

**THE INFLUENCE OF PROCEDURAL, DISTRIBUTIVE AND  
INTERACTIONAL JUSTICE ON JOB SATISFACTION AMONG  
MEMBERS OF THE SOUTH AFRICAN POLICE ACADEMY: THABONG**



by

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## **DEDICATION**

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The dissertation is dedicated to my special friend, Sagren (Ronnie) who believed in my capabilities throughout my academic journey and my weak moments. I would like to express my appreciation for his endless care, inspiration and limitless support that contributed to the completion of this dissertation. Mostly, I wish to show my sincere gratitude for him keeping faith and seeing in me what I, at times, cannot.

## **DECLARATION**

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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The dissertation is the result of my own independent work/ investigation, except otherwise stated. Other sources are acknowledged by giving explicit references. A bibliography is appended.

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To whom it may concern

This is to confirm that I, the undersigned, have language edited the dissertation of

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*The influence of procedural, distributive and interactional justice on job satisfaction among members of the South African Police Academy: Thabong*

The responsibility of implementing the recommended language changes rests with the author of the dissertation.

Yours truly,



Linda Scott

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## ABSTRACT

**Keywords:** organisational justice, procedural justice, distributive justice, interactional justice, job satisfaction

The purpose of this study was to examine the influence of procedural, distributive and interactional justice on job satisfaction among members of the South African Police Academy, Thabong. A critical function of the South African Police Service (SAPS) is to ensure that the inhabitants of South Africa are safe. Members of the SAPS need to be committed and have a high morale to ensure that the vision of the SAPS is fulfilled. This study advocates the application of the equity theory. People prefer to work in an environment that is perceived as just. Employees will experience satisfaction with their job in terms of equity when the equity theory is applied. However, inequity will lead to tension at the workplace. In order for the officers as employees of the SAPS to function effectively, it is essential for the SAPS to ensure that their employees are satisfied.

In this study, a quantitative approach was applied to gain an understanding of the influence of organisational justice (OJ) dimensions (PJ, DJ, IJ) on job satisfaction (JS). This involved administering questionnaires to 234 employees who were attending management courses at the SAPS Academy, Thabong in the northern Free State province of South Africa. Two primary tests were used to assess the suitability of the data for factor analysis. These tests are the Kaiser-Meyer Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity. The Pearson correlation coefficient was used to examine the correlations among the constructs. A means analysis was conducted to assess the perceptions of the employees in respect of PJ, DJ, IJ and JS. Multiple regression analysis was executed to examine whether the independent variables of PJ, DJ and IJ predict the dependent variable JS. The Cronbach alpha coefficient test provided an adequate indication of reliability of the instrument. Face/ content, construct and convergent validity methods were applied to establish validity of the study.

A positive relationship between the OJ and JS was found in this study. The SAPS will be able to improve the JS levels of SAPS officers by making positive improvements when applying OJ to influence the various elements of JS identified in this study. This will effectively enable SAPS officers to meet the challenge of providing improved service.

The proper implementation of OJ will ultimately lead to the organisations success as well as the progression of its employees. Since the SAPS depends on human resources, the organisation is

required to assess the current OJ practices and create a working environment that stimulates and motivates employees so that their JS levels increase.

The recommendations proposed for this study offer vital information on OJ practices that could assist the SAPS to improve the perceptions of employees. Accordingly, the application can improve employees' low morale resulting from unfairness and injustice, thereby increasing the JS levels amongst employees. The findings of the research may generate guidelines for OJ practices. Recommendations include a systematic and transparent reward system that recognises employees' excellent performance and rewards them accordingly. Another recommendation is the creation of a well-structured consultative forum to grant employees an opportunity to provide management with their perceptions of unfair practices. Future research should extend to other sectors within the public sector environment, as well as expanding the research to include several other JS elements.

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## LIST OF ACRONYMS

AMJR	Affective model of justice reasoning
DJ	Distributive justice
EEA	Employment Equity Act
IJ	Interactional justice
JCM	Job characteristics model
JS	Job satisfaction
KMO	Kaiser-Meyer Olkin
MPS	Motivating potential score
OJ	Organisational justice
PJ	Procedural justice
SAPS	South African Police Service
SPSS	Statistical Package for Social Sciences
SSSBC	Safety and Security Sectorial Bargaining Council

# **CHAPTER 1**

## **INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.1 INTRODUCTION**

A critical function of the South African Police Service (SAPS) is to ensure that the inhabitants of South Africa are safe (SAPS Act 68 of 1995). Safety is emphasised in the National Development Plan (NDP) as a core human right (NDP 2011:361). The responsibility for the protection of this important right is entrusted upon the SAPS to uphold. However, issues of stress and frustration ruin and disrupt the police force as eluded to by Hichens (2010), which reveals that the SAPS have problems. Members of the SAPS need to be committed and have a high morale to ensure fulfilment of the vision of the SAPS as well as the NDP mandate.

In view of the above, the study focuses on the influence of organisational justice (OJ) on job satisfaction (JS) among members of the South African Police Academy, Thabong. Organisational justice consists of procedural justice (PJ), distributive justice (DJ) and interactional justice (IJ) (Abraiz, Jawad, Raja & Tabassum 2012:45). According to Ambrose (2002:803), the literature on justice emphasises that the element of fairness is important to individuals, not only in their everyday life, but also in their work life.

According to Cropanzano and Bagger (2006:3), OJ refers to the element of perceived fairness utilised within a work environment. People prefer to work in an environment that is perceived as just. DJ refers to the outcomes that are received for the effort put into one's work. PJ indicates that an element of reward or recognition is associated with the effort of performance. Finally, IJ occurs if the views of the employees are considered during the decision-making process. An elementary aspect of an employee's JS is OJ (Aydin & Kepenekci 2008:500). Individuals desire to experience fulfilment when performing their jobs, thus making OJ critical (Gladwell 2005:288).

### **1.2 THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

Adams (1965:280) found inequity present when individuals view the ratio of their inputs to outcomes and their performance is far greater than that of others in the same employment. The elements of the equity theory are, therefore, the inputs of an employee's improved performance, the outcomes achieved and the ratio of the input to the outcome. According to the equity theory, the input is the effort that the employees put into their jobs and the outcome refers to rewards,

such as promotion or pay increase. Employees will determine the ratio of these two factors and draw a comparison to the ratio with other employees (Allameh, Abdeali & Mousavi 2012:740). The equity theory formed the background to develop a theoretical framework for the present study.

Usmani and Jamal (2013:361) posit that employees distinguish between their performance on the job and the performance of others. Any sign of non-acknowledgement in an organisation will result in discouragement to perform to their optimal ability. Usmani and Jamal (2013:361) posit that when employees receive acknowledgement for a job well done, by their superiors, JS increases. It is believed that this will encourage employees to continue to strive for performance of a high standard (İnce & Gül 2011:136). The principle underlining the relationship between employee performance and reward should be applied consistently and fairly. The perception of equity and justice will resonate throughout an organisation during constant application thereof (Adams 1965:280).

According to the equity theory, when employees believe the ratio comparison is similar, employees will experience satisfaction with their job in terms of equity. However, employees will restore their inequity when the ratio comparison is perceived as unequal. This inequity will lead to tension at the workplace (Ahmadi, Ziaei & Sheikhi 2011:734). OJ results in overall JS, which means that there is a positive relationship between OJ and JS (Aslam, Shumaila, Sadaqat, Bilal & Intizar 2012:4).

### **1.2.1 Organisational justice**

According to Randeree (2008:59), fair treatment influences OJ and it refers to the moral rightness used to make judgements in the work environment. Individuals, who are seen to be subjective, make such judgements. OJ research emphasises the description of events that lead workers to perceive fair or unfair treatment as well as the consequences of these perceptions. It is defined further as employees' perceptions of fair outcomes within an organisation (Jimogu, Ngozi, Njoku & Uhiara 2011:134).

Employees prefer to work in a just environment (Abraiz *et al.* 2012:45). Research points to a positive relationship between OJ and JS (Colquitt & Cohen 2001:245; Moorman 1991:845).

#### **1.2.1.1 Procedural justice**

Niehoff and Moorman (1993:57) and Usmani and Jamal (2013:356) mention that PJ deals with the fairness of the decision-making processes, practices and policies. Employees in an organisation behave according to their insight, which plays a critical role in PJ (Usmani & Jamal 2013:356).

Psychologically they react to information based on rumours (Rezaeian & Rahimi 2008:69). PJ, with a transparent and fair decision-making process, is related positively to JS (Cremer 2004:5).

Armenakis, Berneth, Feild and Walker (2007:303) list the following practices as key factors that influence PJ:

- consistent and fair decision-making treatment of employees
- acting impartially in their job advancement
- formulating decisions based on current and relevant information
- dealing with conflict in an unbiased manner amongst employees
- consistent application of ethical standards and the consideration of consulting all parties in the decision-making process.

PJ further refers to consistent and fair application of processes regarding rewards on issues such as promotions, pay increases or even appointment of employees and the accomplishment of specific tasks (Abdesonboli & Gilaninia 2011:43).

### **1.2.1.2 Distributive justice**

DJ is based primarily on the equity theory of Adams (1965:286), which focuses on the individual's perception of their results and it implies that it is the perceptions of employees about their advancement and the utilisation of the organisational resources. This category of justice is motivated by the allocation rates of rewards and penalties and includes the perception of employees towards the equal sharing of organisational resources and rewards (İnce & Gül 2011:135). According to the equity theory, people feel discriminated when they receive outcomes that violate norms of fairness, especially when it violates the Aristotelian rule, which states that outcomes should be proportional to contributions. This theory reveals that inequity causes distress and individuals try to change the reality of the situation or to alter the perception of the situation in such a way as to restore equity (Lind 2010a:218).

On the other hand, İnce and Gül (2011:136) describe DJ as an equal distribution of resources to the employees. The common practice of a perceived successful organisation is the existence of the predetermined objective criteria and the distribution of the organisational resources based on these measures. The formation of a positive DJ perception of employees depends on the just performance (fair) of organisational resources. As a result, the emotions of employees about DJ

are based mostly on the outcomes of an organisation (Cropanzano & Greenberg 1997:320). Individuals conduct a comparison of these outcomes with that of other employees of the organisation and conclude on its perceived justice or injustice (Bhal 2006:109). Accordingly, DJ is the awarding of recognition and rewards in a fair manner to employees by balancing the work done with the achievement of a high standard of results in the workplace.

### **1.2.1.3 Interactional justice**

IJ is defined as “a quality interaction that employees receive when the organisation’s procedures are being carried out and it has to be applied fairly and equally to all employees” (Jafari, Motlagh & Yarmohammadian 2011:1696). According to Divkan, Sartipi, Zanganeh and Rostami (2013:1163) IJ literature is grounded in the work of Bies and Moag (1986) who explain IJ as the treatment that an employee receives when they are given explanations for decisions made. Ibrahim and Perez (2014:46) agree and add that such treatment is characterised by the degree to which the explanation is delivered with compassion and respect.

İnce and Gül (2011:136) state that the people in an organisation pay attention to the relations between the source of the allocation, the people who will be affected by this decision and the method used in the decision-making process. These authors further explain that individuals pay attention to the conduct towards them and explanations made during the practice of procedures rather than procedures themselves (İnce & Gül 2011:136). The above-mentioned statements imply that the view of employees associated with the quality of collective actions during the decision-making process constitutes IJ. Rauf (2014:125) posits that IJ explains the unfair and fair treatment in a relationship.

## **1.2.2 Job satisfaction**

Spector (2007:2) defines JS as the degree to which people enjoy their jobs. The author further states that JS can be defined as a comparison between actual and preferred outcomes. Almansour (2012:2) explains that JS is experienced when employees’ emotions are transferred towards their work and the organisations in which they perform the work. JS is critical when organisations select, recruit and retain qualified and competent employees. Therefore, it can be explained as a link between the perceived enjoyment one receives from one’s job and one’s perception of the job benefits. JS is an effective reaction, which includes employee feelings about a variety of extrinsic and intrinsic factors that affect the employee (Parvin & Kabir 2011:116-119). Satisfied employees bring innovation in their work while focusing on continuous quality improvement. They are also

more involved in participation in the strategic decision making in the organisation (Usmani & Jamal 2013:362).

OJ, which is the fair treatment of employees, is a factor that influences JS. Satisfied employees are those who have a sense of equality. These employees must also feel that they are rewarded fairly for their work. Employees with high levels of JS will perform better, have increased productivity, a high level of commitment and good retention rates. Therefore, OJ must prevail in organisations for employees to feel satisfied (Al-Zu'bi 2010:102).

### **1.3 PROBLEM STATEMENT**

An organisation's greatest asset is its employees (Bagraim, Cunningham, Pieterse-Landman, Potgieter & Viedge 2011:59). Statistics revealed by the SAPS (SAPS 2013-2014:34-36) show that police officials resign from the SAPS at an alarming rate, leaving a vacuum in skills and experience. According to the SAPS (SAPS 2013-2014:35), the Safety and Security Sectoral Bargaining Council (SSSBC) indicates that 537 disputes were referred for resolution from the SAPS; 198 cases were as a result of unfair labour practices and 249 resulted from unfair dismissals. The remaining 90 cases were as a result of unilateral change and mutual interest. A further 362 grievances were referred to the Joint Grievance Resolution Team (JGRT). There has been a 23 percent increase in unfair labour practice disputes from 2012/2013 financial year to 2013/2014 financial year (SAPS 2013/2014:35). By implication, the grievances and unfair labour practice disputes indicate the migration of police officers from the SAPS is due to the low morale resulting from unfairness and injustice.

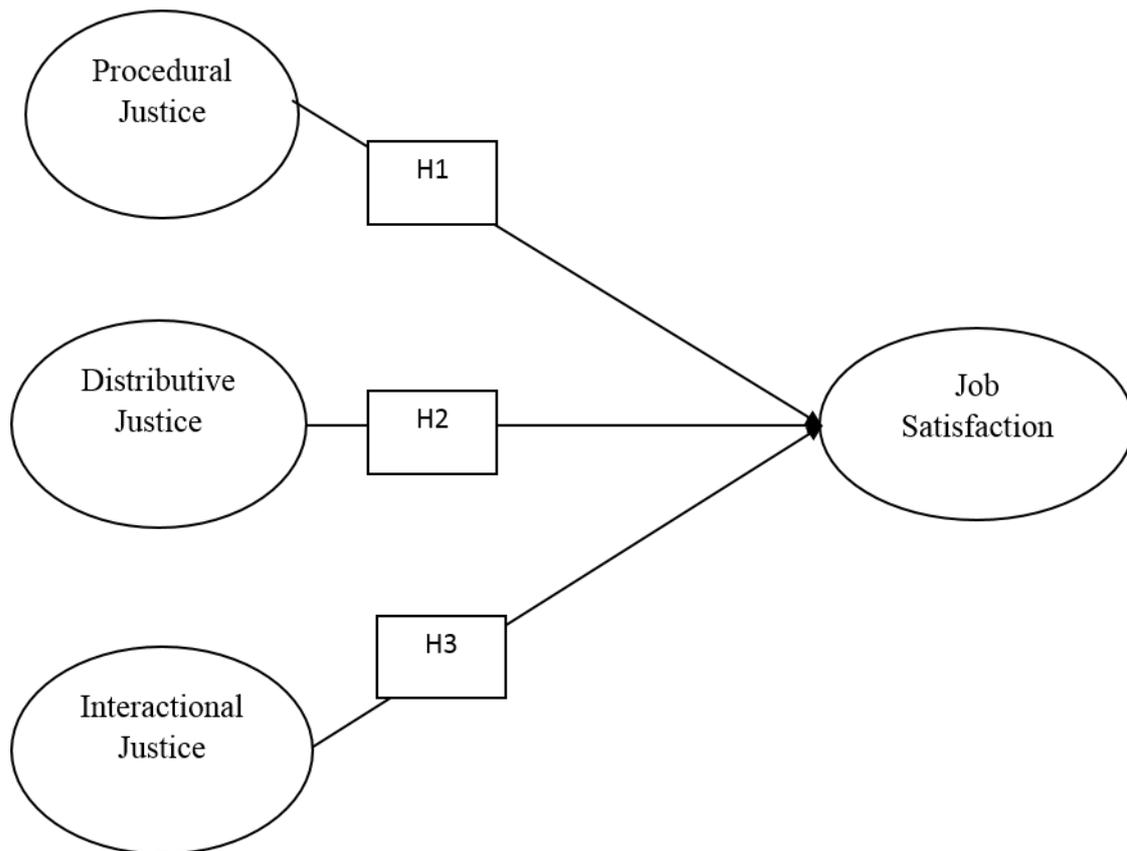
Police officials depart from the SAPS with the appropriate skills and experience that will take time for the organisation to train and nurture new police officials (Bateman 2015:1). There is a considerable amount of research conducted paying significant attention to the causes and implications of JS in an attempt to understand employee behaviour as well as organisation justice (Ercikti, Vito, Walsh & Higgins 2011:97; Crow, Lee & Joo 2012:98; Dorasamy, Mabila & Wallis 2014:16). Within the SAPS, there is a lack of empirical data in the literature to demonstrate the predictors of JS and OJ using the three dimensions of procedural, distributive and interactional justice. This study is an attempt to bridge the gap in the literature.

### **1.4 CONCEPTUAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT**

Fairness and justice are critical to the work environment (Hakan, Burcu & Ceren 2013:52). OJ, which refers to the fair treatment of employees, is a factor that influences the behaviour of employees such as their commitment to the organisation. An organisation's employees will

demonstrate positive behaviour if they are able to perceive a fair and just work environment reflected by the procedures, policies and reward systems of the organisation. Positive aspects of justice will increase JS. This will inevitably result in the success of the organisation. Based on the above, the following conceptual framework was developed (Aslam *et al.* 2012:3).

The independent variables are procedural, distributive and interactional justice and dependent variable is JS.



**Figure 1.1: Conceptual framework**

The hypotheses resulting from the above conceptual framework is formulated as follows:

- H1: There is a significant relationship between PJ and JS among employees within the SAPS Academy.
- H2: There is a significant relationship between DJ and JS among employees within the SAPS Academy.
- H3: There is a significant relationship between IJ and JS among employees within the SAPS Academy.

## 1.5 OBJECTIVES OF STUDY

The primary and theoretical objectives follow:

### **1.5.1 Primary objective**

The main purpose of this study is to establish the relationship of procedural, distributive and interactional justice with job satisfaction among members of the SAPS.

### **1.5.2 Theoretical objectives**

In order to achieve the primary objective, the following theoretical objectives were formulated for the study. To:

- analyse the literature on the equity theory
- critically review the literature on organisational justice in organisations
- review evaluated literature on procedural justice in organisations
- conduct a literature review on distributive justice in organisations
- conduct a literature review on interactional justice in organisations
- conduct a literature synthesis on job satisfaction in organisations.

### **1.5.3 Empirical objectives**

- To assess employees' perceptions of procedural, distributive and IJ at SAPS Academy, Thabong
- To assess employees' perceptions of JS at SAPS Academy, Thabong
- To establish the relationship between PJ and JS among employees of the SAPS Academy, Thabong
- To establish the relationship between DJ and JS among employees of the SAPS Academy, Thabong
- To establish the relationship between IJ and JS among employees of the SAPS Academy, Thabong.

## **1.6 RESEARCH DESIGN**

The research design involves the plan that the researcher will carry out during the research process. It entails breaking down the process into steps, taking care of the practical details and involving decision making such as deciding whether the research will be of a qualitative or quantitative nature or a combination of both (White 2004:12). The research design and approach as alluded to by White (2004:12) and Welman, Kruger and Mitchell (2005:52) are discussed. The research design ensures that the study becomes relevant to the problem and uses economically sound procedures. In this study, a quantitative approach is applied to gain an understanding of the influence of OJ dimensions on JS. Quantitative research involves the use of statistical information that enhances the accuracy of the findings of a study (Creswell 2011:95). This involves clarifying a phenomenon by gathering numerical data that are analysed using mathematically based methods (Muijs 2011:1).

Two methods of research were undertaken, namely a literature review and an empirical study.

### **1.6.1 Literature review**

A theoretical examination of procedural, distributive and IJ as well as the relationship with JS is discussed. The study utilises a wide range of materials. The literature was obtained from national and international sources such as books, course material, conference proceedings, theses and dissertations, general government publications, publications of the SAPS, journal articles and the Internet in order to develop the literature review.

### **1.6.2 Empirical study**

Empirical research allows a researcher to address a “real world” problem (Babbie & Mouton 2005:76). Empirical research involves “establishing the facts” (Denscombe 2002:12). Scientific research generally is recognised as something more than armchair theorising and mere philosophy, which involves the idea of getting out of the chair, going out of the office and purposefully seeking the necessary information out there (Denscombe 1998:6). The empirical design included the following sampling design procedure.

#### **1.6.2.1 Target population**

Sarantakos (1998:139) explains that a target population is the units for which the information is required. According to Welman and Kruger (1999:46), a research problem usually has a bearing on a population. The entire personnel of the SAPS would be the ideal population but it is

impractical and uneconomical. Therefore, the target population for this research project is police officials who attended management courses at SAPS Academy, Thabong in the northern Free State. This target population was chosen because it is cost-effective and convenient for the researcher who stays within a close proximity to the participants. The current population size is 1000 (SAPS 2015/2016).

#### **1.6.2.2 Sampling frame**

According to Malhotra (2004:316), a sampling frame is made up of a list of elements of a target population. The learner database at SAPS Academy, Thabong was used as the sampling frame. This was obtained from the SAPS Academy, Thabong.

#### **1.6.2.3 Sampling technique**

Mouton (1996:139) advocates the use of probability sampling when researchers have sufficient information about the population. In such a case, the researcher should make use of random selection of participants, which will make the samples unbiased, giving every member of the population an equal chance to be selected. Simple random sampling and systematic sampling are forms of probability sampling (Delpont, Fouche, Strydom & Vos 1998:228). Simple random sampling is considered the easiest sampling method. This is where each case is allocated a number and specific numbers are chosen. In systematic sampling, the first case is chosen randomly and, thereafter, the cases are chosen based on particular intervals (Delpont *et al.* 1998:230). Leedy and Ormrod (2014:213-218) agree and further explain that the sequence of systematic sampling must originate by chance.

In this study, the researcher used a non-probability (convenience) sampling. The researcher opted for a convenience sampling method because it is cost-effective and convenient for the researcher who stays within a close proximity of the participants. Furthermore, it is difficult to research the entire membership of the SAPS within the nine provinces of South Africa.

#### **1.6.2.4 Sample size**

The sample size was chosen using the historical evidence method by making use of comparisons of past research studies. Usmani and Jamal (2013:351) made use of 250 questionnaires while Balogun, Oluyinka and Owoade (2010:6) made use of 207 questionnaires. A total of 315 participants were involved in the research conducted by Heydari and Gholtash (2014:154). The sample, therefore, will consist of 250 participants for this particular study. The chosen sample size

is the most feasible and sufficiently large to provide a good representation of the members of the SAPS Academy, Thabong.

## **1.7 METHOD OF DATA COLLECTION AND MEASURING INSTRUMENT**

A survey in the form of a self-administered structured questionnaire was used to collect the data. The survey questionnaires was administered during working hours and the participants were informed about the confidentiality issues regarding the information.

The questionnaire consists of five sections. Section A required the participants to answer questions regarding their demographic information. This section consisted of questions about age, gender, income, work experience and educational level. Section B followed with questions on PJ. Section C comprised questions on DJ and; thereafter, section D will dealt with the questions on IJ. Lastly, Section E consisted of questions on JS. Section A contained multiple choice and dichotomous questions. The responses to these questions assisted the researcher to identify the characteristics of the sample participants. Questions for sections B to D were adapted from the questionnaires used by Fernandes and Awamleh (2006:701) and Usmani and Jamal (2013:374) to measure procedural, distributive and interactional justices. Questions from Section E were adapted from the questionnaire developed by Brayfield and Rothe (1951:307). For sections B to E, a seven-point Likert scale was used, which was anchored by 1=strongly disagree to 7=strongly agree.

First, a pilot study was undertaken. Prior to the pilot study, minor modifications were made to the original questionnaire, for example, the word manager was replaced the word supervisor, as supervisor is more appropriate to the SAPS. Fieldwork was conducted by the researcher and the data were collected at SAPS Academy, Thabong.

## **1.8 STATISTICAL ANALYSIS**

Data processing and analysis will follow the fieldwork. Descriptive statistics were undertaken to scrutinise the composition of the sample. Frequencies, tabulation and figures were used to analyse the data. Factor analysis, a multivariable analysis tool, was used to reduce variables into identifiable factors. Correlation analysis was used to establish the strength and direction of the relationship between variables and the identified dimensions, namely procedural, distributive and IJ and JS. Independent sample t-test will also be utilised to establish whether significant differences between gender groups exist. Multivariate regression analysis was used to examine the further relationships among the constructs. The Statistical Package for Social Sciences (SPSS), version 22.00 for Windows (SPSS 2008) was used in the analysis of data.

## **1.9 RELIABILITY AND VALIDITY**

Welman and Kruger (1999:143) state that reliability in a research process deals with consistency of measurement and the degree to which the observations made by the researcher could be the same as those made by another independent researcher. The Cronbach alpha coefficient was used to test reliability of the instrument. The Cronbach alpha coefficient was used to estimate how much variation in different variable scores is due to chance or random errors. It measured the internal consistency of the different categories in the questionnaire, namely sections B to E. The acceptable Cronbach alpha coefficient should be greater than 0.70 (Hair, Black, Babin, Anderson & Tatham 1998:134).

According to Denscombe (2002:100), validity refers to the accuracy of an instrument, or more specifically the questions to measure what it is needed to measure. The questionnaire was pre-tested with five SAPS members not forming part of the sample and two subject experts in the field to ensure correctness (Mouton 2001:103) in order to establish face or content validity. This ensured that the language used was simple and understandable and that the questionnaire measured what it was supposed to measure (Goddard & Melville 2001:41).

Convergent validity was examined by item-to-total correlations and correlation analysis. Predictive validity was established through the computation of regression analysis to establish the predictive relationships between the OJ constructs and JS.

## **1.10 CHAPTER CLASSIFICATION**

### **Chapter 1: Introduction and background to the study**

Chapter 1 comprised the background and scope of the study. The design of the research was discussed briefly. The chapter will feature the problem statement and research. In addition, an outline of the statistical analysis, reliability, validity and ethical issues pertaining to the study are highlighted.

### **Chapter 2: Procedural, distributive and interactional justice and job satisfaction**

This chapter describes the concept of procedural, distributive and IJ and how it influences JS among employees of the SAPS. Furthermore, the equity theory is discussed.

### **Chapter 3: Research design and method**

Chapter 3 describes the research methodology applied to this study. The design and method of the research utilised in this study are covered in this chapter. Sampling techniques, methods of data collection and data analysis are elaborated on. In addition, reliability and validity issues are addressed.

### **Chapter 4: Results and findings**

This chapter reports on the analysis and interpretation of the research findings. The results obtained are evaluated against the findings of previous studies.

### **Chapter 5: Conclusion and recommendations**

This chapter provides an overview of the study. Limitations and the implications for further research are highlighted and concluding remarks are presented.

## **CHAPTER 2**

### **ORGANISATIONAL JUSTICE AND JOB SATISFACTION**

#### **2.1 INTRODUCTION**

In Chapter 1, the focus was the background and scope of the study. The research design was briefly explained. The problem statement and research objectives were discussed. In addition, an outline of the statistical analysis, reliability, validity and ethical issues pertaining to the study were highlighted.

In this chapter, the literature review on the equity theory, OJ and its various dimensions and JS is discussed. A discussion regarding the relationship of OJ and JS is provided.

#### **2.2 THE EQUITY THEORY**

Bell and Martin (2012:106) mention that the equity theory underpins the manner in which employees behave because of the perceived equity or inequity experienced as well as the way they will deal with other people. These predictions are based on individuals drawing conclusions in the exchange for the job that they are performing.

Bell and Martin (2012:109) state that the core of the equity theory is employees' perceptions of how inequity is rectified by assuming the following:

- The first assumption is the equity norm. The equity norm is a social assumption based on the employee's belief of receiving a fair reward for the job done in comparison to others doing the same job.
- The second assumption refers to social comparison. This prediction refers to the input and output relationship. A person has a specific understanding about the work performed in relation to the payment and reward. Employees should receive the same compensation in terms of promotions and earnings when performing similar tasks.
- The third assumption refers to situations when employees feel that they are unfairly treated. Employees will then seek to remedy this perceived inequality. Employees may attempt to rationalise the inputs and outputs relationship to justify the imbalance. They may also attempt to reduce their work performance until they feel that the input–output relationship is balanced and fair. It is further possible that the employees may decide to quit the organisation. The

equity theory is represented below. Adams' (1965:265) equity theory is represented with the following equation:

$$\frac{O_1}{I_1} = \frac{O_2}{I_2}$$

**Figure 2.1: Equity theory equation**

Source: Adams (1965:267); Hofmans (2012:473)

The equity theory depicts the outputs or  $O_1$  (as indicated in Figure 2.1: Equity theory equation). This denotes how much an employee receives. The theory further depicts the inputs or  $I_1$  (as indicated in Figure 2.1: Equity theory equation). This denotes the same employee's contribution. The perceived ratio of  $O_1$  and  $I_1$  is then compared to the perceived ratio of  $O_2$  and  $I_2$  the ratio of  $O_2$  and  $I_2$  is usually that of another employee. However, it may be a generalisation grounded on a broad class that an employee may compare with, rather than an individual employee (Cosier & Dalton 1983:312). Figure 2.2 depicts an illustration of employees' perception of unfair treatment comparing with others doing the same job in the organisation.

$$\frac{O_{1 \text{ self}}}{I_{1 \text{ self}}} < \frac{O_{2 \text{ other}}}{I_{2 \text{ other}}} \quad \text{or} \quad \frac{O_{1 \text{ self}}}{I_{1 \text{ self}}} > \frac{O_{2 \text{ other}}}{I_{2 \text{ other}}}$$

**Figure 2.2: Equity theory equation: Inequity**

Source: Adapted from Cosier and Dalton (1983:312); Hofmans (2012:475)

The theory holds that the perception of equity is achieved when these ratios are similar. The basic notion of the equity theory illustrates the reactions of employees when there are situations where employees are under- or over-rewarded. However, when the ratios are out of alignment, (as indicated in Figure 2.2: Equity theory equation: Inequity), perhaps lower than other employees, employees become unhappy and/or dissatisfied. This may result in the dissatisfied employee attempting to balance the equation to restore the perceived equity. The application of over-rewarded is difficult to specify. This makes the impact of the perceptions of over-reward unclear. The essence of the equity theory is that some employees will elect to react to the perceived imbalance by choosing to do something about it. However, it cannot be said that all employees will react in the same manner to the same injustices that create the perceived imbalance. Some employees value equity more than others and thus maybe more sensitive to inequity than others.

There are also those employees who will ignore minor inequities (Cosier & Dalton 1983:314; Cropanzano, Bowen & Gilliland 2007:37; Hofmans 2012:474).

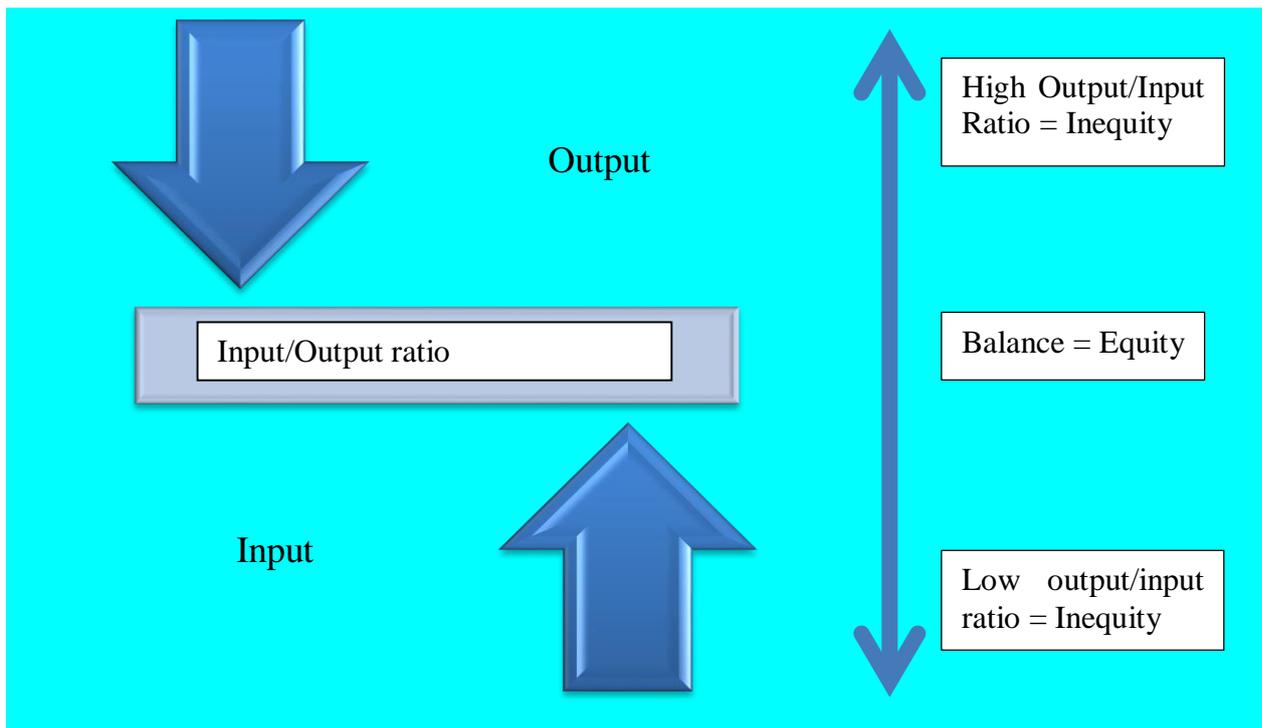
Voss and Jiménez (2010:222) support the view that there are three elements involved in the equity theory. They are the inputs, the outputs and the ratio of the input and output. The authors (Voss & Jiménez 2010:222) further explain that the input element is the effort and energy employees commit when performing their tasks and functions contained within their jobs while the output elements refer the reward or compensation employees receive from their jobs. Lastly, the division of the input/output ratio results in the perceived output ratio. Some examples of input and output elements are depicted in Table 2.1.

**Table 2.1: Equity theory: Examples of input and output elements**

<b>Examples</b>	
<b>Input</b>	<b>Output</b>
<ul style="list-style-type: none"> <li>• Time</li> <li>• Experience</li> <li>• Education</li> <li>• Competence</li> </ul>	<ul style="list-style-type: none"> <li>• Pay</li> <li>• Benefits</li> <li>• Responsibility</li> <li>• Challenge</li> </ul>

Source: Adapted from Voss and Jiménez (2010:222)

Bell and Martin (2012:110) define equity as anything earned through hard work and fair treatment. Equity refers to fairness. Figure 2.3 shows the relationship amongst the elements of the equity. The correlation between the elements of the equity theory further illustrates that employees may attempt to bring about a higher equity to increase their outputs by requesting greater responsibility or they may reduce their inputs. Both these actions are made in an effort to restore the perceived equity by balancing the perceived fairness through fair treatment.



**Figure 2.3: Correlation between the elements of the equity theory**

Source: Adapted from Hamman-Fisher (2008:31)

Adams's equity theory is a classical management theory discussed in literature since 1963. It is related to managerial communication practices. The employees' perceived treatment of fairness related to the job is influenced by the managers' support and their manner of communication with the employees (Lambert, Hogan & Griffin 2007:645; Azman, Sieng, Ajis, Dollah & Boerhannoeddin 2009:237). Clear and accurate communication promote the perception of fairness within and organisation whether it is done formally or informally. Adams asserted that when people feel distressed from inequity they may react in one or all of the following ways:

First, they may withhold their inputs to a level they believe is consistent with the outputs they receive. Secondly, they may meet with their supervisors to negotiate a better deal verbally. This implies that they will continue to tussle merely to find a balance between work and reward so that their peace of mind is achieved and the perceived equity is restored. Thirdly, the employees may quit the organisation.

It is important to begin this study within the framework of OJ due to the importance of the perception within the context of the equity theory. Perceptions that are related to the actual outputs as well as the procedures used to reward the outputs will be explored within the context of the equity theory. The constructs of OJ, namely PJ, DJ and IJ will briefly be explained. PJ is referred to as the perceived fairness of the procedures, practices and/or policies used to determine that

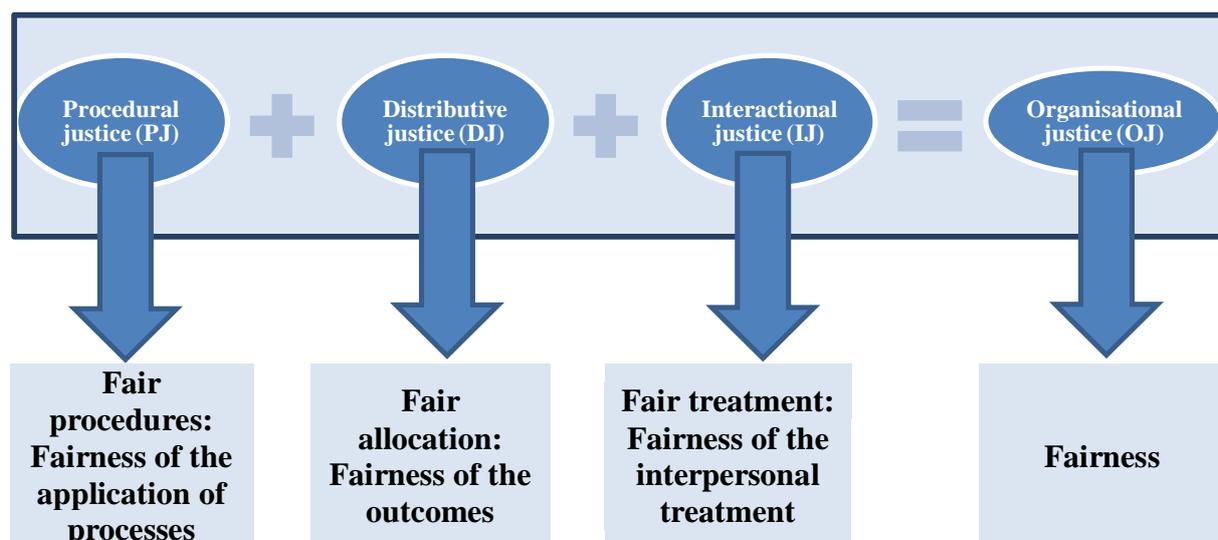
specific output whilst an individual's perceived fairness of the procedure used when an output is achieved is referred to as DJ. IJ refers to the interpersonal behaviour of the employees when communicating and dealing with one another in an organisation (Aryee, Budhwar & Chen 2002:271).

The proper implementation of OJ ultimately will lead to the organisations success as well as the progression of its employees. OJ is an important aspect to be considered in any organisation because it has a relationship with crucial organisational variables such as JS (Ahmadi *et al.* 2011:730).

### 2.3 ORGANISATIONAL JUSTICE

The body of literature on OJ has increased over the years. However, studies within the law enforcement organisations are limited. OJ is considered to be the study of the role of fairness within the organisation (Farmer, Beehr & Love 2003:374; Griffin & Hepburn 2005:611-625; Lambert *et al.* 2007:645; Divkan *et al.* 2013:1162). Several definitions with various constructs of OJ also exist depending on the researcher. This research, however, will emphasise the following:

OJ refers to the various factors that influence the overall treatment of employees within an organisation. In a number of studies, OJ is categorised into two dimensions, namely PJ and DJ (Colquitt, Conlon, Wesson, Porter & Ng 2001:426). However, another dimension is suggested (Ahmadi, Daraei, Rabiei, Salamzadeh & Takallo 2012:23), namely IJ. Figure 2.4 shows the dimensions of OJ with the core concept of each dimension that is discussed further in the study.



**Figure 2.4: Organisational justice**

Source: Ahmadi *et al.* (2012:23)

John Thibaut and Laurens are predominant researchers to the development of the dimension of PJ of organisation justice, which is now central to the development of PJ (Lind & Tyler 1988:877). The original work conducted on PJ was in relation to legal procedures. The said author's research dealt with an analysis of third-party procedures involved in dispute resolutions. Many aspects of procedures were revealed through their research, specifically the fact-finding efficacy aspect as well as an aspect on the subjective reactions of people to procedures. It was discovered that an output of a dispute was accepted when it was perceived to be procedurally fair by the affected parties (Cropanzano & Greenberg 1997:327). However, when the output was perceived as being unfair, it was observed to be invalid and be complied with dissatisfaction. PJ is summarised as the assessment of an individual employee's perception of fairness as revealed when dealing with the application of policies and procedures consistently within the organisation (Lind & Tyler 1988:877; Divkan *et al.* 2013:1162).

DJ originally was referred to in terms of equity. Adams (1965:267-299) explains that people established the element of equity by assessing whether the perceived inputs were relative to the outputs that they put a significant amount of effort in to achieve. The resultant ratio then is compared to some referent standard or the resultant ratio of another person to establish whether the outputs are fair in relation to their inputs. Within the workplace, the element of equity or fairness of the outputs achieved refers to some kind of compensation such as pay or promotion opportunities (Cropanzano & Greenberg 1997:320). DJ is thus summarised as the assessment of an individual employee's perception of fairness when dealing with the actual outcome of the processes related specifically to the distribution of resources within the organisation (Brashear, Brooks & Boles 2004:87; Divkan *et al.* 2013:1162).

Furthermore, Bies (2001:91) believes that organisational models were incomplete and inadequate. IJ is introduced as a separate and distinct dimension from PJ. There was a shift of focus of organisational justice within the context of legal procedures to procedures that were used within an organisation. It was concluded that people view themselves as being sacred and injustice is perceived when their sacred self is perceived to be violated. The author extends the concept of OJ when stating that employees are also concerned with the interpersonal treatment they receive from other people within the organisation. IJ is thus summarised as the assessment of an individual employee's perception of fairness as revealed when dealing with interpersonal interactions, specifically involving communication within the organisation (Divkan *et al.* 2013:1162).

Organisational justice refers to the perception of many of the organisational factors such as social job satisfaction (JS) (Esfahani, Amirosadat, Karimpour & Gholami 2013:89). The focal point of

PJ is the process that is used by employees within an organisation to bring about a specific result or output. PJ is related to the fairness of the procedures used when making decisions with regard to conflict resolutions and even assigning outputs (Aboul-Ela 2014:35). On the other hand, DJ is the distribution of the outputs amongst employees (Esfahani *et al.* 2013:89). These outputs may be compensation, benefits such as medical aid schemes or advancement in the job position in relation to their inputs (Chou 2009:72). PJ and DJ have a balance when the process used to assess the distribution of the outputs amongst employees is perceived to be fair by employees (Niazi & Ali 2013:25). Past studies have proposed many correlations between PJ and DJ. Whilst employees within an organisation may find that the process used to obtain a result is fair, the same employees may perceive that the assessment criteria for the output itself is lacking fairness (Esfahani *et al.* 2013:89). Studies conducted among law enforcement officers indicated that PJ and DJ influenced the officer's levels of JS in their performance level (Farmer *et al.* 2003:374).

The focal point of IJ refers to the manner in which employees are treated by management within an organisation. IJ is said to exist when the perception of fairness in the interpersonal treatment of employees by the organisation is perceived to be fair. This implies that IJ focus is on supervisors or manager's behaviour towards employees or those under their supervision when resources and rewards must be allocated in the workplace (Chou 2009:72).

As much as employees are effected by the outputs in respect of DJ and the processes or procedures in relation to PJ, employees of an organisation also critically scrutinise the manner in which they are treated by colleagues and supervisors. IJ is perceived to exist when this treatment is inculcated with respect and dignity amongst employees within the organisation. The perception of interaction significantly affects an employee's JS levels (Colquitt 2001:386). Organisational justice with its three dimensions, namely PJ, DJ and IJ, are positively related to employees' JS, which co-exists within the three types of justice outputs (Aboul-Ela 2014:39).

### **2.3.1 Procedural justice**

PJ is explained as the fairness of procedures that are utilised by an organisation to establish the outputs that employees within an organisation receive as a result of the input of the same employee regarding their performance. Therefore, it refers to the element of fairness of rules regulating the processes for assessing performance within the organisation (Al-Zu'bi 2010:102). The procedure that is applied when the decisions are made about the outputs is controlled by the organisations process and procedures. According to Lind (2010b:665), PJ entails the fairness of decision-making procedures and the social and organisational processes within an organisation. This indicates that PJ is the perceived and subjective feeling of fairness when an employee is exposed to a specific

procedure. An employee's perception of the fairness of a process is influenced by the fair application of the organisation's process to all employees (Nabatchi, Bingham & Good 2007:150). The organisation's rules must be applied fairly to all employees. PJ refers to the fairness of the process and the rules or the procedures that regulate the functioning of an organisation in their treatment of employees. These procedures must meet with six criteria, which indicate the core attributes that make procedures just. The six criteria are consistency, lack of bias, accuracy, representation, correction and ethics. The criteria as well as the description for each criteria related to PJ is reflected in Table 2.2.

**Table 2.2: Criteria for procedural justice**

Criteria for procedural justice	
Criteria	Description
<b>Consistency</b>	All employees were treated the same and exposed to the same procedure when the need arises.
<b>Lack of bias</b>	The person making the decision must not have a vested interest in the matter at hand.
<b>Accuracy</b>	Decisions were based on accurate information that is presented honestly by all parties involved.
<b>Representation</b>	All parties concerned must be given an opportunity to input into a decision to ensure process control.
<b>Correction</b>	A process or mechanism must exist for correcting mistakes or bad decisions.
<b>Ethics</b>	Norms of professional conduct reflecting morals and ethics must be adhered to.

Source: Leventhal (1980:22)

Two principal models exist that attempt to describe why PJ effects occur. The first is the self-interest model, which is commonly referred to as the instrumental model or personal outcomes model and the other model is the group-value model (Lind 2010b:667). The self-interest model refers to PJ as significant in its effects on one's view of DJ. According to the model, an employee who perceives the procedures of their organisation as fair is more likely to be of the view that the outcomes of those procedures are also fair and just. The other model, the group-value model,

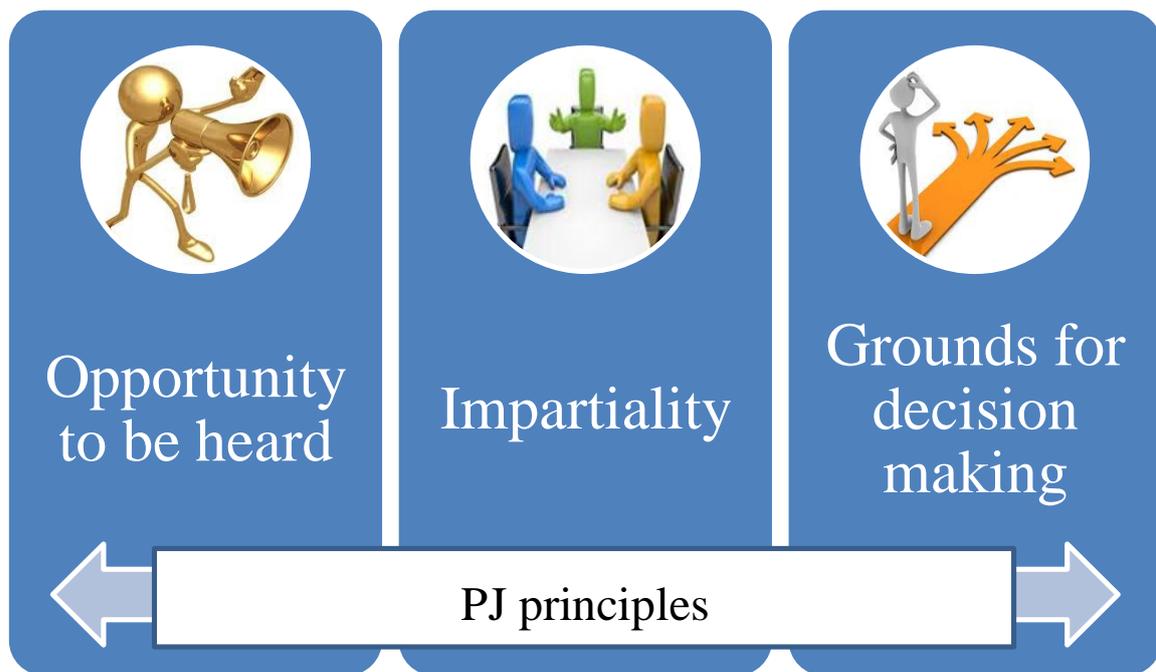
describes that people assess the fairness of a procedure in two different ways, namely by instrumental fairness processor or group-value fairness processor (Lind 2010b:667). These evaluation methods are explained in Table 2.3.

**Table 2.3: Group-value model of evaluation methods**

Group-value model of evaluation methods	
Method	Description
<b>Instrumental fairness processor</b>	This method is where the individual will focus of the benefit of the process that was utilised suits his or her own interest.
<b>Group-value fairness processor</b>	This method is where the individual will measure how valued he or she is to the organisation utilising the procedure.

Source: Adapted from Lind (2010c:5)

Further to the group-value model of evaluation methods, the fairness heuristic theory reflects that if an individual is exposed to information or even experiences of any form of treatment within an organisation that is deemed to be fair, then such an individual will be supportive to the organisation (Lind 2010b:665). This implies that when an individual is exposed to information or even experiences of any form of treatment within an organisation that is deemed to be unfair, then such an individual will render such treatment as a violation of themselves and adopt an attitude of resistance whilst attempting to safeguard their own wellbeing (Lind 2010b:663). The traditional principles of PJ, specifically opportunity to be heard, impartiality and grounds for decision making are important for making an employee feel that there is fair treatment within an organisation (Al-Zu'bi 2010:103). These principles are depicted in Figure 2.5.



**Figure 2.5: Principles of procedural justice**

Source: Adapted from Al-Zu'bi (2010:103)

Employees appreciate it when an organisation makes a sincere attempt to communicate the procedures to be followed when specific situations arise. This act by the organisation is perceived as an acknowledgment of the employee's intrinsic dignity values of respect. Ultimately, PJ expresses the foundational idea that being a person implies the fundamental right to be consulted in respect of procedures to be followed when life, liberty, or property interest are impacted on. In addition, PJ issues of the neutral process, the manner in which employees are treated and the figures of authorities being trustworthy impact on the employee's perception of PJ (Al-Zu'bi 2010:103).

Employment equity processes, prevalent within an organisation's human resource processes, also influence an employee's perception. Employment equity is considered by many as a key element to expand the workplace prospects of the historically disadvantaged inhabitants of South Africa. When the Employment Equity Act (EEA) (55 of 1998) is applied consistently and fairly, it impacts positively on PJ. However, the opposite may also occur; when the EEA is not consistently and fairly applied it will impact negatively on PJ within the organisation. It may arise that an appointed candidate is removed from their post due to poor performance, lack of experience and expertise in managing (Esterhuizen 2008:118-144).

The employee who feels aggrieved and perhaps even cheated will then initiate formal grievance processes. The promotion dispute will be an indication of an employee's unhappiness with the

procedure followed. The crux of the EEA (55 of 1998) directs the organisation to choose the previously disadvantaged persons from the majority groups of the country among candidates with the same experience, competency and qualifications. The EEA (55 of 1998) does not encourage the selection of an employee who is inexperienced, incompetent and under qualified. The objective of the Act is for an organisation to take ownership of the development of employees in pursuit of the vision of the organisation and the employees' growth, reducing employees leaving in search for greater JS (Esterhuizen 2008:118-144; EEA (55 of 1998), National Development Plan 2030 (NDP); 2011:417).

Researchers theorise that PJ has various predictive roles within an organisation; therefore, it is believed to have a clear link to many organisational outputs (Cropanzano & Ambrose 2001:120; Al-Zu'bi 2010:106). PJ envisaged variables such as an employee's commitment to the job within the organisation, the degree to which the employee trusts the set-up of the organisation and lower satisfaction (Konovsky, Folger & Cropanzano 1987:15-24; Al-Zu'bi 2010:102).

### **2.3.2 Distributive justice**

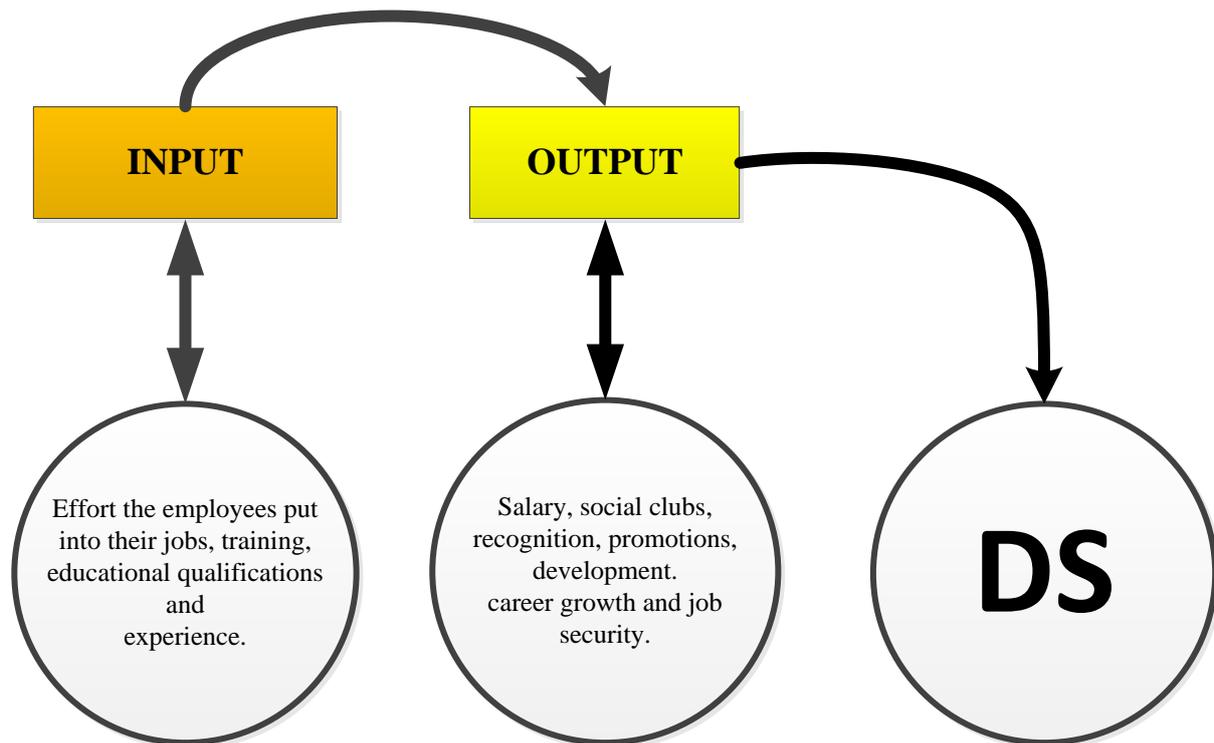
Distributive justice refers to the perceived fairness of the resource allocation (Farmer *et al.* 2003:374). However, all spheres and levels of social society experience challenges for equal distribution when resources are scarce and limited. The resource allocation is perceived to be fair when a sense of balance between the employees' contributions to the job (input) and the reward obtained (output) exists (Cropanzano & Greenberg 1997:320; Lee 2001:576; Farmer *et al.* 2003:374). This perceived fairness must be achieved at all times when the circumstances of input and output are the same. DJ is then perceived to exist when a comparison of the distribution of resources to others and to oneself reveals the same ratio of input and output relationship (Cropanzano, Rupp, Mohler & Schminke 2001:29). Employees closely watch and evaluate the distribution of resources in terms of fairness for the required task. The employee's action is considered to be a critical aspect and is of great importance as it affects people's feelings and actions in their social interaction within the organisation (Vermunt & Tornblom 2007:328). DJ issues include internal equity within an organisation such as the allocation of vacant posts based on scientifically analysed criteria within the SAPS. It also includes external equity between organisations such as the comparative salary package of all employees on the level of a deputy director within the SAPS with deputy directors of the South African Revenue Services. Furthermore, DJ issues refer to individual equity for the employees of an organisation such as the allocation of individual office space to all those from the rank of Colonel within a component (Siegel, Schraeder & Morrison 2008:61). These DJ issues are explained in Table 2.4.

**Table 2.4: Distributive justice issues**

<b>Distributive justice issues</b>		
<b>Issue</b>	<b>Description</b>	<b>Implication</b>
<b>Internal equity</b>	Fairness in the allocation of job rewards	Rewards should be equal for jobs that are equally valued, regardless of the employee's characteristics.
<b>External equity</b>	Fairness of rewards relative to those paid for similar jobs in other organisations and occupations and relative to economic conditions	A market-based or need-based criterion should be utilised.
<b>Individual equity</b>	Fairness of rewards relative to one's contributions	A merit-based criterion should be utilised.

Source: Adapted from Siegel *et al.* (2008:61)

There are two terms central to the explanation of DJ, namely output and input. The output contextualised to employment refers to elements such as the salary related to the job, acceptance into social clubs such as personnel clubs, recognition by the organisation for a job well done, promotions, development opportunities, career growth and even job security. The input within the work environment refers to the effort the employees put into their job and refers to elements such as training, educational qualifications obtained as well as experience that the same individuals might possess. Researchers have theorised that DJ has various predictive roles within an organisation. PJ is believed to have a lucid link to many organisational outputs (Cropanzano & Ambrose 2001:220) such as rewards and JS; however, DJ refers to the outcome of a process or procedure (Folger & Konovsky 1989:115). The input and output relationship is depicted in Figure 2.6.



**Figure 2.6: Distributive justice: Input-output relationship**

Source: Adapted from Cropanzano and Ambrose (2001:122)

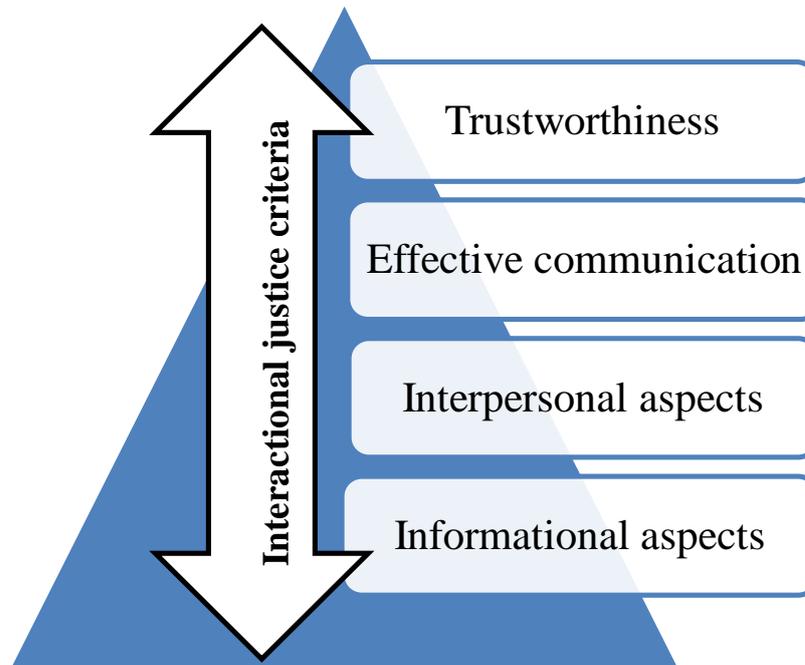
Usually, resources within an organisation are distributed by seniors to the employees based on the discretionary powers that the senior official, as the authoritative figure, may possess (Abr Row, Ardakani, Harooni & Pour 2013:27). There are three different justifications when the resources are distributed, namely equality, equity and need. The equality justification implies that all employees will receive the same amount of resources, implying that an equal sharing of resources across the board will be perceived as fair. The equity justification motivates that the amount of the resource received by the particular employee must equal the specific employee's contributions. The need justification motivates the allocation of resources in relation to the estimated need level of each employee.

Another way to measure the fair distribution of resources is known as the affective model of justice reasoning (AMJR). The model claims a causal role for emotions when employees' reasons for fairness are perceived to be unequal (Abr Row *et al.* 2013:27). The model explains that emotions provoke various types of information to be processed. According to the AMJR model, outputs and interpersonal treatment will produce a stronger emotional reaction than procedural factors (Cropanzano, Stein & Nadisic 2011:168; Mullen 2007:16).

Fairness has been linked to satisfaction as well as the acceptance of decisions, perceived legitimacy of authorities, task performance and work satisfaction. The psychology of procedural and distributive fairness affects the emotions of the employee and is considered critical in the psychology of groups and interpersonal relations. This may also be influenced by the individual's culture (Lind 2010b:667).

### **2.3.3 Interactional justice**

Interactional justice is the third dimension that is related to OJ. Many researchers believe that IJ is important in the decision-making process within the working environment (Bies 2001:93); IJ relates to the interpersonal treatment of employees within an organisation. Employees pay attention to the behaviour of supervisors and seniors who are responsible for the allocation of resources and rewards (Chou 2009:69). IJ also refers to the fair treatment an employee receives within the organisation. IJ is influenced positively when the communication lines are clear and employees understand the reasons for the allocation of resources (Day 2011:488). Formal consultation by seniors needs to take place when making decisions that affect employees' morale within the organisation. There is also non-formal interaction between supervisors with employees whenever interactions occur in corridors and passages. The treatment of employees at all times must be respectful and dignified (Al-Zu'bi 2010:102). There are four criteria regarding interpersonal treatment. According to Greenberg (1993:79), fairness of interpersonal treatment depends on the trustworthiness of the authorities making the decisions, the clear communication of the decisions, the interpersonal aspects and the informational aspects of the seniors and supervisors. The four criteria to evaluate the fairness of IJ are depicted in Figure 2.7.



**Figure 2.7: Interactional justice criteria**

Source: Adapted from Greenberg (1993:79)

Aboul-Ela (2014:35) further explains that interpersonal aspects refer to the extent to which the organisation and its seniors treat employees within the organisation respectfully. Treating employees with dignity and respect are lucid elements of interpersonal fairness or justice such as politeness (Cropanzano & Bagger 2006:592). Interpersonal justice highlights sincerity and respectfulness of communication by seniors in an organisation (Colquitt 2001:390). The informational fairness or the justice aspect of IJ refers to the nature of the information and explanations conveyed to employees (Cropanzano & Bagger 2006:592). Seniors are perceived to be fair when thoroughness and openness are practiced when decisions are made, such as explaining to an employee the reasons for performance bonuses. Informational justice highlights the use of honest and sufficient explanations for decisions taken (Colquitt 2001:391). Some scholars refer to informational and interpersonal justice or fairness as IJ as they are closely correlated. However, recent studies prefer discussing them as two separate and distinct aspects of IJ (Cropanzano & Bagger 2006:591).

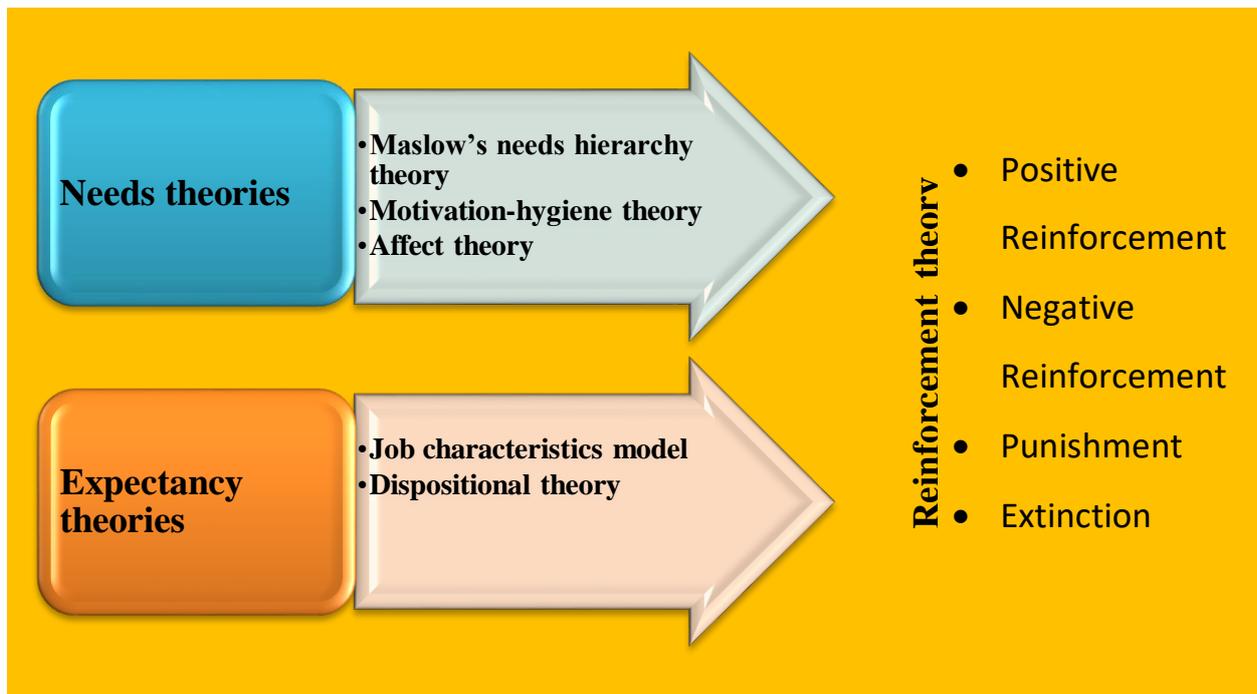
Empirical research shows that the interpersonal treatment of employees within an organisation substantially impacts on the attitudes and behaviours of employees (Tatlah, Saeed & Iqbal 2011:15). Researchers who follow the relational model differentiate IJ as a component of PJ whilst others refer to it as a third dimension of OJ (Masterson, Lewis, Goldman & Taylor 2000:739; Bies 2001:90).

OJ is a term used to describe the element of fairness as practiced in relation to the workplace within an organisation. Employees conclude from specific incidents that occur within the workplace whether they are being treated fairly in accordance with their own individual standards of fairness. OJ can also be used to explain the way in which the conclusions impact on other factors related to the job such as JS and perhaps also productivity (Aboul-Ela 2014:40). Furthermore, OJ will assist in explaining why employees resist certain inequities, or perceived inequities, outcomes and procedures within the organisation (Moorman 1991:846; Al-Zu'bi 2010:102).

## **2.4 THEORIES OF JOB SATISFACTION**

JS is increasingly becoming a critical element in the public sector, as the greater the employees' JS levels, the greater the motivation levels to perform better (Dhurup, Surujlal & Kabongo 2016:388). The phenomenon has been studied in various contexts primarily because of the effect on organisational outputs and the impact it may have on the organisation's effectiveness. JS is defined in a number of ways by various researchers. These definitions depend on who the researchers are as well as the constructs their study focused on. The concept of JS, nevertheless, remains a complex concept (Dhurup *et al.* 2016:388). Spector (1997:2) explains JS with aspects of satisfaction and dissatisfaction – the degree to which employees like or dislike their jobs (Ahmadi *et al.* 2012:23). This implies that JS refers to the attitude employees hold with regard to their job.

JS theories have a strong overlap with theories explaining human motivation. In general, the motivational theories discussed above can be classified into three broad categories of theories, namely the needs theory, the expectancy theory and the reinforcement theory. The classification of motivational theories is depicted in Figure 2.8.



**Figure 2.8: Classification of motivational theories**

Source: Adapted from Cascio (1992:411)

The most common and prominent JS theories in this area include Maslow's hierarchy of needs theory, the motivation-hygiene theory, the job characteristics model, the dispositional theory, the affect theory as well as the reinforcement theory. These theories are discussed below.

### **2.4.1 Motivation-hygiene theory**

The motivation-hygiene theory is also known as the need gratification theory, the two factor theory or the satisfier-dissatisfer theory. Herzberg's motivation-hygiene theory, explains that JS and job dissatisfaction consist of their own, individual work factors. The motivation-hygiene theory was developed by Frederick Herzberg to measure JS and the determinants (Mehrad 2015:1491). The reasons employees become satisfied are very different from factors making employees dissatisfied within their work (Mehrad 2015:1491). This belief was a departure from the traditional view that job satisfaction and job dissatisfaction were merely opposite ends of the same continuum (Teck-Hong & Waheed 2011:6). Factors influencing employees JS are achievement, recognition, challenging work, increased responsibility, growth and promotion. These are referred to as the motivating factors and are related to the job. These factors within an organisation cause employees to experience happiness towards their job. The elements are referred to as elements of content (Herzberg 1974:18). These factors are associated more with favourable employment conditions. Alternately, factors that influence the employee's job dissatisfaction are policies, decisions-

making processes, practices, salary, status and security, working conditions, interactions at work and quality of management that are referred to as hygiene factors. The factors are related to the work environment and, therefore, indicate elements of context (Brenner, Carmack & Weinstein 1971:360; Riley 2005:6). A graphical representation of Herzberg's motivation-hygiene theory is depicted in Figure 2.9.

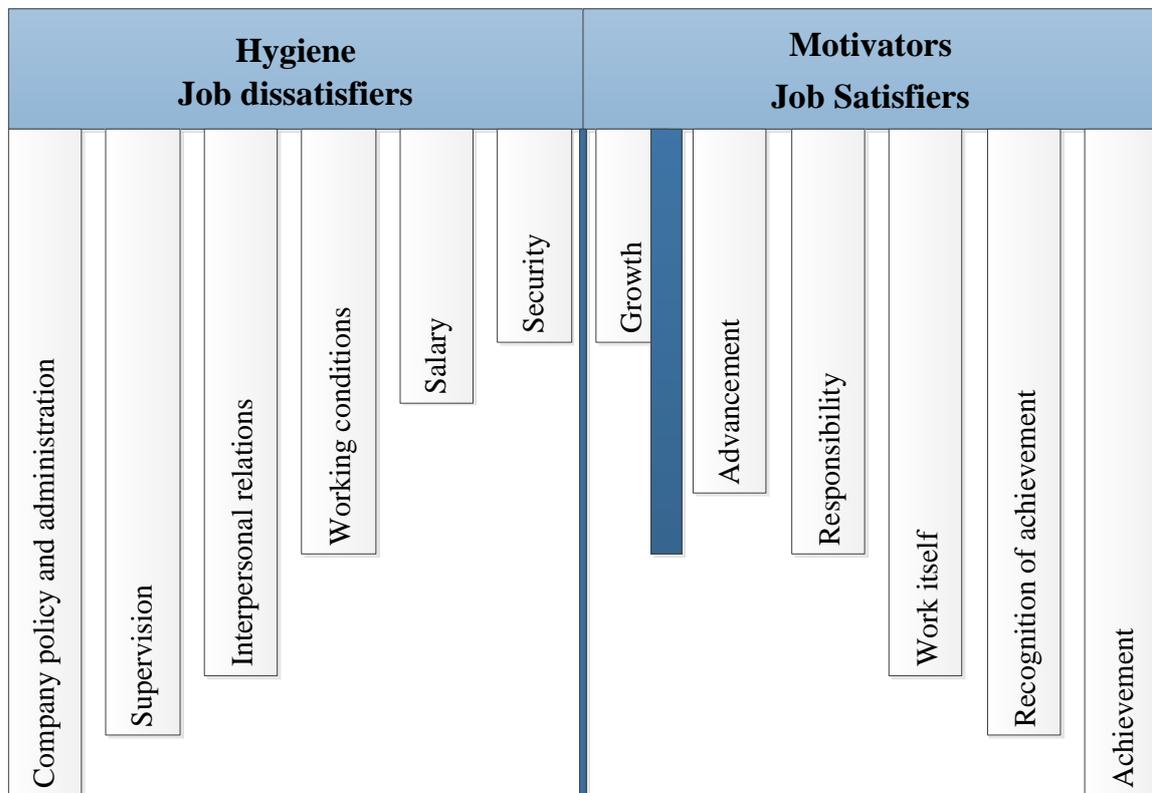


**Figure 2.9: Herzberg's motivation-hygiene theory**

Source: Adapted from Wolf (1970:87); Brenner *et al.* (1971:360)

The motivation-hygiene theory also advances the profile for an organisation as it indicates the pattern of a stable work organisation. A graphical representation of Herzberg's motivation-hygiene profile is depicted in Figure 2.10. This classic profile is used to analyse and explain any deviations from the profile pattern of a stable work organisation (Herzberg 1974:20). More commonly, it discloses challenges in the management of employee's needs. The deviations from the normal profile indicate challenges with human behaviour of employees. The deviation is depicted by the blue strip in Figure 2.10. It reflects a move from the classic profile of the factor 'working conditions'. Such behaviour is not unique to a specific organisation. It remains relevant for all organisations with all types of cultures and all employees at all levels (Herzberg 1974:18). The factors of the profile are ranked in terms of the frequency of the employee's exposure to these factors on a daily basis and not the importance of the factors. Herzberg (1974:19) believes that all

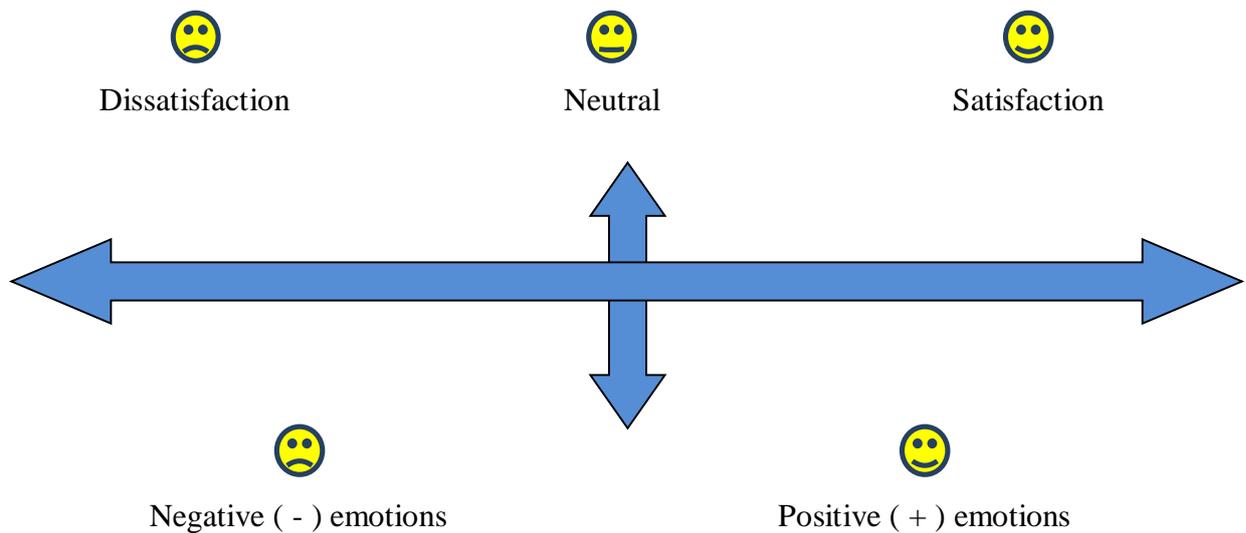
factors were of potential importance rendering no single factor of greater importance. In Figure 2.10, the job satisfiers and dissatisfiers depend on all the factors, meaning that all factors are of equal importance.



**Figure 2.10: Herzberg’s motivation-hygiene profile**

Source: Adapted from Herzberg (1974:20)

The postulated independent nature of job satisfiers and job dissatisfies indicated that a neutral path is also possible. Figure 2.11 reveals that when the job dissatisfiers are low the employee is on neutral ground and not satisfied ground. JS is dependent on the motivators.

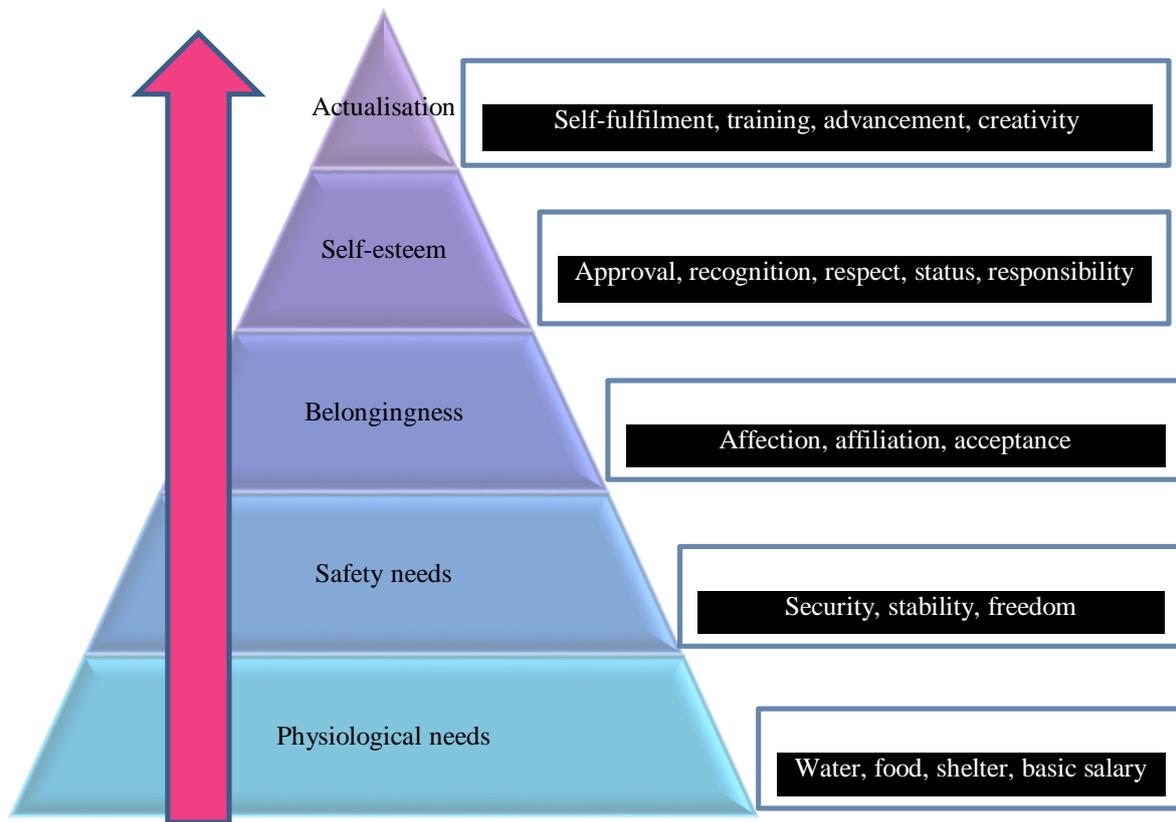


**Figure 2.11: Herzberg's motivation-hygiene neutral path**

Source: Adapted from Herzberg (1974:20)

## 2.4.2 Maslow's hierarchy of needs

Maslow's five levels of needs are the physiological, safety, belongingness/love, self-esteem and actualisation needs (Cao, Jiang, Oh, Li, Liao & Chen 2012:171). Maslow's hierarchy of needs (also known as the human motivation factor) arranges the needs of humans into a hierarchy of prepotency (Taormina & Gao 2013:157), consisting of needs that have been distinguished into five diverse levels. The levels vary from lower-order needs to higher-order needs. As the lower-order needs become fulfilled, the individual moves towards fulfilling the higher-order needs (Sengupta 2011:103). This implies that an individual will only seek the fulfilment of a new need when the prior need has been satisfied. The theory was developed to explain the factors that motivate humans in general, but over years has become an important theory used to research the factors that influence JS. Maslow's hierarchy of needs is depicted in Figure 2.12.



**Figure 2.12: Maslow's five level hierarchy of needs**

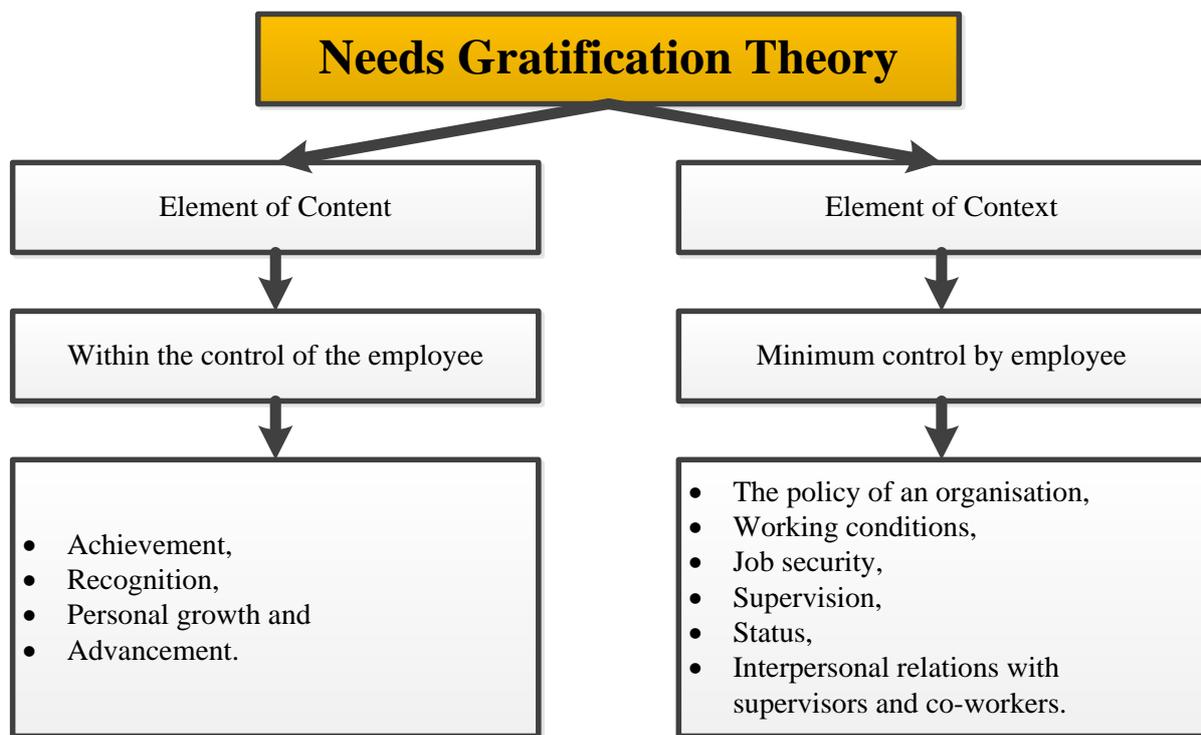
Source: Mcleod (2007:1)

The physiological needs are considered as the beginning of the hierarchy. A person who is lacking water, food, shelter or basic salary will have a greater craving for these needs than any other need. A new set of needs, namely the safety needs develop once the physiological needs are well satisfied. Once the physiological and the safety needs are satisfied then the belongingness needs arise, which include the love, affection affiliation and acceptance. In relation to the workplace, an employee will desire the affectionate relations with fellow employees. The esteem need arises as the penultimate level in which the employees status, achievement and respect from others forms the foundation. Once this need is satisfied the employee will experience self-confidence, an increased self-worth, and a sense of adequacy (Martin & Joomis 2007:72). Generally speaking, people have a need for a positive evaluation of themselves. The final level within Maslow's hierarchy is the need for self-actualisation, which encompasses the idea of self-fulfilment (Spasova 2010:272).

### **2.4.3 Need gratification theory**

The need gratification theory is pictured as the extension of Maslow's hierarchy of needs. It is based on the principles of Maslow's hierarchy of needs (Oishi, Diener Lucas & Suh 1999:980;

Besser & Mann 2015:109). Maslow’s hierarchy of needs theory provides for a theory of human motives by classifying basic human needs and a theory for human motivation that relates these needs to human behaviour (de Vroome & Hooghe 2015:89; Wahba & Bridwell 1976: 213). The need gratification theory theorised that Herzberg’s content and context elements are related to both satisfaction and dissatisfaction in terms of the level of gratification of the various needs within Maslow’s hierarchy. An employee will experience dissatisfaction under three circumstances, first, when there is a need that an employee wants to be met and such a need is not met and satisfied, the employee will experience frustration; secondly, when the satisfaction of such need is threatened or interrupted; and lastly, an employee will experience job motivation when the employee is of the view that the job will satisfy a need as indicated in Maslow’s hierarchy of needs (Wolf 1970:90; Besser & Mann 2015:109). The need gratification theory consists of two factors, namely content elements and context elements (Herzberg 1974:18), with examples of each, as depicted in Figure 2.13.



**Figure 2.13: Needs gratification theory**

Source: Adapted from Wolf (1970:87)

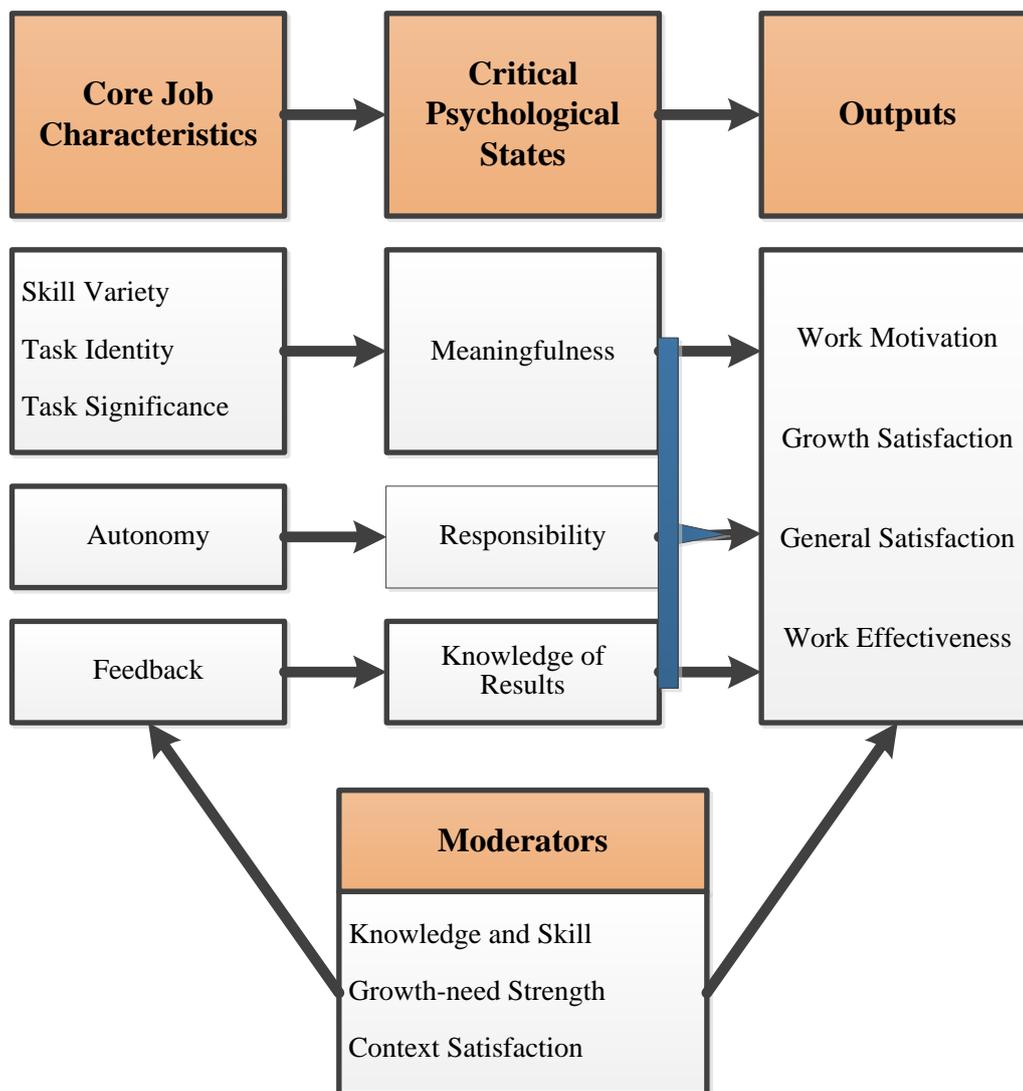
Content elements are considered to be within the control of the employee as the employee may decide to take specific actions to achieve the desired result. This may occur when the employee decides to work extra hours and go the extra mile for the purpose of recognition or promotion (Lăzăroiu 2015:72). Content elements will not have an impact on the JS levels of employees who

have already experienced, or who are experiencing, satisfaction of any of the needs they desire unless such needs are interrupted or threatened (Lăzăroiu 2015:72). Context elements are considered elements where the employee has minimum control; the control actually rests with the management or decision makers of an organisation (e.g. the policy of the organisation) (Grobler Warnich, Carrell, Elbert & Hatfield 2002:28).

An employee's views may be considered and the employees may be consulted but the final and ultimate decision lies with the decision makers. Content elements, however, will impact on an increase as well as a decrease in the level of JS, depending on the degree of gratification of the higher level needs (Wolf 1970:87).

#### **2.4.4 Job characteristics model**

The job characteristics model (JCM) consists of four important parts. First, the five core job characteristics; secondly, the critical psychological states; thirdly, the outputs; and lastly, the moderators of the model (Zare, Jajarmizadeh & Abbasi 2010:1255). The belief is that when an organisation improves the five core job characteristics, the three psychological states are influenced, further influencing the various outputs. This implies that JS is increased when the work environment is conducive to a calm and stress-free situation (Steyn & Vawda 2014:1). The last part of the JCM is referred to as the moderators; they are knowledge and skill, growth-need strength and context satisfactions. Moderators relate to overall motivation of an employee within the context of JS. An employee with the knowledge and skills to perform the job will take action to achieve the desired outcome (Mukul, Rayhan, Hogue & Islam 2013:190). The employee will not experience frustration and will complete the task with ease. The growth-need strength moderator category furnishes the employee with clear direction on the manner in which the desired result may be achieved. The employees will take ownership for their personal development to ensure that the desired result is possible. The context satisfaction moderator category will influence the employees JS by creating an environment that is comfortable for the employee such as salary and job security. The moderators generally and holistically impact on JS. The JCM is depicted in Figure 2.14.



**Figure 2.14: Job characteristics model**

Source: Adapted from Hackman and Oldham (1975:161)

The five core dimensions are skill variety, task identity, task significance, autonomy and feedback. The critical psychological states refer to the degree of meaningfulness and responsibility attached to the job as well as whether the feedback is given to the employee. The output refers to the extent to which the employee experiences work motivation, growth satisfaction, general satisfaction and work effectiveness when performing his or her job. The last part of the JCM is the moderator's part, which reflects the knowledge and skill, growth-need strength and context satisfaction experienced by the employee (Casey, Hilton & Robbins 2010:40). An employee with little knowledge and skill may experience frustration when performing the job. The same may be true for an employee who does not view growth as a need. The degree of context satisfaction will also influence the level of JS experienced, indicating that the degree to which the elements of the moderators are experienced and perceived will contribute to the level of an employee's JS (Casey

& Robbins 2010:77). An explanation of the job characteristics model's (JCM) five core dimensions is shown in Table 2.5.

**Table 2.5: Job characteristics model: core dimensions**

<b>Core dimension</b>		<b>Explanation</b>
<b>Skill variety</b>		The degree to which a job requires the employee to make use of an assortment of diverse actions to complete the task, which involves the usage of numerous different skills of the employee
<b>Task identity</b>		The degree to which the job requires the employee to complete the entire piece of work from the beginning to end with a visible outcome
<b>Task significance</b>		The degree to which the job given to the employee has a considerable influence on the lives of other people irrespective of whether in the immediate organisation or in the external environment
<b>Autonomy</b>		The degree to which the job provides the employee with a significant freedom, independence and discretion in scheduling the work and in determining the procedures to be used in the achievement of the task
<b>Feedback</b>	<b>From the job itself</b>	The degree to which the job results in the employee gaining direct and lucid information about the effectiveness of his or her performance when carrying out the work activities required by the job
	<b>From agents</b>	The degree to which the employee obtains clear information about his or her performance from supervisors or from co-workers

Source: Adapted from Casey and Robbins (2010:77)

The motivating potential score (MPS) is a formula used to reflect the employee's overall motivation. It indicates whether the employee perceives the job experiences as good or bad. It considers the five core job characteristic dimensions as indicated in Figure 2.14 into a single value. The value of the MPS is calculated by adding together the scores of skill variety, task identity and task significance, dividing the resultant value by three, then multiplying this value by the score of autonomy then multiplying the subsequent value by the score of job feedback. The total will indicate whether the employee is motivated by the job to take the initiative and make use of

innovation when performing his or her job. Internal motivation is also imperative. The state of an employee feeling good about him- or herself and the productivity of the employee is related closely, as well as obtaining a sense of achievement at the completion of a task (Hackman & Oldham 1975:160). The Job characteristics model (JCM): MPS is illustrated in Figure 2.15.

$$\text{MPS} = \text{Task and skills} \times \text{Autonomy} \times \text{Feedback}$$

where

$$\text{Task and skills} = \frac{\text{Skill variety} + \text{Task identity} + \text{Task significance}}{3}$$

**Figure 2.15: Job characteristics model: Motivational potential score**

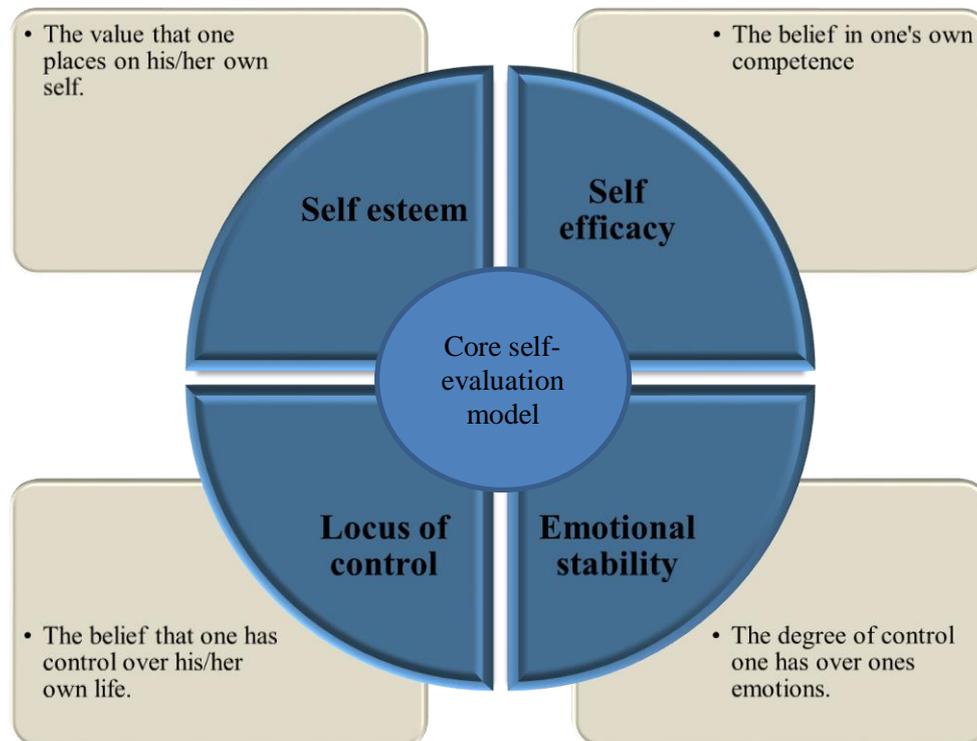
Source: Adapted from Hackman and Oldham (1975:160)

Any increase in the score of the five core dimensions will ultimately increase the resultant value of the MPS. Not all employees who have jobs with significant motivating potential will react in the same manner, as not all employees are the same. Employees who thrive on individual feelings of achievement and growth should respond positively to a job that is high on the core dimensions (Casey *et al.* 2010:43). However, the opposite may also be true as employees who do not value personal achievement and growth may find such a job creating unnecessary anxiety and stress.

### 2.4.5 Dispositional theory

The dispositional theory is a general theory, which advocates that employee's JS is linked to employee's personality. The theory suggests that an employee has inborn characteristics, which remain constant towards a certain level of JS irrespective of the job itself. Research regarding this theory supports the view that this theory is true and thus it became popular over the years. Disposition researchers found the JS is an extension of an individual's personality (Spector 2005:57). This is due to the fact that individuals will react to the same situation in different ways based on their personality (Gerhart 2005:94). Others have taken an opposing view, suggesting that personality is often confused with situations, the latter of which is the real driving force behind JS (Staw & Cohen-Charash 2005:60). The national longitudinal studies concurred when evidence was discovered that proved the levels of an employee's JS remain constant for a period of time in spite of changes with the employer or occupation (Staw & Cohen-Charash 2005:61).

The core self-evaluation model narrowed the general scope of the dispositional theory when it submitted that the outlook towards JS may be determined by the individuals' self-esteem, self-efficacy, the locus of control and emotional stability. The core self-evaluation model is depicted in Figure 2.16. The figure also furnishes an explanation of each concept.



**Figure 2.16: Core self-evaluation model**

Source: Adapted from Judge and Larsen (2002:83)

Studies have indicated that the higher the degree of self-esteem, self-efficacy, emotional stability and locus of control an employee experiences, the greater the level of JS (Judge & Larsen 2002:83).

#### **2.4.6 Affect theory**

The affect theory explains that an employee's JS is dependent on the difference between an employee's expectation from a job and the benefits the employee gets from the job. This implies that should an employee value a specific aspect from the job such as a great degree of autonomy to make decisions but rather gets little or no such opportunity then the level of JS experienced will decrease (Judge & Ilies 2004:661). The level of JS or job dissatisfaction will also be determined

by how much an employee values the specific aspect of the job (Singh & Sinha 2013:1; Asegid, Belachew & Yimam 2014:2).

### 2.4.7 The reinforcement theory

The reinforcement theory has been referred to by many different titles, such as the incentive theory or operant conditioning theory. The essential principle upon which the reinforcement theory is based is the Law of Effect (Skinner 2013:110). When an employee is rewarded for a specific behaviour then the normal reaction is the repetition of such behaviour. The opposite is also true, namely when an employee is not rewarded then such behaviour tends not to be repeated due to the lack of recognition (Tyler 1990:3). The application of the reinforcement theory is specified into four categories, namely positive reinforcement, negative reinforcement, punishment and extinction. The categories of the application of the reinforcement theory are depicted in Figure 2.17.



**Figure 2.17: Application of the reinforcement theory**

Source: Adapted from Skinner (2013:27)

Positive reinforcement refers to the situation when an employee is rewarded for the performance of a specific task. The act is said to strengthen the employee's behaviour as he or she will repeat the performance of a specific task, knowing that it will be rewarded. A practical example is when the investigative group solves a complex crime by bringing the perpetrator to justice, is rewarded (Skinner 2013:27).

Negative reinforcement refers to the situation where something that causes employees to stress is removed thereby encouraging a specific type of behaviour. The act is said to strengthen employees' behaviour as employees want the stressor to be removed and will behave in a manner that will result in the removal of the stressor (Skinner 2013:27). A practical example is when all employees who are unable to complete their task within official time, working on the weekends. Performing work on the weekend is the stressor. Employees will then perform all their tasks during the week to avoid working on weekends.

Punishment reinforcement refers to the situation where the employee is penalised for a specific type of behaviour (Wei & Yazdanifard 2014:10). The act is said to weaken the employee's behaviour as he or she will not repeat such behaviour whilst knowing that he or she will be disciplined for it (Wei & Yazdanifard 2014:11). A practical example is the employee using the resources of the organisation for private reasons, causing additional expense to the organisation (Dayan, Niv, Seymour & Daw 2006:1158). Such behaviour will be penalised by perhaps having the employee pay the organisation back.

The last form of reinforcement is the extinction reinforcement. Extinction reinforcement refers to the situation where employees go the extra mile to perform their job but they receive no recognition in any form of incentive. The act is said to weaken the employee's behaviour, as employees will refrain from going the extra mile during the performance of their job (Skinner 2013:36). A practical example is investigating officers assigned a kidnapping case continue the investigation for long hours, maybe days as stopping the investigation will result in the eventual death of the victim. The investigating officers are offered no reward or time off work to rest.

#### 2.4.8 Summary of theories

There are a number of motivational theories related to JS. In this section, the researcher provided a brief overview of the theories of JS. The motivational factor or driving force of the needs theories is the urge that individuals experience to satisfy a specific need. These needs may range from psychological to physical. The expectancy theories emphasises the perceived relationship of meeting the expectations of the individual. These theories furnish a degree of challenge to the individual ensuring that the individual does not experience boredom. The belief is that a challenging job enhances motivation, based on the need of the individual employee. A simple standpoint on JS theories is illustrated in Figure 2.18.



**Figure 2.18: Overall standpoint on job satisfaction theories**

Source: Adapted from Judge and Ilies (2004:671)

The basic view is that an employee has specific needs that he or she decides must be met. In order for the employee to obtain these needs he or she must perform specific acts. These acts then initiate a specific behaviour from that employee, which renders the identified needs to be met

## **2.5 JOB SATISFACTION**

JS is the employees' emotions within the sphere of their job; simply put, JS is the degree to which employees like their jobs (Oshagbemi 2003:1210). It represents an evaluation of individual employees of their own job. It includes the general evaluation of whether the individual has a positive sense to own job factors or characteristics, feelings and environment of work (Ahmadi *et al.* 2012:25). Locke (1976:317) indicates JS is represented by the positive emotional state of contentment that is experienced when an individual evaluates his or her job. JS explains whether an employee is content and happy with his or her job. JS is a function of work-related rewards and values (Divkan *et al.* 2013:1163).

JS often is referred to as 'a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences' (Locke 1976:1300). JS describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be (Singh & Sinha 2013:1). Arnold and Feldman (1986:86) define JS as "the amount of overall affect that individuals have toward their job". Many factors influence the employees' satisfaction levels towards their job.

### **2.5.1 The elements of job satisfaction**

The key elements of JS are promotion, benefits, work nature, supervision and social contact with other employees (Almansour 2012:75). Mafini *et al.* (2013:12) identify five JS factors, namely working conditions, ability utilisation, teamwork, creativity and autonomy. The common idea amongst the definitions above and the elements/factors is that JS is what employees feel towards their job. JS concerns are working conditions, fair remuneration plan, recognition for achievement, job enrichment and employees' feelings of security and loyalty (Dhurup *et al.* 2016:388) and leadership, social relationships, culture as well as employee involvement in decision-making processes and activities that occur at work (Parvin & Kabir 2011:113). Spector (1997:11) states that JS is made up of appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, the nature of the organisation itself, an organisation's policies and procedures, remuneration, personal development, opportunities for promotion, recognition, security and supervision.

Many factors influence the level of JS of an individual employee. These factors are categorised into three parts, namely an employee's personal factors, the inherent factors of the job and those factors that fall within the control of the management of an organisation. The personal factors of an employee include age, gender, marital status, education levels, time spent on the job, number of dependents as well as their own personality. The factors inherent to perform the job include the type of job to be performed, the skills required to perform the job, the status involved with the job and the variety of functions involved in the job. Lastly, the factors that are considered to fall within the influence of the manager include economic and social security, pay, benefits, promotion, supervision style as well as working conditions (Singh & Sinha 2013:2).

JS influences the level and quality of the organisation's productivity. Whilst JS may positively increase productivity, job dissatisfaction may be the cause of decreased productivity leaving employees with low morale (Ercikti *et al.* 2011:97). The notion that an employee's JS is essential within the public sector and more specifically within police organisation is growing over time. This notion is specifically complex due to the nature of the governmental agencies with regard to the frequently found finance and the stability challenges. Employee's motivation manifests in their JS, which is a reflection of the employee's attitude. It is also reflected in the employee's performance as indicated by their behaviour. Therefore, the link between employee JS and employee performance exists (Roos & Van Eeden 2005:55). JS influences the organisation's overall productivity and reflects on the standard of services rendered by the employee to the client. It is postulated that happy employees become productive employees and productive employees render services of excellent standards (Chinomona & Dhurup 2013:368; Dhurup *et al.* 2016:486). Employees will enjoy their task when they experience contentment with their job. These employees become motivated and encouraged to accomplish more (Yahaya *et al.* 2012:58-59). OJ is an integral part of employees' performance towards improved efficiency and effectiveness (Aboul-Ela 2014:40). The impact of JS is depicted in Figure 2.19. There are many diverse dimensions to this multifaceted concept of JS, including:

- Salary
- Support by management
- Workplace safety
- Provisioning of resources
- Promotion opportunities
- Relationships with co-workers

- Organisational practices.



**Figure 2.19: Impact of job satisfaction**

Source: Adapted from Parvin and Karbir (2011:120); Ahmadi *et al.* (2012:23)

Organisations, being social systems, require effective employees to achieve their objectives. JS is critical for employees and impacts on the performance of the organisation. Employees experience higher JS when they feel they are rewarded fairly for the job they have done and it is consistent with the organisation's policies and procedures. The rewards may take a variety of forms such as promotion, monetary bonus or even a day off work (Singh & Sinha 2013:2). The optimism levels of employees who feel valued will increase. These employees, in turn, will stay with the organisation for the long run and ensure that their work is always of a high standard. Job success will result, as employees productivity will rise. The more satisfied employees are within their jobs, the more likely they are to be productive (Al-Zu'bi 2010:102).

For purpose of this study, the following factors of JS are discussed:

- Salary
- Communication
- Working environment
- Flexible benefits and rewards
- Personal and organisational enrichment.

### **2.5.1.1 Salary**

Salary is considered a critical element in job satisfaction. Money is a good motivator as all employees work for money. It is the factor that many employees consider when retention and turnover are in question. In addition, when the employee's salary is attached to his/her performance or services rendered, it is considered as feedback indicating the value of the employees to the organisation (Parvin & Karbir 2011:119). It should be noted that Herzberg describes salary as a hygiene factor and indicates that it leads to dissatisfaction if it is not present. Herzberg thus did not believe that salary as such was a motivator but its absence led to job dissatisfaction (Herzberg 1974:20).

### **2.5.1.2 Communication**

An employee's JS is also dependent on the communication that occurs between management and employees. Employees will enjoy the tasks furnished to them when there is good communication between management and the employees. JS levels will increase when management's communication occurs in an open and transparent manner. This action will reflect a sense of belonging towards the employee and appreciation of the employees' contribution by management. Such communication will indicate management's efforts to support the employee in achieving the objectives of the tasks furnished (Judge, Hulin & Dalal 2009:13). Managers can make use of the equity theory to enhance the employees understanding that equity and fairness exist among employees within the organisation by communication; merely speaking to employees to explain the situation assists to maintain good relations. An explanation of the requirements for a promotion or a salary raise may avoid much tension. Employees would be more likely to understand the situation and will not reduce their efforts to perform the task or even leave the organisation. When employees notice that the management cares and distributes resources fairly and equally in accordance to a criteria with formulas, the employees are more likely to be satisfied. The underlying factor of trust must exist in these circumstances (Bell & Martin 2012:111).

### **2.5.1.3 Working environment**

A conducive working environment influences the employee's emotions positively and this reflects on JS. The physical design of a workplace has an impact on JS. A working environment created to take care of the employee's safety needs places an employee's mind at ease. Employee's focus their energy on the achievement of the tasks and become more successful. The JS levels of employees will increase under a conducive working environment (Parvin & Karbir 2011:120).

Management creates a foundation for the employee to succeed by providing the employee with relevant and updated resources to achieve the objectives furnished. Employees will be unable to perform optimally in terms of cost, time, quality and quantity should the resources required to perform the tasks not be available and accessible. Productivity will be low and the organisation will not be in a position to deliver the service. When an employee is able to complete the task successfully from the start to the end of the process, they experience enjoyment, treasure the responsibility and increase JS levels (Judge *et al.* 2009:16). The employer should provide the required training and exposure needed for the employee to perform optimally.

#### **2.5.1.4 Flexible benefits and rewards**

The employer may also provide flexible working hours, flexible benefits and rewards for recognising good performance to increase an employee's job satisfaction. A satisfied employee will not only render quality productivity embroiled with transparency, creative and innovative ideas as well as remain with the organisation showing loyalty, but there will be an evident increase in their own self-esteem, self-respect, personal satisfaction and more self-development (Ahmadi *et al.* 2011:746).

#### **2.5.1.5 Personal and organisational enrichment**

Employees also have various needs that, when satisfied, will influence the levels of an employee's JS. Some employees experience a sense of satisfaction and contentment when they are able to improve each time they perform their job. These employees are driven by personal achievement (Nadinloyi, Sadeghi & Hajloo 2013:294). Employees who thrive on being popular amongst work colleagues also exist within an organisation. These employees are driven by social acceptance at work. Some employees flourish in situations that allow them a great degree of influence and control. Such employees are motivated when they are in control. In addition, the continuous development of employees should not be underestimated as a factor that influences JS. The efficacious conclusion of personal and organisational enrichment will boost the employee's JS. (Singh & Sinha 2013:2).

Job satisfaction impacts on the employee's life as it involves the emotional state of the employee as an individual. It is the output from the employee's evaluation of the job that is reflected in the employee's reaction to the job (Rothmann & Coetzer 2002:30). The output is determined when balancing the employee's expectations from the job with the employee's actual outputs offered by the job. The evaluation is based on the employees' individual perception. The employees' perception is influenced by a multitude of factors. These factors may include the principles that

an employee considers crucial, the needs of the employee that may include transport and personal ambition, recognition or even promotion (Statt 2004:78). Job satisfaction is thus a complicated concept in which many elements come into play.

## 2.6 ORGANISATIONAL JUSTICE AND JOB SATISFACTION RELATIONSHIPS

Organisational justice is linked to JS according to research conducted by Divkan *et al.* (2013:1162) and Colquitt *et al.* (2001:425).

A study conducted by Divkan *et al.* (2013:1162), on the relationship between OJ and JS, researched which dimension of OJ, namely PJ, DJ and IJ best predicted the overall JS of an employee within an organisation. The correlation analysis in conjunction with the regression analysis conducted during this study revealed that the three dimensions of OJ had a positive relationship with JS. It further indicated that whilst DJ and IJ were higher predictors of JS amongst men, PJ was a higher predictor of JS amongst females.

The findings of another study conducted by Al-Zu'bi (2010:102) on the relationship between OJ and JS suggest that a positive relationship exists between OJ and JS. The findings of the mentioned studies are supported by findings of other researchers (Colquitt *et al.* 2001:438). An individual employee will attempt to restore the perceived imbalance when the employee perceives that resources are distributed inconsistently in relation to the inputs (Cropanzano *et al.* 2007:37; Al-Zu'bi 2010:102). Previous studies have established a significant linear relationship among OJ and JS (Lambert *et al.* 2007:646). A summary of practical examples of OJ and JS is reflected in Table 2.6.

**Table 2.6: Practical examples of organisational justice and job satisfaction**

Organisational justice (OJ)	Job satisfaction (JS)
<p><b>The perceived ill-treatment employees receive is referred to as IJ.</b></p> <ul style="list-style-type: none"> <li>• <b>A person experiences serious pain as a result of a management's treatment which causes harm to an employee's mind and character.</b></li> </ul>	<p>JS involves the employee's emotional state resulting from experiences of the job the treatment given. <b>Employees have to be happy and satisfied to perform optimally.</b></p> <ul style="list-style-type: none"> <li>• The environment must be conducive for productivity for instance if there is a need</li> </ul>

<b>Organisational justice (OJ)</b>	<b>Job satisfaction (JS)</b>
<ul style="list-style-type: none"> <li>• <b>The decisions and communication made by management should not make the employees feel saddened and demotivated.</b></li> </ul> <p><b>The harm makes the employee feel unappreciated within the organisation.</b></p> <ul style="list-style-type: none"> <li>• <b>The manner and way employees are treated by their employer when raising concerns</b></li> <li>• <b>Employees feel left out in important discussions making employees feel less valued</b></li> <li>• <b>Employees look creation of an emotional safe working environment that will contribute to performance of their job</b></li> <li>• <b>Employees want to be communicated with in a humane and not in a confrontational manner should the platform for discussions occur</b></li> <li>• <b>Employees should be consulted in certain management decisions that can affect employees adversely</b></li> </ul>	<p>for office space it should be provided. This impacts on DJ.</p> <ul style="list-style-type: none"> <li>• The employees should be made to be felt important and valued by involving them in some decisions for instance the setting of reasonable targets to be achieved by the organisation. This impacts on IJ.</li> <li>• Employees should be part of the decisions making process for certain policies and procedures in the organisation. This impacts on IJ.</li> <li>• It is also effected by their need, values and expectation for example a detective will expect a vehicle for investigation. This impacts on DJ.</li> <li>• The employee should be satisfied with the rewards received due the performance of a job. It is a compounded issue effected by pay, promotion, supervision and colleague’s relations. This impacts on DJ should the focus be on the outcome, IJ should the focus be on the treatment of employees and PJ should the focus be on the procedures within the organisation.</li> </ul>
<p><b>PJ within the organisation refers to the callous implementation of polices and use of powers by employers.</b></p> <ul style="list-style-type: none"> <li>• <b>The processes followed in the organisation regarding promotion.</b></li> <li>• <b>The handling of disciplinary cases.</b></li> <li>• <b>Absenteeism policies regarding sick and vacation leave.</b></li> <li>• <b>Integrity issues if one found guilty for theft including the procedure</b></li> </ul>	<ul style="list-style-type: none"> <li>• The employee should perceive the organisation as a caring and developmental organisation. This impacts on DJ should the focus be on the outcome, IJ should the focus be on the treatment of employees and PJ should the focus be on the procedures within the organisation.</li> <li>• Management should take care to ensure that work is distributed evenly without overloading any single individual. This impacts on DJ should the focus be on the</li> </ul>

Organisational justice (OJ)	Job satisfaction (JS)
<p><b>followed for the same crime but another employee</b></p> <ul style="list-style-type: none"> <li>• <b>Employees want to be treated equally to access the benefits of the organisation for instance an incentive to be given to all performers if the organisation performance is excellent referring to a fair policy to be implemented.</b></li> </ul>	<p>outcome of work distributed, IJ should the focus be on the treatment of employees and PJ should the focus be on the procedures within the organisation.</p> <ul style="list-style-type: none"> <li>• Clear instructions related to the job. This impacts on PJ.</li> <li>• Management should take the lead to set a tone for team work to be encouraged and do not suppress the individual employee's skill. This impacts on IJ.</li> </ul>
<p><b>The core of the perceived element of fairness when furnishing employees with resources is referred to as DJ.</b></p> <ul style="list-style-type: none"> <li>• <b>Resources required to perform a function should be supplied to all employees who require such resources as opposed to only a few.</b></li> <li>• <b>The issue of overtime opportunities should be offered to all employees who are interested as well as when required by the organisation.</b></li> <li>• <b>Development opportunities must be offered to all employees who are in the need for performance improvement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Management must take responsibility to create synergy between team players creating a supportive environment. To get the best out of the team by sharing knowledge. This impacts on IJ.</li> </ul>

Source: Leventhal (1980:22); Folger and Konovsky (1989:115); Nabatchi *et al.* (2007:149); Cropanzano *et al.* (2001:29-31); Lee (2001:583); Cropanzano and Bagger (2006:591-592); Vermunt and Tornblom (2007:312); Chou (2009:69-72); Judge *et al.* (2009:13); Lind (2010:665-667); Parvin and Kabir (2011:113); Dhurup *et al.* (2016:388)

Interactional justice includes social sensitivity interactions within the workplace (Al-Zu'bi 2010:102). Adams equity theory reflects that JS is the result of a comparison of the individual employee's perceived inputs and outputs to that of another employee. The unfair application of PJ, IJ and DJ will influence JS. An employee becomes unhappy and dissatisfied when the input-output ratio of one employee is not similar to the input-output ratio of another employee (Dowden

& Tellier 2004:43; Voss & Jiménez 2010:222; Hofmans 2012:475). Research on OJ has provided much evidence towards proving a link between OJ and JS. An employee's sense of the perceived OJ within an organisation is key to achieve the individual employees JS levels (Colquitt 2001:386; Colquitt *et al.* 2001:437; Fernandes & Awamleh 2006:701).

## **2.7 CONCLUSION**

This chapter covered the definition of OJ and its dimensions including DJ, PJ and IJ. This was followed by a discussion on JS and the most predominant theories of JS. Various studies conducted on OJ furnished an explanation on the concept of OJ. Some researchers explain the complexity of the relationship between the various dimensions of organisational justice (Brockner & Wiesenfeld 1996:189). The perceptions of individuals affect OJ and thus could mean different things to each individual. OJ refers to the treatment of employees within an organisation. The treatment will involve either DJ, IJ or PJ. Nevertheless, it appears that agreement is reached towards the viewpoint that JS levels are impacted by the application of OJ emphasising the element of fairness. OJ, specifically PJ, DJ and IJ were positively correlated with JS. Thus, JS is directly dependent on levels of perceived OJ.

In Chapter 3, the research methodology of the study is discussed. The research design, research approach and sampling design is described. An explanation of the data collection method and measuring instrument are outlined, as well as the pilot testing implemented, with a discussion on the data preparation and statistical analysis methods utilised in the research. The chapter concludes with an explanation of reliability, validity and finally, the ethical considerations.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

Chapter 2 of this study begins with the literature review on the equity theory. Furthermore, the chapter comprises of the literature review on the first main construct of this study, specifically OJ and its dimensions, the concepts of procedural, distributive and IJ. The last construct discussed is JS. The chapter then proceeds to analyse the relationship of OJ and its dimensions on JS.

In Chapter 3, the research design and methodology implemented in the study are outlined. The study design, research approach, procedure of the sampling design as well as the data collection method and instrument are described. The steps executed to ensure reliability and validity of the study are explained as well as the procedures used to collect, capture, process and analyse data are discussed. The chapter ends with a discussion on the ethical issues.

#### **3.2 RESEARCH DESIGN**

The research design comprises the plan that the researcher will execute during the research process. It involves breaking down the research process into steps, addressing the practical details and making decisions. The researcher must decide whether the research will be of a qualitative or quantitative nature. A research design also consists of identifying research respondents and collecting information from them. A research design is a plan stipulated for the study, the respondents chosen, the data techniques used to gather the data and the process used to analyse the data (White 2004:12; Welman *et al.* 2005:52; Maree 2007:24). The design and approach utilised in this study is explained below.

There are three principles that must be considered when defining the classification of a research design. The first principle of the classification of the research design is to differentiate between empirical and non-empirical research. Thereafter, classification of data plays a role, namely primary data (data the researcher collects) and secondary data (data that exists). The final principle is the differentiation between types of data sources, namely numeric data and textual data. A research study may be undertaken for a number of reasons. The three most common purposes are exploration, description and explanation. (De Vos, Strydom, Fouche & Delpont 2011:222; Babbie & Mouton 2012:72-84). The three common purposes with a brief description are depicted in Table 3.1.

**Table 3.1: Purpose of a research study**

<b>Purpose</b>	<b>Description</b>
<b>Exploratory research design</b>	Explore and provide a basic familiarity with that topic
<b>Descriptive research design</b>	Description of a situation or event
<b>Explanation research design</b>	An explanation of things

Source: De Vos *et al.* (2011:222); Babbie & Mouton (2012:72-84)

This research study made use of an exploratory research design to provide understanding into whether OJ and JS exist within the policing setting. Exploratory research design was also used to determine whether the dimensions of OJ influence JS within the policing environment.

An analysis of research approaches and the approach and validation used in this study follows.

### **3.3 RESEARCH APPROACH**

Currently, there are two known research approaches, namely qualitative and quantitative. These research approaches differ from each other (De Vos *et al.* 2011:63-66) and are addressed in the following section.

#### **3.3.1 Qualitative research approach**

The qualitative research approach emphasises phenomena that happen in their natural setting, which is the “real world” (Leedy & Ormrod 2005:133). The qualitative approach involves natural, communicative techniques. The researcher also has an opportunity to get close to social reality and interact with participants. In qualitative research, in-depth interviews and extensive examination of documents are essential (Sarantakos 1998:167) when previous research and theories yield limited information about the topic or when there are likely to be strong contextual effects that indicate that the previous research and theories may not be a useful guide in the situation that the researcher is confronted with. It may also be true when researchers attempt to improve the validity of their analysis (Pope, Lovell & Brandl 2001:369). The characteristics of the quantitative approach are outlined in Table 3.2.

**Table 3 2: Characteristics of the qualitative approach**

<b>Characteristics of the qualitative approach</b>
<b>Data collection occurs where participants experience the research issue.</b>
<b>Researchers obtain the data.</b>
<b>Multiple forms of data are used.</b>
<b>Focus on learning the meaning of the issue from the participants.</b>
<b>Researchers interpret the data themselves.</b>
<b>A holistic view of the research problem is developed.</b>

Source: De Vos *et al.* (2011:65)

### **3.3.2 Quantitative research approach**

Kumar (2005:12) explains that research is quantitative when the researcher measures the disparity of the phenomena using a structured research approach. The research process including the objectives, design, sample and measuring instrument are predetermined. Quantitative research concerns research that is objective, making use of an outsider interpretation. It further emphasises statistical methods and large samples for analysis and interpretation (Babbie & Mouton 2012:52).

The characteristics of the quantitative approach are outlined in Table 3.3.

**Table 3.3: Characteristics of the quantitative approach**

<b>Characteristics of the quantitative approach</b>
<b>Confirms or disconfirms a hypothesis</b>
<b>Dependent on deductive reasoning</b>
<b>Variables of the study are isolated</b>
<b>Used to explain, predict or control phenomena</b>
<b>Structured guidelines must be followed</b>

Source: De Vos *et al.* (2011:64)

### **3.3.3 A comparison between the quantitative and qualitative research approach**

Whilst the researcher remains independent of what is to be researched in the quantitative research study, the qualitative researcher interacts with the participants of the study. A comparison to highlight these differences is depicted in Table 3.4.

**Table 3.4: Comparison between quantitative and qualitative research approach**

<b>Quantitative research approach</b>	<b>Qualitative research approach</b>
<b>Epistemological roots in positivism.</b>	Epistemological roots in phenomenology.
<b>Purpose is testing predictive and cause-effect hypotheses about social reality.</b>	Purpose is constructing detailed descriptions of social reality.
<b>Methods utilise deductive logic.</b>	Methods utilise inductive knowledge.
<b>Suitable for a study of phenomena, which are conceptually and theoretically well developed; seeks to control phenomena.</b>	Suitable for a study of relatively unknown terrain; seek to understand phenomena.
<b>Concepts are converted into operational definitions; results appear in numeric form and are eventually reported in statistical language.</b>	Participants' natural language is used in order to come to a genuine understanding of their world.
<b>The research design is standardised according to a fixed procedure and can be replicated.</b>	The research design is flexible and unique and evolves throughout the research process. There are no fixed steps that should be followed and design cannot be exactly replicated.
<b>Data are obtained systematically and in a standardised manner.</b>	Data sources are determined by information richness settings; types of observation are modified to enrich understanding.
<b>The unit of analysis is variables, which are atomistic (elements that form part of the whole).</b>	The unit of analysis is holistic, concentrating on the relationships between elements, contexts, etc. The whole is always more than the sum.

Source: De Vos *et al.* (2011:66)

After a careful assessment of the current research study, the suitability of both research approaches was considered and the researcher opted for a quantitative research approach. A quantitative approach was used to address the research objectives and hypotheses postulated in Chapter 1 of this study.

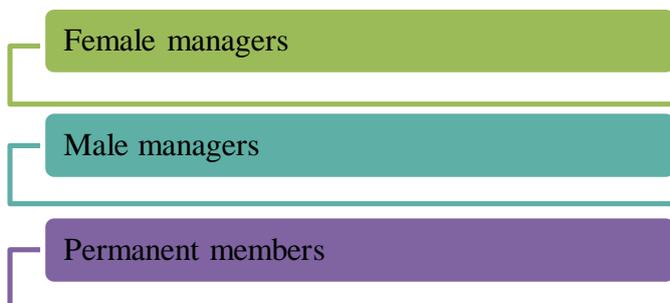
### 3.4 SAMPLING DESIGN PROCEDURE

The sampling theory implies that the researcher may be in a position to draw upon a reasonable expectation of the total population relevant to the topic of study from studying the observations of the smaller sample set of the research. The main reason for sampling is feasibility. The process of sampling involves the selection of observations whilst a sample is defined as a small portion of the total set of objects, events or persons from which a selection relevant to the study is made (De Vos *et al.* 2011:222; Babbie & Mouton 2012:164).

#### 3.4.1 Target population

A population is “the study object and consists of individuals, groups, organisations, human products and events, or the conditions to which they are exposed” (Welman, Kruger & Mitchel 2005:52). The target population is referred to as the larger group of people within an organisation (Kumar 2011:398).

In this study, the population consists of police officials who attend management courses at SAPS Academy, Thabong in the northern Free State. The current population size is 1000 (SAPS 2015/2016). This target population was chosen because it is economical and convenient for the researcher who is in close proximity to the respondents. The classification of SAPS employees that formed part of the target population is depicted in Figure 3.1.



**Figure 3.1:** Classification of SAPS employees at SAPS Academy, Thabong

Source: Own research

#### 3.4.2 Sampling frame

A sample frame is the list of units made up of a population from which the sample is selected. (De Vos *et al.* 2011:647). The sampling frame was SAPS employees who were attending management courses at SAPS Academy, Thabong in the northern Free State. The respondents were informed of the purpose of the study before they answered the questionnaire.

An alphabetical name list of these learners was obtained from the SAPS Academy, Thabong. The learner database at SAPS Academy, Thabong was used as the sampling frame.

### **3.4.3 Sampling technique**

Sampling methods can be divided into two broad categories, namely probability sampling and non-probability sampling (Daniel 2012:66). The probability sampling is a technique where participants are selected by means of a random sample from a list that contains the names of everyone in the population that the researcher is interested in studying. Each unit in the sampling frame has the same chance of being chosen to participate in the study (De Vos *et al.* 2011:391-227; Babbie & Mouton 2012:166).

In non-probability sampling, the odds of selecting a particular individual are not known and as such, the researcher does not know the population size or the members of the population (Gravetter & Forzano 2003:118). Since each unit in the sampling frame does not have the same chances of being chosen to participate in the study, the random sampling is absent as opposed to probability sampling (De Vos *et al.* 2011:390). The different methods of probability sampling and non-probability sampling are depicted in Table 3.5.

**Table 3.5: Sampling methods**

Probability sampling	Non-probability sampling
Simple random sampling	Accidental sampling
Systematic sampling	Reliance on available subjects sampling (often referred to as convenience sampling)
Stratified sampling	Judgemental sampling (often referred to as purposive sampling)
Cluster sampling	Snowball sampling
Panel sampling	Quota sampling
X	Key informant sampling
X	Dimensional sampling
X	Target sampling
X	Sequential sampling
X	Spatial sampling

Source: Babbie and Mouton (2012:166-191)

Non-probability (convenience) sampling was utilised in this research project. The researcher has easy access to the participants and opted for the convenience sampling method because it is cost-effective. Furthermore, it is difficult to research the entire membership of the SAPS within the nine provinces of South Africa.

### 3.4.4 Sample size

A sample of 234 respondents was selected from the population to partake in this study. In determining the sample size for this study, the researcher applied the recommendations made by Daniel (2012:239) as well as the sample size of previous research conducted on OJ and JS. The recommendations to be considered when deciding on the sampling size are depicted in Table 3.6

**Table 3.6: Recommendations to determine the sampling size**

Number	Recommendation
1.	Decide on the objectives of the study
2.	Consider the ethical issues relevant to the study.
3.	Determine the nature of the population required for the study
4.	Establish the availability and limitations of resources relevant to the study
5.	Consider the type of research design required for this study.
6.	Consider data analysis design relevant to the study.
7.	Adjust the sample size and finalise the sample size
8.	Make use of statistical methods
9.	Consider type of sample design relevant to the study

Source adapted from Daniel (2012:239)

The sample size of previous research conducted is reflected in Table 3.7.

**Table 3.7: Sample sizes of previous research conducted**

Year	Authors	Title	Sample Size
2007	Lambert, E.G., Hogan, N.L. and Griffin, M.L.	The impact of distributive and procedural justice on correctional staff job stress, job satisfaction and organisational commitment	160
2011	Ahmadi, F., Sheikhi, Z. and Ziaei, M.	Relationship between organisational justice and human resource productivity in public organisations of Kurdistan province	250
2012	Aslam, R., Shumaila, S., Sadaqat, S., Bilal. H. and Intizar, M.	Organisational justice as a predictor of job satisfaction among teachers - A case study on University of the Punjab Hailey College of Commerce University of the Punjab, Lahore	282

Source: Lambert *et al.* (2007:11), Aslam *et al.* (2012:8); Ahmadi *et al.* (2011:239)

The guidelines for sampling are also depicted in Table 3.8.

**Table 3.8: Guidelines for sampling**

Population size	Suggested percentage	Number of respondents
20	100%	20
30	80%	24
50	64%	32
100	45%	45
200	32%	64
500	20%	100
1000	14%	140
10 000	4.5%	450

Source: De Vos *et al.* (2011:225)

### 3.5 DATA COLLECTION METHOD AND MEASURING INSTRUMENT

A questionnaire is a document containing questions and other types of items such as statements designed to obtain relevant information for analysis in a study. The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the specific issue (Babbie & Mouton 2012:233; De Vos *et al.* 2011:186, 647). In this study, the researcher uses the self-administered questionnaire to obtain the relevant data.

#### 3.5.1 Data collection

The questionnaire consists of multiple choice, dichotomous and Likert scale questions. All questionnaires were hand-delivered to all respondents to ensure that all respondents received them on time. This method also enabled the researcher to be present to address any challenges or questions raised.

### 3.5.2 Questionnaire design

The content of the questionnaire used in this study is depicted in Table 3.9. The questionnaire consist of five sections. At each section, instructions are provided for the completion the questionnaire.

**Table 3.9: Content of questionnaire**

<b>Section</b>	<b>Information obtained</b>
<b>A</b>	This section obtains the biographical data of respondents such as follows: <ul style="list-style-type: none"><li>• Gender</li><li>• Marital status</li><li>• Age category</li><li>• Educational level</li><li>• Income category</li><li>• Length of time in the position</li></ul>
<b>B</b>	Respondents are asked questions to elicit information towards findings on PJ. This section consists of six statements.
<b>C</b>	Respondents are asked questions to elicit information towards findings on DJ. This section consists of five statements.
<b>D</b>	Respondents are asked questions to elicit information towards findings on IJ. This section consists of nine statements.
<b>E</b>	Respondents are asked questions to determine the levels of JS among employees. This section consists of six statements.

### 3.5.3 Questioning format

A seven-point Likert scale ranging from 1=strongly disagree to 7=strongly agree was used for the statements in sections B to E. Sections B to D of the questionnaire were adapted from the questionnaires used by Fernandes and Awamleh (2006:701) and Usmani and Jamal (2013:374) to measure procedural, distributive and interactional justices. Questions from Section E were adapted from the questionnaire developed by Brayfield and Rothe (1951:307).

### **3.6 PILOT TESTING**

The aim of conducting a pilot study is to detect possible errors and to identify ambiguous and unclear items (Welman & Kruger 2001:141). De Vos *et al.* (2011:236) recommend that a pilot study be done to help improve questions and procedures. The pilot study must take all diverse factors of the data collection process into consideration. It must enact the actual roll out procedure of the entire data collection process, only on a smaller scale. The pilot study is a process for testing and validating the instrument by administering it to a small group of respondents. These respondents must not participate in the main study (De Vos *et al.* 2011:238; Creswell 2013:165).

The researcher complied with the above process in this study. After the questionnaire was formulated, a pilot study was undertaken to determine the reliability of the questionnaire for the study. The researcher made use of the practice and knowledge gained during the pilot study to assess the strengths and weaknesses of the data collection process. In this way, the researcher became familiar with the way to enter the research site and the process involved in administering the questionnaire.

In view of the abovementioned recommendations, a pilot study was conducted. The questionnaire was distributed to 45 SAPS employees who were undergoing management training at SAPS Academy, Thabong to check for suitability of questions and whether the questions measure the relevant constructs in the study. Only 42 questionnaires were returned. Minor modifications were made to the original questionnaire, for example, supervisor replaced the word manager, as supervisor is more appropriate to the SAPS.

The researcher only proceeded to the next stage of the study once the pilot study had been completed and the study leader expressed satisfaction with the results of the pilot study. The reliability of the questionnaire was also assessed by the computation of Cronbach alpha coefficient for sections B, C, D and E. The results of the pilot study are reported on in Chapter 4.

### **3.7 DATA PREPARATION**

Data preparation refers to the process of editing and coding the raw data and capturing the data. The data preparation process involves the reduction of data from unmanageable details to manageable summaries (Babbie & Mouton 2012:460). An explanation of these phases in the data preparation process follows.

### 3.7.1 Editing

Editing refers to the process of determining the completeness, consistency and readability of the data to be transferred to storage. The questionnaire was edited after completion of the pilot study and collected data was scrutinised to ensure that all questions have been answered.

### 3.7.2 Coding

Coding in content analysis involves the logic of conceptualising research data and operationalising the data into meaningful and relevant categories for data analysis and interpretation. The researcher has to reduce a variety of distinctive items of information to a restricted but relevant information (Babbie & Mouton 2012:410). Coding refers to the process whereby raw data is transformed into a standardised form suitable for computer processing and analysis (De Vos *et al.* 2011:252; Babbie & Mouton 2012:640).

Each respondent was given a number. The questionnaire was coded from 1 to 42 for the pilot test and from 1 to 234 for the final study. The questionnaire consists of five sections. Section A relates to biographical information ranging from A1 to A6. Each response was then coded according to the number of possible responses for each question. An example of the coded questionnaire is reflected in Table 3.10. Sections B, C, D and E of the questionnaire followed the similar pre-coding procedure. A set of response options were provided to each of the respondents. Further, each question and response was given a code number. The Likert scale ranging from 1=strongly disagree to 7=strongly agree to express the degree of agreement was also used.

**Table 3.10: Coded questionnaire example**

<b>A1</b>	<b>Gender</b>	Male		Female		
		1		2		
<b>A2</b>	<b>Marital status</b>	Single		Married		
		1		2		
<b>A3</b>	<b>Age category</b>	Under 25 years	25-35 years	36-45 years	46-55 years	Over 55 years
		1	2	3	4	5

### 3.7.3 Entering data

The numerical codes that were allocated through coding were entered in a Microsoft Office Excel spreadsheet. An example of the captured coding using the Microsoft Office Excel spreadsheet is reflected in Table 3.11. The format ensured compatibility with a statistical computer package. A row was allocated for each respondent and the columns represented the responses to the various questions or statements that were provided by the respondents when they completed the questionnaire.

**Table 3.11: Captured coded responses**

Question	A1	A2	A3	A4	A5	A6
1	2	1	3	1	2	2

### 3.7.4 Data cleaning

Data cleaning is an essential step in data processing. Any errors in the data processing method may result in incorrect coding. There are two types of data cleaning that may be conducted, namely possible-code cleaning and contingency cleaning. Possible-code cleaning is a specific set of attributes; for example, gender was coded 1=male and 2=female. The computer may reject any other entry except the codes 1 or 2. Contingency cleaning focuses on the specific structure of the data and may place limitations on certain responses of specific respondents; for example, only a female's response to the number of children born is accepted and should a male response be captured then the computer will reject it (Babbie & Mouton 2012:417). Possible-code cleaning was used in this study.

## 3.8 STATISTICAL ANALYSIS

Statistical analysis is an integral part of the research process. Statistics deal with the collection, analysis, interpretation and presentation of data. Quantitative methods of analysis consist of four main categories, namely descriptive, association, causation and inference (De Vos *et al.* 2011:251). These methods are depicted in Table 3.12. An explanation of the aim and specific methods of analysis are also reflected.

**Table 3.12: Categories of data analysis techniques**

Category	Aim	Methods of analysis
<b>Descriptive</b>	Describes the distribution of the sample by means of frequency, central tendency and dispersion	Univariate (the focus is on one variable)
<b>Association</b>	Assesses the association of the position of one variable with the likely position of another variable by means of correlation, analysis of variance and regression	Bivariate (a comparison of two variables)
<b>Causation</b>	Determines the relationships between variables by means of the factor analysis, path analysis and regression	Multivariate (a comparison of two or more variables)
<b>Inference</b>	Estimates the population characteristics and differences from the sample characteristics and differences by means of different types of tests of significance	Multivariate (a comparison of two or more variables)

Source: Creswell (2009:152); De Vos *et al.* (2011:121-251)

For the purpose of this study, descriptive, tests of association, causation and inferential statistics were undertaken. Descriptive statistics are used for Section A of the questionnaire and tests of association, causation and inferential statistics are used for sections B, C, D and E. Frequencies, tabulation and graphs are used to analyse the data. Factor analysis, a multivariable analysis tool, are used to reduce variables into identifiable factors and correlation analysis to establish the strength and direction of the relationship between variables and the identified dimensions, namely PJ, DJ, IJ and JS. Independent sample t-tests are utilised to establish whether significant differences between gender groups exist. Regression analysis is used to examine further the relationships among the constructs, while the data analysis is conducted with the SPSS 24.0 program.

### 3.8.1 Frequency

Frequency refers to the number of times the attributes of the variables appear within the research sample. There are two types of frequency distribution, namely simple frequency distribution and

grouped frequency distribution. Frequencies may be reflected in a variety of ways but researchers must always consider the clarity, simplicity, economy of space, order of the variables, appearance, accuracy and objectivity. The researcher is able to indicate the similarities and discrepancies of the variables (Babbie & Mouton 2012:255). The researcher may also establish whether the attributes appear evenly as well as the number of times these attributes appear (De Vos *et al.* 2011:121-177). Descriptive research design may be used to emphasise the frequency with which a specific characteristic or variable occurs in a sample. (Babbie & Mouton 2012:81). Frequencies were used to analyse Section A of the questionnaire.

### **3.8.2 Tabulation and graphs**

The packaging of the findings of the study are presented by creating visual images of the information (De Vos *et al.* 2011:418). The findings of the study are presented in tables, graphs and statistical summaries (Welman & Kruger 2000:225). The findings are reported on in Chapter 4 of the study.

### **3.8.3 Exploratory factor analysis**

Exploratory factor analysis is used to determine the general factors that exist within a set of concrete observations. It uses an algebraic method to define these factors (Babbie & Mouton 2012:642). Factor analysis highlights the patterns amongst the disparities in values of numerous variables.

### **3.8.4 Correlation analysis**

Correlation analysis measures the strength and direction of the relationship between two or more variables and it signifies the relationship between two or more variables. Correlation means that a change in the value of one variable is related to the change in the other variable and denoted by the use of  $r$ . The values of  $r$  range from -1 to +1 (De Vos *et al.* 2011:268-275). The interpretation of the correlation analysis is reflected in Table 3.13.

**Table 3.13: Correlation analysis interpretation**

<b>Value</b>	<b>Interpretation</b>
<b><math>r = +1</math></b>	A perfect positive linear relationship
<b><math>r = -1</math></b>	A perfect negative linear relationship
<b><math>r = 0</math></b>	No linear relation
<b><math>r = \text{closer to the value of } +1</math></b>	Strong positive linear relationship
<b><math>r = \text{closer to the value of } -1</math></b>	Strong negative linear relationship
<b><math>r = \text{further from the value of } +1</math></b>	Weak positive linear relationship
<b><math>r = \text{further from the value of } -1</math></b>	Weak negative linear relationship

Source: Babbie *et al.* (2012:464)

Correlations were computed to examine the nature of the relationship between PJ and JS, DJ and JS, as well as IJ and JS.

### **3.8.5 Test of statistical significance**

The t-test is used for testing the hypotheses related to the mean values, analysis of variance, tests for determining the significance of the regression and correlation coefficients.

### **3.8.6 Regression analysis**

Regression analysis is a method of data analysis that uses a formula to represent the relationship among the variables in the form of an equation; hence, regression analysis is also known as the regression equation (Babbie & Mouton 2012:646). The formula is  $Y = f(X)$  and the values of Y are explained in terms of the variations of X. It may also be that X determines the value of Y (Babbie & Mouton 2012:464).

In this study, regression analysis was done for sections B, C, D and E. Regression analysis was used to identify any relationship between PJ, DJ, IJ and JS. The results of the statistical analysis are reported on in Chapter 4 of the study.

### **3.9 RELIABILITY**

Reliability in a research process deals with consistency of measurement. It also includes the extent to which the observations made by the researcher could be the same as those made by another independent researcher (Welman & Kruger 1999:143). Denscombe (2002:100) explains that reliability evaluates the data collection methods and techniques that were used in the research. Babbie (2004:143) elaborates that clarity, specificity and practice, prevent unreliability.

Many methods exist to deal with reliability, namely the test-retest method, the split-half method, using established measures and the reliability of research. The test-retest method encourages the repetition of the measurement procedure. The same results should be obtained proving the issue of reliability. The equivalent reliability approach involves two equivalent forms of the scale to measure the same respondent at two different times using the alternate forms. Lastly, the internal consistency approach uses one measurement instrument through different samples. It consists of two types of measurement, which are split-half method and Cronbach's alpha coefficient. The split-half method encourages the researcher to include more than one measurement of any subtle prejudice or alienation. The most commonly used reliability measure is Cronbach's alpha coefficient.

The Cronbach alpha coefficient is a reliability measurement. This coefficient ranges between values of zero and one and values closer to one (0.70 and above) generally indicate a highly reliable scale (De Vos *et al.* 2011:177-178). The Cronbach alpha coefficient was used to assess the reliability of the measuring instrument for sections B to E of the questionnaire.

### **3.10 VALIDITY**

Validity refers to the integrity, the application of the methods undertaken and the precision in which the findings accurately reflect the data collected (Noble & Smith 2018:34). Golafshani (2003:599) explains that validity establishes whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure. Leedy and Ormrod (2014:91) also explain validity as the extent a measurement instrument measures what it is intended to measure. The measurement instrument can take different forms. Content, predictive and construct validity were used to measure validity in the current study. A description of each validity measure is depicted in Table 3.14.

**Table 3.14: Validity measures**

Validity Measures	Description	Application
<b>Content validity</b>	The degree to which the instrument measures content of the relevant construct that it is intended to measure whilst face validity refers to the degree to which the instrument appears to measure what it supposed to measure.	A review of relevant literature was undertaken to see how other researchers have measured the concept and different sources of evidence was used. Subject experts and supervisors scrutinised the questionnaire for face validity.
<b>Criterion-oriented (often referred to as predictive validity)</b>	Consist of two aspects, namely criterion and prediction. It refers to the empirical check on the value of the test. A comparison is drawn between the expected future performance, which is based on the score revealed by the current study and the score obtained with the performance. The performance score is termed criterion, whilst the current score is termed prediction.	The study used regression analysis to assess the predictive validity of the scale.
<b>Construct validity</b>	The degree to which a test measures an intended hypothetical construct	Construct validity was undertaken by pilot testing the questionnaire.

Source: Kumar (2005:155); De Vos *et al.* (2011:173-174); Babbie and Mouton (2012:123-383); Clow *et al.* (2014:270)

Content validity, predictive validity and the pilot test (construct validity) results are reported on in Chapter 4 of the study.

### **3.11 ETHICAL CONSIDERATIONS**

When researchers write about ideas, suggestions and experiences, they need to protect their participants. Researchers must develop trust between themselves and their respondents to promote the integrity of the research as well as guard against any misconduct and impropriety (Creswell

2009:88). When the research was theorised during the planning stage of the study, the researcher was aware of the ethical issues that may arise. In this research, data were collected from people who had sensitive information regarding their perceived employment conditions within the SAPS. There are four categories of ethical issues in research, namely protection from harm, informed consent, right to privacy and honesty with professional colleagues (Mouton 2001:238; Leedy & Ormrod 2005:143). The researcher familiarised herself with all these aspects to ensure that this research is conducted in an ethical manner. The following ethical issues were taken into account for the study:

- The researcher obtained written approval, as indicated in the SAPS Instruction 1/2006, before commencing with this research.
- Interview participants' consent was first obtained prior to proceeding with the interview. Ethical issues were discussed with the participants upon obtaining their consent prior to the commencement of the interview and an informed letter of consent was drawn up and completed. The researcher protected all participants from harm by not exposing them to any undue physical or psychological harm. None of the participants' names were made public during the research to ensure they stayed anonymous and to respect their privacy. During the interviews, their names were not requested at any stage. The interview participants' details were not revealed and each participant's results were not discussed with other participants; all answers were used only for research purposes. The confidentiality of the interviews was maintained and the participants' privacy respected.
- The researcher ensured that the acknowledgement was given to all content that belongs to other authors and researchers.
- The research was conducted with integrity and objectivity. All data were recorded and nothing was fabricated.
- Respondents volunteered to participate in the study.
- Respondents were informed of the purpose of the study
- No harm was brought to any respondents to the study
- Confidentiality of responses by research respondents was upheld.

An application was compiled and forwarded to the SAPS head office for approval to conduct the interviews prior to commencing with this research. Mouton (2001:238) states that the ethics of science concerns obtaining permission from the gatekeeper of the research site before conducting the study. The SAPS instruction 1/2006 reflects a specific procedure to be followed for members

who conduct research within the organisation. The respondents were respected during the interview process. The respondents voluntarily agreed to participate in the study (Clough & Nutbrown 2012:186-187). Approval was granted and is attached as Annexure A.

### **3.12 CONCLUSION**

In this chapter, the research design and methodology implemented in the study was discussed. The study design, the research approach, the procedure of the sampling design as well as the data collection method was explained. A discussion on the measures used to ensure reliability and validity is also included. Statistical analysis and its components were also outlined. The chapter ends with a discussion on the ethical issues considered during the research project.

The next chapter, Chapter 4, covers the statistical analysis, interpretation of the results and comprehensive evaluation of the research findings.

## **CHAPTER 4**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 INTRODUCTION**

Chapter 3 of the dissertation outlines the research design and methodology implemented in the study. The study design, the research approach, the procedure of the sampling design as well as the data collection method and instrument are described. The application thereof is also explained. Furthermore, the steps completed to ensure reliability and validity of the study are explained as well as the procedures used to collect, capture, process and analyse the data are discussed. The chapter ends with a discussion on the ethical issues.

This chapter discusses the data analysis conducted as well as the findings of the study. The results of the pilot study, descriptive statistics of the sample, factor analysis, correlation analysis and regression analysis are explained and presented. Prior to the main study, a pilot study was conducted and the following section represents the results of the pilot study. The results of the pilot and the main study are presented in the form of tables, graphs and statistical summaries.

#### **4.2 PILOT STUDY RESULTS**

The pilot study is a process that enacts the actual data-collection procedure for testing and validating the research questionnaire by administering it to a small group of respondents who do not form part of the main study (Creswell 2013:165). The reliability of the questionnaire was tested by conducting a pilot sample of 42 respondents in order to enhance the trustworthiness of the questionnaire. The internal consistency was further assessed by the computation of Cronbach alpha coefficient for sections B, C, D and E. Two items were deleted because they reported low item-to-total correlations ( $<0.50$ ). The results obtained are depicted in Table 4.1.

**Table 4.1: Reliability statistics of the questionnaire: Sections B, C, D and E**

Sections of questionnaire	Sample size	No of items in the scale	No of items deleted	Cronbach's alpha
Section B: Procedural justice	42	6	1	0.877
Section C: Distributive justice	42	5	1	0.846
Section D: Interactional justice	42	9	-	0.983
Section E: Job satisfaction	42	6	-	0.921

The resultant coefficient alphas indicated that the scale items performed adequately in capturing the elements of the perceptions of employees towards PJ, DJ, IJ and JS. Cronbach's alpha values for the individual scales ranged from 0.846 to 0.983.

### **4.3 MAIN STUDY RESULTS**

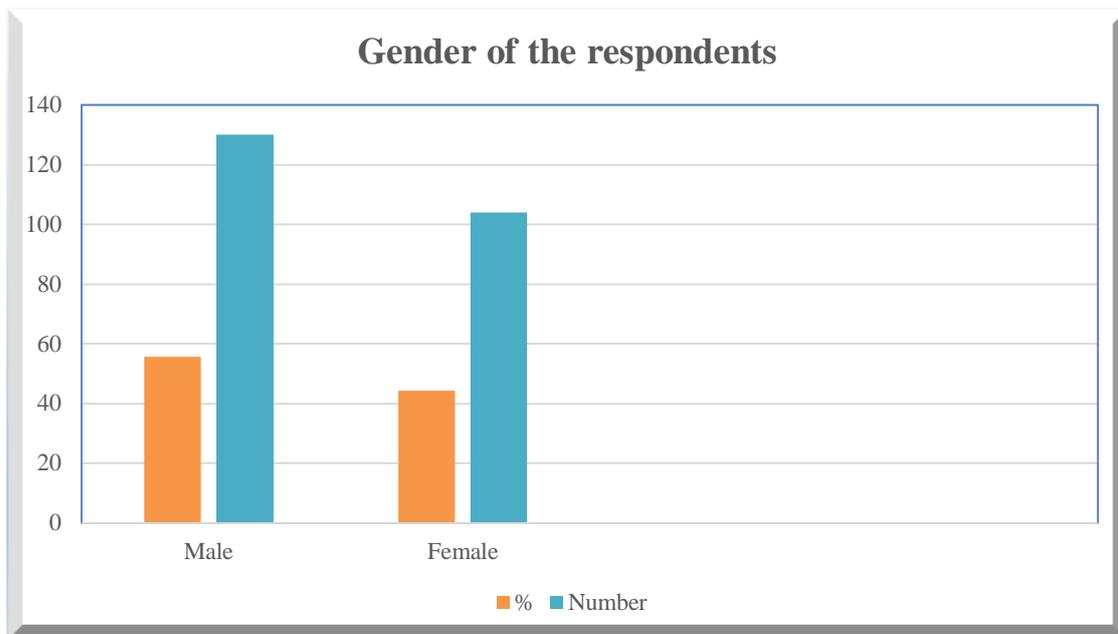
The questionnaire in the study was distributed to 250 employees who were attending management courses at SAPS Academy, Thabong in the northern Free State. The respondents were informed of the purpose of the study before completing the questionnaire. Only 234 questionnaires were returned, representing a response rate 93.6 percent. The next section presents the results of the descriptive statistics obtained from Section A.

### **4.4 DESCRIPTIVE STAISTICS**

Descriptive statistics are used to analyse the data gathered through Section A: Demographic profile of the questionnaire. Frequencies, tabulation, graphs and statistical summaries are used to analyse the data of Section A. The purpose of Section A was to find out a little more about the characteristics of the respondents. An analysis of Section A is discussed below.

#### **4.4.1 Gender of the respondents**

Respondents were requested to furnish their gender. Figure 4.1 depicts the distribution and composition of the sample in terms of gender.

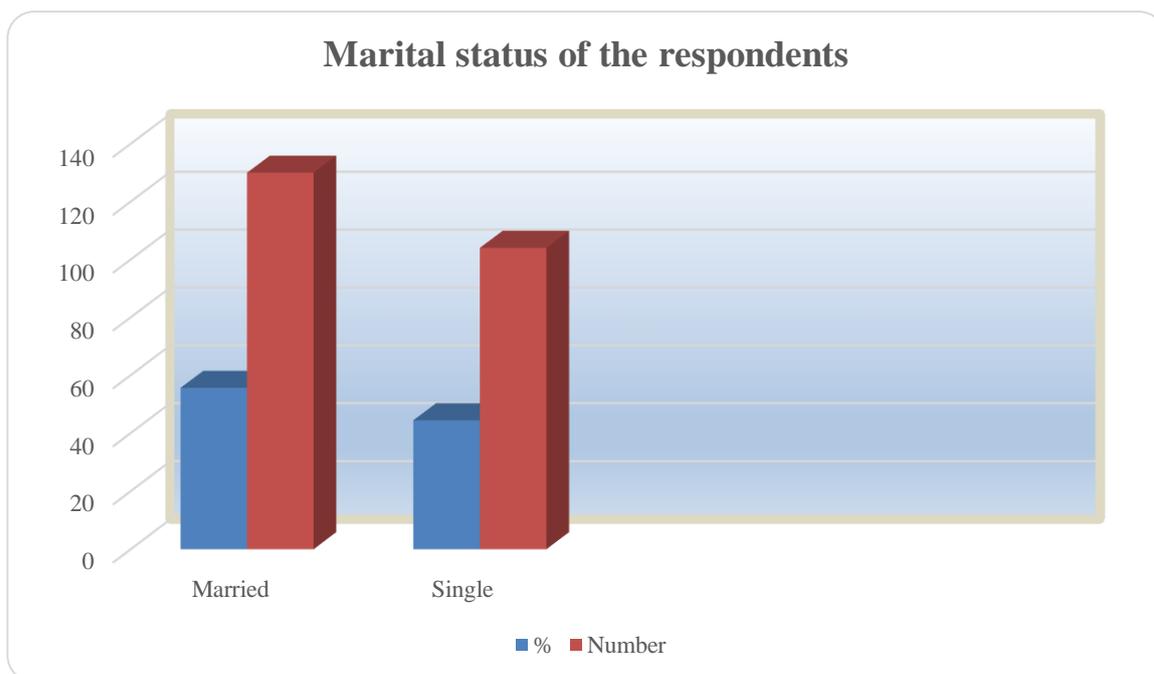


**Figure 4.1: Gender of the respondents**

Figure 4.1 shows that there were more male respondents (55.6%; n=130) who participated in the study in comparison to female respondents (44.4%; n=104).

#### 4.4.2 Marital status of the respondents

Respondents were requested to furnish their marital status. Figure 4.2, depicts the distribution of the sample in terms of marital status.

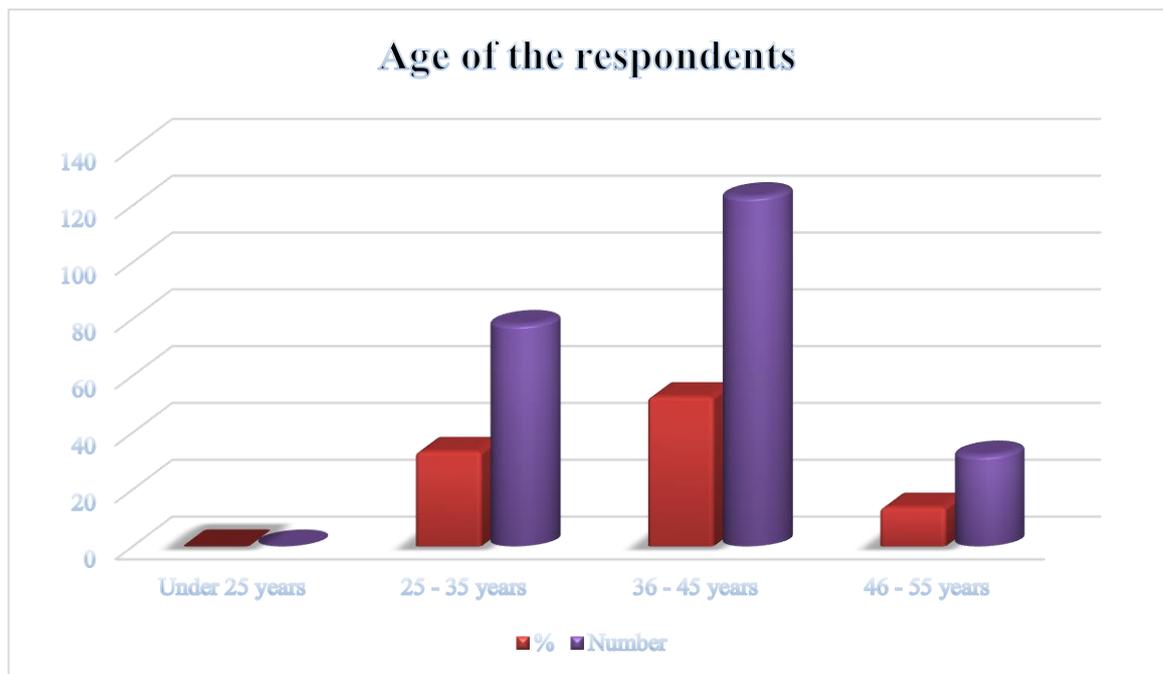


**Figure 4.2: Marital status of the respondents**

Figure 4.2 indicates that there were more married respondents (53%; n=124) who participated in the study in comparison to single respondents (47%; n=110).

#### 4.4.3 Age of the respondents

Respondents were requested to provide information on their age. Figure 4.3 depicts the age of the respondents who participated in the study.

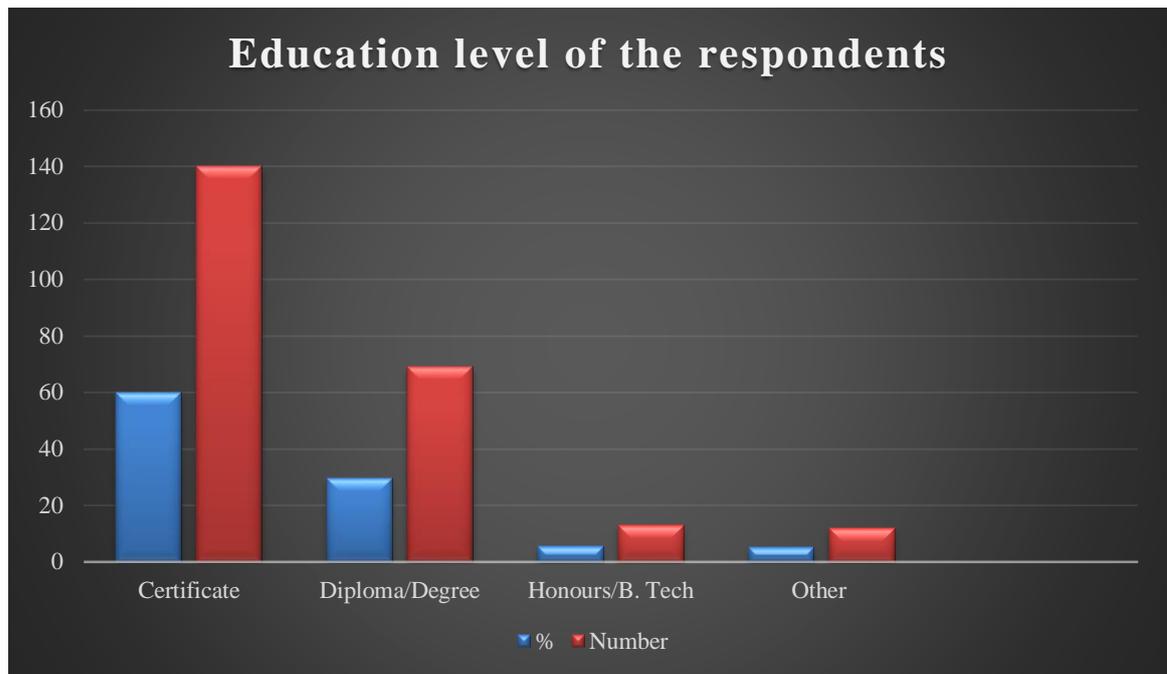


**Figure 4.3: Age of the respondents**

The majority of the respondents were between the ages of 36 and 45 (52.6 %; n=123), followed by those respondents who were between the ages of 25 and 35 (33.3%; n=78), those who were between the ages of 46-55 (13.7%; n=32) and those who were over 55 years of age (4%; n=1).

#### 4.4.4 Education levels of the respondents

Respondents were asked to furnish information on their education level. Figure 4.4, depicts the education level of the respondents who participated in the study.

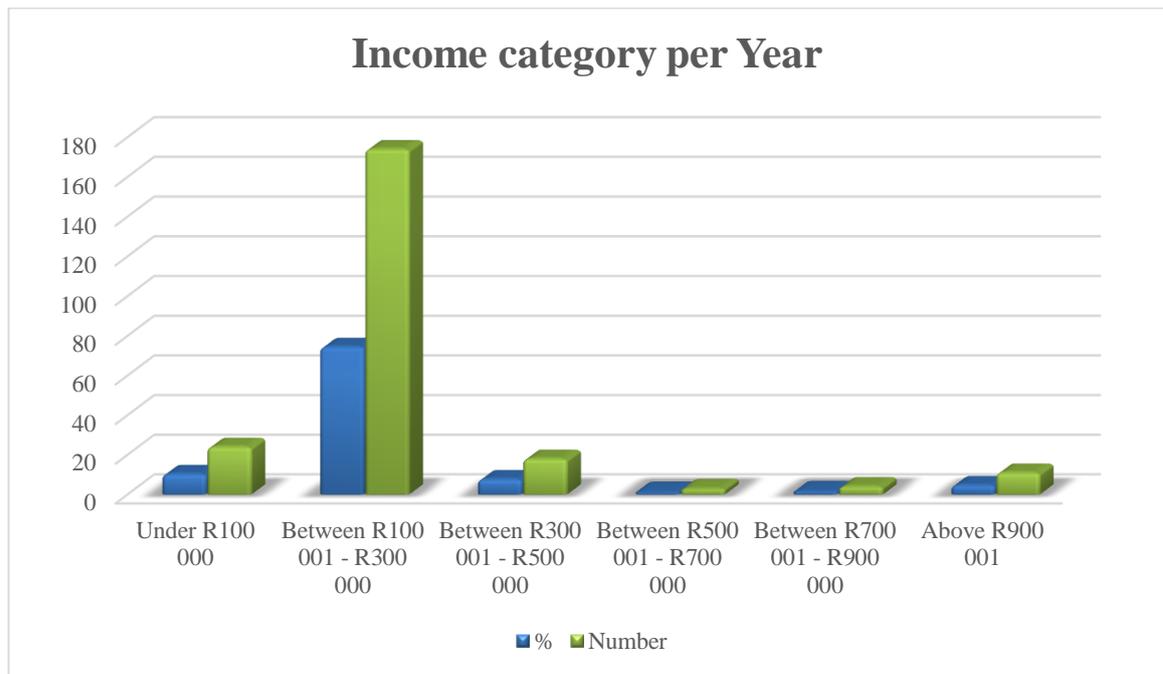


**Figure 4.4: Education level of respondents**

The majority of the respondents were in possession of a certificate (50.9%; n=115), followed by those who were in possession of a diploma or degree (29.5%; n=69), those who were in possession of an honours or B-Tech qualification (5.6%; n=13) and those who have other qualifications (5.1%; n=12).

#### **4.4.5 Income category of the respondents**

Respondents were asked to provide information on their income category per year. Figure 4.5 illustrates the income category of the respondents who participated in the study.

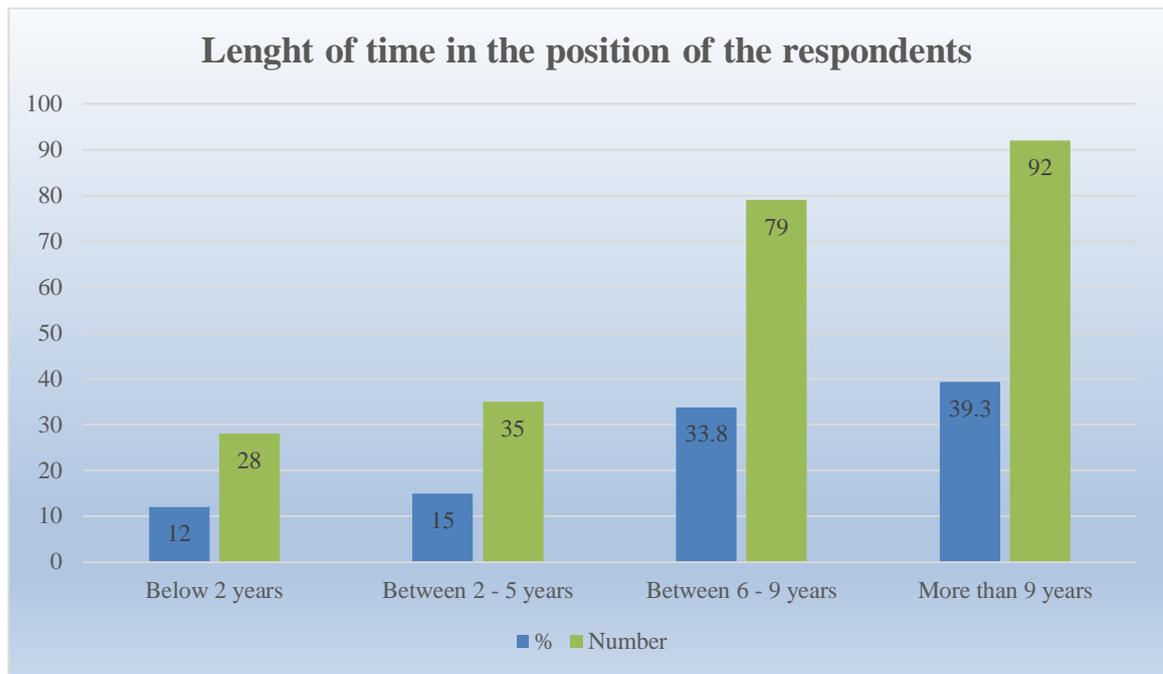


**Figure 4.5: Income category per year of respondents**

The majority of respondents earned a yearly income of between R100 001-R300 000 (74.4%; n=174), followed by those who earned less than R100 000 (10.3%; n=24), those who earned between R300 001-R500 000 (7.7%; n=18), followed by those who earned above R900 001 (4.7%; n=11), those who earned between R700 001-R900 000 (1.7%; n=4) and those who earned between R500 001 – R700 000, (1.3%; n=3).

#### **4.4.6 Length of time in position**

Respondents were asked to provide information based on the length of time in their current position. Figure 4.6 illustrates the length of time in the position of the respondents who participated in the study.



**Figure 4.6: Length of time in the position of the respondents**

The majority of respondents have been in the same position for more than nine years (39.3%; n=92) followed by those who were between six to nine years in one position (33.8%; n=79), those who were between two to five years (15%; n=35) and less than two years (12%; n=28) in one position.

#### **4.5 FACTOR ANALYSIS**

Factor analysis was performed on the dimensions of PJ, DJ and IJ in order to ensure that the items in fact load onto the respective dimensions. Two primary tests were used to assess the suitability of the data for factor analysis. These tests are the Kaiser-Meyer Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity. A KMO index range from zero to one, with a value >0.50 is considered suitable for factor analysis (Williams, Brown & Osman 2010:5). The Bartlett's test of sphericity should be significant ( $p < 0.05$ ) for factor analysis to be suitable. The KMO measure of sampling adequacy for sections B to D was satisfactory as the KMO index was >0.05 and the Bartlett's test of sphericity was significant at  $p < 0.05$ , which indicates that the data set was suitable for factor analysis. These results are reported in Table 4.2.

**Table 4.2: KMO and Bartlett's tests**

Kaiser-Meyer-Olkin measure of sampling adequacy		.929
Bartlett's test of sphericity	Approx. chi-square	3008.947
	df	153
	Sig.	.000

The principal components analysis with varimax rotation was selected because it transforms a set of variables into a new set of combined variables, which assists in the interpretation of the extracted dimensions (Malhotra & Birks 2003). The extraction of factors used for this study was determined through the computation of the percentage of variance extracted and eigenvalues. These results are reported in Table 4.3.

Eigenvalues indicate the amount of variance explained by each principal component, which are the weights that could be used to calculate factor score. Only components with an eigenvalue greater than 1.00 are retained. According to this criterion, three factors were extracted. The percentage of variance and eigenvalues extraction for each section is reported in Table 4.3.

**Table 4.3: Total variance explained**

Component	Initial Eigenvalues			Extraction sums of squared loadings	
	Total	% of variance	Cumulative %	Total	% of variance
1	9.116	50.645	50.645	9.116	50.645
2	1.965	10.917	61.562	1.965	10.917
3	1.102	6.121	67.683	1.102	6.121

For the main survey, factor loadings of 0.50 and more were considered significant. Two items were dropped (B1 and C1) because they reflected low factor loadings. The analysis in the foregoing section (Table 4.3) provides an exposition of the study constructs and their factor structures. Note that factor analysis was not performed on the JS dimension as a uni-dimensional questionnaire was used.

**Table 4.4: Rotated component matrix**

Variables	Components		
	Interactional justice	Procedural justice	Distributive justice
<b>B2</b>	.332	<b>.755</b>	.081
<b>B3</b>	.301	<b>.793</b>	.100
<b>B4</b>	.453	<b>.715</b>	.143
<b>B5</b>	.376	<b>.696</b>	.130
<b>B6</b>	.374	<b>.546</b>	.256
<b>C2</b>	.093	-.071	<b>.747</b>
<b>C3</b>	.062	.217	<b>.735</b>
<b>C4</b>	.201	.087	<b>.780</b>
<b>C5</b>	.175	.238	<b>.746</b>
<b>D1</b>	<b>.758</b>	.268	.130
<b>D2</b>	<b>.786</b>	.315	.098
<b>D3</b>	<b>.649</b>	.189	.276
<b>D4</b>	<b>.766</b>	.421	.093
<b>D5</b>	<b>.827</b>	.287	.095
<b>D6</b>	<b>.796</b>	.312	.135
<b>D7</b>	<b>.842</b>	.246	.096
<b>D8</b>	<b>.744</b>	.349	.201
<b>D9</b>	<b>.755</b>	.316	.197
Extraction method: Principal component analysis. Rotation method: Varimax with Kaiser Normalisation			
Rotation converged in four iterations.			

## 4.6 CORRELATION ANALYSIS

The Pearson correlation coefficient was used to respond to the empirical objectives compiled in Chapter 1 of this study.

- To establish the relationship between PJ and JS among employees of the SAPS Academy, Thabong
- To establish the relationship between DJ and JS among employees of the SAPS Academy, Thabong
- To establish the relationship between IJ and JS among employees of the SAPS Academy, Thabong

A correlation matrix was created to demonstrate the strength of relationship among the constructs measured in the questionnaire. Table 4.5 depicts the correlations amongst constructs in the study.

**Table 4.5: Correlation amongst constructs**

Construct's		PJ	DJ	IJ	JS
PJ	Pearson Correlation	1	.373**	.751**	.601**
	Sig. (2-tailed)		.000	.000	.000
	N	234	234	234	234
DJ	Pearson Correlation	.373**	1	.382**	.609**
	Sig. (2-tailed)	.000		.000	.000
	N	234	234	234	234
IJ	Pearson Correlation	.751**	.382**	1	.723**
	Sig. (2-tailed)	.000	.000		.000
	N	234	234	234	234
JS	Pearson Correlation	.601**	.609**	.723**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	234	234	234	234

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

#### 4.6.1 The correlation between procedural justice and distributive justice

Low correlations exist between PJ and DJ ( $r = 0.373$ ;  $p < 0.000$ ). The weak correlation reflects that when the respondents perceive fairness of the decision-making processes they will not necessarily perceive fairness in respect of the allocation of resources. This finding resonates with the findings of Farmer *et al.* (2003: 382) affirming that PJ has a low correlation with DJ ( $r = 0.36$ ;  $p < 0.01$ ). A possible explanation for this finding may be that within the SAPS, procedures are often not as visible as the actual outcome. Employees are more satisfied when they feel they are rewarded fairly for the work they have done by making sure these rewards were for genuine contributions to the organisation and consistent with the reward policies (Al-Zu'bi 2010:102).

#### **4.6.2 The correlation between procedural justice and interactional justice**

PJ is positively associated with IJ ( $r= 0.751$ ;  $p<0.000$ ). The significant correlation reflects that when the respondents perceive fairness of the decision-making processes between PJ and IJ, they will perceive the treatment that an employee receives when they are given explanations for the decisions made as fair as well. Cropanzano *et al.* (2001:6) reveal that IJ is conceptually close to PJ due to the process/outcome dichotomy where interpersonal treatment is viewed as a contributor to PJ. It is important that employees must be treated with politeness, dignity and respect by seniors within an organisation as this will impact on the outcome (Abasi, Mohammadipour & Aidi 2014:133).

#### **4.6.3 The correlation between procedural justice and job satisfaction**

Positive correlations exist between PJ and JS ( $r=.601$ ;  $p<0.000$ ). This indicates that should the respondents perceive fairness relating to the decision-making processes they will experience greater JS. This is concurrent with the findings by Farmer *et al.* (2003: 383) affirming that PJ is strongly related to JS.

#### **4.6.4 The correlation between distributive justice and interactional justice**

DJ is positively associated with IJ, indicating a low correlation ( $r= 0.382$ ;  $p<0.000$ ). This specifies that should the respondents perceive fairness in respect of the distribution of resources; the employees will not necessarily experience fairness in respect of the treatment that employees receive when management makes decisions concerning their jobs. All dimensions of organisational justice were also positively correlated with JS. Karimi, Alipour, Pour, Azizi (2013:1150) posit that employees are satisfied when organisation are fair with regard to the treatment of employees. Employees are inclined to show more positive attitudes and behaviours such as JS when employees are treated fairly by the organisation in every aspect, as in the case of distributive and IJ.

#### **4.6.5 The correlation between distributive justice and job satisfaction**

Positive correlations exist between DJ and JS, indicating a substantial correlation ( $r=0.609$ ;  $p<0.000$ ). This means that the respondents who perceive fairness relating to the distribution of resources within the organisation will experience greater JS. Farmer *et al.* (2003:383) affirm that DJ is strongly related to JS.

#### **4.6.6 The correlations between interactional justice and job satisfaction**

Positive correlations were found to exist between IJ and JS, indicating a significant correlation ( $r=0.723$ ;  $p<0.000$ ). The positive correlation reflects that when the respondents perceive the treatment that an employee receives when they are given explanations for the decisions made within the organisation as fair, their JS levels will increase. This is concurrent with the findings of Al-Zu'bi (2010:105) who state that IJ perceived by employees has a significant affect on JS.

#### **4.7 MEANS ANALYSIS**

A means analysis was conducted in this study and the results are discussed in the next sub-sections. The means of sections B to E of the questionnaire were analysed. The purpose of the mean scores was to assess the perceptions of the police officials who attended management courses at SAPS Academy, Thabong in the northern Free State in respect of PJ, DJ, IJ and JS.

##### **4.7.1 Section B: Procedural justice**

Section B of the questionnaire deals with employees' perceptions towards PJ. Table 4.6 provides an overview of the mean scores of this section. The means of the various items that formed part of this section, which was used to assess the level of employee's perceptions towards PJ. The mean scores for Section B ranged from 4.06 to 4.71. The lowest mean score reported was 4.06 for item B6 (employees are allowed to challenge or appeal job decisions made by their supervisors). The respondents indicated that their supervisor makes sure that all employee concerns are heard before job decisions are made, they clarify decisions and provide additional information when requested by employees. The respondents also indicated that they are allowed to challenge or appeal job decisions made by their supervisors. On the Likert scale of one to seven, the means scores indicated that the respondents were not in strong disagreement nor in strong agreement with any of the items in Section B but rather reflected neutral levels of satisfaction towards the application of PJ.

**Table 4.6: Overview of the mean scores for Section B: Procedural justice**

Item	Description	N	Min	Max	Mean	Std. Dev.
B2	My supervisor makes sure that all employee concerns are heard before job decisions are made.	234	1	7	4.27	2.137
B3	To make job decisions, my supervisor collects accurate and complete information.	234	1	7	4.47	1.992
B4	My supervisor clarifies decisions and provides additional information when requested by employees.	234	1	7	4.71	1.944
B5	All job-related decisions are applied consistently to all affected employees.	234	1	7	4.47	2.007
B6	Employees are allowed to challenge or appeal job decisions made by their supervisors.	234	1	7	4.06	2.143

*Scale denotation: Likert scale: 1= Strongly disagree to 7 = Strongly agree*

#### 4.7.2 Section C: Distributive justice

Table 4.7 provides an overview of the mean scores of the DJ. The employee's perception towards DJ is dealt within Section C of the questionnaire. The mean scores for Section C ranged from 2.76 to 4.21. The low mean score for item C2 (Mean= 3.52) (I think that my pay is fair) and C4 (Mean =2.97) (Overall the rewards I receive are quite fair) indicates that the majority of respondents partially disagreed that the statements that the salary they receive is fair as well as that the overall rewards received is fair. The finding of the current study is similar to that of Parvin and Kabir (2011:118) who state that pay influences JS. The mean scores for items C3 (I consider my workload to be quite fair) and C5 (I feel that my job responsibilities are fair) ranged from 4.07 to 4.21, respectively and indicates that the respondents were in neutral that their workload and their job responsibilities were reasonable.

The distribution of outcomes may occur on the basis of equality, need or contribution of individual employees. These employees will determine the fairness of distribution by comparing the distribution with other employees within the organisation (Al-Zu'bi 2010:103). Employees who

show positive attitudes toward their workload and job responsibilities indicated that they are satisfied with DJ within the organisation (Al-Zu'bi 2010:105). The results of Friedman's ranking test relating to the variable of OJ revealed that the most important indicator of OJ is the item "I consider my workload to be fair" (Karimi, *et al.* 2013:1154).

**Table 4.7: Overview of the mean scores for Section C: Distributive justice**

Item	Description	N	Min	Max	Mean	Std. Dev.
C2	I think that my pay is fair	234	1	7	2.76	1.953
C3	I consider my work load to be quite fair	234	1	7	4.07	2.012
C4	Overall the rewards I receive are quite fair	234	1	7	2.97	1.928
C5	I feel that my job responsibilities are quite fair	234	1	7	4.21	2.010
<i>Scale denotation: Likert scale: 1= Strongly disagree to 7 = Strongly agree</i>						

#### 4.7.3 Section D: Interactional justice

Table 4.8, provides an overview of the mean scores of the IJ scale.

**Table 4.8: Overview of the mean scores for Section D: Interactional justice**

Item	Descriptive	N	Min	Max	Mean	Std dev
<b>D1</b>	When job decisions are made about my job, management treats me with kindness and consideration	234	1	7	4.35	2.040
<b>D2</b>	When decisions are made about my job, management treats me with respect and dignity	234	1	7	4.61	1.952
<b>D3</b>	When decisions are made about my job, management is sensitive to my personal needs	234	1	7	3.93	2.008
<b>D4</b>	When decisions are made about my job, management deals with me in a truthful manner	234	1	7	4.42	1.964
<b>D5</b>	When decisions are made about my job, management shows concern for my rights as an employee	234	1	7	4.26	2.066
<b>D6</b>	Concerning decisions about my job, management discusses implications of the decisions with me	234	1	7	4.12	2.040
<b>D7</b>	Management offers adequate explanations for decisions about my job	234	1	7	4.03	1.963
<b>D8</b>	When decisions are made about my job, management offers explanations that makes sense to me	234	1	7	4.18	2.020
<b>D9</b>	Management explains clearly any decisions about my job	234	1	7	4.46	2.026
<i>Scale denotation: Likert scale: 1 = Strongly disagree to 7 = Strongly agree</i>						

The mean scores for the IJ scale ranged from 3.93 to 4.61. The lowest mean score reported was 3.93 for item D3 (When decisions are made about my job, management is sensitive to my personal needs), followed by D7 (Management offers adequate explanations for decisions about my job)

with a mean score of 4.03 and D6 (Concerning decisions about my job, management discusses implications of the decisions with me) with a mean score of 4.12. These mean scores reflect that the majority of respondents were neutral in their responses that management make decisions that consider the personal needs of employees, provide acceptable explanations relating to job decisions of employees and discuss the implications of job decisions with affected employees. Items D8 (When decisions are made about my job, management offers explanations that makes sense to me), D5 (When decisions are made about my job, management shows concern for my rights as an employee) and D1 (When job decisions are made about my job, management treats me with kindness and consideration) reflect a means score of 4.18, 4.26 and 4.35 respectively, which also indicate neutral responses. The means scores for items D3, D7 and D6 (as indicated above) reflect values ranging from 3.93 to 4.12 and also reflects neutral responses regarding respondent's perception of the decision making explanations of management, the concern for employee rights and management treatment of employees by showing kindness and consideration.

The remaining items, namely D4 (mean= 4.42) (When decisions are made about my job, management deals with me in a truthful manner), D9 (mean= 4.46) (Management explains clearly any decisions about my job) and D2 (mean= 4.61) (When decisions are made about my job, management treats me with respect and dignity) reported neutral responses. The conduct of management during their interaction with employees impacts on the employee's JS levels. The better the relationship between the supervisor and the employee, the better the employee's levels of JS (Pillai, Schriesheim & Williams 1999:905).

#### **4.7.4 Section E: Job satisfaction**

Table 4.9 provides an overview of the mean scores of the JS scale. The means reported for this section ranged from 3.03 to 5.02. Item E3 (Most people in this organisation are highly satisfied with their jobs) reported the lowest mean score. This indicated that the respondents disagreed that most people were highly satisfied with their jobs. Item E5 (I am satisfied with the way my pay compares with that for similar jobs in other firms received a score of 3.29. This means that the respondents disagree that the pay they receive is consistent with those paid by other organisations. A mean score of 4.06 was reported for item E4 (I am satisfied with the recognition I get for the work I do) indicating that the respondents were neutral regarding the levels of recognition given to them for the work that they perform.

Item E2 (I find that my opinions are respected at work) reflected a score of 4.30, which is also an indication that the majority of respondents were neutral in their responses that their opinions are respected and considered, giving them a sense of purpose and belonging.

Parvin and Kabir (2011:119) indicate that employees' relationship with their managers influences the employees JS levels. The greater the amount of time a manager spends on furnishing his or her attention to the rights, the duties, the needs and consequences of the decisions of employees, the greater the JS. This also includes treating employees with honesty, with respect and trust in any interactions (Karimi *et al.* 2013:1155).

**Table 4 9: Overview of the mean scores for Section E: Job satisfaction**

Item	Descriptive	N	Min	Max	Mean	Std dev
E1	In general, I am satisfied with my job	234	1	7	5.02	1.851
E2	I find that my opinions are respected at work	234	1	7	4.30	2.077
E3	Most people in this organisation are highly satisfied with their jobs	234	1	7	3.03	1.916
E4	I am satisfied with the recognition I get for the work I do	234	1	7	4.06	2.246
E5	I am satisfied with the way my pay compares with that for similar jobs in other firms	234	1	7	3.29	2.167
E6	I am satisfied with the personal relationship between my supervisor and his/her employees	234	1	7	4.38	2.150

*Scale denotation: Likert scale: 1= Strongly disagree to 7= Strongly agree*

#### 4.8 REGRESSION ANALYSIS

A regression analysis assumes the relationship between two variables is systematic, therefore, may be depicted mathematically (Bless, Higson-Smith & Sithole 2014:319). The aim of regression is to predict the variations of one variable based on the knowledge of the other variable (Bless *et al.* 2014:319). The OJ dimensions of PJ, DJ and IJ were entered into the regression model as independent variables with JS being the dependent variable. Regression analysis was executed to examine whether the independent variables, PJ, DJ and IJ predict the dependent variable of JS.

The regression analysis concerning the dimensions of OJ and JS is depicted in Table 4.10. OJ, PJ and IJ explained approximately 65 percent ( $R^2 = 0.649$ ) of the variance in employees JS at the SAPS Academy, Thabong. The strongest predictor of JS is IJ with the highest beta weight ( $\beta$

=.533) followed by DJ ( $\beta = .384$ ). The lowest beta weight was reported on the dimension of PJ ( $\beta = .058$ ) which was not significant. The beta weight of PJ reflects that the absence of PJ may not impact on JS. A possible explanation for this finding may be that the respondents are less concerned with the fairness of procedures if the distribution of resources is fair (Raja, Sheik & Abbas 2013:17). Results presented by Aboul-Ela (2014:38) indicate a strong, significant and positive relationship between PJ and rule compliance thus providing another possible explanation that the SAPS is a compliant conditioned organisation. Officers of the SAPS are accustomed to obeying procedures within the organisation without questioning the procedure itself.

**Table 4.10: Regression analysis between dimensions of organisational justice and job satisfaction**

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.321	.194		1.655	.099
Procedural justice	.054	.056	.058	.973	.331
Distributive justice	.389	.043	.384	9.047	.000*
Interactional justice	.490	.055	.533	8.930	.000*
R=.808 <sup>a</sup> R <sup>2</sup> =.653 Adjusted R <sup>2</sup> =.649 * Sig at p<0.0005					

#### 4.9 RELIABILITY

The Cronbach alpha coefficient is a reliability measurement. This coefficient ranges between values of zero and one (De Vos *et al.* 2011:177-178). The Cronbach alpha coefficient test provided an adequate indication of reliability of the instrument with Cronbach alpha values ranging from 0.779 to 0.947. Table 4.11 provides the reliability results of this study. Cant, Gerber-Nel and Kotze, (2003:123) advocate the value of 0.70 as the acceptable level for measuring reliability of an instrument while De Vos *et al.* (2011:177-178) indicates that values closer to one (0.8-0.9) generally indicate a highly reliable scale.

The Cronbach alpha ( $\alpha$ ) value for Section B: perceptions of employees towards PJ was .868 for five items while the value for Section C: perceptions of employees towards DJ was 0.779 for four items. Section D: perceptions of employees towards IJ was 0.846 and had nine items. The

Cronbach alpha ( $\alpha$ ) value for the last section, Section E: the level of JS among employees was 0.846 comprising six items.

**Table 4.11: Reliability of the instrument**

Sections of the questionnaire	Cronbach alpha ( $\alpha$ )	Number of items
Section B: Procedural justice (PJ)	.868	5
Section C: Distributive justice (DJ)	.779	4
Section D: Interactional justice (IJ)	.947	9
Section E: Job satisfaction (JS)	.846	6

#### 4.10 VALIDITY

The term validity refers to the degree to which a study actually measures what it purports to measure (Bless *et al.* 2014:395). The measures of validity that are discussed in the next subsections are face, content, construct and convergent validity methods.

##### 4.10.1 Content validity

A pilot study was undertaken to determine the reliability of the questionnaire for the study. The results of the pilot study are discussed in Section 4.2. The practice and knowledge gained during the pilot study to assess the strengths and weaknesses of the data collection process are utilised in the current study.

##### 4.10.2 Predictive validity

The study used regression analysis to assess the predictive validity of the scale. The results of the regression analysis conducted for this study reported 65 percent ( $R^2 = 0.653$ ) of the variance in employees JS is accounted for by the dimensions of OJ.

##### 4.10.3 Construct validity

Construct validity assess whether the construct captured by the research method is connected satisfactorily close to the research variables that can be hypothetically reasonable (Flick 2011:204). The construct validity of the scale was ascertained through the computation of Cronbach alpha coefficients for the scale, which was found to be acceptable. Construct validity was also undertaken by pilot testing the questionnaire. Cronbach's alpha values for the individual

scales ranged from 0.846 to 0.983. The resultant Cronbach alphas indicated that the scale items performed adequately in capturing the elements of the perceptions of employees towards PJ, DJ, IJ and JS.

#### **4.11 CONCLUSION**

This chapter reported on the empirical results of the study. It contains a discussion of the pilot study and the results of the main survey findings. The results were found reliable as indicated by the Cronbach alpha values achieved in Section B, Section C, Section D and Section E.

A descriptive analysis of the biographical information of the respondents was provided. Factor analysis, correlations and regression analyses were performed. Reliability and validity assessment procedures were also conducted.

In the next and final chapter, a general overview of the study is provided. The achievement of the theoretical and empirical objectives are discussed. Recommendations, limitations and implications for future research arising from the study are provided. Finally, the concluding remarks are presented.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY**

#### **5.1 INTRODUCTION**

Chapter 4 discussed the data analysis conducted as well as the interpretation of results. Chapter 5 summarises the conclusions that were drawn from the research findings. It includes conclusions on the literature review and empirical study. The recommendations and limitations of the empirical study are outlined. The implications for future research are also included.

#### **5.2 OVERVIEW OF THE RESEARCH**

The main purpose of this study is to establish the relationship of PJ, DJ and IJ with JS among members of the SAPS.

Chapter 1 provided the introduction and background of the study. The theoretical framework and literature review were also outlined. The problem statement, the conceptual framework and hypothesis development were discussed. In addition, the research design, data collection methods, statistical analysis, reliability and validity issues of the study were formulated.

Chapter 2 explored the synopsis of the literature on the equity theory, OJ, its dimensions and JS. The chapter described OJ influences on JS among employees of the SAPS. This chapter also provided an analysis of the elements of JS.

Chapter 3 outlined the methodology adopted in the study. A comprehensive analysis of the research design implemented for this study was presented. An outline of the sampling design procedure, the data collection method and data preparations adopted in this study was explained. The method of data analysis, reliability, validity, statistical techniques and ethical issues were also presented.

Chapter 4 provided an analysis, interpretation and findings of the data collected in this study. An explanation of the pilot study results and descriptive statistics was furnished. The results of the factor, correlation and regression analysis were discussed. An analysis of the reliability and validity of the questionnaire was included.

## **5.3 EVALUATION OF OBJECTIVES**

The following sections indicate the extent to which the formulated objectives of the study were achieved.

### **5.3.1 Theoretical objectives**

The following theoretical objectives were formulated for this study:

#### **5.3.1.1 Analyse the literature on the equity theory**

Chapter 2, Section 2.2 analysed the literature on the equity theory. Hofmans (2012:473) states that the three elements of the equity theory are the input, the output and the comparison (ratio) of the input and output. Equity refers to action or a decision that is morally right (Owolabi 2012:29). Equity may also be defined as anything earned through hard work and fair treatment (Bell & Martin 2012:110). Voss and Jiménez (2010:222) state that the process of assessing the concept of equity is subjective, which results in individuals formulating their own perceptions. Flore (2013:225) states that employees pay close attention to the output they receive from their work environment. The equity theory proclaims that employee's judge equity or fairness based on the comparative inputs and outputs (Landy & Conte 2010:375). An equitable situation leads to JS while an inequitable situation leads to job dissatisfaction.

The employee's perceived treatment of fairness is influenced by the managers' support and the manner of communication that manager share with employees (Lambert *et al.* 2007:645; Azman *et al.* 2009:237). Procedural justice is referred to as the perceived fairness of the procedures, practices and/or policies used to determine that specific output whilst an individual's perceived fairness of the procedure used when an output is achieved is referred to as DJ. IJ refers to the interpersonal behaviour of the employees when communicating and dealing with one another in an organisation (Aryee *et al.* 2002:271). OJ is an important aspect to be considered in any organisation because it has a relationship with crucial organisational variables such as JS (Ahmadi *et al.* 2011:730).

#### **5.3.1.2 Critically review the literature on organisational justice in organisations**

The literature review, as discussed in Section 2.3 of Chapter 2, indicates the several definitions of various constructs of OJ that exist. OJ is considered to be the study of the role of fairness within the organisation (Farmer *et al.* 2003:374; Griffin & Hepburn 2005:611; Lambert *et al.* 2007:645; Divkan *et al.* 2013:1162).

OJ refers to the various factors that influence the overall treatment of employees within an organisation. In a number of studies, OJ is categorised into two dimensions, namely PJ and DJ (Colquitt *et al.* 2001:426). However, another dimension is suggested (Ahmadi *et al.* 2012:23) namely, IJ.

Organisational justice refers to the perception of many of the organisational factors such as JS (Esfahani *et al.* 2013:89). The focal point of PJ is the process that is used by employees within an organisation to bring about a specific result or output. PJ is related to the fairness of the procedures used when making decisions with regard to conflict resolutions and even assigning outputs (Aboul-Ela 2014:35). On the other hand, DJ is the distribution of the outputs amongst employees (Esfahani *et al.* 2013:89). The focal point of IJ refers to the manner in which employees are treated by management within an organisation (Chou 2009:72).

Organisational justice with its three dimensions namely PJ, DJ and IJ, are positively related to employees' JS, which co-exists within the three types of justice outputs (Aboul-Ela 2014:39).

### **5.3.1.3 Review literature on procedural justice in organisations**

Chapter 2, Section 2.3.1 evaluated the literature on PJ where PJ is explained as the fairness of procedures that are utilised by an organisation to establish the outputs that employees within an organisation receive as a result of the input of the same employee regarding their performance. It therefore refers to the element of fairness of rules regulating the processes for assessing performance within an organisation (Al-Zu'bi 2010:102). According to Lind (2010b:665), PJ entails the fairness of decision-making procedures as well as the social and organisational processes within an organisation.

In addition, the neutral process, the manner in which employees are treated and the trustworthiness of figures of authorities impact on the employee's perception of PJ (Al-Zu'bi 2010:103).

### **5.3.1.4 Conduct a literature review on distributive justice in organisations**

The literature review explains DJ as the perceived fairness of the resource allocation (Farmer *et al.* 2003:374) as discussed in Section 2.3.2 of Chapter 2. The resource allocation is perceived to be fair when a sense of balance between the employee's contributions to the job (input) and the reward obtained (output) exists (Cropanzano & Greenberg 1997:320; Lee 2001:576; Farmer *et al.* 2003:374). DJ refers to the outcome of a process or procedure (Folger & Konovsky 1989:115).

Fairness has been linked to satisfaction as well as with the acceptance of decisions, perceived legitimacy of authorities, task performance and work satisfaction. The psychology of procedural

and distributive fairness affects the emotions of the employee and is considered critical in the psychology of groups and interpersonal relations.

### **5.3.1.5 Conduct a literature review on interactional justice in organisations**

IJ relates to the interpersonal treatment of employees within an organisation. Employees pay attention to the behaviour of supervisors and seniors who are responsible for the allocation of the resources and rewards (Chou 2009:69) as mentioned in Section 2.3.3 of Chapter 2. IJ is influenced positively when the communication lines are clear and employees understand the reasons for the allocation of resources (Day 2011:488).

Aboul-Ela (2014:35) further explains that interpersonal aspects refer to the extent to which the organisation and its seniors treat employees within the organisation respectfully. Treating employees with dignity and respect are simple elements of interpersonal fairness or justice such as politeness (Cropanzano & Bagger 2006:592).

Empirical research shows that the interpersonal treatment of employees within an organisation substantially impacts on the attitudes and behaviours of employees (Tatlah *et al.* 2011:15).

### **5.3.1.6 Conduct literature review on job satisfaction in organisations**

The literature review on JS revealed that JS theories strongly overlap with theories explaining human motivation. In general, the motivational theories can be classified into three broad categories of theories, namely the needs theories, the expectancy theories and the reinforcement theory. Motivational theories are discussed in Chapter 2, Section 2.4 and are summarised below.

Herzberg's motivation-hygiene theory, explains that JS and job dissatisfaction consist of their own, individual work factors. The reasons employees become satisfied are very different from factors making employees dissatisfied within their work (Mehrad 2015:1491).

Maslow's five levels of needs are the physiological-, safety-, belongingness/ love-, esteem- and self-actualisation needs (Cao *et al.* 2012:171). Maslow's hierarchy of needs (also known as the human motivation factor) arranges the needs of humans into a hierarchy of pre-potency (Taormina & Gao 2013:157).

The need gratification theory is based on the principles of Maslow's hierarchy of needs (Oishi *et al.* 1999:980; Besser & Mann 2015:109), which provides for a theory of human motives by classifying basic human needs and a theory for human motivation that relates these needs to human behaviour (Wahba & Bridwell 1976: 213; de Vroome & Hooghe 2015:89).

The job characteristics model (JCM) consists of four important parts. First the five core job characteristics; secondly, the critical psychological states part; thirdly, the outputs; and lastly, the moderators of the model (Zare *et al.* 2010: 1255). The belief is that when an organisation improves the five core job characteristics, the three psychological states are influenced, further influencing the various outputs. This implies that JS is increased when the work environment is conducive for a calm and stress free situation (Steyn & Vawda 2014:1). The last part of the JCM is referred to as the moderators; they are knowledge and skill, growth-need strength and context satisfactions.

The dispositional theory advocates that employees' JS be linked to an employee's personality. The theory suggests that an employee has inborn characteristics which remains constant towards a certain level of JS irrespective of the job itself.

The affect theory explains that an employee's JS is dependent on the difference between an employee expectation from a job and the benefits the employee gets from the job. The level of JS or job dissatisfaction will also be determined by the how much an employee values the specific aspect of the job (Singh & Sinha 2013:1; Asegid *et al.* 2014:2).

The reinforcement theory is based on the Law of Effect (Skinner 2013:110). The application of the reinforcement theory is specified into four categories, namely positive reinforcement, negative reinforcement punishment and extinction (Skinner 2013:27). The basic view is that an employee has specific needs that he or she decides must be met.

The literature review on JS in Chapter 2, Section 2.5, revealed that JS is the employees' emotions within the sphere of their job, simply put JS is the degree to which employees like their jobs (Oshagbemi 2003:1210). Arnold and Feldman (1986:86) define JS as "the amount of overall affect that individuals have toward their job". The key elements of JS are promotion, benefits, work nature, supervision and social contact with other employees (Almansour 2012:75) whilst Mafini *et al.* (2013:12) identify five JS factors, namely working conditions, ability utilisation, teamwork, creativity and autonomy.

It is postulated that happy employees become productive employees who render services of an excellent standard. (Chinomona & Dhurup 2013:368; Dhurup *et al.* 2016:486). Employees will enjoy their task when they experience contentment with their job. These employees become motivated and encouraged to accomplish more (Yahaya *et al.* 2012:58-59).

For purpose of this study, factors of JS such as salary, communication, working environment, flexible benefits and rewards and personal and organisational enrichment were discussed. JS impacts on the employee's life as it involves the emotional state of the employee as an individual.

The output from the employee's evaluation of the job is reflected in the employee's reaction to the job (Rothmann & Coetzer 2002:30). These factors may include the principles that an employee considers crucial, the needs of the employee that may include transport and personal ambition of recognition or even promotion (Statt 2004:78).

A summary of the empirical objectives formulated in this study follows.

### **5.3.2 Empirical objectives**

The following empirical objectives were addressed in this study:

#### **5.3.2.1 To assess employees' perceptions of procedural, distributive and interactional justice at SAPS Academy, Thabong**

The assessment of employees' perceptions of PJ, DJ and IJ at SAPS Academy, Thabong was addressed in Chapter 4, Section 4.7. Section 4.7.1 established that the means score obtained reflected that respondents were neutral with the application of PJ at SAPS Academy, Thabong ( $\bar{x} = 4.396$ ). The conclusion drawn from the current perceptions of the respondents were that employees are allowed to challenge or appeal job decisions made by their supervisors (B6), supervisors makes sure that all employee concerns are heard before job decisions are made (B2), they clarify decisions and provide additional information when requested by employees (B4). This is consistent with the key factors that influence JS (Armenakis et. al 2007:303).

The analysis of the respondent's answers on DJ was discussed in Section 4.7.2 of Chapter 4. The analysis revealed that individuals have a negative perception of the current application of DJ at the SAPS Academy, Thabong ( $\bar{x} = 3.50$ ). It may be concluded that current perceptions of DJ reflect that employees think that their pay and the rewards received is not fair (C1). On the other hand, the employees considered their workload (C3) and job responsibilities (C5) to be fair. Karimi *et al.* (2013:1154) indicate the item "I consider my workload to be fair" as the most important indicator of OJ. Cropanzano and Greenberg (1997:320) state that employees' emotions related to DJ are based on the outcomes of an organisation. Accordingly, employees conduct a comparison of these outcomes with that of other employees concluding on its perceived justice or injustice (Bhal 2006:109).

The answers furnished by respondents on IJ were discussed in Section 4.7.3. It may be concluded from the analysis that respondents remain neutral in their perception of the current application of IJ at SAPS Academy, Thabong ( $\bar{x} = 4.26$ ). The mean score obtained reflected that the respondents were neutral in their responses that management makes decisions that consider the personal needs

of employees (D3), provide acceptable explanations relating to job decisions of employees (D7) and discuss the implications of job decisions with affected employees (D6). Items “When decisions are made about my job, management offers explanations that makes sense to me” (D8), “When decisions are made about my job, management shows concern for my rights as an employee” (D5), “When job decisions are made about my job, management treats me with kindness and consideration” (D1), “When decisions are made about my job, management deals with me in a truthful manner” (D4), “Management explains clearly any decisions about my job” (D9) and “When decisions are made about my job, management treats me with respect and dignity” (D2) also indicated neutral responses. The means scores regarding respondent’s perception of the decision-making explanations of management, the concern for employee rights and management treatment of employees showing kindness and consideration also reflects neutral responses. Ince and Gül (2011:136) explain that employee pay is responsive to the conduct directed towards them and explanations made during the application of procedures rather than procedures themselves. This means that employers will furnish a greater degree of details to employees who receive a higher pay or hold a higher post than they would to employees of lower pay grades. The healthier the relationship between the supervisor and the employee, the better the employee’s levels of JS (Pillai *et al.* 1999:905).

### **5.3.2.2 To assess employees’ perceptions of job satisfaction at SAPS Academy, Thabong**

This objective was achieved in Chapter 4, Section 4.7.4. The means score reported for this section revealed that most people in this organisation are neutral with their jobs and if the pay they receive is not consistent with other organisations ( $\bar{x} = 4.01$ ). The mean score also indicated that the respondents were neutral regarding the levels of recognition given to them for the work that they perform and that their opinions are respected and considered, giving them a sense of purpose and belonging. Parvin and Kabir (2011:119) indicate that employees’ relationship with their managers influences the employees’ JS levels. The greater the amount of time a manager spends on furnishing his or her attention to the rights, the duties, the needs and decisions of employees the greater the level of JS. This also includes treating employees with honesty, with respect and trust in any interactions with employees (Karimi *et al.* 2013:1155). Further, OJ will assist in explaining why employees resist certain inequities, or perceived inequities, outcomes and procedures within the organisation (Moorman 1991:846; Al-Zu’bi 2010:102).

### **5.3.2.3 To establish the relationship between procedural justice and job satisfaction among employees of the SAPS Academy, Thabong**

The above empirical objective was achieved in Chapter 4, Section 4.6.3 where positive correlations between PJ and JS ( $r=.601$ ;  $p<0.000$ ) were found. This indicated that should the respondents perceive fairness relating to the decision-making processes they will experience greater JS. In Section 4.8, the beta weight of PJ was the lowest of the three OJ dimensions ( $\beta = .058$ ). The beta weight of PJ reflects that PJ may not impact on JS. A possible explanation for this finding may be that the respondents are less concerned with the fairness of procedures if the distribution of resources is fair (Raja *et al.* 2013:17). Aboul-Ela (2014:38) indicates a strong, significant and positive relationship between PJ and rule compliance thus providing another possible explanation that the SAPS is a compliant conditioned organisation.

### **5.3.2.4 To establish the relationship between distributive justice and job satisfaction among employees of the SAPS Academy, Thabong**

This objective was achieved in Chapter 4, Section 4.6.5. Positive correlations exist between DJ and JS, indicating a significant correlation ( $r=0.609$ ;  $p<0.000$ ). This means that the respondents who perceive fairness relating to the distribution of resources within the organisation will experience greater JS. In Section 4.8, it was established that DJ had a beta weight of 0.384. DJ positively influences JS levels of employees; although, the beta weight of DJ is not as strong as the beta weight of IJ.

### **5.3.2.5 To establish the relationship between interactional justice and job satisfaction among employees of the SAPS Academy, Thabong**

In Chapter 4, Section 4.6.6 indicated positive correlations between IJ and JS, indicating a significant correlation ( $r=0.723$ ;  $p<0.000$ ). The positive correlation reflects that when the respondents perceive the treatment that an employee receives when they are given explanations for the decisions made within the organisation as fair their JS levels will increase. IJ is the strongest predictor of JS. IJ reflected the highest beta weight ( $\beta = 0.533$ ) of the three OJ dimensions ( $\beta = 0.384$ ) as indicated in Section 4.8. Therefore, the absence of IJ will cause employees to experience lower levels of JS.

Based on the literature review and findings of the study the following recommendations of this study are provided in the next section.

## 5.4 RECOMMENDATIONS

OJ refers to the various factors that influence the overall treatment of employees within an organisation and is an elementary aspect of an employee's JS (Aydin & Kepenekci 2008:500). The employees' perceived views on the application of the various dimensions of OJ will impact on their JS levels. The OJ applied with Adams' equity theory as its foundation will improve the perceived JS levels amongst employees. Accordingly, based on the findings of this study, the following recommendations are made to address the shortcomings with regard to the application of OJ within the SAPS Academy, Thabong.

A systematic and transparent reward system that recognises employees' excellent performance is needed to reward them accordingly. A simple, scientific instrument that captures the productivity of individual's performance must be introduced. The instrument should be accessible for verification by independent, senior officers and by colleagues. Employees' JS increases when they receive acknowledgement for a job well done (Usmani & Jamal 2013:361). Any sign of non-acknowledgement in an organisation will result in discouragement to perform to their optimal ability. It is believed that this will encourage employees to continue to strive for performance of a high standard (İnce & Gül 2011:136). The principle underlining the relationship between employee performance and reward should be applied consistently and fairly. The names of the employees who perform optimally should be escalated to the higher authorities for purposes of further recognition and even possible promotion. The perception of equity and justice will resonate throughout an organisation during constant application thereof (Adams 1965:280).

A well-structured consultative forum should be established to grant employees an opportunity to provide management with their perceptions of unfair practices within the academy. Terms of reference should be compiled to support the consultative forum. The roles and responsibilities defining the forums' scope as well as the critical roles players and decision makers must form the composition of this forum and clearly define the terms of reference. It is imperative that relevant union representatives must also be a part of the forum. The key focus of the forum is to address any unfair treatment immediately. The forum must also be open to the views of employees on methods to ensure unbiased application of OJ. Individuals desire fulfilment when performing their jobs, thus making OJ critical (Gladwell 2005:288).

Various communication channels should be created to allow employees to highlight behaviour that is perceived as unfair anonymously. Communication channels such as the creation of a special hotline number at the academy, as well as WhatsApp chats, should be accessible to employees and monitored continuously for immediate investigation. This is specifically to cater for individuals

who are not comfortable with voicing their opinions in public as well as for individuals who fear victimisation or confrontation.

Police management must act immediately when they are made aware of the existence of perceived inequitable situations. Although the situation may not entirely be accurate, management must still deal with the situation. Employees who perceive the situation as unfair must be assisted to view the situation differently. These employees must be provided with comprehensive reasons that outline the input-output comparison of colleagues. The idea is to view the situation holistically and diffuse the perceived inequitable position. This is a necessary step for any administrator desirous to maintain a fair and equitable work environment. A restoration of equity will resonate in the work environment by removing the perceived inequitable situation prior to the situation becoming overwhelming. The employees who perceive the situation as unfair will respect the management for taking their concerns into consideration when making decisions. Employees will also experience a feeling of belonging.

The study limitations and future research opportunities follow.

## **5.5 STUDY LIMITATIONS AND FUTURE RESEARCH OPPORTUNITIES**

This study contributes significantly to academia and practice; however, it is limited in some areas. The current study has implications for further research. The study was limited to the SAPS Academy, Thabong, northern Free State. Consideration must be given to the limited sample size of 234 respondents used in this study.

The findings of this study can be further advanced by investigating the relationship between OJ and other elements of JS not covered in this study. The relationship of OJ and JS can also be explored based on the dimensions of gender, employment period, level of education and age group. This study focused on SAPS Academy, Thabong; however, there are many other academies within the SAPS. It follows that further studies can be directed to determine the influence of OJ on JS at other academies within the SAPS. Future research could be extended to other public sector organisations in South Africa in order to obtain a more comprehensive understanding of the relationship between OJ and JS. It may also be of value to conduct a qualitative research relating to the influence of OJ on JS, which may furnish an all-inclusive finding.

## **5.6 CONCLUDING REMARKS**

The purpose of this study was to determine the influence of procedural, distributive and IJ with JS among members of the SAPS, specifically police officers at the SAPS Academy, Thabong in the

northern Free State province of South Africa. Significant correlations were found between the OJ dimensions and JS. Of these, IJ was found to be the highest predictor of JS of police officers. These findings imply that the SAPS must apply OJ dimensions more fairly to improve the levels of JS.

This study endeavours to provide SAPS management with answers on issues related to OJ and JS. SAPS management may gain a greater in-depth understanding of the application of OJ and JS of individuals. The knowledge gained in the study aims to contribute to additional recommended measures to enhance OJ and JS issues. The findings of the research may generate guidelines for the enhanced application of OJ with the aim of improving employees JS levels. This will support the SAPS to meet the continuously increasing service delivery demand. This discipline must be mastered by the organisation's management through continuous maintenance and enhancement of employees' perceptions related to OJ and JS. Enhanced application of OJ and JS levels of employees will empower employees to be motivated. Eventually, this could create a win-win situation whereby the employees are motivated with satisfactory levels of JS and the management of the SAPS will experience satisfaction due to performance of high standards; after all, a happy employee is a productive employee.

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# ANNEXURE A: APPROVAL TO CONDUCT RESEARCH

G.P.-S. 002-0222

SAP 21

SUID-AFRIKAANSE POLISIEDIENS



SOUTH AFRICAN POLICE SERVICE

Privaat Sak/Private Bag X177, PRETORIA, 0001

Verwysing Reference:	11/1/3/1
Navrae Enquiries:	Colonel DV Hynd SAC V Keka
Telefoon Telephone:	012 334 3761
Faksnommer Fax number:	012 334 3873
E-pos Email:	<a href="mailto:HyndDV@saps.gov.za">HyndDV@saps.gov.za</a>

THE CHAIR: ETD RESEARCH COMMITTEE  
HUMAN RESOURCE DEVELOPMENT

11 February 2016

Major M Gounden

**RE: APPLICATION TO CONDUCT RESEARCH WITHIN THE SERVICE: THE INFLUENCE OF PROCEDURAL, DISTRIBUTIVE AND INTERACTIONAL JUSTICE ON JOB SATISFACTION AMONG MEMBERS OF THE SOUTH AFRICAN POLICE SERVICE**

1. The Technical Research Committee situated in the Division: Human Resource Development sat on the 11-02-2016 to review your application.
2. It is with pleasure to inform you that your application has been approved for you to continue with your research.
3. Please make sure the research is in line with your topic "*The influence of procedural, distributive and interactional justice on job satisfaction among members of the south African police service*"
4. Please supply the South African Police Service (SAPS) with a copy of your final research report on your completion.

Kind regards,

A handwritten signature in black ink, appearing to be 'M Gounden', is written over a horizontal line.

MAJOR GENERAL  
CHAIRPERSON: RESEARCH COMMITTEE  
DIVISION: HUMAN RESOURCE DEVELOPMENT

DATE: 2016-02-16

Page 1 of 1

## ANNEXURE B: QUESTIONNAIRE

### THE INFLUENCE OF PROCEDURAL, DISTRIBUTIVE AND INTERACTIONAL JUSTICE ON JOB SATISFACTION AMONG MEMBERS OF THE SOUTH AFRICAN POLICE SERVICE

#### SECTION A- DEMOGRAPHIC PROFILE

In this section we would like to find out a little more about the characteristics of the participants. Please place a cross (x) in the appropriate block.

<b>A1</b>	<b>Gender</b>	Male	Female
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<b>A2</b>	<b>Marital status</b>	Single	Married
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<b>A3</b>	<b>Age category</b>	Under 25 years	25-35 years	36-45 years	46-55 years	Over 55 years
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<b>A4</b>	<b>Education level</b>	Certificate	Degree/diploma	Honours/B. Tech	Other (specify)
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<b>A5</b>	<b>Income category</b>	Under R100 000	Between R100 001- R300 000	Between R300 001- R500 000	Between R500 001- R700 000	Between R700 001 – R900 000	Above R900 000
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<b>A6</b>	<b>Length of time in the position</b>	Below 2 years	Between 2-5 years	Between 6-9 years	More than 9 years
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#### SECTION B: EMPLOYEES' PERCEPTIONS TOWARDS PROCEDURAL JUSTICE

Please indicate the extent to which you experience procedural justice in your organisation. Please indicate the extent of your disagreement or agreement with the statements by place a cross (x) in the appropriate block. 1 (Strongly disagree) and 7 (Strongly agree). A score of 4 denotes a neutral response.

B1	Job decisions are made by my supervisor in a unbiased manner	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
B2	My supervisor makes sure that all employee concerns are heard before job decisions are made	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
B3	To make job decisions, my supervisor collects accurate and complete information	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
B4	My supervisor clarifies decisions and provides additional information when requested by employees	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
B5	All job-related decisions are applied consistently to all affected employees	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
B6	Employees are allowed to challenge or appeal job decisions made by their supervisors	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

### SECTION C: EMPLOYEES' PERCEPTIONS TOWARDS DISTRIBUTIVE JUSTICE

Please indicate the extent to which you experience distributive justice in your organisation. Please indicate the extent of your disagreement or agreement with the statements by place a cross (x) in the appropriate block. 1 (Strongly disagree) and 7 (Strongly agree). A score of 4 denotes a neutral response.

C1	My work schedule is fair.	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
C2	I think that my pay is fair	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
C3	I consider my work load to be quite fair	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
C4	Overall the rewards I receive are quite fair	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
C5	I feel that my job responsibilities are quite fair	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

### SECTION D: EMPLOYEES' PERCEPTIONS TOWARDS INTERACTIONAL JUSTICE

Please indicate extent to which you experience interactive justice in your organisation. Please indicate the extent of your disagreement or agreement with the statements by place a cross (x) in the appropriate block. 1 (Strongly disagree) and 7 (Strongly agree). A score of 4 denotes a neutral response.

D1	When decisions are made about my job, the supervisor treats me with kindness and consideration	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D2	When decisions are made about my job, the supervisor treats me with respect and dignity	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D3	When decisions are made about my job, the supervisor is sensitive to my personal needs	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D4	When decisions are made about my job, the supervisor deals with me in a truthful manner	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D5	When decisions are made about my job, the supervisor shows concern for my rights as an employee	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D6	Concerning decisions made about my job, the supervisor discusses with me the implications of the decisions	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D7	The supervisor offers adequate justification for decisions made about my job	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D8	When making decisions about my job, the supervisor offers explanations that make sense to me	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
D9	My supervisor explains very clearly any decisions made about my job	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

## SECTION E: THE LEVEL OF JOB SATISFACTION AMONG EMPLOYEES

Please indicate the extent to which you experience job satisfaction in your organisation. Please indicate the extent of your disagreement or agreement with the statements by place a cross (x) in the appropriate block. 1 (Strongly disagree) and 7 (Strongly agree). A score of 4 denotes a neutral response.

E1	In general, I am satisfied with my job	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
E2	I find that my opinions are respected at work	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
E3	Most people in this organization are highly satisfied with their jobs	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
E4	I am satisfied with the recognition I get for the work I do	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
E5	I am satisfied with the way my pay compares with that for similar jobs in other firms	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
E6	I am satisfied with the personal relationship between my supervisor and his/her employees	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

*Thank you for your participation. Your views are much appreciated.*