
**ATTITUDES TOWARDS PERFORMANCE
APPRAISAL. A CASE OF THE MINISTRY OF
BASIC EDUCATION, SPORTS AND CULTURE
AND THE MINISTRY OF LABOUR IN
WINDHOEK.**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
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ABSTRACT

The present study presents the results of a survey that determines the current status of the employees' attitudes towards performance appraisal in the Namibian Public Service, with specific reference to the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The performance appraisal system in question was implemented in 1997 and suspended in 1998. The study was conducted within the theoretical framework of the "three-component model" on attitudes, which was applied to performance appraisal. Against this background, the variable 'attitudes towards performance appraisal' was operationalised and a questionnaire was developed in order to investigate attitudes towards performance appraisal. It was hypothesised that the overall attitude of employees towards performance appraisal will be negative. Survey data collected from 136 employees supported this prediction. No significant differences were found in the employees' attitudes towards performance appraisal regarding gender, age, income and years of employment. The study could also not find a significant difference in the two ministries. As a surprising result, significant differences in attitudes towards performance appraisal on cognitive level could be found with regard to qualification, quite in contrast to the expectations: the higher the qualification the more negative was the attitude. The results are discussed based on attempts of interpretation and recommendations for the design and implementation of a performance appraisal system.

Table of contents

<i>Acknowledgements</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Declarations</i>	<i>vi</i>
1. Introduction	1
2. Theoretical framework	9
2.1 Definition of the concept “attitude”	10
2.2 Three-component attitude model	14
2.3 Attitudes and behaviour	17
2.4 Functions of attitudes	19
2.5 Measuring attitudes	20
2.6 Likert’s method of summated ratings	21
2.7 Summary	22
3. Literature review	25
3.1 Subordinates reactions to performance appraisal	27
3.2 Employee participation in performance appraisal	29
3.3 Employees acceptance of performance appraisal	32
3.3.1 Procedural justice	33
3.3.2 Employee voice	34
3.3.3 Information validity processes	36
3.4 Perceived system knowledge and appraisal reactions	37
3.4.1 Perceived system knowledge (PSK)	38
3.4.2 PSK and appraisal reactions	39
3.5 Trust and performance appraisal	41
3.6 Characteristics of effective performance appraisals	44
3.7 Summary	46
4. Empirical conceptualisation of the study	49
4.1 Research methodology	51
4.1.1 Data generation	52

4.1.2 The target group/sample	56
4.1.3 The hypotheses	58
4.2 The results	60
4.2.1 Descriptive results	62
4.2.2 Attitudes towards performance appraisal with regard to the two ministries	65
4.2.3 Attitudes towards performance appraisal with regard to gender	68
4.2.4 Attitudes towards performance appraisal by age	70
4.2.5 Attitudes towards performance appraisal by income	73
4.2.6 Attitudes towards performance appraisal by qualifications	76
4.2.7 Attitudes towards performance appraisal by years of employment	79
4.2.8 Three – component attitudes by demographic data	79
4.3 Summary	84
5. Discussion and interpretation	87
5.1 Contributing factors to negative attitudes towards performance appraisal	88
5.1.1 Lack of mutual understanding	88
5.1.2 Lack of performance objectives	90
5.1.3 Involvement in and satisfaction with performance appraisal	91
5.1.4 Lack of clear understanding of the performance appraisal	93
5.1.5 Lack of accurate performance appraisal information	95
5.1.6 Attitudes in the two ministries	96
5.1.7 Attitudes and gender	98
5.1.8 Attitudes and qualifications	98
5.2 Implications for future research	101
5.3 Limitations	103
5.4 Conclusion	105
References	109
Appendix A: Performance appraisal questionnaire	117
Appendix B: Operationalisation of variables	123

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DEDICATION

I dedicate this thesis to my parents, Kamati and Mpingana Amunkete, especially to mom whom through her words of wisdom made me to think that psychology is really a common sense.

DECLARATIONS

- (1) This document is a true reflection of my own research, and has not been submitted to for a degree in any other institutions of higher learning.

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Introduction

Many organisations are conducting performance appraisal. The reasons for this range from administrative decisions concerning salary and promotion to performance feedback and development, and personnel research (Cawley, Keeping & Levy, 1998). Therefore performance appraisals are among the most important human resource systems in organisations insofar as they represent critical decisions integral to a variety of human resource actions and outcomes (Judge & Ferris, 1993 in Cawley et al., 1998). As a result of this importance, a concern arises on how effective and reliable performance appraisals are. According to Cawley et al. (1998) appraisal effectiveness refers to how well the appraisal is operating as a tool for the assessment of work performance.

Most of the research in the field of performance appraisal has been looking at the appraisal effectiveness in the areas of rater errors, training, rating accuracy, and qualitative aspects of appraisal such as data availability, equivalence, interpretability, and practicality (Murphy & Cleveland, 1995). However, there is a need to research on employees' attitudes towards performance appraisal, as it may be one of the criteria that

may be critical in evaluating the success and effectiveness of an appraisal system (Murphy & Cleveland, 1995).

It is expected that subordinates' reactions to appraisal systems will have an impact on the success and effectiveness of an appraisal system (Cawley et al., 1998). Bernardin & Beatty (1984, in Cawley et al., 1998) and Wexley (1987 in Murphy & Cleveland, 1995), emphasised that subordinates' reactions are usually better indicators of the overall viability of an appraisal system than more narrow indices, such as leniency or halo, because these indices are overused and less useful measures of effectiveness. One may develop the most technically sophisticated, accurate appraisal system, but if that system is not accepted and supported by the employees, its effectiveness will ultimately be limited (Cardy & Dobbins, 1994; Murphy & Cleveland, 1994). Because of the nature of the performance appraisal, Cawley et al. (1998) suggest that employees attitudes towards performance appraisal may play an increasingly important role in appraisal processes as the procedures and systems continue to develop.

Like in many organisations (Schneier, Beatty & Baird, 1997), a dilemma exists in the Public Service of Namibia in designing and implementing, managing and administering the Performance Appraisal System. This has been a dilemma since many organisations are not consistent and systematic in applying performance appraisal. The current system which has been suspended with effect from 1 April 1998, has tried to accommodate the concerns addressed in several research on performance appraisal such as raters' errors,

raters' training, accuracy and qualitative aspects such as equivalence, interpretability and practicality (Public Service Staff Rules: E. VI: Part 1: Performance Appraisal, 1997). All these concerns are aimed at ensuring that the performance appraisal is effective. However, what seems not to have been addressed is the way the people who are being rated, employees (ratees) feel towards assessment or what attitudes employees have towards performance appraisal.

It may be of importance to give a brief overview of the performance appraisal system in Public Service of Namibia. After independence in 1990, Namibia inherited a large number of civil servants from the colonial era. The staff members who were employed in the Public Service prior independence were allowed to keep their positions in the newly independent Republic of Namibia. While this was done in the spirit of national reconciliation, it was also necessary to ensure the continuity in the running and the functioning of the Public Service of Namibia. The number of civil servants was further increased with the appointment of ex-exiles who were qualified for jobs in the Public Service in order to create a balanced public service, consisting of those who were already employed prior to independence and those who came back from exile. The evaluation of performance of staff members was done through a system called Efficiency Rating System that was also inherited from the old dispensation. The system was viewed too colonial, biased, discriminatory and was withdrawn in the 1996/97 financial year. In the 1997/98 financial year, a new system called Performance Appraisal

was phased in. This system was upheld as a good system, it was considered fair, as it allowed staff members to rate themselves and agree with their supervisors on the final ratings. The system was linked to rewards such as money and promotions. During its first year of implementation difficulties were encountered with its administration and especially with the linkage to payment. The system was found to be too loose in meeting its purposes, and as such, was withdrawn or suspended in April 1998 pending further studies.

Some shortcomings that have been associated with the failure of the implementation of this performance appraisal system are that:

- ◆ The system administrators were not properly and well trained before the implementation of the system
- ◆ No effective piloting was done prior to the implementation of the process
- ◆ Various stakeholders in the performance appraisal system such as employees, trade unions, subject experts were not properly consulted throughout the development and implementation of the system.
- ◆ The system was linked to remuneration without proper management of change.

- ◆ The Management cadre were not effectively trained as to the implementation of the performance appraisal system, as a result they did not conceive the whole spectrum of the system.
- ◆ The ministries did not conduct appraisal reviews regularly.
- ◆ The setting of the performance objectives during the appraisal period under review i.e. 1997 – 1998 was done retrospectively in order to ensure the completion of the appraisal forms.

It is assumed that these shortcomings and many more have contributed to the failure of the implementation of the performance appraisal system in the Public Service of Namibia. At the same time, among others, these shortcomings might have contributed to the way employees in the government ministries had perceived performance appraisal and hence their attitudes.

The concern is that the Public Service (PS) is likely to conduct other studies which will either design another performance appraisal system or will fine tune the existing appraisal forms and implement it again. If this will be the situation, the PS will be likely to face a similar problem of being dissatisfied with the system during the implementation. According to Schneier, Beatty & Baird (1987), time and again polls and surveys demonstrate that performance appraisal is viewed as ineffective by those being appraised, those conducting the appraisal, and those required to design and

administer the process. The public service of Namibia can therefore not be an exception in this regard. Schneier et al. (1987) are of the view that the design and implementation of an effective performance appraisal system in any organisation (including our the Public Service of Namibia) is the most difficult task facing managers and administrations alike. It is characterised by the situation where not all users are satisfied with the system, it is recurring and the revisions are costly. Since there seems not to be any research conducted in Namibia in the area of performance appraisal, especially in the public sector, many questions remain unanswered.

It is therefore against this background that a need exists to conduct a research in the area of performance appraisal, particularly to consider employees' attitudes that may influence their acceptance, satisfaction and reaction to performance appraisal and which may ultimately make the appraisal a successful tool to improve or develop performance. It is therefore the aim of the present research to analyse the attitudes and perceptions of employees in the Namibian Public Service towards performance appraisal. Since the Public Service is large, consisting of many ministries, offices and agencies, the present study will therefore confine itself to the Ministry of Basic Education, Sports & Culture and the Ministry of Labour.

The research question I would like to investigate therefore is: What are the attitudes of employees (in the Ministry of Basic Education, Sports & Culture and the Ministry of

Labour) towards the performance appraisal? It can be assumed that if there are negative attitudes toward the appraisal, then such a system will have a negative impact on the assessment of employees' performance and will not be reliable. If there are positive attitudes, the basic assumption is that this will lead to a positive impact on the performance assessment and it is likely that it will be reliable. The findings of the present study may shed different light, for example, it may encourage the consideration of the attitudes of employees as one of the criteria for determining the effective use of performance appraisal system.

Apart from this introductory chapter, the remaining part of this thesis has been divided in four chapters. The chapters are briefly introduced as follows:

Chapter 2 provides an overview of the theoretical framework on which the present study will be based. The chapter looks at the concept "Attitude", the complexity of its definition and the evolution of the three-component attitude model, a model that forms the basis of the present study. The three-component attitude model has been discussed in the context of the contemporary Social Psychology.

Chapter 3 examines the relevant literature review that considers attitudes of employees towards performance appraisal. The chapter discusses in detail the performance appraisal variables that have been used to operationalise the concept 'attitude'. These are basically the subordinates' reactions to the performance appraisal, employees'

participation in the performance appraisal, employees' acceptance of performance appraisal, employees' perceived system knowledge of performance appraisal and employees' trust in management as a result of performance appraisal.

The empirical conceptualisation of the present study has been discussed in Chapter 4. In this chapter, the research methodology and the procedures under which the present study has been conducted as well as the hypotheses are discussed. The last part of the chapter has been devoted to the presentation of the results and the findings of the present study.

Chapter 5 is the last chapter of the present study. In this chapter, the results of the present study are discussed, analysed and interpreted in detail. The chapter also looks at the implications of the present study to the future research. The limitations for the findings of the present study have been exposed. The final section of this chapter makes recommendations regarding the involvement-oriented approach to performance appraisal and concludes both the chapter and the entire study.



Theoretical framework

Since the present study will examine the attitudes of employees towards performance appraisal, it is therefore important to reflect first on the concept of attitude.

According to Eiser (1994) we all have a rough idea of what attitudes are. To say that we have certain attitudes towards something or someone is a shorthand way of saying that we have feelings or thoughts of, like or dislike, approval or disapproval, attraction or repulsion, trust or distrust and so on. Such feelings will tend to be reflected in what we say and do, and in how we react to what others say and do.

This chapter will therefore try to outline the following issues: the definition of the concept attitude; the three-component attitude model; the functions of attitudes; attitudes and behaviour and measuring of attitudes, especially, with specific reference to Likert's method of summated ratings.

2.1 Definition of the concept "attitude"

According to Jaspars (1986), there is no commonly accepted definition of the concept of attitude. Gordon Allport (1935:789 in Berkowitz, 1986) states: "The concept of attitude,

is probably the most distinctive and indispensable concept in contemporary American social psychology. No other term appears more frequently in the experimental and theoretical literature". For him and most social scientists of the period, attitudes clearly governed social conduct. Allport (in Jaspars, 1986:256 and in Hogg & Vaughan, 1998:116) defines attitude as "a mental or neural state of readiness, organised through experience, exerting a directive dynamic influence upon the individual's response to all objects and situations with which it is related. Hogg & Vaughan (1998) refer to Allport's definition as a **two-component attitude model**. They argue that this model stresses that attitude is a state of mental readiness, or an implicit predisposition; and, that it has a generalising and consistence influence on evaluative (judgemental) responses. From Allport's definition, both Jaspars (1986) and Hogg & Vaughan (1998) concur that attitude cannot be observed directly but must be considered as a 'state of readiness' for response which has to be inferred from overt behaviour. Hogg & Vaughan (1998) are of the view that today supporters of the concept of attitude see it as a construct that precedes behaviour and guides our choices and decisions for action.

According to Edwards (1957:2) Thurstone (1946) defines an attitude as "the degree of positive or negative associated with some psychological object". By psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal or idea toward which people can differ with respect to positive or negative affect. Hogg & Vaughan (1998) have referred to this definition by Thurstone as a **one-component**

attitude model, as it views attitude as the “affect for or against a psychological object”. Edwards (1957) points out that in the literature of psychology, the terms affect and feeling were used interchangeably. An individual who has associated negative affect or feeling with some psychological object is said to like that object or to have a favourable attitude toward the object. An individual who has associated negative affect with the same psychological object would be said to have an unfavourable attitude toward the object.

“Attitude” as defined by Manstead (1996:3), refers to “a relatively enduring tendency to respond to someone or something in a way that reflect a positive or negative evaluation of that person or thing”. Eagly and Chaiken (1993:3 in Manstead, 1996) refer to attitudes as “tendencies to evaluate an entity with some degree of favour or disfavour, ordinarily expressed in cognitive, affective and behavioural responses”. Entity, according to Manstead (1996), means the object of an attitude, and can include individuals, inanimate objects, concepts, social groups, nations, social policies, behaviours, and so on, in fact anything to which one can respond favourably or unfavourably.

Attitude is a hypothetical construct, in the sense that we cannot directly sense, see, touch or physically measure it (Manstead, 1996; Hogg & Vaugham, 1998). Its existence is inferred from certain classes of evaluative response to the attitude object. By attitude

object Manstead (1996) is referring to the large class of people and things towards which we can hold attitudes. We can also infer somebody's attitude on the basis of his or her emotional responses. Ajzen (1988, in Manstead 1996) suggests that evaluative response can be organised in terms of two dimensions, one distinguishing between verbal and non-verbal responses and the other distinguishing between cognitive, affective and behavioural responses.

Oppenheim, (1978) defines attitude as a "state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli". The individual's attitudes are present but dormant most of the time, they become expressed in speech or other behaviour only when the object of attitude is perceived. Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feelings (the emotional component) that will lead to a particular form of behaviour (the action or behavioural tendency component).

Eiser (1994), outlines some of the main assumptions implicit in the use of the term "attitude" as follows:

- ◆ Firstly, attitudes are subjective experiences.
- ◆ Secondly, attitudes are experiences of some issue or object.

- ◆ Lastly, attitudes are experiences of some issue or object in terms of an evaluative dimension.

Similar to Oppenheim (1978) and Manstead (1996)'s definitions, Hogg & Vaugham (1998: 115) define attitude as “a relatively enduring organisation of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. A general feeling or evaluation — positive or negative — about some person, object or issue”. This definition reflects the **three-component attitude model** on which the present study will be based. While it describes attitudes as a relatively enduring organisations of beliefs, feelings and behavioural tendencies, towards socially significant objects, groups, events or symbols; the three components, according to Hogg & Vaugham (1998) also stress that:

- ◆ Attitudes are relatively permanent — that is they persist across time and situations.
- ◆ Attitudes are limited to socially significant events or objects.
- ◆ Attitudes are generalisable and involve at least some degree of abstraction.

2.2 Three-component attitude model

The three-component attitude model consists of the following components: affect, behaviour and cognition (Breckler, 1984 in Baron & Byrne, 1987). This view was first articulated by Rosenberg & Hovland in 1960 (Manstead, 1996). The affect component refers to positive or negative emotions — our gut-level feelings about something (Baron & Byrne, 1987; Eiser, 1994; Manstead, 1996). The behaviour component involves our intentions to act in certain ways, to engage in behaviours that are somehow relevant to our attitudes. The cognition component refers to the thinking and interpreting that goes into forming or using an attitude. Each attitude is made up of a cluster of feelings, likes and dislikes, behavioural intentions, thoughts and ideas, which are closely interrelated (Baron & Byrne, 1987 and Hogg & Vaughan, 1998).

**Measurable
independent**

**Intervening
variables**

**Measurable
dependent**

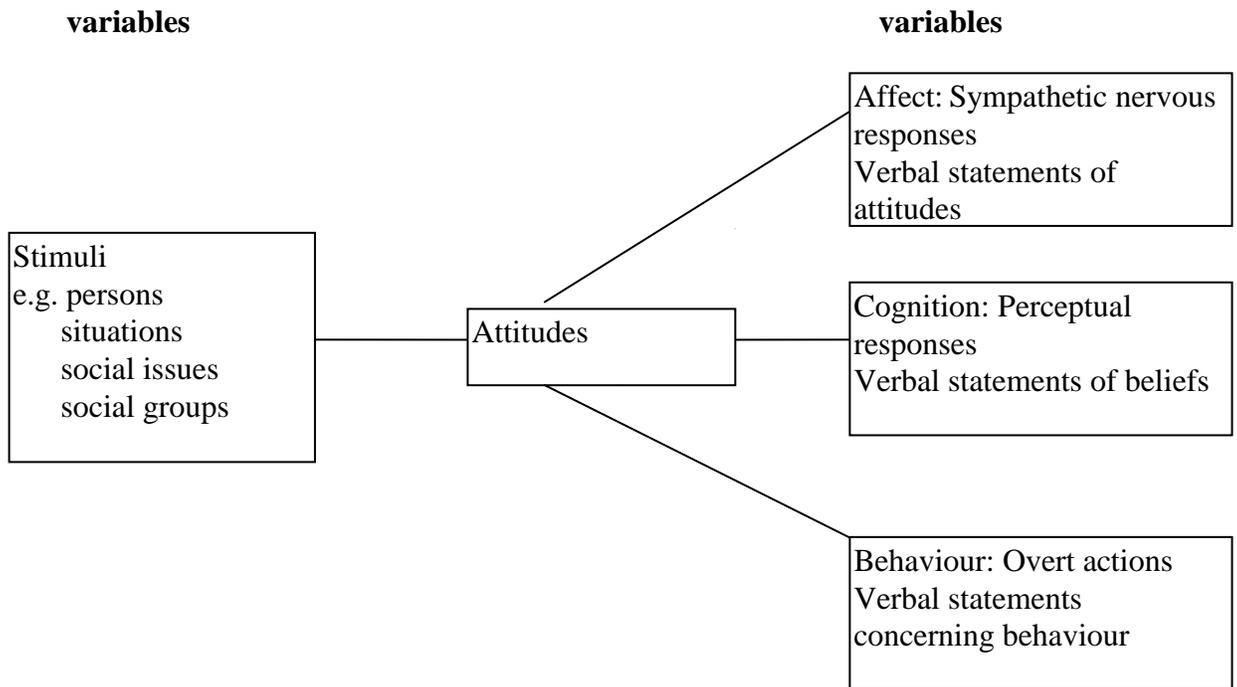


Figure 1: The three-component structure of attitudes (Rosenberg & Hovland, 1960 in Manstead, 1996).

Figure 1 shows how the hypothetical construct of attitudes to an object is inferred from observable responses to the actual or imagined presence of the object. According to Manstead (1996) if cognitive, affective and behavioural measures of evaluative responses to an object are all indices of the same underlying construct, attitude, then there should be some consistency between them. While easily said so, there has been many research findings indicating that in fact the correlations between people's stated feelings and how they act are "rarely above 0.30 (with 1.00 being a perfect relationship) and often near zero" (Berkowitz, 1986, Manstead, 1996). As a result, Berkowitz (1986) points out that, many psychologists concluded that attitudes were not as important as

they were supposed to be. Allport's characterisation of "attitude" as a central concept in the field was no longer valid (Berkowitz, 1986). Referring to this low correlation between measures of attitude and measures of behaviour, Wicker (1971 in Manstead, 1996) went even further suggesting that 'it may be desirable to abandon the attitude concept'.

Instead of being abandoned, attitudes therefore continue to fascinate the researchers, and remain a key, if controversial, part of social psychology (Hogg & Vaugham, 1998). Researchers, especially in the world of politics and commerce demonstrated that suitably devised attitude measures could be quite successful in predicting how people will act (Schuman & Johnson, 1976 in Berkowitz, 1986). Appropriate attitudes measures can predict future conduct at least moderately well. Attitudes are often consistent with action, for some at least (Bentler & Speckart, 1981 in Berkowitz, 1986) can influence behaviour as well.

Jaspars (1986) maintains that the three components are organised in a consistent fashion. For example, he states that positive feelings about the attitude object go together with assigning positively evaluated traits and positive action tendencies to that attitude object. He concluded that there is good evidence that there does exist at least some cognitive, affective and conative consistency of attitudes.

2.3 Attitudes and behaviour

Edwards (1957), points out that although there is no necessary one-to-one correspondence between overt behaviour and attitudes, attitudes as factors influencing or determining behaviour, may be one of many such, and not necessarily the most prepotent. Edwards (1957) suggests further that if we expect to predict behaviour from feelings or attitudes, then these other factors must be taken into account. Similarly, if we expect to infer attitudes or feelings from direct observations of behaviour, we must always consider the possibility that our inference will be incorrect because the behaviour may be determined by factors other than the individual's feelings.

Confirming the relationship between attitudes and behaviour, is the theoretical framework developed by Fishbein & Ajzen (1975, in Manstead, 1996) known as the **theory of reasoned action**, which has two key attributes. First, it is argued that strong relationship between attitudes and behaviour will only be found where attitudinal measures and behavioural measures are compatible with respect to action, object, context and time elements of behaviour. The second key attribute is that attitude is construed as just one determinant of behaviour. In this framework, Manstead (1996) points out the underlying theme, i.e. *behavioural intention*, to which he argues that behaviours can be performed if the individual chooses to perform them, or not performed if individual chooses not to perform them.

Ajzen & Fishbein (1977 in Andrich & Styles, 1998) have further confirmed one factor in the determination of behaviour. Fishbein and Ajzen (1974) postulated that it is

possible to predict behaviour from attitude if (a) behaviour is judged to be relevant to attitude, (b) attitude and behaviour are at comparable levels of specificity, and (c) behavioural intentions are taken into account.

Therefore, the fact that attitude can predict behaviour has been confirmed by Edwards (1957), Schuman & Johnson, (1976 in Berkowitz, 1986), Bentler & Speckart (1981 in Berkowitz 1986), and Ajzen & Fishbein (1977) and Fishbein & Ajzen (1974 both in Andrich & Styles 1998). However, some researchers (Edwards, 1957, Ajzen & Fishbein, 1977) caution that, attitudes should be considered as only one of the factors in the prediction of behaviour. As this research is looking at the attitudes of staff members in Public Service towards performance appraisal, it is therefore taken into consideration that attitudes can influence the way staff members behave towards the appraisal system, they are not the only factors responsible for that. Considering this caution, the present study will however not investigate the relationship between the attitude measures and behavioural measures among the staff members. The predictability of behaviour by attitudes is a complex and broad topic that needs a study of its own.

2.4 Functions of attitudes

Hogg & Vaughan (1998) maintain the view that attitudes are basic and pervasive in human life. They argue that without the concept of attitude we would have difficulty in construing and reacting to events, in trying to make decisions, and in making sense of our relationships with people in everyday life. Katz (1960 in Hogg & Vaughan, 1998),

proposed that there are various kinds of attitudes, each serving different functions such as: knowledge, instrumentality (means to an end or goal), ego-defence (protecting one's self-esteem), and value-expressiveness (allowing people to display those values which uniquely identify and define them).

According to Smith, Bruner & White (1956 in Hogg & Vaughan, 1998), an attitude saves energy, since we do not have to figure out from scratch how we should relate to the object or situation in question. Fazio (1989 in Hogg and Vaughan, 1998), argues that the main function of any kind of attitude is a utilitarian one: that of object appraisal. This should hold regardless of whether the attitude has a positive or negative valence — that is whether our feelings about the object are good or bad. Merely possessing an attitude is useful because of the orientation towards the object that it provides for the person (Hogg & Vaughan, 1998).

2.5 Measuring attitudes

While measuring attitudes is not an easy task, since attitudes cannot be observed directly, Thurstone (1927, 1928, 1929 in Andrich & Styles, 1998) demonstrated that attitudes could be measured. According to Andrich & Styles (1998), Thurstone's rationale for measuring attitudes was first to construct an instrument and then to use this instrument to measure attitudes. Attitudes are usually measured, by asking people to

react to a number of verbal statements about their affinities for and aversions to some identifiable aspects of their environment (Jaspars, 1986). Researchers rely on this approach and often make use of attitude questionnaires or scales. Rating scales are designed to allow respondents to indicate the strength of their attitude towards a specified topic. In all attitudes scales, respondents indicate their agreements and disagreements with a series of statements about the object of the attitude (Anastasi, 1990). Occasionally, attitudes are measured by a single question, which asks people to make positive or negative evaluation about a specific topic (Hogg & Vaughan, 1998). The use of a single question to measure an attitude, according to Hogg & Vaughan (1998), is typically not favoured by psychologists. Hogg & Vaughan (1998) argue that the reason to make use of larger set of items is that responses to any one question are often affected by irrelevant factors (such as the wording of the question). They further conclude that, if responses are averaged across a number of questions, a more valid measure is obtained because the error inevitably associated with the individual items tends to cancel out across a number of items. Foddy (1994) argues that because rating devices are questions, they (questions) should satisfy three basic considerations: (a) the topic of focus should be clearly defined; (b) the relevance of the topic to the respondents should be established; and (c) respondents should all give the same kind of answers.

Several paper-and pencil tests have been developed to measure attitudes. The four major approaches to attitude scale construction that are commonly encountered in the

psychological literature are: (1) Thurstone's method of equal-appearing intervals; (2) Likert's method of summated ratings; (3) Guttman's scalogram; and (4) Osgood's semantic differential (Hogg & Vaughan, 1998, and Anastasi, 1990). It is beyond the scope of this theoretical framework to discuss these approaches to attitude scale construction. However, because the present study will make use of Likert's method of summated ratings to measure the attitudes of staff members towards performance appraisal, it is just in order to briefly discuss it.

2.6 Likert's method of summated ratings

In 1932, Likert developed a technique that produces a reasonably reliable attitude scale with relative ease (Anastasi, 1990; Edwards, 1957; Hogg & Vaughan, 1998; and Andrich & Styles, 1998). A series of attitude statements are presented, and respondents check their extent of agreement or disagreement with the statements, using a 5-point scale with the points usually labelled 'strongly agree' (SA), 'agree' (A), 'undecided' (U), 'disagree' (D) and 'strongly disagree' (SD) (Anastasi, 1990; Edwards, 1957; Hogg & Vaughan, 1998; and Andrich & Styles, 1998). According to Hogg & Vaughan (1998), when a number of these statements are used, a person's score on the various items can be summed, and the resulting total used as an index or a measure of the person's attitude. They further postulate that, when developing a Likert scale, researchers find that not all questions will correlate equally with the total, for some will be more effective measures of the attitude than others. Therefore, those questions that

do not correlate highly with the total are dropped, and the ones that are left are used as the summed index of a person's attitude. It is actually for this reason that Andrich & Styles (1998) state that the statements that reflect an ambivalent attitude have no place in Likert-type questionnaires. In contrast to other types of scales, Likert scale has been found to be more statistically reliable, less time-consuming to construct and its range reflects directly the attitudes of the participants who constitute the sample.

2.7 Summary

From this theoretical framework it is evident that there is no commonly accepted definition of the concept attitude. However, looking at different definitions, Hogg & Vaughan's (1998) definition of the three-component model of attitude which states that attitude is "a relatively enduring organisation of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. A general feeling or evaluation — positive or negative — about some person, object or issue", seems to be embracing one of all if not most of the definitions.

It has been assumed that while the three components of attitudes, i.e. cognitive, affection (emotional) and behavioural are all indices of the same underlying construct, attitude, then there should be a consistency among them. If there is such consistency then attitudes should at least predict behaviour. In fact, early research indicated contrary to that, which almost caused pessimism among researchers towards studying the concept 'attitude'.

However, attitudes measures have been found successful in different areas of social sciences (e.g. politics and commerce) in predicting how people will act in specific circumstances. In addition, many researchers have confirmed that a relationship between attitudes and behaviour does actually exist, hence making it easier to claim that attitudes are one of the factors that can predict or influence behaviour.

Because attitudes endure or persist across time and situations, it is also a learning from this theoretical framework that attitudes save us energy as we do not have to spend time thinking how we relate to significant objects or events. Therefore, attitudes help us interpreting and reacting to everyday events and also enable us to make sense out of our relationships with others.

While it is not easy to measure attitudes, as they are not tangible, a number of attitude scales construction approaches have been developed to assist in measuring this distinctive and indispensable construct, attitude.

Although the present study took place almost a year after the performance appraisal system in the Public Service of Namibia was suspended, the assumptions made in this theoretical framework have much to that effect. It has been assumed that attitudes are relatively permanent, and that they persist across time and situations. It has also been assumed in the present study that attitudes are limited to socially significant events or

objects. In this regard, performance appraisal in the Public Service, like in any other organisation, is considered as an important phenomenon, and its implementation in 1997 was considered as a socially significant event. It has also been assumed in this study that attitudes are generalisable and involve at least some degree of abstraction. As a result, the findings of the present study can be generalised to other employees that were not involved in the study, to the ministries concerned and to certain extent to the Public Service as a whole.

Therefore, it is within the context of this theoretical framework of attitude, that attitudes of employees or staff members within the Ministry of Basic Education, Sport & Culture and Ministry of Labour, towards performance appraisal will be investigated.

3



Literature review

The study of the relevant literature brings evidence that the consideration of employees' attitudes, i.e. emotions (affects), cognition and behaviours towards performance appraisal is justified. Most of the studies dealing with performance appraisal concentrate only on issues such as scale development, scale formats, reducing test and rater bias and rater training (Austin & Villanova, 1992; Edwards, 1957; Guilford, 1954; Landy & Farr,

1980; and Bernardin & Pence, 1980 in Murphy & Cleveland, 1995). Murphy & Cleveland (1995) further state that to date, much of the research on performance appraisal can be described as a search for better, more accurate, and more cost-effective techniques for measuring job performance. In addition to the claim made by Murphy & Cleveland (1995), Tziner, Koppelman & Joanis (1997), are also of the view that, one aspect of performance appraisal that has received considerable attention over the past decades is the rating format. Tziner et al., (1997) further argue that much effort has been devoted to developing an appraisal format conducive to high psychometric qualities of performance ratings. However, little research attention was paid to the impact of the appraisal format on work attitudes and reactions to performance appraisal process. It is therefore the objective of the present study to consider alternatively performance appraisal on the side of the employees, as they are the ones who are appraised. In other words, to study the employees' attitudes towards performance appraisal that may influence their acceptance, satisfaction and other reaction factors that may ultimately make appraisal a successful tool to improve or develop performance.

In recommending a direction for future research and practice in performance appraisal, Murphy & Cleveland (1995), are of the view that raters' and ratees' reactions to the performance appraisal system are critical contextual determinants of appraisal process and outcomes. They therefore suggest that to help guarantee a favourable reaction to appraisal practice, one has to determine what appraisal practice is either accepted as

legitimate or rejected by major constituencies in the organisation. Practices that are not accepted as legitimate are unlikely to work well, no matter how sophisticated the technology or theory involved (Cardy & Dobbins, 1994; Carrol & Schneir, 1982; Lawler, 1967; Murphy & Cleveland, 1995). Therefore, Hedge & Borman (1995, in Murphy & Cleveland, 1995), in their discussion of the changing nature of performance appraisal, suggested that worker attitudes towards performance appraisal may play an increasingly important role in the appraisal process as the procedures and systems continue to develop.

The literature review of the present study will look at the different dimensions or factors from performance appraisal research and literature that have been found to have an influence in the employees' reactions to performance appraisal. These dimensions have been also found to have an influence in the employees' attitudes and behaviour toward both the appraisal process and system. In this regard performance appraisal will be conceptualised within the context of the following aspects: subordinates reactions to performance appraisal, employee participation in performance appraisal, perceived system knowledge as an appraisal reaction; and trust and performance appraisal. An attempt will then be made to integrate these factors in order to identify the possible variables for operationalisation.

3.1 Subordinates reactions to performance appraisal

As mentioned earlier on, the reactions of subordinates regarding their performance appraisal can be an important determinant of the success of and effectiveness of the appraisal process. According to Cawley et al., (1998), many researchers have assessed different types of subordinate reactions and have operationalised these reactions in various ways. Giles & Mossholder (1990, in Cawley et al.) identify **satisfaction** as the most frequent assessed subordinate reactions to performance appraisal. Satisfaction as a reaction to performance appraisal has been measured in one of the two different ways: satisfaction with the appraisal interview (session) and satisfaction with the appraisal system (system) (Cawley et al., 1998). Most research has focused on satisfaction with interview (Giles and Mossholder, 1990; Mount, 1984 in Cawley et al. 1998). This was, according to Cawley et al. (1998), perhaps because most of the early work on appraisal satisfaction focused on the appraisal interview. However, Cawley et al. (1998) explain the differences between the system and session by examining their relationship with different types of participation. Cawley et al. (1998: 616) state that “Because participation is usually operationalised as employees’ perceptions of the extent to which they were able to participate in the performance appraisal session, it is predicted that a stronger relationship will be uncovered between participation and satisfaction with the appraisal session than will be uncovered between participation and satisfaction with the appraisal system”. Cawley et al. (1998) have confirmed the Ajzen & Fishbein (1997)’s theory of reasoned action (discussed in Chapter 2), which theorises that relationships among attitudes or behaviours will be enhanced when the attitudes or behaviours

involved correspond or match in terms of the target and action. It is assumed here that the employees' perceptions (attitudes in this regard) match the target or action (behaviour).

The study by Cawley et al., (1998) seems to have extended the initial findings of Dobbins, Cardy & Platz (1988 in Murphy & Cleveland, 1995), who concluded that, staff members who are involved in the development of performance appraisal tend to be more satisfied with the appraisal interview and more motivated to improve performance. Dobbins, Cardy, and Platz (1988, in Murphy & Cleveland, 1995) examined the relationship among five appraisal characteristics (secrecy, opportunity to develop actions' plans, presence of a rater training program, and frequency of evaluation) and employee satisfaction with the appraisal process. They found that ratees were more satisfied with the appraisal process when they were able to provide input into the process, assisted in the development of actions of plans, and were knowledgeable about dimensions and procedures of evaluation.

3.2 Employee participation in performance appraisal

Research on employee participation could not reach a consensus on the meaning of participation and its underlying mechanism (Anderson, 1993, Greenberg & Folger, 1983; Korsgaard & Roberson, 1995; Locke, & Schweiger, 1979 in Cawley et al., 1998). Early research on participation in performance appraisal context differentiated between

four basic forms of participation: who talks the most in the appraisal interview (subordinate or supervisor); who sets the goals for the future (subordinate or supervisor); whether the subordinate has the opportunity to state his or her side of the issue; and whether the subordinate felt that he or she influenced the appraisal in any way (Burke, Weitzel & Weir, 1978; Greller, 1975, 1978; Wexley, Singh, & Yukl, 1973 in Cawley et al., 1998).

In terms of conceptualising participation for the present study, the most pervasive distinction in the literature seems to be between participation that allows an employee to influence the outcomes of the appraisal and participation that allows an employee to voice his or her opinions, without regard to influence (Korsgaard & Roberson, 1995 in Cawley et al., 1998). In view of these two approaches, Greller (1978 in Cawley et al., 1998), identified the participation factors of ownership and contributions. *Ownership* measured whether subordinate's thoughts were welcomed and whether the topics of importance to them were addressed, whereas *contributions* measured the amount of influence and impact subordinates felt they had during the interview and for the future performance (Cawley et al., 1998).

Taking Greller's (1978 in Cawley et al. 1998) approach of contributions forward, Lind & Tyler (1988 in Cawley et al., 1998) borrowed from the justice literature the term 'voice' to refer to the idea of allowing individuals who are affected by a decision to present information that they consider relevant to the decision. Research has shown that

voice can lead to procedural justice (Folger and Greenberg, 1985 in Cawley et al., 1998) as well as to positive reactions such as satisfaction and perceptions of fairness (Tyler, 1987 in Cawley et al., 1998). Two alternative interpretations of the effect of voice are the value-expressive explanation and the instrumental explanation (Korsgaard & Roberson, 1995; Lind & Tyler, 1988; McFarli & Sweeney, 1995; Tyler, Rasinki, & Spodick, 1985 in Cawley et al., 1998). The value-expressive explanation suggests that employees perceive the chance for self-expressive as procedurally just, regardless of the final decision (Tyler et al., 1985). According to this explanation, attitudes are affected because the opportunity to voice one's opinions is a wanted end in itself (Korgaard & Roberson, 1985 in Cawley et al., 1998). According to Cawley et al. (1998), people value voice because it validates their self-worth and their feelings of belongingness to a valued group. The instrumental explanation, on the other side suggests that voice is valued because it increases the potential amount of control one has over decisions and, in the long run, will result in more favourable outcomes (Cawley et al., 1998). In this approach, attitudes toward a decision are affected by voice because employees perceive that they have had an opportunity to indirectly influence the decision (Tyler, 1987 in Cawley et al., 1998). The idea of the effect of voice ties in well with what Katz (1960 in Hogg & Vaughan, 1998) referred to as different functions of attitudes: instrumentality (means to an end or goal) and value-expressiveness (allowing people to display those values which uniquely identify and define them) discussed in Chapter 2.

When one is comparing the alternative interpretations of the effect of voice with the three components of attitudes (affective, behavioural and cognitive), it seems therefore that these components are clearly reflected in both the value-expressive and instrumental explanations. Because, for one to voice a specific opinion with the aim to achieve justice or satisfaction, or to influence a final decision towards a socially significant event or object, the motivating factor seems to stem from an enduring state of organised feelings, beliefs and behavioural tendencies towards that event or object. It is also against this background, this study will mirror Cawley et al. (1998) and Katz (1960 in Hogg & Vaughan, 1998) by borrowing from justice literature to refer to employee participation for the sake of voicing one's opinions as *value-expressive participation*, whereas participation intended to influence the appraisal as *instrumental participation* and operationalise employee participation in that framework.

In terms of the present study, the variables 'employees' participation in performance appraisal' and 'employees' reactions to performance appraisal' have been operationalised as a behavioural component of attitude. The performance appraisal items or statements that have operationalised these variables are indicated in Appendix B.

3.3 Employee acceptance of performance appraisal

Employee acceptance is a critical component of an effective performance appraisal (Carroll & Schneier, 1982; Bernardin & Beatty, 1984; and Roberts, 1992 in Roberts, 1994). Research in organisational behaviour clearly demonstrates that employee attitudes influence behaviour (Rainey, 1991), and participant attitudes toward performance appraisal are no exception (Carroll & Schneier, 1982; Bernardin, 1984 in Roberts, 1994). According to Roberts (1994), the attitudes of system participants play a key role in both the short and long term success. Based on that argument, Roberts (1994) conducted a research to investigate the characteristics of performance appraisal that are associated with perceived employee acceptance of performance appraisal system.

According to Roberts (1994) employee acceptance is maximised when the performance measurement process is perceived to be accurate, the system is administered fairly, the appraisal system is congruent or does not conflict with the employee's personal goals and values, and when the process does not exceed the bounds of the "psychological contract" between rater and ratee. Bernardin & Beatty (1984 in Roberts, 1994) are of the view that if the performance appraisal system is perceived to be unfair or unacceptable, employee will reject the performance rating, which will not only reduce their motivation to change behaviour based upon appraisal feedback; but will also reject the validity and usefulness of appraisal information, as well as the validity of personnel decisions based

upon appraisal information. Therefore, in terms of expectancy theory, a lack of acceptance will adversely influence employee perceptions (Roberts, 1994).

In investigating the factors that are associated with perceptions of employee acceptance, Roberts (1994) identified the following three processes (procedural justice, employee voice and information validity processes) to be linked to acceptance and fairness.

3.3.1 Procedural justice

According to Roberts (1994) the production of valid performance appraisal requires a systematic approach. The process starts with the supervisor, who is charged with generating and then interpreting or evaluating performance information (Roberts, 1994). Greenberg (1986 as referred by Folger, 1987, in Roberts, 1994) states that the steps taken to obtain information constitute an important part of the procedures relevant to performance appraisal, and procedural legitimacy hinges on mechanisms governing the comprehensiveness and accuracy of this information. A fair outcome is the reporting of correct (comprehensive and accurate) information (Roberts, 1994).

As a result, Roberts (1994) argues that although the supervisor may be the central figure in the process, employee involvement is essential because performance appraisal accuracy and comprehensiveness are relative perceptions and most performance appraisal decisions involve varying degree of subjectivity. Herein enters the role of

employee attitudes. If the employee perceives that the information is inaccurate, biased and not comprehensive, a perceived state of unfairness will result, which may be exacerbated if the employee perceives no opportunity to refuse or disprove the information or present her or his views (Folger, 1987 in Roberts, 1994). The task becomes therefore, as Roberts (1994) puts it, to develop a process that cultivates accurate and comprehensive information in a manner that is perceived by employees as being fair.

3.3.2 Employee voice

According to Folger (1987 in Roberts, 1994), employee voice is the employees' ability to influence the decision making process. It appears as if Roberts (1994) has echoed the instrumental explanation of the effect of voice (made by Lind & Tyler, 1988 in Cawley et al. 1998; *discussed earlier*) to conceptualise the employee acceptance. Roberts (1994) states that participation enables the rater to express opinions, correct misconceptions or inaccuracies, present additional information, develop more equitable performance standards and objectives, and increase the amount and quality of rater-ratee communication. Therefore, participation within the performance appraisal process increases employee appraisal satisfaction and increases levels of acceptance and trust (Lissak, 1983; Roberts, 1990 in Roberts, 1994).

Unlike with Lind & Tyler (1988 in Cawley et al., 1998), the definition of voice according to Roberts (1990 in Roberts, 1994) includes goal setting. Goal setting is a critical complement to the development of specific, objective performance standards. The usage of goal setting within performance appraisal has been linked to higher managerial goal achievement (Meyer, Kay & French, 1965 in Roberts, 1994), employee performance improvement (French, Kay & Meyer, 1966 in Roberts, 1994), perceptions that performance appraisal was helpful (Greller, 1975 in Roberts, 1994), performance appraisal satisfaction, ratee job satisfaction (Greller, 1975; Dobbins, Cardy & Platz-Vieno, 1990 in Roberts, 1994), performance appraisal system effectiveness (Greller, 1975 in Roberts, 1994) and increased performance criteria knowledge (Burke, Weitzel & Weir, 1978; Landy, Barnes-Farell & Cleveland, 1980 in Roberts, 1994).

According to Roberts (1994) employee voice is also expressed through performance feedback, which requires that employees possess ability to clarify feedback, to point out external factors that influence performance, and the opportunity to suggest means for improving performance. Roberts (1994) found that performance feedback is an important objective of most appraisal systems, and many employees report receiving inadequate feedback. Research indicates that employees desire more performance than they are currently receiving (Stewart, 1965 in Roberts, 1994). Landy, Barnes & Cleveland (1980 in Roberts, 1994) found that periodic feedback reduced the likelihood

of discrepancies in job performance behavioural standards, thus increasing perceptions of ratings fairness.

3.3.3 Information validity processes

The last process Roberts (1994) linked to the perception of acceptance and fairness of performance appraisal is information validity processes. If a supervisor lacks adequate opportunity to observe employee performance, the probability of appraisal decisions being based on an unrepresentative sample of behaviour is increased substantially (Ilgen & Feldman, 1983 in Roberts 1994).

Employees may perceive that they are being penalised unfairly if their low ratings are due to the circumstances beyond their control (Ilgen & Feldman, 1983 in Roberts, 1994). Specific performance documentation is essential for accurate feedback (Bernardin & Beatty, 1984 in Roberts, 1994). Research clearly shows that perceptions of rating fairness are enhanced when raters maintain adequate performance documentation (Greenberg, 1987 in Roberts, 1994).

Confirming the controversy of whether attitudes influence behaviour, Roberts therefore concludes that the research in organisational behaviour clearly demonstrates that employee attitudes influence behaviour; and participants attitudes toward performance

appraisal systems are no exception. The attitudes of system participants play a key role in both the short and long-term success of a performance appraisal system.

In terms of the present study, employees' acceptance of performance appraisal has been considered as a variable that can determine attitudes at emotional level. This variable has been operationalised as such , and its performance appraisal items or statements are indicated in Appendix B.

3.4 Perceived system knowledge and appraisal reactions

Levy & Williams (1998) conducted studies in the area of performance appraisal. Of special interest to the present study is their work on appraisal reactions. Levy & Williams (1998) have suggested that employees' attitudes about reactions toward the performance appraisal process be among the most important criteria to consider when evaluating the usefulness of performance appraisal systems. Therefore, in this regard Levy & Williams (1998) extend research in the job attitudes literature by focusing on the relationship between a recently developed construct important to performance appraisal process called, *Perceived System Knowledge* (PSK), and both job commitment and organisational commitment.

3.4.1 Perceived system knowledge (PSK)

According to Levy & Williams (1998), as a result of dissatisfaction with performance appraisal in practice (Meyer, 1991 in Levy & Williams, 1998), as well as a lack of development in our theoretical understanding of the process (Ilgen, 1993 in Levy & Williams, 1998), performance appraisal researchers have suggested a shift in research focus. Folger, Konovsky & Cropanzano (1992 in Levy & Williams, 1998) put forth a related perspective, a “due process” approach to performance appraisal which provides a general framework for developing and implementing performance appraisal systems that are perceived fair and just by employees. The authors as Levy and Williams (1998) note, believe that this type of approach should effectively deal with the political conflicts inherent in such systems, resulting in more effective appraisal systems and more positive reactions of employees. According to Levy & Williams (1998) the due process approach was developed in response to the dissatisfaction with the traditional perspective viewing performance appraisal as a ‘test’ that measures individuals along a performance dimension rather as an interrelational process taking place within organisational context.

Williams & Levy (1992 in Levy and Williams, 1998) developed an 11-item measure designed to reflect the extent, to which individuals perceive that they understand the objectives of the appraisal system, how the appraisal system works, and the overall goal of the appraisal process. They further suggested that the extent to which individuals believe that they understand the overall role and process of the organisation’s performance appraisal may be very important in determining how they view the

organisation in general and the appraisal process in particular. Williams & Levy (1992 in Levy & Williams, 1998) originally focused on the role of knowledge of the performance appraisal system in determining self-rating accuracy. They suggested according to Levy & Williams (1998) that perceived system knowledge may have more diverse implications than simply increasing the agreement of self and supervisor ratings. Levy & Williams (1998) therefore proposed that PSK may affect reactions to performance appraisal feedback and important job attitudes, hence demonstrating more diverse and widespread effects of PSK.

3.4.2 PSK and appraisal reactions

Recent research has begun examining antecedents of appraisal reactions other than performance rating and demonstrating that these antecedents predict appraisal reactions, even controlling performance rating (Levy & Williams, 1998). Dobbins, Cardy & Platz-Vieno (1990 in Levy & Williams, 1998) proposed a contingency approach to appraisal satisfaction, which argues that the effectiveness of appraisal systems depends on the match between organisational variables and appraisal characteristics. Giles & Mossholder (1990 in Levy & Williams, 1998) demonstrated that the degree of complexity of the appraisal system and the manner in which the system was implemented were strongly related to satisfaction with the appraisal system. These theoretical and empirical works suggest that, in addition to performance rating there are many other important antecedents to appraisal reactions to which PSK is but one (Levy

& Williams, 1998). The research conducted by Mount (1983 in Levy & Williams, 1998) indicated that supervisors tend to be more satisfied with and have more positive perceptions of the performance appraisal system than the employees. Levy & Williams (1998) attribute this difference to a function of varying levels of information and knowledge concerning the performance appraisal system due to the individual's role in the organisation. Therefore, PSK, which measures individuals' perceptions of the amount of information they (employee) have about the appraisal process, should be related to appraisal reactions (Levy & Williams, 1998).

PSK as Levy & Williams (1998) has found, is an important predictor of appraisal - related variables (reactions and fairness) and more general variables (job satisfaction and organisational commitment). They therefore concluded that individuals who believe that they understand the performance appraisal system used in their organisation are: (1) more accepting of and more favourably disposed to the appraisal feedback and system, (2) more satisfied with their jobs, (3) more committed to their organisation, and (4) more likely to evaluate the appraisal process as fair than their low PSK counterparts. Levy & Williams (1998) recommend that explaining how the performance appraisal is implemented as well as what its purpose is has potential to lead to more agreement as well as more positive attitudes toward the appraisal feedback and the organisation.

For the purpose of the present study, the PSK concept has been used to operationalise the attitudes of employees towards performance appraisal on cognitive level. In this

regard, performance appraisal items or statements that have been used to operationalise this variable are outlined in Appendix B.

3.5 Trust and performance appraisal

According to Mayer & Davis (1999), the effective use of performance appraisal systems may provide an opportunity to provide trust in organisations. Mayer, Davis & Schoorman (1995 in Mayer & Davis, 1999) define trust as a willingness to be vulnerable to the actions of another party. Mayer et al., (1995 in Mayer & Davis, 1999) postulate that trustworthiness is comprised of three factors: ability, benevolence and integrity. Mayer & Davis (1999) describe ability as that group of skills, competencies and characteristics that allow a party to have influence within some domain. Benevolence according to Mayer & Davis (1999) is the extent to which a trustee is believed to want to do good to the trustor, aside from an egocentric profit motive. Integrity is defined as the trustor's perception that the trustee adheres to a set of principles that the trustor finds acceptable (Mayer & Davis, 1999).

Murphy & Cleveland (1991 in Mayer & Davis, 1999) noted that much of the research which tries to understand performance appraisal has focused on issues as appraisal formats and minimising bias from raters. They further reconfirmed the need for paying attention to the criteria by which appraisal systems are judged. In this regard they suggested that one such area that needs to be addressed is the reactions of the ratees to

the appraisal system. Along this line, Cummings (1983 in Mayer & Davis, 1999) speculated on the effect that performance appraisal process can have employee trust on the organisation. He hypothesised that the use of self-appraisal in the performance evaluation system should be positively associated with trust. He also proposed that if the results of appraisals are fed back to appraisees, trust will be enhanced. Based on the above, Mayer & Davis (1999) are of the view that it makes sense to consider the effect of the performance appraisal system on trust for management. In an organisation that has merit based pay and promotion, perceptions of the performance appraisal is of utmost importance. In the performance of their job, employees make themselves vulnerable to the organisation when they expend effort on their jobs (Mayer & Davis, 1999). In Mayer & Davis (1999)'s opinion, if an employee expends extra effort in order to reduce product defects or to formulate suggestions about how to improve quality, the employee is dependent upon the appraisal system to detect contribution. However, they maintain that if the system fails to be sensitive to the extra contributions, the employee will not receive economic benefits for the labour. This would lower employee's level of trust for those in organisation responsible for the flawed appraisal system. Alternatively, when the appraisal system is seen as to clearly reflect the employee's performance, trust for those responsible for the appraisal system should be enhanced (Mayer & Davis, 1999).

The model of trust described earlier theorises that perception of a trustee's ability, benevolence, and integrity forms the basis of that party's trustworthiness (Mayer & Davis, 1999). According to Mayer & Davis (1999), the combination of these perceptions can be expected to have a major influence on the level of trust in the trustee. An appraisal system that clarifies and increases the perceived linkage between performance and rewards might be expected to affect all three of the factors of trustworthiness (Mayer & Davis, 1999). To determine the effect of performance appraisal on trust in management or organisation, (Mayer & Davis (1999) one has to look at the relationship between the appraisal dimensions considered relevant for acceptance by ratees such as perceived accuracy and outcome instrumentality; and the three factors of trustworthiness. Mayer & Davis (1999) defined the term *perceived accuracy* as the extent to which the appraisal system is perceived to accurately tap into relevant behaviour that employees see as contributing to the value of the organisation; whereas *outcome instrumentality* is defined as the extent to which appraisal system allows recognition of and rewards for their contribution (Vroom, 1964 in Mayer & Davis, 1999).

Employees' trust in management as a result of performance appraisal has been used as a variable to operationalise employees' attitudes on cognitive level in the present study. The performance appraisal items or statements that have been used to operationalise this variable are presented in Appendix B.

3.6 Characteristics of effective performance appraisals

In 1978 already, Burke, Weitzel, & Weir (in Latham & Wexley, 1994) had summarised five major characteristics of effective performance appraisals based on their review of the literature. According to Latham & Wexley (1994) these findings are still applicable today. An interesting observation is that they more or less reflect what has been discussed in this literature review. They are therefore outlined here as follows:

1. High levels of subordinate participation in the performance appraisal result in employees being satisfied with both the appraisal process and the supervisor who conducted it (Nemeroff & Wexley, 1997; Wexley, Singh & Yukl, 1973 in Latham & Wexley, 1994). The importance of this statement is that subordinates' participation in the appraisal interview appears to increase their acceptance and fairness of the supervisor's observations.
2. Employee acceptance of the appraisal and satisfaction with the supervisor increase to the extent that the supervisor is supportive of the employee (Nemeroff & Wexley, 1977 in Latham & Wexley, 1994). In addition, perceptions rating of fairness are increased to the extent that the appraiser demonstrates sensitivity to the employee's self image.
3. The setting of specific goals to be achieved by the subordinate results in up to twice as much improvement in performance as a discussion of general goals (Bassett &

Meyer, 1968; Latham & Yukl, 1975 in Latham & Wexley, 1994). The positive effect that goal setting has on performance is among the most findings in psychology (Locke & Latham, 1990 in Latham & Wexley, 1994).

4. The number of criticisms in an appraisal interview correlates positively with the number of defensive reactions shown by the employee (Latham & Wexley, 1994). Those areas of job performance that are most criticised are least likely to show an improvement. There appears to be a chain reaction between criticisms made by the supervisor and defensive reactions shown by the subordinate, with little or no change in the subordinate's behaviour (Kay, Meyer & French, 1965; Nemeroff & Wexley, 1977 in Latham & Wexley, 1994). However, subsequent research has shown that when appraisal is negative, employees are receptive to the feedback when they are allowed to participate in the feedback session, the feedback is based on factors clearly relevant to their work, and subsequent goals are set in relation to this feedback (Dipboye, Pontibriand, 1981 in Latham & Wexley, 1994).
5. The more subordinates are allowed to voice their opinions during the appraisal, the more satisfied they will feel with the appraisal (Greller, 1975 in Latham & Wexley, 1994). Greenberg (1986 in Latham & Wexley, 1994) found that the solicitation and use of employee input prior to the final appraisal, the use of a two-way conversation during the appraisal process, and the opportunity to challenge or rebut the appraisal are among the primary determinants of employee perceptions of fair and performance evaluations.

3.7 Summary

One aspect of performance appraisal that has received considerable attention over the past decades is the rating format (Tziner, Kopelmann & Joanis, 1997). Tziner et al. (1997) argue that much effort has been devoted to developing an appraisal format conducive to high psychometric qualities of performance ratings. Murphy & Cleveland (1995) believe that little attention has been given to the reaction of employees to performance appraisals. Likewise, Latham & Wexley (1994) maintain that the adequacy of performance appraisal has been traditionally judged in terms of criteria: validity, reliability, freedom from bias, and practicality. Also Folger et al. (1992) argued that there has been an overemphasis on the development of reliable and valid appraisal instruments and the training of raters to be accurate. Similar to Murphy & Cleveland (1995), Tziner et al. (1997) and Folger et al. (1992) agree that little recognition or attention has been given to the importance of perceived reactions to appraisals.

However, by searching the literature, an increase in a number of performance appraisal researchers who are taking interest in employees' reactions to performance appraisal can be observed (employee satisfaction: Dobbins et al., 1988, in Murphy & Cleveland, 1995; employee participation: Cawley et al., 1998; employee acceptance: Roberts, 1994; perceived system knowledge and the theory of "due process": Folger et al., 1992 in Williams & Levy, 1992 and Levy & Williams, 1998; and trust in management and

organisation: Mayer & Davis, 1999). Therefore in particular, Levy and Williams (1998) suggest that explaining how a performance appraisal system is implemented as well as what its purpose is has the potential to lead to more agreement as well as more positive attitudes towards the appraisal feedback and the organisation. In general, most of these researchers conclude that employees who had earlier reported that they understood the performance appraisal system later exhibited more positive reactions to the performance appraisal as well as more favourable employee attitudes regardless of their performance appraisal rating.

In an attempt to answer the questions on: What are the attitudes of employees (in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour) towards the performance appraisal, the present study will make use of the dimensions and factors employed to describe the employee reactions to the performance appraisal. These dimensions and factors (variables) will be used as the variables to operationalise the attitudes of the staff members towards performance appraisal. Operationalisation of those variables are indicated in Appendix B. The Performance Appraisal Questionnaire (see Appendix B) that was designed to measure employees' attitudes towards performance appraisal has been developed as a result of the items or statements that were used to operationalise these variables.

Empirical conceptualisation

From the theoretical framework and the literature review, several findings have emerged that will form the foundation for this empirical part and the hypotheses of this study. Firstly, the research is aimed at studying the attitudes of employees towards performance appraisal, with the specific purpose of providing an answer to the research question: what are the attitudes of employees (in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour) towards performance appraisal?

Secondly, the three-component attitude model has defined attitude as “a relatively enduring organisation of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. A general feeling or evaluation — positive or negative — about some person, object or issue” (Hogg & Vaugham, 1998, p.116). Therefore the operationalisation of the variable attitude has been conducted within the framework of these three components: cognitive beliefs, emotional feelings and behavioural tendency.

Thirdly, as it became apparent from the literature review that the conventional or traditional aspects of performance appraisal (both session and system) have been intensively researched, little attention has been paid to employees’ attitudes towards performance appraisal. The operationalisation of the concept attitude has been applied to the factors or dimensions that have been found in the literature that may indicate the cognitive beliefs, emotional feelings and behavioural tendency towards the Performance Appraisal System in the Public Service with specific reference to the two ministries. These dimensions are employees’ reactions to performance appraisal that will reflect a behavioural component, and employees’ participation in performance appraisal, which may also reflect a behavioural component of attitudes. Both the employees’ acceptance of performance appraisal and employee perceived system knowledge of performance appraisal are indicators of a cognitive component of attitudes. While the employees trust

in management as a result of performance appraisal is an indicator of an emotional component of employees attitudes towards performance appraisal.

The factors mentioned above have been supported by various researchers (Cardy & Dobbins, 1994; Carrol & Schneier, 1982; Lawler, 1967; Murphy & Cleveland, 1995; Cawley et al., 1998; Roberts, 1994; Levy & Williams, 1998; and Mayer & Davis, 1999) who are arguing that performance appraisal system which is not accepted and viewed as legitimate by staff members is unlikely to be effective no matter how best it has been designed. The argument therefore goes on that, the employees' attitudes towards performance appraisal play an important role in appraisal process, which may ultimately make the appraisal system a successful and effective tool to improve behaviours and develop performance at work.

This chapter will therefore look at the research methodology and methods under which the present study has been conducted. The methods through which data have been generated and evaluated have also been discussed in detail in this chapter. The chapter also focuses on the target group of the study and how the data were collected. The chapter will also outline the hypotheses that are predicting the possible results of the present study. The last part of the chapter is devoted to the presentation of the actual results of the present study.

4.1 Research methodology

The present study has been conducted within the quantitative research paradigm of social sciences (Mouton & Marais, 1996), because it is aimed at providing a representative view of a specific phenomenon, that is attitudes towards performance appraisal in the Public Service of Namibia, with specific reference to the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. In this regard, a structured method for collecting data, i.e. a structured questionnaire was designed and administered in the two ministries (Appendix A). The facility of Statistical Programme for Social Sciences has been used for data evaluation (Huizingh, 1994 and Brayman & Cramer, 1999).

4.1.1 Data generation

The data for the present study has been collected by means of accidental sampling, whereby the respondents were approached to assist in the completion the questionnaire. The research questionnaire (labelled Performance Appraisal Questionnaire see Appendix A) was developed specifically for this study, consisting of two sections.

The first section solicited information regarding the employees' attitudes towards performance appraisal according to the three-component attitudes model (emotion, behaviour and cognition) and according to the operationalised factors or dimensions of these three components such as employees' trust in management as a result of performance appraisal, employees' reaction to performance appraisal, employees

participation in performance appraisal, employees acceptance of performance appraisal and employees perceived system knowledge of performance appraisal. These factors have been elaborated in Chapter 3 of the present study.

This section of the questionnaire consists of 36 items that have been designed to tap the attitudes of the respondents towards the stimuli i.e. performance appraisal. These items are referred to as performance appraisal statements. Out of thirty-six performance appraisal statements, thirteen were designed to reflect the employees' attitudes at emotional level. These statements concentrated mainly on the trust the employees had in the performance appraisal system or process and the trust the employees had in management as a result of the performance appraisal (employees trust in management as a result of performance appraisal) (see Appendix B).

The other nine performance appraisal statements were designed to measure the employees' attitudes at behavioural level. These statements therefore concentrated on the employees' reactions to performance appraisal system and their participation in the performance appraisal process (employees' reaction to and participation in performance appraisal) (see Appendix B).

The remaining fourteen performance appraisal statements were designed to measure the employees' attitudes at cognitive level. These statements were designed to reflect the

way the performance appraisal was accepted by the employees (employees' acceptance of performance appraisal) and the way the performance appraisal system was perceived by the employees (employees Perceived System Knowledge of performance appraisal) (see Appendix B).

The employees' attitudes towards performance appraisal were measured on a five-point Likert scale ranging from strongly agree, agree, undecided, disagree, to strongly disagree. The participants were asked to indicate on a five-point Likert scale, the extent to which they agreed or disagreed with each of the performance appraisal statement. The statements were designed to measure the employees' attitudes towards both the performance appraisal system itself and the performance appraisal process, e.g. appraisal session.

It is also important to emphasise here that the questionnaire was designed and administered to the employees in the non-managerial positions, i.e. employees in the lowest positions in the Public Service of Namibia to those in the positions just before the Deputy Director. This arrangements has been based on the assumption that employees in the non-managerial positions are likely to have different attitudes regarding the performance appraisal system, comparing to employees in the managerial positions, since their involvement in the system differs. It is assumed that the understanding and the reality of performance evaluation of the management cadre will

be different from that of the other employees. Managers are required by the nature of their work to evaluate and account for the performance of their subordinates. On the other side, the other employees (subordinates) do not have any option other than to subject themselves to the performance evaluation. The former are in the position of power, the position of authority that is superior and the latter are in an inferior position, a defensive position. Although this is an interesting area for research to investigate the psychological gap that might be existing between the two groups, it is therefore not the purpose of this study to delve itself into such comparison.

The second section of the questionnaire was designed to solicit the demographic data, namely the names of the ministries where the employees were employed, gender, age categories, salary grading categories, academic qualifications, and the years of service of the respondents employed both in the ministries and elsewhere (see Appendix A).

It was emphasised in the instructions of the questionnaire that the ratings were to be based on the employees' personal opinion about the Performance Appraisal System, as it was employed or implemented in the Public Service of Namibia in 1997 and suspended in 1998. Because the design of the questionnaire was based on the three-component attitude model, and the performance appraisal system in the Public Service was suspended in 1998, whereas this survey was only conducted in 1999, it was therefore assumed that attitudes are relatively permanent – that they persist across time

and situations (Hogg & Vaughan, 1998). Therefore employees who had witnessed the implementation of the performance appraisal should live with attitudes towards that construct for a relatively longer period of time. It was also assumed that since the performance appraisal system was linked to salary increments in the Public Service, performance appraisal was a socially significant event, where staff members could develop their attitudes easily. It was also assumed that since attitudes are generalisable and involve some degrees of abstraction (Hogg & Vaughan, 1998), staff members who have been in the employment of the Public Service of Namibia around 1997 to 1998, even if they were not appraised themselves, they should have heard of and experienced the construct of performance appraisal in one way or the other and would be able to indicate their attitudes by responding to the questionnaire.

4.1.2 The target group/ sample

A sample for this study consisted of staff members from the two government ministries, i.e. the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The reasons to choose these two ministries were that since it was the intention of this study to investigate the staff members' attitudes towards performance appraisal in the Public Service, the Public Service is huge and broad. It is consisting of many ministries offices and agencies. Hence there was a need to confine the study to a lesser portion of the Public Service such as to the two ministries and also to confine it only in Windhoek and make it a Windhoek based study. The location where the ministries are situated was also

one of the considering factors. While the offices of the Ministry of Basic Education, Sports & Culture is well scattered around the cosmopolitan of the city of Windhoek, the offices of the Ministry of Labour are located in the suburb of Khomasdal, one of the residential area of Windhoek. The differences between the two ministries was more necessary to ensure that the respondents did not only come from one place. The size of the ministry in terms of the numbers of employees was also one of the reasons why the two ministries were selected. Whereby the Ministry of Basic Education, Sports & Culture is one of the largest ministries, the Ministry of Labour is one of the smallest ministries in terms of the numbers of employees employed in the government ministries and in terms of budget allocation of the government.

The research questionnaires were delivered by hand to the staff members after they have been approached or asked by the researcher/author if they were willing to assist in the completion of the questionnaire. The individual employees were approached because it was believed they would be in a better position to furnish the information solicited by the questionnaire. The completed questionnaires were collected by the researcher or were mailed to him through the post. Out of 300 questionnaires that were distributed, only 136 returned, of which 91 completed questionnaires were obtained from the Ministry of Basic Education, Sports & Culture and 45 were obtained from the Ministry of Labour.

The initial target sample of the survey was 200, although only 136 (55 %) questionnaires were returned. To receive back 55 % of the questionnaires out of the 300 distributed questionnaires is quite satisfactory and is allowed in social science. The factors that have affected the low turnout of the respondents have been reviewed as follows: The survey was conducted towards the end of the year 1999. There was a general election taking place in the country and some of the would-be respondents could not be available to complete the questionnaire since they were officiating in the elections. The fact that the survey took place towards the end of the year have caused the low turnout, since some of the employees were claiming to be busy finishing their work before the year-end. The would-be respondents appeared tired, especially to be confronted with the questionnaires while looking forward for their holidays. With advice from a manager of one directorate in the Ministry of Basic Education, Sports & Culture, it was agreed to delay the survey till the beginning of the year 2000. It was interesting to observe that while some of the potential respondents were yet to come back from their holidays, those who were already working by then felt it was too early in the year to be confronted with questionnaires. Despite all these, the sample of 136 is satisfactory enough to work with.

4.1.3 The hypotheses

It could be expected that the Namibian Public Servants' attitudes towards performance appraisal are mainly negative, because they were not actively involved in the

development and implementation of the performance appraisal. With regard to the three-component attitude model it can be expected that the suspicion, uncertainty, mistrust and fear of employees towards performance appraisal create negative attitudes on the affective level. Employees' intended but negative actions and/or reactions towards performance appraisal create a negative attitude on the behavioural level. Their negative beliefs, ideas, opinion, views and thoughts about performance appraisal create negative attitudes on the cognitive level. Based on the assumption that employees in the Public Service of Namibia have not been actively involved both in the development and implementation of the performance appraisal system, it is therefore predicted that:

- H1: There is no significant difference with regard to the attitudes towards performance appraisal between the two ministries.
- H2: The higher the educational status the more positive attitudes employees will show towards performance appraisal.
- H3: The higher the income employees are earning the more positive attitudes employees will show towards performance appraisal.
- H4: The younger the employees (Generation X) are the more negative attitudes they show towards performance appraisal.
- H5: The more years of service the employees have been employed in the ministries the more positive attitudes they show towards performance appraisal.

- H6: The higher the position the employees occupy in the Ministry, the more positive attitude the employees will show towards the performance appraisal system.
- H7: There is no significant difference between men and women with regard to their attitudes towards performance appraisal system in the ministries.
- H8: Employees who indicate higher negative attitudes towards the performance appraisal system on the emotional level will also show higher negative attitudes on the behavioural level.
- H9: Employees who show higher negative attitudes towards performance appraisal system on the cognitive level will also show higher negative attitudes on the behavioural level.
- H10: Employees who show higher positive attitudes towards performance appraisal system on emotional level will also show higher positive attitudes on the behavioural level.
- H11: Employees who show higher positive attitudes towards performance appraisal system on cognitive level will also show positive attitudes on the behavioural level.

4.2 The results

The results of the survey of the present study are reported in the following order: (1) the descriptive results, (2) attitudes towards performance appraisal with regard to the two ministries, (3) attitudes towards performance appraisal with regard to gender (4) attitudes towards performance appraisal by age, (5) attitudes towards performance

appraisal by income, (6) attitudes towards performance appraisal by qualifications (7) attitudes towards performance appraisal by years of employment and (8) the results regarding the three components of attitudes by demographic information. Where possible, the results are presented in the tables that are accompanied by brief explanations. In the presentation of the results both the descriptive and inferential statistics have been used.

Performance Appraisal Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Overall Attitudes Remarks
	N	%	N	%	N	%	N	%	N	%	
1. With performance appraisal employees' ideas were welcomed.	14	10.4	47	35.1	17	12.7	38	28.4	18	13.4	Positive
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	3	2.3	49	37.7	22	16.9	41	31.5	15	11.5	Negative
3. Performance appraisal gave employees enough chance to express their views.	14	10.7	47	35.9	12	9.2	48	36.6	10	7.6	Positive
4. The performance appraisal system similar to the suspended one should be used again.	16	12.2	31	23.7	15	11.5	33	25.2	36	27.5	Negative
5. Continuous appraisal sessions should be conducted every three months.	37	28.2	34	26.0	21	16.0	22	16.8	17	13.0	Negative*
6. Performance appraisal made me feel I am wanted here.	20	15.4	36	27.7	17	13.1	37	28.5	20	15.4	Negative
7. There should be a mutual understanding between employee and the supervisor during the appraisal.	64	47.4	47	42.2	6	4.4	5	3.7	3	2.2	Negative*
8. Employees should be provided with appraisal information when they begin working.	64	47.4	54	40.0	6	4.4	6	4.4	5	3.7	Negative*
9. As a result of performance appraisal, employees had confidence in management.	14	10.5	31	23.3	32	24.1	30	22.6	26	19.5	Negative
10. Through performance appraisal my interest as an employee were well taken care of.	10	7.4	37	27.4	23	17.0	43	31.9	22	16.3	Negative
11. The performance appraisal ratings reflected the employees' contribution to their jobs.	13	9.7	52	28.8	19	14.2	34	25.4	16	11.9	Positive
12. Employees should assist the management in designing a new performance appraisal system.	50	37.6	55	41.4	13	9.8	10	7.5	5	3.8	Negative*
13. Performance appraisal improved staff members' relationship with supervisor.	21	15.6	39	28.9	25	18.5	34	25.2	16	11.9	Positive
14. Performance appraisal system encouraged employees to work hard.	43	31.9	43	31.9	11	8.1	24	17.8	14	10.4	Positive
15. The suspended performance appraisal system should be maintained.	10	7.5	30	22.6	17	12.8	40	30.1	36	27.1	Negative
16. Managers understood the goals of performance appraisal.	4	3.0	40	29.6	21	15.6	41	30.4	29	21.5	Negative
17. Throughout the performance appraisal system, employees knew what to expect from their supervisors.	11	8.3	52	39.1	25	18.8	33	24.8	12	9.0	Positive
18. During the appraisal sessions employees knew what was expected from them.	7	5.2	57	42.2	18	13.3	43	31.9	10	7.4	Positive
19. The supervisors fairly knew how to carry out performance appraisal.	3	2.3	37	27.8	25	18.8	44	33.1	24	18.0	Negative
20. The performance appraisal system was objective.	6	4.9	30	24.4	29	23.5	37	30.1	21	17.1	Negative
21. Many employees understood how performance appraisal works.	3	2.3	22	16.7	11	8.3	64	48.5	32	24.2	Negative
22. In performance appraisal both the supervisor and employee should agree on the final rating.	45	32.8	61	45.5	6	4.5	14	10.4	8	6.7	Negative*
23. Performance appraisal should be based on the performance objectives to be achieved.	44	33.1	68	51.1	7	5.3	10	7.5	4	3.0	Negative*
24. Performance appraisal prepared employees for new responsibilities.	28	21.4	51	38.9	18	13.7	24	18.3	10	7.6	Positive
25. Many employees were satisfied with the performance appraisal system.	2	1.5	21	15.7	15	11.2	52	38.8	44	32.8	Negative
26. Performance appraisal system provided accurate feedback to the employees.	2	1.5	29	22.0	18	13.6	60	45.5	23	17.4	Negative
27. Employees considered performance appraisal system as legitimate.	8	6.1	36	27.3	34	25.8	40	30.3	14	10.6	Negative
28. Information on appraisal interviews were properly recorded.	4	3.0	30	22.4	24	17.9	44	32.8	32	23.9	Negative
29. Performance appraisal was administered to my expectations.	2	1.5	38	28.4	19	14.2	39	29.1	36	26.9	Negative
30. Performance appraisal provided a clear idea of what the supervisor expects from the employees.	14	10.4	54	40.3	21	15.7	29	21.6	16	11.9	Positive
31. Performance appraisal provided an opportunity for employees to advance in their job.	18	13.2	56	41.2	21	15.4	21	15.4	20	14.7	Positive
32. Through appraisal process the performance goals were clarified.	7	5.2	43	31.9	24	17.8	34	25.2	27	20.0	Negative
33. In general, employees were scared about performance appraisal.	21	15.6	54	40.0	20	14.8	34	25.2	6	4.4	Negative
34. Performance appraisal system was clearly understood by those who implement.	10	7.5	35	26.1	20	14.9	48	35.8	21	15.7	Negative
35. During appraisal employees were provided with a chance to impact on their own appraisals.	7	5.2	53	39.6	23	17.2	35	26.1	16	11.9	Positive
36. Employees were satisfied with the way performance appraisal interviews were conducted.	5	3.7	27	19.9	12	8.8	52	38.2	40	29.4	Negative

* The statement was reverse-scored

Table 1: Attitudes of employees towards performance appraisal

4.2.1 Descriptive results

A five-point Likert scale was used to assess the attitudes of employees towards performance appraisal in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The respondents were asked to agree or disagree (five-point Likert scale) with the statements concerning various aspects of Performance Appraisal System as it was implemented in their ministries in 1997 and suspended in 1998 (see Table 1). The survey results indicate that the majority of the respondents agreed and or strongly agreed with only 11 of a total of 36 performance appraisal statements. The 11 statements represent 31 % or one-third of the 36 statements (see Table 1). The majority of the respondents also disagreed and/or strongly disagreed with the remaining 25 of a total of 36 statements. The 25 statements represent 69 % or two-thirds of the total statements that were provided in the questionnaire. Since the majority of the respondents disagreed or/and strongly disagreed with most of the performance appraisal statements (i.e. 25 (69 %) statements), it is therefore concluded that the overall survey results indicate that the predominant attitudes of the respondents towards performance appraisal are negative.

Although the number (N) and the percentage (%) of the respondents who agreed or disagreed with the statements can be determined, as it can be seen from Table 1, it is difficult to state exactly the number and percentage of the respondents who showed overall positive or negative attitudes. These results are however, congruent with the

author' s working hypothesis in the research proposal, whereby it was expected that the attitudes of staff members towards performance appraisal will be mainly negative. These overall survey results can partly answer the research question of the present study i.e. what are the attitudes of employees (in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour) towards performance appraisal, by confirming that the overall attitudes towards performance appraisal are mainly negative.

Performance Appraisal Statement	Chi ²	D.F.	Cramers' V	Significance
1. With performance appraisal employees' ideas were welcomed.	11.7	2	.30	.003**
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	4.5	2	.19	.106
3. Performance appraisal gave staff members enough chance to express their opinions.	4.6	2	.19	.102
4. The performance appraisal system similar to the suspended one should be used again.	6.9	2	.23	.032*
5. Continuous appraisal sessions should be conducted every three months.	.0	2	.00	.998
6. Performance appraisal made me feel I am wanted here in the Ministry.	4.6	2	.19	.100
7. There should be a mutual understanding between employee and supervisor during appraisal.	1.8	2	.12	.406
8. Employees should be provided with appraisal information when they begin working.	1.2	2	.10	.537
9. As a result of performance appraisal, staff members had confidence in management.	1.4	2	.10	.508
10. Through performance appraisal my interests as an employee were well taken care of.	3.5	2	.16	.174
11. The performance ratings reflected the employee's contribution to their jobs.	2.6	2	.14	.267
12. Employees should assist the management in designing a new performance appraisal system.	2.9	2	.15	.230
13. Performance appraisal improved staff members' relationship with the supervisor.	5.8	2	.21	.055
14. The performance appraisal system encouraged employees to work hard.	.1	2	.03	.949
15. The suspended performance appraisal system should be maintained.	5.4	2	.20	.066
16. Managers understood the goals of performance appraisal.	3.1	2	.15	.213
17. Throughout the appraisal system, employees knew what to expect from their supervisors.	1.5	2	.11	.463
18. During the appraisal sessions employees knew what was expected from them.	.8	2	.08	.676
19. The supervisors fairly knew how to carry out performance appraisal.	1.3	2	.10	.511
20. The performance appraisal system was objective.	4.9	2	.20	.086
21. Many employees understood how Performance Appraisal works.	7.0	2	.23	.030*
22. In performance appraisal both the supervisor and employee should agree on the final rating.	.8	2	.08	.680
23. Performance appraisal should be based on the performance objectives to be achieved.	2.5	2	.14	.288
24. Performance appraisal prepared employees for new responsibilities.	.3	2	.05	.871
25. Many employees were satisfied with the performance appraisal system.	2.1	2	.13	.348
26. Performance appraisal system provided accurate feedback to staff members.	1.1	2	.09	.566
27. Employee considered performance appraisal system as legitimate.	5.1	2	.20	.078
28. Information on appraisal interviews was properly recorded.	.2	2	.04	.887
29. Performance appraisal was administered to my expectations.	4.0	2	.17	.134
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.	.0	2	.01	.992
31. Performance appraisal provided an opportunity for employees to advance in their job.	2.7	2	.14	.251
32. Through appraisal process the performance goals were clarified.	8.5	2	.25	.015*
33. In general, employees were scared about performance appraisal.	.6	2	.07	.731
34. Performance appraisal system was clearly understood by those who implement it.	2.0	2	.12	.362
35. During appraisal employees were provided with a chance to impact on their own appraisals.	2.6	2	.14	.272
36. Staff members were satisfied with the way performance appraisal interviews were conducted.	14.0	2	.32	.001***

Table 2: Results for attitudes towards performance appraisal between the Ministry of Basic Education, Sports & Culture and Ministry of Labour (p < .05)* (p < .01) (p < .001)*****

4.2.2 Attitudes towards performance appraisal with regard to the two ministries

It was hypothesised that there is no significant difference with regard to the attitudes towards performance appraisal between the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The results in this regard are provided for in Table 2.

The Chi² values of eight performance appraisal statements are less than one (see Table 2). Meaning that there is a statistical independence between the observed frequencies and the expected frequencies of the two ministries. The Chi² values for the remaining 28 statements are ranging between 1 and 14. The observed and expected distributions of these statements are statistically dependent on each other, with five statements showing a significant statistical dependency between the two ministries (.003**, .032*, .030*, .015* and .001***), where ($p < .05$), ($p < .01$)** and ($p < .001$)*** (see Table 2). There is an overall statistical dependency with regard to the employees' attitudes towards performance appraisal between the two ministries, i.e. the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The performance appraisal statements have also shown Cramer's V correlation coefficients ranging from $r = .00$ (no correlation) to $r = .32$ (considered as strong correlation). In many instances, the Cramer's correlation coefficients have shown a weak relationship existing between the two ministries. This statistical dependency is, however, only significant in five statements, making it difficult to conclude that there is a significant difference between employees' attitudes in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. A pattern could also not be confirmed as to the specific attitude component, since two of these five performance appraisal statements are measuring cognitive component, two are measuring emotional component and one is measuring the attitudes at behavioural level. This finding therefore lends support to the

hypothesis that there is indeed no significant difference with regard to the attitudes towards performance appraisal in the two ministries.

Performance Appraisal Statement	Chi ²	D.F.	Cramers' V	Significance
1. With performance appraisal employees' ideas were welcomed.	.9	2	.08	.639
1. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	.6	2	.07	.750
2. Performance appraisal gave staff members enough chance to express their opinions.	1.1	2	.09	.570
3. The performance appraisal system similar to the suspended one should be used again.	.7	2	.07	.693
4. Continuous appraisal sessions should be conducted every three months.	2.6	2	.14	.271
5. Performance appraisal made me feel I am wanted here in the Ministry.	4.2	2	.18	.121
6. There should be a mutual understanding between employee and supervisor during appraisal.	.4	2	.06	.803
7. Employees should be provided with appraisal information when they begin working.	2.0	2	.12	.364
8. As a result of performance appraisal, staff members had confidence in management.	4.2	2	.18	.121
9. Through performance appraisal my interests as an employee were well taken care of.	4.8	2	.19	.090
10. The performance ratings reflected the employee's contribution to their jobs.	1.5	2	.11	.480
12. Employees should assist the management in designing a new performance appraisal system.	.4	2	.05	.829
13. Performance appraisal improved staff members' relationship with the supervisor.	.2	2	.04	.885
14. The performance appraisal system encouraged employees to work hard.	.4	2	.05	.824
15. The suspended performance appraisal system should be maintained.	3.1	2	.15	.211
16. Managers understood the goals of performance appraisal.	2.7	2	.14	.253
17. Throughout the appraisal system, employees knew what to expect from their supervisors.	.9	2	.08	.635
18. During the appraisal sessions employees knew what was expected from them.	1.9	2	.12	.384
19. The supervisors fairly knew how to carry out performance appraisal.	3.3	2	.16	.197
20. The performance appraisal system was objective.	2.6	2	.15	.279
21. Many employees understood how Performance Appraisal works.	3.4	2	.16	.180
22. In performance appraisal both the supervisor and employee should agree on the final rating.	.9	2	.08	.637
23. Performance appraisal should be based on the performance objectives to be achieved.	2.9	2	.15	.237
24. Performance appraisal prepared employees for new responsibilities.	.4	2	.06	.810
25. Many employees were satisfied with the performance appraisal system.	.2	2	.04	.883
26. Performance appraisal system provided accurate feedback to staff members.	.5	2	.06	.777
27. Employee considered performance appraisal system as legitimate.	2.7	2	.14	.257
28. Information on appraisal interviews was properly recorded.	1.1	2	.09	.572
29. Performance appraisal was administered to my expectations.	3.8	2	.17	.150
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.	.3	2	.05	.851
31. Performance appraisal provided an opportunity for employees to advance in their job.	.9	2	.08	.948
32. Through appraisal process the performance goals were clarified.	2.5	2	.14	.292
33. In general, employees were scared about performance appraisal.	.5	2	.06	.768
34. Performance appraisal system was clearly understood by those who implement it.	1.2	2	.09	.547
35. During appraisal employees were provided with a chance to impact on their own appraisals.	1.1	2	.09	.583
36. Staff members were satisfied with the way performance appraisal interviews were conducted.	1.1	2	.09	.571

Table 3: Results for attitudes towards performance appraisal between females and males (p < .05)* (p < .01) (p < .001)*****

4.2.3 Attitudes towards performance appraisal with regard to gender

It was also hypothesised earlier that there is no significant difference between men and women with regard to their attitudes towards performance appraisal in the two ministries. The results in this regard are presented in Table 3.

The values of Chi^2 of all the 36 performance appraisal statements are relatively low, ranging between .2 and 4.8 (see Table 3). These low Chi^2 values are an indication that statistical independence exists between the observed and the expected frequencies between males and females respondents, although in most cases this is not a total statistical independence (whereby $\text{Chi}^2 = 0$). The low Chi^2 values have also been complemented by the low correlation coefficients of the related Cramer's V. The Cramer's V correlation coefficients are ranging between .04 to .19 (see Table 2). There is no single performance appraisal statement that has indicated statistical significant correlation between males and females with regard to the attitudes towards performance appraisal. The low Chi^2 values and the low Cramer's V correlation coefficients are therefore indicating that there is no significance dependency between male and female respondents' attitudes towards performance appraisal. This finding therefore enables us to accept the hypothesis that there is no significant difference between men and women with regard to their attitudes towards performance appraisal in the two ministries.

Performance Appraisal Statement	Kendall's Tau C	Significance
1. With performance appraisal employees' ideas were welcomed.	-.01	.428
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	-.12	.062
3. Performance appraisal gave staff members enough chance to express their opinions.	.05	.232
4. The performance appraisal system similar to the suspended one should be used again.	-.07	.176
5. Continuous appraisal sessions should be conducted every three months.	-.03	.354
6. Performance appraisal made me feel I am wanted here in the Ministry.	-.01	.466
7. There should be a mutual understanding between employee and supervisor during appraisal.	.04	.186
8. Employees should be provided with appraisal information when they begin working.	.09	.028*
9. As a result of performance appraisal, staff members had confidence in management.	.13	.052*
10. Through performance appraisal my interests as an employee were well taken care of.	.07	.168
11. The performance ratings reflected the employee's contribution to their jobs.	.10	.088
12. Employees should assist the management in designing a new performance appraisal system.	.02	.374
13. Performance appraisal improved staff members' relationship with the supervisor.	.18	.010**
14. The performance appraisal system encouraged employees to work hard.	.05	.236
15. The suspended performance appraisal system should be maintained.	-.04	.294
16. Managers understood the goals of performance appraisal.	.05	.234
17. Throughout the appraisal system, employees knew what to expect from their supervisors.	.19	.049*
18. During the appraisal sessions employees knew what was expected from them.	.09	.128
19. The supervisors fairly knew how to carry out performance appraisal.	-.01	.443
20. The performance appraisal system was objective.	.09	.141
21. Many employees understood how Performance Appraisal works.	-.08	.100
22. In performance appraisal both the supervisor and employee should agree on the final rating.	.05	.210
23. Performance appraisal should be based on the performance objectives to be achieved.	.04	.216
24. Performance appraisal prepared employees for new responsibilities.	.07	.166
25. Many employees were satisfied with the performance appraisal system.	-.10	.066
26. Performance appraisal system provided accurate feedback to staff members.	.11	.058
27. Employee considered performance appraisal system as legitimate.	.08	.156
28. Information on appraisal interviews was properly recorded.	.07	.181
29. Performance appraisal was administered to my expectations.	.03	.333
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.	.17	.014*
31. Performance appraisal provided an opportunity for employees to advance in their job.	.11	.064
32. Through appraisal process the performance goals were clarified.	.04	.296
33. In general, employees were scared about performance appraisal.	.05	.248
34. Performance appraisal system was clearly understood by those who implement it.	.13	.037*
35. During appraisal employees were provided with a chance to impact on their own appraisals.	-.02	.374
36. Staff members were satisfied with the way performance appraisal interviews were conducted.	.05	.242

Table 4: Results for attitudes towards performance appraisal with regard to various age categories

(p < .05)* (p < .01)** (p < .001)***

4.2.4 Attitudes towards performance appraisal by age

Does the age of employees have any influence in the way they (employees) are experiencing or showing attitudes towards performance appraisal? I would expect the younger employees (e.g. from 18 to 35 years old) to show more negative attitudes towards performance appraisal than the older employees. This assumption is being made under the context of what is being nowadays called Generation X employees. Employees in the age category 18 – 35 are nowadays commonly referred to as the Generation X. “Generation X employees are loyal only to themselves, if they are not happy in a job they will leave the organisation, no matter how well they are paid” (INTOMINDS, First Quarter 2000, p5). Generation X’s are more concerned with their personal interests. Job satisfaction and recognition in the work place are some of the fundamental issues that matter to them most. The way the performance appraisal was implemented seemed not to have embraced most of these fundamental work principles. One can therefore expect the Generation X employees to have more negative attitudes towards performance appraisal than older employees. The variables: age and attitudes were investigated and the results are presented in Table 4.

I have made use of the Kendall’s Tau C correlation coefficient and its related values of significance to investigate the relationship between various age categories and the employees’ attitudes towards performance appraisal. As it can be seen from the Table 4, the Kendall’s Tau correlation coefficient of the 36 performance appraisal statements varied from positive to negative correlation, with the correlation coefficients of six statements being significant. Of these six performance appraisal statements, four are measuring attitudes on emotional level, one is measuring attitudes on the cognitive level and the other one is measuring the attitudes on the

behavioural level. The overall attitude remarks of three of these statements are negative, whereas the overall attitude status for the remaining three is positive. The statements that indicate a significant Kendall's Tau correlation coefficients are too few to enable us to establish that there is a relationship between different age categories of the respondents and their negative related attitudes towards performance appraisal. As a result, the hypothesis that the younger the employees are (Generation X) the more negative attitudes they show towards performance appraisal, cannot be accepted. Although different age categories have indicated more negative attitudes towards performance appraisal, this distribution can however not only be attributed by the ages of the respondents. It may be due to some other social factors like organisational settings, in which employees find themselves working.

Performance Appraisal Statement	Kendall's Tau C	Significance
1. With performance appraisal employees' ideas were welcomed.	-.13	.064
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	-.18	.022*
3. Performance appraisal gave staff members enough chance to express their opinions.	.04	.314
4. The performance appraisal system similar to the suspended one should be used again.	.01	.437
5. Continuous appraisal sessions should be conducted every three months.	.06	.230
6. Performance appraisal made me feel I am wanted here in the Ministry.	.07	.225
7. There should be a mutual understanding between employee and supervisor during appraisal.	.09	.050*
8. Employees should be provided with appraisal information when they begin working.	.05	.166
9. As a result of performance appraisal, staff members had confidence in management.	.18	.020*
10. Through performance appraisal my interests as an employee were well taken care of.	.04	.318
11. The performance ratings reflected the employee's contribution to their jobs.	.07	.210
12. Employees should assist the management in designing a new performance appraisal system.	.10	.060
13. Performance appraisal improved staff members' relationship with the supervisor.	-.08	.181
14. The performance appraisal system encouraged employees to work hard.	.01	.430
15. The suspended performance appraisal system should be maintained.	-.01	.450
16. Managers understood the goals of performance appraisal.	-.12	.077
17. Throughout the appraisal system, employees knew what to expect from their supervisors.	.01	.459
18. During the appraisal sessions employees knew what was expected from them.	-.16	.031*
19. The supervisors fairly knew how to carry out performance appraisal.	-.12	.079
20. The performance appraisal system was objective.	-.07	.221
21. Many employees understood how Performance Appraisal works.	.09	.091
22. In performance appraisal both the supervisor and employee should agree on the final rating.	.10	.066
23. Performance appraisal should be based on the performance objectives to be achieved.	-.13	.016*
24. Performance appraisal prepared employees for new responsibilities.	.11	.101
25. Many employees were satisfied with the performance appraisal system.	-.15	.016*
26. Performance appraisal system provided accurate feedback to staff members.	-.01	.471
27. Employee considered performance appraisal system as legitimate.	.01	.455
28. Information on appraisal interviews was properly recorded.	.07	.209
29. Performance appraisal was administered to my expectations.	.07	.204
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.	.02	.395
31. Performance appraisal provided an opportunity for employees to advance in their job.	.10	.137
32. Through appraisal process the performance goals were clarified.	-.16	.034*
33. In general, employees were scared about performance appraisal.	-.04	.339
34. Performance appraisal system was clearly understood by those who implement it.	.13	.058
35. During appraisal employees were provided with a chance to impact on their own appraisals.	-.17	.028*
36. Staff members were satisfied with the way performance appraisal interviews were conducted.	-.05	.235

Table 5: Results for attitudes towards performance appraisal with regard to the WASCOM Unified Grading Structure (p < .05)* (p < .01) (p < .001)*****

2.4.5 Attitudes towards performance appraisal by income

The suspended Performance Appraisal System of the Public Service of Namibia was a brainchild of the Wages and Salary Commission (WASCOM). Already in 1996, WASCOM recommended a need for a new performance appraisal system for the Public Service. To that end new salary grades were determined and were linked to the Performance Appraisal System. This section therefore wishes to determine whether there is any pattern between WASCOM Unified Grading Structure and the employees' attitude towards performance appraisal.

Apart from the WASCOM Unified Grading Structure, there are many grading structures in the Public Service of Namibia such as for the Namibian Police (NAMPOL), Namibian Defence Force (NDF), Prison Services and Teaching Grading Structure. I have selected the Unified Grading Structure because it is the most common grading/salary structure being used in the Public Service, and especially in the two ministries, i.e. the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The WASCOM Teaching Grading Structure was also considered for the teaching staff in the Ministry of Basic Education, Sports & Culture. But after the survey of the present study, it was later discovered that the Teaching Grading Structure was inappropriate to be used in this research, because by the time of the survey no proper performance evaluation was conducted on staff members who are remunerated through WASCOM Teaching Grading Structure. For the purpose of the present study, only the WASCOM Unified Grading Structure will be used to determine if there are relationships between various WASCOM Unified Grading categories and attitudes towards performance appraisal. The results of this comparison are outlined in Table 5.

The Kendall's Tau C correlation coefficient and its levels of significance were used to establish the extent to which a relationship may be existing between various WASCOM Unified Grading

Structure and employees' attitudes towards performance appraisal. As can be seen from the Table 5, the correlation between these two variables varied between negative and positive and is relatively low. Only eight performance appraisal statements have shown significant correlation coefficients, of which four are measuring attitudes at cognitive level, three are measuring emotional attitude component and one is measuring attitudes at behavioural attitude component. This correlation therefore is not convincing enough to confirm that a relationship exists between the various WASCOM Unified Grading Structure categories and employees attitudes towards performance appraisal. The salaries or the income of employees, especially in terms of categories e.g. those in U1A – U1C (lowest category) and USP3 (highest non-managerial category) seems not have any influence in the way employees are experiencing attitudes towards performance appraisal. The hypothesis that the higher the income employees are earning the more positive attitudes employees will show towards performance appraisal is therefore rejected. It came out of the survey that the employees' attitudes towards performance appraisal have been all along negative irrespective of the various WASCOM Unified Grading Structure categories. To some extent, employees in higher grading categories seem to have indicated more negative attitudes towards performance appraisal than their counterparts in lowly graded categories/positions.

Performance Appraisal Statement	Kendall's Tau C	Significance
1. With performance appraisal employees' ideas were welcomed.	.10	.067
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	-.02	.415
3. Performance appraisal gave staff members enough chance to express their opinions.	.14	.024*
4. The performance appraisal system similar to the suspended one should be used again.	-.01	.456

5. Continuous appraisal sessions should be conducted every three months.	-.02	.396
6. Performance appraisal made me feel I am wanted here in the Ministry.	.06	.203
7. There should be a mutual understanding between employee and supervisor during appraisal.	.01	.414
8. Employees should be provided with appraisal information when they begin working.	.05	.120
9. As a result of performance appraisal, staff members had confidence in management.	.10	.076
10. Through performance appraisal my interests as an employee were well taken care of.	.23	.000***
11. The performance ratings reflected the employee's contribution to their jobs.	.04	.279
12. Employees should assist the management in designing a new performance appraisal system.	.13	.01**
13. Performance appraisal improved staff members' relationship with the supervisor.	.07	.142
14. The performance appraisal system encouraged employees to work hard.	.03	.338
15. The suspended performance appraisal system should be maintained.	-.01	.453
16. Managers understood the goals of performance appraisal.	.10	.073
17. Throughout the appraisal system, employees knew what to expect from their supervisors.	.15	.017*
18. During the appraisal sessions employees knew what was expected from them.	.05	.240
19. The supervisors fairly knew how to carry out performance appraisal.	.12	.041*
20. The performance appraisal system was objective.	.14	.030*
21. Many employees understood how Performance Appraisal works.	.15	.006**
22. In performance appraisal both the supervisor and employee should agree on the final rating.	-.01	.420
23. Performance appraisal should be based on the performance objectives to be achieved.	-.01	.453
24. Performance appraisal prepared employees for new responsibilities.	.11	.057
25. Many employees were satisfied with the performance appraisal system.	.04	.262
26. Performance appraisal system provided accurate feedback to staff members.	.20	.001***
27. Employee considered performance appraisal system as legitimate.	.01	.457
28. Information on appraisal interviews was properly recorded.	.03	.311
29. Performance appraisal was administered to my expectations.	.13	.027*
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.	.19	.003**
31. Performance appraisal provided an opportunity for employees to advance in their job.	.23	.000***
32. Through appraisal process the performance goals were clarified.	.12	.041*
33. In general, employees were scared about performance appraisal.	.09	.087
34. Performance appraisal system was clearly understood by those who implement it.	.25	.000***
35. During appraisal employees were provided with a chance to impact on their own appraisals.	.00	.499
36. Staff members were satisfied with the way performance appraisal interviews were conducted.	.08	.105

Table 6: Results for attitudes towards performance appraisal with regard to academic qualifications ($p < .05$)* ($p < .01$) ($p < .001$)*****

2.4.6 Attitudes towards performance appraisal by qualifications

It is expected that attitudes matter most when it is coming to education. It was hypothesised that the higher the educational status (higher educational qualifications) are, the more positive attitudes employees will show towards performance appraisal. Employees with higher

qualifications are expected to have better understanding on the operations of performance appraisal, to have more objective and matured views towards the phenomenon, and hence, will show more positive attitudes towards performance appraisal. The survey results however show that the general trend of the respondents' attitudes towards performance appraisal has been more negative than positive (see Table 1). This trend has therefore ruled out the possibility of expecting more positive attitudes than the negative attitudes in this regard. The survey results regarding employees' attitudes by various qualification categories are presented in Table 6.

Making use of the Kendall's Tau C correlation coefficient and its levels of significance, the correlation between the 36 performance appraisal statements and various qualification categories varied between $-.02$ and $.25$. Out of these statements, the correlation coefficients for 13 performance appraisal statements are significant (at $p < .05^*$, $p < .01^{**}$ and $p < .001^{***}$) (see Table 6). Out of these 13 statements that are reflecting significant correlation between performance appraisal and attitudes, 7 are measuring attitudes at cognitive level. These 7 statements constitute 50 % of the 14 performance appraisal statements that were designed to measure employees' attitudes at cognitive component level (see Appendix B).

The implications are therefore that to have 13 of 36 (36 %) statements reflecting significant correlation between performance appraisal attitudes and the qualification categories, can reasonably justify the finding that in fact the higher the educational qualifications employees have the more negative attitudes they are likely to show towards performance appraisal. This is even more so at cognitive component level where 50 % of the statements showed significant correlation. It can be concluded that the relationship between qualification categories and

negative attitudes towards performance appraisal at cognitive level is not by chance. While it can be justified that the employees with higher educational qualifications showed more negative attitudes towards performance appraisal than those with lower qualifications, at cognitive level employees have shown more negative attitudes than at emotional or behavioural level. Therefore, the higher the educational qualifications the more negative attitudes employees are likely to indicate at cognitive component level. The hypothesis that the higher educational status the more positive attitudes employees will show towards performance appraisal is rejected.

Performance Appraisal Statement	Kendall's Tau C	Significance
1. With performance appraisal employees' ideas were welcomed.	-.02	.398
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.	-.13	.040*
3. Performance appraisal gave staff members enough chance to express their opinions.	.03	.317
4. The performance appraisal system similar to the suspended one should be used again.	-.01	.426
5. Continuous appraisal sessions should be conducted every three months.	-.11	.063
6. Performance appraisal made me feel I am wanted here in the Ministry.	-.03	.335
7. There should be a mutual understanding between employee and supervisor during appraisal.	.05	.115
8. Employees should be provided with appraisal information when they begin working.	.07	.059

9. As a result of performance appraisal, staff members had confidence in management.	.08	.131
10. Through performance appraisal my interests as an employee were well taken care of.	.01	.430
11. The performance ratings reflected the employee's contribution to their jobs.	.03	.360
12. Employees should assist the management in designing a new performance appraisal system.	.03	.325
13. Performance appraisal improved staff members' relationship with the supervisor.	.09	.104
14. The performance appraisal system encouraged employees to work hard.	.08	.109
15. The suspended performance appraisal system should be maintained.	-.05	.236
16. Managers understood the goals of performance appraisal.	.02	.407
17. Throughout the appraisal system, employees knew what to expect from their supervisors.	.05	.233
18. During the appraisal sessions employees knew what was expected from them.	.05	.260
19. The supervisors fairly knew how to carry out performance appraisal.	-.07	.183
20. The performance appraisal system was objective.	.06	.231
21. Many employees understood how Performance Appraisal works.	-.06	.175
22. In performance appraisal both the supervisor and employee should agree on the final rating.	.01	.406
23. Performance appraisal should be based on the performance objectives to be achieved.	-.09	.034*
24. Performance appraisal prepared employees for new responsibilities.	.03	.319
25. Many employees were satisfied with the performance appraisal system.	-.07	.151
26. Performance appraisal system provided accurate feedback to staff members.	.10	.076
27. Employee considered performance appraisal system as legitimate.	-.07	.174
28. Information on appraisal interviews was properly recorded.	.01	.471
29. Performance appraisal was administered to my expectations.	-.06	.217
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.	.10	.085
31. Performance appraisal provided an opportunity for employees to advance in their job.	.02	.347
32. Through appraisal process the performance goals were clarified.	.02	.399
33. In general, employees were scared about performance appraisal.	.07	.168
34. Performance appraisal system was clearly understood by those who implement it.	.05	.233
35. During appraisal employees were provided with a chance to impact on their own appraisals.	.02	.412
36. Staff members were satisfied with the way performance appraisal interviews were conducted.	-.10	.065

Table 7: Results for attitudes towards performance appraisal with regard to the years of employment
(p < .05)* (p < .01) (p < .001)*****

2.4.7 Attitudes towards performance appraisal by years of employment

Is there any difference between the staff members who have been employed in the two ministries for a short period of time and those who have been employed for a longer period of time in terms of their attitudes towards performance appraisal? This difference will enable us to determine whether or not the years of employment have an influence in the way employees perceive performance appraisal. The results in this regard are presented in Table 7.

The Kendall's Tau correlation coefficients establish a weak relationship between the performance appraisal statements and the years of employment of the respondents in the two ministries. The correlation coefficients varied between $-.13$ and $.10$. Only two performance appraisal statements have indicated significant correlation coefficients. Based on the low correlation that exists between the two variable i.e. years of employment and attitudes, it is established that the period that the respondents have been employed does not per se influence their attitudes towards performance appraisal. As a result, the hypothesis that states that the more years of service employees have been in the ministries the more positive attitudes towards performance appraisal is rejected.

4.2.8 Three-components attitude by demographic information

Attitude Component	Chi ²	Degree of freedom (df)	Contingency Coefficient	Significance
Emotional Component	.9	1	.10	.344
Cognitive Component	2.7	1	.16	.103
Behavioural Component	.0	1	.03	.945

Table 8: Results for the three -component attitudes with regard to the two ministries ($p < .05$)* ($p < .01$) ($p < .001$)*****

Table 8 presented the results for the three attitude-components with regard to the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. Making use of the Chi² and its related contingency coefficient, there is a statistical dependency between the two ministries regarding the respondents' attitudes towards performance appraisal at cognitive component level. This statistical dependency is however not significant. We cannot therefore conclude that a relationship exists regarding employee' attitudes towards performance appraisal on cognitive component level between the two ministries. Table 8 further indicates that no correlation is existing between the two ministries regarding employees' attitudes towards performance appraisal on both emotional and behavioural components levels respectively.

Attitude Component	Chi ²	Degree of freedom (df)	Contingency Coefficient	Significance
Emotional Component	.0	1	.01	1.00
Cognitive Component	.6	1	.09	.427
Behavioural Component	.0	1	.04	.874

Table 9: Results for the three-component attitudes with regard to females and males in the two ministries (p < .05)* (p < .01) (p < .001)*****

The comparisons for the three attitude-component levels with regard to gender and age of the respondents have been shown in Tables 9 and 10 respectively. On the account of gender, there has been no correlation existing between male and female respondents in all three attitude-components (see Table 9). A very low correlation with no significance is indicated between age categories of the respondents and the three attitude-components (see Table 10). It may therefore be interpreted that neither gender nor age of the respondents has a significant influence in the formation of negative attitudes towards performance appraisal on emotional, cognitive or behavioural level.

Attitude Component	Kendall's Tau	Significance
Emotional Component	.07	.218
Cognitive Component	.05	.278
Behavioural Component	.04	.289

Table 10: Results for the three -component attitudes with regard to the age of the respondents ($p < .05$)* ($p < .01$) ($p < .001$)*****

Attitude Component	Kendall's Tau	Significance
Emotional Component	.20	.012**
Cognitive Component	-.08	.165
Behavioural Component	.03	.311

Table 11: Results for the three-component attitudes with regard to the WASCOM Unified Grading Structure ($p < .05$)* ($p < .01$) ($p < .001$)*****

Table 11 is looking at the extent to which a relationship exists between the three-attitude components and the various WASCOM unified grading categories. It can be observed from Table 11 that a significant relationship ($r = .012^{**}$), exists between the various WASCOM Unified Grading categories and the emotional attitude component. The interpretation following this significant correlation can be made that the effect between emotional attitude component and the various WASCOM grading categories or income is probably real and is not due to chance. For the other two components i.e. cognitive and behavioural in the same Table 11, the correlation coefficients are however not significant.

Attitude Component	Kendall's Tau	Significance
Emotional Component	.11	.087
Cognitive Component	.06	.238

Behavioural Component	.08	.113
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Table 12: Results for the three-component attitudes with regard to the academic qualifications of the respondents ($p < .05$)* ($p < .01$) ($p < .001$ *****

The results for the three attitude-components with respect to both the qualifications and the years of employment of the respondents are shown Table 12 and 13 respectively. Although there has been no significant correlation in either of the attitude component, it is interesting to observe that the correlation between emotional attitude component and qualification categories as well with the years of employment of the respondents is higher in both cases comparing to the other attitude components. If we compare the three attitude-components with regard to the qualification categories as well as the years of employment, it is more likely that different qualification categories and years of employment categories have to certain extent an influence in the accumulation of negative attitudes towards performance appraisal at emotional level. This influence is however not significant, and as a result a conclusion cannot be made in that regard.

Attitude Component	Kendall's Tau	Significance
Emotional Component	.11	.095
Cognitive Component	.01	.457
Behavioural Component	.01	.429

Table 13: Results for the three-component attitudes with regard to the years of employment in the two ministries ($p < .05$)* ($p < .01$) ($p < .001$ *****

Demographic Item	Type of Correlation	Emotional Component	Cognitive Component	Behavioural Component
Ministries	Chi ²	.9	2.7	.0
Gender	Chi ²	.0	.6	.0
Age	Kendall's Tau C	.07	.05	.04
WASCOM Unified Grading Structure	Kendall's Tau C	.20	-.08	.03
Qualifications	Kendall's Tau C	.11	.06	.08
Years of Employment	Kendall's Tau C	.11	.01	.01

Table 14: Summary of the correlation between the demographic items and the three-component of attitudes

If we compare the correlation coefficients of the three attitude components with regard to the respective demographic items (see Table 14), we can clearly see the different patterns as to how the attitude components are relating to one another. Since we know already from Table 1 that the overall attitude of the respondents towards performance appraisal is negative, the same applies to the respective attitude components. All the hypotheses that are predicting higher positive attitudes among the three - components of attitudes are therefore rejected.

Comparing the correlation coefficients of the emotional and behavioural components, it can be observed from Table 14 that except for gender, the correlation coefficients for emotional component have been higher than the ones for the behavioural component. Making us to conclude that employees who show higher negative attitudes towards performance appraisal at emotional level may not necessarily show higher negative attitudes at behavioural level. Thus, the hypothesis that employees who indicate higher negative attitudes towards performance appraisal on the emotional level will also show higher negative attitudes on the behavioural level is also rejected.

Likewise, if we compare cognitive component with behavioural component, it can be observed from Table 14 that except with qualifications and years of experience, the correlation coefficients for the cognitive component have been a bit higher than the ones for the behavioural coefficient. We can conclude that the respondents who showed higher negative attitudes at cognitive level do not necessarily show high negative attitudes at behavioural level. As a result, the hypothesis that employees who show higher negative attitudes towards performance appraisal will also show higher negative attitudes on the behavioural level is rejected.

4.3 Summary

The present study has been based on the quantitative research paradigm of social sciences, aimed at providing a representative view or information regarding the current trends of the attitudes towards performance appraisal in the Public Service of Namibia, especially with specific reference to the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. A questionnaire has been designed, consisting of two main sections namely, the performance appraisal statements and the demographic information (see Appendix A).

Since the present study has been based on the three-component attitude model, which consist of components such as affect (emotions), behaviour and cognition (Hogg & Vaughan, 1998, Breckler, 1984 in Baron & Byrne, 1987, Manstead, 1996 and Eiser, 1994), the performance appraisal statements were designed according to these three components of attitudes (see Appendix B). A sample of 136 respondents was drawn from the two ministries, i.e. Ministry of Basic Education, Sports & Culture and Ministry of Labour. The respondents were asked to rate

the performance appraisal statements based on the Performance Appraisal System that was introduced by the Public Service of Namibia in 1997 and suspended in 1998. These performance appraisal statements measured attitudes of the staff members in the two ministries regarding the construct, performance appraisal system as was applied in the Public Service of Namibia.

The result of the survey of the present study are summarised as follows:

- ◆ The results of the survey have confirmed that the overall predominant attitudes of employees towards performance appraisal are negative.
- ◆ Employees in the two ministries are likely to have experienced performance appraisal in the same way, since there has not been any significant relationship indicating otherwise.
- ◆ Gender, age and income of the respondents seem not to have played a significant role in the formation of employees' negative attitudes towards performance appraisal.
- ◆ There is a significant relationship existing between the respondents' qualification categories and the employees' negative attitudes towards performance appraisal. It has been concluded from this finding that educational status can play a contributing factor in the formation and status of attitudes. A confirmation of this conclusion is need, therefore a future research is recommended in this regard.
- ◆ The interaction and relationship among the three components of attitudes did not come out clearly in the survey. It is taken from this point of view that in general no significant relationship is existing among the three components of attitudes. Perhaps this finding can be confirmed by research in future.

The present study has therefore reported the results that attempted to extend attitudes and performance appraisal literature. Its major contribution to the attitude literature is the examination of the relationship among the three-component attitude model i.e. emotional, cognitive and behavioural components, and performance appraisal variables.

Discussion and interpretation

The overall results of the present study clearly indicate that the employees' attitudes towards performance appraisal are mainly negative (in 25 performance appraisal statements that constitute 69 % or two-thirds of the total statements) (See table 1). The overall negative attitudes towards performance appraisal may therefore imply that in the context of the three-component attitude model, employees' attitudes are negative on the cognitive, emotional as well as on the behavioural level. Employees' overall negative attitudes within the context of the three-component attitude model can also be explained that the employees' negative beliefs, ideas, views and thoughts about performance appraisal have created negative attitudes on the cognitive level. The suspicion employees had about the performance appraisal when it was implemented, their uncertainty, mistrust and fear towards performance appraisal have created negative attitudes on the emotional level. Their intended but negative actions or reactions towards performance appraisal have created negative attitudes on the behavioural level. The overall negative attitudes towards performance appraisal can further be understood in the context of the operationalisation of the concept, three-component attitude model into variables such as employees' acceptance of performance appraisal (cognitive component), employees perceived system knowledge of performance appraisal

(cognitive component), employees trust in management as a result of performance appraisal (emotional component), employees' reactions to performance appraisal (behavioural component) and employees' participation in performance appraisal (behavioural component).

This chapter will therefore look into the possible interpretations of the results and the findings within the context under which the present study has taken place. An attempt will be made to explore the possible factors that might have contributed to the employees' overall negative attitudes towards performance appraisal. The chapter also looks at the possible implications for future research. It also investigates the limitations of the present study and finally makes the concluding remarks of the present study.

5.1 Contributing factors to negative attitudes towards performance appraisal

5.1.1 Lack of mutual understanding

The lack of mutual understanding between the supervisors (raters) and the employees (ratees) might have caused employees' negative attitudes on the cognitive component of the three-component attitude model. Employees may be of the view that an ideal performance appraisal system should be based on the mutual understanding between the two stakeholders i.e. the supervisor and the employee. This understanding is perceived by the employees as a source for a proper performance feedback, since they would be free to point out the external factors that are likely to influence their performance.

Cawley et al. (1998) and Katz (1960 in Hogg & Vaughan, 1998) refer to the extent the employees are having a chance to influence their performance appraisal as instrumental participation. Whereas, Vroom (1964 in Mayer & Davis, 1999) refers to the extent to which performance appraisal allows the recognition and the rewards of employees' contribution as outcome instrumentality. Mutual understanding is also a source of performance agreement between the supervisors and other employees, since employees are likely to get an opportunity to suggest the ways to improve their performance. If mutual understanding is existing between the supervisor and the employee, employees are likely to have a perception that both the performance appraisal system and performance rating is fair, since they are free to express their voice in term of their contribution to the appraisal process. Katz (1960 in Hogg & Vaughamm, 1998) refers to the extent to which employees are free to express their voice as value-expressive participation. However, if a mutual understanding is not existing between the supervisors and their staff members, employees are likely to develop negative thoughts and opinions about the performance appraisal. The development of these negative thoughts and opinions is likely to play a major role in the formation of negative attitudes towards performance appraisal system and towards the appraisal process on the cognitive level.

5.1.2 Lack of performance objectives

The overall negative employees' attitudes towards performance appraisal may well be attributed by the lack of clear performance objectives in the performance appraisal system. The main purpose of the performance objectives is to link the appraisal system to the objectives to be achieved by employees during the specific performance period. In this regard, employees will be more clear about the targets to be achieved and their performance will be more guided since there are objectives in place to be achieved. The performance appraisal form of the Public Service of Namibia made provision for the setting of objectives at the beginning of the appraisal period. However, when the system was implemented this provision was not properly considered. Setting the performance objectives was either done retrospectively, whereby the performance appraisal objectives were set at the end of appraisal period, or in some cases the performance objectives have never been set at all. This situation therefore raised a perception among the employees that the performance appraisal as it was implemented was not based upon any performance objectives, contrary to the provision made by the performance appraisal system as such. This situation also posed a concern among the employees whether a performance appraisal system that was not based on performance would be valid. A question to be raised may be that if an appraisal system is not linked to performance objectives then it is based on what? A possible answer could be that such system is baseless. The absence of clear performance objectives is rendering the performance appraisal system of any organisation invalid, since performance appraisal

as an assessment tool would not be able to measure what it was really designed to measure. Employees are likely to be concerned about the validity of such performance appraisal system. When they cannot find any justification of the validity of the performance appraisal system and when they cannot accept it as a fair developmental tool, they are likely to develop negative beliefs and opinions as to what performance appraisal really means to them. As a result of their negative beliefs and opinions of the way they have experienced the system, they are then likely to develop negative attitudes towards performance appraisal.

5.1.3 Involvement in and satisfaction with performance appraisal

One of the most important explanations that can be rendered to the overall negative attitudes towards performance appraisal is the issue of the involvement in and the satisfaction with the performance appraisal system. It can be concluded from the results of the present study that the majority of the respondents in the two ministries were not satisfied with performance appraisal system (majority of the respondents disagreed and/or strongly disagreed with 25 performance appraisal statements that constitute 69 % or two-thirds of the total statements. It can also be generalised from the results that many employees in the two ministries were not satisfied with performance appraisal system as it was implemented in 1997 and suspended in 1998. This can be because employees were not involved in the development of performance appraisal system, right from the formulation of the performance appraisal policy, the decision on the

competencies and/or performance elements and the performance factors that can be used to rate performance, to the design and administration of the performance appraisal form. The involvement in the development of the performance appraisal system in this context advocates a broader participation in the system, be it by employees representatives e.g. unions such as Namibian Public Workers' Union (NAPWU) or Public Service Union of Namibia (PSUN) or employees' professional bodies and associations being incorporated in the performance appraisal committees or regular consultations with individual employees on the progress made in the development of the performance appraisal system. When employees are not involved in the development of the performance appraisal system, they are unlikely to know and understand the system easily and they are unlikely to be satisfied with it and to consider it as fair performance assessment tool. This is likely to create negative employees' attitude towards the system, since employees are dissatisfied with it.

For instance, a research done by Dobbins, Cardy & Platz (1988 in Murphy & Cleveland, 1995) concluded that staff members who are involved in the development of performance appraisal tend to be more satisfied with the appraisal interviews and more motivated to improve performance. Latham & Wexley (1994) are also of the view that the high levels of employee participation in the performance appraisal result in employees being satisfied with both the appraisal process and the supervisor who conducted it. When the respondents are indicating that they are dissatisfied with the

appraisal process, this can be an indication that employees have not been involved in the development of performance appraisal nor have they been fully participating in the performance appraisal, such as regular performance reviews, accorded opportunities for self-rating, reviews being discussed with employees and employees being given fair chance to voice their views and many more. As result, when employees are dissatisfied with the way performance interviews are conducted, they start rejecting the appraisal process, considering it as unfair and this may lead to negative attitude towards performance appraisal in general. The present study therefore confirms the findings of Dobbins, Cardy & Platz (1988 in Murphy & Cleveland, 1995) and the views made by Latham & Wexley (1994).

5.1.4 Lack of clear understanding of the performance appraisal

Although we have already expatiated the view that the overall negative attitudes might have been caused by lack of mutual understanding between the managers/supervisors and other employees, it might have also been attributed to the lack of clear understanding of performance appraisal by both the managers/supervisors and other employees. The understanding of performance appraisal by managers/supervisors and other employees was measured under items 16 and 21 of the questionnaire (see Table 1 and Appendix B). The two items were measuring the managers/supervisors' as well as the other employees' perceived system knowledge of performance appraisal. The results according to Table 1 are negative, indicating a lack of perceived system knowledge of

performance appraisal by both the Public Service managers and other employees alike. According to Williams & Levy (1992 in Levy & Williams, 1998) the extent to which both the managers and employees believe that they understand the overall role and process of the organisation's performance appraisal may be very important in determining how they view the organisation in general and the appraisal process in particular. This may imply that when employees do not have a clear understanding of the performance appraisal as well as its whole process, they may also not have a clear understanding of the operations of the organisation. In other words, since it has been confirmed in the present study that the managers/supervisors and other employees did not understand how performance appraisal works, it is also possible that they did not understand the overall business of the Public Service of Namibia. The effect of poor understanding of performance appraisal process and the entire system is that, employees are likely to disassociate themselves with the system. They are also likely not to have the ownership of the appraisal process, hence they are unlikely to have a positive attitude towards the appraisal process. Having all employees (including managers and supervisors) understand the purpose and the operations of the performance appraisal system is crucial to the success of the system, since employees are well informed of the system and their concerns and uncertainties are well addressed. They are also likely to have a clearer understanding of the business of their organisations and the working environment they are finding themselves in.

5.1.5 Lack of accurate performance appraisal information

The employees' belief that performance appraisal did not provide accurate information might have also contributed to the overall negative attitudes towards performance appraisal. The results of the present study (see Table 1) are indicating that the survey respondents are of the perceptions that performance appraisal system did not provide accurate feedback to the employees. This may imply that employees might have experienced unfair performance ratings during the appraisal process that might have also led to them not accepting the system and eventually led to negative attitudes towards performance appraisal. When employees are of the perception that performance appraisal feedback was inaccurate, it is also an indication that the performance reviews had never been properly documented and well recorded. In the absence of proper performance review documentation, employees may think that they are being penalised unfairly, especially if the low ratings are due to circumstances beyond their control. Bernardin & Beatty (1984 in Roberts, 1994) are confirming this by stating that specific performance documentation is essential for accurate feedback. In order to have accurate feedback, it means that the performance reviews should therefore be properly documented.

In many instances when employees are joining organisations, they are not informed as to how their performance will be evaluated throughout the year. In most cases it is left to them to figure out the expectations of their supervisors regarding their performance. In

most cases this information is not provided at all or they are provided late, leaving a room for uncertainty, fears and even suspicions regarding the appraisal, which may ultimately lead to negative attitude towards performance appraisal. In some cases employees are not even consulted to discuss their performances until such time that they are invited to their supervisors' offices to endorse their signatures on their performance appraisal forms. A position of this nature in any organisation is likely to have a major impact in the formation of negative attitudes towards performance appraisal. It should be rejected by all means. It is a preferred situation to have employees being provided with the relevant performance appraisal information at the beginning of their employment.

5.1.6 Attitudes in the two ministries

It has been found from the results that there is no significant difference with regard to attitudes between the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. Although the two ministries differ in terms of their locations, the size of the employees and their clientele, it seems as if the way the performance appraisal was experienced in the two ministries did not differ much. By the time of the survey of the present study, the head office of the Ministry of Basic Education, Sports & Culture was located in the complex known as Government Office Park, while the other directorates where the survey was conducted such National Examinations & Assessment, Heritage and Culture Programmes, Libraries and Windhoek Regional Office are scattered around

the city of Windhoek. The Ministry of Labour is based in Khomasdal, one of the large residential areas of Windhoek. The Ministry of Basic Education, Sports & Culture is one of the biggest ministries in the Government of the Republic of Namibia, whereas the Ministry of Labour is one of the smallest ministries in terms of the staff employed in the two ministries and the budgetary allocations. The clientele of the two ministries also differs, whereby the Ministry of Basic Education, Sports and Culture is regulating issues pertaining to schools, learners and teachers, while the clientele of the Ministry of Labour is centred around the employers, labour market, trade unions and jobs-seekers. These vast differences between the two ministries could not shape and influence the way employees in the two ministries have experienced the common phenomenon, performance appraisal. In the absence of a significance difference between employees' attitudes towards performance appraisal in the two ministries, it thus seems as if the common problems that have been explored earlier regarding the possible formation of overall negative attitudes towards performance appraisal could be applied to both ministries. Although empirically it is not advisable to generalise this finding to all ministries in the Government of the Republic of Namibia, looking at the common problems that have been experienced with the implementation of the performance appraisal system, it is tempting to suggest that most if not all of the ministries would not display a significant difference regarding employees' overall attitudes towards performance appraisal system as it was implemented in 1997 and suspended in 1998.

5.1.7 Attitudes and gender

The position that no significant difference was found between females and males with the regard to the way the respondents have experienced performance appraisal in the two ministries, is an indication that gender did not play a significant role on the formation of employees' attitudes towards performance appraisal. According to Hogg & Vaughan (1998), attitudes are learned rather than innate. Attitudes are learned as an integral part of the socialisation process (Fishbein & Ajzen, 1975; McGuire, 1969 and Oskamp, 1984 in Hogg & Vaughan, 1998), through direct experiences or through interactions with others. Attitudes can also be learned as a product of cognitive processes. If attitudes can be acquired through the learning processes and learning per se seems not to be based on the gender differences, it is therefore normal not to expect any significant difference between male and female respondents with regard to their attitudes towards performance appraisal.

5.1.8 Attitudes and qualifications

One of the major findings of the present study is the link between employees' attitudes towards performance appraisal and employees qualifications. It has been confirmed from the previous chapter that the respondents with higher qualifications are likely to show more negative attitudes towards performance appraisal than the ones with lower qualifications. This finding is well illustrated in Tables 15, 16 and 17. The proportions

for negative attitudes seem to be increasing as the qualification categories are increasing.

Qualifications	Positive Attitudes		Negative Attitudes	
	N	%	N	%
Below Grade 12	6	33	12	67
Grade 12	11	22	40	78
3 yrs degree/diploma	4	14	24	86
4 yrs degree/diploma	3	18	14	82
Masters degree	1	10	9	90
Others	4	40	6	60
Total	29		105	

Table 15: Qualifications categories of the respondents and attitudes indicated at cognitive level

Qualifications	Positive Attitudes		Negative Attitudes	
	N	%	N	%
Below Grade 12	6	33	12	67
Grade 12	15	29	36	71
3 yrs degree/diploma	5	18	23	82
4 yrs degree/diploma	2	12	15	88
Masters degree	2	20	8	80
Others	3	30	7	70
Total	33		101	

Table 16: Qualifications categories of the respondents and attitudes indicated at emotional level

Qualifications	Positive Attitudes		Negative Attitudes	
	N	%	N	%
Below Grade 12	3	17	15	83
Grade 12	8	16	43	84
3 yrs degree/diploma	3	11	25	89
4 yrs degree/diploma	2	12	15	88
Masters degree	0	0	10	100
Others	1	10	9	90
Total	17		117	

Table 17: Qualifications categories of the respondents and attitudes indicated at behavioural level

It is difficult to interpret and to speculate the possible causes of the relationship between employees' attitudes towards performance appraisal and the employees' qualification categories. It might be that people with who possess higher qualifications are more comfortable to express their negative attitudes freely, comparing to those with lower qualifications. Most of the employees with lower qualifications may be occupying relatively junior positions and are entertaining the fear of reprisal from their supervisors should they overtly express negative attitudes towards their jobs and towards performance appraisal. This position might have influenced them in showing lesser negative attitudes than their counterparts with higher qualifications.

The relationship between employees' attitudes towards performance appraisal and the employees' qualification categories may also be interpreted as a matter of status conscious. May be employees with higher qualifications are more aware of their status than those with lower qualifications. As a result of their status, they are likely to experience negative attitudes towards performance appraisal more, moreover if they are

dissatisfied with it and they feel that at their level (status) they do not deserve to be treated the way they do. It seems therefore as if qualifications is having a contributing factor to the way employees are reacting to performance appraisal, the way they accept performance appraisal, and the way they perceive it.

5.2 Implications for future research

The literature review shows that little attention has been paid to the employees' attitudes towards performance appraisal over the past years in literature (Murphy & Cleveland, 1995, Tsiner at al. 1997), only recently that this topic is receiving more attention. The research that has been conducted in this area, i.e. attitudes towards performance appraisal, and its findings are US or UK based, although African based studies are also now emerging (Arthur, Woehr, Akande & Strong, 1995). The present study seems to be the first of its kind investigating the attitudes of employees towards performance appraisal in Namibia. The importance of employees' attitudes towards performance appraisal with regard to the success of organisations' effectiveness necessitates the need for conducting similar studies in Namibia and the extension of the results of the present study.

The results of the present study suggest the need for future research in a number of important areas. First, although the present study provides evidence that there is a strong relationship between employees' qualifications and the way they show negative attitudes

towards performance appraisal, future research needs to explore this finding and confirm it. There is a need to explain more as to why such relationship exists and also why the other variables such as income, years of employment, age and gender did not play a significant role in the formation of employees' negative attitudes towards performance appraisal.

Second, the current analysis suggests several factors that might have played a role in the formation of employees' negative attitudes towards performance appraisal. These include mutual understanding between the rater and ratees, lack of clear performance objectives, involvement in and satisfaction with performance appraisal, understanding of performance appraisal by both managers/supervisors and other employees and accurate recording of performance appraisal information. There is still a need for research assessing the extent to which these factors and many more are likely to influence the employees' attitudes towards performance appraisal. Especially within the context of the three-component attitude model, research of this kind could be more targeted to specific industries such as private sector, public sector and non-governmental organisations. Studies of this nature will help clarify the power and the importance of attitudes of employees towards performance appraisal with regard to the performance and productivity of organisations. Studies of this nature will also help in the formulation of appropriate measures in terms of the rectification of negative or

wrong attitudes as well as the reinforcement of positive attitudes towards performance appraisal.

Third, as it has been raised by Murphy & Cleveland (1995), which is also a gap identified by the present study that, there appears to be a need for experimental studies investigating employees' attitudes towards performance appraisal as a criteria that may be critical in evaluating the success and effectiveness of an appraisal system. These studies will help address the critique that performance appraisal research has been dominated by investigations concerning rating errors and rating accuracy (Tsiner, at al. 1997 and Murphy & Cleveland, 1995, Cawley at al., 1998). In contrast, less attention has been focused on qualitative criteria such as employees' reactions to appraisals and the contributing factors to these reactions (Cawley et al., 1998).

5.3 Limitations

Interpretations of the present study's results are limited by its research methodology and sample. My primary objective with the present study was to provide some initial data as to the research question, i.e. what are the attitudes of employees (in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour) towards performance appraisal. I wanted to analyse the employees' attitudes towards performance appraisal in the Public Service of Namibia, making use of the two ministries as the case for the present study. I was successful in obtaining a satisfactory sample of 136 working

women and men. However, my sample was not drawn at random from the general population of the employees in the two ministries. It was more drawn on an accidental sampling basis, whereby individual employees in the two ministries were approached incidentally to render their assistance in the completion of the questionnaire. Although I would think that the two ministries are representative of the rest of the ministries in the Government of the Republic of Namibia, one must be cautious in generalising the results of this study to the rest of the government ministries. These ministries may present quite different pictures with respect to the employees' attitudes towards performance appraisal, although this statement is strongly reserved due the fact that the performance appraisal system that was used in the entire Public Service of Namibia was one and the same.

The questionnaire that was administered to determine the attitudes of employees towards performance appraisal was designed for that specific purpose. Its validity and reliability could not be determined prior commencement of the study. Determining the validity and the reliability of this questionnaire is an effort that needs plenty of time and that needs a study of its own.

5.4 Conclusion

The present study has looked at the employees' attitudes towards performance appraisal in the Ministry of Basic Education, Sports & Culture and the Ministry of Labour. The

three-component attitude model was used to conceptualise and operationalise the concept 'attitude'. As a result of this conceptualisation and operationalisation, I could investigate employees' attitudes towards performance appraisal on cognitive, emotional and behavioural levels. On the cognitive level, I have looked at the variables such as the employees' acceptance of performance appraisal, and employees' perceived system knowledge of performance appraisal. On the emotional level, I have looked at the employees' trust in management as a result of performance appraisal. On the behavioural level, I have looked at the employees' reactions to performance appraisal and the employees' participation to performance appraisal. In all cases these variables have been dealt with in depth in the literature review of the present study.

Although most of the findings of the present could not confirm my hypotheses, the first major finding is that the overall attitudes of employees towards performance appraisal are predominantly negative. The second major finding is that of a significant relationship between employees' attitudes towards performance appraisal and their qualification categories, especially on the cognitive level. The third major finding of the present study is the absence of a significant relationship between women and men as to their attitudes towards performance appraisal. These findings and many more are supposed to be a contribution to research on attitudes as applied to performance appraisal. At the same time, the result of the present study can also serve as foundation

of performance appraisal literature in Namibia, especially with the assumption that this is the first research of its nature to be conducted in Namibia.

The present study has been prompted more by the quest to search for a better performance appraisal system for the organisations. It is even more so especially by the critique that performance appraisal research has been dominated by the conventional issues such as rating errors and rating accuracy (Murphy & Cleveland, 1995, Tsiner et al., 1997 and Cawley et al., 1998). The present study has also been prompted by the author's own conviction that performance appraisal research has neglected the human side of the employees (ratees), whereas, they are they ones the performance appraisals are designed for, a situation I refer to as the 'irony' of performance appraisal.

As recommended by Cawley et al. (1998), the present study has therefore looked at the qualitative aspects of performance appraisal, especially with specific reference to the operationalised variables of the three-component attitude model (i.e. acceptance of performance appraisal, perceived knowledge of performance appraisal, trust in management, reactions and participation).

The results of the present study are affirming the literature that performance appraisal research needs not to address the conventional performance appraisal issues. There is a

great need for performance appraisal research to look at these qualitative issues of performance appraisal.

For example when the overall attitudes of employees towards performance appraisal in the two ministries (the Ministry of Basic Education, Sports and Culture and the Ministry of Labour) is negative, this is a clear indication that there is a need to re-look into the performance appraisal system, and moreover to involve employees (the people) in all facets of performance appraisal in order to make it more positive. In the quest to move towards an involvement-oriented approach of performance appraisal, Cawley et al. (1998) have identified five ways in which employees can be involved in performance appraisal process: (1) offering employees opportunity to voice their opinions (i.e. value-expressive participation), (2) allowing them to influence the appraisal through voicing their opinions (i.e. instrumental participation), (3) allowing them to perform self-appraisals; (4) allowing them to participate in the development of the performance appraisal system, and (5) allowing them to participate in the setting of performance objectives in the appraisal process.

The results of the present study can therefore be used as an important springboard for the successful development and implementation of a performance appraisal system in the Public Service of Namibia. This is more so in the situation where the performance appraisal system of the Public Service has been suspended since April 1998, and

especially if the Government of the Republic of Namibia is in the process of designing and implementing another performance appraisal system. The present study (especially the questionnaire with minor alterations) can also be validated and be used to assess the status of employees' attitudes towards performance appraisal in any organisation. Finally, the research of this type may yield useful data that could serve as a guide to future research in Namibia and elsewhere.

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Appendix A

Performance Appraisal Questionnaire

Performance Appraisal Questionnaire

Dear Sir/Madam

My name is Simeon Amunkete and I am doing a research on Performance Appraisal for my MA degree at the University of Namibia. I have selected you to participate in my study because you have experience with Performance Appraisal as it was employed in your Ministry in 1997 and suspended in 1998. Your opinion about Performance Appraisal will be of a high value for my research. Therefore, I will appreciate it if you are willing to contribute by means of completing this Questionnaire. At a later stage I will inform you about the results through official correspondence to your Ministry. The information required in this questionnaire will be used for academic research purpose only; and will be treated within the strictest confidentiality.

After the completion of this questionnaire I would prefer to pick it up, but in case you have any inquiries feel more welcome to contact me at the following address:

**Simeon Amunkete
P. O. Box 70267
Khomasdal
Windhoek
Tel. 283 5029 (Business Hours) or 261 539 (After Hours)**

I will appreciate it if the questionnaires are completed by 28 January 2000.

I therefore thank you in advance for having completed this questionnaire.

SECTION A: PERFORMANCE APPRAISAL STATEMENTS

What are your opinions on the following statements? Your answer is correct if it expresses your real opinion. This is not a test and you are not to be graded. Do not omit any item. In each case, please place a tick in any one of the five blocks, which represents your own ideas about each statement.

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. With performance appraisal employees' ideas were welcomed.					
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports.					
3. Performance appraisal gave staff members enough chance to express their opinions.					
4. The performance appraisal system similar to the suspended one should be used again.					
5. Continuous appraisal sessions should be conducted every three months.					
6. Performance appraisal made me feel I am wanted here in the Ministry.					
7. There should be a mutual understanding between employee and supervisor during appraisal.					
8. Employees should be provided with appraisal information when they begin working.					
9. As a result of performance appraisal, staff members had confidence in management.					
10. Through performance appraisal my interests as an employee were well taken care of.					
11. The performance ratings reflected the employee's contribution to their jobs.					
12. Employees should assist the management in designing a new performance appraisal system.					
13. Performance appraisal improved staff members' relationship with the supervisor.					
14. The performance appraisal system encouraged employees to work hard.					
Item	Strongly	Agree	Undecided	Disagree	Strongly

	Agree				Disagree
15. The suspended performance appraisal system should be maintained.					
16. Managers understood the goals of performance appraisal.					
17. Throughout the appraisal system, employees knew what to expect from their supervisors.					
18. During the appraisal sessions employees knew what was expected from them.					
19. The supervisors fairly knew how to carry out performance appraisal.					
20. The performance appraisal system was objective.					
21. Many employees understood how Performance Appraisal works.					
22. In performance appraisal both the supervisor and employee should agree on the final rating.					
23. Performance appraisal should be based on the performance objectives to be achieved.					
24. Performance appraisal prepared employees for new responsibilities.					
25. Many employees were satisfied with the performance appraisal system.					
26. Performance appraisal system provided accurate feedback to staff members.					
27. Employee considered performance appraisal system as legitimate.					
28. Information on appraisal interviews was properly recorded.					
29. Performance appraisal was administered to my expectations.					
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members.					
31. Performance appraisal provided an opportunity for employees to advance in their job.					
32. Through appraisal process the performance goals were clarified.					
Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. In general, employees were scared about performance appraisal.					
34. Performance appraisal system was clearly understood by those who implement it.					
35. During appraisal employees were provided with a chance to impact on their own appraisals.					
36. Staff members were satisfied with the way performance appraisal interviews were conducted.					

SECTION B: ADDITIONAL INFORMATION

37. Please indicate with a tick the Ministry in which you are Employed:

Education		Labour	
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38. Please indicate by means of a tick your Gender:

Female		Male	
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39. Please indicate by means of a tick the appropriate category in which your age falls:

18 - 23	
24 - 29	
30 - 35	
36 - 40	
41 - 45	
46 - 50	
51 - 55	
56 - 60	
61 - above	

Please indicate by means of a tick the category under which your personal grading falls:

40. Unified Grading:

U1A-U1C	U2A-U2C	USP 2	U3A-U3C	USP 3

41. Teaching Grading:

T1A-T1C	T2A-T2C	T3A-T3B	T4A	T4B

42. Please indicate by means of a tick the category under which your academic

Below Grade 12	
Grade12	
3yrs Diploma/Degree	
4yrs Diploma/Degree	

Qualifications fall:

Masters Degree	
Doctorate Degree	
Others	

43. When did you join this Ministry?

0 - 3 years ago	
4 - 6 years ago	
7 - 9 years ago	
10 - 12 years ago	
13 - 15 years ago	
16 - 19 years ago	
20 - 22 years ago	
23 - 25 years ago	
26 - 29 years ago	
30 - and/or more years ago	

44. Have you been employed Elsewhere in the Public Service before joining this Ministry?

Yes		No	
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45. If yes, for how long have you been Employed in that Ministry/Office/ Agency?

Number of years

46. Have you been employed in the Private Sector or NGO Before joining this Ministry?

Yes		No	
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47. If yes, for how long have you been Employed in that organisation?

Number of Years

THE END

Appendix B

Operationalisation of the Variables

OPERATIONALISATION OF THE VARIABLES

<p>Performance appraisal items or statements with attitude components and variables that have been operationalised in brackets.</p> <p>Note: The variables have been operationalised within the perspective of employees' perceptions, views, opinions, feelings, and reactions towards performance appraisal.</p>
1. With performance appraisal employees' ideas were welcomed. (emotional, Trust)
2. During appraisals employees' views were sufficiently included in the final performance appraisal reports. (cognitive, Acceptance)
3. Performance appraisal gave staff members enough chance to express their opinions. (cognitive, Acceptance)
4. The performance appraisal system similar to the suspended one should be used again. (behavioural, Reactions)
5. Continuous appraisal sessions should be conducted every three months. (behavioural, Reactions)
6. Performance appraisal makes me feel I am wanted here in the Ministry. (emotional, Trust)
7. There should be a mutual understanding between employee and supervisor during appraisal. (cognitive, Perceived System Knowledge)
8. Employees should be provided with appraisal information when they begin working. (behavioural, Reactions)
9. As a result of performance appraisal, staff members had confidence in management. (emotional, Trust)
10. Through performance appraisal my interests as an employee were well taken care of. (emotional, Trust)
11. The performance ratings reflected the employee's contribution to their jobs. (emotional, Trust)
12. Employees should assist the management in designing a new performance appraisal system. (behavioural, Participation)
13. Performance appraisal improved staff members' relationship with the supervisor. (emotional, Trust)
14. The performance appraisal system encouraged employees to work hard. (behavioural, Reactions)
15. The suspended performance appraisal system should be maintained. (behavioural, Reactions)

16. Managers understood the goals of performance appraisal. (cognitive, Perceived System Knowledge)
17. Throughout the appraisal system, employees knew what to expect from their supervisors. (emotional, Trust)
18. During the appraisal sessions employees knew what was expected from them. (emotional, Trust)
19. The supervisors fairly knew how to carry out performance appraisal. (cognitive, Perceived System Knowledge)
20. The performance appraisal system is objective. (cognitive, Perceived System Knowledge)
21. Many employees understood how performance appraisal works. (cognitive, Perceived System Knowledge)
22. In performance appraisal both the supervisor and employee should agree on the final rating. (behavioural, Participation)
23. Performance appraisal should be based on the performance objectives to be achieved. (cognitive, Acceptance)
24. Performance appraisal prepared employees for new responsibilities. (cognitive, Acceptance)
25. Many employees were satisfied with the performance appraisal system. (emotional, Trust)
26. Performance appraisal system provided accurate feedback to staff members. (cognitive, Perceived System Knowledge)
27. Employee considered performance appraisal system as legitimate. (cognitive, Acceptance)
28. Information on appraisal interviews was properly recorded. (cognitive, Acceptance)
29. Performance appraisal was administered to my expectations. (emotional, Trust)
30. Performance appraisal provided a clear idea of what the supervisor expects from the staff members. (cognitive, Acceptance)
31. Performance appraisal provided an opportunity for employees to advance in their job. (behavioural, Reactions)

32. Through appraisal process the performance goals were clarified. (cognitive, Acceptance)
33. In general, employees were scared about performance appraisal. (emotional, Trust)
34. Performance appraisal system was clearly understood by those who implement it. (emotional, Trust)
35. During appraisal employees were provided with a chance to impact on their own appraisals. (behavioural, Participation)
36. Staff members were satisfied with the way performance appraisal interviews were conducted. (emotional, Trust)

Comparison of variables with regard to attitude components

1. Employees' reactions to performance appraisal = Behavioural component
2. Employees' participation in performance appraisal = Behavioural component
3. Employees' acceptance of performance appraisal = Cognitive component
4. Employees perceived system knowledge of performance appraisal = Cognitive component
5. Employees' trust in management as a result of performance appraisal = Emotional component

Performance Appraisal Items or Statements Reconciliation Table

Performance Appraisal Variables	Attitude components			Total
	Cognitive	Emotional	Behavioural	
Reactions to Performance Appraisal	-	-	6	6
Participation in Performance Appraisal	-	-	3	3
Acceptance of Performance Appraisal	8	-	-	8
Perceived System Knowledge of Performance Appraisal	6	-	-	6
Trust in Management as a result of Performance Appraisal	-	13	-	13
TOTAL	14	13	9	36