

**UNIVERSITY STAKEHOLDERS’
PERCEPTION ABOUT EFFECTIVENESS OF
PERFORMANCE APPRAISAL PRACTICES
WITH REFERENCE TO ORGANIZATIONAL
JUSTICE**

BY

Zahida Abdullah



NATIONAL UNIVERSITY OF MODERN LANGUAGES

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By

Zahida Abdullah

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To

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BISMILLAH IR-RAHMAN IR-RAHIM

"(I START) IN THE NAME OF GOD, MOST GRACIOUS, MOST MERCIFUL"



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Submitted by: Zahida Abdullah

Registration #: 557- PhD/Edu/ F15

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Education

Name of Discipline

Prof. Dr. Sufiana Khatoon Malik

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Khalid Sultan

Name of Dean (FSS)

Signature of Dean (FSS)

Brig. Syed Nadir Ali

Name of Director General

Signature of Director General

Maj Gen. Muhammad Jaffar HI (M) (Retd)

Name of the Rector, NUML

Signature of Rector

02/12/2022

Date

AUTHOR'S DECLARATION

I Zahida Abdullah

Daughter of Abdullah Jan

Registration # 557-PhD/Edu/F15

Discipline Education

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ABSTRACT

Title: University Stakeholders' Perception about Effectiveness of Performance Appraisal Practices With Reference To Organizational Justice

Ratees' reactions to appraisal practices and their perceptions of appraisal system fairness may happen to be a good indicator of appraisal system success. The primary intent of this research was to investigate employees' perception of performance appraisal (PA) aspects in connection with organizational justice (i.e., distributive, procedural, informational justice, and interpersonal justice) to check its effect on Performance Appraisal effectiveness and employees' satisfaction with appraisal system in higher education institutes of Pakistan. The conceptual framework was based on Greenberg's (1993) four-factor model. This study's research design was explanatory using mix method approach. The study population was teaching faculty N= 1237 of public and private sector universities of Quetta. Stratified sampling technique was used and the sample size of the current study was n= 532. I used Thruston (2001) scale used by Walsh (2003) in her study. The questionnaire was validated by field experts and scale reliability was (.908). Result exhibited a positive relationship between distributive justice, informational justice, and interpersonal justice with appraisal effectiveness while exhibiting a non-significant relationship between procedural justice and PA effectiveness. Study results also reported a positive relationship between distributive justice, procedural justice, and informational justice with employees' satisfaction with PA system and a non-significant relationship between employees' satisfaction with PA and interpersonal justice in performance appraisal. Further confidentiality of ACR proforma and ACR comments, non-equality of rules for all, no connection of promotion with performance, lack of teacher participation and training, political barking and relationships, lack of communication, and no feedback mechanism were top-rated factors causing dissatisfaction among employees. It was recommended to work on methods of increasing the PA system's effectiveness and making it acceptable for the employees with their satisfaction.

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LIST OF ABBREVIATIONS

ACR	Annual Confidential Report
AIU	Alhamd Islamic University
BUIITEMS	Balochistan University of Information Technology, Engineering and Management Sciences
DJ	Distributive Justice
HRM	Human Resource Management
InfJ	Informational Justice
IntJ	Interpersonal Justice
PA	Performance Appraisal
PAS	Performance Appraisal System
PASES	Performance Appraisal System Employees' Survey
PJ	Procedural Justice
SBKWU	Sardar Bahadur Khan Women University
UoB	University of Balochistan
SWAS	Satisfaction with Appraisal System
ASE	Appraisal System Effectiveness

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Zahida Abdullah

DEDICATION

Dedicated to
the pride of this universe
MUHAMMAD (Peace Be Upon Him)
and
the source of my strength
my family

CHAPTER 1

INTRODUCTION

Organizational survival has primarily remained under the ultimate influence of several organizational factors, for example, human resources, planning, policies, and performance management (Azar & Ciabusch, 2017). Yet the factors that ever-caused organizations' success cannot guarantee any stepping stone toward a promising future. In this fluctuating situation of success and failure, the performance appraisal system dominates the rest of approaches in making the environment more smooth and more advantageous for the organizations to reach the peak of success and harmony (Papadas et al., 2019). For probing employees' performance, the key stakeholders including researchers, academic scholars, and practitioners consider the performance appraisal as a fundamental human resource tool (Alexander et al., 2018). According to Mejia, Balkin, & Cardy (2012), performance appraisal serves several different purposes extending from organizational decisions about reward and compensation, job upgradation and demotion to developmental (employees' training, personal and professional) aspects. In Pakistan almost every public and private sector educational institutions have the performance appraisal system in place. But we lack studies on the implementation of performance appraisal systems in contemporary Pakistani organizations in education and knowledge context considering employees perception of the appraisal system.

A performance appraisal system's effectiveness or ineffectiveness has a direct relationship with an organization's survival or collapse, which in turn may cause ultimate frustration and uncertainty among employees (De Clercq & Belausteguigoitia, 2017). To avoid creating such an uncertain environment it is important to take views from the employees about

their appraisal system fairness regularly so that corrective actions can be taken into consideration in time. Organizational justice is crucial to comprehend the views of the workforce in this situation as (Palaiologos, Papazekos & Panayotopoulou, 2011) have admitted the fact. Though knowing how fair the performance evaluation method is perceived by the employees is one of the most difficult problems at hand in the view of (Sharma & Sharma, 2017; Alwadaei, 2010). Yet the greatest way to assess an organization's performance assessment system's effectiveness is to look at how its people feel about it. Employees' opinions of the appraisals could be the best indicator of the organizations' evaluation scheme efficacy (Harbi et al., 2017). Researchers and practitioners have always shown great interest in measuring the effectiveness of performance appraisal (PA). Former research largely focused on the psychometric stability of PA, its reliability, accuracy, and utility perspective, (Adler et al., 2016).

According to recent literature on performance appraisal (PA), while there has been significant research on the qualitative aspects of PA, the overall system has not been thoroughly examined. Consequently, evaluating the effectiveness of PA based solely on its individual aspects has been deemed inadequate and uneven (Iqbal, Akbar, & Budhwar, 2015). This highlights the need for a more comprehensive approach to evaluating the effectiveness of PA systems, one that takes into account the complex interplay of various factors and considers the overall impact on both employees and organizations. By adopting a holistic approach, organizations can ensure that their PA systems are effective and aligned with their goals and values. In spite of the significant amount of research on performance appraisal (PA) systems, practitioners still view it as a system that is "far from perfect" (Ikramullah, van Prooijen, Iqbal,

& Ul-Hassan, 2016). This indicates that while research has helped shed light on various aspects of PA, there is still much room for improvement. In order to improve the effectiveness of PA, organizations need to focus not only on the technical aspects of the process, but also on the social and psychological factors that impact employee perception and satisfaction. Organizational justice is among these important factors that is considered widely but in Pakistani context there is lack of research in academic field. Another research gap that justified this study was that there is a lack of studies on the performance appraisal fairness while using an integrated framework including all the four justice dimensions in appraisal process.

An organization's effectiveness is directly tied to its human capital and its performance appraisal, that put a direct effect on employees' perceptions accordingly either positive or negative (Sadiq, 2022). Employees' perceptions can best explain the good or bad experiences of the individual with the organization's appraisal system. Employees' reaction to the performance appraisal has an immense influence on its effectiveness (Jawahar, 2007) as employees always try to judge whether there is a balance between their work contributions and the rewards they receive. As a result, they view the decision-making process just and fair to make sure that the approaches used by organizations during organizational practices are impartial, correct, and also representative of worker's concerns and opinions (Robert et al., 2020). Employees' fair interpersonal interaction with their managers is another point of consideration they observe (Adamovic et al., 2020).

Employees' perception of their performance appraisal mechanism is a critical aspect to be taken into consideration following the practice of performance evaluation. Employees' positive attitude toward this system puts life in its favorability (Al-Jedaia & Mehrez, 2020).

The performance appraisal's prominent standing and its dominance in performance management over other methods, its significance for Human Resource Management depending on performance appraisal result from employees' reward and punishment and employees' development perspective, the broadly established use of the appraisal practices, and the need for developing a tool to determine performance appraisal effectiveness are the reasons that directly turn researcher's attention to carry out this research. Another research gap that needs to be addressed was that no study has clearly explored how the effectiveness of performance appraisal systems in these companies is influenced by different justice factors in relation to employees' satisfaction. Hence it is necessary to explore the effect of appraisal fairness on appraisal effectiveness and employees' satisfaction through employees' perceptions and their reactions towards the appraisal system.

1.1 Statement of the Problem

Performance appraisal is considered as a basic HRM component because it benefits organizations through its application. Performance appraisal may enhance employees' job performance in organizations but still workers detest this process due to its ineffectiveness. Moreover, performance appraisal fairness insight has put the researchers in dilemma. Organizational justice refers to the fairness of the workplace and includes four distinct factors: distributive justice, procedural justice, interpersonal justice, and informational justice. In a developing economy, these factors may be particularly important for university faculty members, who play a crucial role in the educational and economic development of the country. Distributive justice concerns the perceived fairness of outcomes, such as pay and promotions. Procedural justice pertains to the fairness of the decision-making process, including the

procedures used to make decisions and the transparency of those procedures. Interpersonal justice refers to the perceived fairness of treatment by others, including supervisors and co-workers. Informational justice concerns the perceived accuracy and consistency of communication, including performance feedback and goal setting.

Despite the importance of justice in the workplace, little is known about the relationship between justice factors and the performance appraisal process. This study aims to fill this gap by examining the impact of distributive justice, procedural justice, interpersonal justice, and informational justice on performance appraisal effectiveness and satisfaction among university faculty members in a developing economy. The performance appraisal effectiveness is measured by the accuracy of the appraisal results and the ability of the appraisal to drive improved performance. Performance appraisal satisfaction is measured by the employee's perception of the fairness and usefulness of the appraisal process. It is expected that faculty members who perceive high levels of justice in the workplace would show higher levels of performance appraisal satisfaction and will view the performance appraisal process as more effective. By understanding the relationship between justice factors and the performance appraisal process in a developing economy, universities can improve the fairness and effectiveness of their performance appraisal systems and contribute to the overall development of the country.

The organizational justice in the context of performance appraisal effectiveness and satisfaction among university faculty members is a complex issue that affects both the employees and the organization. Performance appraisal is an important tool used by organizations to evaluate the performance of employees, set goals, and provide feedback to

improve future performance. However, issues of justice can arise if the performance appraisal process is perceived as unfair or biased by the faculty members. Inadequate training of appraisers, lack of clear and objective criteria, inconsistent application of standards, and personal biases can all contribute to a sense of injustice among faculty members. If faculty members believe that the performance appraisal process is unfair, they may lose trust in the organization and be less satisfied with their jobs, which can lead to decreased motivation, reduced performance, and high turnover.

On the other hand, if the performance appraisal process is perceived as fair and accurate, it can increase faculty members' satisfaction with their jobs, foster trust in the organization, and contribute to improved performance. Effective performance appraisals can also provide valuable feedback to faculty members, helping them to identify areas for improvement and set goals for the future. Organization justice in the context of performance appraisal effectiveness and satisfaction among university faculty members is a crucial issue that requires careful consideration and attention from university administrators. Ensuring a fair and objective performance appraisal process is essential for promoting employee satisfaction, improving performance, and maintaining a positive and productive workplace culture.

Therefore, non-clarity of employees about their appraisal system fairness justified this study. The current study basically intends to identify university stakeholders' perceptions about the effectiveness of performance appraisal practices with reference to organizational justice. Additionally, the study aims to determine the level of satisfaction of the employees with the current performance appraisal process.

The current research aims to analyze the employees' perceptions (perception of Performance Evaluation Justice) about their university's appraisal system and appraisal practices fairness, the effect of performance appraisal fairness perceptions on performance appraisal effectiveness, and employees' satisfaction towards their university performance assessment system based on those insights. The information obtained as a result of this study may be used to accelerate employees' performance activities positively towards organizational objectives achievement through introducing and applying a fair appraisal system.

1.2 Rationale of the study

Higher education institutions execute appraisal schemes for the recognition and promotion of best teaching practices through the services of competently qualified and motivated staff. Performance appraisal is given dire importance globally and a big chunk of literature is available regarding it internationally. The logic for conducting this study is that there is a paucity of evidence from studies that exhibit employees' perceptions about the level of fairness in performance appraisals in the education sector in the Balochistan province. Besides this, a handful of research studies were conducted on the performance evaluation of rest of the universities of other provinces in Pakistan leaving employees' perceptions of both public and private sector universities located in Quetta untouched.

The performance evaluation practices in public and private sector universities that are perceived positively or negatively by their employees are not well explained based on evidence (Muqadas et al., 2017b; Torlak & Kuzey, 2019). Moreover, whether employees are satisfied with their evaluation mechanism is still unclear. In Pakistan, researchers rather than paying attention to the effectiveness of performance appraisal as a comprehensive system in their

performance appraisal show great concern towards making appraisal procedures and practices comparisons and their possible observable effects on employees' work performance (Qureshi, 2005; Aslam & Sarwar, 2010, Ikramullah et al., 2016).

In Pakistani universities quite a different situation is prevailing at present time. The area of organizational justice dimensions' effect on appraisal effectiveness and employee satisfaction remains unexplained in Pakistan's context since the current researches mainly focused on dealing with the single facet of performance appraisals. While assessing the appraisal fairness perception of employees, organizational justice is purely used in isolation. All four justice types or dimensions (informational, interpersonal, distributive, and procedural) are not used as a single framework.

There is no or very limited research which examines the fairness perception of employees regarding appraisal systems and appraisal practices as well its impact on overall appraisal system effectiveness and efficiency and employee's satisfaction with that system. Therefore, the ongoing research is very important to study and investigate the phenomenon from Pakistani perspective and Balochistan's in particular.

Balochistan, constituting 44% of the total area of Pakistan, is the largest province area-wise. Geographically Balochistan bridges four countries of Middle Eastern region, South West Asian region, the South Asian region, and the Central Asian region. It also plays an essential part in country's economic well-being due to its mineral riches. Balochistan, today, is the center of attention for the whole world as it has gained importance with the commencement of the China-Pakistan Economic Corridor (CPEC). CPEC has been perceived as a mega project that will significantly increase the scope for the sustainable and stable development of Pakistan's

economic and strategic advantages. It will make the world a real stakeholder working in collaboration for multipurpose and will serve in the sustenance of Pakistan's prosperity. At present, undergoing a rapid socioeconomic developmental process, the province extensively demands qualified professionals, educators, and scholars. Higher education institutions in Balochistan fully realize this need and deep concern is shown to provide profoundly important higher education to the young generation of Balochistan.

The main reason for choosing both public and private sector universities as a sample is that both sector universities are bearing the responsibility in common to provide highly educated scholars and intellectuals to Balochistan province. Students across society select the two-sector universities for enrollment into numerous programs. As both sector's universities offer degrees in a wide range of areas such as Bachelor of Science (BS), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.) therefore, both sector universities have a high entry rate. On one hand, public sector universities have been working to fulfill the needs of higher education of people in the province whereas the newly established private universities have proved themselves as some main higher education institutions for learners in the very shortest time.

Both sector universities work in the same province and the students who enroll themselves in these universities share a similar cultural, social, and political background. Therefore, it is the main element that can be used to ascertain the performance evaluation practices of both sector universities. Sharing these similarities, the administration of both universities faces almost the same mentality and challenges. Thus, the researcher may have a better insight into the appraisal effectiveness perception in the context of appraisal fairness. It

will also give a clearer and a more precise picture of their satisfaction with the appraisal mechanism in place. Moreover, the performance appraisal benchmarks which are exercised in one sector universities can also be used equally for other sector universities.

Finally, the researcher had concerns in this study owing to her affiliation with one of these organizations as an academic staff and have felt the need to know her colleague's perceptions about the performance appraisal system fairness, effectiveness, and their satisfaction with this system.

1.3 Objectives

In this study, the primary objective was to identify if there is a relationship between public and private sector university stakeholders' perceptions of performance appraisal effectiveness, perceptions of organizational justice at universities, and appraisal system satisfaction. Secondly, to examine the group differences between public and private sector University stakeholders' perceptions of the same relationship.

1. Identify public and private sectors university stakeholders' perceptions about performance appraisal practices with respect to procedural justice.
2. Explore public and private sectors university stakeholders' perceptions about performance appraisal practices with respect to distributive justice.
3. Assess public and private sectors university stakeholders' perception about performance appraisal practices with respect to informational justice.
4. Examine public and private sectors university stakeholders' perceptions about performance appraisal practices with respect to interpersonal justice.

5. Explore factors affecting employees' satisfaction with current performance appraisal practices in both sector universities.

Identify the differences of employee's performance appraisal system effectiveness and satisfaction along with organizational justice in public and private universities of Balochistan.

1.4 Research Questions

Main research questions that the present study aimed to answer were:

1. What are the public and private sectors university employees' perceptions of performance appraisal effectiveness with respect to organizational justice?
2. What are the public and private sectors university employees' perceptions about performance appraisal satisfaction with respect to organizational justice?
3. To what extent there is any difference between the public and private sectors university employees' perception about performance appraisal effectiveness with respect to organizational justice?
4. To what extent there is any difference between the public and private sectors university employees' perceptions about performance appraisal satisfaction with respect to organizational justice?
5. What are the factors affecting employees' satisfaction with current performance appraisal practices in both sectors?

1.5 Hypotheses

H₁: Procedural justice positively affects employees' performance appraisal effectiveness.

H₂: Procedural justice positively affects employees' performance appraisal satisfaction.

H₃: Distributive justice positively affects employees' performance appraisal effectiveness.

H₄: Distributive justice positively affects employees' performance appraisal satisfaction.

H₅: Informational justice positively affects employees' performance appraisal effectiveness.

H₆: Informational justice is positively correlated with the level of satisfaction with performance appraisals among employees.

H₇: Employees' performance appraisal effectiveness is positively correlated with interpersonal justice.

H₈: Employees' Interpersonal justice is positively associated with performance appraisal satisfaction.

H₉: The effectiveness of the performance appraisals and their employee performance satisfaction are positively correlated.

H₁₀: There is a significant difference in the employees' perceptions about the employee's performance appraisal effectiveness and satisfaction regarding organizational justice in public and private sector universities.

1.6 Conceptual Framework

This study used Adams's equity theory (1963, 1965) and a four-factor justice model propounded and hypothesized by Greenberg (1993) as a conceptual framework for assessing employees' perceptions of fairness in appraisals. It laid down the basis of employees' response to appraisal effectiveness and their satisfaction with the overall system.

1.6.1 Description of Conceptual Framework

Organizational justice indicates individuals' observations of fairness in organizations. Structural justice and social justice are classified into two main areas of organizational justice (Al-Douri, 2020). It lets employees participate in decision-making and ensures that outcomes are distributed fairly (Bouazzaoui et al., 2020; Hameed et al., 2019).

Equity Theory

Employee perceptions of fairness problems are explained by the equity theory model (Rowland, 2013). It outlines the methods employed by staff members to assess the validity or legality of decisions taken regarding employees' work performance. Perceived fairness refers to how people judge whether their efforts were made for a just, respectable, and reasonable result, compared to the effort they sacrificed to obtain the result (Tseng & Kuo, 2014). Fairness to Adams (1963, 1965) relays on the extent to which a person is aware of or compares their conditions to those of other individuals. The workers' recognition of the equality level or unfairness at a workplace is considered as a substantial factor by equity theory in defining employee job performance and satisfaction.

Greenberg's (1993) four-factor Model

The current study used the proposed model of Greenberg (1993) as this taxonomic classification of fairness observations is the theoretical framework that best unifies the diverse aspects of justice (Thurston, 2001) and also provides a unique framework for understanding the multifaceted nature of organizational justice. This model distinguishes between justice types and their respective determinants. Greenberg (1993) noted that structural and social factors affect the perception of justice in society. Based on these factors, by combining two justice types (distributive and procedural) with two determinants of justice (structural and social), Greenberg developed a model with four justice categories: systemic (structural-procedural); configural (structural-distributive); informational (social-procedural); and, interpersonal (social-distributive).

Configural justice also referred as structural-distributive relates to decision-making norms associated with performance appraisal practices, such as equity or equality principles, political pressure, or the relationship between appraisal outcomes and subsequent administrative decisions. Distributive justice revolves around the perceived fairness of results such as worries about the standards that lead to appraisal reports or results. Accuracy of appraisal results and concern over appraisal results are the two measures intended to assess perceptions of structural distributive impartiality of performance evaluation.

Systemic justice (structure-procedural), on the other hand, is based on Leventhal's (1980) justice model and focuses on employees' perceptions of the fairness of performance appraisal procedures, including the assignment of raters, criteria setting, information gathering, and appeal-seeking. Accuracy, bias suppression, consistency, and correctability are essential factors for determining whether procedures are fair. Procedural justice consists of the processes

and procedures utilized for making decisions about outcomes. Setting performance standards, evaluator confidence, and the sustained advocacy process are metrics that are intended to be used to determine a perception of the structural procedural impartiality of a performance appraisal.

Informational and interpersonal justice, on the other hand, pertain to the social dimensions of appraisal practices. Social justice relates to employees' opinion about organization's openness to sharing information with them and concern for their well-being. Interpersonal justice focuses on social aspects of performance appraisal that include thinking of the way an evaluator treats the evaluated person.

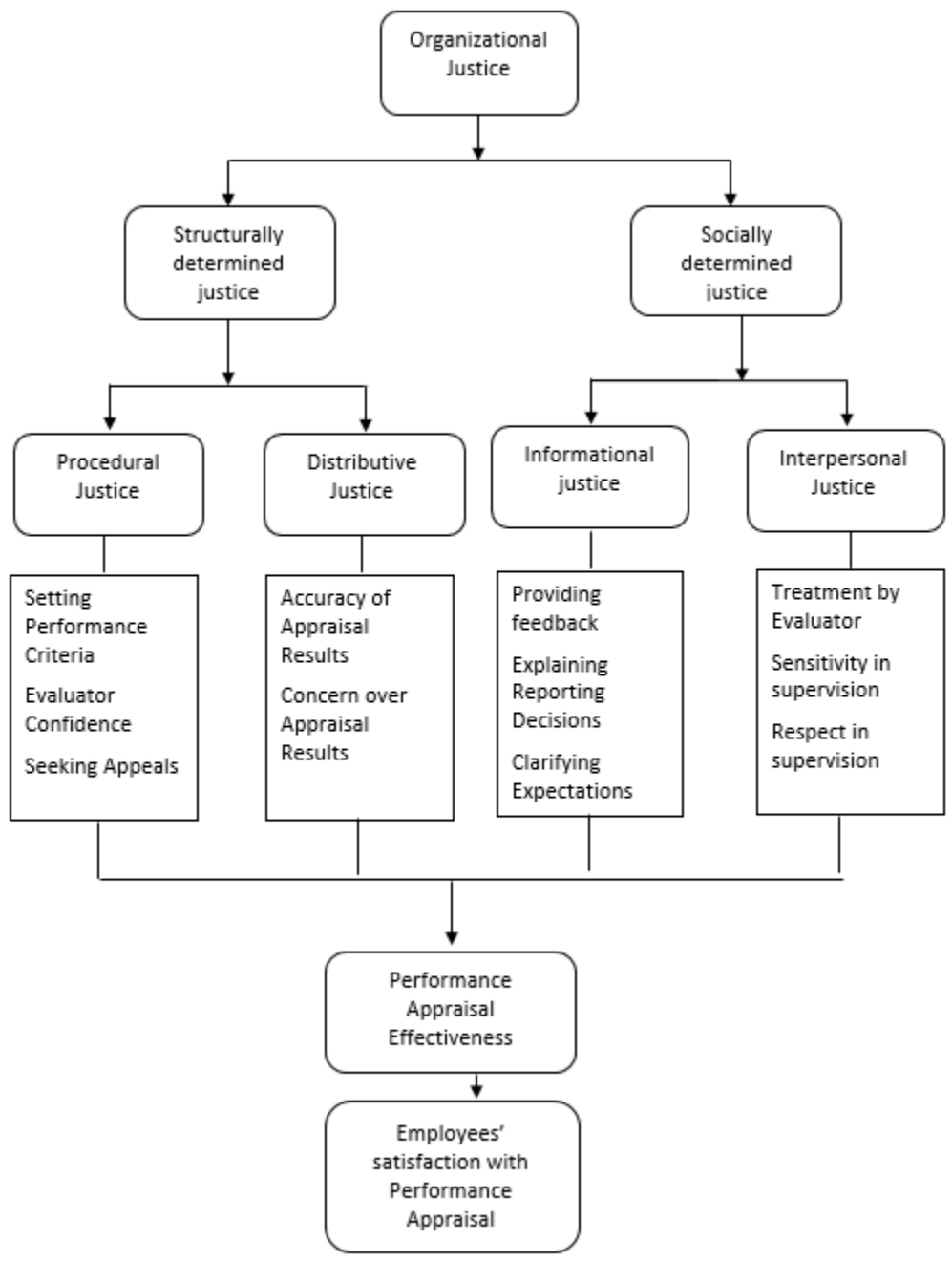
Informational justice takes into account the social aspects and the complexity of the activities and events that happen before the results are resolved. Such as to remove or avoid employees anxiety about the evaluation method, evaluators make communication with subordinates (Terzi et al., 2017; Wolfe & Lawson, 2020). Providing feedback, explaining reporting decisions, and clarifying expectations are the scales used for measuring perceptions of social procedural (informational) fairness of performance appraisal.

Interpersonal justice (social-distributive) is concerned with the way a supervisor treats the subordinate during the appraisal process, such as with respect or sensitivity. Scales of sensitivity in supervision and respect in supervision are used to scale the perceptions of social distributive (interpersonal) impartiality of performance evaluation. Performance appraisal effectiveness indicates the apparent impartiality of appraisal practices. Employees'

contentment and satisfaction with performance evaluation are the results of apparent fairness of evaluation practices.

The figure below shows the current study variables. The four features of organizational justice; distributive justice, procedural justice, informational and interpersonal justice, function as study's independent variables. Employees' satisfaction with the current performance evaluation functions as the dependent variable. The organizational performance evaluation effectiveness is assumed to depend on the organization's justice which will impact the staff members' satisfaction with the performance appraisal mechanism.

Figure 1: Conceptual Framework



1.7 Operational Definition of terms

Performance appraisal

It is a system of measuring and describing employees' strengths and weaknesses (Aguinis, 2019). It is a process used in organizations to identify, evaluate, and develop employees' work performance for the purpose to effectively achieve organizational goals, offering support to recognize employees' work performance, provide performance feedback, fulfill employees needs by offering them career guidance and providing the opportunity to grow professionally (Rodesiler, 2017).

The terms performance appraisal and performance evaluation /assessment are used interchangeably in this research. It is a formal system of interaction between the appraiser (boss) and appraisee (subordinate) to evaluate employee's performance in order to identify strengths, weaknesses, and opportunities. To assess employee performance, document the assessments, and provide feedback to employees, we have observed and evaluated their performance and evaluated their threats (Steers & Lee, 2017; Sumayya & Raziq, 2019).

It is a procedure of figuring out how well people perform their jobs in comparison to a standard and telling them about their performance in the light of it. Typically, this process entails establishing goals and objectives, monitoring performance, giving feedback, and assessing employee's performance.

Appraiser

This term is used interchangeably as an evaluator, rater, supervisor, or manager in this study. It refers to a person assessing other people and rating them (employees, workers) based on his/her work performance and the person who conducts employee performance reviews to confer to the workers and employee's growth and development as well as seeing their workplace needs and requirements.

Appraisee

This word is interchangeably used for appraisee and evaluate and refers to an individual (the employee, staff member, or subordinate). A person who is being evaluated or assessed by another person (a manager, supervisor, or superior) about the quality of his or her work performance, or by an individual about whom an appraisal or interview is being conducted to determine employee's performance, goals, and needs.

Perception

Individuals tend to organize and interpret their sensory insights through the process of perception to give their surroundings a meaning. Therefore, perception is only a perspective, or rather, an individual's opinion of a situation or occurrence, and is not always grounded in real (Kim & Han, 2017). Perception is the process of one's effort to systematically arrange categorize and analyze one's sensory impressions and tries to understand the environment by giving it a purposeful meaning and this view decides workplace behavior (Katsaros, Tsirikas, & Bani, 2014).

Thus, it can be said that it is a way for employees to see a system from its practical aspect and form an image in minds about it. It is the process of getting aware of things or understanding things by gathering and arranging the information acquired through our senses to form a true picture of the situation and behave accordingly.

Performance Appraisal reactions

Employees' perceptions/ views of the performance appraisal process used by their employer, including their satisfaction with the performance appraisal session and appraisal system, their opinions of its usefulness and accuracy, and its fairness on procedural and distributive matters (Volpone et al., 2012).

Organizational Justice

Organizational justice, according to Greenberg (1990), is described as a person's judgments about the internal fairness of an organization prevailing inside it. It is referred to as the fairness of the process and overall system at the workplace.

Procedural Justice

Fair perceptions of organizational procedures and processes including due process, consistency, and specificity (Dusterhoff et al., 2014). The notion of fair methods that are employed to fix a resource delivery and distribution decision is referred to as procedural justice. The review of the methods and regulations employed in performance appraisal is known as procedural justice (Grace, 2017)

Distributive Justice

The fairness of a resource distribution outcome or the actual reallocation of resources among possible beneficiaries in an organization working on its wellbeing is referred to distributive justice (Grace, 2017). It is the fairness of results and outcomes that is received in the favor of efforts and contribution an employee makes at the workplace. The concept of procedural justice refers to the fairness and impartiality on which decisions are made by the decision-makers (Leventhal, 1980).

Informational Justice

The extent to which workers believe they have received sufficient information as decisions are executed is referred to informational justice. (Byrne et al., 2012)

Interpersonal Justice

The extent to which workers are dealt with respect, dignity, and civility by decision-making body inside a company, particularly in the relationships between employees and management, is referred as interpersonal justice (Dal Corso et al., 2019).

Employees' Appraisal Satisfaction

Employees' opinions of the appraisal methods' fairness, correctness, and usefulness that are used and employed in their institution (Dusterhoff et al., 2012). It is operationalized as the employee's sense of easiness with appraisal results and its open acceptance.

Performance Appraisal Effectiveness

Any appraisal effectiveness is based on how well it is completed and put into practice to optimize the organization's overall worth by adding value to its use through introducing the system openly to all. It presumes the capacity to recognize and identify an employee's performance shortfalls and strengths based on the true performance.

1.8 Significance of the study

Performance appraisal practices in universities are the focus of the current study concerning employees' perception of fairness in general. The result of this study may prove as productive feedback to university teachers, managers, and administrators (involved in the appraisal process as Raters or ratee) to check the existing appraisal practices in order to maximize their benefits. The current research findings may have great practical consequences for academicians, administrators, and human resource managers. It may provide a deep insight into teachers, heads, deans, and managers' perceptions about the current appraisal system's fairness. They may guarantee the placement of fair and effective performance appraisal systems. The study may also reflect a true picture of employees' satisfaction levels with the current appraisal mechanism, which may exhibit its adequacy or demand for changing it. The study highlighted the basic factors that may improve the appraisal system's effectiveness as well as two-sector universities' appraisal practices may provide the learning curve for the managers to learn a lesson from employees' experiences. This research could assist managers in focusing their attention on the professional development of teachers as part of their performance assessment. Moreover, university administrators and top management may improve their appraisal systems to see significant improvements in employees' performance,

which will have a favorable impact on overall organizational performance. The research findings may prove as a stepping stone to enable education and management researchers for conducting further studies in this area. University administrators and managers may develop a well-established appraisal system by removing the factors highlighted in this study that caused the decline in system's efficacy and its usage. It is also beneficial for raters and ratee since it prepares them to build and improve the effectiveness of PAS, which in turn improves employees' performance.

1.9 Description of Constructs

In current era, An organization's effectiveness is measured through the yardstick of the performance appraisal mechanism (Ikuabe et al., 2022). It provides a stage to keep managers focused on their employees' development to maintain their performance productivity. The appraisal process helps in providing information to managers about employees' work effectiveness and their developmental needs. It may also affect employees' work attitudes positively or negatively (Asiaei et al., 2021).

A plethora of research has been conducted to investigate workers' thinking regarding impartiality in terms of performance evaluation schemes and employees' job satisfaction, but this work proposes a perception of employees' fairness in performance practices (Narkunienė & Ulbinaitė, 2018). This would lead to employees' satisfaction with performance appraisal which may ensure employees' positive view of the performance appraisal system's effectiveness. These variables and supporting empirical results have been used to build the theoretical framework.

1.9.1 Performance Appraisal Description

In both public and private institutions, performance evaluation system encompasses all formal methods and processes used to assess personnel dispositions (Sabella et al., 2020), services, contributions, and potentials of individuals working for that organization (Wiemann et al., 2019). Perceiving the appraisal essence, Wilson (2005) reflects and considers it to be neither a method nor a lonely activity to progress. Relatively it may be sensed as a long-term process that includes employees' enthusiasm, understanding of their boss's objectives, and evaluation of their performance areas. Performance evaluation is not a static or one-time process for getting important information to arrive at correct and independent decisions regarding employees (Wiemann et al., 2019). Instead, performance evaluation can be categorized as a mechanism through which the task performance of an individual is tracked (Bigby et al., 2022). The systematic appraisal of a person's on-the-job performance and potential for developmental growth is known as a performance estimate (Randell, 1994); which prepares managers to preempt and quickly resolve uncertain happenings (Cokins, 2004). Performance evaluation is described to be a systematic formal consultation between junior employees and their bosses in the workplace to gauge the employees' performance and give feedback to them (Dipboye, 2018). According to Gu et al. (2020), the type and nature of the feedback vary based on the situation at hand. It may result in a conversation between employer and the employees following the employees' perusal of the report.

1.9.2 Meaning and Definition

Performance management, performance assessment, progress report, and performance inspection are all synonyms for performance evaluation (Fürstenberg et al., 2021). Aguinis

(2009) defines performance evaluation as an active source of actions and procedures that brings individual performance in line with the organizational aims and objectives by developing, measuring, and identifying their performance. Overall, it's possible to think of it as a procedure for evaluating and reviewing the work performance of employees (Lin & Kellough, 2019). Shen (2004) explains performance evaluation as a formal means to observe the performance of employees and assess their performance.

According to Erdogan (2002), the process of recognizing, watching, evaluating, and growing human capital in organizations is known as performance evaluation. Similarly, performance evaluation is a process by which the supervisor also makes decisions and evaluates the performance of the subordinate (Zhou et al., 2019). Also, among many, one important function of performance evaluation is encouraging, guiding, and improving the performance of employees. For the performance evaluation to be effective it must be pertinent, and relevant, and its assessment standards must be explicit (Ma et al., 2021). Relevance signifies the level of performance measurement containing relevant important information and data it provides, i.e., information demonstrating a person's level or reliability of work performance. This technique is progress-oriented, in support of institution growth in general, but specifically in favor of improving employees' performance (Reddy, 2006; Skelton, 2005). To be to the point and relevant, the evaluation must cover all of the major performance factors while excluding those that are unrelated to work performance (Botha et al., 2019).

Appraisals can identify employees' training needs for performance improvement and provide directions for succession planning (Richards, 2010). Rudman (2002) identified training and expertise in staff appraisal as key factors of concern. It is critical to describe

organization's various management strategies in place, as well as to clarify all regulatory concepts and criteria, to carry out the review properly and effectively (Piggot-Irvine & Cardno, 2005). Appraisal system effectiveness can be assured through employees' acceptance and support for the system (Granić & Marangunić, 2019). However, if it is perceived as a lacking fairness aspect, it may cause a damaging attitude towards the organization by losing trust in both managers, and the organization. This will negatively affect employees' commitment to their work as well as organization (Boon et al., 2019).

Appraisal carried out without following the rules associated with it and without maintaining the transparency, employees' trust, etc., would cause frustration and confusion among employees by creating a troublesome work environment leading to productivity reduction. In addition, ethical and legal problems may arise from this situation (Shammi et al., 2021). Managers should foresee the consequence of their decisions regarding performance appraisal. To gain employees' positive attitude towards the appraisal system fairness regarding outcomes, procedures, and interaction, as described by research literature on organizational justice (Oh, 2018), the management should set an efficient, accurate, and effective mechanism (Wolfe et al., 2018). Where there is shown the non-replaceable significance of performance appraisal in organizations, the influence of appraisal fairness and reliability is evident from the literature too (Balven et al., 2018). The absence of these elements causes employees' dissatisfaction with the system. If these are not present, then an insight into frustration amongst employees will be created regarding the performance evaluation process and overall system. Thus, the reporting officer must be very keen on unbiased performance rating decisions (Hsu et al., 2019).

1.9.3 Performance Appraisal in Pakistan

Stakeholders' have leaned towards accountability due to the control over productivity phenomena in higher education (Zutshi et al., 2021). Mani's research found that an appraisal scheme's effectiveness is just one single criterion out of several others that may be used to assess and improve efficiency (Mani 2002). Although research has engrossed the broad significance related to performance evaluation in firms and organizations, there is still much to learn about its impact on higher education (Habib et al., 2021). According to Winston and Creamer (1997), the majority of higher education employees see performance evaluation as a vulnerability in their overall employment procedures. Even back then, evaluation was regarded as a far more significant way for policymakers to achieve control over higher education's productive efficiency (Asad et al., 2020).

According to Ghauri (2012), firms mostly adopt authoritative and bureaucratic management styles in Pakistan leaving appraisal practices and activities mere documented formalities and never to be acted upon seriously. In such setting, the human resource element is completely a neglected area, and the performance appraisal mechanism is rarely seen exercised (Naeem & Garengo, 2022). As there was no experimental study to be conducted in this field, researchers had to invest a great deal of effort to research to assess the performance of the assessment system in Pakistan to establish whether it was effective or not (Kazi & Chandani, 2021). Nadeem et al., (2020) also affirmed the need to investigate whether the firms working in Pakistan have got crystal clear system of performance evaluation in place or vice versa.

1.9.4 Organizational Justice

Byrne & Cropanzano (2001) concede organizational justice as fairness at work, which is also called organizational fairness and is the leading factor that is seen critically as the center of attention among employees, particularly in the field of performance evaluation. Employees see injustice in the system when they compare the outputs to their contributions and find any imbalance between input and outcomes (Jahanzeb et al., 2020). The theory of equity was the first focus when considering organizational justice, which holds that in response to their efforts and contributions, the employees expect their superiors to give fair outcomes (Lambert, 2003). Justice has remained a critical dimension in people's social, political, and ethical lives for several many years and is given extensive value in the social and political milieu (Sarwar & Muhammad, 2019). An organization's existence and success depend on the fairness of policies and practices carried out. Dominating human affairs brings life to human resource activities by bringing up suitable behaviors. The legitimacy of an organization's work performance is guaranteed by the presence of justice, and when justice is absent, employees utilize unfair ways to assert their rights. (Chegini, 2009).

Researchers used to be interested in learning about fair treatment in a range of social interactions and didn't explicitly target organizations (Dao, 2020). However, as the potential consequences of fairness perceptions for organizations became clear, a large amount of research focused on the organizational setting, giving rise to the brand of organizational commitment and justice (Ahmed et al., 2019). This subject remains essential due to the reason that organizational justice perceptions are linked to job performance (Roch et al., 2019), job satisfaction (Vaamonde et al., 2018), and organizational commitment (Fine et al., 2020).

According to organizational justice research, applying justice and making fair decisions have a significant impact on employees' attitudes and actions (Colquitt & Greenberg, 2003; Greenberg & Baron, 2003). Adams (1965) and Leventhal (1976) defined organizational justice in three different prospects which include 1) Distributive justice, 2) procedural justice, and 3) interactional justice.

The fair redistribution of results is referred as a distributive justice (Arab & Atan, 2018). Employees show deep concern for the outcomes they receive and see mostly in comparison to outcomes others receive for the same level of contribution. Lack of this component of justice may lead employees to quit the organization. Sembiring et al., (2020) noted that employees' work commitment continually develops and retains when an employer pays for what is invested by employees and vice versa.

To comply with the principles of procedural justice, the decision-making process was supposed to be impartial (Leventhal, 1980; Thibaut & Walker, 1975). It denotes the fairness in procedures that were used for the decision-making process in the top management wing. This presence of fair procedures ensures enhanced employee commitment to their working tasks and causes an augmented level of trust among them. This further results in the eventual increased cooperative behavior of ratees with their managers (Baird et al., 2020). Receipt of benefits makes employees feel more obliged to their work, other than socialization, which appeals to employees to present their services for the attainment of mutual benefits (Jamal u din, 2008).

Interactional justice, the third component of organizational justice spotlights the workers' attention towards dealing with affairs and the way they are treated by their seniors while approving the process and procedures to be followed in the organization (Jawahar, 2002). The organization's interactional justice component is ensured by decision-makers interpersonal fairness toward their subordinates (Ambrose et al, 2002). Moreover, it also focuses on fairness in sharing the information appropriately by avoiding harsh remarks (Selbst et al., 2019; Xia et al., 2004). Stress is laid on one-to-one communications; administrators and supervisors are frequently asked for it by the employees (Cropanzano et al, 2007).

1.9.5 Theoretical Models of Justice

Ethical models demonstrate Aristotle's notion that fairness required people to receive what they deserved, with utility/fairness resulting in enjoyment (Hameed et al., 2019). A concept known as the "sustaining corporation", or Stakeholder theory, is also contributing to the well-being of humans by making an optimistic contribution to their well-being. Correctness is regarded as an imperative element in deontological theories and justice itself in deontological theories. The relevance of environmental organizational ideals on just treatment and appreciation is described by utilitarianism models (Rowland & Hall, 2012).

As a result of the heuristic theory of fairness, time is viewed as an integral component in explaining the process of establishing fair judgments (Ambrose et al., 2021). In the light of this theory, employees remain in contact with their managers, processes, and results to formulate just judgments for deciding whether the organizations are just (Hausknecht, Sturman & Roberson, 2011). Based on available information, fairness heuristics are constructed during a "judgmental phase", which employees thereafter utilize as a guide for their post behaviors

(Colquitt & Rodell, 2011). Perceptions are reappraised as per the newly received information or variations in the job premises and environment. This pattern has been backed up by research, which shows that people's opinions of justice change over time (Jahanzeb et al., 2020). Within an individual and among persons, the degree and course of development vary, illustrating how the concept of justice can be dynamic and change over time (Hausknecht et al., 2011). Thus, companies must seek the opinions of their employees concerning the implementation of performance management strategies (Tuytens & Devos, 2012). Organizational justice theories can also be used to build on this.

1.9.6 Theories of Organizational Justice

Organizational justice mainly focuses on the just distribution of organization's assets and resources, the fairness of interpersonal interaction, as well as the justness of the procedures and steps by which choices are made (Rowland & Hall, 2012). It's a crucial concept that explains why employees react to unfair outcomes, ineffective systems, and miscommunications (Al-Zu'bi, 2010). Furthermore, it formulates the main section of the psychological contract plus employees' determination (Rubin & Edwards, 2020).

According to Gu et al. (2020), the research on organizational fairness gives a solid framework for comprehending an employee's perspective on performance evaluations. Social exchange theory, which is the foundation of organizational justice, posits two essential assumptions about human behavior: (1) individuals assess the impartiality of these trades using information obtained through social interactions, and (2) people form social relationships through trade processes in which they contribute and anticipate specific rewards in return (Thurston & McNall, 2010). According to the notion, in addition to the economic trade

relationship developed, one is also creating a social exchange relationship with the institution to establish a social exchange (Wang et al., 2010). Organizational justice is developed to obtain the parameters of justice in socialization processes, not just in organizations. According to previous research by Bakotić and Bulog (2021) the four unique justice conceptions of procedural justice, distributive justice, interpersonal justice, and informational justice have been supported by meta-analyses from previous studies (Reina & Scarozza, 2021).

The fairness of the outcomes of a decision method is referred as distributive justice, whereas the justice of the procedure itself is referred to as procedural justice. The degree of interpersonal treatment an individual gets from his or her boss through a procedure during a performance review is referred as interactional fairness (Tuytens & Devos, 2012; Al-Zu'bi, 2010). There is a substantial debate about whether interactional justice should be considered as a component of procedural justice. Wolfe and Lawson (2020) report that, there has been a theoretical split within procedural justice, which has led to the emergence of a third type of justice known as interactional justice. In the field of interactional justice, two types of justice can be categorized: concerning interpersonal justice, which refers to how individuals are treated, and informational justice, which refers to the allocation of outcome results and the measures taken by the authorities (Day, 2011; Colquitt & Rodell, 2011).

The presumption of fairness regarding the results and outputs of a decision made by involving the involved parties (two or more than two) is denoted as distributive justice. The equity principle defines a just distribution or exchange in which every involved member is the equal beneficiary and enjoys the resulting outcomes proportional to his or her participation in the transaction (Aggerwal-Gupta & Kumar, 2010). If an employee believes the outcome/input

ratio is unfair, he or she can use the equity theory to influence the quality and quantity of work (Levy et al., 2017). According to empirical investigations, minimum wage employees minimize their contribution to reduce their performance, whereas overpaid people enhance their performance to elevate their contribution (Wang et al., 2010). This phenomenon is due to the concern that underpaid workers don't find any creativity and positive feedback to improve their performance, whereas overpaid employees' have motivation in the shape of increased financial gains that show better performance (Vaamonde et al., 2018). The ultimate result is that staff with different salaries compare their performance contribution to that of the outcome ratios of competitor employees. Employees use a more cooperative conflict management technique while working with their bosses when distributive justice is regarded to be favorable (Rana et al., 2011). The equity theory explains how equitable fairness affects performance on a theoretical level (Chakraborty & Biswas, 2019). The relative deprivation hypothesis is the second theoretical foundation for distributive justice, where the justice of outcomes distribution is seen in comparison to the benefits others received and feels unjust in case of finding the difference in any form of getting less advantage. This notion is predicated on those lower in the organization making an upward comparison (Boon et al., 2019).

The justice and fairness of strategic policies, processes, decision-making and control processes, and the employing of rules result in procedural justice, suggesting that the firm values the trustworthiness of its employees and management (Day, 2011). Procedures are neutral, implemented consistently, grounded on factual evidenced data, and applied using the just and correct benchmarks, and there is a way to judge poor choices when procedural justice is attained (Aggarwal-Gupta & Kumar, 2010). The process is thought to be impartial, and the

conclusions reached will be more acceptable (Hameed et al., 2019). Procedural justice has been discovered to be a critical feature in successful organizational transformation efforts, and employees' perceptions of procedural justice have been associated with higher levels of organizational commitment and work satisfaction (Sumayya & Raziq, 2019). According to Lee et al. (2019), there has gradually been a shift in emphasis from distributive justice to procedural fairness, as procedures are now being utilized to assess performance and are having a greater impact than the result itself.

Interactional justice, according to Thurston and McNall (2010), has two components: interpersonal justice (how the ratee is treated) and information justice (how an explanation is provided as to why something happened). Interpersonal and informational justice were both affected differently by these factors in terms of agent-system theory. According to Al-Douri (2020), little study has been undertaken on the relationship between interpersonal and informational justice and key results. The agents-system model explains how interpersonal and informational justice is associated with the "agent-referenced outcomes" which are determined by some form of "agent," usually the supervisor. Consequently, the supervisor has a great deal of control over many aspects of the decision-making process, including performance ratings, work satisfaction, and the behavior of the organization's citizens (Robert et al., 2020).

1.9.7 Performance Appraisal Fairness

Every commodity in the twenty-first century can be replaced by machines and technological designs except human resources (Baird et al., 2020). The supervisor must make subjective judgments about the performance of human agency or employees as part of the performance appraisal process, which is a complicated process. According to Armstrong and

Baron (2005), businesses have a variety of methods, such as technology and design, but no copy of the most valuable aspect, the human component has ever been produced. When applying different strategies of knowing human reactions shapes employees' judgment about how the organization applies its actions to consider employees' feelings. Kaydos (2020) informed that employers are required to comprehend employees from their perspective and understanding of how fair organizational systems are based on system processes, results, and management treatment of employees.

According to Sharma and Sharma (2017), the human resource activities-based process is not appreciated most often. A supervisor should have enough knowledge about their employees' feelings regarding their evaluation system. There is a need to provide correct and precise feedback to employees about their performance. Effective appraisal mechanism has the quality to reflect the true performance of employees and is seen as fair (Steers & Lee, 2017).

Workers exhibit positive reactions toward their appraisal system if they see the mechanism fairly treated (Kampkötter, 2017); workers' job satisfaction is highly influenced by employees' reactions to the appraisal mechanism (Murali et al., 2017). If performance appraisal is perceived to be a valuable source of personal and professional development by the employees, they will support this mechanism (Al-dalahmeh et al., 2018; Mone & London, 2018).

Moreover, current research suggests that today's performance appraisal system is shifted from an approach that focuses primarily on measures to an approach that is context-based and focuses more on employee motivations (Zahednezhad et al., 2018). As a result, the interaction

between them and their supervisors and the organization has been given more attention (Gichira et al., 2017; Zheng, Zhang & Li, 2012). In this regard, organizational justice is seen as a crucial element to be considered to have a positive effect on employees' behavior regarding performance appraisal practices' effectiveness. As mentioned by Tuytens and Devos (2012), changes in the behavior are justified by changes in justice perceptions, whereas employees' dissatisfied perceptions of the system may result in conflict and dissatisfaction (Muqadas et al., 2017a; Thurston & McNall, 2010), subsequently affecting the effectiveness of systems and the performance of organizations (Ikramullah, et al., 2011).

Employees' behavior (thinking, feeling, and behaving) is influenced by their conceptions of fairness (Farndale et al, 2011). To ensure fairness, the supervisor needs to be comfortable with the assessment process (Selvarajan et al., 2018) ensuring that there are systems in place that allow employees to seek clarification on feedback given to them (Baer et al., 2021) and define the satisfaction, feedback, targeted performance of employees, and unfairness of evaluations (Ikramullah, et al., 2011). This perspective is crucial for users' perceptions of effectiveness and utility, and it may anticipate how they will react to performance management techniques, particularly the organization's performance appraisal system (Armstrong, 2021). To boost appraisal acceptability and success, it may be necessary to align the performance appraisal system with the sense of fairness employees feel about their appraisals (Chen & Eldridge, 2010).

According to Kondrasuk (2011), performance appraisals have more influence on the careers and work lives of individuals than almost any other type of management process. There is also no doubt that performance appraisals play a very important role in the development of

human resources in the organization (Tuytens & Devos, 2012). In this case, the subjective assessment of job fairness is compared to an objective assessment based on the quantifiable aspects relating to the job (Brown, Hyatt & Benson, 2010). Gu et al., (2020) concluded that reactions to the rating or appraisal process as well as its effectiveness affect the success and feasibility of appraisal systems. A poor response to a situation can jeopardize the success of an appraisal system and may even put the feasibility of an otherwise excellent appraisal system at risk. There are only a few jobs for which objective indicators are available, therefore people continue to rely on evaluative judgments despite the availability of objective indicators (Krishnan et al., 2018). Moreover, it improves the way performance evaluations are conducted, from which performance appraisals are conducted to which rating scales are used in a variety of formats. As a result, specific types of rating errors, employing rater training, as well as implementing strategies adopted to provide input from staff, colleagues, managers, and potential clients are identified to provide a broader perspective on performance. There has also been a significant deviation from subjective evaluations and toward a coordinated approach that includes goal setting and analysis of developmental needs (Rowland & Hall, 2012). Employees bear responsibility for their actions when they are involved in the goal-setting process, according to Wehrich and Koontz (2005), and the success of their goals is dependent on the level of support they receive from management (Rasheed et al., 2020).

Simmons (2008) incorporated that corporations rely on employees' participation and dedication to operate effectively and they can also sabotage performance improving attempts. An effective performance management system necessitates supervisors who are both knowledgeable of and capable of implementing the system (Baird, Schoch & Chen, 2012). Due to this, leaders have a vital role to play in ensuring that performance management has a positive

effect on the perceived fairness of the results as well as the process itself (Fortin et al., 2020). Management and the staff both benefit from fairness perceptions of performance management procedures (Ikramullah et al., 2011). In addition to improving organizational performance, effective performance management programs can also contribute to the development of crucial outcomes such as an increased level of employee engagement, commitment, and motivation (Baird et al., 2012).

By examining the types of justice beliefs that represented the appraisal reactions, the impact of fairness perceptions on the level of employees' satisfaction with the components of the appraisal process are well understood. The distributional aspect of justice and the procedural aspect of justice had a greater impact on evaluation feedback satisfaction than the components of the interactional aspect of justice (Jawahar, 2007). Performance evaluations were influenced more by distributive justice than by procedural justice, while the method of assessment was influenced more by procedural justice (Wu et al., 2022). There is a piece of strong evidence that the perception of fairness in appraisal processes, the requirement for procedures based on accurate information, and the need for an appeal process may all influence the perception of fairness in the feedback process (Ryu & Hong, 2020).

Palaiologos et al. (2011) looked at how performance appraisal affects organizational fairness and employee satisfaction. There was evidence that the administrative goals of performance appraisal were related to distributive and procedural justice, in contrast to the developmental goals, which were related to interpersonal justice (Jameel et al., 2020). The assessment process was found to be favorably associated with three dimensions of justice, with a stronger link to procedural justice (Wu et al., 2022). The researchers found that employees

were more likely to agree that the performance appraisal process was fair when a set of evaluation criteria was defined that was known by all employees and that was accepted by all of them (Obiorah et al., 2021). There has been a substantial relationship between rating satisfaction and both distributive and procedural justice. Rating satisfaction is positively related to distributive justice and inversely related to procedural justice. Furthermore, the study concluded that supervisors' participation in interactional justice is important since it shows that supervisors are the foundation of their employee's satisfaction with their performance appraisal systems, demonstrating the importance of training appraisers (Palaiologos et al., 2011). Although there was no evidence that interactional justice was linked to feedback satisfaction but a positive correlation was found between procedural justice and feedback satisfaction despite the absence of any evidence between the two (Armstrong, 2021).

It is a social exchange paradigm called Leader-Member Exchange (LMX) that combines a person's fairness and his or her quality of work with the feedback from the organization (or supervisor). The impact of organizational justice on work performance was investigated by Wang et al. (2010). In the case of organizational commitment and LMX utilization as mediators of task performance, they found that only interactional justice's effect was direct, and the three dimensions of justice had a weak connection to task performance whereas LMX utilization had a weak link to task performance and a strong link to overall job performance. The use of inappropriate mediators was blamed for the direct link discovered in a previous study. Performance might well be linked to interactional justice in employees' interaction where Chinese individuals place a greater focus on interpersonal relationships, morality, and emotion. According to the findings, employees who feel they are treated fairly have a beneficial

impact on the company. The use of self-report data was a drawback of this study and the cultural influences affect attitudes and behaviors therefore, they must be taken into consideration.

Ikramullah et al. (2011) carried out a study to examine how the perception of fairness is influenced by the performance appraisal system within two government sector firms in Pakistan. The staff at the company was distributed a questionnaire of self-reporting method to collect feedback to assess justice. The outcomes signified that the workers thought of their process of evaluation as impartial and just as assessed by the four justice dimensions. In addition, it was also revealed that there was a general agreement (considered fair) on all the questions regarding distributive justice and interpersonal justice among the employees. The fact that these items have to do with supervisory decisions and treatment suggests that it's likely that supervisors who score well on these items are doing so to avoid conflict and tension between them and their employees, which might be due to their personal preferences (like or dislike). Despite their disapproval of the statement "setting performance targets" employees' responses to the statement indicated neither their agreement nor disapproval of the statement (Gounder, 2015) and that they were inconsistent in their target-setting. This influences performance since employees were unclear about their goals. A similar conclusion was reached in the case of "seeking an appeal" where employees were not allowed to discuss their reservations with their supervisors during the assessment process because there was no procedure in place to facilitate this (Hoang, 2017). The research revealed how inconsistencies in the system and interpersonal interactions might influence those ratings. The four dimensions of justice were found to be supported (Muqadas et al., 2017).

1.9.8 Performance Appraisal Satisfaction

A successful performance appraisal system is critical for any organization's existence. An ineffective system leads to organizational disintegration as well as employees' unhappiness and confusion, whereas contentment with the appraisal system leads to overall job satisfaction (Kampkötter, 2017). Employees believe that unhappiness and rising turnover rates are the results of performance evaluation manipulation, which is primarily attributable to the supervisor's hidden motive (Kumar & Saha, 2017). As procedural fairness in the assessment system is one of the most essential aspects of forecasting employees' satisfaction, the evaluator grading procedure should be fair and consist of sufficient criteria. Additionally, informational, and distributive fairness are both related to a person's satisfaction with the appraisal rating system and its performance. Moreover, they also have a strong positive relationship with overall employee satisfaction and managers' supervision, as well as they are also positively correlated with employee satisfaction (Choi, Tan, Wan, & Siti, 2013).

A superior assesses and judges a subordinate's work performance through a performance appraisal procedure (Sainaghi et al., 2017). The processes and procedures involved in implementing, managing, and communicating the events involved in performance appraisal are referred as performance appraisal systems (Altin et al., 2018). At present, performance appraisals revolve around the circle of some basic functions that include performance-related feedback, workers' strong and weak points at work, consensus on mutually set objectives to be achieved, and personal developmental plans preparation and employees' career goals statement (Belwalkar et al., 2018).

Boachie-Mensah & Awini (2012) cites in their study that Pettijohn et al, (2001) identified employees' involvement and perceptions of fairness as vital elements to be considered in employees' perceptions of job satisfaction. They concluded by sensing the fact that appraisal activities serve to improve employees' satisfaction level with the job, commitment to the organization, and motivation to work. It strives to clarify the goal and objective to staff to accelerate their performance achievement by providing training and filling the need for professional and personal development. Overall, it is specific to measuring an organization's effectiveness and efficiency (Huisman et al., 2018). These are incompatible with evaluating past performance and awarding rewards based on past performance Bach (2005). Employees are hesitant to share any restrictions or concerns about their present performance with their bosses because it could affect their merit-based pay or promotion possibilities. These conflicts with performance appraisal as a developmental process arise from appraisers' dual duties as monitors and judges of performance appraisal, as well as a lack of awareness among counselors (Oh, 2018).

If employees believe that the rating process is tainted by personal bias, favoritism, or corruption, they will change their attitude at work and eventually depart (Dávid-Barrett & Fazekas, 2020). The appraisal system has been a focus of several studies that examined the satisfaction or dissatisfaction of employees with the system (Sudin S., 2011; Choi, Tan, Wan, & Siti, 2013). It has been discovered that employees' satisfaction and performance appraisal systems have a very strong and dynamic relationship, and that employee satisfaction with performance appraisal systems is regarded as a measure of the employee's perception of their performance appraisal systems (Mullins, 2005; Choi, Tan, Wan, & Siti, 2013). Employees'

satisfaction can only be achieved if employees accept the performance appraisal system and believe that all the system's procedures are fair and accurate. Furthermore, mutual trust between supervisors and subordinates, as well as frequent feedback to employees contribute to employees' satisfaction with the system (Akhtar et al., 2021; Kim et al., 2021).

Dissatisfaction with performance appraisal, on the other hand, stems from a mismatch between the actual outcome and the employees' expectations for incentives based on their performance (Grossi et al., 2020). A recent study has shown that workers and supervisors can reduce discrepancies or dissatisfaction with the performance evaluation system by receiving comprehensive training on the process, and if they act impartially fair throughout every step of the overall performance appraisal system process and procedures (Cook & Crossman, 2004), that can mitigate the effect of negative feeling regarding the system.

Chemeda Diriba, (2012) acknowledged that performance appraisal should be fair and objective-oriented if its purpose is to coordinate employees' services to organizational goals and employees' development. Stress is laid on managers to act fairly for it will bring the trust of employees to an organization which in turn will enjoy its human resource loyalty in the shape of commitment and their obligation towards organizational matters on a prior basis (Ohemeng et al., 2019). If a system is made transparent, employees' satisfaction will be high maximizing their work productivity (Vallurupalli & Bose, 2018). Due to participation in the performance planning and efficient and timely communication of decisions, workers may bring harmony to the company and managers both. If employee's complete participation in the development of incentive mechanisms is obtained, and mutual expectations are established through performance management. Failure to achieve these criteria, in whole or in part, is

perhaps the most significant reason why so many performance-based pay plans have fallen short of expectations (Nordgren Selar, 2022).

1.10 Research Methodology

The present study was designed to investigate the university stakeholders' perceptions of the effectiveness of performance appraisal practices concerning organizational justice and their satisfaction level with the existing appraisal mechanism. Greenberg's organizational justice model was used in this study to measure employees' perceptions of fairness when it comes to performance appraisals. In the light of employees' reactions to different appraisal dimensions researcher investigated their satisfaction or dissatisfaction with the current performance evaluation practices.

All universities and higher education institutions of both public and private sectors in Balochistan that are located in Quetta city and offer undergraduate and graduate programs were included in the study. The data was gathered by adapting scales from Thruston (2001) used by Walsh (2003). Items of scales were modified to make them usable according to the current study requirements.

1.11 Population

This study was designed to gather information on the teaching staff of public and private sector universities in Quetta city. The target population included the heads of department/chairs, as well as teachers within these universities.

1.12 Selection of Organizations

Among all the universities and higher education institutions that are public and private in Balochistan, offering undergraduate and graduate programs, located in Quetta city were selected for the study.

Selected Public Universities include:

1. University of Balochistan, Quetta
2. Balochistan University of Information Technology & Management Sciences, Quetta
3. Sardar Bahadur Khan Women's University, Quetta

Private universities include:

4. Alhamd Islamic University, Quetta

1.13 Sampling Method and Frame

This study was conducted using the multistage sampling technique which was used for the sampling in this study.

Table 1. 1 Sampling Frame

No.	Designation	Public Sector Universities	Private Sector Universities
1	Deans & Chairpersons/HODs	All Deans & HODs	All Deans & HODs
2	Teaching faculty members	All teachers	All teachers

The stratified sampling technique was employed in the first step and two strata were constructed consisting of public and private sector universities. In the second step, stratified sampling was used to choose samples from each stratum and three strata were formed

consisting of representatives from different departments including deans, chairs as well as teachers working in the various positions within their departments. Through a process known as universal sampling, samples from each stratum were selected during the third phase of the study. Deans and Chairpersons/ Heads of Departments made up the first and second stratum of the survey and using it as a basis of universal sampling the researcher has taken the total number of the chairpersons and department heads in both public and private universities. The researcher took all the teachers working in both public and private universities as samples in the third stratum of the study. A questionnaire was distributed to all the chairpersons and all the teachers sampled from both sector universities as part of the performance appraisal process to gather data to facilitate the performance appraisal process.

1.14 Instrumentation

A semi-structured questionnaire was used to collect data from the Heads of Departments and teaching staff included in the sample. The survey comprised several items measuring a) perceptions about performance appraisal fairness, and b) employees' satisfaction level through their reactions to performance appraisal procedure, practices, and their supervisor. There was a five-point Likert scale used to measure the perception of fairness among the respondents and on the Likert scale, the options were ranked from 1 (Very Untrue) up to 5 (Very True). Before collecting the final data, pre-testing and pilot testing were conducted to ensure that the questionnaire was clear and easy to understand. It is beneficial to conduct a pre-test to determine how valid the questionnaire is on its face and to identify any problems with the linguistics of the questionnaire (see sections 3.7.2 and 3.7.3 in chapter 3).

1.15 Structure of the Questionnaire

The survey was divided into three sections in. In the first section of the questionnaire, respondents were asked to provide their demographic information such as their institution, their position, their academic qualifications, and their experience. During the second part of the questionnaire, the employees were asked to provide their perceptions about the fairness of performance appraisals. While the third part of the questionnaire sought employees' opinions on appraisal procedures, appraisal system, and their supervisor to check their satisfaction with the current performance appraisal practices.

1.16 Procedure

To administer the survey questionnaire, the researcher herself visited the selected higher education institutions to get formal permission from the institutions' heads. It was researcher's responsibility to share the study objectives with the participants and to inform them about study's ethical deliberations. A formal consent letter of approval was got from the head after getting formal permission for data collection from their employees. As soon as the researcher had received the formal approval, he or she approached the instructors and staff members of the departments to distribute the questionnaire to them along with instructions on how to fill it out and a brief description of what the study was about. An informed consent letter before having them fill out the questionnaire was given to them. Respondents were promised that the information they submitted would be kept private and that their identities would be protected. To offer a comfortable environment for respondents to react without fear or hesitation, no names or other identifying information was mentioned in the questionnaire.

1.17 Data Analysis

Data gathered from the survey questionnaire could be categorized quantitatively as well as qualitatively depending on their nature. Quantitative research techniques, according to Punch (2005), are utilized to draw meaningful inferences by arriving at relevant decisions through numerical data collection and applying statistical analysis to them. The first section of the questionnaire focused on respondents' demographic information, such as their institution, position, academic qualifications, and work experience. In the second section of the questionnaire, we asked employees to give us their opinions about how they perceive their performance appraisals to be fair. The third part of the questionnaire sought employees' views on appraisal results, appraisal system, and their supervisor to seek their satisfaction with the performance appraisal practices. To analyze the data obtained from first and second parts of the questionnaire, SPSS version 26 was used. A descriptive analysis of the tabulated form data was carried out. Multi-group analysis (MGA) was performed on the reactions acquired from the public and private sectors university employees to check if any significant difference is reported (Matthews, 2017; Wang et al., 2019) in the performance appraisal practices of both sectors' universities. Data obtained on the third part of the questionnaire was analyzed qualitatively to check employees' satisfaction with the appraisal practices and appraisal effectiveness. It was decided to investigate employees' opinions using emerging themes formation along with the results of both data sets to get a more realistic picture of what employees were thinking and to increase the validity of the study by combining the findings of both data sets.

1.18 Delimitations of the study

The study had following delimitations:

1. It was decided to limit the scope of the study to public and private sector universities in Balochistan province only.
2. Due to time and resource availability constraints, the study was conducted including the public and private sectors universities of Quetta city only.
3. Teaching faculty members having the status of appraisee (teachers) and those known as appraisers (Heads, and Deans) in the performance appraisal system from both sector universities were included in the study and did not include other groups such as administrative staff or students.

CHAPTER 2

LITERATURE REVIEW

2.1 CHAPTER OVERVIEW

This chapter purposively serves as a base for this study's development. To gain a better understanding of the dynamics of performance appraisal, extensive historical research on performance appraisal and the practical implementation of organizational justice concepts is focused. Moreover, the valuation of performance appraisal systems is addressed.

2.2 Introduction

Over the past two decades, the concept of best practices in HRM (Human Resource Management) has become increasingly popular (Cooke, 2018). The flux of technological advancement and competitive environment in business, health, and knowledge industries have made human resources a non-replaceable part of the organization that can coin up the rise or fall of any organization. Human Resource Management is the amalgam of policies and practices that are said to shape the behavior and performance of the workforce. Human resource practices primarily deal with several activities, like job description, job designing, human resource planning to decide about the number of employees with their specialized fields and needed skills, employees' performance management, communication systems, and creating a good working environment to support the organization in maintaining its market uniqueness (Gonzalez & de Melo, 2018).

Sensing the true value of Human Resource Management, Raymond A. Noe (2011) affirms that organizations outperform innovatively and remain sustainably advantaged if all

the Human Resource Management practices are well managed and Guest (2011) tied this successful implementation of Human Resource Management practices solely with the managers' skills. Therefore, one big challenge for the organization in today's world is to retain its highly developed and professional human capital. For that purpose, there is always felt a need to give people energy to keep their morale high, get them highly motivated, and develop a sense of belongingness with the organization for the purpose to get maximum of their capabilities and capacities in the shape of different Human Resource outcomes (Mahapatro, 2022).

Implementation of one individual practice may have a great organizational impact in one area but may lack efficiency in other areas. Therefore, to make the whole system run smoothly in accordance with human and organizational harmony these practices are channelized as a set or amalgam of activities (Tuan, 2022). Because one single best practice can never be proven a milestone in getting the human capital committed, satisfied, and well-performed personnel striving for the organizational goals along with the sense of fulfilling their personal and professional needs (Hossain, 2019). For example, if a specific organization has put a lot of effort into designing a job and has placed well-structured rules and systems for that but is missing an efficient human capital to implement those rules professionally. The results will be drastic. Let's suppose the system is well-defined, and highly efficient staff is present but the component of compensation is missing (Kowalski & Loretto, 2017). Such a situation again will give rise to the problem of dissatisfaction among employees which will cause low organizational commitment and dissatisfaction among employees and in turn employee turnover problems being faced by the organization. Which may cause a disastrous collapse of

an organization. Observing this situation and considering different study findings it is safe to report that all the HR practices are mutually dependent on each other to put their full influence on an organization as well as its employees (Alfes et al., 2021). Moreover, these practices come across different studies it is realized that researchers have also sensed this reality and have conducted many studies using a bulk of these practices rather than discussing any of the practices in isolation (Oláh et al., 2017).

Several studies about Human Resource Management practices and their effect on different organizational outcomes are conducted in different business and educational settings to highlight the factors that may prove an edge to the success or failure of an organization (Aboramadan et al., 2019). The majority of scholars in Human Resource Management (Latham and Wexley, 1994; Aboramadan et al., 2019) as well as professionals (Koopmans et al., 2013), to achieve organizational effectiveness, consider employee performance as a key factor (Davidescu et al., 2020; Diamantidis & Chatzoglou, 2019). Many of the studies that have been conducted on performance within the public sector have focused on developing organizational performance models. Empirical and inductive approaches have been used (Carter, 2019), and normative approaches have been used (Seuring et al., 2020).

A few studies have also focused on the levers that control performance within an organization (Behn, 2001; Norman, 2003). There is less research focusing on gauging individuals' performance within the public sector due to its complexity. Performance management is challenged by many factors, including a shift in work nature, the working environment and industries sectors, and how rating scales are evolving in nature, as well as how you can use performance data and information. Performance management is one of the

most challenging things to manage because of these problems (DeNisi & Murphy, 2017). The greater involvement of human resource management practices gives an edge to the competitive market that solely depends on the human resource of an organization (Kianto et al., 2017; Quresh et al, 2010).

Business and research institutions need not only to recruit but retain and develop highly skilled professionals to meet the present era demands (Balsmeier & Woerter, 2019). In this regard, all institutions in general and universities, in particular, strive to train and motivate their human capital to make them highly committed to their organization and their profession. According to Laing (2021) training and development of university employees will assure the excellent performance of its employees which as a result will lead to the effective implementation of Human Resource Management practices by these professionals. Coming through different studies it is evident that researchers never used Human Resource Management practices in isolation rather they have conducted studies using several HR practices and analyzing their impact on each other and other organizational outcomes (Aguinis, 2019).

Performance management, which is also called performance evaluation or performance appraisal, among all the other components, has taken dominance over the other Human Resource aspect as being a prime concept to be considered to guarantee the better use of said Human Resource practices, development of employees' performance as well as organizations performance. Performance appraisal plays multiple functions in an organization (Levy et al., 2017; Reina & Scaroza, 2021).

Mejia, Balkin, & Cardy (2012) report that performance appraisal in an organization is responsible for making administrative decisions regarding compensations, promotions, demotions, punishments, terminations, and developmental decisions regarding employees' training, and counseling, etc. Performance appraisal can best report the ineffectiveness of Human Resource practices, for example, the lack of professionalism among employees, absence of basic professional skills among academic and administrative staff, lack of employees' interest, employees' satisfaction or dissatisfaction with compensation practice, employees' satisfaction or dissatisfaction with promotion practices, employees need for training and development, employees' commitment with the work and organization, employees' job satisfaction or dissatisfaction and employees' performance all are dealt with in the presence of an effective efficient and smart system of performance evaluation (Agoi, 2017; Obiorah et al., 2021).

To Jeet and Sayeeduzzafar (2014), Human resource is an integral part of an organization that strives to innovatively achieve high-quality products and services. Since people are the most important assets of an organization according to Danish and Usman (2010), therefore, the concern about the development of this unbeatable important asset of an organization has put the researchers' attention to focus on the factors that may prove stepping stone in the realm of unlimited success of staff development in an organization for the sake of its better survival (Bal & Dóci, 2018).

For the sake of retaining an organization's competitive market position, every single component of human resource management (HRM) has critical importance to be taken care of within an organization (Manzoor et al., 2019). Malik et al. (2010) concluded that highly

knowledgeable professionals' retention must be assured for the organization's productive survival and to keep its stakeholders' needs at a prime position.

Ali et al. (2014) opine that through human resources, organizations achieve their set goals, and due to this fact, human resource management (HRM) has won the title of “best people practices” to be given the prime attention to work on. There are certain challenges that every organization is facing in the long run for global success and productivity.

It can be concluded from all this situation analysis that carrying all the Human Resource Management practices, managing employees' performance and the effect of their performance on organizational performance, organizational commitment, and employees' satisfaction is a chain process in which each component has a direct or indirect impact on the other (Saeed et al., 2019). Yet none of these practices can be isolated from each as one is requisite for the other.

All these critical activities in an organization can be pulled up under the roof of performance appraisal since it can pull the strings of all other practices in its hand to keep them working properly and give information about their absence or presence, their effectiveness or ineffectiveness in the system and organization itself.

2.3 Performance Appraisal

Organizations with private and public domain endow and spend plenty of their time and energies on their staff in terms of recruitment, teaching, developing, advancing, sustaining, and relocating them (Zeffane & Bani Melhem, 2017). High sophistication and teamwork are characteristics of knowledge-based work. Many changes take place in the workplace as a result

of this, such as the development of flexible and virtual labor. It is not uncommon for academic careers in higher education to fall under this category.

The most common use of performance ratings is to allocate resources for employee benefits including merit-based pay, remuneration, promotions, and other training & development initiatives. In management theory, research, and practice, much attention has been paid to the accuracy of the performance evaluation process and the ratings that arise from it due to its link to resource allocation (Pichler et al., 2008). Performance ratings are often used as a criterion for personnel research (Armstrong, 2021). Additionally, a lot of studies have been done on ratings (Borman, 1991; Mishra, 2017), including rating format research (Sainaghi et al., 2017), training programs for appraisers (Smith, 1976; Grandou et al., 2020) as well as studies of cognitive factors in performance evaluations (Camomilla et al., 2018).

According to psychometric theory, the accuracy of performance ratings depends on the rating instrument's format and the appraiser's cognitive abilities (Na-Nan et al., 2021); however, in recent years, there has been a shift toward systematically explaining performance variance by examining affective and interpersonal factors (Mohrman & Lawler, 2017). Although interpersonal factors were particularly relevant in predicting rating accuracy, a psychometric model-based approach to improving performance ratings appeared to improve accuracy (Pichler et al., 2008). It is important to investigate how relationships between appraisers and appraisees affect performance appraisals and ratings. Moreover, the personality factors of either the appraiser or the appraisee affect the accuracy of the rating (Park, 2017).

Performance appraisal is the process of accurately diagnosing the activities of individuals and groups they perform so that strong performance can be rewarded, and weak performance can be rectified (De Nisi, 2000); this will improve organizational effectiveness. When the qualities of interpersonal relationships between appraisers and appraisees cause a systematic distortion of performance rating, then performance problems may go undetected and, perhaps, worsen; on the other hand, good performance may not be rewarded. Psychometric models traditionally assume that ratings are free of biases such as the halo, horns, and leniency effects (Ramdani et al., 2019).

This will increase rating accuracy if appraisers are trained to avoid these biases or rating instruments are designed to avoid these biases. Research has suggested that subconscious biases influence rating decisions (Dehon et al., 2017). Sharma and Sharma (2017) argue that performance ratings are consciously affected by appraiser motivation, which is affected by interpersonal relations. Nevertheless, research on interpersonal effect and the quality of relationships are still somewhat ambiguous as to whether or not they may be entertained as prejudiced acts in the evaluation process (Varma et al., 2005). Therefore, practitioners and experts should clearly understand the influence of the two-way relationship between the appraiser and appraisee on performance ratings at the time of performance appraisal design and the stage of its evaluation (Park, 2017).

Employees must exercise a considerable deal of responsibility and self-organization in this line of employment. Workers must take on a lot of responsibility and organize themselves in these types of jobs. For employees to be aligned with the organizational goals and to provide feedback on their daily actions in such circumstances, management, and performance

evaluation systems need to be in place that provide this alignment and feedback (Kivipõld et al., 2021). If managers in an organization want employees to perform at a high level, they need to set high-performance standards.

Employees need to be aware of their status in the pay list, what is expected of them, and what excellent performance looks like. Managers' main focus is on establishing a competitive advantage through employee development because all businesses are currently functioning in a competitive, unreliable, and chaotic environment. Mahmoud et al., (2014) explore that the practice of performance appraisal systems has become widely used in businesses, and these evaluative instruments are still used as driving forces in strategic planning and performance to meet organizational goals and objectives.

The idea of performance appraisal has been hotly discussed by academics and professionals in the human resource management (HRM) area. It occasionally forms part of performance management, a more comprehensive method for integrating Human Resource Management strategies (Bayo-Moriones et al., 2020; O Ayomikon, 2017). Performance appraisal of employees is considered a management tool that is often used for motivating and effective utilization of human resources and is considered to be amongst the most efficient methods for workers' growth, inspiration, and assessment, in modern times.

According to Mousa and Ayoubi (2019), regardless of how beautifully organizational programs and assets are designed, achieving the organizational aims and objectives would be unproductive without the presence of competent and well-trained teaching and academic personnel. Institutions and companies are stimulated to improve their performance stages and

better succeed and manage their employees and clientele to achieve greater outcomes and outputs. Firstly, it assumes that the performance of employees in both the public and private sectors can be enhanced; secondly, it believes that improving employee performance is a desirable and essential endeavor; and thirdly, that evaluating individual and comparative performance will encourage improvement (Mohrman & Lawler, 2017; Staronova, 2017). The introduction of formal performance appraisal has won central attention in organizations' growth systems. Consequently, stakeholders' perceptions about performance justice are entitled to a significant ingredient to consider (Rowland & Hall, 2012).

A performance appraisal (PA) system is applied in institutions to count and measure the usefulness and proficiency of their employees. It assists the organization to develop means to advance the quality of work, its efficiency, and output yield both on a biannual or annual basis (Iqbal et al., 2019; Islami et al., 2018; Mahmoud et al., 2014). A method of evaluating employees' conduct in the workplace is simply known as performance appraisal. It takes into account both quantitative and qualitative aspects of employees' performance. PA denotes a method of identifying and collaborating with workers to check and sense how they are functioning in the workplace, as well as, ideally, developing and devising a strategy for development (Phin, 2015). Professional development is aided by effective performance management. When a company's employees put in a lot of effort to accomplish its goals and objectives, it succeeds, and as a result, its personnel grows in life and their careers and wages due to their input to the success of that organization.

Employees' abilities, qualities, and opportunities for progress are appraised during a performance evaluation or appraisal. For an organization to acquire a successful ranking,

performance appraisals should be started and conducted throughout whole the year to acquire a full picture of an employee's performance, including their prior experience, motivation level, growth and development, and other elements which will benefit both organizational successes and boost employees' motivation for performing more and more (Dal Corso et al., 2019; Dangol, 2021; Mahmoud et al., 2014).

Performance appraisal has become a watershed and vital function of human resource management in the current era of scientific development and excessive competition, and an approach through which employees should be able to understand, accept and identify the future development needs of an organization (Ali et al., 2019; Kampkötter, 2017; Lin & Kellough, 2019). The benefit of performance appraisal is that it facilitates performance feedback, member training, and development decisions, selection process validation, reward management, demotions rulings, compensation decisions, human resource planning (HRP), career development, and interpersonal relationship development (Aggarwal et al., 2013). The goals and expectations of performance appraisal are evaluated, reviewed, communicated, and defined by comparison with the standard required (Dessler, 2017; Waroka, Gallato, & Moorthy, 2012).

Performance Appraisal along with the aforementioned advantages has several other benefits. Its other benefits include the ability to assemble, document, and provide feedback on the results of comparisons for incentive allocation and to identify areas that require improvement. Performance evaluation is a vital ingredient of a strategic management approach. It is instrumental in connecting the employees' behavior and competencies concerning the organization's objectives (Dusterhoff, Cunningham, & MacGregor, 2014). The

effectiveness of a company's employee appraisal system is one sign of its quality human resource management. (Aggarwal et al., 2013).

The employees' performance and development system are referred to as a performance management system used in public sectors (Makhubela et al., 2020). In universities, the performance appraisal system is one of the most crucial management systems (Chatelain-Ponroy et al., 2018; Pekkola et al., 2018). Generally, researchers divide performance appraisal methods into two categories: classic and current methodologies. Management must first choose the method of evaluation that will be used and then decide and choose how the system will be employed.

The methods utilized to apply these strategies, as well as the instruments used to implement these methods, are vital to deciding if the organization is controlling its employees as well as the company's performance appropriately (Aggarwal et al., 2013; Islami et al., 2018). Before an organization can achieve this degree of accomplishment, it must have the ability to assess to what extent workers accomplish their tasks well and then utilize that data to recognize and reward high-performing individuals, as well as guarantee that employees' performance not only meets the defined criteria and goals but improves too over time. This task necessitates the use of the proper tools. One of the techniques that a business can use in this regard is performance appraisal (Phin, 2015).

With an organization's rapid expansion and growth, both in terms of its operations and the expanding requirements of its employees, it is natural for it to wish to evaluate the performance of its personnel. Performance assessments are traditionally conducted regularly

to examine the growth and success of individuals in their work and job positions (Dangol, 2021). A performance appraisal is a process that involves determining how successful individuals can perform their jobs, comparing and measuring their performance against a standard (their job specification), and then presenting this information to the appraiser (Petasis et al., 2020).

Being an important and necessary human resource practice, the performance appraisal is for keeping organizational competitiveness intact. Performance appraisal usage is considerably increasing in organizations due to its effectiveness and practicality (Long, Tan, Ismail, & Rasid, 2013). It is observed and confirmed from research that less attention is given to performance appraisal reactions (Pichler, 2012; DeNisi & Murphy, 2017). Thurston & McNall (2010) profoundly suggested that in an integrated framework, a performance evaluation study must incorporate all facets of the performance appraisal system. Both the structural factors in the environment and the social interactions between the participants, must be combined in such a framework. These factors work together to shape perceptions of performance appraisal methods and outcomes. Only by comprehending the system's shortcomings, the researchers can freely and easily explain the performance evaluation phenomena (Kremer et al., 2019), and institutions may modify methods and bring improvement in the light of those research based studies through having the knowledge about system flaws on the whole.

As per Dangol, (2021) perceptions of Employees' perks and given incentives, as well as organizational growth and promotion systems, are frequently tied to performance appraisal. While many companies offer benefits or promotions based on the results of these evaluations,

the majority of them unknowingly overlook the critical link between these evaluations and employees' motivation. Performance appraisal entails more than the standard rational model's emphasis on observation, judgment, evaluation, interviews, and formal recording of appraisal results in paper files only.

Scholars' and investigators' use of formats, criteria, instruction, goal-setting, feedback, and other techniques to enhance the conventional model are not the only ways to improve it (DeNisi & Murphy, 2017), rather as the political model suggests, Performance review processes go beyond individuals, power dynamics, and agreements amongst its players (Thurston & McNall, 2010; Sharma et al., 2020). To understand the existing performance appraisal factors and effects, we must visibly comprehend the appraisal process justice and fairness structures as well as the satisfaction paradigms for employees bringing into consideration the appraisal review system and process (Sudin et al., 2011).

It has also been found that by taking steps to address concerns regarding organizational bias or fairness in the performance evaluation process in a substantial manner, organizations will be able to improve employee morale, contentment, and productivity (Unterhitzberger & Bryde, 2019). Based on the existing texts, there is a need to look deeply into how establishment variables, not simply implementation or deployment, influence the success of performance appraisal. To do so, we address the appraisal dimensions and their linked factors in the context of organizational justice. The first factor investigated is concerned with the effects of organizational justice over evaluation solely based on performance appraisal (Swalhi et al., 2017).

Secondly, the researcher investigates how effective system design and employees' impressions of the fairness of successful performance appraisal are influenced by efficient and effective management practices and system support efficacy. Particularly make up a significant portion of potential stakeholders consisting of university employees' perceptions. Shortly, the study aims to recognize university stakeholders' perceptions and determine how university employees feel about the methods used for performance appraisals in two sectors (Public & Private) universities concerning organizational justice (Hameed et al., 2019).

2.4 Human Resource Management Practice

Armstrong, (2013) referred to human resource practices as organizations' efforts put together for managing their employees' activities to achieve their set targets and goals in a better way. Employees' behavior, attitude, and perception of the performance outcomes are shaped and molded through these practices to make them achieve the desired organizational goals (Al-Sarayrah et al., 2016). Tabiu and Nura (2013) affirmed that human resource (HRM) practices and activities have a major impact on employees' performance. These practices may enhance the employees' level of performance, which in turn exerts great influence on the employees' perception of performance (Khalid et al., 2014).

A variety of human resource practices apply to an organization's settings. However, the different researcher has grouped different Human Resource practices to see their impact on each other, on employees as well as organizational performance. Some researchers considered only three Human Resource Management practices of compensation, performance evaluation, and promotion to be significantly influencing perceived employees' performance (Ahmed & Shahzad, 2011; Bowra et al. 2012; Riaz et al. 2012).

Hashim et al. (2017) examined the effects of pay promotion, compensation, and performance evaluation on the perception of private university professors' performance in Peshawar, Pakistan, and a substantial correlation between HR practices and academic staff performance was discovered. Bowra et al. (2011) found that employee performance is favorably and dramatically impacted by HR procedures including pay, performance reviews, promotions, and considered this study necessary for the formulation of policies to ensure that their staff performs at a high level in the banking sector. While Quresh et al. (2010) Confirmed HR practices significant relationship with organizational performance.

Mone and London (2018) have studied the relationship between Selection, training, performance evaluations, career planning, remuneration, employee participation, and clear job description with employees' performances. Moreover, Riaz et al. (2012) claim in developing nations like Pakistan, the low per capita income rate people's social and economic status are directly tied to the said practices of human resources.

Sajid & Nauman (2019) conducted a study to determine the impact of Human Resource Management practices on perceptions of the performance of employees by examining the roles that Human Resource Management outcomes play in the public and private education sectors of Pakistan. The results showed that HR practices are positively correlated with employees' perceived performance and Human Resource Management outcomes. Hierarchical regression results exhibited that the relationship between HR practices and perceived employees' performance is partially mediated by Human Resource Management outcomes. Singh & Kassa (2016) asserted that the production of competent and qualified human resources is a common expectation from top-ranked institutions. This highly qualified human resource makes it

possible to successfully execute the optimal HR practices including recruitment, training, development, performance review, and remuneration.

2.5 Performance Appraisal Practices & HR Outcomes

Organizations implement human resource practices to manage people actively and effectively. This effective implementation of human resource management may be realized and seen primarily at the employees' level. Effective implementation of Human Resource Management practices would result in many positive HR outcomes also known as employee outcomes. These outcomes consist of employees' job commitment, employees' job satisfaction, employees' job performance, and employees' reduced turnover. These employees' outcomes in the company are not only putting strong effects on other Human Resource Management components but are also interdependent. They not only directly affect employees' performance in an organization but also result in a greater degree of high organizational performance (Arnéguy et al., 2018).

Industrial and organizational psychologists have traditionally seen performance appraisal as a measurement issue (Oh, 2018). In an attempt to investigate the history of performance appraisal, it is evident that in the early days of the application, researchers focused their attention on developing scales, reducing test and appraiser bias, and other topics related to performance appraisal (Moon, 2017). The performance evaluation process is most commonly regarded as being among the most crucial aspects of human resource management (Kehoe and Wright, 2013), and has been extensively researched in the field of work psychology (Fletcher, 2002). Over the last few decades, performance appraisal has supported a more strategic approach to fusing company principles with human resource practices. It has

become a generic term to describe various activities utilized by organizations to assess people, grow their skills, improve performance, and provide out rewards (Fletcher and Perry, 2001).

Performance appraisals are becoming increasingly valuable to organizations and employees, but there is confusion about what they are and how to conduct and manage them (Fernandez & Rainey, 2017). Ineffective performance appraisals lose much value (Mone & London, 2018). In performance appraisals, an employee's job performance is rated by an outside observer, usually a supervisor or a peer (Smith & Bititci, 2017). A performance appraisal is not a form (certain instrument) but a process (format) in the ideal sense. This is a method of setting expectations, ensuring the subordinate meets the expectations, and then appraising and reporting the results.

As a result, the organization, supervisor, and subordinate benefit from the assessment results. Typically, these appraisals are performed annually in most companies and are usually recorded using a standard rating scale. In addition to enhancing organizational effectiveness, the products of this appraisal process have been applied in various settings. Even so, it might be helpful to take a brief look at how performance appraisals have changed to get a sense (Altin et al., 2018). An appraisal is an organized review of an employee's performance in his or her assigned activities. Organizations use performance evaluation to monitor employees' performance on regular basis and keep track of their work activities. By using the instrument of performance appraisal, the administration of an organization can improve and accelerate its employees' productivity, output efficiency, and performance (Al-Jedaia & Mehrez, 2020).

To Amin et al. (2014) performance evaluation is the identification and improvement of workers' job performance and it further brings coordination between employees' job performance and organizational goals. Appraisal of performance is significantly related to employees' perception of their evaluation system (Hashim and Sarfaraz, 2017). Performance appraisal evaluates the employees' job performance and helps improve employees' productivity and enhance specific persons' and organizations' performance as well (Dar, Bashir, Ghazanfar, & Abrar, 2014).

Ali, Rehman, and Shah (2014) claim that performance evaluation procedures have an impact on how employees in pharmaceutical organizations are seen to be performing. According to Abutayeh & Al-Qatawneh (2012) performance appraisal improves staff performance using the set standards (current performance development, increasing staff motivation level, identification of staff training and development needs) of an organization. In contrast to the previously mentioned research findings, Ahmad and Shahzad (2011) study results highlighted the insignificant relationship between Appraisal Practices the employees' performance. Workers' perception of seeking performance appraisal as a fair system influences employees' job performance which in turn affects organizational performance (Dar et al., 2014).

Appraisal system if effective and efficient makes individuals loyal to their work and responsibilities and prone to be committed to their organization's goals while an ineffective performance appraisal system may negatively affect employees' morale and could create employee dissatisfaction (Amin et al., 2014). Highly satisfied employees lead to reduced turnover and absenteeism while employees' dissatisfaction leads to a situation that is quite

opposite to it. Therefore, it would be impossible for organizations to get their desired output from their employees in the absence of effective performance appraisal practices. The paramount function of performance appraisal is to increase employees' motivation by enhancing professional growth through identifying the areas of performance enhancement. The secret of an organization's success lies in employees' willingness to play a positive role in their workplace. Hashim et al. (2017) consider this research helpful for the banking sector to formulate or modify HR policies to gain high performance from employees.

2.5.1 Promotion Practices

Promotion is the advancement of an employee's job position from lower to upper-rank level with a different salary package and a new level of additional work responsibilities (Wambugu and Ombui, 2013). Promotion can be thought of as a turning point in one's professional career that leads to the progression of one's job position from down to upper rank with the advantage of enjoying more authority, power, and security of status along with the salary increment in the profession. Promotion can be defined as the advancement of an individual from his/her particular present position to a new position that is one rank higher hierarchically than the employee's current work position. Owing to this argument, it may be stated that Promotion is the mechanism that guarantees the performance-oriented escalation of the employee's position within the organization.

Employees' work promotion is associated with more authority, an increased salary package, and higher job status as well. Due to these facilities, employees gain more power and motivation to perform well at their workplace. Promotion practices play an important role in the individual's performance by bringing excellence to it. Most of the researchers in this regard

have established positive relationships between promotion and employees' performance (Hashim et al., 2017; Bowra et al., 2012; Riaz et al., 2012) and the result conflicted with the findings of Ahmad and Shahzad (2011), who found an insignificant impact of promotion practices on the perceived performance of teachers. Ali et al. (2014) discovered a favorable and strong correlation between employee performance perception and promotion methods.

Promotion practices according to Bowra et al. (2012) have a moderate impact on perceived employee performance. Riaz et al. (2012) asserted that promotion procedures have a favorable impact on how employees are viewed as doing well in their tasks. Organizations should rely on merit-based promotions to keep their employees satisfied and control employee turnover. The promotional incentive is an active factor that affects job satisfaction and is linked to the organization leaving intention of employees significantly and negatively. The presence of specific career development incentive guidelines within the company enhances employees' satisfaction level and their sense of belongingness tends them not to go for the job-changing options.

According to Syed and Yan, (2012) employees show more satisfaction and high productivity in the organization when there are fair chances of promotion for the employees in the organization. Kehoe and Wright (2013) found the significant influence of promotional opportunities on the employees' commitment to an organization while studying the high-performance HRM strategies' effects on staff members' attitudes and actions. The writers further report that employees appear to be more dedicated and show loyalty to their organization if there is a scope for career development and advancement opportunities for

them. Rubel and Kee (2013) further find the promotion incentive to be one of the critical constructs of HRM activities to encourage employees' commitment to the firm.

2.5.2 Compensation Practice

Compensation is the pay, wages, salary, and benefits given to employees in return for the efforts they put in to achieve the organizational goals (Sudiardhita et al., 2018). Compensation practice is a systematic way of rewarding employees to motivate them to reach a higher level of their performance. Promotion is defined as a remuneration package that an organization gives to its employees as a reward for their contributions.

Employees must consciously act in ways that lead to the achievement of the objectives to achieve high performance against the objectives of performance management (Okeke & Ikechukwu, 2019). Employee expectations state that rewards should be tied to performance outcomes. To increase employee motivation, employers should combine three instruments: first, enhancing the subjective expectation that more effort will result in better performance; second, enhancing the perception of an association between performance and reward; and third, safeguarding the personnel's giving value to the rewards (Calvin, 2017).

Expectancy theory has been the most commonly used framework in performance-related pay to explain motivation. Barba-Sánchez and Atienza-Sahuquillo (2017) talked about the expectation theory, which proposes that what motivates individuals to act in a manner that is going to lead them to achieve valued goals is their anticipation of those goals being met. Extrinsic and intrinsic rewards are vital to worker satisfaction (Gopalan et al., 2017). Extrinsic

rewards, such as pay and promotion opportunities, have been shown to influence job satisfaction as they increase with extrinsic rewards (Taba, 2018).

In addition to attracting potential employees, these rewards increase employee retention rates. Individual performance-related pay is based on an employee's performance evaluations, both regularly and systematically. Research on reward systems has also examined the impact of rewards on organizational performance (Weibel et al., 2009; Nguyen et al., 2017).

Rana & Malik (2017) suggested that through smart compensation packages employees could be engaged in achieving high job performance because when the employees are given a reward by the company for their performance, it boosts the employees' motivation level, success, and survival and reciprocates them (Newman and Sheikh, 2012). Any financial or non-financial reward given to employees in return for their performance to keep their morale high and to keep them working for the company may motivate them toward their goals and objectives (Altarawmneh & Al- Kilani, 2010). Effective organizations tend to understand their employees' achievements, contributions, and efforts they make for the organization play an inspirational role to the staff and create a competitive environment by bringing the desire to be the best performer among staff. In this race for excellence, the organization remains the foremost beneficiary among all (Ramlall, 2004).

In different organizations, various factors (qualification, experience, seniority, and performance) are associated with employees' rewarding practices and policies yet performance dominates all other factors. Reward, when associated with true merit criteria and employees' good performance, not only motivates them to work better but also makes them stay with the

organization and remain highly satisfied. Performance-oriented reward system enhances employees' satisfaction (Tooksoon, 2011). Sarwar et al. (2014) open up the fact that out of many practices, performance-related pay is one most critical factors that can boost employees' performance to the highest level of their potential and excel in their performance productivity hence this can be evidenced that Performance of the person and the organization is positively impacted by performance-based compensation. (Chien et al., 2010; Dahl & Pierce, 2020).

Organizational Incentive plans boost the employees' satisfaction level, and their loyalty to an organization, and Employees are encouraged to concentrate on the effectiveness of the company in the long run of success and competition. Therefore, today most companies are making efforts to innovatively design strategies for remuneration that are correlated with increased organizational performance (Amin et al., 2014). Moreover, Compensation and benefit to Aswathappa (2013) are the most critical factors amongst the other principal purposes for which employees strive, and employees' satisfaction or dissatisfaction, and loyalty are similarly impacted by this practice. As determined by Ryan and Deci (2000), intrinsic motivation is the tendency of organisms to engage in activities they find interesting and, as a result, learn, develop, and expand their capabilities. Intrinsic motivation is present whenever people behave for the satisfaction inherent in the behavior (Lee & Reeve, 2017).

According to Longenecker et al. (2013), compensation and performance are closely related. Masoodul et al, (2013) investigated HRM practices (compensation, empowerment, and appraisal system) impact on employees' job satisfaction and loyalty and found compensation one of the most important practices causing employees' job satisfaction. Ahmad and Shahzad (2011) to study the relationship between compensation with employees' perceived

performance found a positive correlation between the two variables and based on their findings argued that top management's avoidance of adopting compensation practices policies permanently may cause a remarkable decline in academic staff performance (Gooderham et al., 2018).

According to Shakir and Zamir (2014), extrinsic rewards have been sorted as a source of putting an interminable effect on teachers' performance. Based on the research evidence it may be argued that teachers' performance can be enhanced through the placement of active incentive plans and practices and the introduction of high salary packages and employees having a perception of fair compensation practices exhibit good performance at work.

2.5.3 Training and Development

Teaching someone a specific skill or behavior is known as training. It makes employee such a skilled one who exhibits performance in an expected way of professionalism, which will contribute positively to organizational growth. In other words, training is a set of methods used to develop knowledge and skills among employees by enhancing their professional efficiency to perform their job (Amin et al., 2014).

Employees with diverse skills are the need by organizations to cope with organizational problems. Therefore, it would be just to state that Training intends the modification of workers' skills or attitudes. Training is to equip employees with information skills and behavior to perform their job in a particular setting in an organized and efficient way (Grossman and Salas, 2011), and highly skilled and competent workers can develop an internally cohesive human resource management system and contribute to the firm's success (Beh, and Loo, 2013).

In addition, this study found that training and development also had a positive impact on employees' job satisfaction, which was significant (Khan et al, 2016). Moreover, Saleem et al. (2011) asserted that training and development are directly related to employees' job satisfaction and work productivity. Rehman (2011) asserts that employees' productivity makes the organization more profitable. Training enhances employees' job satisfaction, which in turn is positively associated with their organizational performance. Due to the knowledge explosion and technological advancement work competition is on its verge inside and outside of the organization's boundaries. Amin et al (2014) confirm the increase in the complexities of tasks and the need for learning contemporary advanced skills.

Due to this fact training and development are thought a critical factor of HR practices in many organizations (Hamdan et al., 2020) and are taken as an endeavor to develop additional performance skills and competencies to meet the present and future needs of effective and efficient staff provision needed today or in future for excelling the organizational performance. Therefore, training programs are necessary to achieve a strategic edge of excellence over competitors by playing a key role in achieving organizational goals (Chakraborty & Biswas, 2019).

2.5.4 Empowerment

Employees' empowerment is the level of autonomy and authority given to employees to make them take actions and decisions regarding their job. It can be referred to as employees' freedom to work. Employees' high involvement in decision-making positively influences their performance while a job without authority is like the introduction of rules without any execution plan (Kumar & Saha, 2017).

Akhter et al. (2014) study result has evidenced employees' empowerment as a strong predictor of the employees' commitment. According to them, for academicians' job autonomy is the most enjoyable factor that enhances their level of commitment as well as their organizational performance. Employees' involvement in this regard would help the increasing employees' sense of ownership and commitment and promotes an environment where employees feel highly motivated to work with and for the organization. Employees when participating in organizational programs and policies, become more invested in the accomplishment of the organizational objectives and feel job satisfaction (Vroom, 2019).

Employees' empowerment has a significant association with job satisfaction because financial reward may not be the only priority for all employees to remain satisfied and motivated. Khan, Yusoff, and Khan, (2014) observe the positive correlation between employees' psychological empowerment and job satisfaction. Employees when empowered trust their organization and its policies. In the opinion of (Yazdani et al., 2011) empowerment is the idea that benefits the organization and brings a sense of belonging and satisfaction among the staff. Employees' loyalty is increased through their involvement in designing the programs and policies. This brings a win-win situation for both parties.

Considering the factors, it is evident to conclude that employees must be involved in decision-making as well as the goal-setting process in the organization. Involving employees in decision-making causes the success of an organization by increasing its productivity (Ahmad & Ahmad, 2019), taking time decisions, developing a strong communication system between supervisors and subordinates, and encouraging a teamwork spirit among workers (Ghani et al., 2022). In a nutshell employees' empowerment may heighten the use of their

potential by reducing conflict among employees and making a conducive working environment where everyone's efforts are given weightage and value (Hee et al., 2019).

2.5.5 Recruitment & Selection (Staffing)

Recruitment is a process used by organizations to attract and place people to fill vacancies or newly created job positions. Recruitment is the process of attracting people having specialized skills, capabilities, and competencies to apply for a certain job in an organization and selection is the process of hiring the most suitable individuals from among the recruited ones for a job fulfilling the criteria given by the organizations' management (Bratton & Gold, 2012).

Hiring the most suitable incumbent is a hard task to perform, therefore, the recruitment and selection process plays a central role in succeeding organizations by bringing highly qualified human resources into the organization (Gopinath & Shibu, 2014). Several different researchers admit the underlying evidence that effective recruitment and selection process leads the company to assure high job performance of employees (Alsabbah & Ibrahim, 2014; Khan, 2012) and remain competitively advantaged (Amin et al., 2014). Therefore it can be argued that for the purpose to achieve organizational performance the identification and filtering of the right candidate with required skills from among the pool of applicants to perform the job is possible only through the emplacement of smart, active and well developed, and refined selection system (Hinton et al., 2020).

The right selection is the result of a high-stake performance appraisal system. The lack of a smartly effective system of performance appraisal may lead to the wrong selection of

candidates which will in turn lead to the failure of the organizational programs and policies if there is no smartly effective system in place. As an active HR component, recruitment and selection help organizations' management attract and select competent candidates while leading to an increase in job performance and organizational performance (Rehman, 2011). An organization may face a spectrum of issues like failing to accomplish its goals and objectives, employees' low job performance, employees' increased turnover, job dissatisfaction, organization low productivity, etc. Organizations may avoid such situations to come by opting for highly qualified people through the emplacement of the best recruitment and selection policy (Al Mamun & Hasan, 2017).

2.5.6 Employees' Performance

All the activities performed by employees in their work setting that can be brought under scrutiny on the basis of set evaluation standards and criteria of an organization are given the name of employees' performance (Iqbal et al. 2013). Elnaga and Imran (2013) consider employees' performance an important variable that leads employees in enhancing organizational efficiency and productivity. An organization's survival is dependent totally on its staff performance and their performance outcomes (Hettiararchchi and Jayarathna, 2014) because employees' good performance brings satisfaction and contentment to them.

Yunus et al. (2018) investigated the relationship of performance appraisal fairness with employees' job performance in higher education institutions in Pakistan. Their study concluded that when employees are likely to perform better if they perceive performance appraisals to be fair and accurate and by making them highly motivated and satisfied with the system and this may ultimately improve organizational performance. Khan (2013) highlighted

that knowledge about the factors (such as subjectivity in assessments) lowering employees' satisfaction levels and issues related to job performance development are totally ignored in organizations.

Managing and measuring performance are integral components of performance. It is important to recognize the stages of performance management and measurement. The definition given by Armstrong (2006) of performance management is "an organization's methodical approach of developing individuals and teams to improve performance." The following definition consists of a conceptual, organizational, and operational framework that has been useful in studying performance measurement (Smith & Bititci, 2017).

Similarly, Saura (2021) argues that performance management refers to various activities designed to improve employee performance. Performance management is the development of competent and committed individuals who work towards achieving shared, meaningful objectives within an organization that supports and encourages these efforts (Kazancoglu et al., 2018). Performance management is to make the entire organization, including executives, perform better by comprehending and controlling performance according to set objectives, standards, and competency requirements. In essence, performance management enhances the quality of the value-adding process, i.e., making the association between organizational inputs/resources, results and outcomes attained, and conclusions accomplished more productive and accurate over time (Shad et al., 2019).

2.5.7 Job Satisfaction

Employees' level of job satisfaction measures how much they enjoy their employment. Job satisfaction is eventually employees' personal feeling of pleasure or happiness and excitement about their job and its different facets (pay, appreciation and reward system, job or performance evaluation system, workload and employees' participation, job conditions, supervision, and organization's policies or procedures) which employees' think are important to be taken care of. Employees make personal estimations of these dimensions, their presence, and absence, effectiveness and ineffectiveness, and get good or bad feelings about their work (Al-dalahmeh et al., 2018).

According to Rehman et al. (2013), Job satisfaction is the most critical factor known in all public and private organizations around the globe. Awang et al. (2010) suggest organizations must give attention to the factors that directly affect their employees' job satisfaction level as it would in turn affect organizational performance too. Organizations should, therefore, put their prior attention on employees' job satisfaction as it may cause lowering the employees' turnover rate in an organization and has a positive effect on employees retention. According to Tariq et al. (2013), many factors, including workload, pay, stress at work, and family issues, can cause a person to become dissatisfied with their employment, which then causes them to leave. These independent factors have a negative final-stage impact on organizational performance, which is negatively impacted by these factors (Wang et al., 2020).

Bibi et al (2012) laid the stress on emplacing of effective HRM policies to ensure the improvement of the job satisfaction level of employees. Employees, if satisfied with their

duties, responsibilities, and working conditions, would perform well and intend to be more committed to their job, and organization both. Job dissatisfaction creates undesirable attitudes among employees toward their job (Adnan Bataineh, 2019), which reciprocates lowering employees' performance ability and effects negatively organizations as well (Mowday, Porter, and Steers, 2013).

Raziq and Maulabaksh (2015) found that an organization's work environment has a positive impact on the employees' Job satisfaction. They further argue that in bad work conditions, it is hard for employees to perform according to their potential and capabilities therefore, companies should best focus on their work environment. Uzair, Razzaq, Sarfraz, and Nisar (2017) examine the relationship between HR Practices, loyalty, and commitment to mediating the role of job satisfaction and found the results revealing the role of job satisfaction as a mediator that significantly and partially mediates the relationship between HR practices, loyalty, and commitment. This literature eventually evidences that job satisfaction has a mutual relationship with HR practices. Both sides affect each other positively or negatively depending on their proper implementation (Jabeen et al., 2018; Sulistyو & Suhartini, 2019).

2.5.8 Organizational Commitment

Organizational commitment is the degree of employee loyalty to his/her organization (Yao et al., 2019). Employees when managed with the best effective HR practices are more inclined to remain committed to their organization. This commitment leads them to exhibit appropriate behavior toward their work, their supervisors, and their organization by putting in extra effort to gain higher quality and higher productivity. Organizational commitment is one

of the most researched concepts in the business world due to its significance for organizational performance and effectiveness (Al-Jabari & Ghazzawi, 2019).

Employees' commitment makes employees feel devoted, highly excited, and willing to perform beyond their capabilities and role expectations in a firm (Sila and Gichinga, 2016). Hussain and Rehman (2013) affirmed the strong relationship between four HR practices with behaviors that support employees' intent to stay with the company, including person-organization fit, employment security, communication, training, and development. Furthermore, it was discovered that HRM practices and employee retention have strong, positive links and that these interactions help firms retain personnel.

Employees' commitment has three perspectives, which are termed affective commitment, continuance commitment, and normative commitment. Each commitment perspective has a different occurrence scenario. According to Suma and Lesha (2013) employees' intention and wish to stay with the organization bring an affective commitment to the forefront to occur while job conditions bring continuance commitment to happen where it is difficult for employees to leave the job. In contrast to the former two commitment perspectives, normative commitment happens when there is no choice left for the employees to leave their job due to organizational obligations.

Lamba and Choudhary (2013) exposed the importance of HRM practices in providing a unique position for employees' commitment to the achievement of organizational goals in the global competitive market. They further showed the significant effect of HRM practices on

organizational commitment and their association with high organizational performance. This assures the retention of highly skilled and qualified employees.

Reviewing all the given practices it may be concluded that human resource management (HRM) practices play a crucial role in shaping an organization's overall performance. Each of the HRM practices such as promotion, compensation, organizational commitment, job satisfaction, recruitment and selection, empowerment, training, and development has a significant impact on an employee's performance. However, the effectiveness of these practices largely depends on the fairness of the performance appraisal system. When employees perceive performance appraisal fairness, they are more likely to accept and follow the HRM practices, which, in turn, leads to higher job satisfaction, organizational commitment, and better performance. Therefore, it is crucial for organizations to ensure that their performance appraisal system is perceived as fair to fully benefit from the positive effects of HRM practices on employee performance.

2.5.9 Fairness of Appraisal System

The objective of fairness in performance appraisals is an important feature that determines the performance appraisals efficacy (Alsuwaidi et al., 2020; DeNisi & Murphy, 2017; Kampkötter, 2017). It is crucial to take into account both the fairness of the appraisal method and its results since an assessment system must be viewed as fair and just by appraisees to be effective (Greenberg, 1986). Murali et al. (2017) claim that if there were widespread perceptions of unjust evaluation practices and unfair evaluation results, the appraisal system would be destined to collapse.

Al-Jedaia and Mehrez (2020) found that employees' beliefs about a performance appraisal system's fairness significantly impacted its ultimate success, as perceived fairness was associated with employees' confidence and, consequently, acceptance (Kavanagh et al., 2007). Furthermore, in a study of perceived fairness and accuracy in performance evaluations. The relationship between fairness in performance appraisals and performance management systems has been widely studied (Selvarajan et al., 2018). The level of two-way communication was strongly correlated with appraisal fairness (Moura et al., 2019).

There is also evidence that attitudes toward supervisors and perceptions of fairness of performance appraisals are linked. The capacity of a supervisor or appraiser to accurately evaluate a subordinate's performance has been recognized in a variety of research studies as a key element of perceived fairness and justice. Gu et al. (2020) identified fairness in performance appraisals as dependent upon a belief that open communication with supervisors or appraisers won't result in negative consequences. Similarly, Robertson and Stewart (2006) found that managers who provided accurate and credible comments were supposed to be fairer in informational and procedural terms. Fairness and motivation also showed an improved positive relationship, tying the two together indirectly (Krishnan et al., 2018; Ryu & Hong, 2020).

2.6 Performance Appraisal and Organizational Justice

Employees' motivation is influenced by their perceptions of how fairly are they treated in comparison to other employees. As a result, it's critical to look into how appraisal system design influences an institution's efficacy and efficiency concerning organizational leadership in the context of perceived justice (Kivipõld et al., 2021). Organizational justice and trust have

sparked a surge in scholars' interest in recent years, as indicated by the increased attention these subjects have received in organizational publications. One reason for this increased focus is that employees' attitudes and behaviors are consistently predicted by justice perceptions and trust assessments (Colquitt & Rodell, 2007). The literature on organizational justice provides a solid foundation for understanding and strengthening performance rating perceptions. Furthermore, social exchange theory is thought to profoundly entrench organizational justice in its fold (Levy et al., 2017).

Employees' evaluation of executive choices they make concerning factors and variables like duty delivery, compliance with shifts, empowerment, pay and compensation plan, award decisions, undergoing reasonably just social and monetary working situations, and fair internal organizational decisions insights and practices can be defined as organizational justice (Kalay, 2016). Furthermore, performance appraisal may be viewed as essential because employees may have differing perspectives on the process. As a result, when employees believe performance appraisal is a fair procedure, they will respond with a positive attitude. Employees, on the other hand, would have a negative attitude if they believe performance appraisal is not a fair procedure (Saraih et al., 2020).

Zwiech (2021) reports a strong perception of an unfair appraisal system among the regular employees working in medium-sized Polish companies having highly unfair and biased assessment criteria tied with the combination of prejudice and discrimination which lead to the uselessness of appraisals in those companies. It also gives rise to the demand for change in the appraisal system approach for having the least effect on employees' functions and their organizational performance. The elements of performance appraisal studied in this research

are based on the organizational justice model of (Greenberg, 1993). Greenberg introduced organizational justice theory to performance assessment by asking what gives a performance evaluation the appearance of fairness. He also assessed whether a performance appraisal appears fair because of what one receives, how the choice is made, or both (Phin, 2015).

Fairness has long been seen to be a significant predictor of employees' affective status and behaviors. Employees respond with happiness and commitment when they believe they are being treated properly (Sudin et al., 2011). Continuous exposure to the standard will create expectations, which can be used as the basis for determining fairness (Sumayya & Raziq, 2019). As a result, any constructive actions and behavior following these anticipations and expected hopes are referred to as just and impartial acts, whilst any undesirable performances and events are referred to as biased and unjust acts. Employees will pay by their dedication and pleasure if they view a system to be just and fair (Krishnan et al., 2018). The following model consists of interpersonal, informational, configural, and systematic aspects. It is confirmed from the research that fairness perception is influenced positively by satisfaction.

However, according to another study, there is still no agreement on the impact of several organizational justice characteristics (such as distributive, procedural, interpersonal, and informational justice) on employees' satisfaction (Bouazzaoui et al., 2020). Few studies have attempted to look at members' views of fairness and their effect on performance appraisal satisfaction using four component justice models (Ahmed & Sattar, 2018). Usman, Fan, Haq, & Hussain (2014) explored that in the practice of performance evaluation: the satisfaction of employees is very much connected with the perception of fairness, and it is a vital predictor of employees' satisfaction.

Organizational justice, according to Greenberg (1990), is characterized as an individual's assessment of impartiality and is seen as personnel's decisions of justice within a company. The notion of organizational justice tries to elucidate how fairness affects an organization's performance. Greenberg discovered that individual conceptions of justice within an organization are critical to the company's efficiency. Greenberg also claimed that these views of justice affect the personal satisfaction of the people who work for a company. He traced the evolution of organizational justice literature to more powerful organizational components. Within the field of organizational justice, Greenberg recognized three paths of research. One of those three is distributive justice, which concentrates on justice perceptions regarding organizational outcomes.

The quality and characteristics of an organization's workforce determine its success (Aslam, 2015). Nowadays workers are very keen on the issues of fairness as well as equal treatment by their managers. The effectiveness or ineffectiveness of a company is largely determined generally by its workforce's management process and members' performance review system particularly. An employee evaluation system is used to evaluate employees' performance. This approach could have both a beneficial and negative impact on how employees perceive the company. The sense of justice by employees, which translates into the perspective of the entire business, is one of the most significant aspects to consider in the context of this system (Hameed et al., 2019). Employees' perceptions of the employees assessment system's goals, outcomes, and applications have an impact on their motivation, involvement, and performance. Furthermore, staff presents different expectations toward employers which affect their life experience (Zwiech, 2021).

Organizational justice is concerned with employees' views of fairness. This area of inquiry looks at how and why employees make fairness judgments, as well as how these decisions affect work-related behaviors and attitudes (Kerwin et al., 2015). The theory of organizational justice takes into consideration the fairness concept. This theory also deals with the employees' perception of fairness, and it contemplates a state in which consequences, exchanges, correlations, and processes are observed within an organization by the employees as fair. Mainly, it refers to the perception of an organization and its agent's fair treatment.

According to (Colquitt, Greenberg, & Zapata-Phelan, 2005), in the last decade, most of the research focuses on individual fairness and organizational outcomes as organizational research are linked with the fairness perception of employees. Kurian (2018) and Cawley, Keeping, & Levy (1998) found out from their review that one of the vital components of performance appraisal is organizational justice. Dijke & Cremer (2016) highlights the function of justice in work reports and found that employees' attitude like satisfaction is positively connected with justice. To establish effectiveness for the long-term in the process of performance evaluation, the employees' perception of justice is too much involved.

Moral and ethical values as well as sensitivity to human ideals serve as the cornerstone of justice and are sensitive to justice, which is administered through impartial and just value systems. (Delshad, Kolouie, & Ali, 2016). Concurrently, understanding employees' responses to the whole performance management process in terms of perceptions through performance appraisal requires an understanding of organizational justice (Govender, Grobler, & Joubert, 2015). Because enhanced employees' work attitudes and activities are inclined to signify a key objective of businesses to ensure economic success, current management literature stressed the

part that fairness plays in the employees' performance appraisal methods and processes (Rusu, Avasilcai, & Hutu, 2016). Greenberg's understanding of justice conceptually paves the way for a more in-depth investigation of how society views organizational justice in systems. (Phin, 2015). An all-inclusive scheme of assessing employees' work performing activities becomes essential for several reasons, including the difficulty of assessing an employee's work performance as well as the difficulty of evaluating their work satisfaction (Lyde, Grieshaber, & Byrns, 2016).

Zwiech (2021) further explores that stereotyping, habits, preconceptions, assumptions about personal attributes, labeling or pigeonholing, discrimination, or hierarchy's impact on the evaluation should all be addressed and discouraged in appraisals. All of these difficulties contribute to a lack of objectivity and fairness in the overall assessment process. The appraisal should not be viewed as a moral or ethical evaluation. Employees should be judged on their work and behavior, not on themselves, their families, or their hobbies and interests. An employee's aggravation, emotions of hurt, and intense dissatisfaction stem from a sense of injustice. Any undesirable attitude to the assessment scheme that stems from employees' views is seen as a basis for encounter and dissatisfaction. When employees believe their appraisals are fair, they act positively, and vice versa. Employees' feelings of injustice during decision-making and execution, on the other hand, may cause psychological problems like getting worried, stressed, and feeling sad (Turhan, Koprulu, & Helvaci, 2016). Because of the varied types of relationships between the white-collar workers and their superiors or bosses inside the organizational setting, injustice appeared to be more deleterious to them in comparison to their counterpart blue-collar workers. Herr, et al. (2000) explained that this shows that white-collar

workers' relationships were more tightly linked to expectations and obligations outside of the official contract. Only among female employees of the company did the friendship sometimes become even stronger (Ford, 2014). Furthermore, the findings of the study suggested that fairness in procedures is considered to be more important than distributive and interactional fairness. In addition, employees who perceived themselves or their peers as recipients of organizational justice reported higher levels of benefits, higher acceptance levels, and higher evaluation outcomes, suggesting that procedural justice ought to be prioritized over distributive justice as well as interactional justice (Rusu, Avasilcai, & Hutu, 2016).

Ochieng's (2016) objective was to look at employees' perception of the effectiveness of the performance appraisal system in the humanitarian NGO Non-Governmental Organizations in Nairobi South. The research also included the level of perception of employees regarding feedback, motivation, relationship with supervisors, promotion, purpose, goal setting, consistency with organization strategy, fairness, and confidentiality among others. The findings showed mixed perceptions. While some areas like confidentiality, consistency with organization strategy, purpose, and goal setting, were rated positively, others like feedback, fairness, promotion, and improvement in the relationship between employees and supervisors were rated negatively and some respondents were undecided. The study determined that if the right measures are put in place, performance appraisal is a tool that can be used to enhance efficiency and effectiveness in organizations. The study also noted suggestions from respondents and concluded that the need for providing feedback to the workers and laborers in a specified period is a watershed scale for the appraisal to be effective.

In addition, employees need to be involved fully in the process to own and embrace the system. Also, a review of the tool from time to time is important to accommodate any changes. Lastly, the appraisal system needs to have an element of fairness felt by employees. Performance appraisal satisfaction is influenced by organizational justice (interpersonal, interactional, procedural, and distributive) (Karakose, 2014). Furthermore, it has been suggested that workers ought to be given a chance to see a completed appraisal before discussing it with their boss. Finally, once performance gaps have been found, the supervisor must take the necessary steps to improve performance (Makhubela et al., 2020).

Academic personnel and others in universities are increasingly dependent on performance management and other institutional control systems, whether consciously or unconsciously. In general, modern professions have been subjected to 'from above' imposed demands to the point that we can ask whether occupational control of work is migrating from professionals to their organizational managers and supervisors (Pekkola et al., 2018). Performance can be improved through trust and job satisfaction towards performance appraisal (Abdullah, Anamalai, Ismail, & Ling, 2015).

Many factors can influence the perception of fairness of performance appraisals, including communication and interpersonal interactions, self-efficacy, leadership ideals, procedural justice, distributive justice, and interpersonal justice, as well as trust in line managers. These categories of organizational justice are further justified here and clarified their interconnection while focusing on performance appraisal.

Social relations are considered exchange processes in which individuals make support what are thought to bring to them specific productive consequences. People judge the fairness of these trades by means of knowledge received through social contacts and interactions (Thurston & McNall, 2010). The performance evaluation method should consider how transparent and trusted the processes are (procedural justice), along with the fair distribution of resources and results among workers based on their performance (distributive justice). Aside from that, to prevent an unfair scenario, management should treat all employees fairly during the performance review process (interpersonal justice) and provide a thorough justification (informational justice) to all staff members (Krishnan et al., 2018). The characteristics of distributive, procedural, and interactional justice are divergent entities. Some believe that a more insightful technique is to separate procedural, distributive, and interactional justices. Therefore, in this particular respect, organizational justice in current literature has been investigated as a three-fold structure comprising distributive justice as primary, procedural justice as secondary, and interactive justice as tertiary structures, where further the interactional justice is sub-divided in the form of two sub-dimensions namely interpersonal and informational justices.

Fairness in performance appraisal processes is a vital determinant of their acceptance of the outcomes, and employees' willingness to engage in behaviors that contribute to organizational success. In this regard, perceived fairness in performance appraisal is closely linked to the principles of organizational justice, which encompass distributive justice, procedural justice, and interactional justice. Several studies have examined the relationship between performance appraisal and organizational justice and have provided robust evidence

supporting the importance of perceived fairness in performance appraisal processes. Perceived fairness in performance appraisal has been found to be positively associated with various outcomes such as employee job satisfaction, motivation, organizational commitment, and performance. Employees who perceive their performance appraisal process as fair are more likely to accept the feedback provided, engage in behaviors that contribute to organizational goals, and have higher levels of job satisfaction and motivation. Moreover, perceived fairness in performance appraisal can also contribute to employees' trust in the organization and the management, which can lead to positive organizational outcomes such as increased organizational citizenship behaviors and decreased absenteeism and turnover. In contrast, when employees perceive their performance appraisal process as unfair, it can lead to negative outcomes such as decreased job satisfaction, lower motivation, and increased turnover intention. Therefore, organizations should prioritize implementing fair performance appraisal practices to promote positive outcomes ultimately leading to improved organizational performance.

2.6.1 Performance Appraisal and Procedural Justice

The fairness of the procedures employed to determine a resource distribution decision is referred to as procedural justice. In a variety of circumstances, procedural justice theories have been created. All of the theories are concerned with how receivers' understandings of equality and justice are affected by the existence or nonexistence of particular procedural features when it comes to resource distribution. The review of the methods and regulations employed in performance appraisal is known as procedural justice (Dal Corso et al., 2019; Grace, 2017). As a result, fair procedures are valued since they allow people to have control

over the state of the outcomes generated (Krishnan et al., 2018). Procedural justice perceptions get high when standards are in place to confirm that monitoring consequences are precise and if the organization has appeal mechanisms in place to fix inappropriate outcomes (Sudin et al., 2011). Procedures are valued and evaluated by the level of consistency, constancy, prejudice suppression, accuracy, correct-ability, ethicality, and the point to which procedures allow voice and input (Colquitt & Rodell, 2007).

Thibault and Walker (1975) examined how different individuals reacted to simulated dispute-resolution procedures when they were inserted into a legal setting. In terms of the two forms of control, the processes adopted were different. It is important to note that the first form of control had to do with the disputant not having control over how evidence was gathered and presented in support of his or her position. Secondly, the component dealt with the legal process that has a significant impact on decision-making in the organization and there has been a strong correlation between the amount of "voice" that an individual had in the process of decision-making and their perception of fairness.

Kerwin et al., (2015) observe that fair judgments regarding decision-making processes, rules, and procedures in an organization determine procedural justice, whereas Kalay (2016) defined procedural justice as employees' perceptions of procedural justice concerning the procedures and processes employed during the distribution of organizational outcomes among employees. The way the organization allocates and relocates resources is represented by organizational procedures. As a result, procedural fairness is seen to be linked to cognitive, emotive, and behavioral responses to the organization, such as organizational citizenship behavior (Cohen-Charash & Spector, 2001). Procedural fairness is favorably correlated with

how the employees perceive the numerous criteria (goals they need to achieve, behavior while performing their jobs, competencies, personal qualities, and level of control over their work) used for PA. (Makhubela et al., 2016).

Procedural justice is founded on equitable judgments about policies. (Kerwin et al., 2015). It is also important to recognize that procedural justice is a part of organizational justice. It portrays the point of view of the employees as to the extent to which the appraisal procedure that determines the outcome of their evaluation is seen as fair. It is the perception of the employees that the decision regarding rewards and performance appraisal are designed through a procedure that is fair and balanced (Leventhal, 1980; Thibaut & Walker, 1975). According to the study by Greenberg, five procedural categories contributed to perceptions of fairness in employees within an organization. According to Phin (2015), the procedural components or classifications that are part of those classifications or procedures are comprised of: Before the appraisal, superiors should solicit input and exert effort in the assessment process; during the appraisal meeting.

Following that, these employees or workers will assess procedural justice. Disgruntled parties' displeasure with the unjust conclusion will be alleviated once it is determined that the processes employed to identify whether the unfavorable result was procedurally fair. When angry employees decide that processes are procedurally unfair, their narrow displeasure with resource allocation spreads to the organizational authorities who made and approved the choice (Grace, 2017). This typically leads to a concern regarding the fairness of the processes that lead to the final product (Zwiech, 2021), and when staff members see a connection between performance and rewards, they are more willing to work to meet corporate objectives and

goals. (Makhubela et al., 2020). This facet of justice is based on an employee's perception of fairness in interactions with the organization, particularly those exchanges that are not based on defined strategies or procedures.

Studies evidence procedural justice to be a critical element of organizational justice that focuses on the fairness of the processes and procedures used in decision-making. In the context of performance appraisal, procedural justice is essential to promote employee acceptance and engagement with the appraisal outcomes. The literature suggests that employees who perceive their performance appraisal process as procedurally fair are more likely to accept and follow the outcomes, leading to positive outcomes such as high job satisfaction, organizational commitment, and employees' better performance, trust in performance decisions, positive work attitude and employees motivation. On the other hand, when employees perceive the performance appraisal process as procedurally unfair, they are more likely to be dissatisfied, demotivated, and have lower levels of organizational commitment. Therefore, it is crucial for organizations to ensure that their performance appraisal processes are perceived as procedurally fair to promote positive outcomes. Organizations that prioritize procedural justice in performance appraisal processes can reap the benefits of positive employee outcomes, leading to improved organizational performance.

2.6.2 Performance Appraisal and Distributive Justice

The very basic concept of Distributive justice is expounded and based on how fairly an employee feels their results were distributed in a firm or an organization (Kerwin et al., 2015). Distributive justice is the foremost sort of justice, and it is characterized as sharing and spreading organizational outcomes equally among personnel. The results and outputs of certain

decisions are fair is the prime concern in the distributive-oriented perspective (Zwiech, 2021; Kalay, 2016). The fairness of a resource distribution outcome, or the actual reallocation of resources among possible beneficiaries in an organization working on its wellbeing, is referred to as distributive justice (Grace, 2017). Individuals judge distributive justice by determining whether the perceived ratio of outcomes to inputs matches that of a comparator group (Colquitt & Rodell, 2007).

The first aspect of organizational justice is distributive justice which deals with the fairness connected to the apparent outcome which is defined as the theory of social exchange and also known as the theory of equity. Greenberg defined two distributive categories that contribute to perceptions of fairness, according to Phin (2015), those categories consist of, the reception of an assessment based on performance; and approval of pay/up-gradation based on the assessment.

According to Makhubela et al., (2016) Employees' satisfaction with assessment was positively associated with distributive justice, as was satisfaction with interactional justice. Because distributive justice focuses on results, there was a substantial link discovered between feedback satisfaction and distributive justice (Kalay, 2016). According to a study, distributive justice has a big impact on task performance and a minor impact on job devotion, but no significant impact on interpersonal facilitation.

Staff members' opinions of the rater's intentions can influence whether they think an appraisal is fair or unjust. As a worker, you may want to believe that an appraisal is fair if you believe that the rater is providing you with stimulus, enhancing your performance, or

broadening your understanding of your abilities, what they do well, and where you can improve. On the contrary, conflict avoidance, favoritism, nepotism, and politics are examples of goals that may not be regarded as fair assessment indicators (Thurston & McNall, 2010).

As a result, employees are more likely to be satisfied with their performance appraisal ratings and with their supervisors who assist them in the appraisal process if they perceive distributive justice, or the perception of fairness in the allocation of results (Kalay, 2016; Phin, 2015). When potential beneficiaries believe a resource allocation is fairly distributed, they often don't feel the need to examine justice further. When potential beneficiaries perceive a resource allocation lacks distributive justice, they will be dissatisfied with the result and driven to look into it further, as distributive justice is the ultimate goal (Grace, 2017).

2.6.3 Performance Appraisal & Interpersonal Justice

Interpersonal justice, in detailed research conducted by Thurston and McNall, refers to how the rater handles the individual being rated in terms of perceived fairness (Thurston & McNall, 2010). Furthermore; Interpersonal justice comprises the treatment of people with a certain level and degree of politeness, dignity, and respect by authorities (Sudin et al., 2011) and refers to the behaviors toward employees as courteous, well-mannered, honest, and gracious (Miharja et al., 2020).

The basic elements that interpersonal justice considers important during the feedback are perceived dignity and respect. The information acquired on process management is referred to as informational justice. The degree to which employees are treated with respect, dignity, and civility by decision-makers inside a company, particularly in the relationships between

employees and management, is referred to as interpersonal justice. (Dal Corso et al., 2019; Kalay, 2016; Kerwin et al., 2015). This is the third facet of organizational justice, known as interpersonal justice, and it has to do with how the company administrators deal with the employees (Walsh, 2003). The respect and appropriateness with which authoritative figures carry out procedures in an organization with the employees are referred to as interpersonal justice. (Colquitt & Rodell, 2007).

According to a significant study by Cohen and others interactional justice is concerned with the interpersonal aspects of organizational operations, notably management's treatment of employees and contact with them (Cohen-Charash & Spector, 2001). As a result, two-way contact between the appraiser and the appraisee is required during the performance appraisal period. Both parties must treat each other with the utmost respect in this interaction. Overall, the employees regard interactional justice as fair in interpersonal communication throughout the performance appraisal sessions (Krishnan et al., 2018).

Interactional justice is sometimes split into two categories: interpersonal justice (based on the way individuals get treated) and informational justice (based on the way information is communicated) (how individuals are told about why certain processes are employed and why certain outcomes are distributed). It is important to note that the way a line manager conducts the appraisal process (procedural justice) and how he or she communicates with employees during that process is an important aspect of interactional justice. This will influence the employees' perception of how fair the appraisal process is (Makhubela et al., 2016).

The fairness of encounters that arise between staff members and managers throughout the distribution of organizational results is a source of relational problems. A fair affiliation between staff and management will provide the employees with the feeling of being valued and recognized as valuable members of the organization (Kalay, 2016). This is why, whenever colleagues are heard and understood and inappropriate remarks and comments are avoided even during the implementation of procedures, interpersonal justice is strengthened. (Makhubela et al., 2020). Greenberg in 1993 put forth the four-factor organizational justice paradigm, which believes that informational and interpersonal justice are two different organizational justice dimensions (Greenberg, 1993).

Interpersonal justice is referring to how the employees are treated by the organization. For example, with how much courtesy, respect, dignity, and politeness the employees are dealt with. While the procedural explanations of why it occurred is referring to informational justice. The four-factor model consists of informational, interpersonal, procedural, and distributive and is also supported by (Colquitt, et al., 2001). He suggested that the main difference in separating the justice types is due to the connection and interlinking of all the types of justice with some organizational attitudes. When companies use the data collected throughout a Performance Appraisal to make choices about payroll, fringe benefit increases, promotion, and termination, they provide the impression that the method and its consequences are both fair. People's worries about effective interpersonal interaction and conversation are referred to as interactional justice. It's worth noting that interactional justice is concerned with how formal organizational agents treat individuals who are vulnerable to their authority, judgments, and actions (Makhubela et al., 2016).

2.6.4 Performance Appraisal & Informational Justice

The basic definitions and primary components of informational justice are being given by different scholars of the subject for instance, according to Rodell and his research associates, the apparent adequacy and veracity of explanations for choices is referred to as informational justice. The amount of justification supplied throughout operations is referred to as informational justice (Colquitt & Rodell, 2007). So the amount of explanation required concerning result distribution and the methods utilized to arrive at those determinations on the consequence is crucial to informational fairness (Kerwin et al., 2015).

All needed information linked to various outcomes provided by the organization is referred to as informational justice (Saraih et al., 2020). It aids in appropriately and correctly informing employees in aspects of organizational decision-making (Kalay, 2016). As a result, it has been proposed that conceptions of justice, encompassing distributive and informational justice, might act as modifiers of pay communication effects. Given this above assertion, and in the light of the absence of empirical evidence proving a link between pay transparency and employee satisfaction, Scheller & Harrison (2018) concentrates on distributive and informational justice as moderators in the context of several dimensions.

When information is regarded as defective or supplied in an untimely manner, perceptions of informational fairness may be lowered. When information is absent, such as when salary is not transparent, workers may believe that pay practices and outcomes are unjust, even if they are not. This relationship, on the other hand, could be driven by the availability of knowledge, which is only one aspect of informational justice.

It is possible to provide information to a supervisor employing straightforward, sincere, and logical explanations, in addition to justifications for all aspects of the approval process for any aspect of the approval process. Setting performance expectations and objectives, routine assessments, and explanations during the performance interview session are the most usual interactions in the context of performance appraisals (Thurston & McNall, 2010). Employees that have a good perception of information justice are more physically, cognitively, and behaviorally engaged in their work. They would rather show more overall drive and devotion to their career, as well as a sense of excitement and pride in what they do and a desire to find new methods to execute their work (Kerwin et al., 2015).

2.7 Performance Appraisal Effectiveness

It is important to understand that performance appraisal is one of the key components of performance management; however, the latter term encompasses a considerably broader idea. We recognize that investigating the factors that influence other parts of performance management may be useful (Bayo-Moriones et al., 2020). Knowing about the success of organizational performance, effectiveness, and vitality of the performance appraisal systems has earned a major place in practice and study in recent years in the context of employees' inspiration, commitment, and career possibilities has shown the effectiveness of the PA system (Iqbal et al., 2019).

From the perspective of the system approach model, the statistical findings of Phin (2015) analysis suggest that a successful designed system, effective managerial systems practices, and effective system support are the two utmost active perceptions inducing employees' perceptions of effective performance appraisal fairness. Employees' perceptions

of the system's precision and justice impact the efficacy of the Performance Managing System. As a result, it's vital to have a conversation about effectiveness from the standpoint of employees (Makhubela et al., 2020).

According to a study, ratees' views of performance appraisal drives are important in predicting ratees' personal and organization-related reactions, and hence in shaping their judgments of the performance appraisal efficacy (Iqbal et al., 2019). A performance appraisal system's effectiveness or ineffectiveness has a direct relationship with an organization's survival or collapse, which in turn may cause ultimate frustration and uncertainty among employees. Furthermore, the performance appraisal process having diverse objectives has many benefits and determines effectiveness. It gives an objective analysis that can be used to make decisions about promotions or compensation to ensure the successful survival of the organization. It provides impartial information for asset allocation, such as ensuring that suitable individuals are in the correct positions. It pinpoints the training and development requirements that must be addressed to attain the optimal efficiency of the system (Phin, 2015).

The employees' confidence in the Performance appraisal can easily be deduced that PA can have significant positive impacts on employees' performance and organizational effectiveness (Lin & Kellough, 2019). Additionally, there is a range of dynamic factors that can be used to determine what employees' opinions are regarding the effectiveness of the performance management system (PMSE) in terms of its effectiveness. Nevertheless, there seems to be a lack of consensus among researchers regarding how it is best to define effectiveness within the context of performance management and which metrics should be used to gauge employees' perceptions regarding their performance (Makhubela et al., 2016). The

reason is performance appraisal's diverse aspects consisting of organized systematic and impartial approaches. When an appraisal is systematic, it analyses all of the employees' performances in the same way, using the same methods, so that the appraisals of various employees' can be compared. This type of evaluation is carried out regularly and therefore is not left to partiality and chance. As a result, both raters and ratees are aware of the performance appraisal method and its timeline. When an inspection aims to acquire precise measurement by removing human biases and preconceptions as much as feasible, it is said to be objective (Phin, 2015).

Furthermore, when it comes to organizational leadership effectiveness the architecture of a performance appraisal system plays an eminent role (Longenecker & Fink, 2017). Constituents such as promotions, demotions, layoffs, and downsizing can all be facilitated and documented through performance appraisal. The organization can identify the most skilled and high-performing people for leadership roles through performance review. At the same time, performance appraisal can uncover poor workers who may need to be fired if a business has to downsize. Performance evaluations can also be used to confirm hiring, placement, and transfer assignments. An employer might be satisfied that his hiring criteria are correct once a new hire receives his or her first performance review (Petasis et al., 2020).

Workers' growth and development are conceivably the most essential elemental feature of an encouraging performance appraisal system. The success of any venture depends on how successfully it is carried out and executed to enhance the organization's overall value. While it is an undeniable fact that the PA system identifies an employee's weaknesses and strengths, that's why the development factor of an employee's performance review process is seen to be

the most effective route to success (Aslam, 2015). If the appraisal system is not motivating, it means it is less effective. The effectiveness of the performance appraisal links with many other factors including its motivational side that leads employers to participate actively and focus on development if they are truly convinced.

As the study shows that it is indicative that the management should revisit and redesign its performance evaluation procedures and tactics to transform the organization for better change. The organization should comprehend that the employees' feedback and contribution is a vital constituent of an effective performance appraisal system. It is critical to incorporate employees in the performance management process to guarantee that they are engaged in the process and a sense of belongingness should transpire through the employees.

2.8 Performance Appraisal Satisfaction/Dissatisfaction

The essential features of the performance rating system are justice and satisfaction (Dal Corso et al., 2019). These features are defined in three ways: satisfaction with the performance appraisal interview, contentment with the appraisal system, and satisfaction with performance ratings (Sudin et al., 2011). Studying the relationship between all these factors are also necessary to understand the importance of the appraisal system. While scholars have identified the importance of justice perceptions of performance appraisals in successful organizations, meanwhile, establishing accurate, fair, and effective performance appraisal systems is considered to be a big challenge for HRM practitioners and specialists (Dewettinck & Dijk, 2013).

Employees have long complained about inaccuracies and injustices in performance assessments and organizational processes, as well as feelings of dissatisfaction and discontent running high in the employees regarding an unjust PA system (Thurston & McNall, 2010; Selvarajan et al., 2018). Although there is a large amount of literature on organizational and psychological factors that have an impact on employees' perceptions of fairness of performance appraisals, very little on these factors has been documented. In the past, most research studies have been conducted on structural constructs rather than cognitive or psychological perspectives as a result of a focus on structural constructs (Harrington & Lee, 2014).

There is increasing evidence that appraisal reactions play a crucial role in developing favorable job and organizational attitudes and motivating workers to perform better (Alsuwaidi et al., 2020; Rubin & Edwards, 2020). Satisfaction with performance appraisals has been studied the most often of all appraisal reactions (Decramer et al., 2013). As much as performance appraisals have many advantages, it has also been found that they negatively affect employees and managers (Kaydos, 2020; Smith & Bititci, 2017).

An appraisal system is often cited for failing due to employee disengagement, exclusively while initiating their professional goals, which might be hazy or nonexistent. There might also be an issue with poor communication and coaching relationships between subordinates and superiors (Steers & Lee, 2017). Therefore performance appraisal systems fail due to ineffective management or insufficient top management support (Khoury and Analoui, 2004; Kanter, 2017). Experts of performance appraisal believe that human behaviors correspond to their performance evaluation procedures in many significant ways. Individuals'

opinions regarding the appraisal, both the rating system and the rater are likely to be effective to the level that they believe the evaluation measures, judgments, and interactive encounters are fair (Mone & London, 2018; Moon, 2017). Employees' discontent and dissatisfaction with their rating system, rater, and appraisal will almost certainly be linked to flaws in performance appraisal methods. Differentiating the linkages between the justice dimensions and their outcomes will add to the validity of the theory (Thurston & McNall, 2010).

Over recent years, the performance appraisal system has been perceived as ineffective by both public and private sector employees. Therefore, due to this fact employee satisfaction is considered to be important (Gooderham et al., 2018). Since appraisals aim to improve employee retention, motivation, and development (Sudiardhita et al., 2018), dissatisfied individuals can have little hope of achieving these outcomes. Performance evaluations are less likely to be used as feedback when appraisees are unsatisfied or perceive an unfair system (Bouazzaoui et al., 2020; Newman et al., 2020).

According to research conducted in the United Kingdom, eighty percent (80%) of the staff are unsatisfied with their performance review system, while just ten percent (10%) believe that their organization's formal performance appraisal system has helped them enhance their efficiency and performance (Aleassa, 2014). The aforementioned study elaborates that the majority of the employees are having this sense of dissatisfaction with the performance appraisal system which leaves it ineffective.

The higher the ratings a manager receives, the more likely it is that he or she will be satisfied with performance appraisals (Soltani & Wilkinson, 2020), which correlates with

overall satisfaction with appraisals (Rubin & Edwards, 2020). It is important to understand the performance ratings in feedback messages (Winstone et al., 2017) because they are frequently the basis of administrative decisions (Huang et al., 2019). Higher ratings are more likely to satisfy the appraisee to a larger extent. Formal review and feedback sessions are common in evaluation practices and techniques, as are events for developing work objectives, performing self-appraisals, and setting performance targets. Employees' reactions and responses to their job, their supervisors, and their company as a whole can be influenced by the processes inherent in these systems as well as the performance appraisal outcomes themselves (Forsythe & Johnson, 2017). Whenever employees feel that the appraisal system is unfairly influenced by politics or trivialities of insignificant importance, the appraisals may be a great source of annoyance and great discontentment among the rates which will lead to dissatisfaction factor and ultimately end up in burnout of employees their workplaces (Thurston & McNall, 2010).

It was found that certain cultural factors and management traditions in the firm had an impact on employees' perceptions of the accuracy and results of their performance appraisals (Tsai & Wang, 2013). To assess whether a person's perception of fairness is justified, just, or appropriate, he or she must evaluate whether an effort concerning the result gained is reasonable, or appropriate, in addition to whether an unfair result distribution has occurred. An unjust delivery of output may have negative effects. Managers and administrators in an organization have long considered employees' satisfaction with their job to be one of the most important aspects of an individual worker's life, and it continues to be a multidimensional concept with multiple parts (Fila, Paik, Griffeth, & Allen, 2010).

Employees seek input or information from the respondents, as well as guidance and training to attain the next level of outcomes, to increase their performance (Huisman et al., 2018). Workers are unlikely to be aware of how their actions conflict with crucial objectives or what to change about it unless they receive frequent feedback. As a result, it is critical to make sure the performance appraisal measurement tool is valid, dependable, bias-free, concrete to be practical, and acceptable to the user (Pitt & Norton, 2017).

Employees' acceptability and satisfaction with the appraisal process are much increased when they have meaningful involvement in it (Phin, 2015). It has recently become an extensively debated topic among management practitioners and sixty-two academics since it reflects on employees' attitudes and behavior, and also shows how human behavior is reflected in the workplace of a company (Ahmad & Bujang, 2014). The effectiveness of an organization's human resources is often measured by its job satisfaction as a primary criterion. Despite the important role that job satisfaction plays in the management challenges that today's managers face when managing their employees if you haven't noticed, it continues to be one of the most difficult aspects of managing employees, and it has received little attention from managers, academics, or practitioners (Pan, Shen, Liu, Yang, & Wang, 2015).

Employees would be happy with a performance appraisal process if fairness standards for organizational justice are communicated, according to the literature. The clear-cut and expressed information given to the workers regarding their performance makes them feel satisfied. On the contrary, discontent with the system is exacerbated by training in the performance appraisal process that results in disparities between actual and perceived performance assessments (Makhubela et al., 2016). According to (Adler, et al., 2016)

employees and managers are insecure about the utilization and dissatisfied with the process of performance appraisal when it is at its epoch, although it is implemented and utilized at a large scale.

Darehzereshki (2013) and Iqbal, Akbar, & Budhwar (2015) are of the view that despite the criticism the efficacy and utility of the system of performance appraisals and evaluations can be argued in one way or the other for the assessment of employees' performance are much valuable and important for both the practitioners and researchers. If management has a good grasp of how employees feel about the performance appraisal system and process, the managers may make changes to their performance appraisal practices so that employees perceive the systems and processes are impartial and informative (Thurston & McNall, 2010).

Bodla, Hussain, & Chen (2014) performed research to analyze and explore the glaring factors and reasons that lead to greater job satisfaction among professionals in the academic field in Pakistan. In the above research, job satisfaction was taken to be considered as the dependent variable while HRM (human resource management) practices including compensation, career planning, performance appraisal, development, and training were considered to be the predictor variables. Reward and performance appraisal are the most important elements in job satisfaction among these colleges' academic employees, according to the survey. The intriguing component of the study was that when the factors of human resource management techniques and work satisfaction were included, analysis of mean-variance and independent t-test revealed no differences between faculty members from private and public universities as per the factors of job happiness and human resource management practices are concerned.

According to (Kim & Holzer, 2016) supervisors and subordinates have an undesirable insight into the process and fairness of performance appraisal while (Arogundade & Olasunkanmi-Alimi, 2015) are of the view that management literature is dominated by performance appraisal system and the main organizational concern. Radebe (2015) believes that performance appraisals should be included as an essential component of management to evaluate the performance of employees regularly as well as to set performance standards for the business process. Human resource management regarded the policy of performance evaluation and believe it to be a vital tool of management for the effective development of a career. Employees can get a clear image of expectations for improvement through appraisals (Bhurtel & Adhikari, 2016) (Mathew & Johnson, 2015). Employees and managers, on the other hand, have found it difficult to contribute to motivational, cognitive, and behavioral variables due to a lack of an effective performance appraisal policy and system (Akinbowale, Lourens, & Jinabhai, 2014). According to (Buvaneswari & Mujeeb Rahman, 2015), even though the appraisal is one of the most important management tools in the world, not enough research has been conducted to examine the impact of an appraisal on attitudinal outcomes such as job satisfaction, development, and growth due to perceived development, and the absence of inaccuracy and unfairness.

When employees believe that their appraisal procedure is fair regarding interaction and procedure with their respective appraiser, the appraisal would be considered effective. A proper response to the issues of performance and evaluating employees' performance while simultaneously providing corrective feedback can lead to achieving the highest possible standards of performance (Clarke, Harcourt, & Flynn, 2013). Employees in a workgroup who

feel their outcome/input ratios are equal across the board will conclude that they are all getting treated fairly based on their relative performance. That is, they will regard equity as such. Equity is the ideal perception since it leads to emotions of fulfillment and allows employees to concentrate fully on their job to proceed and progress. (Grace, 2017).

On the other hand, employees' perception of performance appraisal contributes toward the major aims and goals. Employees may become unproductive and negative toward the system as a result of the perceived unfairness and ineffectiveness of the PMS in this instance. For a performance appraisal system to be effective, it must be perceived favorably by the employees, and the more positively the perception of the employees is, the more efficient the performance appraisal system will be (Makhubela et al., 2016). In addition to the disparity between performance evaluations that are expected and received, Thurston & McNall (2010) provide evidence that employees' perceptions of the fairness of performance appraisals are associated with organizationally significant attitudes and behaviors that are significant to the organization. Organizational performance appraisal judgments may appear to be unfair at first glance, but they don't have to be. Inequity perceptions are undesirable because they cause dissatisfaction and deflect disgruntled employees' attention away from adjustments that may be made to create/restore a sense of equity among coworkers (Grace, 2017).

2.9 Relationship of Appraisal Effectiveness & Justice

An in-depth examination of the relationship between the effectiveness of performance appraisal, justice, and its potential consequences is warranted and is an urgent necessity of current times. Performance appraisal satisfaction is the sole mediator in these interactions. Moreover, individual contribution is recognized through a fair performance appraisal, which

leads to organizational productivity, whereas insufficient and poor performance management methods result in significant productivity losses (Dal Corso et al., 2019). If employees' perceptions of fairness are essential to them, these perceptions should be linked to attitudes and behaviors beyond the initial gap between predicted and actual performance ratings. The perception of a poor performance evaluation always irritates employees, but if employees observe fair assessment protocols and interpersonal contacts, their attitudes and behaviors toward their bosses and organizations are less likely to be impacted by differences if they observe fair assessment protocols and interpersonal contacts (Krishnan et al., 2018; Thurston & McNall, 2010).

Organizations, on the other hand, influence how staff workers carry out their duties and believe in fairness and transparency of the appraisal system. Further, there is research that indicates that a considerable proportion of employees desire to do well in the workplace as part of their ambitions, and as a way to demonstrate their commitment to the company or organization where they work (O Ayomikon, 2017). Likewise, how employees perceive organizational justice from their performance appraisal outcomes greatly promotes organizational success and vice versa since employees' views of organizational justice are responsible for the effectiveness or ineffectiveness of administrative performance appraisal on organizational commitment (Cheng, 2014). These sensitivities of the employees regarding justice are instrumental in establishing the long-standing effectiveness of performance appraisal processes (Ahmed & Sattar, 2018). A very interesting aspect of the fair and unbiased PA system, as I see it, is that employees will accept a negative review as fair and accurate as long as they believe that the appraisal method, the conclusions that were reached, and the

interpersonal and informational contacts along the way throughout the entire process, were fair and accurate. Not only will they accept their review results to be as per their real performance rather Employees might then adjust their perceptions of their previous performance to match the appraisal they got. There will also be an increase in employees taking advantage of the information to take appropriate measures (e.g., excelling in their performance) as a result of which they can change the perception of others to match their intended self-perception (Thurston & McNall, 2010). This positive perception of employees about evaluation to be just and accurate will leave a confident imprint on the effectiveness of the performance appraisal system.

Changes having positive outcomes rather than negative results and outcomes are deemed easier to be adopted in companies and society at large. But on the contrary, the changes with negative consequences can easily be made more tolerable by being procedurally fair, accurate, and unbiased (Wu & Wu, 2015). If any of the appraisal techniques are found to be unjust, unfair, and coated under the cloak of favoritism, consequently animosity toward the evaluation, the institution, and the bosses is likely to arise. Hostility towards procedural, informational, psychological, and interactional determinants becomes the source of discontent and a driver for outrageous conduct (Mulvaney, 2019). The discrepancy produces initial unhappiness with the performance appraisal in the justice model, but the affective reactions provoked by the appraisal system and the bosses provide the driving force for the justice model to move forward (Sumayya & Raziq, 2019; Thompson et al., 2018; Thurston & McNall, 2010).

Performance appraisal is considered to be one of the most popular and essential human resource tools and a significant part and parcel of an organization. Yet, this process also

contributes to employees' dissatisfaction who consider it useless and discriminating (Miharja et al., 2020). The association between performance appraisal and organizational effectiveness, on the other hand, is not straightforward and simple; as well as determining the effectiveness of the performance appraisal system, it is also important to take into account people's perceptions of how they are treated and how their efforts are valued (Kivipõld et al., 2021). All parts of the appraisal process must be considered to fully comprehend the consequences of performance appraisal on individuals' thoughts and attitudes. In the context of performance appraisal, the research carried out has shown a lot about how people feel about fairness (Ahmed & Sattar, 2018; Thurston & McNall, 2010).

When it comes to higher education institutions, in which the main determinants of success are teaching, research, motivation, the number and quality of faculty teaching and research, and the amount and quality of faculty research, effectiveness is directly and strongly linked with performance appraisal systems (Türk, 2016). The conceptual frameworks taken for this research study are constituted by organizational justice. The current literature regarding organizational justice is related to the understanding and knowledge of the connection between the perception of people about attitude, behavior, and fairness in the workplace. This framework is applied by (Kim, Lin, & Leung, 2015) for the assessment of performance.

According to Moon (2017) fairness does not necessitate a thorough accounting of all individuals' work production; rather, to create a successful organization, one needs a common understanding of how people should be treated, how rewards should be allocated, and how decisions within the organization should be made and explained clearly and straightforwardly. Although a start in the right direction imitates the use of the due process model, this specific

model is limited to structurally specified parts of the appraisal system. Even though this due process model ignores many social aspects of performance rating techniques, the outcome judgments must be fair and objective.

Furthermore, as per Kim's suggestion, the fairness of the performance appraisal and evaluation process can be three-dimensionally expounded and explained. Primarily, performance appraisal equity is attained when members of the organization observe clear performance appraisal prerequisites; secondly, when performance appraisal politics somehow doesn't appear in the process of performance appraisal, members of the organization perceive equitable performance appraisal; and finally, the pay-performance connection is critical in trying to foster performance appraisal justice. (Kim, 2016). The perception of fairness has a profound and significant positive impact on effective performance evaluation (Phin, 2015). That is, the influence of performance is determined by linking factors, such as effective performance appraisals in the organization.

Bobocel & Mu (2016) associated the work commitment of employees with the performance assessment outcomes regarding organizational justice in their study. Experimental evidence is available about the interaction between satisfaction, interactional, distributive, and procedural perceived justice that calls to foster satisfaction since the connection between loyalty and happiness/satisfaction is moderated by distributive justice (Bahri-Ammari & Bilgihan, 2017).

Some correlations, such as organizational practices and their perceived value for the employees, have been demonstrated to influence justice views in a study. They also include

disparities in demographics and personalities. Responses to perceptions of justice are considered by other correlates such as behavioral, attitudinal, and affective feedback that can be directed against a particular result, the job, the manager, or the organization (Cohen-Charash & Spector, 2001). This is significant because, when compared to individual perceptions of justice, communal perceptions of justice have both better and embedded relationships with effectiveness. (Kivipõld et al., 2021).

Perceived performance appraisal justice, in particular, was substantially related to performance assessment satisfaction, which was then linked to job performance, job satisfaction, and life satisfaction. As a result, satisfaction with performance appraisals completely moderated the relationships between performance appraisal justice and indeed the consequences studied (Dal Corso et al., 2019). Several studies have shown that procedural and interactional justice (which includes both interpersonal as well as informational justice) are both related to the nature of social relationships and associations. Depending on the justice type, the relationship between the raters and the organization was either procedural or interpersonal (interactional, interpersonal, and informational justice), while the only justice type, i.e., tended to have a greater relationship with economic exchange within an organization when it came to distributive justice. As a consequence of this perspective, employees are more likely to perceive their performance appraisals and appraisal systems as fair to them (Thurston & McNall, 2010). On the other hand, there is a different situation in Pakistan as asserting the fairness perception of employees with justice kinds i.e. (informational, interpersonal, distributive, and procedural) are not used as a single framework. The ongoing research is

therefore very important to study and investigate the phenomenon from the Pakistani perspective in general and the Baluchistan perspective in specific.

2.10 Relationship of Appraisal Effectiveness & Satisfaction

The advancement in every field of science and study in the initial decades of the 21st century, human resources must be properly coordinated, and actions must be taken in the right directions by the administrators and managers of the organizations, firms, and different institutions to guarantee that the treasure of Human resource is used effectively. Human resources that are properly identified, allocated, and integrated can give a company, firm, and organization a competitive edge and contribute to long-term success over both its competitors and partners (Phin, 2015). In a study, Sudin et al. (2011) investigated the link between both employees' satisfaction and perceived fairness in performance appraisals.

Several factors contribute to job satisfaction, such as employee turnover, management time management skills and interpersonal skills, product quality, group process satisfaction, and team cohesiveness are some of the organizational functions that can be operationally defined by the effectiveness criteria that reflect organizational processes (Kivipõld et al., 2021). Understanding impartiality or organizational justice in the performance appraisal process and practices is critical for businesses since it has a direct link to employees' job satisfaction and organizational loyalty, as well as their predisposition to look for a new job (Sudin et al., 2011).

Organizational justice theory has addressed the issue of fairness. Employees' perceptions of fairness in the workplace are addressed by organizational justice, which refers

to the degree to which procedures, relationships, transactions, and outcomes are viewed as fair by employees (Ahmed & Sattar, 2018). Appraisers' knowledge, employees' engagement, explicit goal setting, employees' growth, goal setting, appraisal follow-up, and goal discussion are all variables that are thought to influence the fairness of the appraisal system (Makhubela et al., 2016). Furthermore, the performance appraisal elements (purpose, source, etc.), as well as perceived fairness and rating accuracy, have all been found to be important for the efficacy of the performance evaluation process (Kampkötter, 2017).

Organizational efficiency, which is linked to performance appraisal systems and their design, has been primarily measured by individual behavior, such as job satisfaction (Türk, 2016). As a better comprehension of employees' interactions with performance appraisal systems provides policymakers with more technical instructions needed to improve the system's effectiveness in achieving organizational goals (Sudin et al., 2011). Furthermore,

Satisfaction with performance appraisals is an important component in any organization since it can lead to more positive employee behavior, which can help the company operate better. As a result, for performance appraisal to have a beneficial impact on employees' behavior and future organizational performance, the staff will also need to be satisfied with the process and outcome of the appraisal (Saraih et al., 2020). The relationship between appraisal effectiveness and satisfaction is further built-up by these interlinked aspects. The purpose of the appraisal system is to increase employees' effectiveness through the process of performance appraisal.

Employees tend to perceive fairness in terms of the theories of procedural, distributive, informational, and interpersonal justice based on a variety of theories. According to Balogun, (2017) and Kim, Lin, and Leung, (2015), the tendency of employees' engagement in organizational deviance is increased by perceiving organizational injustice. In addition, many challenges with assessing public sector employees' performance can be attributed to a lack of objective and unambiguous statistics because performance appraisal in the government sector relies mostly on managers' judgments of employees' performance or attitude rather than an exclusive mechanism (Kim, 2016).

Organizational leaders may be aware that their respondents comprehend their performance appraisal processes to be unjust, but they lack a handy mechanism to assess their unique appraisal practices. Leaders who are unaware of the specific flaws in present appraisal procedures frequently conclude that the system as a whole is flawed. Depending on the state of the organization, they may be able to either maintain the status quo or invest in new systems to speed up the reaction times of their staff (Thurston & McNall, 2010). Furthermore, there were several research studies conducted in the 1980s that demonstrate a healthy understanding between organizational commitment and fairness perception, although job satisfaction was found to be influenced partially by organizational justice (Karakose, 2014).

Without determining the core causes of unhappiness or providing a foundation for the new system, new performance appraisal methods replace the old. One method to address this issue is to equip administrators with the data they need to make informed decisions about their existing performance appraisal systems (Thurston & McNall, 2010). The study of the relationship between job performance and job satisfaction conducted by (Aftab & Idrees, 2012)

shows that employees in the early stages of their careers were found more satisfied as compared to the older employees and the performance of the younger employees was also found better than the old employees.

The research shows an encouraging cum positive affiliation between job performance and job satisfaction. Kaposambi (2016) studied the perception of employees about performance appraisal and its relationship with organizational commitment. The researcher uses a justice approach and considers issues related to quality, process clarity, trust, and perceived fairness of communication about the performance appraisal. The result shows a weak association between the perception of employees about performance appraisal and organizational justice. Similarly, (Ibeogu & Ozturen, 2015) studied the employees' perception of the performance appraisal. There is a positive correlation between procedural justice, distributive justice, and interpersonal justice in performance appraisals, which highlights the importance of these three concepts. The researchers use ANOVA indicating no connection in-between performance assessment satisfaction and job level.

The effectiveness of performance assessment is dependent on two factors: first, how well it is executed (which is a component that might affect employees' performance), and second, how employees' performance can add to the organization's success. Performance management, it has been suggested, should be a continuous, interactive activity aimed at improving staff capabilities and facilitating productivity rather than to be just a mere process of routine work (Phin, 2015).

On the other hand, Thurston & McNall (2010) draw attention to the fact that whenever a professional performance appraisal PA does not correspond to the rating the employee thinks he or she should obtain, there is likely to be a divergence in the employee's satisfaction level. Employees who have a strong self-perception of their work performance are more prone to be affected when they receive their performance review not up to their expectations than those who have lower self-perceptions. This disparity causes a widespread opinion that the appraisal is incorrect, unjust, or a mix of the two. This displeasure will almost certainly be directed at the performance appraisal, but it could also be directed at the performance appraisal system or the supervisor.

When workers are satisfied with their duties and tasks, there are more chances for them to be creative, and innovative, and the ones who initiate breakthroughs for performance enhancement. On the other hand, unsatisfied employees are inefficient, tense, and irritable which leads them to a negative role in the performance assessment process (Usop, Askandar, & Langguyuan-Kadtong, 2013). The motivation of employees is a key element in achieving and attaining continuous high-performance results for the organization (Harrington & Lee, 2014). An employee who is contented and satisfied seems to be more efficient, and effective and has a greater probability of being a prolific and fruitful member of the organization for a longer period (Pajibo & Adjabeng, 2015).

With rising legal and economic constraints in recent times due to multiple factors like terrorism, the COVID outbreak, and political instabilities, businesses are increasingly focusing on evaluating and improving individual performance and skills. Furthermore, because employees' performance (or lack thereof) has a significant impact on both the financial and

programmed components of any firm, performance appraisal is regarded as equally vital as financial resource management and program outcomes (Phin, 2015). Organizations and employers of employees can use performance appraisals to motivate employees to work more efficiently and effectively, which are based on individual and group performance relating to reward systems to increase employee motivation. Besides internal promotions based on performance, other kinds of incentives to support and sustain the interest of employees, are also provided to support, and maintain employee motivation (Nzoka, 2015).

Employees, according to Makhubela et al., (2020), regard performance management systems as unjust. Employees' morale and performance will suffer if they believe they are being treated unfairly during the appraisal process. As a result, management must ensure the application of the system objectively and consistently at all times. There is a dire need to reevaluate the performance appraisal systems as Iqbal et al., (2019) suggest to realize the purposefulness of the performance appraisal is a basic requirement and need of performance appraisal participants or stakeholders; ratees responses as results of performance appraisal drives and purposes are thought to be useful in ascertaining the effectiveness and success of a performance appraisal system.

This study highlights that the effectiveness of performance appraisal practices in higher education is mixed and nuanced. While literature argue that performance appraisal can be an effective tool for evaluating employee performance, providing feedback, and setting goals, others argue that performance appraisals can be inherently flawed and have negative consequences for both employees and the organization. Studies have found that performance appraisals can be effective if they are designed and implemented properly, taking into

consideration the unique characteristics of the higher education environment. These well-designed performance appraisals may provide valuable feedback to faculty members, improve performance, and promote job satisfaction.

However, some studies argue that performance appraisals can be problematic in higher education, particularly in the context of academia. For example, the performance appraisals may be biased, leading to inaccurate evaluations and negative consequences for employees. The performance appraisals would be overly focused on quantifiable metrics, such as research productivity, and fail to take into consideration the diverse roles and responsibilities of faculty members. Furthermore, performance appraisals may be demotivating and lead to negative consequences for employees, such as decreased job satisfaction, reduced motivation, and high turnover. Performance appraisals may create an adversarial relationship between employees and the organization, undermining trust and collaboration.

Organization justice is a concept that refers to the perceived fairness of policies, procedures, and practices within an organization. It has been found to play a critical role in shaping the attitudes and behaviors of employees, including university faculty. One key aspect of organizational justice is the effectiveness of performance appraisals. Performance appraisals are a crucial tool used by organizations to assess the performance of employees and determine their future growth and development. When performance appraisals are perceived as fair and just, faculty members are more likely to be satisfied with the process and motivated to perform at a high level. On the other hand, when performance appraisals are perceived as unfair or biased, faculty members are likely to experience low satisfaction and motivation, which can negatively impact their performance.

Moreover, the important factor that affects the relationship between organizational justice and performance appraisal effectiveness is the satisfaction of the faculty members with the process. When faculty members are satisfied with the performance appraisal process, they are more likely to view it as fair and just, and thus be more likely to participate in the process and provide constructive feedback. On the other hand, when faculty members are dissatisfied with the process, they may be less likely to participate and provide feedback, which can negatively impact the effectiveness of the performance appraisal. In summary, the relationship between organizational justice, performance appraisal effectiveness, and performance appraisal satisfaction is complex and interrelated. When organizations strive to create a culture of justice and fairness, and ensure that performance appraisals are transparent, unbiased, and provide meaningful feedback, faculty members are more likely to be satisfied and motivated to perform at their best.

2.11 Performance Appraisal Research in the Public and Private Sector of Pakistan

In a study conducted by Iqbal N., Ahmad, Haider, Batool, & ain (2013), the authors examined whether performance appraisals can affect employee performance and whether there is a relationship between employee performance and performance appraisal. The results show a positive connection between performance appraisal and employees' performance. The researcher uses motivation as a moderator which affects the relationship between the performance of employees and performance appraisal positively. The outcome of the research shows a significant relationship between the performance of the employees and performance appraisal while the connection was influenced by "Motivation" which makes the relationship

between employees' performance and performance appraisal stronger. The researcher's practical recommendation was that the effective use of performance appraisal in the banks of Dera Ghazi Khan can make the employees able to know their current performance and their expectation in future efforts and work performance. This study also confirms the earlier research on employees' performance and performance appraisal relationship by (Fakharyan et al., 2012; Najafi et al., 2011; Pettijohn, Pettijohn, & D'amico, 2001). The research was only limited to the banking sector of one district of Pakistan.

Iqbal, Rehan, Fatima, & Nawab (2017) study the impact of organizational justice on employees' performance in the public sector organization of Pakistan. The researcher analyzes the impact of organizational justice on the performance of the employees. The information from the study was conducted through 120 questionnaires from the employees of Pakistan Railways. There were two specific objectives of the research including determining the impact of interactional, procedural, and distributive justice and secondly, determining the organizational justice impact on the performance of employees in Pakistani's public sector organizations. The researcher tested four hypotheses in his study.

According to Shan, Ishaq, and Shaheen (2015), the idea that member-leader exchange plays a mediating role in the relationship between job performance and organizational justice is investigated. The research was carried out by collecting the perception of the personnel of university libraries about their relationship with their heads, organizational justice practices, and how their job performance is predicted through these perceptions. The researcher finds that all job performance is predicted by the three types of organizational justice known as interactional, procedural, and distributive justice while there is more strong impact of

interactional justice with member-leader exchange on job performance. The research was limited as the sample was taken from 15 university libraries located in Islamabad.

Ikramullah, Shah, Hassan, Zaman, & Khan (2011) studied the fairness perception of the appraisee's regarding the system of performance appraisal in Pakistan's civil service. To determine the appraisee's perception of the fairness of the performance appraisal system, four measures of organizational justice have been applied, namely, informational, interpersonal, distributive, and procedural elements. According to the results of the research, appraisees perceive that the system is fair in terms of four factors that define justice. Furthermore, a high level of distributive justice and a high level of interpersonal justice were found to have problems with the system. The four-factor justice model determines that employees perceive the system as fair i.e., informational, interpersonally, distributive, and procedurally fair. The study was limited to the civil servants working in two departments in the far-flung district of Dera Ismail Khan, Khyber Pakhtunkhwa.

Abid (2019) in his study develops a model that links distributive justice, procedural justice, interactional justice, entrepreneurial passion, creative self-efficacy, resilience, and innovation based on motivation theory. It further examines the mediating role of creative self-efficacy and moderating role of resilience. The findings of the study indicate that distributive justice, procedural justice, and interactional justice are not linked to creative self-efficacy. The findings of the study infer that maintaining a fair environment in an organization is irresponsive to employees' trust in their creative capabilities and motivate them for innovative work. Moreover, entrepreneurial passion was found to be the predictor of creative self-efficacy as well as innovation. In this study, Creative self-efficacy was not found to be a mediator between

the relationships between justice facets and innovation, as well as between the relationship between entrepreneurial passion and innovation. However, Resilience was found to have no moderating impact on the relationship between creative self-efficacy and innovation.

Arshad, Masood, & Amin (2013) studied the impact of the politics of performance appraisal on loyalty to the appraiser (or supervisor), turnover intention, and job satisfaction. The target of the research was the white-collar employees of a Telecommunication organization in Pakistan.

The regression analysis results showed that in the process of performance appraisal the political motives of the appraisers cause increased turnover of the employees' intentions, reduced loyalty, and job satisfaction. The study concluded that loyalty to supervisor and job satisfaction can be increased through the reduction in the politics in the performance appraisal as well as its perception. It will also help in handling the employees' intention to leave the organization. After the political factor is eliminated from the process of performance appraisal, there will be positive consequences for both the organization and employees, and also it will help in maintaining employees' work-life quality, decision making, and overall human resource policies. While making a decision and human resource policies in the future, the tool of performance appraisal will be more trustworthy and sophisticated to depend on. The research is linked with the earlier study of (Mone & London, 2018).

Karimi, Malik, & Hussain (2011) study the employees' satisfaction and performance appraisal system of an international NGO. The researcher applied linear regression and Pearson's correlation and found a positive relationship between dependent and independent

variables. The study found a significant and positive relationship between employee satisfaction and the performance appraisal system. The research also focuses on the difference between female and male employees in the context of performance appraisal and satisfaction. The study also confirms the earlier research of Khan (2007) but differs from the study of Bricker (1992) where the result shows dissatisfaction among employees from the performance appraisal practiced in their institute. According to Ostroff (1992) and Schneider, Hanges, Smith, & Salvaggio (2003) satisfied employee is the key to organizational performance.

Ahmed, Hussain, Ahmed, & Akbar (2010) study the relationship of performance appraisal satisfaction with turnover. The study was limited to the semi-governmental organizations in Pakistan. The hypotheses of a positive relationship between performance appraisal and job satisfaction of employees.

The study by Khan, Ghauri, & Akram (2012) is among the few research done comparing the employees of private universities and public sector universities in the context of job satisfaction. The study found teachers at public sector universities were satisfied with direct relation with job satisfaction as compared to teachers at private universities. The research also studies the comparison between female teachers' satisfaction with the practices of the human resource department and job satisfaction as compared to male teachers at universities.

Umair, Javaid, Amir, & Luqman (2016) studied the fairness perception of employees regarding the appraisal system with its effects on job satisfaction. The study was conducted with the help of three main factors of organizational justice theory. The dependent variable was job satisfaction and the independent variables were interactional, procedural, and

distributive justice. The study was limited to garment firms registered with Pakistan Readymade Garment and Manufacturer and Exporter Association (PRGMEA). It was found that employees' job satisfaction is enhanced by three significant variables of the appraisal system known as interactional, procedural, and distributive fairness.

Ahmed & Sattar (2018) researched to study the employees' justice perceptions. The researchers determine the perception of employees about organizational satisfaction and justice regarding the process of performance appraisal. The Telecom sector of Pakistan was the target of the study. The study also focuses on the link between employee satisfaction and organizational justice. The employees of the telecom sector were found to be satisfied with the performance appraisal process and the positive relationship between the three satisfaction dimensions and four constructs of justice was also confirmed. The study found that the procedural justice perception of employees strongly predicts satisfaction with the performance appraisal system. Performance appraisal satisfaction is positively related to distributive justice perceptions.

Ochoti, Maronga, Muathe, Nyabwanga, & Ronoh (2012) study the factors influencing employees' performance appraisal system. The results show a positive relationship between employees' attitudes, informational factors, rater accuracy, interpersonal relationships, and implementation process with the performance appraisal system.

Palaiologos, Papazekos, & Panayotopoulou (2011) explore the aspects of performance appraisal connected with interactional, procedural, and distributive justice. The study finds a substantial relationship between performance appraisal satisfaction and interactional justice.

Mahajan & Raheja (2014) study the performance appraisal system in relation to the employees' performance. The study also focuses on the relationship between the fairness of the system with the satisfaction of employees with the performance appraisal system. Sudin (2011) analyzed the perception of fairness in performance appraisal in the light of interactional, interpersonal, distributive, and procedural justice. The results showed

that informational and distributive justice are connected with the satisfaction in performance appraisal system, while information and interpersonal justice are related to the supervisor's satisfaction. The study also shows that informational and distributive justice have a relation to satisfaction from the last appraisal rating. Sudin (2011) was of the view that informational, interpersonal, and distributive justice are connected with the overall satisfaction of employees.

Gladisa & Susanty (2018) discuss how the performance appraisal is relevant to the employees' satisfaction along with integrating the types of performance appraisal for the development of a comprehensive framework for the organization. The findings of the model show that the satisfaction of employees from the performance appraisal can be gained from the performance appraisal efficacy.

A study conducted by Percunda, Taniyasi, and Chalidyanto (2020) found that organizational justice contributes to employee satisfaction with the payroll system. The study finds that correlating performance appraisal satisfaction and organizational justice shows that contributing factor to performance appraisal system satisfaction is organizational fairness. The study also finds that procedural fairness is the utmost significant influencing factor of

performance appraisal while distributive justice is the most doubtful aspect in the perception of employees.

Longenecker, Sims, & Gioia (1987) suggested that external factors like political pressure in an organization must be reduced to have a clear image of performance appraisal. All the information regarding performance appraisal including its parameters and procedure must be shared with the employees. A fair image of employees' performance can be obtained by reducing all the external factors. Brown, Hyatt, & Benson (2010) suggested focusing on the quality of the process of appraisal on the intention to leave and the level of job satisfaction. But the study of these researchers was limited, and the punishment motive and performance appraisal politics were not studied as a whole.

Iqbal (2013) conducted their research in Pakistan to explore the significance, strength, and quality of interactions between interactive, distributive, and procedural justice in the workplace, work performance, and job satisfaction, as well as carrying out their research in a Pakistani context. It was concluded from the results of this study that, from the perspective of Pakistan, the perception of the employees about interactional, procedural, and distributive justice has a significant effect on the employees' job satisfaction, while the perception of the employees about distributive justice has no significant effect on the employees' job satisfaction. The study shows a positive relationship between interactional and procedural justice and job satisfaction while a negative relationship between distributive justice and job satisfaction. It shows that the procedures through rewards given, and the employees-supervisor relationship is greatly considered by the employees. The research was limited as the data was

reported by the researcher himself which creates a margin of biasness. Moreover, there was a small sample size focusing on the educational institutes of Sargodha and Islamabad.

Malik & Aslam (2013) studied the development of employees and their attitudinal outcomes in Pakistan. Researchers examine how employees perceive performance appraisals and how those perceptions affect their motivation. The study was conducted in the telecom section of Pakistan. The results show that perceived fairness is an important dimension for the motivation of employees about their performance appraisal. A critical aspect of improvement in organizational performance is employees' attitudinal outcomes related to performance appraisals. This can be achieved by processing employees' reactions or perceptions about performance appraisals. It is evident from this study's empirical findings that employees' responses toward performance appraisals have a significant impact on their motivation. The perceived reactions of employees, such as satisfaction, acceptability, utility, fairness, and accuracy of performance appraisals, have a significant impact on their motivation. While it has been found that the perception of performance appraisals' ineffectiveness does not have a significant impact on employee motivation.

Amongst all employees' responses, perceptions of appraisal satisfaction and acceptability have a stronger impact and stimulate employees' motivation in comparison to the rest of the studied reactions of employees regarding performance appraisals in the context of Pakistan's telecom sector. Whereas there is seen a low impact of utility on employee motivation toward performance appraisal. This results in inferring that for the purpose to get employees highly motivated the managers in telecom companies must focus mainly on the behavioral aspect of employees related to their performance appraisals. Motivated. In addition,

the study found that perceived fairness is a significant impertinence among all examined dimensions of perceptions and should be prioritized to increase employee motivation. This is because it is thought to be a disregarded component in telecom organizations. After all, getting employees motivated to perform better requires focusing on this. There is no secondary data available; just the original data collection method was used. Data was gathered from Pakistan's telecom industry; hence conclusions cannot be applied to other industries.

Khan, Hussain, and Khan (2020) investigated the significance of organizational justice and its various forms, as well as worker satisfaction, in the context of performance evaluation systems. The study's conclusions revealed a connection between three types of organizational justice and performance evaluation. It was also found that the components of organizational justice were significantly correlated with the level of employee satisfaction, which was another interesting finding.

The foremost limitation is that this study only includes data from one source, namely employees. Only Peshawar's public sector universities and their staff were included in the study. The three elements of organizational justice (interactional, procedural, and distributive) as well as employee satisfaction are briefly discussed in this paper. As the perception of justice and satisfaction frequently go hand in hand with performance evaluation. Therefore, the way it is carried out matters to both managers and employees. The study concludes that at times of orientation, faculty members need to be fully informed about their performance appraisal process. This will aid them in making their evaluation process and following institutional procedures successful. Employees or faculty members will be satisfied and exert more effort

to improve organizational performance if performance evaluation ensures the presence of organizational justice concerning all three elements of justice.

The study considered only public higher education institutes of Peshawar and its employees (faculty members). Organizational justice on the whole can intensify employee satisfaction, which sequentially exerts a favorable effect on their output and performance. The positive significant association between organizational justice counting interactional justice and satisfaction brings forth the standing position of the rater's involvement in workers' satisfaction. In addition, the findings of this study reinforced the importance of justice and fairness for the success of any organization in general, as well as the success of academia in Pakistan in particular.

Akram, et al. (2015) examine the correlation between employees' satisfaction with their jobs and the level of organizational justice. The study was led by the privatized banks of Pakistan. The study explored the perception of employees regarding organizational justice in the shape of procedural and distributive justice and study its effect on the job satisfaction of the employees in these banks. The study also found a major but indirect relationship between procedural justice with job contentment. A positive significant association of employees' job satisfaction with distributive justice was observed while a negative but significant correlation between job satisfaction and procedural justice was seen among bank workers.

Similar research was conducted by Goksoy & Alayoglu (2013) to determine whether there is a relationship between perceptions of fairness and distributive justice when it comes to performance appraisals and the ethical decision-making process of employees working in

an organization with a paternalistic culture. The results show that the perception of employees regarding fairness performance appraisal has an impact on ethical decision-making. The results were parallel to the earlier study of Gaudine & Thorne (2001) which shows that the impact of emotion on ethical decision-making in the workplace may be strengthened or diminished depending on organizational structure and practices. Similarly, Robertson & Anderson (1989) proposed that ethical decision-making is affected by a control system (a behavior-based system where it is noticed that employees had reached their goals and the outcome system where the outcome is evaluated).

Setiawati & Ariani (2019) study the impact of job satisfaction and fairness of performance appraisal through job performance commitment. The research was conducted on the employees of an Indonesian hospital. The researchers analyzed the data collected from 155 respondents through path analysis, linear regression, F-test, and t-test. The finding illustrates that job satisfaction and performance appraisal fairness is positively influenced job performance simultaneously and partially. The direct effect of job satisfaction and performance appraisal fairness on job performance is more than the indirect influence. The researcher concluded that Performance evaluation justice and employees' work satisfaction positively and significantly influenced job performance and employees' commitment positively and significant influence on job performance and employees' commitment instantaneously but on a partial basis. However, the effect of performance appraisal fairness and job satisfaction was more direct rather than influencing them indirectly.

Employees' commitment to these variables lessened the effect rather than strengthening the relationship. Hence, RSCC should improve employees' job performance

directly through performance appraisal fairness or job satisfaction without the help of commitment.

Iqbal & Ahmad (2016) study organizational trust as a mediator. The study was conducted on the employees of private commercial banks working in the district Attock of Punjab province. The results show a strong impact of organizational justice over organizational commitment. Trust has a significant role in the development of organizational commitment from an organizational perspective.

Bodla, Hussain, & Chen (2014) conducted a research study to explain and analyze the factors and reasons for satisfaction with one's job among academic professionals in Pakistan. This study was designed to identify the effects of human resource management practices including reward and compensation, career planning, performance appraisal, development, and training on job satisfaction, while human resource management practices including reward and compensation, career planning, performance appraisal, development, and training were considered to be predictor variables. The study used a linear regression model to demonstrate the overall impact of the variable to demonstrate the overall effect of the variable. Employees of Pakistan's governmental as well as private universities provided the data for the study. The study found that compensation and performance appraisal are the most important factors of job satisfaction amongst the staff members of these academic institutions.

The study investigating the relationship between job satisfaction and job performance conducted by Aftab & Idrees (2012) shows that personnel at the starting phase of their careers were found more satisfied as compared to the older employees and the performance of the

younger employees was also found better than the old employees. The research shows a positive relationship between job performance and job satisfaction.

Kaposambi (2016) study the perception of employees about performance appraisal and its relationship with organizational commitment. The researcher uses a justice approach and considers issues related to quality, process clarity, trust, and perceived fairness of communication about the performance appraisal. The result shows a weak relationship between the perception of employees about performance appraisal and organizational justice.

Similarly, Ibeogu & Ozturen (2015) studied the employees' perception of the performance appraisal. Based on the results, it can be concluded that procedural justice, distributive justice, and interpersonal justice have received positive ratings in the performance appraisal. The researchers use ANOVA indicating no connection between performance appraisal satisfaction and job level.

2.12 Conclusion

The in-depth analysis of the literature in this section has shown that although there is research done on performance appraisal fairness considering employees perception but in Pakistan there is no evidence related to such studies considering employees perception to bring improvement in appraisal system specifically in the context of academic organizations. This calls for the research that adopts a more holistic approach

This study highlights the effectiveness of performance appraisal practices in higher education is mixed and nuanced. While literature argue that performance appraisal can be an effective tool for evaluating employee performance, providing feedback, and setting goals,

others argue that performance appraisals can be inherently flawed and have negative consequences for both employees and the organization. Studies have found that performance appraisals can be effective if they are designed and implemented properly, taking into consideration the unique characteristics of the higher education environment. These well-designed performance appraisals may provide valuable feedback to faculty members, improve performance, and promote job satisfaction.

However, some studies argue that performance appraisals can be problematic in higher education, particularly in the context of academia. For example, the performance appraisals may be biased, leading to inaccurate evaluations and negative consequences for employees. The performance appraisals would be overly focused on quantifiable metrics, such as research productivity, and fail to take into consideration the diverse roles and responsibilities of faculty members. Furthermore, performance appraisals may be demotivating and lead to negative consequences for employees, such as decreased job satisfaction, reduced motivation, and high turnover. Performance appraisals may create an adversarial relationship between employees and the organization, undermining trust and collaboration.

Organization justice is a concept that refers to the perceived fairness of policies, procedures, and practices within an organization. It has been found to play a critical role in shaping the attitudes and behaviors of employees, including university faculty. One key aspect of organizational justice is the effectiveness of performance appraisals. Performance appraisals are a crucial tool used by organizations to assess the performance of employees and determine their future growth and development. When performance appraisals are perceived as fair and just, faculty members are more likely to be satisfied with the process and motivated to perform

at a high level. On the other hand, when performance appraisals are perceived as unfair or biased, faculty members are likely to experience low satisfaction and motivation, which can negatively impact their performance.

Moreover, the important factor that affects the relationship between organizational justice and performance appraisal effectiveness is the satisfaction of the faculty members with the process. When faculty members are satisfied with the performance appraisal process, they are more likely to view it as fair and just, and thus be more likely to participate in the process and provide constructive feedback. On the other hand, when faculty members are dissatisfied with the process, they may be less likely to participate and provide feedback, which can negatively impact the effectiveness of the performance appraisal. In summary, the relationship between organizational justice, performance appraisal effectiveness, and performance appraisal satisfaction is complex and interrelated. When organizations strive to create a culture of justice and fairness, and ensure that performance appraisals are transparent, unbiased, and provide meaningful feedback, faculty members are more likely to be satisfied and motivated to perform at their best.

CHAPTER 3

METHODOLOGY

This chapter describes the research methodology, including how the sample was selected and how the survey questionnaire was developed. The purpose of this chapter is to provide an outline of the study's overall design, including an outline of the research approach, the target population, sample size, sampling design, the data collection methods, instruments, and the procedure used to analyze data. It gives complete detail about the research strategies used, how data is collected and how they are analyzed.

3.1 Research Approach

Systematic investigation and knowledge generation are the terms that define research broadly. Research is the scientific and systematic search to gather relevant information about a specific topic. Bryman & Bell (2015) defined research as logical and orderly analysis to collect data and information on a topic under investigation for establishing facts and principles. Besides, Saunders, Lewis, and Thornhill (2012) termed research a phenomenon that individuals undertake to explore things systematically, further improving their understanding and awareness of the phenomena. According to Saunders et al. (2012), the research's systematic nature refers to its reliance on pre-set standards and well-defined rules, sound relationships, and stepwise techniques that the researcher must strictly follow to ascertain the achievement of highly precise, valid, and reliable results. In addition, a defined set of goals or research-based analytic questions demanding solutions from the research are required to gain

insight into the knowledge and information which is related to the research results (Saunders et al. 2012).

Quantitative research is a numerical or statistical method of research that seeks to measure the variables of interest. This approach uses structured methods of data collection such as surveys, experiments, and standardized questionnaires to collect data that can be analyzed statistically. The aim of quantitative research is to test hypotheses and theories and to establish cause-and-effect relationships between variables. The results of quantitative research are usually expressed in terms of statistical results, such as means, standard deviations, and correlation coefficients (Saunders et al. 2012).

Qualitative research is an exploratory research approach that seeks to understand experiences, perspectives, and attitudes of individuals through open-ended questions and observation. This approach is based on the idea that meaning is constructed by individuals in their social and cultural context. Qualitative methods include focus groups, in-depth interviews, and ethnographic observation. The goal of qualitative research is to gain an in-depth understanding of a phenomenon from the participants' point of view. The results of qualitative research are usually expressed in narrative form, such as quotes and stories, and aim to provide a rich, detailed description of the experiences and perspectives of the participants (Cresswell, 2009).

Mixed method approach is a research approach that combines qualitative and quantitative research methods to gain a more comprehensive understanding of the research. It is useful when the research question requires a combination of both types of data (Saunders et

al., 2012). According to Creswell (2009), the researchers are open to picking the methodologies and approaches, procedures, measures, and steps that best fulfill their research needs and intents to their fullest. This approach allows for triangulation of data, where multiple sources of information provide a more robust understanding of the research and can help to strengthen the validity and reliability of the findings.

Hence, being appropriate for the data gathering process, the mixed method approach was used in this study with the intention to retain the advantages of both qualitative and quantitative methodologies in one study while remaining benefit from the characteristics of both in one study. Mixed-method, the blend of qualitative and quantitative research methods, encompasses logical presumptions that bolster the philosophy of data collection and analysis along with the usage and application of mixed-method approaches (qualitative and quantitative) at several stages of the research work (Creswell and Plano-Clark, 2007). As Scandura & Williams (2000) expounded, using the mixed method approach makes the results more credible because the qualitative data upholds the quantitative data. The quantitative exploration method is utilized to come to significant results by gathering mathematical information and using measurable examination, while qualitative procedures are utilized to accumulate and break down information in words as opposed to quantifying data (Punch, 2005).

The types of research provide specific guidance in terms of procedures for a research approach, such as quantitative or qualitative studies (Creswell & Hirose, 2019). It is also important to remember that research methodology refers to a set of steps taken by a researcher during a research study to determine whether a research question or an objective can be

answered. It is important to choose a methodology for your research since it will determine how it will be conducted, as well as the quality of the results (Creswell & Zhang, 2009). Due to the positivistic paradigm used for this study, emphasis was placed on i) quantification of data collection, analysis, and interpretation and ii) assessing the degree to which theory and research are related (theory testing) (Bryman et al., 2007).

A systematic way of finding research problem solutions is termed a research methodology. It is a scientific way of conducting research. From the step of investigation through the presentation, the research methodology outlines the methods to be used in the study. Research design, sampling framework, data sources, data collecting, analysis framework, and study limitations are the steps that come under the umbrella of research methodology.

3.2 Research Design

Research design is viewed as a conceptual framework within which the research will be carried out and relates to creating a research scheme. The importance of study design in business and management research and many other fields cannot be overstated because it establishes a relationship between theory and practices through the usage of experimental evidence and certain procedures or approaches, such as surveys (Frankfort-Nachmias & Nachmias, 2008). The plan specifies how the researcher intends to answer the research questions in the general sense of how that research will be conducted (Saunders et al., 2012). To achieve an adequate research design, which determines the research objectives being the derivatives of the research questions, there must be clarity in the research questions for the research design to be successful (Saunders et al., 2012).

According to Karami, Analoui & Rowley (2006), a mixed-method approach provides a more comprehensive way of responding to research problems by providing various information. This design allows in-depth insight into the problems at hand and balances the shortcomings of each research method (Teddlie and Tashakkori 2009). As the present thesis targets the University academicians of both Public and Private Sector perceptions of performance appraisal fairness, its effectiveness, and employees' satisfaction with the appraisal system using a quantitative technique via survey is finely suitable for this purpose. With the intent to get an in-depth insight into teachers' viewpoints, interviews conducted as a qualitative approach were also valued and suitable for the study.

Creswell (2009) emphasizes that using qualitative and quantitative approaches in combination makes the researchers keen and enthusiastic by allowing them to have an extended observation of the phenomena and have them equipped with a greater understanding of it. Using the blended research method added more research value to the phenomena, thus enhancing understanding of the various contexts that may influence members' opinions on performance appraisal by providing the greater insight needed to comprehend individual perceptions related to performance appraisal justice and its impact on appraisal effectiveness and satisfaction.

An analysis of the relationships between variables is carried out using statistical procedures (Creswell, 2009). There are two most common approaches to quantitative research: survey research and experimentation (Creswell & Zhang, 2009). It is essential to note that for this study, a survey research methodology was used, as it is a reliable way to gather standardized information to describe variables or study the relationships between variables

(Pandey & Pandey, 2021; Ragab & Arisha, 2018). The interview technique was also applied to get a deeper insight into several factors related to study intent. Therefore, survey research (explanatory) in this study is most effective for collecting data from respondents, and then this data is analyzed to determine if there is a relationship between organizational justice, the effectiveness of the appraisal system, and satisfaction with it.

The researcher focused on the use of mixed methods in this study with the thought that this procedure considers several different methods for analyzing one single aspect of the problem under research. The mixed method approach is generally acknowledged as being the best way to provide insight and research findings, for them to exhibit and portray a clear image of the subject matter as well as provide obvious responses to the research intents and questions. Interviews with the Deans of faculties, HODs, and teachers presently employed at both public and private higher education institutions were conducted to get qualitative data, and quantitative data were collected through adapting scales developed by Thruston (2001) and used by Walsh (2003) in her study, from academic staff working in universities against various positions as well as from the Heads of the Departments and deans of faculty. The researcher identified the research gap in the light of previous studies analyses and tried to present different extracted variables of the research mentioned in the Table below.

3.3 Variables for the Study

The table below defines the Variables and their position in the study

Table 3. 1 Variable for the study

S.No	Variables	Nature
1	Procedural Justice	Independent
2	Distributive Justice	Independent
3	Informational Justice	Independent
4	Interpersonal Justice	Independent
5	Employees' satisfaction with PA	Dependent
6	Performance Appraisal Effectiveness	Dependent

3.4 Population

The current study targeted population was the entire academic staff involving Deans, Chairs/Heads of Departments, and teachers at public sector universities, i.e., University of Balochistan (UOB) (485), Balochistan university of information technology, engineering, and management sciences Quetta (BUIITEMS) (504), Sardar Bahadur Khan Women University (SBKWU) (184), and private sector universities, i.e., Alhamd Islamic University (AIU) (64) of Quetta city.

Table 3. 2 Population Frame for Public Sector Universities

S.No	Designation	Public			
		UoB	SBKWU	BUIITEMS	Total
1	Deans of faculty	8	4	5	17
2	Chairpersons/HODs	43	18	31	92
3	Teachers	434	162	468	1064
	Total	485	184	504	1173

3.5 Sample and Sampling Frame

Bryman and Bell (2007) termed the sample as a population segment selected for investigation. Researchers commonly use it to select persons, places, and anything in the study. Through samples, Researchers select a suitable proportion of persons or items from the target population of interest that are the sole representatives of the entire population in their characteristics through samples. This study utilized a multistage sampling technique, as is *Table 3. 4 Sampling Frame for Private Sector Universities* shown in the following section.

S.No	Designation	Public			
		UoB	SBKWU	BUIITEMS	Total
1	Deans of faculty	8	4	5	17
2	Chairpersons/HODs	43	18	31	92
3	Teachers	217	81	234	532
	Total	268	103	270	641

Table 3. 3 Universities Sampling Frame for Public Sector

S.No	Designation	Private (AIU)			
		Population (N)	Sample (n)	N	n
1	Deans of faculty	1	1	1	1
2	Chairpersons/HODs	8	8	8	8
3	Teachers	55	55	55	55
	Total	64	64	64	64

3.6 Sampling Technique and Sample Size

Stratified Sampling is a probability sampling technique where the population is divided into smaller groups called strata, based on a common characteristic such as age, gender, income, etc. Each stratum is then sampled independently using a random sampling technique. The objective of stratified sampling is to ensure that each stratum is adequately represented in

the sample and to reduce the variability within each stratum. As a part of the study research methodology a mixed-method approach that combined qualitative and quantitative methods was used. In this study 641 employees working in the public sector higher education institutions and 64 employees working in the private sector university of Quetta city were selected from the target population in order to conduct the study.

Multistage sampling technique was used in this study. In the first step two strata were constructed consisting of public and private sector universities. In the second step, three specific strata were developed from these two strata, which included Deans, Heads of Departments, and members of the teaching staff in these specific strata. Deans of faculty were the first stratum of the study sample. There were (8) deans in UoB, (4) in SBKWU, (5) in BUIITEMS, making a total of 17 of them in public sector universities, and there was (1) dean in AIU, which is a private sector university. All the deans from both sector universities were taken as a universal sample to assure their representativeness. The number of Heads/chairpersons in the second stratum was (43) in UoB, (18) in SBKWU, (31) in BUIITEMS, making a total of 92 in public sector universities and (8) in private sector universities (AIU). All chairpersons/HODs from both sector universities were selected as a universal sample to show their full representativeness. The third stratum was delimited to the sample of (434) teachers from UoB, (162) from SBKWU, (468) from BUIITEMS, and (55) from AIU. The third stratum of public sector universities consisted of 1064 teachers; out of them, 532 teachers were selected as a sample (50%) of the teachers' population. Teachers' sample was taken from each university based on the proportionate sampling technique. Further, the sample from each selected proportion was taken through a simple random sampling

technique. In this regard, 217 out of 434 teachers were randomly selected from UoB, 40% of the teachers' sample. 81 (15%) of 162 teachers were taken from SBKWU, and 234 (44%) of 468 were selected randomly from BUIITEMS, making a sample of 532 selected from the teachers' population of 1064, as shown in the figure. While from Private Sector Universities, all (55) teachers were taken as a sample as they were very less in number. All the Deans, Heads or chairpersons, and teachers selected in a sample from both sector universities were personally approached and were given survey questionnaires to respond to collect data from them. Moreover, 10% (2 out of 17) of the Deans, 10% (9 out of 92) chairpersons, and 10% (27 of 270) teachers from public sector universities were selected to be interviewed as well. While on the other hand, one Dean, 3 of the chairpersons, and 10% (5 out of 55) teachers from private sector universities were also selected to be interviewed.

3.7 Data Collection Instrument

The survey questionnaire and interview schedule were the main instruments used for the study. A detailed description of each of these instruments can be found below.

3.7.1 Questionnaire

According to Zikmund (2003), the cost efficiency, ease of administration, and time-saving quality could equally minimize the data aberrations resulting from interviewers' biased inclinations introduced during the discussion process. The survey lets the respondents speak of and give voice to their personal beliefs, observations, and their opinions.

Considering all the points mentioned above, the researcher used the items and scales from Greenberg's (1993) multi-factor model of organizational justice to determine the degree

to which performance appraisals were perceived to be fair at various levels within the organization. A questionnaire with the names and demographics of university employees was conducted to collect the data and measure the initial levels of the variables in the study. Stage II of the study should focus on the effects of organizational justice and its components on employee satisfaction with the appraisal system as well as the effectiveness of the appraisal system. 47-item survey adapted from an existing organizational justice scale of the “Performance Planning and Review System Employee Survey” developed by Thruston (2001) used by Walsh (2003). Items of scales were modified to make them usable according to the current study requirements. In public and private universities, this survey measures procedural justice, distributive justice, informational justice, and interpersonal justice, along with a single item scale to measure employees' effectiveness and satisfaction with the appraisal system. Procedural justice (PJ), distributive justice (DJ), informational justice (InfJ), and interpersonal justice (IntJ) items were tested for factor structure and composition (Hair et al., 2016; Ramayah et al., 2018). Thurston (2001) initially developed this scale which was further improved by Walsh (2003) to use in her study. This study used the Walsh (2003) scale with some revisions to suit the Pakistani universities' context. In this regard, the wording of the items was changed to domesticate them; for example, what was previously known as the 'term performance planning and review (PPR) system' has become known as the performance appraisal process. The item statements were modified to make them understandable to the respondents to get the right answer intended from each statement. After the modification in the pre-testing of the scales, the modified and revised items measured the various dimensions of performance appraisal fairness. There were several items modified in such a way that they fit into the 5-point Likert scale format, ranging from 1-5 (very untrue) to 5 (very true), see (Appendix A).

3.7.1.1 Structure of the Questionnaire

The questionnaire consists of three parts as seen in Appendix A and contains a copy of the questionnaire that can be downloaded. First, the respondents were asked to fill out the first section of the questionnaire, which asked them to provide some demographic information, including the institution's name, the department, the designation, the gender, the academic qualification, the employment term, and the teaching experience.

The second part of the questionnaire entailed items measuring the various aspects of performance appraisal fairness by employing nine major dimensions. Several items need to be answered within each dimension to uncover the mystery beneath the scenario. The first performance appraisal aspect was procedural justice/fairness (PJ). It included the three dimensions of “Setting Performance Criteria (SPC), Evaluator Confidence (EC), and Seeking Appeal (SA).” Under the category of “Setting Performance Criteria (SPC),” there were five items. The sample questions are: “The performance standards are used to measure what I do for my organization, and appraisal procedures are established” and “There are several important factors that have been considered in setting the targets for my job”.

The second category was entitled “Evaluator Confidence (EC).” Five questions posed about the evaluator's confidence sample questions were: “My reporting officer has the

knowledge and experience to evaluate my work” and “My reporting officer knows exactly what he or she expects me to do”.

The third category sought information about “Seeking Appeals (SA)” and five questions were employed to get information about the appeal system present in universities for employees. These sample items were: “I can challenge the performance rating that has been given to me if I believe it is unfair” and “I can freely communicate my feelings of disagreement about my appraisal to the reporting officer”.

The second aspect consisted of the performance appraisal dimensions that were related to Distributive Justice/fairness (DJ). It included “Accuracy of Appraisal Results (AAR)” as one dimension. Six questions under this dimension were put in to get information about the accuracy of appraisal results and to get an insight into the whole process. Sample items under this heading were: “My performance report is based on how well I do my work” and “My performance report reflects how much work I do”.

Another dimension of distributive justice titled “Concern over Appraisal Results (CAR),” contained six questions to check employees’ perception of the appraisal results. These sample items were: “My reporting officer is willing to give me true ratings even if it upsets me”, “My reporting officer is committed to ensuring that all employees are treated equally when it comes to performance appraisals”, “The performance report I get is objective, based on my effort”, “My performance appraisal is a reflection of the quality of my work rather than my personality”, “My reporting officer gives performance scores based on their personal like

or dislike of employees” and “My reporting officer makes sure that all employees receive the same performance ratings so that there are no rivalries among them”.

Informational Justice (InfJ) was the third aspect of performance appraisal, which comprised three dimensions of performance appraisal named “Providing feedback (PFB),” “Explaining Reporting Decisions (ERD)” and “Clarifying Expectations (CE).” Three items were used to seek teachers’ perceptions about the provision of feedback. They were: “My reporting officer keeps me informed regularly about how I am doing”, “My reporting officer continuously informs me of ways in which I can improve my performance” and “My reporting officer gives me feedback regarding my performance informally”.

The scale used to measure “Explaining Reporting Decisions (ERD)” encompassed five items that were: “My reporting officer gives me clear examples which he/she uses to justify his/her remarks”, “My reporting officer provides me with a clear understanding of how my performance is evaluated and how I can improve it”, “My reporting officer makes sure that the decisions that concern me are always explained to me”, “My reporting officer is always willing to answer any questions I have regarding his comments about my performance” and “My reporting officer provides me with the necessary information that I need to improve my performance”.

Items posed to measure “Clarifying Expectations (CE)” sampled were: “My reporting officer has explained to me in a very clear and understandable manner the standards by which he will evaluate my work” and “My reporting officer has been very clear with me about what I need to do to improve my performance”.

The fourth aspect of Interpersonal Justice (IntJ) included eight items regarding Treatment by Rater (TBR) to measure sensitivity and respect in supervision. The sample items were: “My reporting officer is rarely rude to me”, “My reporting officer is almost polite”, “My reporting officer treats me with respect”, “My reporting officer does not invade my privacy”, “My reporting officer does not make hurtful statements to me”, “My reporting officer is sensitive to my feelings”, “My reporting officer shows concern for my rights as an employee” and “My reporting officer treats me with kindness”.

The third part of the questionnaire contains three questions. The first question is related to employees’ satisfaction with the performance appraisal system (SWAS). The second question is about the factors of appraisal practices that cause employees’ dissatisfaction with the appraisal system and the third question is about the extent to which the employees perceive the appraisal system of their institution to be effective (ASE).

3.7.2 Structured Interview

Fontana & Frey (2000) emphasize the importance of the interview, claiming that it is the most versatile and effective method for obtaining data that is specific and relevant to the working environment in which it is used. Interviews, according to Punch (2005), provide one of the most practical means of gaining insight into how people feel, what they do, and what they perceive, as well as their insights. It opens up the possibility of uncovering underlying concerns (Fontana & Frey, 2000).

In this study, the structured interview was primarily used to obtain data from raters and rates to form accurate conclusions about the perceptions of raters and rates regarding the

effectiveness of performance appraisal within the framework of performance appraisal fairness. The interview comments would corroborate the questionnaire results and provide insight into the realities lying behind the respondents' responses. The researcher organized and planned the structured interview with the help of a literature review. It was created to examine the study topics that were posed as well as to verify the data collected through questionnaires from participants to gain a deeper understanding of the study topics. The information gathered during the conversation was useful in identifying the sources of dissatisfaction among the employees regarding the performance appraisal system. Furthermore, the appraisers made several useful ideas for improving the appraisal system practices using this tool. An outline of the format of the interview can be found in Appendix B. Deans, HODs, and teachers were interviewed. The interview location was chosen based on the participants' comfort; some were interviewed in their offices, while others were interviewed in their organization's meeting rooms. Each interview took between 20-25 minutes to complete. A note-taking technique was used during the interviews based on the respondents' comfort and wishes.

3.8 Validity and Reliability of the Instrument

To develop a survey questionnaire, we used a quantitative approach that was adapted from an existing organizational justice scale. The Performance Planning and Review System Employee Survey developed by Thruston (2001), used by Walsh (2003), was designed to collect data about the latent constructs underlying the model. These constructs have sub-dimensions of organizational justice. These constructs were used using multiple items Likert scale of 1 to 5. The questionnaire was pre-tested and pilot-tested before the final data collection phase to make sure the questionnaire was clear and understandable. Pre-testing is a valuable

tool in determining the face validity of a questionnaire and identifies any problems in the language used in the questionnaire, which can help improve the quality of the questionnaire.

3.8.1 Pilot Study

The instruments were tested on a small group of people before being used on a real sample in the field. There was a random sample of 100 teachers from the University of Balochistan, the AIOU, and the IIUI who were given the survey questionnaire and were asked to respond to it for this purpose. 85 questionnaires were received back, and the respondents filled out 84. In the light of those responses on the questionnaire, the tool was examined, and each item was evaluated in light of the test versions. The authenticity of the instrument was attempted to be ensured in this manner. The participants in the pilot study were not included in the final study as a sample in terms of the sample size.

3.8.2 Validity of the Instrument

The instrument was validated with the help of experts and peer review. The questionnaire was designed and reviewed by experts in the fields of education and management to check its accuracy, and their suggestions for improving the questionnaire were solicited. The pretesting checklist is given in Appendix C table C1. The researcher spoke with peers and experts to get feedback on the questionnaire's difficulty level. In light of the respondents'

comments, it was determined that certain questions should be rewritten or omitted; therefore, they were revised and replaced. In this way, the reliability of the tools could be assured.

3.8.3 Reliability of the Instrument

Cronbach's Alpha was calculated as a measure of the instrument's internal consistency to determine whether it had an internal consistency. In terms of its reported reliability value, the instrument is reported to have .950 points, indicating its high-reliability level. An analysis of the Factor Analysis Technique was carried out to determine whether the instrument was valid.

Table 3.5 Statistical Analysis of Reliability

Scales	Cronbach's Alpha	No of Items
Overall questionnaire	.950	47
Setting performance criteria (SPC)	.795	5
Evaluator confidence (EC)	.816	5
Seeking Appraisal (SA)	.841	5
Accuracy of Appraisal Results (AAR)	.838	6
Concern over Appraisal Results (CAR)	.601	6
Providing Feedback (PFB)	.876	3
Explaining Reporting Decisions (ERD)	.916	5
Clarifying Expectations (CE)	.902	4
Treatment by Rater (TBR)	.938	8

This scale has been divided into nine subscales based on the number of items on it: SPC (items 1 to 5) having the Cronbach alpha .795, EC (items 1 to 5) having the Cronbach alpha .816, SA (items 1 to 5) having the Cronbach alpha .841, AAR (items 1 to 6) having the Cronbach alpha .838, CAR (items 1 to 6) having the Cronbach alpha .601 which is in

acceptable range and by deleting the CAR5 the Cronbach alpha was .712, PFB (items 1 to 3) having the Cronbach alpha .876, ERD (items 1 to 5) having the Cronbach alpha .916, CE (items 1 to 4) having the Cronbach alpha .902, and TBR (items 1 to 8) having the Cronbach alpha .938. As a result of factor analysis, the results showed that each item in the study exhibited satisfactory loadings (more than .30) against each subscale. According to Kaiser Meyer Olkin's reported value of .918, the measure of sample adequacy also proved that the sample was excellent.

3.8.4 Procedure

The researcher personally visited all targeted institutions to obtain the institution heads formal permission to administer the questionnaire. The researcher explained the study's goal as well as the study's ethical considerations. To gather information from the employees of the company, a formal letter was drafted by the Heads and was signed by them to obtain formal approval for collecting the data. After receiving formal approval, the researcher met with instructors, chairpersons, and deans to outline the study's objectives. Before they were asked to fill out questionnaires, they were given an informed consent letter. A promise had been made to them that the personal information they provided would be kept private and that their identities would also be protected, allowing them to reply without fear or doubt. The current study focused on the university stakeholders' perception of the effectiveness of the performance appraisal system regarding organizational justice. Therefore, Teachers were instructed to keep the real performance evaluation processes in mind when filling out the surveys. Following the distribution of survey forms, a schedule of the interviews was communicated to the Deans of Faculty, the Heads/Chairs of Departments, as well as to the

teachers so they may become familiar with the interview questions. No questions were written in any other language besides English during the interview. The purpose of this structured interview was to decipher the respondents' perceptions of the study through reactions so that they could express those perceptions through their reactions according to the study objectives, questions needed and required information.

3.9 Preliminary Data Analysis

As a result of the use of the tools mentioned above, both qualitative and quantitative data have been collected. There were different approaches to analyse these two kinds of data. To investigate preliminary data issues such as descriptive analysis, and common method biases in the data, the quantitative data analysis was carried out using SPSS 26 (the latest version of SPSS) to handle and analyze the data. Additionally, a multi-group analysis (MGA) was used to measure differences between the appraisal systems in universities of public and private sectors.

It is also intended that to assess the validity and reliability of the sample data, it is intended that, when analyzing the outer model (Measurement model), the partial least squares structural equation method (PLS-SEM) will be used. Furthermore, a structural model assessment of the hypothesized relationships have also been made regarding the inner model (Structural model) (Hair et al., 2020; Sarstedt et al., 2017a). Finally, multi-group analysis (MGA) is used to assess the relationship proposed at different groups of public and private sector universities using (smart PLS) PLS-SEM (Henseler et al., 2016; Ringle et al., 2015; Sarstedt et al., 2011). This study aims looking at the relationship between the underlying constructs of the model proposed in the proposal, and the underlying constructs of the model,

PLS-SEM utilized. Emerging themes analysis was used to examine interview data analysis. The results of both data sets were combined to establish more real study findings and improve their validity.

3.9.1 Quantitative Data Analysis

Quantitative data were gathered from the survey questionnaire. The respondents' demographic information was requested in the first section of the questionnaire. The second section of the questionnaire included items measuring various performance appraisal fairness aspects using nine major appraisal dimensions. At the same time, the third section included three items measuring appraisal system satisfaction, factors causing appraisal dissatisfaction, and appraisal effectiveness. This survey had several items, each of which was rated on a five-point Likert scale. This study involved collecting all the collected data, which had been loaded into a computer. The newest version of the Statistical Package for Social Sciences (SPSS-26) was used to analyze quantitative data from the questionnaires. Researchers have generally used and accepted this program as a data analysis approach (Tabachnick et al., 2007). Therefore, this package has been used to screen the study data in terms of coding, missing data, outliers, normality (i.e., using skewness and kurtosis), and defining the respondents' characteristics who filled the survey questionnaire (Tabachnick et al., 2007). Descriptive analysis was performed for tabulated data. Multi-group analysis was performed on the reactions acquired from the public and private sectors university employees to check in comparison, and the objective of this study is to determine the effect between the performance appraisal systems used by both

sector universities and employees' satisfaction with the performance appraisal systems used by both sectors universities.

3.9.1.1 Partial Least Square Structural Equation Modeling (PLS-SEM)

PLS-SEM (Partial Least Squares Structural Equation Modeling) is a method that has been widely used in social science research (Dolce et al., 2017; J. F. Hair et al., 2019; Sarstedt et al., 2017a). The flexibility and scope of PLS make it easier to analyze and investigate multifaceted path models, particularly in a more exploratory manner (Hair et al., 2016). A series of statistical techniques that allows a set of relationships between one or more independent variables. The effect of structural equation modeling (SEM) can also be assessed using partial least squares (PLS-SEM) when the dependent variable is either continuous or discrete (Ali et al., 2018; Drolet & Morrison, 2001).

It has been found that PLS-SEM is a very effective method for clarifying the pattern of interconnected dependencies between a collection of latent or unobserved constructs and evaluating each of them through at least one observed variable (Aguirre-Urreta & Rönkkö, 2018; J. F. Hair et al., 2019). Finally, PLS-SEM is designed to analyze latent constructs, especially causal links between latent constructs. Still, it is also helpful in estimating variance and covariance, testing hypotheses, traditional linear regression, measurement assessment (outer model validity and reliability), and confirmatory factor analysis (Jöreskog & Sörbom, 1996; Sharma, Shmueli, et al., 2019).

3.9.1.2 Lower Order and Higher Order Constructs

In the context of PLS-SEM, higher-order constructs provide a basis for researchers to model a construct on a more abstract dimension (called a higher-order component) and its more concrete sub-dimensions (referred to as lower-order components) (Polites et al., 2012; Sarstedt, Hair Jr, et al., 2019). The higher-order constructs are based on the sub-dimensions or lower-order constructs. The researcher can specify the relationships between the latent constructs in the framework and summarize the relationship from lower order to higher order to make an absolute model (Edwards, 2001; Johnson et al., 2011; Sarstedt, Hair Jr, et al., 2019).

3.9.1.3 Measurement Model Assessment

To determine the degree to which the reflective measurement models function, (Sarstedt et al. 2017a) recommend that we assess the indicators that affect the latent constructs that generate the reflective measurement models. Using the PLS-SEM approach, some indicators are used to evaluate the reliability and validity of the outer model (Measurement model). The indicators are evaluated in terms of their reliability and loadings, composite reliability, the average variance extracted, discriminant validity, and the HTMT ratio (Fornell & Larcker, 1981).

The first step in PLS-SEM is to assess the individual item reliability. The loadings above .708 are recommended due to a 50% of indicator variance (Hair et al., 2020). The second step is evaluating internal consistency reliability, generally applied composite reliability (Jöreskog, 1971). Whereas values between 0.70 and 0.90 vary from satisfactory to good (Diamantopoulos et al., 2012; Drolet & Morrison, 2001).

The third step is to evaluate each construct measure's convergent validity. In terms of convergent validity, it is the extent to which the variance of a construct can be described using the variables associated with the construct. This criterion is based on the average variance extracted (AVE) for all items across all constructs to determine convergent validity. As long as the AVE is 0.50 or higher, the construct can be considered to be accurate, and it represents 50% or more variation in what makes up the construct (Hair et al., 2020).

The fourth step is to determine discriminant validity or how distinct a construct is empirically from other constructs. The conventional metric was introduced by Fornell and Larcker (1981), who suggested that each construct is inter-correlation to be compared with the squared root of AVE.

3.9.1.4 Structural Model Assessment

To evaluate PLS-SEM results, it is necessary to assess the structural model as the next step after the measurement model has been evaluated as satisfactory. A multicollinearity test, a statistically significant test, a coefficient of determination (R^2), and cross-validation based on a blindfolded redundancy test called Q^2 are all standard evaluation parameters that should be considered (Hair et al., 2020). Firstly, collinearity must be tested before evaluating structural relationships to ensure that it does not distort the regression results. This procedure considers variance inflation factor (VIF) values. A value greater than 5 indicates that the predictor constructs are likely collinear, but collinearity issues may also occur at lower VIF values of 3 to 5 (Becker et al., 2018; Cheah et al., 2018). The VIF values should ideally be three and below.

If collinearity is not a problem, the next step is to evaluate the path significance and hypothesis testing.

3.9.1.5 Multi-Group Analysis (MGA)

According to studies, variant-based structural equation modeling, based on partial least squares (PLS), is a valuable tool for the estimation of cause-and-effect relationships between constructs in multivariate data analysis (Hair et al., 2012; Henseler et al., 2009a). The results of several PLS studies have been compared across different groups of respondents to compare the results of model estimation (Brettel et al., 2008; Okazaki & Mueller, 2007; Picón-Berjoyo et al., 2016). Recently, there have been several approaches proposed for the evaluation of different aspects of measurement invariance that have been developed over the last few decades (De Jong et al., 2007; Meade & Lautenschlager, 2004; Salzberger & Sinkovics, 2006).

In the context of multigroup SEM studies, measurement invariance is one of the most critical problems that researchers must solve. Measurement invariance during the estimation of latent variables across classes is essential for the researcher to ensure that estimations of the latent variables for each group are not different due to differences in the content and definition of latent variables across classes. There may be differences in the interpretation of the phenomenon by alternative groups' respondents rather than fundamental structural differences that may account for the variations in the structural relationships between latent variables (Johnson et al., 2005).

3.9.2 Qualitative Data Analysis

Qualitative research encompasses a variety of distinctive methodologies for conducting thorough investigations, each tailored to the specific needs of a given study. By examining and contrasting these methodologies, researchers can identify the most fitting design for exploring the particular phenomenon (Aspers & Corte, 2019; Cypress, 2018). In the current thesis, the employees opted for a phenomenological approach to ascertain the most suitable research design. This choice was made because phenomenological design excels in addressing "what" or "how" questions. The study's objective was to explore the relationship between public and private sector university stakeholders' perceptions of performance appraisal effectiveness, perceptions of organizational justice at universities, and appraisal system satisfaction.

Phenomenology is a method used to understand the lived experiences of particular groups. Each individual in these groups narrates their experiences from their own unique viewpoint. Researchers employing phenomenology often depend on unstructured interviews, personal diaries, and observations to gain insights into these distinct experiences. This research, however, sought to identify organizational justice, performance appraisal effectiveness, and satisfaction. The phenomenological approach was selected as it is more adept at conducting an in-depth analysis of common experiences (Pathirana et al., 2020; Williams, 2021).

This thesis aim was to comprehend the identification organizational justice, performance appraisal effectiveness, and satisfaction. A qualitative research method was considered suitable for this purpose as it centers on individuals' experiences in relation to a specific event (Tomaszewski et al., 2020). Employing a qualitative approach, the researcher intended to understand investors' interpretations and experiences regarding specific

occurrences (Azungah, 2018; Pathiranage et al., 2020). Qualitative research concentrates on individual narratives, allowing researchers to engage with the study's information to glean insights into participants' viewpoints (Qu & Dumay, 2011; Reeves et al., 2008).

This research sought to create opportunities for open-ended and adaptable approaches in understanding the phenomenon from the perspective of the participants (Tomaszewski et al., 2020). It is advisable to use qualitative research to delve deeper and obtain more detailed explanations (Cypress, 2018; Pathiranage et al., 2020). The primary objective of this study was to explore the role to identify organizational justice, performance appraisal effectiveness, and satisfaction using a qualitative approach, which can offer valuable insights applicable to other contexts.

A structured interview schedule was the source used to collect qualitative data. All question responses were recorded through the note-taking method. To address this study's research questions, emerging themes were drawn by performing the interview data analysis in the study.

The researcher narrated the data in light of earlier and current research studies after separating emerging themes from the questions. Data analysis was done based on the use of the mixed method approach in the study. Quantitative data results were also analyzed in comparison with qualitative results to find the possibly best comprehensive study outcomes. In the light of the study conclusions, the researcher proposed and emphasized several different study suggestions that were considered a milestone for the appraisers, managers, administrators, policymakers, and teachers, as well as for the institutional success and the

improvement of employees' performance by establishing a fair and effective performance appraisal system within their institutions.

3.9.2.1 Reliability and Validity of Interviews

In qualitative research, dependability refers to the ability to reproduce the research process so that other investigators can utilize it (Moon, 2019; Perez et al., 2023). Guaranteeing dependability reduces the likelihood of errors in the research. To establish a consistent research process and ensure dependability, the investigator in this study meticulously recorded all stages, methodologies, and designs employed (Perez et al., 2023; Rose & Johnson, 2020). This comprehensive documentation facilitates other researchers in replicating or expanding upon the study in subsequent investigations.

Moreover, the investigator applied rigorous quality assurance procedures, including peer assessment and participant confirmation, to validate the precision and credibility of the gathered and examined data (Schmidt et al., 2015). These procedures contribute to the dependability and trustworthiness of the research findings. It was also observed that the investigator meticulously documented the data collection procedure to enable the replication of the multiple study and achieve comparable outcomes.

To reduce errors during data handling, an interview protocol guide was developed (Appendix). This guide served as a script for the interview questions, ensuring uniformity for all participants during the interview process. Utilizing the interview protocol guide enhanced the dependability of the interview process for other researchers by maintaining consistent questions and procedures for all participants (Roberts, 2020; Tomaszewski et al., 2020).

Additionally, participants were given a copy of the transcribed interview for verification, confirming that their thoughts and experiences were precisely documented. This review process allowed participants to validate the researcher's interpretation of their responses, ensuring their viewpoints were accurately portrayed (Rahi et al., 2019).

The investigator gained a deeper understanding of the phenomenon by leveraging data tools to access information within the organization (Stenfors et al., 2020). The study's credibility and validity were enhanced by utilizing multiple resources for data examination (Mohamed, 2021). Qualitative research significantly depends on data collection, as it enables the meaningful organization and presentation of information (Williams & Moser, 2019).

To gather open-ended responses, the researcher used semi-structured interviews as part of the questionnaire, and participant interviews during face-to-face meetings were transcribed. Transcriptions were sent to each participant via encrypted emails for review, with no edits requested, ensuring accuracy and authenticity. The investigator employed coding to interpret participants' viewpoints and perceptions of the event under investigation (Skjott Linneberg & Korsgaard, 2019; Williams & Moser, 2019). These codes were used throughout the study to analyze data and extensively explore the subject matter.

Open-ended responses and semi-structured interviews were divided into manageable segments to facilitate efficient data analysis. Data organization is a crucial component of data analysis, and the information obtained from questionnaires and interview notes was coded to identify patterns and trends (Jackson & Bazeley, 2019). Codes were created for frequently occurring information in participant responses, and data comparisons were made. To maintain

participant anonymity, the researcher assigned each participant an "investor number" consisting of the interview order, month, and day of the interview (Alam, 2021; Jackson & Bazeley, 2019).

The qualitative research coding process systematically organizes participants' experiences, avoiding overemphasis on specific aspects of the study and ensuring a thorough analysis of the entire interview (Pieterse, 2020). Coding is an iterative process involving the analysis, reexamination, and comparison of newly and previously collected data (Williams & Moser, 2019). As coding advances, researchers continue to analyze data until they reach saturation, where no new themes or connections emerge (Pieterse, 2020). By analyzing open-ended questionnaire responses and transcribed notes, the researcher compared emerging themes with the conceptual framework and literature review. Researchers securely stored recordings, reflective journals, and transcriptions, and all collected data will be disposed of after a designated period.

Open coding in qualitative research entails transcribing interviews line-by-line and identifying small portions of the report, which are then combined to form new categories. This process is essential as it enables researchers to explore all possible themes and compare information within the content. Through continuous data comparison, new information may be discovered that does not fit into existing categories (Guest et al., 2020; Tomaszewski et al., 2020).

3.10 Research Ethics

Ethical considerations taken into account in this study included all the possible measures put in place to ensure the study participants' protection and safety. Being aware of the importance of maintaining participants' confidentiality, avoiding sensitive information disclosure, and preserving participant anonymity, the researcher explained the study's goal and ethical considerations. Once we had secured the Heads' assent, we sent them a formal letter that they signed, requesting that they give their formal approval to gather data from their employees. After receiving formal approval, the researcher met with instructors, chairpersons, and deans to outline the study's objectives. Before they were asked to fill out questionnaires, they were given an informed consent letter. There was a promise that the information they provided would be kept confidential and that their identities would be protected, allowing them to reply without fear or doubt. To uphold the participants' dignity and confidentiality, full disclosure was made before conducting interviews with participants who were fully informed of the study's intent to avoid any interventions that would impact the sampled employees' willingness to participate voluntarily in the interview process. Each interviewee understood the purpose of the research, and no names were taken from the respondents. These procedures were applied to ensure anonymity, as the introduction to the interview schedule indicated that the respondents' information would be used only for research purposes. Interviews were not digitally recorded since every participant objected and refused it because they were keen on the sensitivity of the research topic. Seeing their ease and comfort, the note-taking method was used per the respondent's wish.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Chapter Overview

This chapter is the analysis chapter in which perceptions of fairness about performance appraisal are analyzed concerning the dependent variable. A comparison between employees' perception of appraisal fairness, effectiveness, and satisfaction in public and private sector universities is made where applicable, followed by a generalization toward those universities that belong to both private and public sectors at the end of each section. There is a summary at the end of the chapter to bring the chapter to a close.

4.2 Introduction

Several hypotheses have been put to the test in this chapter in light of the findings of the data analysis. The second section, 4.3, discusses the procedures used for screening the data, missing data, mean, standard deviation, skewness, and kurtosis. The third section, 4.4, discusses the preliminary data analysis, standard method biases, pilot testing, and pre-testing of the survey questionnaire. The first objective of the study is 'to identify the university stakeholders' perceptions about performance appraisal practices concerning procedural justice in the public and private sector; which was assessed by three justice dimensions termed as "Setting performance Criteria" having five items, "Evaluator Confidence" including five items, and "Seeking Appeals" consisting of five items respectively. The second objective of the study is 'to explore the university stakeholders' perceptions about performance appraisal practices for distributive justice in the public and

private sector,' which was assessed by two justice dimensions termed as "Accuracy of Appraisal Results" having six items, and "Concern over Appraisal Results" including five items, respectively.

The third objective of the study is 'to assess the university stakeholders' perception about performance appraisal practices concerning informational justice in the public and private sector' it was assessed by three justice dimensions termed as "Providing feedback" having three items, "Explaining Reporting Decisions" encompassed five items, and "Clarifying Expectations" consisting of four items respectively. The fourth objective of the study is 'to examine the university stakeholders' perceptions about performance appraisal practices concerning interpersonal justice in the public and private sector,' assessed by justice dimensions termed "Treatment by Rater," having eight items. While the fifth objective of the study is 'to explore the factors affecting employees' satisfaction with current performance appraisal practices in the both public and private sector.' This objective was assessed by the item, 'What are the factors of appraisal practices that cause employees dissatisfaction with appraisal system?' Items measuring these objectives are given in section 3.6.1.1 in chapter 3.

Descriptive statistics is defined in section 4.5. A partial least square structural equation model was used to test the following alternate hypotheses in section 4.6 (PLS-SEM): 1) H1 There is a positive relationship between procedural justice and performance appraisal effectiveness, 2) H2 There is a positive relationship between procedural justice and performance appraisal Satisfaction, 3) H3 There is a positive relationship between Distributive justice and performance appraisal effectiveness, 4) H4 There is a positive relationship between Distributive justice and performance appraisal Satisfaction, 5) H5

There is a positive relationship between Informational justice and performance appraisal effectiveness, 6) H6 There is a positive relationship between Informational justice and performance appraisal Satisfaction, 7) H7 There is a positive relationship between Interpersonal justice and performance appraisal effectiveness, 8) H8 There is a positive relationship between Interpersonal justice and performance appraisal Satisfaction, and 9) H9 There is a positive relationship between performance appraisal effectiveness and performance appraisal Satisfaction.

Section 4.7 presents the results related to multi-group analysis (MGA) to test the following proposed hypotheses: 1) H10 there is a significant difference between organizational justice components with effectiveness and satisfaction of appraisal system in universities of Balochistan, we compared the effectiveness of performance appraisal systems and practices relating to interpersonal justice in universities in the public and private sectors. Section 4.8 presents the interview analysis. The final section, 4.9, presents the chapter summary.

4.3 Data Screening

It is essential to perform data screening to ensure that data is submitted correctly, that there are no outliers, and that a normal distribution is maintained (Hair et al., 2009). According to Kline (2005), the assumption that the data is normally distributed without missing value data sets is uncommon to obtain. In the case where respondents failed to provide an answer to one or more of the questions within the sample, the data will be missing from the report. According to research regarding the treatment of missing values, it has been shown that an expected maximization approach is a valuable option when

compared with other methods, such as one-by-one deletion and means substitution, to deal with missing data (Hair et al., 2009).

Table 4. 1 Normality Assessment

	Mean	Std. Deviation	Skewness	Kurtosis
SPC1	3.5141	1.07675	-.636	-.205
SPC2	3.5605	1.06000	-.747	-.009
SPC3	3.4758	1.10436	-.634	-.230
SPC4	2.9899	1.20974	-.229	-1.072
SPC5	3.3111	1.03197	-.329	-.385
EC1	3.0869	1.12144	-.371	-.777
EC2	3.5030	1.04914	-.726	-.005
EC3	3.3778	1.11518	-.530	-.459
EC4	3.4646	1.06768	-.599	-.262
EC5	3.4020	1.06566	-.614	-.349
SA1	3.0020	1.04842	-.173	-.468
SA2	3.1677	1.13918	-.349	-.628
SA3	2.9859	1.18604	-.104	-.813
SA4	2.9980	1.02301	-.201	-.481
SA5	3.0667	1.13359	-.106	-.779
AAR1	3.3677	1.11039	-.639	-.379
AAR2	3.2854	1.09651	-.519	-.508
AAR3	3.3704	1.12252	-.568	-.540
AAR4	3.3495	1.12619	-.574	-.415
AAR5	3.7293	1.14860	-.776	-.094
AAR6	3.5172	1.10171	-.445	-.493
CAR1	3.2222	1.00359	-.276	-.200
CAR2	3.2909	1.07050	-.342	-.314
CAR3	3.3212	1.07222	-.430	-.456
CAR4	3.3455	1.09649	-.486	-.337
CAR5	3.0424	1.12220	-.066	-.630
CAR6	2.9293	1.06521	-.091	-.435
PFB1	3.0990	1.08556	-.379	-.665
PFB2	3.0970	1.10880	-.282	-.737
PFB3	3.0626	1.11944	-.202	-.913
ERD1	2.9980	1.13019	-.080	-.719
ERD2	3.0847	1.12855	-.125	-.778
ERD3	3.2298	1.05963	-.336	-.647
ERD4	3.0907	1.07583	-.103	-.680
ERD5	3.2036	1.09953	-.300	-.727
CE1	3.1673	1.08536	-.241	-.648
CE2	3.1411	1.06754	-.194	-.625
CE3	3.2278	1.11124	-.353	-.681
CE4	3.0726	1.07251	-.214	-.602
TBR1	3.1169	1.12206	-.301	-.628

TBR2	3.4577	1.02604	-.567	-.123
TBR3	3.5879	1.04545	-.619	-.051
TBR4	3.5423	1.04167	-.528	-.215
TBR5	3.4940	1.08057	-.539	-.310
TBR6	3.2984	1.08975	-.313	-.478
TBR7	3.4577	1.04554	-.521	-.122
TBR8	3.5927	1.05000	-.588	-.084

Note: SPC= Setting Performance Criteria, EC= Evaluator Confidence, SA= Seeking Appeal, AAR= Accuracy of Appraisal Results, CAR= Concern Over Appraisal Results, PFB= Providing Feedback, ERD= Explaining Reporting Decisions, CE= Clarifying Expectations, TBR= Treatment by Rater.

Tabachnick et al. (2007) discussed treating the degree of missing data in the sample. During the data screening, SPSS showed that only 11 respondents had more than 5% missing values. The requirement to drop the response depends on the sample size, and the overall sample was relatively larger (508) than the sample size (384) required for further analysis (Saunders & Lewis, 2012; Sekaran & Bougie, 2011). Therefore 11 responses were dropped, and finally, 497 responses were finalized for further.

There have been some methods of exaggerating the deviation from the normality of a sample (such as skewness and kurtosis) (Pallant, 2001). Tabachnick et al. (2007) defined the absolute threshold values for normality assessment. To determine the absolute threshold value for skewness, we used a value of 1 and for kurtosis, we used a value of 3. Table 1 shows the mean, standard deviations, skewness, and kurtosis of individuals' items. This study shows that the skewness value is within the range of 0.06 to 0.77, and the kurtosis value is within the range of 0.005 to 1.072, below the threshold values. The unidimensionality normality criterion is achieved.

4.4 Preliminary Data Analysis

In this study, the data for the study was collected using a survey-based questionnaire. Before conducting the final survey, the questionnaire was examined using

the pre-testing and pilot-testing approaches. The pre-testing approach validates the item questions from field experts as potential experts to identify any irrelevant and unclear passages (Churchill & DuFon, 2006; Reynolds & Diamantopoulos, 1998). The face validity and content validity were achieved through the pre-testing approach and examined the questionnaire from five doctorate-level employees of different higher education organizations (Zikmund et al., 2003) (see checklist in appendix C). The recommended changes were made per the respondent's/experts' directions before proceeding to the next step (pilot testing).

As stated earlier, this study used a questionnaire through formerly validated scales presenting that variable involved valid items. The Cronbach's alpha ranges from 0.712 of concern over appraisal results to 0.938 of treatment by the rater. This testing saves uncountable survey disasters, using respondents' feedback to define unclear and biased techniques (Cooper et al., 2006).

The data from this study were validated using the common method bias test (CMB), performed as a final step. According to Podsakoff and Organ (2003), it is recommended that the variance of the data should be less than 50%, which is a level that shows an acceptable level. Based on the results of this study, 41.76% of the overall variance can be interpreted as a result of Harman's single factor. The determined internal consistency of the instrument given in section 3.7.3, based on Cronbach's Alpha value of .950, showed that the instrument is rated as reliable, which means that it is highly reliable. It has been reported that the factor analysis results were satisfactory for the instrument's validity. Based on the results of the factor analysis, it can be assumed that each item has satisfactory loadings (over .30) against each of the nine subscales analyzed in the study. As well as the Kaiser

Meyer Olkin value (KMO = 0.918) being excellent based on the reported value, it is clear that the sample adequacy measure was excellent based on the reported value. Enough sample size, normality assessment, and results of pilot testing show enough evidence for further analysis.

4.5 Descriptive Analysis

Statistical descriptive analysis of the sample respondents was evaluated as a whole (Zikmund et al., 2003), and by doing the descriptive analysis, we hope to be able to provide insight into the interactive pattern of demographic variables in a given population. Figures given below show the descriptive statistics (frequency analysis) for the sample respondents. The sample characteristics were an institution, gender, position, qualification level, employment term, and teaching experience.

The percentage and frequencies of each variable are below in figures; the proportions of Demographic variables.

Figure 2: Respondents Distribution across institutions

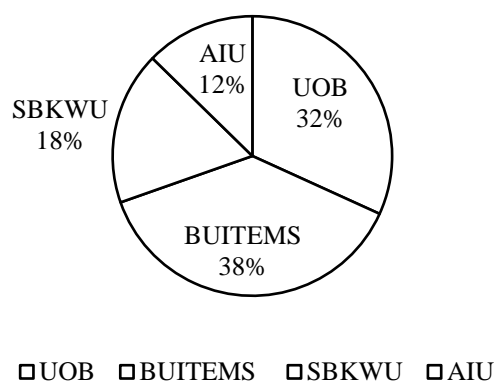
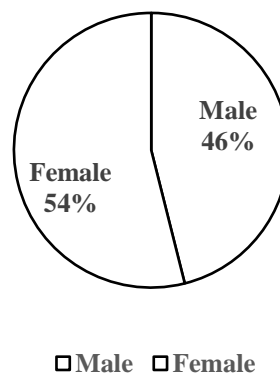


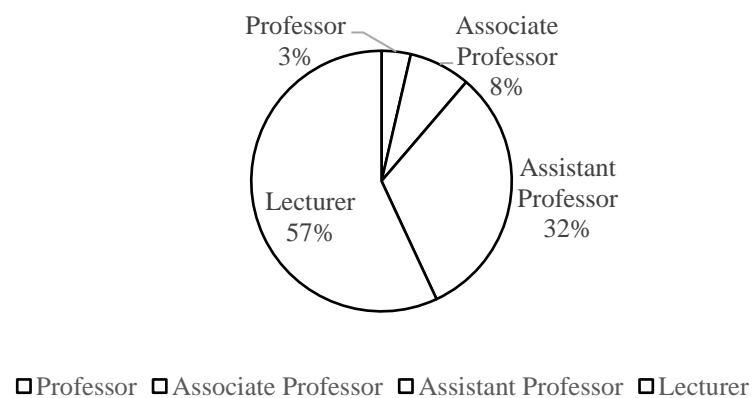
Figure 2 shows that 31.8% of the respondents were from the University of Balochistan (UoB) for the variable country, 37.8% were from Balochistan University of Information Technology, Engineering and Management Sciences (BUIITEMS), 17.7% were from Sardar Bahadur Khan Women's University (SBKWU), and 12.7% were from Alhamd Islamic University (AIU).

Figure 3 Respondents Gender based Distribution



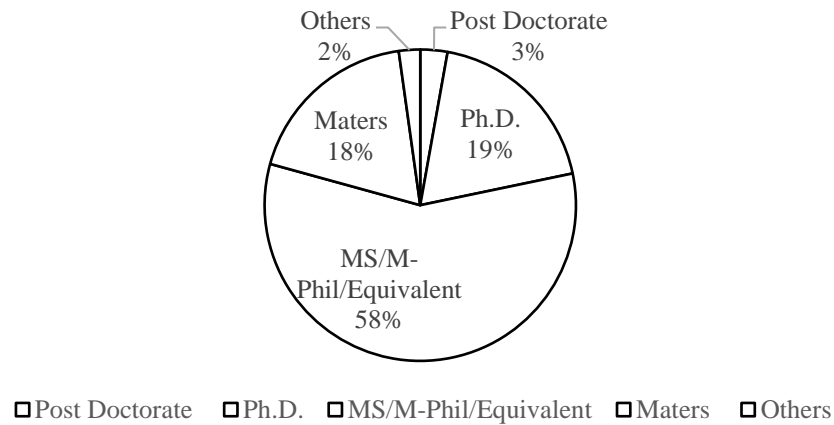
The study gender variable in figure 3 shows that most respondents were female, 53.9% of the overall sample and 46.1% were males.

Figure 4 Respondents Post Distribution



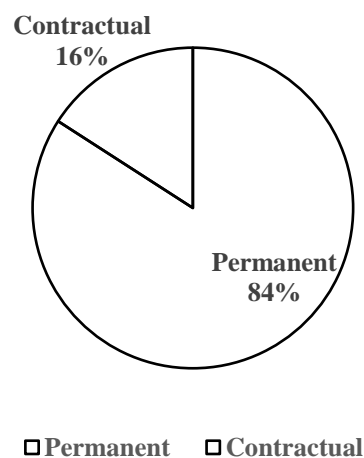
The position variable given in figure 4 shows that most respondents were lecturers, 56.9% more than half of the sample, 31.8% were assistant professors, and 11% were associate and professors.

Figure 5 Respondents Qualification Distribution



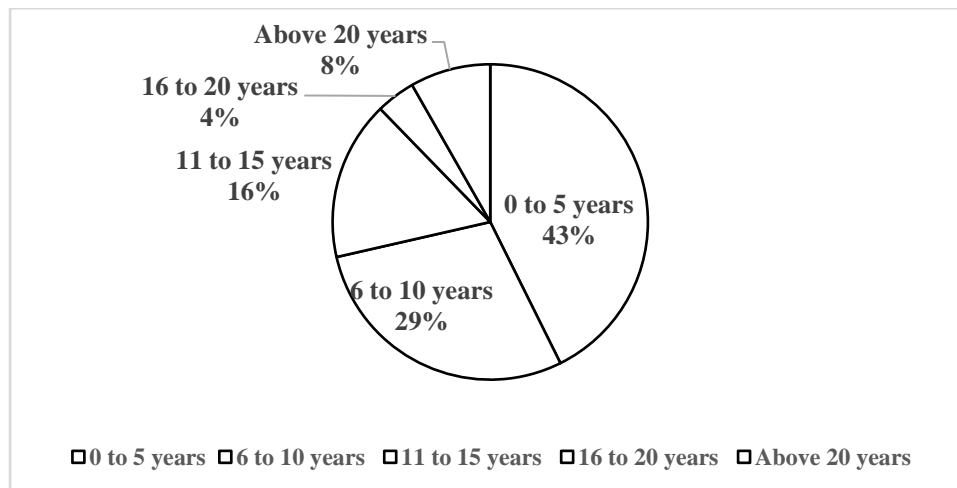
The qualification level indicator in figure 5 shows that 57.5% of respondents were MS/M-Phil qualified, while master's and Ph.D. holders were 18.5% and 18.9% of the overall sample, respectively, and only 2.8% had a post-doctorate.

Figure 6 Respondents Employment Term Distribution



Furthermore, the employment term in figure 6 shows that 84.1% had a permanent job, and 15.9% had a contractual job.

Figure 7 Respondents Work Experience



Finally, the teaching experience indicator in figure 7 shows most of the respondents have less than 5 years of teaching experience which 42.7%, 28.8% of the respondents have 6 to 10 years of teaching experience, 16.3% of respondents have 11 to 15 years of teaching experience, while 12.2% were having above 15 years of teaching experience.

4.6 Data Analysis Procedure

It is a known fact that the PLS-SEM algorithm is based on minimizing the divergence between the observed covariance matrix and the estimated covariance matrix acquired through PLS-SEM. Chi-squared fit measures and their extensions, commonly used in CB-SEM, do not apply to the field of CB-SEM and its applications (Hair et al., 2019). The Model's predictive capabilities typically use the coefficient of determination (R^2 value), which measures the Model's in-sample predictive power (Hair et al., 2017) and out-of-sample prediction Q^2 (Hair et al., 2019).

This method is also capable of assessing the unidimensionality, reliability, and validity of each construct using PLS-SEM. Furthermore, it simultaneously provides parametric estimation tests for each parameter, thus providing the best model that can fit the data in the best way possible (J. F. Hair et al., 2019). A causal path diagram can be used by the researcher to present a hypothesis about the possible relationship between variables when it comes to specifying, estimating, assessing, and presenting a model.

Researchers must answer at least three questions to reap the benefits of higher-order constructs. First, the conceptualization and specification of the higher-order construct must be based on a well-developed measurement theory (DeVellis, 2016; Relling et al., 2016). To develop a measurement model for the low-order components, researchers should consider the relationship between the lower-order components and the high-order components (Jarvis et al., 2003; Wetzels et al., 2009). In recent years, there has been a growing interest in using more abstract constructs, that is, constructs that consist of many dimensions and levels, for various theoretical and empirical reasons (Wetzels et al., 2009). Using such models, we can minimize model complexity and increase parsimony since the proposed model is composed of fewer paths or is based on a higher level of constructs (Becker et al., 2012).

The number of measures that can be derived from lower-order constructs can be divided into three main approaches, namely the repeated indicator approach (Wold, 1982), another strategy known as hybrid analysis (Bradley & Henseler, 2007), along with a two-stage model (Ringle et al., 2012). In the repeated indicators approach, there is the reuse of manifest indicators for the first-order constructs used as manifest indicators for the second-order construct. There are two approaches to calculating first-order constructs using the

hybrid method, in which half of the items are used for measuring first-order constructs, while the other half is used for calculating first-order constructs using the hybrid method. Finally, the two-step proposed approach the method to estimate the higher-order construct through lower-order constructs. In the second level of the construct hierarchy, the results of the first-order constructs are used as manifest variables in the construction of the second-order construct.

4.6.1 Partial Least Square Structural Equation Modeling (PLS-SEM)

4.6.1.1 Measurement Model Assessment (Lower Order)

The measurement model aims to determine which objects correspond to latent variables (Hair et al., 2017). Consequently, the measurement model used in this study describes how each measure is loaded to specific latent variables (Byrne et al., 1989). In a separate measurement model, each of the constructs under consideration was examined separately.

The results of the measurement model assessment at lower order for the organizational justice sub-dimensions are given in Table 4.2. Procedural justice has three lower-order sub-dimensions (setting performance criteria, evaluator confidence, and seeking appraisal), distributive justice has two lower-order sub-dimensions (accuracy of appraisal results and concern over appraisal results), informational justice has three lower-order sub-dimensions (providing feedback, explaining reporting decision, and clarifying expectations), and interpersonal justice having a single dimension of treatment by the rater.

Table 4. 2 Reliability & Validity (Lower Order)

Lower Order Dimensions	Factor Loadings	Cronbach's Alpha	CR	(AVE)
<i>Accuracy of Appraisal Results</i>		0.912	0.938	.792
AAR1	0.877			
AAR2	0.897			
AAR3	0.918			
AAR4	0.867			
<i>Concern Over Appraisal Results</i>		0.824	0.884	.655
CAR1	0.791			
CAR2	0.844			
CAR3	0.843			
CAR4	0.756			
<i>Clarifying Expectations</i>		0.903	0.932	.774
CE1	0.871			
CE2	0.884			
CE3	0.896			
CE4	0.867			
<i>Explaining Reporting Decisions</i>		0.912	0.934	.740
ERD1	0.830			
ERD2	0.879			
ERD3	0.870			
ERD4	0.853			
ERD5	0.871			
<i>Providing Feed Back</i>		0.825	0.896	.741
PFB1	0.811			
PFB2	0.912			
PFB3	0.857			
<i>Seeking Appraisal</i>		0.862	0.900	.644
SA1	0.757			
SA2	0.812			
SA3	0.807			
SA4	0.813			
SA5	0.822			
<i>Setting Performance Criteria</i>		0.793	0.856	.544
SPC1	0.700			
SPC2	0.808			
SPC3	0.755			
SPC4	0.710			
SPC5	0.710			
<i>Evaluator Confidence</i>		0.885	0.916	.688

EC1	0.715			
EC2	0.808			
EC3	0.876			
EC4	0.868			
EC5	0.868			
Treatment by Rater		0.919	0.935	.674
TBR2	0.790			
TBR3	0.858			
TBR4	0.801			
TBR5	0.830			
TBR6	0.828			
TBR7	0.786			
TBR8	0.852			

Note: SPC= Setting Performance Criteria, EC= Evaluator Confidence, SA= Seeking Appeal, AAR= Accuracy of Appraisal Results, CAR= Concern over Appraisal Results, PFB= Providing Feedback, ERD= Explaining Reporting Decisions, CE= Clarifying Expectations, TBR= Treatment by Rater and CR=composite reliability, and AVE= average variance extracted.

The results show that five items were deleted at lower order due to lower factor loadings. The two items of the accuracy of appraisal results (AAR 5 & AAR6) and concern over appraisal results (CAR5 & CAR6) of each latent construct and a single item of treatment by rater (TBR1) were contributing less than 0.60 (Haier et al., 2019) and all the factor loading were above 0.70 and ranges from 0.700 to 0.918. Furthermore, the accuracy of appraisal reports an adequate level of internal item reliability and shows that AAR1 0.877, AAR2 0.897, AAR3 0.918, AAR4 0.867, and concerning over appraisal results reports CAR1 0.791, CAR2 0.884, CAR3 0.896, and CAR4 0.756 (see Table 4.2). The overall constructs and their sub-dimensions report the adequate reliability level shown in Table 4.2.

Table 4. 3 Discriminant Validity (Lower Order)

F & L Criteria	AAR	CE	CAR	EC	ERD	PFB	SA	SPC	TBR
AAR	0.89								
CE	.624	.880							
CAR	.733	.680	.809						

EC	.697	.639	.676	.829					
ERD	.603	.849	.698	.638	.860				
PFB	.513	.700	.621	.544	.735	.861			
SA	.678	.650	.665	.680	.659	.529	.802		
SPC	.526	.433	.448	.580	.467	.434	.507	.738	
TBR	.615	.665	.640	.664	.684	.558	.585	.477	.821
HTMT-Ratio	AAR	CE	CAR	EC	ERD	PFB	SA	SPC	TBR
AAR									
CE	.688								
CAR	.846	.789							
EC	.772	.716	.791						
ERD	.660	.842	.804	.710					
PFB	.590	.808	.753	.635	.841				
SA	.759	.735	.784	.776	.740	.626			
SPC	.598	.488	.531	.673	.528	.517	.585		
TBR	.672	.729	.734	.734	.746	.635	.653	.545	

Note: SPC= Setting Performance Criteria, EC= Evaluator Confidence, SA= Seeking Appeal, AAR= Accuracy of Appraisal Results, CAR= Concern Over Appraisal Results, PFB= Providing Feedback, ERD= Explaining Reporting Decisions, CE= Clarifying Expectations, TBR= Treatment by Rater.

Moreover, internal consistency, convergent validity, and discriminant validity results show an adequate level of accuracy for further analysis. The results were reported in Table 3 for fulfilling the criteria of measurement model assessment at lower order for final analysis. The results show that the discriminant validity is achieved at lower order and the HTMT ratio and (Fornell & Larcker, 1981) criteria are fulfilled.

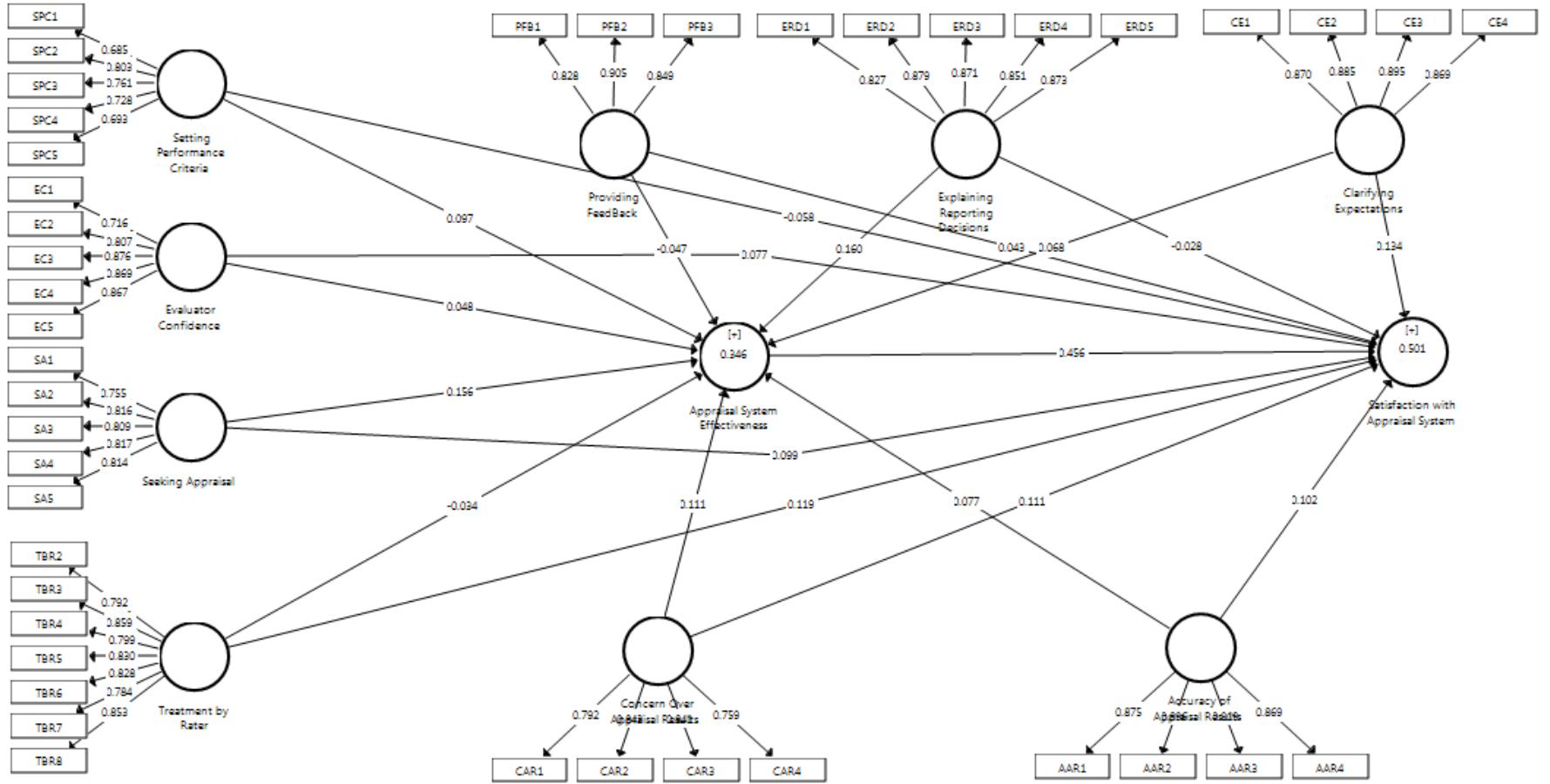
4.6.2 Partial Least Square Structural Equation Modeling (PLS-SEM) Higher Order

Modeling constructs on higher-order dimensions, particularly higher-order dimensions, facilitate the representation of constructs on a more abstract higher-level dimension as well as their more concrete lower-order sub dimensions. In recent years, partial least squares structural equation modeling (PLS-SEM) has tended to become increasingly visible. The scheme of higher-order constructs can be complicated, especially

when specifying, estimating, and validating them, such as assessing their reliability and validity.

Sarstedt, Hair Jr, et al. (2019) discussed the validation for higher-order construct through different approaches, embedded two-step approach (Ringle et al., 2012), repeated indicator approach (Wetzels et al., 2009), and disjoint two-stage approach (Becker et al., 2012). These approaches give the same results, and there is no compelling reason to prefer them (Cheah et al., 2019).

Figure 8 Lower Order Measurement Model Assessment



4.6.2.1 Measurement Model Assessment (Higher Order)

Despite its difference from the embedded two-step approach in terms of specifications, the disjoint two-step approach is specified differently in terms of all stages (Sarstedt, Hair Jr, et al., 2019). In the lower order, all the latent constructs are considered separate without considering the higher-order components linked to the other components, which are theoretically related (see Figure 8).

To use latent construct scores, standard multi-items need to be saved in the lower order, and the scores saved in the lower order are then used for higher-order constructs in the next stage. Whenever evaluating whether a higher-order measure is reliable and valid, researchers need to find the same indicators as measured in lower order: factor loadings, composite reliability, AVE, and discriminant validity.

4.6.2.2 Internal Item Reliability

Factor loadings can be used to assess the reliability of individual items (Sarstedt et al., 2014). According to the researchers, items must meet a certain cutoff to be retained, and they recommend keeping items between 0.60 and 0.70 in terms of the cutoff (Joseph F. Hair Jr, 2014). Detailed loadings are shown in Table 5 for all the items at higher levels of the constructs. Therefore, loadings for the latent construct distributive justice were 0.929 for accuracy of appraisal results and 0.933 for concern over appraisal results, with all items having adequate loadings and meeting the criteria. There were 0.9396 outer loadings for informational justice when it came to clarifying expectations, 0.950 when it came to explaining reporting decisions,

and 0.867 when it came to providing feedback. Moreover, the factor loadings for procedural justice ranged from 0.774 to 0.895. Moreover, the factor loadings of the construct were also following the criteria.

4.6.2.3 Composite Reliability

When each variable's composite reliability (CR) reaches the threshold value of 0.7, a measurement model can be considered satisfactory for internal consistency (J. F. Hair et al., 2019). In Table 5, the composite reliability coefficients are shown for latent variables analyzed at the lower order of data. The latent constructs; are distributive justice having a composite reliability coefficient of 0.929; informational justice having 0.942; and procedural justice, having CR with 0.888. The composite reliability of each construct in this study ranges from 0.888 to 0.942.

Table 4. 4 Assessment of the Validity and Reliability

Latent Constructs	Factor Loadings	Cronbach's Alpha	CR	(AVE)
<i>Distributive Justice</i>		0.846	0.929	0.867
Accuracy of Appraisal Results	0.929			
Concern Over Appraisal Results	0.933			
<i>Informational Justice</i>		0.908	0.942	0.845
Clarifying Expectations	0.939			
Explaining Reporting Decisions	0.950			
Providing Feed Back	0.867			
<i>Procedural Justice</i>		0.811	0.888	0.725
Evaluator Confidence	0.895			
Seeking Appraisal	0.881			
Setting Performance Criteria	0.774			

Cronbach's alpha is another internal consistency reliability metric that uses the same thresholds as composite reliability but yields low scores. Due to the unweighted nature of the products, Cronbach's alpha is not a reliable indicator of reliability since the products are not weighed. Compared to Cronbach's alpha, composite reliability weights objects based on the individual load indicators for each object, and this method achieves a higher level of reliability than Cronbach's alpha. While Cronbach's alpha can be considered to be too conservative in many ways, composite reliability can be considered to be too liberal, and it is generally regarded that the construct's true reliability lies somewhere in between the two extremes (J. F. Hair et al., 2019). As well as this, Cronbach's alpha was also very high and ranged from 0.811 to 0.908, indicating that the study had an adequate level of internal consistency. It has been suggested that the items used in describing the constructs are characterized as having a high level of internal consistency, which is likely to be the case.

4.6.2.4 Convergent Validity

Our study examines the convergent validity of the measurement model by analyzing its average variance extracted (AVE) value, which we use to determine its convergent validity. As a measure of convergence validity, the average variance extracted (AVE) value was calculated using the formula proposed by (Fornell & Larcker, 1981). According to Chin (2010), when a construct has a value of average variance extracted (AVE) of 0.5 or higher, it is considered adequate convergent validity. The AVEs for all of the constructs in Table 5 range from 0.750 for procedural justice to 0.867 for distributive justice, therefore indicating that the measurement model has convergent validity, as indicated by the AVEs.

4.6.2.5 Discriminant Validity

Some criteria are used in this study to evaluate the discriminant validity of the measurement model, including the square root of the average variance extracted and HTMT ratio (Hetero Trait-Mono Trait). The Smart-PLS algorithm function. It is compared to the correlation of the latent constructs from the square root of the extracted variance of the average (AVE) calculated by (J. F. Hair et al., 2019). The square roots of the AVE are expressed by bolded elements in Table 5, while non-bolded values reflect the inter-correlation value between constructs. All off-diagonal elements are lower than the square roots of AVE, as shown in Table 5a, indicating that Fornell and Larker's criterion is met.

According to Henseler et al. (2009b), the ratio of hetero traits to mono traits should be less than or equal to 0.85 for them to be considered valid. However, this value is stronger because it is a stricter threshold of 0.90. The present study found that the HTMT ratio for all constructs with less than 0.85 ranges from 0.826 to 0.824, indicating no discriminant validity issues in the analysis (see Table 5b HTMT ratio). Despite that, Henseler et al. (2015) proposed the HTMT as a measure of hetero trait-mono trait ratios. When HTMT values are robust, discriminant validity issues arise as constructs that are conceptually quite similar to the suggested threshold of 0.90 (Henseler et al., 2015). If the HTMT value is greater than 0.90, this indicates that the discriminant validity of the study is absent in this case. The threshold value should be lower and more restrictive when constructs are conceptually distinct, for example, 0.85 when constructs are conceptually distinct (Henseler et al., 2015).

Table 4. 5 Discriminant Validity

4a Fornell & Larker's	Distributive Justice	Informational Justice	Procedural Justice
Distributive Justice	0.931		
Informational Justice	0.731	0.919	
Procedural Justice	0.746	0.721	0.852
4b HTMT-Ratio	Distributive Justice	Informational Justice	Procedural Justice
Distributive Justice			
Informational Justice	0.831		
Procedural Justice	0.836	0.826	

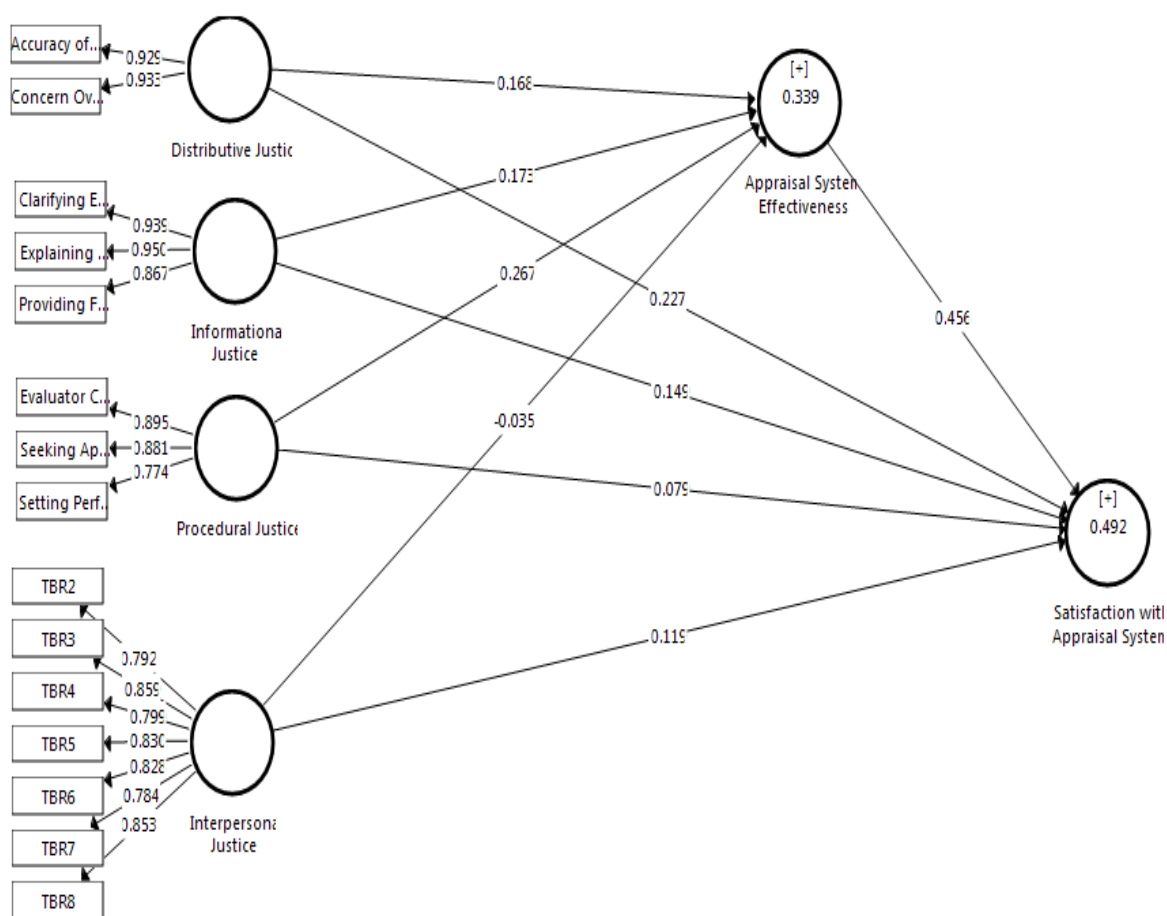
4.6.3 Structural Model Assessment

The validity of the structural model used in this study has been determined utilizing a series of measures that have been employed. These results are discussed in more detail in the following subsections, which provide an analysis of the multi-collinearity of the data, the coefficients of path correlation, and the coefficients of determination of R-square, the effect size, and the predictive relevance of the results. The variance inflation factor (VIF) has been recommended in the literature for assessing multi-collinearity in structural models of analysis (J. F. Hair et al., 2019).

Furthermore, the structural model assessment includes the assessment of the R² measure of the model's variance, which is described in each of the endogenous constructs (Rigdon, 2012; Shmueli & Koppius, 2011). The R² value ranges between 0 and 1, with a higher value implying greater explanatory power. In general, the higher the R², the greater the explanation power. To be considered substantial, moderate, or small, R² values above 0.75, 0.50, and 0.25 must be presented (Hair et al., 2011; Henseler et al., 2009a). Appropriate R²

values, on the other hand, are context-dependent, and in specific disciplines, such as stock market forecasting, an R^2 value as low as 0.10 is considered satisfactory (Raithel et al., 2012). Additionally, the R^2 depends on the number of predictor constructs that are included in the model. As the number of predictor constructs is increased, the R^2 will increase as well.

Figure 9 Measurement Model



Researchers can also see how removing a predictor construct affects the R^2 value of an endogenous construct. There is a certain amount of duplication between the size of the path coefficients and the impact size of the f^2 coefficients. In the structural model, when the size of

the path coefficients and the f^2 effect sizes are compared, the significance rank order of the predictor constructs that describe a dependent construct is always the same regardless of the size of the path coefficients and the f^2 effect sizes. Generally speaking, a small effect size will be less than 0.02, a medium effect size will be greater than 0.15, and a large effect size will be greater than 0.35 (Cohen, 2013).

Finally, Calculating the Q2 value is another way to evaluate the predictive accuracy of the PLS path model (Geisser, 1974; Stone, 1974). As a result, the Q2 is not an out-of-sample prediction metric but rather a composite of out-of-sample prediction and in-sample explanatory force (Sarstedt et al., 2017b; Shmueli et al., 2016). The main objective of this thesis was to identify the university stakeholders' perceptions of performance appraisal practices concerning organizational justice, procedural justice, distributive justice, interpersonal justice, and informational justice in the overall sample and separately in the public and private sectors (see Table 4.6). It can be seen from table 4.6 below that distribution of justice is significantly positively correlated with satisfaction with appraisal systems ($\beta = 0.227$, $t = 2.752$, $p = 0.003$). The increase in distributive justice will increase satisfaction with the appraisal system by 0.227%. According to Hair et al. (2013), the t-value ought to be greater than two (2) at a 5% significance level (for two tail distribution tests) and 1.645 (for one tail distribution test), and the p-value should be less than 0.05. Therefore, this supports the study hypothesis.

Based on the findings of the study, it has been determined that there is a positive correlation between distributive justice and the effectiveness of the appraisal system, as indicated by the study's results ($\beta = 0.168$, $t = 1.783$, $p = 0.037$) in line with the hypothesis

proposed in H3. According to the study, the level of satisfaction with the appraisal system given in the study was positively correlated with procedural justice, in terms of the H2 hypothesis of the study. In addition to that, the study results were found to show a non-significant correlation between the improvement of procedural justice and satisfaction with the appraisal system, even when assumptions were made that the relationship between these two factors was significant. Therefore, H2 cannot be supported. The study also supports H4, which states that procedural justice is also positively related to the effectiveness of appraisal systems in terms of their efficiency ($\beta = 0.267$, $t = 3.420$, $p = 0.000$), which is also supported by the study as well.

Table 4.6 Assessment of the Research Hypothesis

Hypothesis	B	S.DEV	T-values	P-Values	Decision
DJ→SWAS	0.227	0.082	2.752	0.003	Supported
DJ→ASE	0.168	0.093	1.783	0.037	Supported
InfJ→SWAS	0.149	0.051	2.941	0.002	Supported
InfJ→ASE	0.173	0.058	2.992	0.001	Supported
IntJ→SWAS	0.119	0.054	2.177	0.015	Supported
IntJ→ASE	-0.035	0.058	0.607	0.272	Not Supported
PJ→SWAS	0.079	0.070	1.119	0.132	Not Supported
PJ→ASE	0.267	0.079	3.420	0.000	Supported
ASE→SWAS	0.456	0.047	9.740	0.000	Supported

Note: As a result of the directional hypothesis using 5,000 bootstrapping.

It was hypothesized in H₅ of the study that informational justice is positively related to appraisal system effectiveness as far as informational justice is concerned. There is also evidence to support this conclusion ($\beta = 0.173$, $t = 2.992$, $p = 0.001$). This study also supports hypothesis 6 with the following results ($\beta = 0.149$, $t = 2.941$, $p = 0.002$) showing a relationship between fairness and satisfaction with the appraisal system concerning informational justice.

Moreover, H₇ of the study is not supported, according to which interpersonal justice was positively associated with appraisal system effectiveness and having values in the study ($\beta = -0.035$, $t = .607$, $p=0.272$). A further hypothesis, H₈, was established based on the finding of the study, which was that interpersonal justice had a positive with SWAS. According to the results, the relationship between them and having a positive effect has a significant positive ($\beta = 0.119$, $t = 2.177$, $p=0.015$). Finally, the H₉ of the study also supported the hypothesized relationship between performance appraisal effectiveness and SWAS ($\beta = 0.456$, $t = 9.740$, $p=0.000$).

4.6.3.1 Collinearity Diagnostics

This study assesses the degree of multicollinearity using the variance inflation factor (VIF) as a measure of multicollinearity. When the variance inflation factor (VIF) is less than three (3), Hair Jr et al. (2020) contend that the construct is considered to be uncorrelated with other constructs; therefore, it is determined that the construct is not correlated with other constructs. Correspondingly, Dormann et al. (2013) suggested that a Variance inflation factor (VIF) value of 1 indicates that the k th predictor and the remaining predictor variables do not correlate.

Table 4.7 Collinearity Diagnostics (VIF)

	Satisfaction with Appraisal System (VIF)	Appraisal System Effectiveness (VIF)
Distributive Justice	2.213	2.170
Informational Justice	2.776	2.731
Interpersonal Justice	2.303	2.301
Procedural Justice	2.241	2.134
Appraisal System Effectiveness	1.514	

Note: VIF= variance Inflation Factor

All constructs in this study were found to have a Variance inflation factor (VIF) that ranged from 1.514 to 2.776; thus, it can be concluded that multicollinearity does not pose any problems in this study since all of the values of the variance inflation factor are less than three (see Table 4.7).

4.6.3.2 In-Sample & Out-of-Sample Model Fit

Coefficient of Determination (R^2)

It is known that the coefficient of determination R^2 refers to the amount of variance in a dependent variable that an independent variable can explain. This high value is to justify the endogenous latent variable's variance adequately; hence, a higher R^2 value improves the predictive potential of the model. R^2 represents the variation in outcome variables explained by one or more explanatory variables collectively (Elliott and Woodward, 2007).

PLS Structure equation modeling implies a significant R^2 value of 0.60, a reasonable R^2 value of 0.33, and a weak R^2 value of 0.19, which is regarded as a weakness within the PLS Structure equation modeling (Chin, 1998). As shown in Table 9, the structural model's findings indicate that the effectiveness of the appraisal system accounts for 33.9% of the

variation in organizational justice by its sub-dimensions, and compared to satisfaction with the appraisal system, 49.2% of the variation can be explained by satisfaction with the appraisal system. According to R2 criteria, the structural model can make accurate predictions, and therefore it meets the criterion for R2.

Predictive relevance

According to Chin (2010), the predictive validity of the model is tested using a cross-validated redundancy test based on the endogenous variable Q2. According to Henseler et al. (2009b), it is determined that the research model has particular predictive significance in studies that have a Q2 value that is more significant than zero. According to table 4.9, the appraisal system effectiveness for Q2 had a value of 0.321, which is a positive value. The satisfaction score is 0.477, which is greater than zero as stated in the statement, and therefore implies that the model is considered to be predictively relevant, as indicated by the value which exceeds zero (see Table 4.8).

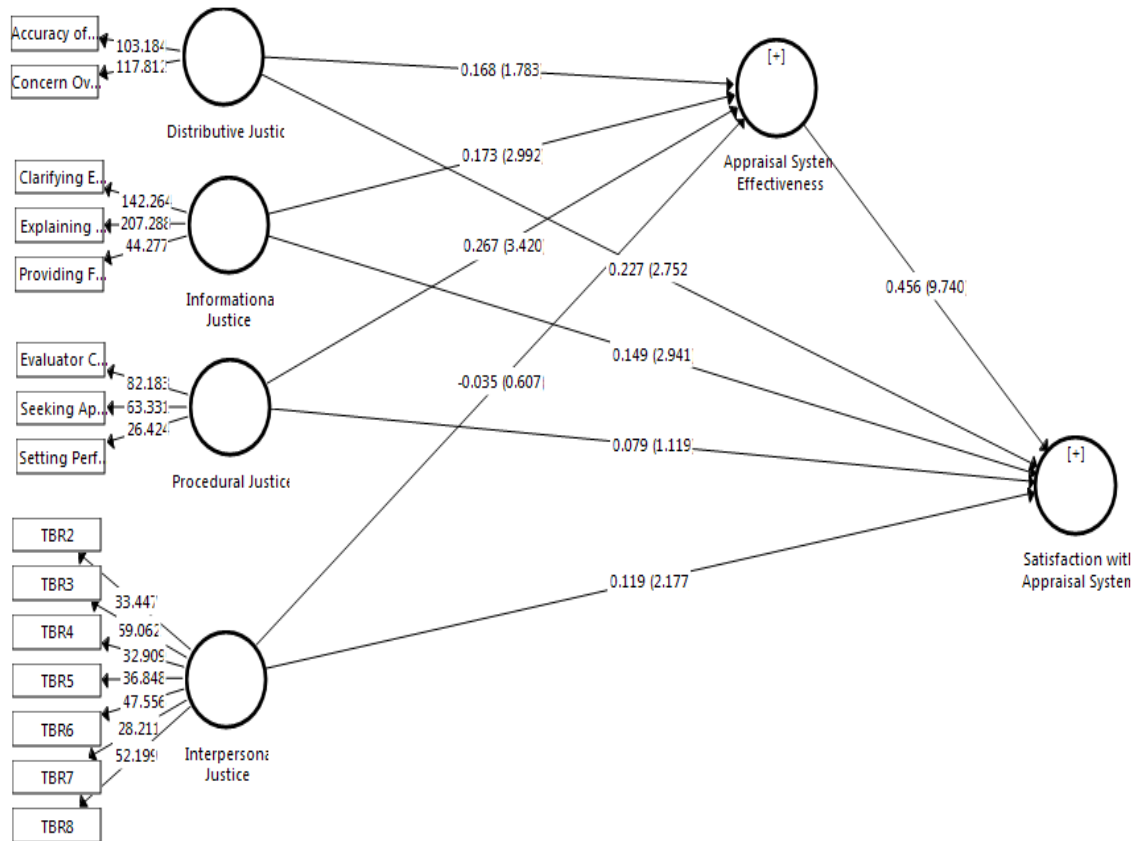
Table 4. 8 In-Sample Model Fit

	R²	Adj-R²	f²(SWAS)	f²(ASE)	Q²
Satisfaction with Appraisal System	0.492	0.487			0.477
Appraisal System Effectiveness	0.339	0.334	0.271		0.321
Distributive Justice			0.031	0.013	
Informational Justice			0.016	0.016	
Interpersonal Justice			0.012	0.001	
Procedural Justice			0.004	0.034	

Effect Size

To calculate the intensity of exogenous variables' effects in the primary model. A comparison of the R² value of the primary model with that of the complete model integrating exogenous variables (Nakagawa & Cuthill, 2007). As for the study's effect sizes, they are 0.02 to 0.15, 0.35 to 0.35, and based on these values, they have been classified as weak, moderate, and strong, respectively (Sawilowsky, 2009).

Figure 10 Structural Model



The intensity of the mediating effect was calculated using the guidelines of (Henseler et al., 2016). Considering all the variables, Table 4.9 indicates that the f^2 value for each variable is adequate, which indicates that the appraisal system's effectiveness with SWAS is sufficient. While informational justice and interpersonal justice have low values, 0.016 and 0.012, and procedural justice and distributive justice contribute to a small effect size (Chin et al. 2003, p. 210). It is not necessarily the case that small effect sizes indicate small underlying effects (Chin et al., 2003).

4.7 Multi-Group Analysis (MGA)

4.7.1 Measurement Invariance of Composite Models (MICOM)

The second aim of the thesis was to identify the differences between the effectiveness of the performance appraisal system and employee satisfaction with the employee performance appraisal in both sectors, public and private universities of Balochistan. Within organizational justice, there is an effort to investigate the differences between employees of public universities and employees of private universities. The multi-group analysis was performed in Smart-PLS to distinguish the public and private sector stakeholders' performance appraisal effectiveness (see Table 4.10).

The measurement invariance of composite models (MICOM) test mechanism determines whether the outer model calculation is consistent across groups. As a result of the indicators in the outer measurement model, the meaning of the constructs in the structural model is determined by the indicators in the structural model; in other words, if measurement invariance is not present, then it may indicate that the same constructs are significantly different between different groups of analyses (Garson, 2016; Henseler et al., 2016). As opposed to this, the composites of the various groups were similar, and the coefficients of each group in the structural model were similar. Instead of undertaking a multigroup analysis, it would be more appropriate to group the data instead of conducting a single group analysis.

As a result, the MICOM procedure is split into three steps: assessment of configural invariance, assessing compositional invariance, and then assessing the equality between the mean value and variance of a composite across different classes of the composite. An essential

requirement for determining whether the composite mean and variance values are equal is the presence of compositional invariance. Researchers need to properly compare the uniform path coefficient estimates between two groups of composites to understand the structural relationships between them. Step1 configural invariance includes (identical indicators, identical data treatment, and identical algorithm) and (step2) compositional invariance. The partial measurement invariance is established through configural and compositional invariance. Otherwise, no measurement invariance is established (Henseler et al., 2016; Sinkovics et al., 2016).

Moreover, Sinkovics et al. (2016) explained maximum measurement invariance, which is established when equal mean and variance values are also established (Step 3) with partial invariance across the groups. In that case, researchers may combine data from various classes. There are several benefits to pooling the data into a larger dataset besides improving the predictive power of the model and its generalizability. Even though pooling data improves statistical power, when analyzing data in an aggregated manner, it is important to consider the potential variability in the structure model (observed or unobserved) (Becker et al., 2013; Jedidi et al., 1997). A partial measurement invariance can be defined as one in that MICOM achieves Steps 1 and 2 (but not Step 3) and is defined as one that is achieved.

The MICOM technique consists of three steps: 1st configural invariance, 2nd configuration invariance, and 3rd configuration invariance. The equality of composite mean values and variances and compositional invariance. All three steps are linked in a hierarchical order. The results from the previous step's analysis show that measurement invariance exists,

then the analysis will move on to the next step (Henseler et al., 2016). The first step of MICOM, Configural Invariance, refers to a composite defined uniformly across all groups as a single-dimensional entity in the same hypothesized framework. As a result, determining configural invariance requires a qualitative evaluation of the composite specifications for all classes. The following conditions must be met: first, every measurement model has identical indicators across all the groups. Second, the data is interpreted in the same way.

Table 4. 9 MICOM Analysis (Public Sector Universities vs. Private Sector Universities)

Step 2				
Composite	C=1	p-values	Compositional Invariance	Decision
ASE	1.000	0.721	Yes	Yes
SWAS	1.000	0.537	Yes	Yes
DJ	0.994	0.319	Yes	Yes
PJ	0.953	0.443	Yes	Yes
InfJ	0.994	0.135	Yes	Yes
IntJ	0.990	0.239	Yes	Yes
Step 3a				
Composite	Mean Value	97.5%	Equal Mean	Decision
ASE	0.049	0.187	Yes	Full Invariance
SWAS	0.058	0.191	Yes	Full Invariance
DJ	0.112	0.192	Yes	Full Invariance
PJ	0.113	0.187	Yes	Full Invariance
InfJ	0.072	0.193	Yes	Full Invariance
IntJ	0.063	0.196	Yes	Full Invariance
Step 3b				
Composite	Variance Value	97.5%	Equal Variances	Decision
ASE	0.260	0.265	Yes	Full Invariance
SWAS	-0.037	0.190	Yes	Full Invariance
DJ	0.237	0.311	Yes	Full Invariance
PJ	0.096	0.285	Yes	Full Invariance
InfJ	-0.215	0.255	Yes	Full Invariance
IntJ	0.140	0.260	Yes	Full Invariance

Note: ASE=Appraisal System Effectiveness, SWAS= Satisfaction with Appraisal System, DJ=Distributive Justice, PJ=Procedural Justice, InfJ=Informational Justice, IntJ=Interpersonal Justice

Third, Algorithms and estimation criteria should be identical (J. F. Hair et al., 2012; Henseler et al., 2009a). The measurement invariance of composite models (MICOM) procedure generated 5000 permutations using Smart PLS 3.2.3 software. In this study, the configural invariance was spontaneously established by Smart PLS in all two groups (public and private sector universities). According to Henseler et al. (2016), it has been demonstrated that if c is substantially different from 1 in the second step, then the hypothesis has to be rejected. The composite or calculated invariance was examined between groups. Table 9 shows MICOM analysis that the c (hypothesized $c = 1$) in the original data is insignificant ($p > 0.05$). As a result, assuming that the model in the study is compositionally invariant, the null hypothesis cannot be rejected, and there is no significant difference between c and 1, which means the null hypothesis cannot be rejected. In addition, when analyzing the pooled data at the level of an individual composite. In Step 3 of MICOM, configural and compositional invariance must be established to perform a multigroup analysis. Whether the measurement invariance can be established if there is a substantial difference between the first and second build scores in terms of mean values or logarithms of variance between them cannot be determined.

It is hypothesized that the difference between the measures of the composite and its variances is 0 if the null hypothesis is true. As shown in Table 4.9 Steps 3a and 3b, the composite's mean and variance values are equal between groups (public sector and private sector universities). In this case, compositional invariance has been verified, and full

measurement invariance can be assumed in the groups. By comparing the standardized coefficients of the structural model with the central average coefficients, the researcher can perform a meaningful multigroup evaluation (Henseler et al, 2016).

4.7.2 Multi-Group Analysis

The MICOM analysis revealed that the data groups had established full measurement invariance, demonstrating the usefulness of the Multi-Group Analysis (MGA) group levels. The study performed the MGAs after ensuring metric invariance in the measurement model with the MICOM procedure and checking the structural model. Reinartz et al. (2009) have also suggested that PLS-SEM is a good choice when the sample size is small in a simulation study they conducted. Additionally, PLS-SEM is more powerful than the covariance-based counterpart when the complex model structures and the sample size are lower than covariance-based SEM. An important characteristic of bootstrapping is using many samples (i.e., bootstrap samples) from the original sample with replacements. For the replacement to occur, each time an observation and a response are drawn randomly from the sample population, the observation and response are returned to the sample population before the next observation is drawn.

Table 4. 10 Multi-Group Analysis

	β (Public - Private)	p-values (Public vs. Private)
DJ→ SWAS	0.061	0.337
DJ→ ASE	-0.106	0.335
InfJ→ SWAS	0.124	0.215
InfJ→ ASE	0.091	0.324
IntJ→ SWAS	-0.074	0.309
IntJ→ ASE	0.156	0.200
PJ→ SWAS	-0.083	0.305

PJ→ ASE	0.003	0.482
ASE→ SWAS	-0.196	0.017

Note: β = Path coefficient of groups differences (public vs. private), the p-value of groups (public vs. private).

Hair et al. (2018) recommend that if a sample consists of 150 observations, it is advisable to use as many bootstrap samples as possible. It is recommended that the number of valid observations in the data set is at least equal to the number of valid observations. A general rule of thumb is to use 5000 bootstrap samples (Hair et al., 2017). Using the 5000 sample-re-sample Bootstrapping procedure, the study compared the two groups. According to Sarstedt et al. (2011), each sample's standardized error or standard deviation is used to produce the likelihood effect (p-value). The results of the multi-group analysis indicate no difference among groups as the results are insignificant with p values greater than 0.05 (Table 4.10).

The differences in Beta coefficients in Table 4.10 report that most public sector universities have high path coefficients, and the difference is positive. Distributive justice with appraisal system effectiveness, interpersonal justice with satisfaction with appraisal system, and procedural justice with satisfaction with appraisal system are higher in private sector universities. The only significant difference was found between those who were satisfied with the appraisal system and those who were dissatisfied with the appraisal system (see Table 4.10 for further details). Private sector universities have a high correlation between the effectiveness of their appraisal systems and their satisfaction levels ($\beta = -0.196$, $p = 0.017$).

4.8 INTERVIEW ANALYSIS

This section analyzes qualitative findings from interviewees to examine Pakistani universities' performance appraisal system and satisfaction with the system. The analyses presented in this thesis are related to the following research objectives: First, Identify the university stakeholders' perceptions about performance appraisal practices concerning procedural justice. Secondly, explore the university stakeholders' perceptions of performance appraisal practices concerning distributive justice. Thirdly, check the university stakeholders' perception of performance appraisal practices concerning informational justice. Fourthly, examine the university stakeholders' perceptions of performance appraisal practices concerning interpersonal justice. Finally, explore the factors affecting employees' satisfaction with current performance appraisal practices. This study was explanatory based on quantitative data analysis as the main part but to get a more in-depth insight into the topic under study. To further understand the research problem and the concepts they intend to explore, the researcher conducted interviews as part of the quantitative analysis (Malhotra and Birks, 2003)

4.9 Thematic Analysis

The qualitative analysis used coding to code interviews and manage notes (Cypress, 2018). A three-fold rationale underlies the use of theme analysis or coding the interviews. In research, themes, subthemes, and patterns should be coded so that they can be more easily

identified (Castleberry & Nolen, 2018). By being able to code subthemes to examine subsets of other themes in depth, we can further understand the conceptual meanings, contexts of organizational justice, and its relationship to appraisal system satisfaction.

4.9.1 Coding

During the qualitative data coding process, there must be a high level of transparency (Aguinis & Solarino, 2019). Following the quantitative data analysis, a specific coding method has been established to maintain transparency (O’Kane et al., 2021). According to Miles et al. (2018), coding should be done in two steps. During the first cycle or initial code, two different coding methods were used, elemental and effective, to code the interview. Descriptive coding was performed within the elemental method to label a word or a short phrase, indirectly leading to categorizing themes and patterns (Saldaña, 2020). Aspects of elemental coding that emphasized process coding were discussed.

In the context of an employee's performance appraisal system, the employee sees it as a means for collecting data about the fairness of the performance appraisal system, thus serving as a prototype (elemental) to develop organizational justice codes. Since the dissertation questions were so complex, line-by-line coding was the most effective method for analyzing data in the initial coding stage. A broad node was used at the start of the coding cycle. The nodes serve as containers for ideas or concepts that can be saved in one place and recalled when synthesis is needed (Saldaña, 2020).

A second coding method, the effective method, investigates the quality of the experiences of individuals (Saldaña, 2014). To understand the reasons, it was important to understand what employees felt before, during, and after the performance appraisal. There is a need to capture the employee's experience with the performance appraisal process since it directly impacts the results brought about by the performance appraisal system. To assess the merit or significance of a performance appraisal system, an appraiser or appraisee can use a coding system to provide insight into how they set up their performance appraisal system. Based on evaluation coding, the appraiser or the appraisee was expected to believe that the performance appraisal was fair and worthwhile (Krishnan et al., 2018). Hence, thematic coding constitutes the core of the thematic analysis.

This thesis developed the basic categories of primary themes and subthemes aligned with the conceptual framework from which the research questions were derived using deductive and inductive coding techniques. The researcher repeatedly went through the coding procedure, looking for additional themes in the responses, and labeled the interview codes to create groups with categories having similar content and context. The research questions served as the foundation for a description of the data analysis procedure employed in the situation described in the study's approach.

The main research questions that this study aimed to answer were:

1. What are the university employees' perceptions of performance appraisal effectiveness with respect to organizational justice in the public and private sectors?

2. What are the university employees' perceptions about performance appraisal satisfaction with respect to organizational justice in the public and private sectors?
3. To what extent there is any difference between the university employees' perception about performance appraisal effectiveness with respect to organizational justice in the public and private sectors?
4. To what extent there is any difference between the university employees' perceptions about performance appraisal satisfaction with respect to organizational justice in the public and private sectors?
5. What are the factors affecting employees' satisfaction with current performance appraisal practices in both sectors?

To address the following research questions, the qualitative design was used in the study as well along with the quantitative design. Face-to-face interviews were conducted to collect data, and 47 participants were interviewed, including public and private sector university deans, chairpersons, and teachers. With the intent to address the above-stated questions, the study explored the university employees' perception of appraisal effectiveness regarding organizational justice (fairness).

In this qualitative part, structured interviews and open-ended questions were used, as well as revising the measurement scales to suit the current study's context. According to the methodology chapter, conducting interviews with employees in universities' public and private sectors was important to understand better their performance appraisal systems and their satisfaction with them. As part of the interview process, questions regarding the major themes

were asked, including accuracy, fairness, awareness, feedback, training, factors causing employees' dissatisfaction, and appraisal system improvement.

Performance appraisal aims to maximize the productivity and quality of performance of individuals and institutions and encourage positive behavior. The research examines the Performance Appraisal System in the Balochistan Education Service and its effectiveness on Faculty performance, using the Balochistan District as a case study. With particular reference to the Balochistan district, the study aims to assess stakeholders' perspectives on faculty appraisal practices in Balochistan universities. The study utilized interpretive methods with a qualitative single-case study approach.

Performance Appraisal Awareness

Comments among interviewees provided insights into underlying perceptions, values, attitudes, and feelings concerning current performance appraisal systems at universities; in particular, several interviewees commented as follows:

“Faculties are given self-report proforma. So, they know the details and provide us themselves their self-report comments and go through Annual Confidential Report (ACR) themselves” [Dean Humanities SBK].

“I think they are not fully aware they only know about QEC Performa, but ACR is never shared with them, so they don't know about it. Even I don't know if any ACR is written & what is the criteria” [Chairperson CS department BUIITEMS].

“No, they don't because most of the faculties don't have any idea about criteria used to assess their performance and what are the anchors” [Dean Management sciences UOB].

“Not really. It is not implemented in its real spirit, they know that the promotion depends on qualification, not on this, so they don’t take it important” [Dean Mechanical Engineering department AIU].

The study asked questions from four different universities specialized in their strongholds. As the question was asked about the performance appraisal system in their institute, the responses from their deans, chairpersons, and senior faculty were anonymous and independent. Performance appraisals are significant for the growth of the organizations and the employees. It strengthens the employees’ bond and determines whether the employees are productive or a liability. However, the feedback received from our esteemed respondents/subjects concluded result was unsatisfactory. The reason is that only 15.6% of the stakeholders are aware of policies of performance appraisals except for the faculty/professors. This shows that university employees are aware of the appraisal system's existence but are unaware of its performance evaluation criteria. This gives two different insights: the stakeholders (administrators) do not share the policies of performance appraisals with teachers, or the faculty (academicians) is not involved in the planning process at the planning stage and may not be linked with their promotion decisions.

Teachers’ participation in Appraisal Process

Several interviewees also expressed concerns about faculty members' level of participation in the performance appraisal system. Due to this, employees who were part of setting the objectives and targets for the company's future performance agree with the performance appraisal system. Several statements by interviewees demonstrate:

“No faculties are not involved. They have a role in departmental tasks but not in evaluation” [Dean life sciences SBK].

“As such faculties are unaware of the system so they are not personally involved in it. They can share their ideas indirectly. Mostly they are kept out of it” [Dean FICT BUIITEMS].

“All stakeholders are not involved in setting objectives. They are just appraised on set criteria. Faculties are not involved in it. It is set by HEC” [Dean Faculty social sciences UOB].

“Here the System is centralized but at the same time it is decentralized HR is involved in it but on demand we produce, but as such Faculty’s involvement is not seen in it” [Chairperson Department management sciences BUIITEMS].

“I think, there is a lack of this mechanism. Almost faculties are aware of objectives these are not ever shared with them” [HOD Education AIU].

Lecturers and Professors are directly connected with their students. They are aware of their needs and which objectives should be concerning to students helping them to learn and perform study better. Faculty understand their students and motivate them accordingly. They set targets and schedule all courses to help students focus on their degrees. We can say faculties are more like semi-gods full of knowledge who fill the minds of their students with full-on enlightenment.

Although our respondent’s feedback was different regarding; the faculty’s involvement in the process of settings objectives or targets for future performances, about 10% of the respondents (5 out of 47 responses) are positive, whereas 90% (42 out of 47 responses) are uncomfortable because the management does not take their opinions or ideas regarding setting the objectives. The relationship between faculties and the management is spontaneously

directly proportional, which could have a heavy impact on the performance, so involving the faculties with the management could help the institute achieve positive greatness in the future because faculties know how students behave and what kind of caliber they have in their classes.

Appraisal Feedback Mechanism

Several interviewees pointed out that it should be fully implemented to ensure a successful performance appraisal system so that it becomes a part of the overall performance appraisal management system encompassing all aspects of performance appraisals. An organization's performance can be improved through the performance of its employees and teams. The appraisal process must be integrated, and employees must receive feedback on their performance after the appraisal:

“Partial feedback is given. Students’ evaluation report is discussed with them, but Annual Confidential Report comments are not shown to them, and the whole process is very secret and confidential” [Deans Humanities and Life Sciences SBK].

“No individual Faculty is given feedback; rather, HoDs are informed on request. Otherwise, no result or feedback is given” [Dean Faculty of engineering BUITEMS].

“No, not yet. No one takes it seriously. In university, this culture has existed for a long. No one bothers to give feedback, neither does anyone ask for feedback, and in case of adverse remarks, it is communicated otherwise it is never communicated” [Deans Research and social sciences UOB].

“Yes, it is a common practice that almost faculties are aware of this student evaluation results, but ACRs are kept in cabins only & not shared” [HOD education AIU].

“No, direct feedback is given to us ever; it is never shared with us” [HOD department economics AIU].

“Never reason is that many things in our system are fishy; that is why there are not discussed with employees & moreover people can compare their results or judgment with others, so it is treated as secret” [AP department Management Sciences BUISTEMS].

“We have been sharing information in the past but then faced many problems. They complained about it. So high management decide not to share this information with them more.” [AP department Computer Science BUISTEMS].

According to the faculty members in private universities, there is no proper feedback system at their institution, and they demand that proper feedback be provided to them after their evaluations to enhance their weak points and produce better results. Most faculties agreed that improved results are dependent upon proper communication. Evaluation helps in several things. In addition to evaluating the teaching process and administration, the entire educational system can be more efficient. In addition, it will benefit educators as well as students.

For example, faculties will be able to identify areas in which they need to strengthen their skills. They will also be able to identify their strongest points. The faculty can comprehend their performance by correcting their weak points and strengthening their strong ones. Through evaluation, it can be determined if the teaching method is appropriate. A Faculty can assess their abilities in interacting with their students or where they need more cooperation from others to keep up with current educational trends. Evaluation can be a powerful tool for evaluating the degree to which a student has developed. Since the evaluation is only concerned

with the holistic development of the learners, it is entirely focused on their holistic development.

However, our respondent's point of view is different; their feedbacks were the opposite of what they believed. Do employees get the results (feedback) of their performance after the Evaluation? The majority responded negatively that their institute does not share the evaluation reports. Especially the government institutes do not even bother to take evaluations; if they take, none care to share them with them. Although on the other side, private institutes annually share the evaluation reports conducted through students, where they point out the gaps of their lecturers. Also, the management usually shares the reports with faculties, but they and HODs are reluctant to share the evaluation or vice-versa. It may be because they might feel either way; one could not feel comfortable or are uneasy about showing their performance ratings to the teachers regarding their weaknesses to avoid any grievances.

Perception of Appraisal Fairness

In several interviews, the issue of fairness was raised. This is because several interviewees discussed that performance appraisal systems should be accurate and fair to give a fair rating. Performance appraisal systems' success is largely determined by perceptions of their fairness by employees. A university's performance appraisal system is widely considered accurate and fair, which may contribute to the perception that performance appraisal systems in universities are highly accurate and fair; as a result, performance appraisals are accepted. Some statements from interviewees illustrate this point:

“It is very hard to evaluate system fairness. It varies from person to person as some heads fill it very carefully but sometimes the case is the opposite. I can’t say it openly” [Dean Humanities SBK].

“I don’t think so because the system is not effectively placed. It is not followed. I am working for 12 years but I have filled twice the ACR. So, it has no efficient system. University has other yardsticks” [Dean Management science BUIITEMS].

“It is not accurate nor is it fair. It could not identify good and bad as it does not talk about faculties’ skills” [Dean Management science UOB].

“No, it is a common culture that evaluation is done on the basis of favoritism” [HOD education AIU].

In organizations, performance-based incentive systems can be among the most powerful motivational forces, however, only when the system is fair and linked to performance. There are several methods by which managers can evaluate a worker's performance, and managers should be familiar with their advantages and disadvantages. Consequently, managers will benefit from a comprehensive understanding of reward systems to select the system most appropriate to their organization's needs and objectives.

The comments we got from the questionnaire were contradictory. We can state that these responses from their respective institute and departments are different from each other. Some believe that their institute's performance appraisal system (PAS) varies from department to department and person to person. For example, few stakeholders believe that the PAS is accurate because HEC generates it and they evaluate their employees honestly.

Whereas the criticism of faculties on this question is incongruous because, according to them, the management keeps the reports secret and does not share any comments or discussions with them. However, the professors or higher management speak regarding the accuracy of the PAS, and they comment that the result does share with them. Nevertheless, the percentage is only 10.6% about fairness and accuracy, while the rest of the respondents are against it.

Performance Appraisal Training

As per the interviewees, a more effective performance management system should incorporate several aspects, including performance monitoring, follow-up, training, and career counseling. The performance management system also had several many aspects that were pointed out as extremely important to the system's success. There was a consensus that performance should be measured objectively, as well as KPIs that can be easily measured, as indicated by several interviewees:

“No, not at all” [Dean Humanities SBK].

“No, I don't remember such training” [Dean Faculty management sciences BUIITEMS].

“We have not observed such training here” [Dean FICT BUIITEMS].

“HRD conducts such training. There is a proper system but still, there is a need for improvement” [Dean Faculty engineering & Architecture BUIITEMS].

“No, I have not attended any training regarding performance appraisal” [Dean Faculty of life science UOB].

“No, I am not satisfied with this system” [Lecturer department CS AIU].

There's a clear connection between training, performance management, and an employee impact on the institute. Training can contribute to effective performance management. The training aims to provide employees with a framework for understanding how their job duties and tasks should be carried out, and, more importantly, what their heads expect. Ultimately, training helps to centralize knowledge within the workplace. Training can be extremely rewarding to the entire business, including its employees and the student's future.

In a comparison between provincial growth in education and training development, Balochistan is still back in the race. Regardless of how much talent the province holds government, the private institutes do not initiate training or performance appraisal programs. According to the respondents, most deans/higher management never received formal performance appraisal training. Only a few stated that they have attended but once or twice in their career. While interpreting the feedback from the lecturers and departments head, their responses were very surprising.

Training on performance appraisal significantly impacts faculties' teaching skills in their classes. Technology and innovation in teaching methods are evolving day by day. If the faculties could be trained; accordingly, the execution of their lessons would be more entertaining, and students could learn something from it. However, the majority of lecturers' and departments' feedback on the question was denied. Only 2% have attended the formal

training on performance appraisal, though they usually conduct their training on themselves to rate each other performance. Anyhow, the rest of the respondents never attended formal training, and few were not even aware of such training programs. Although few of the respondents would be delighted to receive alike training programs to enhance their skills, they stated that the guidance from HEC does help them improve their performance, but more training would be great to increase their productivity.

Performance Appraisal Satisfaction

Several interviewees stressed the importance of establishing a good working relationship between the appraiser and the appraised and the importance of the appraiser's credibility in determining whether an appraisal is fair and accurate. Several interviewees expressed the desire to work with their appraisers more professionally and avoid allowing their interests to interfere with appraisals. Interviewees have suggested that to ensure that the individual performance appraisal system is accurate, the supervisor should make sure he or she understands the supervisee when providing or discussing the grades with him or her. In this way, supervisees will feel satisfied with their assessments, improving their performance even further.

When asked about the idea of having employees' satisfaction with the current appraisal system, the answers were mixed when it came to the question of whether or not this would increase stakeholders' performance, particularly when it comes to the public and private sectors, as several respondents have pointed out:

“Not satisfied” [Dean Humanities SBK].

“Students evaluations are not shared & ACR evaluation is not shared” [Dean Management sciences BUIITEMS].

“Unsatisfied; we do not have any documentation related to this system if we are given some Performa on which we have been evaluated upon. Individually we don't have any access” [Assistant professor English department BUIITEMS].

“Unsatisfied; High confidentiality is one factor, No feedback mechanism, Communication gap b/w management & faculties” [Assistant professor Physics department BUIITEMS].

“Unsatisfied; Favoritism, Negative attitude of the officers, Favoritism based on personal likes & dislikes but not on the basis of performance” [Assistant professor Education department AIU].

“Unsatisfied; Employees' are always treated as a criminal, System is not objective it is more subjective, the system is not scientific and no scientific procedures are followed to evaluate employees” [Assistant professor Economics department AIU].

The purpose of performance appraisals (PAs) is to improve employees' contribution to the organization's goals. However, appraisers will not participate in a performance appraisal system unless it is seen as equitable. As a result, the PA has not always been effective. It appears that an employee's perceptions of the performance appraisal are a primary factor that determines the effectiveness of the performance appraisal, as they are likely to pursue performance willingly. Employees' satisfaction is profoundly affected by perceptions of fairness toward the performance appraisal.

Out of the total respondents, only 13% (6 out of 47) are satisfied with the current appraisal system of their institutes. Well, in their responses, they were only just satisfied, but they did not give any particular reasons for their satisfaction. However, the rest of the majority (41 out of 47), 87% of respondents, are unsatisfied with their current appraisal system. Most employees are against their current system because they believe their institute is full of biases and favoritism.

Factors of Appraisal Dissatisfaction

The lack of communication increases discomfort between their management and employees because they do not know which are being evaluated or assessed and how they will improve their performance if they are not receiving any reports. Most respondents were also concerned and complained that the student only evaluates the performance evaluation based on how they earn marks, not how much a faculty is busting their efforts to make sure his/her students learn something. Lastly, there is no motivation and information shared during assessment evaluation, so faculties do not feel secure in the current appraisal system of their institute.

In these interview extracts, it appears that the current system of performance appraisals is causing employees some level of dissatisfaction. Because the performance evaluation criteria used to measure employees' performance are too general, the appraisal system appears ineffective as a means of measuring employee performance. Many interviewees expressed their concerns about the current appraisal system, as follows:

“Pointing out their mistakes and making them accountable, Promotion is not connected with it, High confidentialities, Rivalries among heads & faculties due to ACR comments, ACR as a documented activity only, and No equality of rules for all” [Dean Humanities SBK].

“Judging faculties on the basis of personal likes and dislikes, Not targeting faculties’ performance, faculties’ extra efforts are not associated with appraisal reward” [Dean life sciences SBK].

“No promotion is based on this system, the scale used in Performa is not according to the modern needs, it is cumbersome so needs to be revised, and it must be easy and online” [Dean management sciences BUITEMS].

“ACR is too much general rather than specific, no system of performance recognition, and No weightage is given to extra performance” [Dean life sciences UOB].

“Some faculties join the University for Personal Interest, so they hate to be accountable, and Faculty dislike to be told about their weaknesses” [Dean Education AIU].

“Fair system is totally lacking, delay in the reporting system, and unconcerned people are involved in this process” [Associate professor Management sciences AIU].

While interpreting the responses to this question, we analyzed that the relationship between the management and employees is toxic. Apart from those enjoying favoritism from the higher management, the rest of the employees are targeted and judged. There are many reasons for such responses from the respondents, which show their dissatisfaction with the appraisal system. The lack of communication between employees and HR, no feedback on performance reports, negative attitude of the management all the time, lack of proper training and lack of motivation from the department to do better, lack of fairness, employee’s

grievances over appraisal results, ACR used as a documented activity, and no incentives and appreciation from higher management.

Balochistan is a remote province in the education sector; the faculties' HEC criteria are comparatively difficult to fulfill because most institutes lack infrastructure and financial resources. Respondents believed these systems should be synchronized according to their local environment; also, they should be decentralized. Employees dissatisfied with their performance appraisal system, whether it is a flawed system or unfair judgments from their supervisors, may become unmotivated and not commit to their work due to their poor performance appraisal system. Based on the data collected during the interview, this thesis can conclude that the current appraisal system is ineffective for a variety of reasons, including the evaluation measures used, which do not appear to reflect employee performance.

Appraisal System Effectiveness

The appraisal system's specific assessment criteria and effectiveness need to be considered as the actual indicator of performance. Furthermore, several interviewees have mentioned the importance of the relationship between the appraiser and appraisee and the appraiser's credibility in generating an accurate and fair appraisal. It is also possible that this is because people do not want to cause any friction within an organization that could lead to discord or tension.

“Least effective and fair effective” [Deans Humanities and Life Sciences SBK].

“Ineffective and least effective” [Dean Faculty of engineering and management sciences BUIITEMS].

“Ineffective and fair effective” [Deans Research and social sciences UOB].

“Fair effective” [HOD education AIU].

“It will be very effective if the above factors are incorporated, Fair effective.” [Associate professor Department chemistry BUIITEMS].

The performance appraisal system is a very important tool in today's workplace, which all organizations use to evaluate their employees' performance. How effective is the performance appraisal system that you have introduced? Do you think it is effective or not? Our study analyzed and examined several performance management and appraisal systems and found that the responses were diverse. As a result, the institutes need to be aware that different performance appraisal systems have varying levels of effectiveness. For instance, in our study, only 21% (10 out of 47) of respondents believe their current appraisal system's effectiveness is foul. Its least effectiveness affects the communication between management and their trust issues in higher management. Whereas the rest believes their system of performance appraisals is effective and the higher management or stakeholders are the concern of their employees.

Appraisal System Improvement

According to the concerns and expectations of several employees interviewed for this study, it is evident that there is a need to adjust and improve the current appraisal system as outlined below:

“By implementing justice and by implementing rules equally for all” [Dean Humanities SBK].

“Faculties’ performance should be connected with reward and only instruction-based evaluation should not be supported” [Dean life sciences SBK].

“System should be practiced on a regular basis, performance appraisal system should be connected with the promotion, and PA system should be user friendly” [Dean Management sciences BUIITEMS].

“System linked with incentives, Proper mechanism should be emplaced, and Input from multiple sources should be involved” [Dean FICT BUIITEMS].

“It should be justified through the provision of fair process, No discrimination among faculties, and Full support to faculty” [Dean Faculty of engineering BUIITEMS].

“There should be a training program, the latest technology must be used, and Honesty is another element to be considered” [Dean Faculty Pharmacy & Health science UOB].

“System should be implemented correctly, it should not be merely a documented activity, it must be associated with performance recognition, and Proper feedback should be provided in time” [Dean Education and Humanities UOB].

“System should be clear and strong to prevail, and newcomers just watch the system and are introduced in short time with this system which is hard to implement so it should be strengthened permanently” [Dean Education AIU].

Among Pakistan’s five provinces, Balochistan is the most remote and backward in the education sector. The respondent’s feedback interprets that they fully support changing and improving their current appraisal system to enhance their productivity and boost their employees' caliber. All responses from the Balochistan district institutes wanted to change the

current appraisal system. They wanted to have awareness sessions so they could learn about their rights and have knowledge about the areas they are being assessed. Systems should be online, so transparency should be traced.

Faculties or employees should be trusted and welcomed when setting objectives or planning an evaluation. Favoritism should be removed, employees should be appreciated, and they should be rewarded according to their efforts, not based on relationships or links with higher management. These performance appraisals should not be just documentation for HEC; they should be more like a constitution for the promotion of the employees. There should not be any jealousy or discrimination among the employees or management. It must be according to the performance recognition, and reports should be shared with the employees so they can improve their areas of weakness.

Several comments are coming out of the interviews suggesting that universities need to reconsider the current performance appraisal system. In order to determine better employee performance, several factors and constructs are considered important. Based on the interview responses, it was evident that there was a relationship between factors and issues.

The perceived fairness of the performance appraisal system was associated with satisfaction levels. There is a significant impact on fairness perceptions if a supervisor or appraiser cannot accurately assess a subordinate's performance, increasing employee satisfaction. If employees receive an accurate performance appraisal grade from their supervisor/appraiser, they are likely to easily accept a system of performance appraisals. Performance appraisals may positively affect employees' performance, as they focus on what

needs to be done rather than letting it slide. A personal goal aligned with an organization's goals can indirectly influence an employee's satisfaction and commitment by influencing individual performance in a way that indirectly affects employee satisfaction and commitment.

Considering the type of performance evaluations to be used within the appraisal system, it is also crucial to keep in mind the format of the appraisal system. The satisfaction level of faculty performance appraisal effectiveness and satisfaction may also be affected by objective or subjective measures. During the interview, interviewees expressed a desire for objective performance measures, like key performance indicators (KPIs) used to measure actual performance. Because the nature of the work in the public sector can often be complex and it is not always possible to quantify the nature of the work, there is a concern about using objective measures in the public sector because of complexity of work.

4.10 Summary

A combination of qualitative and quantitative data results was reported in this chapter, highlighting the main findings of this study. Smart PLS is being utilized to look into justice facets that can significantly affect the effectiveness of appraisal systems as well as the satisfaction of employees with such systems. The measurement and structural model analysis yielded several conclusions.

The results supported all four null hypotheses; out of nine alternate hypotheses, seven were supported. At the same time, two alternate hypotheses were not supported.

Secondly, qualitative data collected through interview responses of the sample respondents were analyzed using theme formation and coding systems. During the remainder of this chapter, we summarize the main findings derived from the research data. We also discuss the hypothetical constructs used in this research, in connection with the results we obtained in the previous chapter. Quantitative results were used to report hypotheses.

The study results showed a positive relationship between procedural justice with appraisal system effectiveness, while the results showed an insignificant relationship between procedural justice and appraisal satisfaction. This thesis presents that the H2 was not supported, which indicates that the positive increase in procedural justice was not significant enough to affect satisfaction with the appraisal system. According to the study results, there is a positive correlation between distributive justice and the effectiveness of appraisal systems in line with hypothesis H3. A positive relationship was found between distributive justice and appraisal satisfaction in the study as a result of the results of the study, thereby supporting hypothesis H4, which exhibited that the increase in distributive justice will increase satisfaction with the appraisal system by 0.227%.

Moreover, informational justice, the effectiveness of the appraisal system, and employee satisfaction with the appraisal system are all discussed in this thesis. Based on the study's results, it was found that interpersonal justice had an insignificant relationship with appraisal system effectiveness, whereas interpersonal justice had a positive relationship with customer satisfaction in terms of the appraisal system. In conclusion, the results of this study were consistent with the hypothesis that there was a relationship between the effectiveness of

performance appraisals and satisfaction with the appraisal system. Among all the study's explanatory variables, it was found that organizational justice influenced both satisfaction with the appraisal system and the effectiveness of the appraisal system more than any other factor among all the variables used to explain the study's findings.

Interview comments exhibited that very few stakeholders are aware of policies of performance appraisals showing that university employees are aware of the appraisal system's existence but are unaware of its performance evaluation criteria; as a result, it revealed the absence of teachers' participation in setting appraisal objectives. It was found from the respondents' views that their institute does not share the evaluation reports with them. They lack an appraisal feedback mechanism in their institute. Respondents' comments also reported the system's lack of fairness and accuracy. Analysis of interview data showed that employee training (of both raters and rates) regarding appraisal is missing totally.

Moreover, most of the employees are unsatisfied with the current appraisal system practices, and the factors of appraisal dissatisfaction highlighted were 1) Raters' biases and favoritism, 2) lack of communication between employees and human resources, 3) no feedback on performance reports, 4) negative attitude of the management all the time, 5) lack of proper training, 6) lack of motivation from the department to do better, and 7) no incentives and appreciation from higher management. One contradicting result was that the majority (79%) of university employees considered their system fair and effective, with the view that it still needs to be reconsidered and suggested that appraisals can be improved by linking the appraisal system with reward and incentives, practicing appraisal system regularly, making it user

friendly, Input from multiple sources should be involved, No discrimination among faculties, conducting be a training program, implemented correctly, it should not be mere a documented activity, it must be associated with performance recognition, and Proper feedback should be provided in time.

Major findings of the survey data evidenced that the results identified the factors that foster employees' acceptance of performance appraisal at public and private sector universities using survey data and interviews with the deans, chairpersons, and teachers. Performance appraisal systems may be ineffective when employees are not aware of the purpose of the system and the value it provides (Helmold & Samara, 2019). Enhancing employee satisfaction with the evaluation system, the effectiveness of the appraisal process, and its relevance to career-building capacities are critical to improving performance and gaining employee support. Survey results show that employees consider all four dimensions of fairness/justice (Distributive, Procedural, informational, and interpersonal) important in affecting appraisal effectiveness and satisfaction. However, it was also reported in survey results that both public and private sector university appraisal practices were the same at all levels from all four dimensions without reporting any difference between the two university employee perceptions except with some minor conflicts about certain elements that make appraisal effective and increase employees' satisfaction with appraisal system. For example, survey data exhibited that public university employees consider their appraisal procedures not to be influential regarding appraisal effectiveness, while the case with the private university is the opposite. This may be understood more comprehensively through interview comments in which most of

the employees have reported that it is based on the preset criteria, so they do not show concern regarding it very much.

Considering the distribution of appraisal outcomes, it is evident from survey data that appraisal result accuracy affects its effectiveness and appraisal satisfaction. In support, if we check interview results, it is evident that employees are keen on appraisal results' accuracy and fairness. As they are of the view that results should be communicated as well as should be free of raters' biases and favoritism. According to survey results, appraisal and informational justice positively correlate with appraisal effectiveness and satisfaction. However, the situation regarding both sector universities is not very different, as the interview comment explains it more deeply by giving a clear picture of the employees' acceptance of the system and its effectiveness. Both sector university teachers, according to the respondents' interview comments, are not fully satisfied nor consider it effective since it does not provide any feedback to them as well as their performance ratings are unknown generally as it is considered to be a secretive activity with the purpose of which is not very much clear to them.

Greenberg's (1987) research frameworks are utilized to operationalize performance appraisal's acceptance in terms of organizational justice and operationalization of instrumental validity. According to the study results, the hypotheses explored in this study are supported by empirical evidence. Studies have shown that organizational justice plays an important role in enhancing employees' satisfaction with their perceptions of the effectiveness of the appraisal process (Maiyaki & Yaro, 2020). As key players in performance evaluation system processes, employees and supervisors also need to interrelate; hence, the quality of their relationship

should play a key role in fostering employees' satisfaction with performance appraisals. According to survey analysis, interpersonal justice positively affects satisfaction but not appraisal effectiveness. Interview data through employees' comments highlight the factor of communication and objective feedback provision cause employee satisfaction with the system has nothing to do with appraisal effectiveness in this case as the appraisal document and the process is thought to be the pre-determined and fixed system of evaluation to be followed so in the case of these universities it is considered more important to have good relations with supervisors. The absence of fairness in the rater (supervisor) ratings would negatively affect employees' satisfaction with their performance appraisal, regardless of how valid and accurate the standards are.

The results of the group-level analysis between public and private universities show insignificant differences between the two types of institutions and their relationship. As a result, overall, it has been found that it has a positive relationship with employees' satisfaction with performance appraisals. On the other hand, a thematic analysis indicates the same association of both sectors' employees with satisfaction and performance appraisal (Linna et al., 2012). Similarly, employee satisfaction, which may result from the lack of a performance rating scale that captures the real appraisal process or unclear performance tools, may be more prominent, lowering employee acceptance of the validity of these instruments. Results indicate that organizational justice positively affects employees' satisfaction with appraisal systems, which aligns with various instrumental organizational justice theories (Bakotić & Bulog, 2021; Mehmood et al., 2021).

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Chapter Overview

The present chapter of this research gives the general conclusions of this study. It gives a brief discussion on how the university teachers perceive the appraisal practices' fairness and to what extent they show satisfaction with the present appraisal system. This chapter summarizes the hypotheses in light of the results of the data analysis reported in Chapter Four. The hypotheses are discussed in relation to the four study objectives indicated in Chapter One. This chapter also examines the present study findings considering current literature and reflects on the research findings' consistency or disagreement with earlier studies. A brief overview of the different elements that cause employees' satisfaction or dissatisfaction with the current appraisal mechanism is presented and looks at the prospects of the appraisal system in the universities of Balochistan.

5.2 Summary

The main intent of the present research was to analyze university stakeholders' perceptions of performance appraisal practices and their effectiveness in public and private sector universities concerning organizational justice. As part of the study, we also aim to assess the satisfaction of the employees with the performance appraisal practices that are currently in place. The study's main objectives were to identify the university stakeholders' perceptions of

performance appraisal practices concerning justice dimensions in the Balochistan public sector universities and private sector universities by using Greenberg's four-factor model. The study was survey research explanatory in nature. A mixed-method approach was used for data collection. Based on study results findings were drawn and discussion and conclusion and recommendations were given along with presenting suggestions for the future direction

5.3 Findings

Based on the study results, performance appraisal effectiveness is found positively related to certain different dimensions of organizational justice. Subsequently, appraisal effectiveness is also found to influence the association concerning perceived appraisal fairness and employees' satisfaction with the appraisal system and practices as well. Furthermore, a significant association has also been found between justice dimensions and employee satisfaction in the universities appraisal system. Furthermore, statistical evidence supported the positive relationships between effectiveness and satisfaction of performance appraisal of university employees.

A summary is provided showing research hypotheses under their relevant research objective. The research questions related to identifying the group differences representing the Five hypotheses (i.e., H_{10a}, H_{10b}, H_{10c}, H_{10d}, H_{10e}) given in section 4.7.2 and Table 4.11 and the research questions related to identifying the relationship among the organizational justice, effectiveness and satisfaction of employees with universities performance appraisal system are supported by the empirical findings and out of nine alternate hypotheses, seven hypotheses (i.e., H₁, H₃, H₄, H₅, H₆, H₈, and H₉) were supported. While two alternate hypotheses were (H₂

and H₇) not supported given in section 4.6.3 and Table 4.7. The detail of the hypotheses along with their relevant objectives is given below.

1. **Research Objective 1:** Identify the university stakeholders' perceptions about performance appraisal practices with respect to procedural justice.
 - I. H_{10a}: Employees' perceptions about the performance appraisal effectiveness regarding procedural justice in public and private sector universities are the same, which was supported.
 - II. H₁: Procedural justice positively affects employees' performance appraisal effectiveness.
 - III. H₂: Procedural justice positively affects employees' performance appraisal satisfaction.
1. **Research Objective 2:** Explore the university stakeholders' perceptions about performance appraisal practices with respect to distributive justice in public and private sector universities
 - I. H_{10b}: Employees' perceptions about the performance appraisal effectiveness regarding distributive justice in public and private sector universities are the same and supported.
 - II. H₃: Distributive justice positively affects employees' performance appraisal effectiveness.
 - III. H₄: Distributive justice positively affects employees' performance appraisal satisfaction.
2. **Research Objective 3:** Check the university stakeholders' perception about performance appraisal practices with respect to informational justice in public and private sector universities.
 - I. H_{10c}: Employees' perceptions about the performance appraisal effectiveness regarding informational justice in public and private sector universities are the same and supported.
 - II. H₅: Informational justice positively affects employees' performance appraisal effectiveness.
 - III. H₆: Informational justice is positively correlated with the level of satisfaction with performance appraisals among employees.
3. **Research Objective 4:** Examine the university stakeholders' perceptions about performance appraisal practices with respect to interpersonal justice in public and private sector universities.
 - I. H_{10d}: Employees' perceptions about the performance appraisal effectiveness regarding interpersonal justice in public and private sector universities are the same and supported.
 - II. H₇: Employees' performance appraisal effectiveness is positively correlated with interpersonal justice.
 - III. H₈: Employees' Interpersonal justice is positively associated with performance appraisal satisfaction.
4. **Research Objective 5:** Explore the factors affecting employees' satisfaction with current performance appraisal practices in public and private sector universities.
 - I. H_{10e}: Employees' perceptions about the performance appraisal effectiveness and satisfaction in public and private sector universities are the same and supported.
 - II. H₉: The effectiveness of the performance appraisals and employee performance appraisal satisfaction are positively correlated.

5.4 Discussion of the Survey Findings

The study objectives are to examine the relationship between perceived performance appraisal fairness and effectiveness of the appraisal system and employees' satisfaction with the universities appraisal system. Since ratees' perceptions of the fairness of the appraisal system and how they regard the rating process directly influence appraisal success (Jawahar, 2007).

For a performance appraisal to be effective, it is essential to know how people respond to it after it has been conducted (Pichler, 2012). Study findings revealed that overall, the situation in both universities regarding employees' perception of performance appraisal effectiveness is not very much different from each other if it is seen in the context of procedural justice thus supporting the (H10a) that states "Employees' perception about the performance appraisal effectiveness regarding procedural justice in public and private sector universities are same." However, if we consider the path coefficient ($\beta=0.003$) of both sector universities. It can be said based on the above result that both sector universities follow the system in almost the same manner. It is very clear that employees of both sectors of Universities equally have the same perceptions about their institution's appraisal practices and procedural fairness. Increasing supervisor (rater) and subordinate (ratee) consultations regarding performance standards and objectives during the year rather than discussing it right during the appraisal session could be seen as a useful way to assure ratees' participation informally to make the system more understandable (Levy et al., 2015).

Commenting on the appraisal system awareness in an interview it was found that both sector university employees are not fully aware of the system as they are never asked to

participate in the appraisal process except this that they are given a part of the annual confidential report (ACR) proforma to give general information about their classes, workload, publications and training or workshop attended. It shows that in both sectors university employees have little awareness of the appraisal system process and procedures and know the fact that their annual confidential report (ACR) is written yearly. That's why they tend to show little concern regarding their appraisal procedures. Still, both sector university evaluators' appraisal practices regarding procedures are not making any influential impact on employees' thinking about the system's effectiveness. The reason behind this indifferent situation might be the possible disregard of employees for the system or their lack of interest in this system due to the reason of their non-participation in setting the procedures to be followed or implemented ahead to appraise them in both sectors' universities.

Results confirmed (H1) of the study that there is a significant association between procedural fairness of universities' effectiveness of appraisal system. Thus, according to this study's findings, the positive increase in procedural justice significantly affects appraisal system satisfaction. Lee et al. (2017) revealed that procedural justice may intend to make employees easily accept the change in the organization's objectives and norms and further mold their behavior toward the consequences resulting from that change.

Here the possible explanation for this result may be that due to the invisible nature of the appraisal system and procedures, wise non-clarity of the appraisal process may not draw employees' attention towards its procedural ineffectiveness as they might be considering themselves the outsiders related to the appraisal system planning and designing activities and

possibly considering it the sole responsibility of top management. Therefore, they find themselves free of this obligation to think about it at any phase in their working scenario. Making sure that employees are aware of their performance standards or expectations is the goal of performance planning (Aguinis, 2013). Seeing interview comments, it is also noted that employees are mostly unaware of the criteria on the basis of which their performance is being assessed and rated. As per the findings of Idowu (2017), an effective performance appraisal system, which includes using the right appraisal instrument and rewarding employees appropriately, has a beneficial impact on employee motivation and satisfaction. Thus, this evidenced reality calls administrators and managers for system improvement and revision. Interview comments also support this explanation because first, they consider appraisal target setting and planning process the sole responsibility of top management and administration. Second, they know that appraisal results have nothing with employees' promotion so they need not worry because at times when workers witness a positive connection between rewards they get for their performance and efforts, they become more highly motivated to strive for the accomplishment of organizational aims and targeted goals (Makhubela et al., 2020).

While results did not support (H2) of the study, which claimed that procedural justice positively affects employee satisfaction with the universities appraisal system. This finding is consistent with Nasurdin and Khuan (2007) whose study found no correlation between procedural justice and job performance. The reason behind this may be the respondents' firm belief in the importance of the other three facets of justice (distributive, informational, and interpersonal) in comparison to procedural justice. It is a common assumption among

employees that the system is prone to meet all the procedural requirements as the performance appraisal system is a typical aspect of their day-to-day human resource activities.

This contradicted with current literature as the stated finding conflicts with the prior research that tested the relationship between appraisal fairness and satisfaction (Ahmed & Sattar, 2018; Palaiologos, 2011; Selvarajan & Cloninger, 2012) who revealed the fact that when the system is planned, designed, and implemented with poor processes and procedures, it leads to assessment discontent within the workforce. Here according to the current situation, it is clear from the result that employees in both sector universities are keen on their appraisal results only when they are given negative evaluation reports about their performance thus affecting their satisfaction level regarding the procedure. This might be happening because employees are mostly given remarks regarding their performance conditionally as mentioned by the respondents. This means that when there is no scrutiny regarding work performance there would be no arousal of any conflict regarding the appraisal process, procedures, and practices' validity and reliability. No matter, who, (when, and how) carries out the procedures to rate the performance. But contrary to this, the absence of procedural justice may arise tension or dissatisfaction with the appraisal procedures, when negative comments are given or communicated to the employees. According to Teelken (2012) PA system practice could result in various unanticipated impacts and results on teaching community staff, but then again if the said system of appraisal is devised and employed in a way that is thought to be just and perceived fair, it will possibly support the prevention of employee burnout rate and inspire employees to show constructive working attitude and positive work performance (Aguinis 2013).

Study findings also support H10b which claims that “Employees’ perception about the performance appraisal effectiveness regarding distributive justice in public and private sector universities are same.” It is apparent from the results that there is no remarkable difference seen in both sectors of university employees’ perception regarding their appraisal effectiveness concerning distributive justice. The possible reason behind this phenomenon may be that common practices in public and private universities are almost the same. In both sectors, universities' performance-based reward culture is almost negligible. Appraisal results do not have any contribution in deciding faculty promotion decisions. Which leaves an impression of equilibrium among both sector institutes' system practices. However, considering ($\beta=-0.106$) it is prominent that employees of private universities are a little more confident about their system effectiveness regarding the distribution of outcomes. It can be inferred that private sector employees find to some extent their performance assessment and ratings are founded on the basis of their true performance. Though the situation is not very different to show any promising future of appraisal effectiveness yet there is an iota of difference observed through employees’ perceptions.

Similarly, the succeeding hypotheses (i.e., H3 and H4) presume that distributive justice with employee effectiveness and satisfaction with the universities performance appraisal system are positively related. Backing this assumption, the former research study specified that distributive justice is principally connected with various workplace actions and dealings showing different behavioral instances. As Phin (2015) Observed distributive unfairness may affect job performance negatively lowering its quality and failure of goal achievement. Here, it exhibits that employees also see the system as more efficient and effective if it is tied to the

fair distribution of resources among all the appraisal stakeholders. It is most likely that employees will work towards the achievement of organizational objectives and goals when they observe a linkage between performance and rewards (Makhubela et al., 2020). Consequently, whenever the personnel finds the resulting outputs and outcomes in equity with the efforts they put in and the energy they apply then it will be found to have an exceedingly accurate system and just which in turn increases their satisfaction with the system as well. Babagana, Mat, and Ibrahim (2019) suggest that elements of distributive justice comprising organizational justice, organizational rewards, organizational policies, and leadership style contribute to the Effectiveness of the Performance Appraisal (EPA) system. The resulting positive association between distributive justice and satisfaction with the appraisal system is consistent with previous studies (Ahmed & Sattar, 2018; Sudin, 2011) that established a significantly positive affiliation between distributive justice and PA satisfaction. For instance, Ahmad & Sattar (2018) examined employees' perceptions of their performance appraisal process fairness and satisfaction in the setting of the Pakistani Telecom sector to investigate the link between employees' satisfaction with organizational justice and fairness. Researchers in that study also found a positive significant relationship between distributive justice and performance appraisal satisfaction (Koonmee, 2011). Additionally, Palaiologos, Papazekos, and Panayotopoulou (2011) found in their study conducted in private Greek commercial enterprises a significant and positive link between distributive fairness variables (appraisal ratings and feedback) and employees' satisfaction with the appraisal system.

Moreover, the proposed qualitative findings manifest that, here employees of both sector universities perceive themselves to be the non-beneficiary of the appraisal outcomes at

an equal level and enjoy the perks of their contribution concerning their colleagues and to the ratio of the efforts they put at the workplace as far as common appraisal practices are concerned. In addition to this where there comes the element of performance-based distribution in the light of appraisal ratings, accuracy, and concerns over appraisal results, both public and private sector teachers do not rely on the system's efficiency. As is pointed out by a majority of the respondents that they tend to be more satisfied if found no issues regarding the distribution of the performance outcomes are sensed on their part. Yet this does not mean that the system is ideally implemented or is just in its due nature. Incorporating the results of both qualitative and quantitative data analyses gathered from the respondents' opinions it may be inferred that the promotional decisions and rewarding employees for their performance are not in line with the norms of the distributive justice facets. Because according to ratees' reaction, it is revealed that the system is highly politicized, and the factor of favoritism and subjectivity of appraisal comments prevailing in the said institutions plays a key role in making the system flawed and inefficient. Thus, making the system more or less ineffective and inefficient in those institutions' performance appraisal.

The study findings also confirmed the null hypothesis (H10c) proposing that Employees' perceptions about the performance appraisal effectiveness regarding informational justice in public and private sector universities are the same. The situation in both sector universities is not showing any influential difference in their appraisal system effectiveness regarding informational justice because the quality of information given at both sector universities is not making any difference in the real sense. The feedback mechanism at private sector institutes is partially present which does not make any remarkable difference in their

work performance. This system on the other hand is found absent in public sector organizations as highlighted by respondents in their interview comments. The government sector relies mostly on managers' judgments of employees' performance or attitude rather than an exclusive mechanism (Kim, 2016).

The information is not conveyed at public sector universities frequently rather it is used as a source of threat rather than using it for the faculty development process. Employees are sensitive to the subjective opinions of the raters because the comments of the raters have a profound effect on the ratees' performance as well as their attitudes towards their supervisors, system, and organization collectively.

Considering the findings regarding appraisal effectiveness relevance to informational justice it is unearthed that informational justice has a profound relationship with appraisal effectiveness leading to the confirmation of H5. Respondents are strongly of the opinion too that an appraisal system comprising strong informational justice in its core values is highly appreciated in its entirety. Brown, Gray, Mchardy, & Taylor (2015) signified employees' trust in raters' decisions is an indispensable element in determining the effectiveness of performance appraisal. Colquit & Rodell (2011) in their longitudinal field study indicated informational justice to be a significantly critical factor in predicting perceived trust behavior among raters and ratee. Employees and their supervisor relations and their trust level were found to have a favorable association with performance appraisal in multinational firms influencing organizations' short-term profits(Maley & Moeller, 2014).

It leaves an impression that the provision of accurate and timely information in the shape of appraisal feedback regarding appraisal remarks based on the appraisee's true performance bolsters the whole system on the pillars of valid and reliable decisions thus making the system unquestionably effective by encompassing the full-fledge informational fairness criteria. Which resultantly causes employees high satisfaction with the system as well. Considering interview responses, it is clear that though employees know the importance of factors of informational fairness practically found not very positive about their appraisal systems followed currently. Informational Justice in the view of Cheung (2013) concentrates on managers' provision of adequate justification and candid information to their subordinates on a routine basis with an emphasis on timeliness, specificity, and truthfulness leaving a positive outcome on organizational citizenship behavior. The effectiveness of a performance appraisal and informational justice are equally crucial and positive measures because they are primarily confidence-building mechanisms in an organization. Murali et al. (2017) claim that if there were widespread perceptions of unfair and unequal evaluation practices and in-process practices, the appraisal system would be destined to fail.

These factors in relation to other glaring perceived performance appraisal sources, purposes, and outcomes lead to a positive outcome for the behavior of the employees. The more the information regarding appraisal process, procedure, and ratings is provided the better the trust level among the managers and employees in an organization can be assured. However, the level of trust in the view of Choon & Embi (2012) is largely influenced by the respondent's perception of subjectivity, as there remain always the probability of subjective comments and feedback instead of objective situational scenario.

Moreover, informational justice is also positively related to appraisal system satisfaction confirming (H6) that proposed informational justice has an everlasting and optimistic relationship to satisfaction within the appraisal system. This result coincides with the findings of prior research that examined the perceived fairness effect on appraisal satisfaction (Ahmad & Sattar, 2018; Norton, 2018; Shrivastava & Purang, 2016; Silva & Caetano, 2014; Taneja, Srivastava & Ravichandran, 2015). There is a positive relationship between informational justice and satisfaction with performance appraisals i.e., performance appraisals, performance appraisal systems, and supervisory evaluations (Ahmad & Sattar, 2018), and reported a significant influence of informational justice on employee satisfaction with rater who rates their performance. To determine if perceptions of fairness differ between different performance appraisals, Norton (2018) examined the relationship between justice perceptions and satisfaction with performance appraisals. It has been determined that procedural justice for workers and informational justice for workers have a significant effect on appraisal satisfaction depending on the characteristics of the work they perform using regressions. It was evident that informational justice had a significant effect on satisfaction ($R^2 = 0.24$, $b = 0.66$, $p < 0.001$).

Similarly, Shrivastava and Purang (2016) conducted a cross-sectional study investigating the perceived fairness of performance appraisals in the Indian banking sector. Results findings identified informational justice to be the strong predictor of employee appraisal satisfaction. Silva & Caetano (2014) and Taneja, Srivastava & Ravichandran (2015) also established the informational justice influence on satisfaction with raters involved in their performance appraising activities.

The study result is consistent with the Alharbi (2013) who found informational justice influences employees' satisfaction with the appraisal system and may become an important source of employees' dissatisfaction with the PA system if found absent. Taking into account the findings at hand, teachers strongly commend the incorporation of comprehensive provision of appraisal information and important decisions taken in the interest of the organization as well as the human resource of the institution. But also report its absence in their reactions found from the interview data analysis by disclosing the fact of partial feedback mechanism in place contingently and recording their displeasure with the system practices followed by authorities involved in the process other than teachers themselves who are aliens in the process. Academic staff also showed serious concerns over subjective remarks devoid of system visibility at its fullest by not explaining any expectation of raters, employers, administrators, and key stakeholders clearly to meet the minimum possible standards set for the employee's performance management and appraisal at the stage of planning and designing the process.

The study's fourth null hypothesis (H10d) put forth that Employees' perceptions about the performance appraisal effectiveness regarding interpersonal justice in public and private sector universities of Balochistan are the same. Results confirmed the strong correlation between employees' perception of the two variables namely, performance appraisal effectiveness and interpersonal justice in public and private teaching organizations. This means that respondents from both sector institutes have the same feelings about the two-way relationship between the appraiser and appraisee maintained by their bosses in the workplace setting. Owing to this it is clear to report that the close connection of interpersonal link between

supervisor and subordinate plays a vital role in determining and shaping the attitude and conduct of the affected workforce involved in the long run.

Interpersonal justice positively affects the effectiveness of universities' appraisal system (H7) was not confirmed. Taking into consideration the above hypothesis the research data concluded that there is no glaring impact or connection between the performance appraisal system effectiveness and interpersonal justice. Building a base on the behalf of respondents' data provided, it is easy to conclude that interpersonal or individual contacts do not have any influential association with appraisal system effectiveness at all. It can be supported by the study conducted by Waladali (2022) data revealed that the effectiveness of the performance managing system may not be affected solely by the system only but by the employees' satisfactory and promising behavior too that they show towards the system. While the accuracy dimension of a performance management system's perceived efficiency had a substantial positive impact on affective commitment, interestingly the interpersonal justice dimension was found to be insignificant. Gupta and Kumar (2013) exposed in their study that interpersonal justice had no significant correlation with employee engagement since employees did not appreciate the personal connections of raters with ratees and viewed it as a negative phenomenon for performance appraisal effectiveness and a tool for major burnout of employees.

This assumption can be proved through the reality disclosed by the sample teachers by saying that they are evaluated on the basis of pre-set and predetermined proforma, which cannot be changed. Irrespective of taking prior consent from relevant authority figures

working at Higher Education Commission HEC who commonly have a role in devising the said proforma. Keeping in mind this fact teachers feel indifferent to their supervisors in relation to the system planning and designing process particularly during performance review sessions because of the knowledge about having no effective role in setting the criteria and performance standards. They believe that their participation has no credibility in bringing any kind of change in the system design, so they feel no need to maintain any rapport with their superiors for this very purpose.

However, interpersonal justice positively affects the satisfaction of employees with the universities appraisal system supports the findings (H8), contrary to the previously reported insignificant link between appraisal effectiveness and interpersonal justice, it is evident that effectiveness is related more to the design, structure, and tool validity in the eyes of respondents, but on the other hand, satisfaction has a more quick and direct effect on teachers behavior towards appraisal system. The logic and rationale for this relationship may be justified by Ibeogu, & Ozturen (2015) who asserted that there is an encouraging relationship and rating of the performance appraisal towards interpersonal justice in performance appraisal.

The point of consideration in the data was that the better the relations among the ratees and raters, the positive the results would be. Additionally, a strong correlation between performance appraisal satisfaction and interpersonal justice enhances employees' satisfaction. Moreover, employees with a peaceful environment feel more satisfied where workload could be handled if the managers' relation with the employees is both healthy and cooperative. Considering the fact revealed by interviewees it may be said that the system is dormant and

slow in its practical implementation as it is conducted mostly on annual basis in all academic institutions whether public or private.

Pichler, Beenen, and Wood, S. (2020) contend that regular review and feedback are thought to be more helpful at times if staff members are aware of and know the performance expectations they must meet. Even though comments are not shared with the subordinates even appraisal injustice perceptions are boosted to a high level among employees if employees are the recipient of minor benefits as a result of very less or no feedback system practice (Pichler, 2012), yet the supervisor has somehow control over the employees. A part of the annual confidential report (ACR) is shared with employees to fill out for the purpose to provide general information about their teaching and research activities. This infrequent appraisal practice though does not bring any positive remarkable change on one side but on the other side, it plays a vital role in shaping teachers' behavior towards their supervisors. Two types of relationships appear on the face of the scale continuum among rater and ratee. Sometimes the relationship or association that appears is very extremely rebellious from the ratees' side on getting or fear of getting negative or low appraisal ratings causing dissatisfaction among ratees towards appraisal and their supervisors. Such a type of behavioral exchange between rater and ratees is due to the fact that ratees find their supervisors biased towards them and they feel that they do not receive fair treatment and are doubtful about its accuracy and fairness. In such situations, the relationship is reciprocated from both ends, and the respondents' replies and insights are given also show that other types of relationship sensed may be because employees try to be obedient and adhere to the rules strictly to avoid getting any adverse remarks from supervisor and they find themselves obliged to fulfill their duties and be answerable to their

actions at their workplace. The element of self-respect is another important factor in maintaining such relationship exchange.

H9 of the study is also supported by showing a significant relationship between the effectiveness and satisfaction of the university's performance appraisal system. This is found relevant to the Levy and Williams (2004) view that associates PA effectiveness with employees' positive reaction toward the appraisal system. Overall data represents that both sector employees are influenced by system effectiveness as well as ineffectiveness as it decides the level of employee satisfaction with their performance evaluation system. The more efficient the system the more satisfied the employees would be. This may be supported by the study results of Yunus et al. (2018) which found that employees and workers if remark their performance appraisal system just, fair and precise, and correct may cause an improvement in employee performance by making them highly motivated and satisfied with the system and this may ultimately improve organizational performance as well. However, it has also been argued that employees' dissatisfaction with appraisal fairness can lead to negative outcomes (e.g. low commitment levels), thereby negatively affecting employee performance (Dusterhoff, Cunningham & MacGregor, 2014). However, seeing the analysis data report ($\Delta\beta = -0.196$) it is found that employees of private sector universities find their system more effective therefore exhibiting high satisfaction among their employees in comparison to public sector institute employees, due to the direct investment of stakeholders, administrators, teachers, students, and parents. One key reason may be the autonomy of private sector institutes in the system design process as they are both the beneficiaries and key stakeholders of the system so they take the threads of their decisions into their own hands. While on the other hand public

sector universities have an indirect role in designing their appraisal system. Secondly, the system seen in private sector institutes seems to be more open in comparison to the public where ACR is a confidential activity not to be discussed but casually, in Private sector organizations the employer is keen on organizational goals more than individual personal goals thus making employees play an active role. Khan (2013) highlighted that knowledge about the factors (such as subjectivity in assessments) lowering employee satisfaction levels and issues related to job performance development is ignored in organizations. In Pakistan academic institutes are answerable to HEC, therefore, the appraisal system is dealt with as a well-documented activity but lacks its due applicability aspect in the real sense. Gu et al. (2020) identified fairness in performance appraisals as dependent upon a belief that open communication with supervisors or appraisers won't result in negative consequences. Employees, on the other hand, would have a negative attitude if they believe performance appraisal is not a fair procedure (Saraih et al., 2020) and will pay by their dedication and pleasure if they view a system to be fair (Krishnan et al., 2018).

It is evident from the literature that an appraisal system is considered highly effective if it is associated with employees' sense of appraisal fairness, employee motivation, ratees' trust in ratings, rater and ratees' effective communication, and, etc. For instance, Maley (2013) in this regard asserted that an effective performance appraisal system contains certain qualities of fair treatment, offering a supportive environment, effective communication, teamwork, and collaboration.

Finally, H10e there is no significant difference between the factors affecting the employees' satisfaction with the performance appraisal practices in public and private sector universities. The key factors highlighted in the survey as well as interview comments by the respondents from both private and public sector universities were:

1) High confidentiality of annual confidential report (ACR), 2) lack of feedback system, 3) no equality of rules for all, 4) no connection of promotion with performance appraisal, 5) lack of training, 6) political baking and relationships, 7) lack of teacher participation, and 8) lack of communication are the top-rated factors that caused dissatisfaction among both sector employees.

Results in conclusion designated that appraisal system effectiveness amongst all the study explanatory variables is affected by organizational justice dimensions which in turn put an effect on employees' overall satisfaction with the appraisal system and practices.

5.5 Conclusion

The perceived fairness of performance appraisals was examined in this study to determine its impact on the effectiveness of PAs and employee satisfaction with the performance appraisal system. This study examines the relationship between justice dimensions and appraisal effectiveness and employees' satisfaction with performance appraisals in Pakistani higher education institutes. Overall findings exhibit a positive relationship between justice dimensions (distributive justice, informational justice, and

procedural justice) with appraisal effectiveness while exhibiting a non-significant association between interpersonal justice and performance appraisal effectiveness.

It may be concluded from the findings that university employees have a clear idea of the factors that make an institution's appraisal effective and efficient but are at the same time also reluctant to talk about its objectives. It is evident from the study findings that though they are aware of the system's existence but are not fully aware of its functions. Though knowing the appraisal methods and practices, they seem to exhibit negative attitudes toward its goals. From these stated results it may be concluded that all the university employees are unsatisfied with the current appraisal practices' effectiveness and efficiency due to procedural impartiality (like the involvement of higher authorities other than the participation of the employees being evaluated) found in the performance appraisal process. Employees show more participation and interest when they are included in deciding appraisal targets setting, and procedures, and higher employee involvement reduces tension and conflicts while increasing cooperation among employees and management.

It is also evident from findings that teachers' non-participation in appraisal review and planning session make it vague and questionable to the involved parties. Study findings call for the full implementation of the system keeping in mind its administrative as well as developmental purposes. By finding the right learning opportunities for its personnel, the company will be able to maintain its competitive position in the present global market. Furthermore, the informational fairness of the appraisal system and the pleasure of the employees with the appraisal process are closely associated. Moreover, employees' approval

of evaluation/appraisal and their satisfaction with it is strongly associated with informational impartiality and justice of the performance evaluation system. It is evident from the results that appraisal systems in both sector universities lack feedback systems, no training is provided to both raters and ratee, which is the ultimate source to keep the people, involved in the process, motivated, and satisfied. Performance-based incentives, rewards, and the promotion-based system are found absent from the appraisal process which causes system inefficiency and employee dissatisfaction thus calling for some serious measures to be taken on a prior basis. An organization's workforce is considered its most substantial and powerful asset because customer contentment, service, and product quality are solely their responsibility to provide, and are liable for customer satisfaction. Without having proper growth and training opportunities it would be difficult to accomplish the tasks according to their capacity. It is evident that university employees believed their appraisal method was unsuccessful and ineffective in terms of the results they got, the information they learned about it, the way their managers treated them, and inconsistencies in policies and procedures followed. Employees' recognition of the appraisal fairness and justice is the critically prime source of employees' satisfaction with the system. Moreover, employees' satisfaction uplifts the association to sky rise the level of its competitive accomplishment and success using an operatively effectual and efficient appraisal system of performance. The finding evidenced that it is dealt with mostly as a paper cabinet activity.

5.6 Implications

The principal parties involved with the performance appraisal system in higher education can put the study's conclusions and key findings to use. The efficiency of appraisal practices in connection to organizational justice in Pakistani higher education institutions has only been briefly studied. As a result of this study, managers, administrators, and policymakers will gain a better understanding of how to establish performance standards and criteria based on the needs of the system and its users. Management and administrators will be reminded of the importance of fairness in the appraisal system during the planning stage. If the stakeholders' expectations and demands are considered during the design and implementation of the appraisal system, it will reduce the possibility of unforeseen and unfavorable consequences on raters' and ratees' work habits leading to system inefficiency and failure to meet organizational goals.

The results of the present study may help us better understand the correlation between the performance appraisal system's justice and employees' behavioral and emotional reactions. These findings could be utilized as guides by human resource professionals and practitioners in the development, establishment, and execution of performance assessment/appraisal systems. The parties may acknowledge that perceived organizational fairness highly influential impression on members' feedback and response to the organization's performance evaluation system, which, in turn, may positively influence the system's efficiency and effectiveness.

5.7 Recommendations

The study observed how the performance appraisal system's effectiveness and academic staff satisfaction with the evaluation system are connected to employees' justice

perception of the performance appraisal system. The findings of the study demonstrated the valued status of a just performance appraisal system in academic institutions providing higher education. Therefore, the following recommendations based on current study findings are proposed for improving the current performance evaluation system of two sector institutions (i.e., public, and private) in Pakistan:

1. Higher Education institutions may make the employee performance appraisal system open and visible to all by conducting awareness sessions. Teachers may be given an insight into the performance assessment/appraisal system periodically at different times to make them fully aware of the performance appraisal system and make sure that employees understand the criteria it follows for evaluating employees' performance by discussing with them performance indicators.
2. Higher authorities can make sure teaching and academic staff have full participation in the appraisal planning and designing process because they are the key beneficiaries of the system.
3. Supervisors being performance raters may provide their respective subordinates sufficient information by conducting face-to-face meetings to negotiate with them regarding their performance.
4. Annual confidential report proforma as well as student evaluation proforma may be updated by improving its scale of rating, removing the ambiguity of statements, making it more objective, and giving on the university website so that every stakeholder knows and understands the criteria on which their performance is assessed.

5. Annual confidential report comments may not be treated as a confidential activity just used for the sake of documentation purposes. It may not be taken as a mere documented activity to be written and thrown on the closed shelves of cabinets. It could be discussed with subordinates regularly to bring performance improvement considering supervisors' comments given on it.
6. Having the responsibility of performance appraisal process execution in educational organizations the academicians (i.e., faculty Deans, heads of departments, and teachers) may deliberate the attainment of just outcomes through conducting open discussion sessions with employees in the presence of multi-raters.
7. University may associate decisions of promotion, salary increment, and provision of certain rewards with the appraisal results to bind it with teachers' performance.
8. System fairness may be assured by opening a wing where only the matters related to employees' performance appraisal may be carried out and dealt with on priority bases.
9. Every individual teacher could have access to their appraisal reports' feedback.
10. Well-trained staff may be available to explain to them the decision taken whenever the employees request for it at any time whenever they need it.
11. Managers may take teachers' comments on their appraisal ratings after providing them with their reports' feedback. This would give teachers a due voice to explain their position regarding their performance. It may also help mitigate the chances of teachers' reactionary behaviors towards their bosses by providing them an opportunity to justify things accordingly.

12. Managers and other authorities may treat academic personnel equitably by making all equally responsible for their actions. Rules may be for all.

5.8 Suggestions for Future Directions

- 6 Future directions may replicate the current study incorporating the following significant methodological changes: more in-depth interviews and methodological design. The research may perform experiments based on a more in-depth analysis, such as a case study.
- 7 The researcher may collect the data at different time intervals from different universities. These phenomena can be examined using longitudinal studies, which are the best-fitted method for investigating the performance appraisal system and its effectiveness and satisfaction. More reliability and validity can be obtained for organizational justice.
- 8 Studies may be conducted at the country level including many educational institutes examining how employees perceive the performance appraisal system's fairness from a more perspective angle to understand multifaceted changes occurring in the performance appraisal system of higher education institutions.
- 9 Cross comparison of different higher education institution systems from different provinces may be taken into practice.

5.9 Limitations

- 1 The study's selection of universities from a single province is one of its major limitations. Data gathering from Balochistan's two sector universities reduces the conclusions of the study's external validity. Researchers are encouraged to conduct additional research to examine performance appraisal justice in academic institutions in various regional territories and policy settings.

- 2 Second, this research focused on the significance and difference of fairness perceptions of employees neglecting employees' daily life affairs. This may lead appraisal of unfair perceptions of employees and may also be the reason for performance appraisal outcomes thus bringing into question its internal and external validity.
- 3 This study focuses solely on the relationship between organizational justice, performance appraisal effectiveness, and performance appraisal satisfaction on university faculty, and does not take into consideration other factors that may impact these relationships.
- 4 This study focuses on the current state of the relationship between organizational justice, performance appraisal effectiveness, and performance appraisal satisfaction on university faculty, and does not take into account any potential changes in these relationships over time.

Despite these limitations, this study found that organizational justice if absent from the performance rating process puts significant effects.

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Appendix-A

Performance Appraisal System Employees' Survey (PASES)

Dear Respondents,

I am PhD scholar at National University of Modern Languages, Islamabad. I need your willingness to fill this questionnaire regarding current performance appraisal practices at your university.

This questionnaire forms part of a thesis that will contribute towards Doctorate degree. The research has focus on performance Appraisal practices in the university. Data is going to be collected with the aim to track and identify issues within the systems and processes that are employed for Performance Appraisal System (PAS).

I would really appreciate if you could spend a few minutes of your time filling in this survey.

Your answers are very important for the proper analysis of the research. Information obtained from the survey will be kept confidential and neither the respondent's name nor the organization's name will be given to any third party. In keeping with this, no contact details, such as name, phone number or email address is required on the enclosed questionnaire.

I kindly request you to complete this questionnaire honestly.

Thank you for your co-operation.

Zahida Abdullah

Performance Appraisal System Employees' survey (PASES)

Part I

Demographic Information

Please check (✓) the relevant box

- I. Name of University:
 UoB BUITEMS SBKWU AIU
- II. Department: _____
- III. Designation: Professor Associate Professor Assistant Professor Lecturer
- IV. Gender: Male Female
- V. Academic qualification:
 Post Doctorate Ph.D MS/M.phil/ Equivalent Masters Other
- VI. What is your current employment term?
 Regular (Permanent) Contractual
- VII. Teaching experience:
 1-5 years or less 6 – 10 11 – 15 16 – 20 Above 20 years

Part II

A series of questions relating to various aspects of performance appraisal is given below. Carefully read each statement and mark the answer that indicates the extent to which you consider the statement true. Tick (✓) the number, which best expresses your feeling. Please give only one answer to each question.

1-Very Untrue 2- Untrue 3- Neither True nor Untrue 4- True 5- Very True

Note: Reporting officer here means a person who writes your Annual Confidential Report (ACR) or evaluates your performance by using any mean.

Items		1	2	3	4	5
SPC1	The performance appraisal process requires that my performance targets to be set at the start of each calendar year.	1	2	3		5
SPC2	Appraisal Procedures make sure that performance standards measure what I really do for my organization.	1	2	3		5

SPC3	The targets set reflect all the important factors of my job.	1	2	3		5
SPC4	I am allowed to participate in setting the performance standards that will be used to evaluate my performance.	1	2	3		5
SPC5	The performance standards set during the planning session will remain the same until the nature of my work changes.	1	2	3		5
EC1	I am assigned a rater who is qualified to evaluate my work.	1	2	3		5
EC2	My reporting officer knows what I am supposed to be doing.	1	2	3		5
EC3	My reporting officer understands the requirements and difficulties of my work.	1	2	3		5
EC4	My reporting officer is familiar with the rating procedures and formats.	1	2	3		5
EC5	My reporting officer knows how to evaluate my performance.	1	2	3		5
SA1	I have ways to appeal a performance appraisal that I think is biased or inaccurate.	1	2	3		5
SA2	I know I can get a fair review of my performance appraisal if I request the competent authority.	1	2	3		5
SA3	I can challenge a performance rating if I think it is unfair.	1	2	3		5
SA4	A process to appeal an appraisal is available to me for correction within time limit.	1	2	3		5
SA5	I can freely communicate my feelings of disagreement about my appraisal to reporting officer.	1	2	3		5
AAR1	My performance report is based on how well I do my work.	1	2	3		5
AAR2	My performance report reflects how much work I do.	1	2	3		5
AAR3	My performance report is based on the effort I put on the job.	1	2	3		5
AAR4	My performance report I receive is based on many things I do at work.	1	2	3		5
AAR5	My annual confidential report (ACR) is highly confidential so I never know how I am being assessed.	1	2	3		5
AAR6	I would only know my performance report when short falls in my performance are identified in written notice.	1	2	3		5
CAR1	My reporting officer gives me genuine ratings even if it might upset me.	1	2	3		5
CAR2	My reporting officer applies performance appraisal standards to all employees' equally.	1	2	3		5
CAR3	The performance report I get is objective, based on my effort.	1	2	3		5
CAR4	My performance appraisal reflects the quality of my work rather than my personality.	1	2	3		5
CAR5	My reporting officer gives performance scores based on their personal like or dislike of employees'.	1	2	3		5
CAR6	My reporting officer gives the same performance scores to all employees' in order to avoid rivalries among them.	1	2	3		5
PFB1	My reporting officer frequently lets me know how I am doing.	1	2	3		5
PFB2	My reporting officer continuously lets me know how I can improve my performance.	1	2	3		5

PFB3	My reporting officer gives me feedback regarding my performance informally.	1	2	3		5
ERD1	My reporting officer gives me clearly real examples to justify his/ her remarks.	1	2	3		5
ERD2	My reporting officer helps me to understand the process used to evaluate my performance.	1	2	3		5
ERD3	My reporting officer always explains the decisions that concern me.	1	2	3		5
ERD4	My reporting officer lets me ask questions about his remarks regarding my performance.	1	2	3		5
ERD5	My reporting officer helps me understand what I need to do to improve my performance.	1	2	3		5
CE1	My reporting officer clearly explains to me on regular basis what his /her expectations of my performance are.	1	2	3		5
CE2	My reporting officer clearly explains to me the standards that he will use to evaluate my work.	1	2	3		5
CE3	My reporting officer clearly explains to me how I can improve my performance.	1	2	3		5
CE4	My reporting officer gives me a chance to question how I should meet my performance expectations.	1	2	3		5
TBR1	My reporting officer is rarely rude to me.	1	2	3		5
TBR2	My reporting officer is almost polite.	1	2	3		5
TBR3	My reporting officer treats me with respect.	1	2	3		5
TBR4	My reporting officer does not invade my privacy.	1	2	3		5
TBR5	My reporting officer does not make hurtful statements to me.	1	2	3		5
TBR6	My reporting officer is sensitive to my feelings.	1	2	3		5
TBR7	My reporting officer shows concern for my rights as an employees'.	1	2	3		5
TBR8	My reporting officer treats me with kindness.	1	2	3		5

Part III

Opinions about the Performance Appraisal System

Read the statements carefully and try to give the answer that best suits your opinion.

1. How satisfied you are with the current appraisal system at your institution?

Very satisfied Fair satisfied Unsatisfied

2. Enlist three factors of appraisal practices that cause employees' dissatisfaction with appraisal system

-
3. To what extent do you think the current appraisal system of your institution is effective?
 Very effective Fair effective least effective Ineffective Very ineffective

Appendix-B

Interview questions (for Deans/HODs/Teachers)

1. Are teachers fully aware of the performance appraisal system carried out in your institution?

2. Are teachers involved in the process of setting objectives and targets of your future performance?

3. Do employees' get the results (feedback) of their performance after the evaluation?

4. Is the performance appraisal system in your institution highly accurate and fair?

5. Have you attended any formal training course on performance appraisal?

6. How satisfied employees' are with the current appraisal system at your institution?

Very satisfied Fair satisfied Unsatisfied

7. Enlist three factors of appraisal practices that cause employees' dissatisfaction with appraisal system in your department/university.

8. To what extent do you think the current appraisal system of your institution is effective?
 Very effective fair effective least effective Ineffective very ineffective

9. In your opinion, how can we change or improve current appraisal practices at university level.

Appendix C

Pre-testing checklist

Table C1: Pre-testing checklist

Administration of Questionnaire	
	Are the instructions for each section clear and unambiguous?
	Did questionnaire thank the respondents for their time?
Organization of Questionnaire	
	Do the different sections flow reasonably from one to the next?
	Are the questions within each section logically ordered?
Content of Questionnaire	
	Are the questions direct and concise?
	Are the questions measuring what they are intent to measure?
	Are the Questions free of unnecessary technical language and jargon?
	Are examples and analogies relevant for individuals of other cultures?
	Are questions unbiased?
	Are there questions that make respondents feel uncomfortable, embarrassed, annoyed, or confused? If so, can these be worded differently to avoid doing so?
	Are the response choice mutually exclusive and exhaustive?
	Are all response options necessary for inclusion?

Appendix D

Letter of Authorization to Conduct Survey

Letter of Authorization to Conduct Survey

Zahida Abdullah
 Email Zahida.abdullah@gmail.com
 November 2017

To

The Vice Chancellor,
 Sardar Bahadur Khan Women's University, Quetta.

Subject: Seeking authority to collect survey data from employees

Dear Sir/Madam
 I am a PhD scholar at National University of Modern Languages, Islamabad specializing in Education. I am conducting a research study amongst employees working in universities of Quetta as part of my PhD study requirements.
 Your organization is randomly selected as one of the participating organizations in the study. The purpose of this communication therefore is to seek official permission/authorization to administer my survey questionnaire in your organization and conduct interviews with the academic staff.

I look forward to your support.

Yours faithfully

[Handwritten Signature]
 15/11/2017

Cell No # 03337864295.

*Allowed for One week
 27 Nov - 8 Dec 2017*

[Handwritten Signature]
 REGISTRAR
 Sardar Bahadur Khan Women's University
 Quetta, Balochistan.

27/11/17

Appendix D1

Letter of Authorization to Conduct Survey

Zahida Abdullah
Email Zahida abdullah@gmail.com
November 2017

To

The Registrar,

Balochistan University of Information Technology, Engineering and Management
Sciences, Quetta.

Subject: Seeking authority to collect survey data from employees

Dear Sir/Madam

I am a PhD scholar at National University of Modern Languages, Islamabad specializing in Education. I am conducting a research study amongst employees working in universities of Quetta as part of my PhD study requirements.

Your organization is randomly selected as one of the participating organizations in the study. The purpose of this communication therefore is to seek official permission/authorization to administer my survey questionnaire in your organization and conduct interviews with the academic staff.

I look forward to your support.

Yours faithfully

Zahida Abdullah
20/11/2017

Cell No # 0333-7864295.
03313817296

The request is genuine and already in practice by different Research scholars therefore, Recommended for execution as per request Mess-

[Signature]
20/11/2017

Director
Office of Research
Innovation and Commercialization
BUITEMS, Quetta

Registrar: May be allowed
[Signature]



Appendix D2

Letter of Authorization to conduct Survey.

Zahida Abdullah.

Email zahida.abdullah@gmail.com.

November, 2017.

To

The Registrar,
Allama Iqbal University, Quetta.

Subject: Seeking authority to collect survey data from employees.

Dear Sir/Madam,

I am a PhD Scholar at National University of Modern Languages, Islamabad specializing in Education. I am conducting a research study amongst employees working in universities of Quetta as part of my PhD study requirements.

Your organization is randomly selected as one of the participating organizations in the study. The purpose of this communication is therefore to seek official permission/authorization to administer survey questionnaire in your organization and conduct interviews with the academic staff.

I look forward to your support.

T. AR
Please manage

12/11/2017
Yours faithfully
Zahida Abdullah
Contact: 0333 7061295

Appendix D3


VICE CHANCELLORS SECRETARIAT
UNIVERSITY OF BALOCHISTAN, QUETTA
Ph. 081-9211317 Fax 081-9211288

VC Sectr/474 18/12/2017

TO WHOM IT MAY CONCERN:

Ms. Zahida Abdullah, Lecturer, Department of Education, Institute of Education & Research, University of Balochistan has been allowed to collect data for Ph.D. thesis.

All Deans / Head of Departments and faculty members are requested to cooperate in this regard.

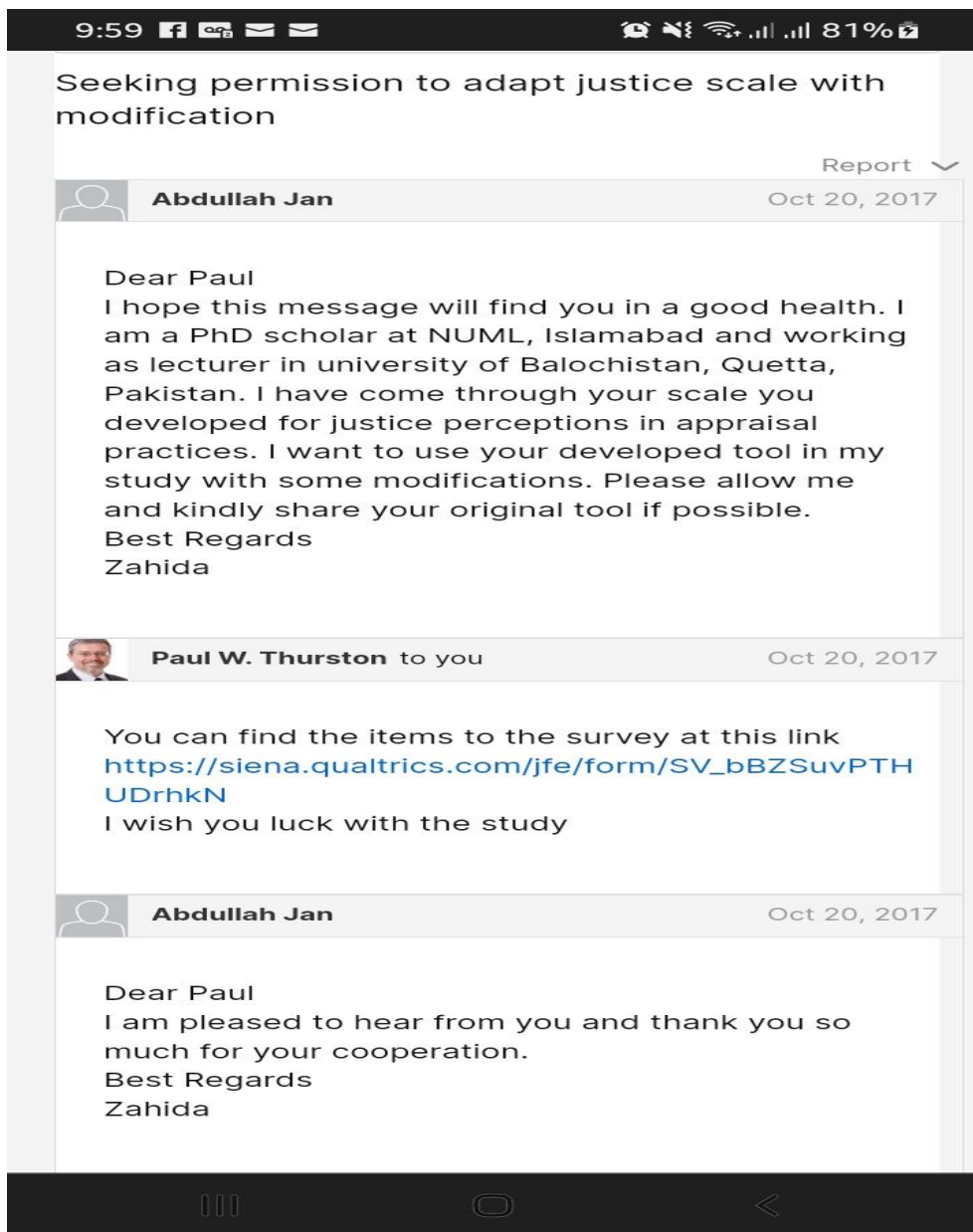

Muhammad Yahya
Principal Staff Officer

Cc.

- Registrar, University of Balochistan.

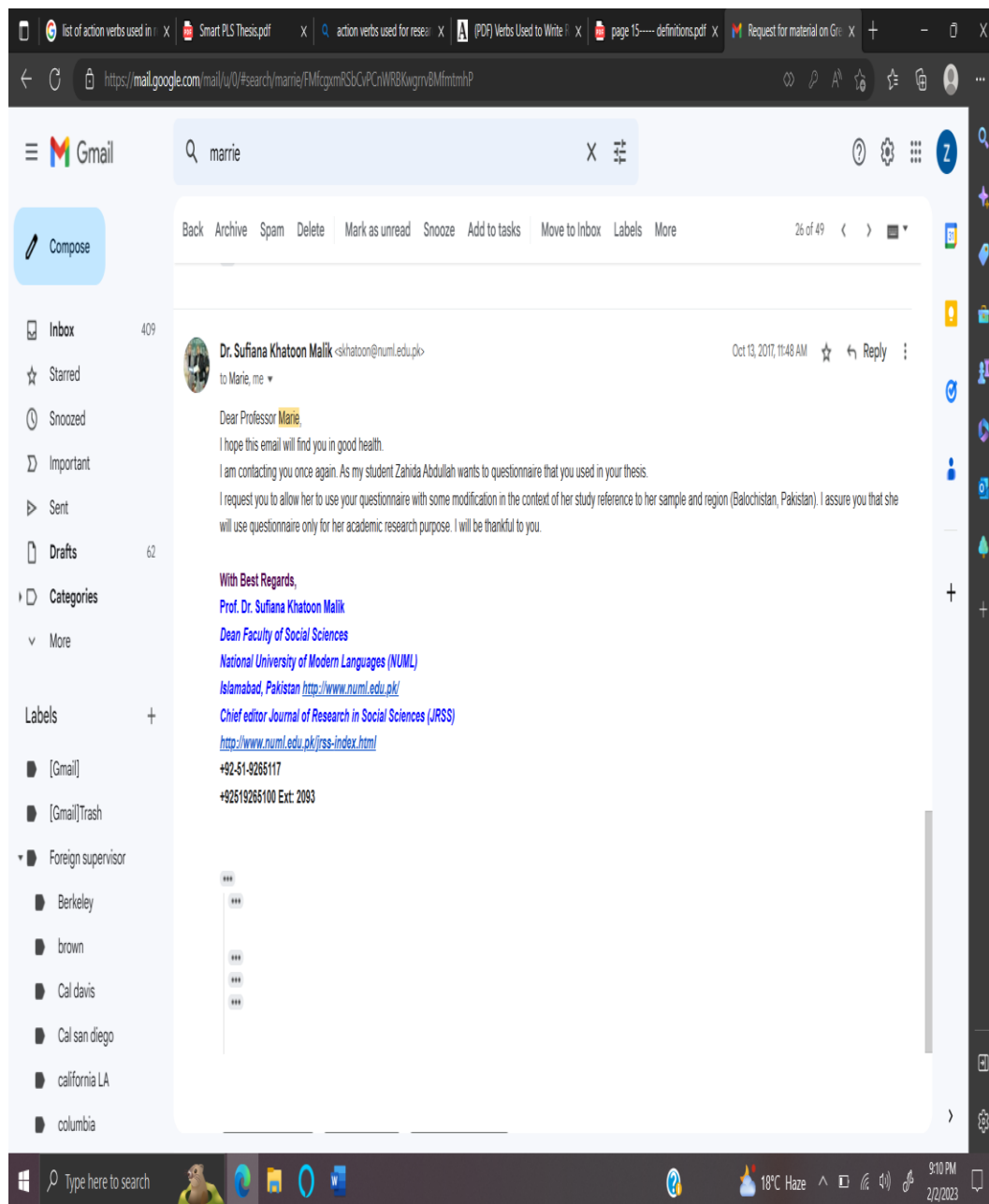
Appendix E

Permission of Scale Adaptation



Appendix E1

Permission of Scale Adaptation

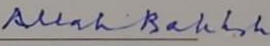


Appendix F**Certificate of Instrument Validation****Certificate of Instrument Validation**

This is to certify that the attached research instrument developed by Ph.D. scholar Ms. Zahida Abdullah of the National university of Modern Languages Islamabad, underwent validation from the undersigned. It is further certified that after considering all my recommendations and suggestions for the improvement of the said research instrument, I recommended the use of this instrument for the data collection of the said Ph.D. Scholar for her study entitled: "University Stakeholders' Perception about Effectiveness of Performance Appraisal Practices with reference to Organizational Justice".

In view thereof, the evaluation has affixed my signature below as confirmation of the examination and approval I have made here to.

Certified By:


Prof: Dr. Allah Bakhsh

BRIG (R)
DR. ALLAH BAKHSH MALIK
Rawalpindi. Tel No. 5502206

Appendix F1

Certificate of Instrument Validation


This is to certify that the attached research instrument developed by Ph.D. scholar Ms. Zahida Abdullah of the National university of Modern Languages Islamabad, underwent validation from the undersigned. It is further certified that after considering all my recommendations and suggestions for the improvement of the said research instrument, I recommended the use of this instrument for the data collection of the said Ph.D. Scholar for her study entitled: "University Stakeholders' Perception about Effectiveness of Performance Appraisal Practices with reference to Organizational Justice".

In view thereof, the evaluation has affixed my signature below as confirmation of the examination and approval I have made here to.

Certified By:


Prof. Dr. ~~Zahid Mahmood~~
DIRECTOR
Public Private Partnership Unit
Finance Department Govt. of Sindh

Appendix F2




**Balochistan University Of Information Technology, Engineering
& Management Sciences, Quetta**

Quality & Excellence In Education

Certificate of Instrument Validation

This is to certify that the attached research instrument, developed by Ph.D. scholar Ms. Zahida Abdullah of the National University of Modern Languages Islamabad, underwent validation from the undersigned. It is further certified that after considering all my recommendations and suggestions for the improvement of the said research instrument, I recommended the use of this instrument for the data collection of the said Ph.D. Scholar for her study entitled: "University Stakeholders' Perception about Effectiveness of Performance Appraisal Practices with reference to Organizational Justice."

In view thereof, the evaluation has affixed my signature below as confirmation of the examination and approval I have made hereto.

Certified By: 

Prof. Dr. Bilal Sarwar

PROFESSOR
Department of Management Sciences,
Balochistan University of Information
Technology, Engineering and Management
Sciences, Quetta.

Takatu Campus Airport Road, Bahili, Quetta (Main Campus) Phone: 081-2880403-2881076
City Campus: Jinnah Town, Quetta. Phone: 081-9202463, 9201051 UAN: 081-111-717-111
E-mail: info@buitms.edu.pk URL: www.buitms.edu.pk