.924
FJ4	The appraisal details was communicated in a timely manner	.877
FJ5	The superiors communications were specific to my questions	.914

(Please refer to Appendix G for detail output)

Table 4.15
Component Matrix of Informational Justice

4.6 Descriptive Analysis

Descriptive analysis is being used to identify the overall range of answers for each construct in the form of mean and standard deviation. The responses received from the lecturers are analyzed through SPSS version 20.0. All the variables recorded 1.0 in the minimum response except, informational justice received 1.40. In the maximum

value of response received all variables have obtained 5.0 from the respondents.

Besides that, the mean values of the variables were obtained by the measure on a five Likert scale, which means the higher the number on the five-point scale, higher the goodness of the variable will be. The values that are nearer to five are provides a positive answer, while the values close to zero reflects negative thoughts from the respondent. In addition, a mean value equal or more than 4 indicates a high agreement with a particular criterion which is a mean value equal or less than 2 were considered as low, and a mean value of 3 was considered as a moderate agreement.

For this study the mean value is generally moderate in nature, the highest mean value is at 3.9723 for distributive justice and the lowest is at 3.3169 for the dependent variable, organizational commitment construct. A descriptive analysis of all six variables is presented in the Table 4.16

Variables (n=316)	Minimum	Maximum	Mean	Std. Deviation
Organizational Commitment	1.00	5.00	3.3169	.77061
Procedural Justice	1.00	5.00	3.4889	1.00311
Distributive Justice	1.00	5.00	3.9723	.88474
Interpersonal Justice	1.00	5.00	3.5467	.73524
Informational Justice	1.40	5.00	3.9638	.77068

Table 4.16
Descriptive Analysis

4.7 Correlation

Before testing the hypothesis in this study, the researcher presented a table 4.17 to show the pearson correlation between the variables. This analysis allows the researcher to establish the relationship between the variables used in this study. Mayers, Gamst and Guarine (2006) mentioned the usefulness of the pearson correlation is to clarify the issue of multicollinearity. Scholars are in different ideas of identifying the extent of the correlation, for instance Cooper and Schindler (2003), stated that there is no exact level on establishing correlation between variables that have multicollinearity. They further explained correlation of 0.80 and above could cause problems and suggest a lower correlation as satisfactory.

For this study the relationship between variables will be tested based on the guidelines set by Guilford (1956). The correlation less than .20 indicated as very weak relationship, .20 to .40 as weak, .40 to .70 as moderate correlation followed by .70 to .90 as strong and more than .90 as very strong correlation. Based on the guideline above, the there is a correlation between the variables in this study. Correlation does not involve cause and effect but only shows how satisfactory the relationships are (Zickmund, 2003).

4.7.1 The Correlation of Procedural Justice, Distributive Justice, Interpersonal Justice, Informational Justice with Organizational Commitment

In this study, the researcher uses the Pearson correlation to test the above objective. The table 4.17 summarizes the correlation between all the variables. The highest correlation coefficient is registered between organizational commitment and informational justice $.628^{**}$, $p < 0.000$ followed by correlation coefficient between organizational commitment and interpersonal justice $.525^{**}$, $p < 0.000$. The third highest is $.434^{**}$, $p < 0.000$, recorded correlation between organizational commitment and procedural justice and lowest correlation is $.298^{**}$, $p < 0.000$, between organizational commitment and distributive justice.

Based on Guilford's (1956) rule of thumb discussed above, three independent variables, namely Procedural Justice, Interpersonal Justice and Informational Justice have a moderate correlation with the organizational commitment and one independent variable, Distributive Justice has a weak correlation with organizational commitment. Overall correlation between all the independent variables and organizational commitment registered $.581^{**}$, $p < 0.000$, signifying a moderate correlation. This shows each construct is different and can be further analyzed for hypothesis testing with the dependent variable.

	PJ	DJ	IJ	FJ	OC	OJ
Procedural Justice (PJ)	1					
Distributive Justice (DJ)	.428**	1				
Interpersonal Justice (IJ)	.542**	.466**	1			
Informational Justice (FJ)	.527**	.445*	.710**	1		
Organizational Commitment (OC)	.434**	.298**	.525**	.628**	1	
Organizational Justice	.826**	.724**	.824**	.815**	.581**	1

**Correlation is significant at the level 0.01 (2-tailed)
(Please refer to Appendix H for detail output)

Table 4.17
Summary of Correlation between All The Variables

4.8 Multiple Regression

In the previous section, the researcher completed the correlation analysis to identify the level of relationship between the organizational justice dimensions, the independent variables and organizational commitment, the dependent variable. In regression analysis, the relationship will be examined but to identify the variable that has a stronger or weaker relationship to organizational commitment.

The regression in Table 4.18 looks at the relationship between organizational justices towards organizational commitment. The results of the analysis shows that 41.6%

(R square = .416) of the total variance in organizational commitment has been explained by organizational justice dimensions. The variables having the significant value, is used in explaining the organizational commitment because they have highest beta value as follows, Informational Justice ($\beta=.486$), Interpersonal Justice ($\beta =.129$) and Procedural Justice ($\beta =.122$). Only one variable, distributive justice was found not to have a significant value with organizational commitment with a β value of $-.030$

Each variable tested showed different significant and beta values, but when tested as one construct of organizational justice, β value of $.581$ was recorded and the overall relationship with organizational justice was significant, $.000$

Independent Variable	Beta (β)	Sig.
Organizational Justice	.581	.000
Procedural Justice	.122	.025
Distributive Justice	-.030	.550
Interpersonal Justice	.129	.049
Informational Justice	.486	.000

** $P < 0.01$, $R^2 = 41.6$

Table 4.18

Multiple Regression analysis of Organizational Justice dimensions to Organizational Commitment

4.9 Hypotheses Testing

	Hypothesis	Result
H 1	There is a positive relationship between fair performance appraisal and organizational commitment of UUM lecturers.	Accepted
H 2	There is a positive relationship between Procedural Justice and organizational commitment of UUM lecturers.	Accepted
H 3	There is a positive relationship between Distributive Justice and organizational commitment of UUM lecturers.	Accepted
H 4	There is a positive relationship between Informational Justice and organizational commitment of UUM lecturers.	Accepted
H 5	There is a positive relationship between Interpersonal Justice and organizational commitment of UUM lecturers.	Accepted
H 6	Fairness in conducting performance appraisal has a significant relationship with the organizational commitment of lecturers.	Accepted
H 7	Fair procedures in conducting performance appraisal have a significant relationship with the organizational commitment of lecturers.	Accepted
H 8	Fair distributions of outcomes based on performance appraisal have a significant relationship with the organizational commitment of lecturers.	Rejected
H 9	Relationship between employee and the supervisors (Interpersonal Justice) has a significant relationship with the organizational commitment of lecturers.	Accepted
H10	Communication between the employee and the supervisor (Informational Justice) has a significant relationship with the organizational commitment of lecturers.	Accepted

Table 4.19

Summary of Hypotheses results

4.10 Summary

In this chapter, response rate, treatment of outliers, normality testing and description of demographic characteristics, reliability of the study variables and finally discussion of the hypothesis has been done. This chapter also presented the analysis of the collected of the collected data, which has accepted and rejected some variables as a contributor to the dependent variable. This study will further discuss the findings of the research, the theoretical implications, suggestion for future studies, limitations of the research and conclusion of the study.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This study aimed at examining the relationship between fairness of performance appraisal and organizational commitment of lecturers in Universiti Utara Malaysia, UUM. Base on this, hypotheses were formulated from the research questions. Specifically, the research questions were formulated so as to be able to reveal the major determinants that contribute to organizational commitment of academicians in UUM. The outcome of the hypothesis testing, limitations and implications have been highlighted and discussed in the chapter.

5.2 Summary of the Findings

The objective of this study was to look at the demography of the respondents and the effects to the study; and to investigate the relationship between fair performance appraisal and organizational commitment and to what extent the fairness of performance appraisal influences organizational commitment among UUM lecturers. The study was conducted to test the four dimensions of organizational fairness put forward by Colquitt (2001). The fairness dimensions were further used to test the fairness of performance appraisal in organizations by Ahmed et.al. (2011) in his study. To examine the suggested framework in UUM, 316 sample data was collected from UUM lecturers.

The result of the analysis verified a significant relationship between the four dimensions of organizational justice and the organizational commitment of UUM

academicians. From the regression results it was also apparent that overall organizational justice has a significant relationship with the lecturers organizational commitment. Anyhow when tested separately, Procedural Justice, Interpersonal Justice and Informational Justice projected significant relationship, only Distributive Justice failed to register a significant relationship with lecturers' organizational commitment. These results will be further discussed in this chapter.

5.3 Descriptive Analysis

Descriptive analysis is being used to identify the overall range of answers for each construct in the form of mean and standard deviation. The responses received from the lecturers are analyzed through SPSS version 20.0. All the variables recorded 1.0 in the minimum response except, informational justice received 1.40. In the maximum value of response received all variables have obtained 5.0 from the respondents.

Besides that, the mean values of the variables were obtained by the measure on a five Likert scale, which means the higher the number on the five-point scale, higher the goodness of the variable will be. The values that are nearer to five are provides a positive answer, while the values close to zero reflects negative thoughts from the respondent. In addition, a mean value equal or more than 4 indicates a high agreement with a particular criterion which is a mean value equal or less than 2 were considered as low, and a mean value of 3 was considered as a moderate agreement.

For this study the mean value is generally moderate in nature, the highest mean value is at 3.9723 for distributive justice and the lowest is at 3.3169 for the dependent

variable, organizational commitment construct. A descriptive analysis of all six variables is presented in the Table 5.1

Variables (n=316)	Minimum	Maximum	Mean	Std. Deviation
Organizational Commitment	1.00	5.00	3.3169	.77061
Procedural Justice	1.00	5.00	3.4889	1.00311
Distributive Justice	1.00	5.00	3.9723	.88474
Interpersonal Justice	1.00	5.00	3.5467	.73524
Informational Justice	1.40	5.00	3.9638	.77068

Table 5.1

Descriptive Analysis

5.4 Relationship between Fair Performance Appraisal and Organizational Commitment

Overall the relation between all the independent variables, organizational justice and organizational commitment registered a moderate correlation. This result is parallel with the arguments of Ambrose (2002) and Bies (2001), that employees are concerned on all the four dimensions and it affects the employees' organizational outcome behaviors such as organizational commitment. It is important that there is a balance in organizational justice for the employees to maintain a positive organizational commitment towards their employers.

5.4.1 Procedural Justice and Organizational Commitment

The correlation summarized in table 4.17 shows a moderate correlation between procedural justice and organizational commitment of the lecturers. This finding is supports the study by Arif Hassan and Junaidah Hashim (2011) in four Malaysian higher education institutions found that procedural justice plays an important role in increasing lecturers' organizational commitment. This study also indicates turnover rate to be high in cases distributive and procedural justice is not served right. It is vital for organizations to maintain the workforce motivation and commitment to maximize the productivity in the organization. Other organizational justice studies conducted in different organizational environments also does generalize the importance of fairness of procedures in increasing employee organizational commitment (Cohen-Charash & Spector, 2001; Colquitte et. al., 2001; Hassan, 2002; Wong et. al., 2002).

5.4.2 Distributive Justice and Organizational Commitment

Based on the correlation analysis distributive justice registered a weak correlation with organizational commitment. This finding is not parallel to previous studies that have indicated in various environments that distributive justice has a strong relationship with organizational output behaviors such as organizational commitment (Ponnu & Chuah, 2010). This could be caused by the nature of the working environment in UUM, which is away from the urban life style and promotes the academic orientated lifestyle among the lecturers serving in UUM. Weak relationship identified between distributive justice and the lecturers' commitment also indicates that lecturers serving in UUM are more salient and accepting the relative pay and

reward towards the work and stress they handle in the university.

5.4.3 Interpersonal Justice and Organizational Commitment

Interpersonal justice recorded a moderate relationship with the organizational commitment of lecturers. Interpersonal justice refers to the extent of politeness, dignity and respect by which the employer communicates information reflects the importance given to organizational commitment (Greenberg, 1990). The moderate relationship shows the existence of relationship between the superiors communication environment with the lecturers does affect the organizational commitment of the lecturers.

5.4.4 Informational Justice and Organizational Commitment

Correlations summary in table 4.17 indicates highest relationship between informational justice and the organizational commitment of lecturers. Informational justice is communicating relevant reasons for the procedures used in appraising, and the rational of the distribution of rewards to the employee in the organization. Based on the correlation results, it is understood that information received regarding the performance appraisal done has a strong relationship with the level of commitment towards the organization.

5.5 The Major Influence of Perception of Fair Performance Appraisal to Organizational Commitment

5.5.1 Informational Justice and Organizational Commitment

This study also found that fairness of the information sharing between employers and lecturers in UUM has the highest beta value indicating a significant relationship with lecturers' organizational commitment. Informational justice being one of the interactional constructs from the organizational justice theory measures the emotional attachment the employee has with the administration of the organization (Arif Hassan & Junaidah Hashim, 2011). This finding indicates high emotional attachment between the lecturers and the management of the university. This study also identifies the importance of sharing information regarding the requirements and research process outlined by the university and the MOHE in achieving the MQA standards. By having proper information sharing on these procedures and processes the employees will increase employee motivation and involvement in producing higher number of research and publication, necessary to boost the university position in future SETARA and MyRA ratings. Therefore, this study highly recommends priority in information sharing between the management and the lecturers are intensified.

5.5.2 Interpersonal Justice and Organizational Commitment

This study also clearly shows that fairness of the interpersonal relationship between the management represented by the superiors of the lecturers has the second highest beta value and significant relationship with lecturers' organizational commitment. As explained previously, informational justice is highly related to interpersonal justice as

one of the interactional justice constructs which is an indicator of emotional attachment of employees and the organization (Arif Hassan & Junaidah Hashim, 2011). The process of sharing the proper information is defined by this construct. Information should be well structured and easy to understand. For the lecturers to produce better writing and publishing quality research papers, there is a high necessity to understand and know the procedures in place. The findings of this study, highlights the importance of distributing the information thoroughly among the lecturers. The communication of the information as indicated by the informational justice has to be done in an arranged and proper manner to increase the organizational commitment of the lecturers.

5.5.3 Procedural Justice and Organizational Commitment

The result for this study shows that employees perception of fairness of the procedural practices in UUM has a significant relationship with lecturers' organizational commitment, as recorded by previous research that recognizes the significant influence of perception of fairness in procedural justice to organizational commitment (Belanger, McNally & Flint, 2006).

The low beta value recorded compared to other organizational justice constructs could be due to the minimal amount of influence and role of the lecturers themselves in deciding the performance appraisal procedures of the university. The online-based system implemented sets an objective appraisal system that minimizes human error and bias of appraisal procedures (UUM Registrars Department, 2014). Comparing this study to the previous literatures done in major cities in Malaysia explains the nature of

acceptance of the fairness among the lecturers to be different; this could be due to the level of involvement and red tape in place in UUM. Decisions on the procedures in place are mostly done among the head of departments represented by the Deans of schools and higher management of the university at the senate level. This greatly reduces the involvement of the lecturers in influencing the procedures in that is carried out.

Further, the procedures are arranged in order to fulfill the requirements of the MOHE, and MQA. These requirements are derived from the National Higher Education Blueprints and the MyRA instruments as for the research and publication of the lecturers. Making the decisions highly objective in nature reducing on the need for suggestion or opinions of the lecturers. This in return reduces the influence of procedural justice towards the organizational commitment of the lecturers, since there's not much the lecturers can do to affect the procedures.

5.5.4 Distributive Justice and Organizational Commitment

The study discovered that the distributive justice practiced in UUM not only has a weak correlation with organizational commitment and also does not have a significant relationship with the organizational commitment of the lecturers.

According to Randall and Mueller (1995) procedural justice has more influence over organizational commitment, but accepted distributive justice as a predictor of organizational justice. Understanding this in UUM, the lecturers have given higher priority to other justice factors compared to distributive justice.

The hypothesis could have been rejected because, According to McFarlin and

Sweeney (1992) employees perceived high pay levels as fair irrespective of the procedures but accept low pay levels as fair only when procedures were used fairly. This could be relevant, as lecturers in UUM perceive the procedural fairness to be more significant in effecting the organizational commitment compared to the remunerations they receive.

In the situation where the fairness of procedure and communication of information's are fair and accepted, the employees can accept a certain level of distributive unfairness (Greenberg, 1990 and Lavenenthal, 1980) based on this study, distributive justice does not significantly affect the organizational commitment of the lecturers.

This pattern of influence of distribution of reward among lecturers and their organizational commitment also comparing different working environments indicates the economic difference between regions in Malaysia. Comparing between the working environment in the urban setting and rural environment that demands less living expenses, based on the statistics from Expatistan (2014), cost of living index, a comparison between Alor Star, the nearest city to UUM and Kuala Lumpur shows 29% lower living cost in Alor Star (Refer table in appendix J). Less living costs in the area reduces the pressure in the need for higher salary among lecturers, this in return reduces the effects or influence on the work commitment of the lecturers towards UUM. This study also understands that lecturers have sufficient funding and compensation to support their research and publications necessary to fulfill the university requirements, hence distributive justice does not significantly effect the research progress of the knowledge workers in UUM.

5.6 Limitations of the study and future recommendations

As any study, this study poses some limitations, majorly due to the narrow scope of study that focuses on the fairness of appraisal system only in University Utara Malaysia. There are 52 public and private, universities and university collages operating in Malaysia, this greatly limits the generalizability of this study to the lecturers due to the small number of samples analyzed (Rating results for SETARA'11 & MyRA, 2012).

This study can be improved in the case of UUM by taking into consideration the other factors that may influence the organizational commitment of lecturers, in line with the previous studies by Masterson et.al. (2000) and Colquitt (2001) to expand the knowledge in the area of performance appraisal itself.

Other than that because this study is a cross sectional analysis, the study is unable to conduct comparison of perceptions. A longitudinal study conducted before and after the performance appraisal process could capture a better cause and effect of the fairness of performance appraisal process conducted.

However it is believed that the mechanics and results of this study will be of interest to the management of the university, government and future researchers. Based on the study conducted there is an understanding of the on the ground situation employee behaviors. Hence, the model of the study is expected to be adopted or adapted to the needs of the respective parties.

5.7 Implications of the study

5.7.1 Theoretical Implications

Theory applied in this study, Organizational Justice Theory, have been discussed and found to be instrumental in determining the success of the organizational commitment of the lecturers. As discussed by Greenberg (1986), procedural and distributive justice has been found to be an important indicator of commitment depending on the volume and environment they are operated in. This is found in the current studies to be true, where there is a weak significance of procedures and no significant relationship between distributive justice and the organizational commitment of employees. Subsequently the studies conducted by Colquitt (2001) emerged informational and interpersonal studies to be the emotional aspect of justice theory, tests conducted in this study identified a very strong relationship and significant influence on lecturers commitment in conducting research and publications. This study has supported the theoretical aspect of organizational justice theory and implies the use of organizational justice factors in improvising the working environment of UUM lecturers.

5.7.2 Managerial Implications

This study opens a new direction in understanding the relationship of fair performance appraisal and the affects work related behaviors' such as organizational commitment, more specifically among the academic community in UUM. This study gives an insight for the management of the university and government into how the lecturers could be managed by implementing the organizational justice perspective in

increasing positive behavioral reactions among them. This study also explains the area of importance in terms of fairness of performance appraisal that needs to be given priority and the areas that are not significantly important in the substance of academicians of UUM.

Employee perception of the justice in the organization has a strong impact in increasing in the institutions performance by developing a committed workforce.

5.8 Conclusion

From the results it shows that the lecturers more concern on the human and emotional factors of the organization. Their commitment to UUM is highly effected by the communication and treatment they receive from the organization compared to the reward that they receive.

Ignoring these factors may cause a steep decrease in the commitment of the lecturers, causing the institution valuable performance. It is much more important to maintain a quality work force with productive effort. By improving in the performance appraisal system the university can create a positive environment for the academic workforce and produce positive changes to the organizational output behaviors such as organizational commitment.

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Appendix A: Research and Innovation Institute (RIMC), Achievements 2012 and 2013

Bil	Ukuran	Nilai Ukuran	2012	2013
1	TS1C1a : Bilangan penyelidik utama (Dana Universiti) [Bilangan/Individu]	Bilangan	271	287
2	TS1C1b : Bilangan penyelidik utama (Dana Kebangsaan) [Bilangan/Individu]	Bilangan	198	450
3	TS1C1c : Bilangan penyelidik utama (Dana Antarabangsa) [Bilangan/Individu]	Bilangan	3	5
4	TS1C1d : Jumlah staf yang terlibat dalam Projek Penyelidikan/perundingan Latihan / Kursus (Kebangsaan) [Bilangan/Individu]	Bilangan	228	2,788
5	TS1C1e : Jumlah staf yang terlibat dalam Projek Penyelidikan / perundingan / latihan kursus (antarabangsa) [Bilangan / tahun]	Bilangan	66	936
6	TS1C2a : ISI Thomson/ Scopus [Bilangan/tahun]	Bilangan	253	269
7	TS1C2b : Sitasi Kumulatif Penerbitan [Bilangan/tahun]	Bilangan	705	1,082
8	TS1C2c : Kumulatif impak faktor bagi semua penerbitan di dalam citation-indexed journals (ISI) [Bilangan/tahun]	Bilangan	60.65	119
9	TS1C2d : Jumlah Bilangan Penerbitan dalam jurnal berindeks tidak bersitasi [Bilangan/tahun]	Bilangan	359	175
10	TS1C2e : Jumlah bilangan bab dalam buku [Bilangan/tahun]	Bilangan	153	23
11	TS1C2f : Penerbitan lain yang mempunyai impak terhadap kerajaan/ masyarakat/ dasar (tidak termasuk laporan tidak diterbitkan) [Bilangan/tahun]	Bilangan	473	576
12	TS1C3 : Bilangan Jurnal [Bilangan/tahun]	Bilangan	1	2
13	TS1C4 : Bilangan Projek Pemindahan Pengetahuan dan Akademik dengan kerjasama Industri/Komuniti.	Bilangan	8	175

	[Bilangan]			
14	TS1C5 : Bilangan projek pemangkin Flagship Pemindahan Pengetahuan dan Akademik yang dilaksanakan mengikut Bidang Keberhasilan Utama (KRAs) Industri dan Komuniti. [Bilangan]	Bilangan	1	243
15	TS1C6 : Bilangan Amalan Terbaik dalam Pemindahan Pengetahuan yang diterima pakai oleh Komuniti dan inovasi yang diterima oleh industri, masing-masing. [Bilangan]	Bilangan	0	5
16	TS1F1a : Dana Universiti [RM/tahun]	RM	4,539,690	1,212,286.00
17	TS1F1b : Dana Awam [RM/tahun]	RM	17,406,401	146,000.00
18	TS1F1c : Dana Swasta [RM/tahun]	RM	127,956	51,546.39
19	TS1F1d : Dana Antarabangsa [RM/tahun]	Bilangan	0	0
20	TS1F1e : Bilangan Post Doctoral (Kebangsaan) [Bilangan]	Bilangan	6	0
21	TS1F1f : Bilangan Post Doctoral (Antarabangsa) [Bilangan]	Bilangan	3	0
22	TS1F2a : Pengkomersilan produk [Bilangan]	Bilangan	0	0
23	TS1F2b : Lesen teknologi [Bilangan]	Bilangan	0	0
24	TS1F2c : IPR(hak cipta / karya asli) [Bilangan]	Bilangan	367	62
25	TS1F2d : IPR(modul, monograf, nota dan laporan penyelidikan) [Bilangan]	Bilangan	83	31
26	TS1F2e : Paten (Kebangsaan) [Bilangan]	Bilangan	0	0
27	TS1F2f : Paten (Antarabangsa) [Bilangan]	Bilangan	0	0
28	TS1F2g : Paten difailkan [Bilangan]	Bilangan	0	0
29	TS1F2h : Jumlah kumulatif penjanaaan pendapatan daripada pengkomersilan produk R&D IPT sehingga 31 Disember tahun sebelum (preceding year)-Harta Intelek (IP) [Jumlah]	Bilangan	3,048,500	3,398,500.00
30	TS1F2i : Jumlah kumulatif penjanaaan pendapatan daripada pengkomersilan produk R&D IPT sehingga 31 Disember tahun sebelum (preceding year)-Perkhidmatan [Jumlah]	Bilangan	0	0
31	TS1P1 : Peratusan penggunaan dana penyelidikan [Peratus/tahun]	Bilangan	77.50%	80.64%

Email 1: Permission to use data from Research and Innovation Management Center



Email 2: Details on IPR – Intellectual Property Registration

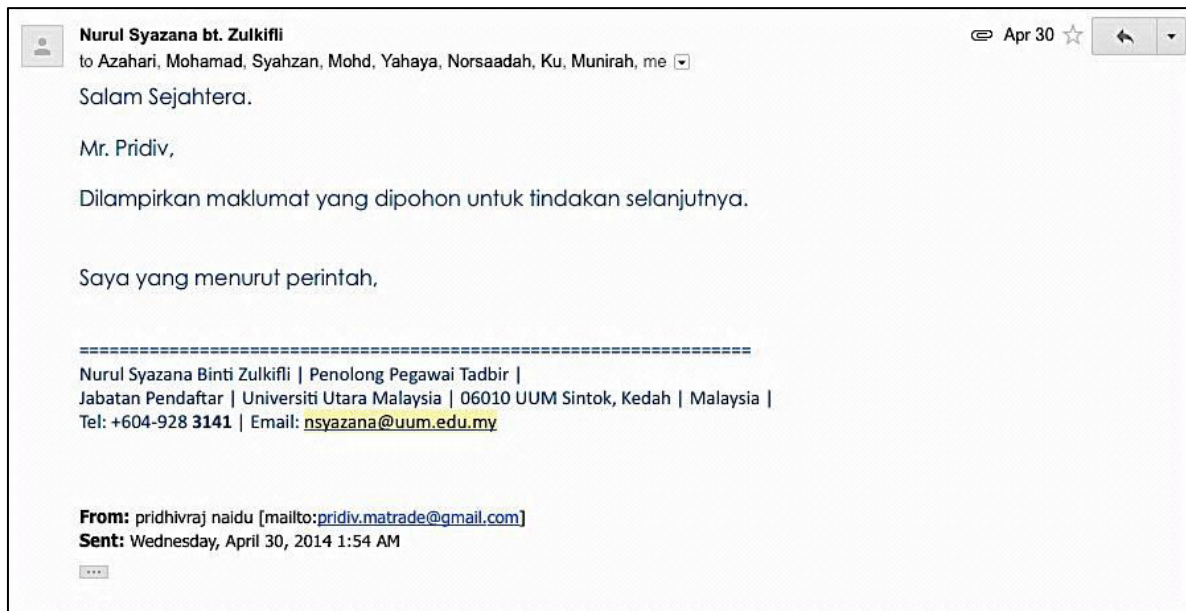


Appendix B: Population (UUM Registrars Department, 2014)

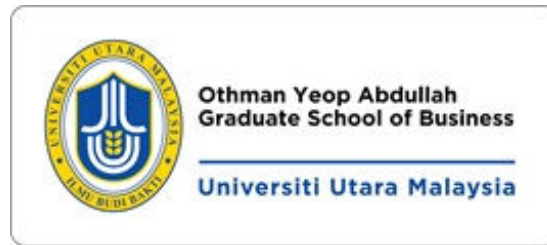
JABATAN	PUSAT PENGAJIAN	JUMLAH
Akademi Golf Nasional UUM	Pusat Pengajian Pembangunan Sosial	1
Awang Had Salleh Graduate School of Arts and Sciences	Pusat Pengajian Pengkomputeran	1
Othman Yeop Abdullah Graduate School of Business	Othman Yeop Abdullah Graduate School of Business	30
Pusat Bahasa	Pusat Bahasa	2
UUM College of Arts and Sciences	Pengajian Umum	26
	Pusat Pengajian Pembangunan Sosial	39
	Pusat Pengajian Pendidikan dan Bahasa Moden	118
	Pusat Pengajian Pengkomputeran	101
	Pusat Pengajian Sains Kuantitatif	82
	Pusat Pengajian Teknologi Multimedia dan Komunikasi	59
	UUM Kampus Kuala Lumpur (UUMKL)	1
UUM College of Business	Othman Yeop Abdullah Graduate School of Business	3
	Pusat Pengajian Ekonomi, Kewangan dan Perbankan	137
	Pusat Pengajian Pengurusan Perniagaan	131
	Pusat Pengajian Pengurusan Teknologi dan Logistik	66
	Pusat Pengajian Perakaunan	126
	Pusat Pengajian Perniagaan Islam	50
	(blank)	1
UUM College of Law, Government and International Studies	Pusat Pengajian Antarabangsa	64

	Pusat Pengajian Kerajaan	73
	Pusat Pengajian Pengurusan Pelancongan, Hospitaliti & Alam Sekitar	37
	Pusat Pengajian Undang- undang	50
JUMLAH		1198

Email 3: Permission to use Data from the Registrars Department of UUM



Appendix C: Questionnaire



SURVEY QUESTIONNAIRE:

FAIR PERFORMANCE APPRAISAL AND ITS EFFECTS ON ORGANISATIONAL COMMITMENT OF LECTURERS IN UNIVERSITI UTARA MALAYSIA

Dear Sir/Madam/Dr./Prof.,

This survey seeks to explore the perception of lecturers towards the fairness of the performance appraisal done in UUM, and its effects on the organizational commitment of the lecturers. The information obtained from this survey are very important for the researcher to meet the objective of the research in fulfilling the requirement for Master Degree in Human Resources Management at Universiti Utara Malaysia. This survey is meant for lecturers in service at Universiti Utara Malaysia only.

This survey questionnaire consists of three sections as follows:

Section A: Respondents Profile

Section B: Perception of Fair Performance appraisal

Section C: Organizational Commitment

Kindly answer all the questions. This questionnaire will take about 5 to 10 minutes to complete. All information will be treated with strict confidence and your responses will only be analyzed in aggregate forms.

Your kind participation in this study is highly valued and appreciated. Should you have any enquiries regarding this study, please do not hesitate to contact Pridhivraj Naidu at pridiv.matrade@gmail.com or 014-3900423.

Yours Sincerely;
Pridhivraj Naidu
Postgraduate Student,
Othman Yeop Abdullah GSB,
Universiti Utara Malaysia.

Supervised By;
Prof Madya Dr. Mohmad Yazam Bin Sharif
Lecturer,
UUM Collage of Business
Universiti Utara Malaysia.

Section A: Respondents Profile

The following questions refer to the demographic profile of the respondents. Please provide the appropriate information by placing a (√) in the bracket provided to represent your answer.

1. Gender:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age:

Less than 35 years old	<input type="checkbox"/>
36 - 45 years old	<input type="checkbox"/>
46 - 50 years old	<input type="checkbox"/>
51 and above	<input type="checkbox"/>

3. Department/School: _____

4. Years of Service in UUM:

Less than 5 years	<input type="checkbox"/>
6 - 15 years	<input type="checkbox"/>
16 - 30 years	<input type="checkbox"/>
31 and above	<input type="checkbox"/>

Section B: Fair Performance Appraisal – Employee Perceptions

Please indicate your degree of strength agreement/disagreement on the following statements

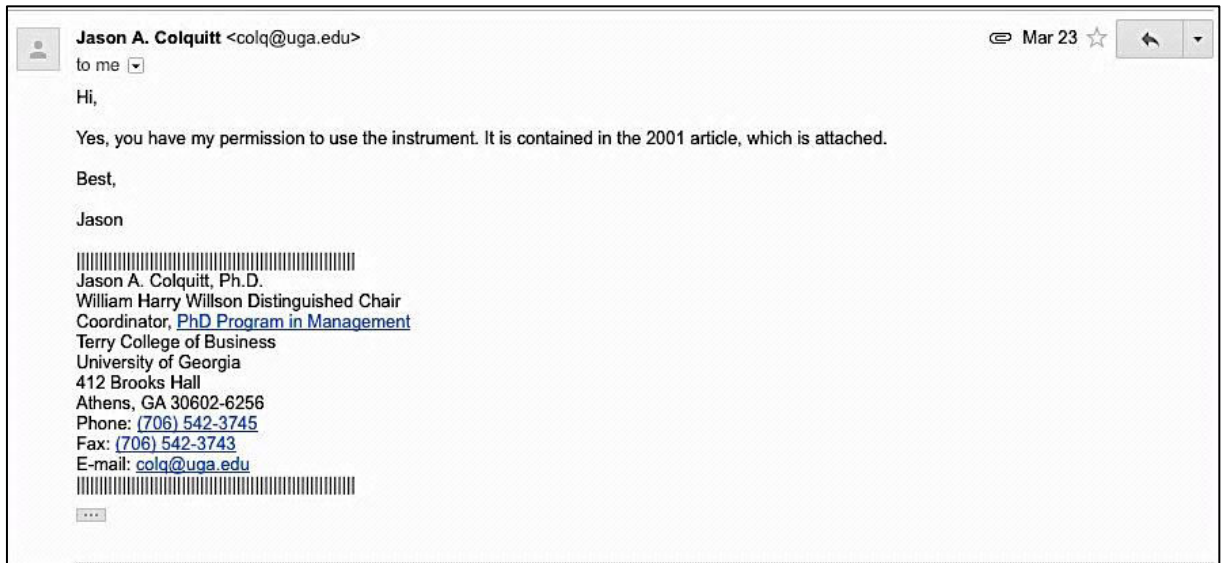
Num:	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Procedural Justice						
i.	I have been able to express my views and feelings during the appraisal	1	2	3	4	5
ii.	I had influence over the outcomes received from the performance appraisal	1	2	3	4	5
iii.	I think the methods are consistent	1	2	3	4	5
iv.	I feel the appraisal are not biased	1	2	3	4	5
v.	The appraisal are done based on accurate information's	1	2	3	4	5
vi.	I can appeal for the results from the appraisal	1	2	3	4	5
vii.	The appraisal upholds ethics and moral values	1	2	3	4	5
2. Distributive Justice						
i.	I receive reward based on my efforts	1	2	3	4	5
ii.	The rewards is appropriate for the work I have done	1	2	3	4	5
iii.	My reward shows my contribution to the organization	1	2	3	4	5
iv.	My reward is backed by my performance	1	2	3	4	5
3. Interpersonal Justice						
i.	My superior treated me in a polite manner	1	2	3	4	5
ii.	My superior treated me with dignity	1	2	3	4	5
iii.	My superior treated me with respect	1	2	3	4	5
iv.	My superior refrained from improper remarks or comments	1	2	3	4	5
4. Informational Justice						
i.	My superior is candid in communication with me	1	2	3	4	5
ii.	My superior explain the appraisal procedures thoroughly	1	2	3	4	5
iii.	His/her explanation regarding the procedures were clear	1	2	3	4	5
iv.	The appraisal details was communicated in a timely manner	1	2	3	4	5
v.	The superiors communications were specific to my questions	1	2	3	4	5

Section C: Organizational Commitment

Please indicate your degree of strength agreement/disagreement on the following statements.

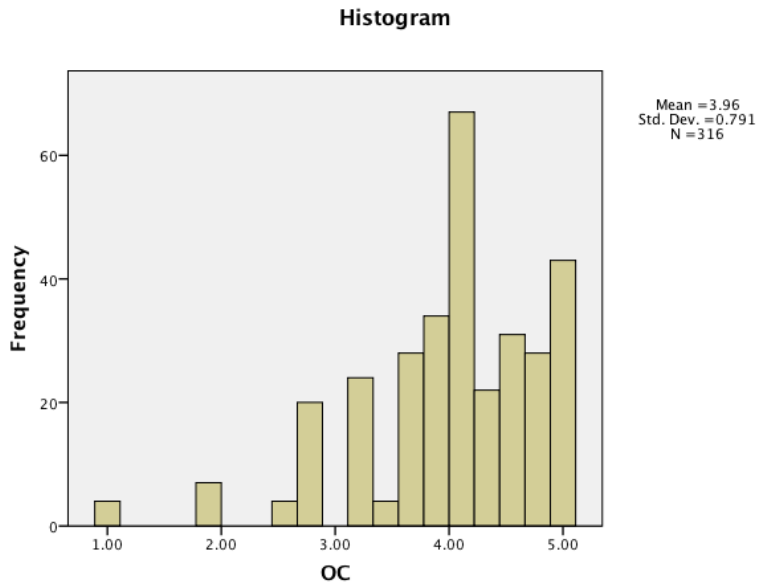
Num:	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
i.	I'm willing to put in extra effort to help the university to be successful	1	2	3	4	5
ii.	I praise my university as a great organization to work for	1	2	3	4	5
iii.	I would accept any work assignment in order to keep working for this organization	1	2	3	4	5
iv.	My values and the universities values are the same	1	2	3	4	5
v.	I am proud to tell others that I am a part of this university	1	2	3	4	5
vi.	This university inspires the very best in me in terms of my job performance	1	2	3	4	5
vii.	I am extremely happy that I had chosen this university over other universities in Malaysia	1	2	3	4	5
viii.	I really care about the fate of this university	1	2	3	4	5
ix.	For me, this is the best employer among all universities in Malaysia	1	2	3	4	5

Email 4: Permission to use Organizational Justice Instrument (Colquitt, 2001)

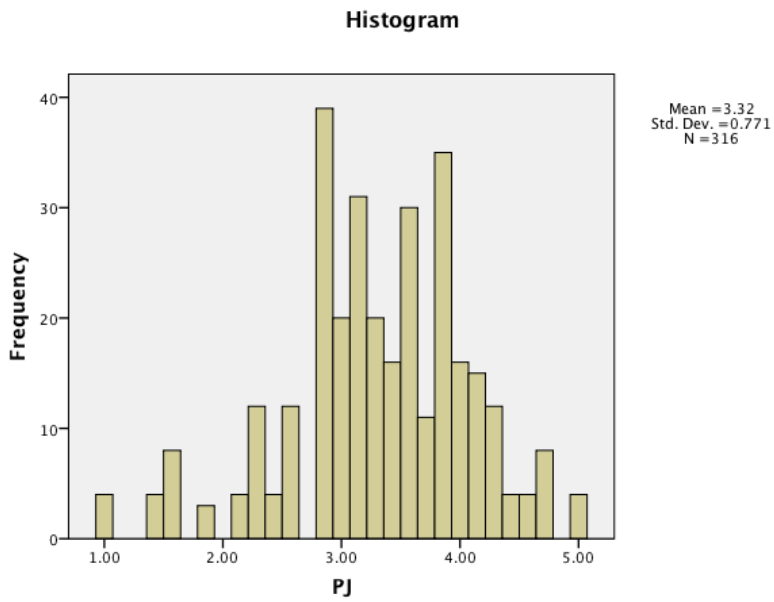


Appendix D: Normality Test

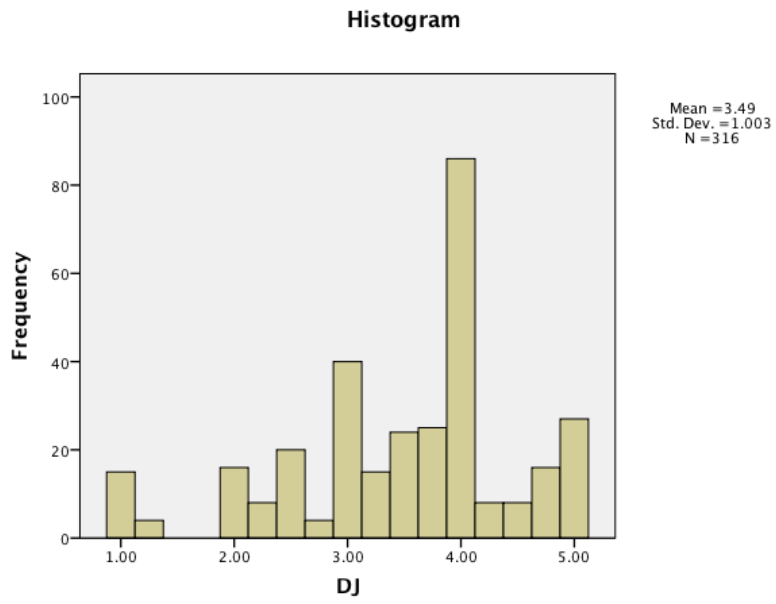
Normality test Histogram for Organizational Commitment



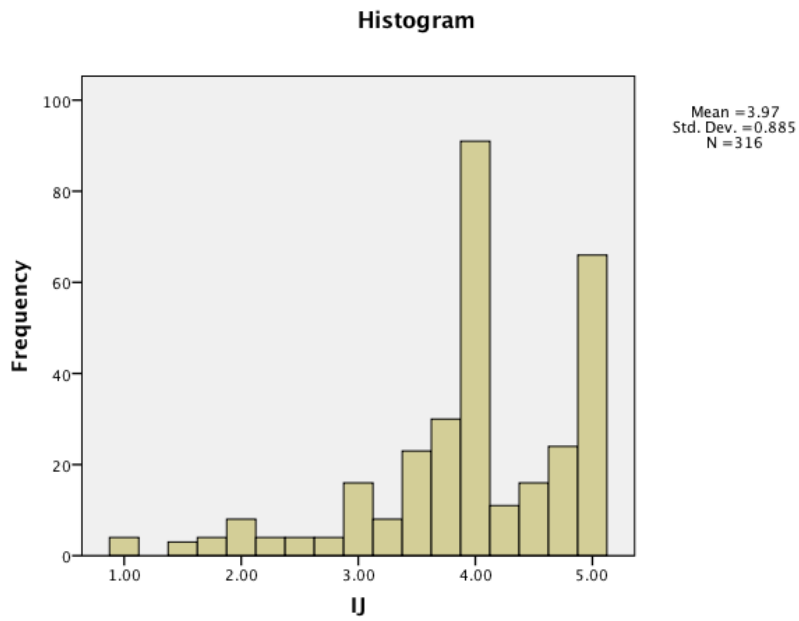
Normality test Histogram for Procedural Justice



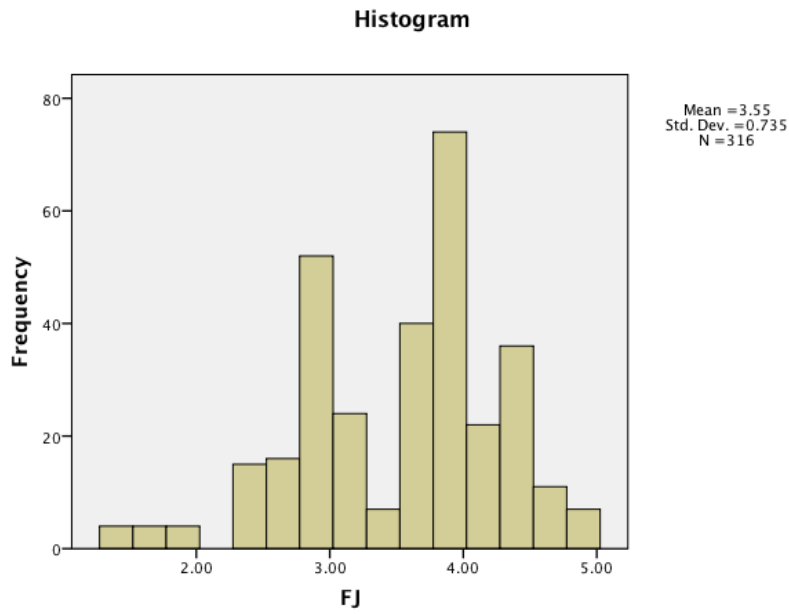
Normality test Histogram for Distributive Justice



Normality test Histogram for Interpersonal Justice



Normality test Histogram for Informational Justice



Appendix E: Pilot Study Results

Organizational Commitment

Reliability Statistics

Cronbach's Alpha	N of Items
.967	9

Procedural Justice

Reliability Statistics

Cronbach's Alpha	N of Items
.769	7

Distributive justice

Reliability Statistics

Cronbach's Alpha	N of Items
.947	4

Interpersonal Justice

Reliability Statistics

Cronbach's Alpha	N of Items
.948	4

Informational Justice

Reliability Statistics

Cronbach's Alpha	N of Items
.933	5

Appendix F: Reliability test for Actual Study

Organizational Commitment

Reliability Statistics

Cronbach's Alpha	N of Items
.940	9

Procedural Justice

Reliability Statistics

Cronbach's Alpha	N of Items
.850	7

Distributive justice

Reliability Statistics

Cronbach's Alpha	N of Items
.944	4

Interpersonal Justice

Reliability Statistics

Cronbach's Alpha	N of Items
.925	4

Informational Justice

Reliability Statistics

Cronbach's Alpha	N of Items
.733	5

**Appendix G: Factor Analysis
Organizational Commitment**

I. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	6.179	68.654	68.654	6.179	68.654	68.654
2	.847	9.412	78.066			
3	.533	5.923	83.989			
4	.412	4.578	88.567			
5	.330	3.663	92.230			
6	.251	2.789	95.019			
7	.185	2.054	97.073			
8	.158	1.754	98.826			
9	.106	1.174	100.000			

II. Component Matrix^a

	Component 1
OC1	.804
OC2	.822
OC3	.814
OC4	.876
OC5	.881
OC6	.798
OC7	.836
OC8	.885
OC9	.730

Procedural Justice

I. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	3.791	54.154	54.154	3.791	54.154	54.154
2	.996	14.232	68.386			
3	.798	11.405	79.791			
4	.437	6.250	86.041			
5	.392	5.601	91.642			
6	.333	4.756	96.398			
7	.252	3.602	100.000			

II. Component Matrix^a

	Component 1
PJ1	.745
PJ2	.605
PJ3	.640
PJ4	.847
PJ5	.818
PJ6	.706
PJ7	.758

Distributive Justice

I. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	3.423	85.575	85.575	3.423	85.575	85.575
2	.254	6.339	91.914			
3	.190	4.754	96.667			
4	.133	3.333	100.000			

II. Component Matrix^a

	Component 1
DJ1	.916
DJ2	.919
DJ3	.934
DJ4	.930

Interpersonal Justice

I. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	3.328	83.193	83.193	3.328	83.193	83.193
2	.519	12.963	96.156			
3	.096	2.397	98.553			
4	.058	1.447	100.000			

II. Component Matrix^a

	Component 1
IJ1	.948
IJ2	.963
IJ3	.965
IJ4	.756

Informational Justice

I. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	2.999	59.983	59.983	2.999	59.983	59.983
2	.112	20.248	80.231			

3	.564	11.274	91.505			
4	.278	5.556	97.061			
5	.147	2.939	100.000			

II. Component Matrix^a

	Component 1
FJ1	.735
FJ2	.996
FJ3	.924
FJ4	.877
FJ5	.914

Appendix H: Pearson Correlation

Correlations

		PJ	DJ	IJ	FJ	OC	IV
PJ	Pearson Correlation	1	.428**	.542**	.527**	.434**	.826**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	316	316	316	316	316	316
DJ	Pearson Correlation	.428**	1	.466**	.445**	.298**	.724**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	316	316	316	316	316	316
IJ	Pearson Correlation	.542**	.466**	1	.710**	.525**	.824**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	316	316	316	316	316	316
FJ	Pearson Correlation	.527**	.445**	.710**	1	.628**	.815**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	316	316	316	316	316	316
OC	Pearson Correlation	.434**	.298**	.525**	.628**	1	.581**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	316	316	316	316	316	316
IV	Pearson Correlation	.826**	.724**	.824**	.815**	.581**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	316	316	316	316	316	316

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

Appendix I: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645 ^a	.416	.409	.60791

a. Predictors: (Constant), FJ, DJ, PJ, IJ

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.001	4	20.500	55.474	.000 ^a
	Residual	114.930	311	.370		
	Total	196.931	315			

a. Predictors: (Constant), FJ, DJ, PJ, IJ

b. Dependent Variable: OC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.323	.188		7.030	.000
	PJ	.125	.056	.122	2.247	.025
	DJ	-.024	.040	-.030	-.599	.550
	IJ	.115	.058	.129	1.978	.049
	FJ	.522	.069	.486	7.595	.000

a. Dependent Variable: OC

Appendix J: Cost of living table based on Expatistan.com analysis

