

## Performance Appraisal System as a Blessing in Disguise: An Empirical Study of Academics' Perceptions, Psychological Capital, and Psychological Contract Violation

Gamal Mohamed Shehata <sup>a</sup> · Nagwan Mohamed Maged Ezz <sup>b,\*</sup>

<sup>a</sup> Faculty of Commerce, Cairo University, Giza, Egypt.

<sup>b</sup> Faculty of Management, Sciences October University of Modern Sciences and Arts, Egypt

\* *Corresponding author:* [Ezz.nagwan@gmail.com](mailto:Ezz.nagwan@gmail.com); [nmaged@msa.edu.eg](mailto:nmaged@msa.edu.eg)

### Abstract

The success of the organization-employee relationship relies on the mutual exchange of benefits. In this context, the paper focuses on the necessity of involving employees in the development of performance appraisals, as this involvement is related to reducing negative outcomes. Accordingly, this paper aims to examine the impact of the different perceptions of the performance appraisal system and internal psychological capital on psychological contract violation. The paper is a cross-sectional, descriptive, and quantitative investigation of data gathered through surveying academics working in Egyptian private universities about their perceptions, positive psychological states, and psychological contract violations. The results from 361 academics indicate that the impacts among the research variables are significant and negative. As a result, academics should be recognized as main stakeholders and should be involved in the selection of performance appraisal systems. Moreover, private universities ought to select HR practices that enhance academics' psychological capital.

### Keywords

Performance Appraisal System; Psychological Contract Violation; Psychological Capital; Employees' Perception

### Article history

**Received:** 27 November 2023 · **Accepted:** 01 February 2024

## **1. Introduction**

Life is considered to be a series of mutually beneficial interactional relationships; an aspect of human nature that has remained unchanged. Such a concept has been embedded in human and business management theories, emphasizing the significance of designing corporate practices with the intentions of preserving such mutual benefits among the participating parties. Furthermore, when corporate practices are not perceived as intended, the resulting problematic outcomes may ultimately be unsatisfactory for the participating stakeholders (Al-Baidhani & Alsaqqaf, 2022; King, 2020; Li, et al., 2019; Tsega, 2022). The Performance Appraisal System (PAS) is a key element of such practices. How employees perceive performance appraisal systems can affect their emotions, attitudes, and behaviors toward their organizations; when implemented in the absence of clear, specific goals, they can jeopardize employees' dissatisfaction, productivity, and commitment (Al-Baidhani & Alsaqqaf, 2022; Daniel & Ibrahim, 2019; Nyeleti–Chisefu et al., 2022; Idowu, 2017; Waheed et al., 2018; Ravikumar & Raya, 2019). In addition, an approach for evaluating the PAS can be through employees' perceptions (Bednall, et al., 2022; Moradi et al., 2017; Nyeleti–Chisefu, et al., 2022; Rana, et al., 2020; Waheed, et al., 2018). If these perceptions are less satisfactory, negative feelings may accumulate among employees. When negative perceptions of human resource (HR) practices arise, specifically due to employees' psychological attitudes, major challenges, such as success, sustainability, and performance, are revealed for corporations (Abbas, 2014; Djurdjevic & Wheeler, 2014; Tsega, 2022; Ullah et al., 2021; Waheed, et al., 2018). Moreover, it is evident that the success of corporations significantly relies upon the efficiency and effectiveness of the adopted PAS.

Perceptions of the PAS represent a relationship between two crucial stakeholders; the employee and the organization, which can be described with respect to psychological contract theory and appraisal theories. The psychological contract theory interprets how employees perceive their organization's fulfillment of obligations, as represented in its formal policy, human resource practices, recruiters, supervisors, and overall work experiences, with the organization maintaining primary authority by dictating responsibilities through workplace policies, which employees consider as promises (Ababneh, et al., 2022; Kaur & Kaur, 2022; Latorre, et al., 2020; Montes, et al., 2015). The theory emphasizes employees' evaluations of their work experiences, which are expected to be equivalent to or greater than their exerted efforts; thus, employees may react with negative feelings if their experiences are unfavorable, and positive feelings if they are satisfactory (Abraham, et al., 2020; Latorre, et al., 2020; Rai & Agarwal, 2018; Ronnie, et al., 2022; Sobaih, et al., 2019; Wu, et al., 2021; Yarbrough, 2018). Therefore, stakeholder theory can be empirically tested from the perspective of psychological contract theory, rather than merely from that of corporate social responsibility.

The appraisal theory posits that when human resource practices are considered challengeable, internal positive resources play a crucial role in mitigating negative effects. This theory highlights the importance of these internal positive psychological

resources and coping strategies in alleviating experienced negativity (Connelly & Torrence, 2018; Moors, et al., 2013; Moors, 2021;). In this respect, psychological capital (PC) serves as the remedial solution for reducing negative feelings. It represents the internal strength of employees and the core of positive psychology, contributing to their development and performance (Çavuş & Gökçen, 2015; Guerrero-Alcedo, et al., 2022; Kun & Gadanez, 2019; Turliuc & Candel, 2022). Furthermore, it is an essential factor for achieving goals, enhancing psychological well-being, ensuring sustainability, and promoting both job and life satisfaction (Çavuş & Gökçen, 2015; Guerrero-Alcedo, et al., 2022; Ho & Chan, 2022; Kun & Gadanez, 2019; Loghman, et al., 2023; Paul Vincent, et al., 2022; Turliuc & Candel, 2022). Additionally, PC has been asserted to be the energizing force facilitating the enhancement of positive outcomes, involving individual as well as organizational aspects (Ali, et al., 2022; Biswal & Srivastava, 2022; Grozinger, et al., 2022; Ho & Chan, 2022; Loghman, et al., 2023; Novitasari, et al., 2020). This demonstrates that psychological capital may be inversely related to Psychological Contract Violation (PCV).

### **1.1. Theoretical Background**

In this respect, researchers have thoroughly outlined the theories that effectively illustrate employees' involvement in the selection of the most effective PAS for the concerned stakeholders. Therefore, business-relevant theories, such as social exchange theory, appraisal theory, expectancy theory, and organizational justice theory emphasize a mutually beneficial relationship between the corporation and its stakeholders (Ababneh, et al., 2022; Harbi, et al., 2017; Ismail & Rishani, 2018; Khauoe, et al., 2015; Kutaula, et al., 2020; Maimela & Samuel, 2016). However, such theories have been primarily focusing on one single aspect of the holistic employees-organization relationship through its selected HR practices. Conversely, stakeholders' perceptions of corporate practices are more psychologically complex and require analysis through a less pluralistic framework, such as the stakeholder theory (Davis & Mountjoy, 2021; Greenwood & De Cieri, 2005; Harrison, et al., 2015; Pavão & Rossetto, 2015; Pinto, 2019). However, the complexity of human psychology necessitates an integration of theories for an accurate description. In addition to the pluralistic nature of stakeholder theory, which can effectively analyze how multiple perspectives on the PAS can lead to conflicts (Phillips, 2003), this psychological complexity dictates the focus on the psychological contract theory to accurately depict reality.

Psychological contract theory includes beliefs, expectations, and obligations derived from the involved parties' experiences. Such a psychological repertoire is not abruptly formed; instead, it develops in three stages: during the recruitment negotiations, throughout the work experience itself, and finally through cumulative evaluations (Asante, et al., 2022; Kutaula, et al., 2020; Latorre, et al., 2020; Li & Dai, 2015; Montes, et al., 2015; Rousseau, et al., 2018; Wiechers, et al., 2022;). Conversely, some researchers perceive the expectations formed during the recruitment stage as exerting a diminished impact on psychological contracts, considering them to be

merely post-entry experiences (Davis & Mountjoy, 2021; Montes, et al., 2015; Rousseau, et al., 2018; Wibowo, 2022). Interpreting the theory from a narrower perspective, some researches have highlighted employees' beliefs regarding the employment relationship; however, its broader interpretation includes perceptions of obligations and the expectations of both employees and their organizations (Asante, et al., 2022; Dixon-Fowler, et al., 2020; Montes, et al., 2015; Rousseau, et al., 2018; Wen, et al., 2022; Wiechers, et al., 2022; Yan & Mansor, 2019). Regardless of whether the interpretation is narrow or broad, the theory generally encompasses the promises articulated by the organization, employees' perceptions of organizational practices, the overall culture, and employees' expectations toward the organizational actions (Ababneh, et al., 2022; Asante, et al., 2022; Li & Dai, 2015; Montes, et al., 2015; Samuel & Engelbrecht, 2021). Indisputably, the dynamic nature of psychological contract theory is an indispensable aspect that is not automated but rather triggered by changes in the contract.

The presence of negative feelings underscores appraisal theory, which integrates coping strategies that mitigate negative feelings. It is a theory that consists of novelty, intrinsic pleasantness, certainty, goal significance, coping potential, and compatibility (Briñol, et al., 2018; Connelly & Torrence, 2018; Ellsworth, 2013; Ellsworth & Scherer, 2003; Israel, 2020). Such categorization of the appraisal process assumes that it operates in a structured sequence, beginning with novelty and intrinsic pleasantness as the simplest forms of appraisal, followed by more complex appraisals of goal significance, coping potential, and compatibility (Briñol, et al., 2018; Ellsworth, 2013; Israel, 2020). Other approaches including those by Moors et al. (2013), Moors (2020), and Israel (2020), support the notion that the appraisal process comprises several components, represented in the cognitive component, the motivational component, the somatic component, the motor component, and the subjective component. According to these authors, the evaluation of stimuli occurs through the cognitive component, action tendencies are expressed through the motivational component, physiological reactions are linked to the somatic component, behaviors or attitudes are demonstrated through the motor component, and finally experiences and feelings are processed through the subjective component. Emphasizing this idea of components, some theorists contend that emotions comprise elements that correspond to appraisals, with the appraisal process serving as the link between the situation and the resulting emotions (Ellsworth & Scherer, 2003; Israel, 2020). Hence, considered as a motivational component and a positive coping strategy, the appraisal theory shows relevance to the interpretation of how psychological capital relates to negative feelings, such as those resulting from psychological contract violation.

## **1.2. Research Problem**

The selection of the most suitable human resource management (HRM) practices is essential for practitioners as well as academics. The human resource units in organizations represent the coordinating link among different stakeholders; thus, the selection of an appropriate PAS is a necessary task for human resource practitioners

(Al-Baidhani & Alsaqqaf, 2022; Saidin, et al., 2022; Sharma & Sharma, 2017). Nevertheless, this task is not as simple as it may appear. Researchers have identified that error-prone Performance Appraisal Systems (PASs), especially those connected to employee evaluations, are often perceived as failures from both employees' and managers' perspectives (Al-Baidhani & Alsaqqaf, 2022; Murphy, et al., 2018; Sauchuck, 2018; Sharma & Sharma, 2017; Ravikumar & Raya, 2019; Nyeleti–Chisefu, et al., 2022). Moreover, the literature considers them as one of the most persistent problems in organizations due to their unsatisfying implementation and indecisive process (Al-Baidhani & Alsaqqaf, 2022; Murphy, 2020; Tsega, 2022). Although multiple attempts for addressing and solving problematic areas related to performance appraisal systems in organizations have been the focus of the literature (Al-Baidhani & Alsaqqaf, 2022; DeNisi & Murphy, 2017), appraisal systems remain unsatisfactory for different stakeholders (Al-Baidhani & Alsaqqaf, 2022; Murphy, 2020; Saidin, et al., 2022).

Unsatisfactory perceptions of PASs may lead to a sense of unfulfilled psychological contracts. Furthermore, PCV results from discrepancies between psychological expectations and actual expectations (Gervasi, et al., 2022; Rousseau, et al., 2018; Savarimuthu & Rachael, 2017; Wu, et al., 2021). The failure to reward employees for their efforts and commitments may disseminate emotional reactions of anger, distress, and frustration toward the organization (Davis & Mountjoy, 2021; Kraak, et al., 2017; Montes, et al., 2015; Ntalianis & Dyer, 2021; Rousseau, et al., 2018; Samuel & Engelbrecht, 2021; Schuster, et al., 2022). Since psychological contracts are more personalized, in some cases their violation is not merely a failure of unmet expectations regarding benefits, trainings, promotions, and developmental procedures; rather, it is perceived as a negative emotional response toward a broken promise (Davis & Mountjoy, 2021; Lee & Chen, 2021; Savarimuthu & Rachael, 2017). Accordingly, the idiosyncratic understanding of organizational obligations represented in the perception of PASs necessitates a thorough analysis of the types of perceptions that lead to a sense of violation of personal psychological contracts.

Organizations appear to prioritize practices and policies that satisfy stakeholders; however, fewer attempts are directed toward enhancing psychological capital. This focus is essential, as it is not merely an innate natural psyche, rather a state-like construct that is susceptible to change, improvement, and sustainability (Luthans et al., 2015; Doci, et al., 2022; Al-Ghazali & Afsar, 2022; Karami, et al., 2022; Turliuc & Candel, 2022; Carter & Youssef-Morgan, 2022; Dirzyte & Patapas, 2022; J. Yao, et al., 2022; Kun & Gadanez, 2019; Vilarino del Castillo & Lopez-Zafra, 2021). Hence, psychological capital may be either enhanced or diminished, which underscores the necessity of designing human resource practices that cultivate these positive psychological resources for better management of the negativities that may occur, whether intentionally or unintentionally, from the organization.

### **1.3. Research Objective**

The current paper aims to explore the type of perceptions the employees possess toward the adopted PASs from a benefit exchange perspective. In this respect, the analysis focuses on the distributive perceptions of PASs from a stakeholder theory perspective. In the context of psychological contracts, HR practices regarding fairness of processes, utility, as well as accuracy are confirmed. Accordingly, this research aims to comprehend the impact of the different types of the PAS on psychological contract violation. Specifically, it examines how psychological contract violation is impacted by the perceptions of procedural justice, accuracy, and utility within the PAS, as well as by distributive justice perceptions. Moreover, this paper aims to identify how psychological capital negatively impacts PCV.

### **1.4. Research Questions**

In this respect, the current research aims to examine the following questions:

1. What perception do academics in Egyptian private universities have regarding performance appraisal systems?
2. To what extent do academics working in Egyptian private universities perceive distributive justice within appraisal systems?
3. To what extent do academics in private universities experience psychological contract violation?
4. What is the impact of procedural justice, accuracy and utility perceptions of performance appraisal systems on psychological contract violation?
5. What is the impact of distributive perceptions of performance appraisal systems on psychological contract violation?
6. To what extent do academics in Egyptian private universities possess psychological capital?
7. What is the impact of psychological capital on psychological contract violation?

## **2. Literature Review and Hypotheses**

### **2.1. Performance Appraisal Systems' Perceptions and Psychological Contract Violation**

The efficiency and effectiveness of the PAS has been a primary objective for corporations pursuing success. Consequently, researchers have emphasized the factors that can enhance the efficiency of the PAS by 'doing the right things', and its effectiveness by 'doing things right' (Pessl, 2016; Sharma & Agarwal, 2016). An integrated fundamental principle for preserving the success criteria of the PAS is the consideration of key stakeholders, particularly employees, by corporations (Ababneh, et al., 2022; Al-Baidhani & Alsaqqaf, 2022; Bednall, et al., 2022; Zwiech, 2021; Sauchuck, 2018; Wen, et al., 2022). Numerous academic attempts have been conducted to delineate the criteria for an efficient and effective PAS; nevertheless, those efforts may prove futile if employees' perceptions are not prioritized by the designers of the

PAS (Al-Baidhani & Alsaqqaf, 2022; Harrington & Lee, 2015; Kim & Holzer, 2016; Malik & Aslam, 2013; Ravikumar & Raya, 2019; Sauchuck, 2018). Moreover, some researchers interpret the perception of the PAS as reflective of employees' views on accuracy and fairness (Bednall, et al., 2022; Naim, 2022; Nyeleti–Chisefu, et al., 2022; Sharma, et al., 2016). Other researchers have determined several criteria related to employees' reactions toward the PAS, including satisfaction with the session, the system, and the process, along with perceptions of fairness, accuracy, and utility (Al-Baidhani & Alsaqqaf, 2022; Alharbi, 2018; Malik & Aslam, 2013; Tsega, 2022). In conclusion, the PAS is centered on two-way communication among stakeholders, justifiable distribution of rewards, meaningful feedback, trust, fairness, acceptance, and effective conflict management (Kim & Holzer, 2016; King, 2020; Nyeleti–Chisefu, et al., 2022; Royes, 2015; Waheed, et al., 2018). Efficient and effective PASs can simply be conceptualized in the literature through the extent of fairness, accuracy, and utility of the system, along with its developmental and motivational aspects from the employees' perspective.

The literature has highlighted the role of employees in the development of the PAS, emphasizing the significance of their cognitive engagement in maintaining efficiency and effectiveness, which may decline if employees are not seriously involved and do not perceive the process as accurate, fair, and useful (Al-Baidhani & Alsaqqaf, 2022; Naim, 2022; Nyeleti–Chisefu, et al., 2022; Royes, 2015; Rubin & Edwards, 2020; Saidin, et al., 2022; Sauchuck, 2018; Tsega, 2022). They have specific expectations for a reciprocal interactive relationship with their corporations, with such mutually beneficial interaction leading to the attainment of shared advantages (Davis & Mountjoy, 2021; Wen, et al., 2022). Conversely, if employees' perceptions of the adopted PAS do not meet their positive expectations, negative attitudes may result (Naim, 2022; Nyeleti–Chisefu, et al., 2022; Rubin & Edwards, 2020; Snyman, et al., 2022; Worku, 2019). Therefore, negative outcomes from the PAS are probable if employees' perceptions toward it are deemed unsatisfactory.

In accordance with the relationship between perceptions and outcomes, employees' varying views concerning the PAS can lead to negative feelings such as PCV, as their assessment of the fairness of the adopted PAS may either enhance or reduce their sense of having a violated psychological contract. PCV is experienced by employees when they encounter organizational injustice through its practices and policies, arising from a deep sense of exploitation without receiving fair compensation in return (Hammouri, et al., 2022; Huy, et al., 2020; Kaur & Kaur, 2022; Kutaula, et al., 2020; Snyman, et al., 2022; Wen, et al., 2022). Therefore, the decisions made by organizations regarding selected practices, procedures, appraisal, as well as reward systems are perceived as promises and intended messages that can lead to PCV if viewed negatively by the employees (Hammouri, et al., 2022; Huy, et al., 2020; Kaur & Kaur, 2022; Kutaula, et al., 2020; Zhao, et al., 2022). Likewise, the literature highlights that the efficiency of the PAS does not merely encompass structural factors represented in the contextual constituents of the system; it also includes psychological factors related to how such a system is perceived in material, emotional, and developmental terms (Deng, 2022; Harrington & Lee, 2015). Furthermore, it is evident

that employees' satisfactory perceptions of the PAS are as crucial as how efficiently and effectively it is designed.

Emphasizing the materialistic aspects of psychological contracts highlights how employees' views of PAS justice can influence their experience of PCV. The perception of PAS necessitates the discussion of psychological contracts, which could be either transactional or relational. Transactional contracts are associated with materialistic benefits, underscoring extrinsic outcomes that lack emotion and are more connected to economic exchange (Braganza, et al., 2021; Matteson & Hankinson, 2018; Ronnie, et al., 2022; Wu, et al., 2021). Moreover, transactional contracts represent the primary concern of the majority of employees (Ababneh, et al., 2022), where a PAS regarded as unfair can be individually experienced as an unfulfilled promise (McGrath, et al., 2015; Petery, et al., 2021). Phillips (2003) argued that from the perspective of transactional contracts, employees must recognize the materialistic benefits derived from the distributive fairness of appraisals, as suggested by stakeholder theory, which advocates for the maximization of benefits for all stakeholders. Consequently, the author emphasizes that as organizations enhance their wealth, achieve their objectives, and broaden their competitiveness through their employees, such employees should experience a corresponding sense of benefit from their organizations. Moreover, the perception of distributive justice within a PAS is indisputably an essential factor for employees to outperform and feel psychologically relieved (Nyeleti–Chisefu, et al., 2022; Ravikumar & Raya, 2019). In this regard, as represented in figure 1, it can be hypothesized that:

*H1a: The perception of distributive justice in performance appraisal systems significantly and negatively impacts employees' psychological contract violation*

Justice perception encompasses more than merely the distributive aspect, as it also includes the way appraisals are conducted, leading to employees' satisfaction. In this context, researchers examine employees' perception of fairness within PASs and note that they may tolerate the perceived unfairness in the PAS only if its procedures are regarded as fair (Bekele, et al., 2014; Royes, 2015; Tsega, 2022). Employees' positive perceptions of PASs considerably rely upon the extent to which they perceive their performance as adequately evaluated through fair processes (Al-Baidhani & Alsaqqaf, 2022; Bekele, et al., 2014; Kim & Holzer, 2016). Accordingly, perceptions of procedural justice within PASs have been proved to impact employees' self-confidence, success, and awareness of job duty at the individual level, as well as organizational commitment, employees' motivation, and job satisfaction at the organizational level (Al-Baidhani & Alsaqqaf, 2022; Nyeleti–Chisefu, et al., 2022). The procedural justice of the PAS reinforces the consistency and accuracy of the system (Bednall, et al., 2022; Ibeogu & Ozturenb, 2015; Royes, 2015; Saidin, et al., 2022). From the perspective of psychological contract theory, employees who feel less relieved, less motivated, or less satisfied with their work system are expected to respond with negative feelings of PCV (Abraham, et al., 2020; Latorre, et al., 2020; Rai & Agarwal, 2018; Ronnie, et al., 2022; Sobaih, et al., 2019;; Wu, et al., 2021; Yarbrough, 2018).



The perception of accuracy in terms of the applied process, the way it is implemented, and the involved members can impact employees' PCV. Moreover, the perception of fairness within the PAS is not a sufficient criterion if it lacks the aspect of accuracy. For instance, it has been proved that the failure to achieve both fairness and accuracy can impede the effectiveness of the PAS (Lohman, 2021; Naim, 2022; Sauchuck, 2018), which can lead to excessive feelings of violated psychological contracts. Employees expect the development of a PAS to involve a horizontal alignment of their individual goals with the overall organizational objectives through goal setting, monitoring, and evaluation, formulating a coherent framework in which the PAS operates, enhancing its decisiveness and accuracy (Kim & Holzer, 2016; King, 2020; Stazyk, et al., 2021; Nyeleti–Chisefu, et al., 2022; Tsega, 2022). The perceived effectiveness of the policies and practices related to designing a PAS may lead to significant feelings of PCV among employees if these expectations are unfulfilled (Ababneh, et al., 2022; Kaur & Kaur, 2022; Latorre, et al., 2020; Montes, et al., 2015). Generally, the accuracy of the PAS is an integral part of its efficiency, ensuring that it fulfills its intended purpose effectively (Bednall, et al., 2022; King, 2020; Lohman, 2021; Rana, et al., 2020).

The level of the PAS's utility for employees is an indispensable factor for stimulating their positive perceptions (Bekele, et al., 2014; Naim, 2022; Nyeleti–Chisefu, et al., 2022; Rana, et al., 2020; Saidin, et al., 2022; Sauchuck, 2018; Tsega, 2022). However, the selection of a PAS that effectively identifies, assesses, and cultivates employees' efforts while enhancing their motivation, satisfaction, and engagement in the overall process presents a significant challenge (Al-Baidhani & Alsaqqaf, 2022; Lohman, 2021; Saidin, et al., 2022; Sauchuck, 2018; Tsega, 2022). Although the PAS may exhibit various capabilities, its goals are required to be clearly stated, and the employees' contributions, achievements, and needs must be fully communicated; otherwise, distortions in the overall system and negative perceptions may result (Al-Baidhani & Alsaqqaf, 2022; King, 2020; Lohman, 2021; Saidin, et al., 2022; Tsega, 2022; Zwiech, 2021). Moreover, the utility of the PAS is inherently inconsistent; challenges within the system may result in utility misperception among employees (Ibeogu & Ozturen, 2015; Tsega, 2022). Accordingly, a system that motivates, develops, trains, relocates, dismisses, and establishes future career paths is essential for reinforcing employees' perception of the PAS (DeNisi & Murphy, 2017; Harrington & Lee, 2015; Sharma & Sharma, 2017; Sharma et al., 2016; Zwiech, 2021), thus presenting a significant challenge that may instill a sense of PCV within employees' psychological state. Consequently, it can be hypothesized that:

*H1b: Perceptions of the performance appraisal system significantly and negatively impact academic psychological contract violation*

## **2.2. Psychological Capital and Psychological Contract Violation**

Psychological Capital (PC) is a higher-order construct that has been peculiarly conceptualized in the literature. It is defined as a broad concept comprising lower-order variables (Ali, et al., 2022; Carter & Youssef-Morgan, 2022; Dirzyte & Patapas, 2022;

Guo, et al., 2021;). It refers to “an individual’s psychological capacity that can be measured, developed, and managed” (Nolzen, 2018, p.237). Accordingly, it can be conceptualized as individuals’ positive psychological states of development, encompassing four positive psychological resources; self-efficacy, optimism, hope, and resilience (Ali, et al., 2022; Kun & Gadanecz, 2019; Platania & Paolillo, 2022; Turliuc & Candel, 2022; X. Yao, et al., 2022). These four psychological resources, known as ‘HERO’, are the fundamental dimensions that constitute the construct of PC, as they align strongly with its theory, measurement, and development (Al-Ghazali & Afsar, 2022; Doci, et al., 2022; Jing, et al., 2022; Luthans & Youssef-Morgan, 2017; Morris, et al., 2022; Okun, 2020; Platania & Paolillo, 2022). Although PC is a multidimensional concept, researchers prove that ‘HERO’ are the essential resources directly related to it.

The previously mentioned positive resources, included in PC, facilitate adaptation to challenging events and situations. Moreover, they contribute to fostering positivity through enabling self-efficacious employees to feel more inclined to expect success, hopeful employees to find multiple ways to overcome significant obstacles and adopt effective coping strategies, resilient employees to remain persistent in achieving success, and optimistic employees to maintain a positive outlook toward the future, regardless of past impediments (Ali, et al., 2022; Belle, et al., 2022; Ho & Chan, 2022b; Kim, et al., 2018; Kun & Gadanecz, 2019; Paul & Jena, 2022; Turliuc & Candel, 2022; J. Yao, et al., 2022). Similarly, the four dimensions of PC namely: hope, resilience, self-efficacy, and optimism, generate positive feelings and function as adaptive strategies when confronted with risks and adversities (Platania & Paolillo, 2022; Jamshaid & Arshad, 2020; Turliuc & Candel, 2022; Yuan, et al., 2023). Consequently, impediment mitigation, adaptability, and positive orientation are among the several advantages offered by HERO.

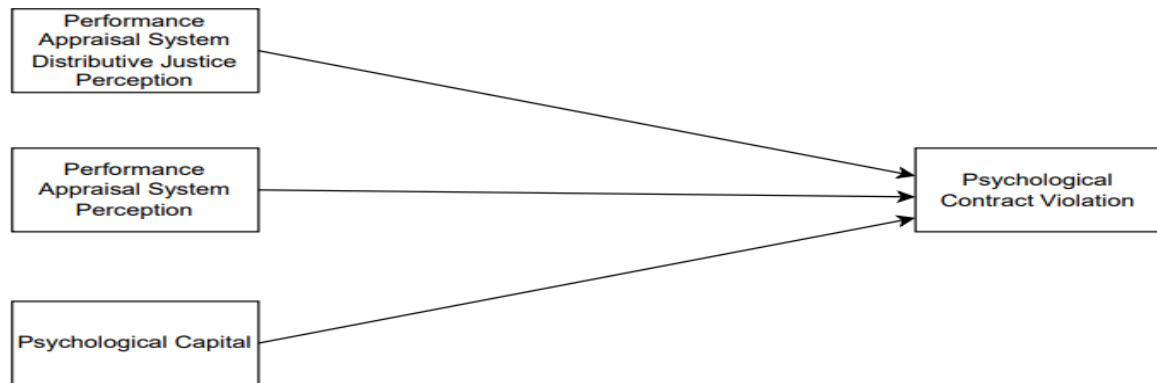
PC is an internal positive mitigating force that assists employees in managing challenges. Based on its four dimensions, hope enables employees to navigate risks and solve problems, resilience creates adaptability and flexibility in challenging situations, optimism leads employees to attribute positive events to internal causes and negative events to external factors, and finally, self-efficacy enhances their ability to develop intricate strategies for overcoming difficulties (Ali, et al., 2022; Ho & Chan, 2022b; Platania & Paolillo, 2022; Turliuc & Candel, 2022; J. Yao, et al., 2022; Yuan, et al., 2023). Researchers have been investigating the mitigating influence of PC upon negative outcomes, specifically exploring why employees with high levels of internal resources experience lower levels of cynicism, reduced PCV, and challenges to their well-being ( Al-Ghazali & Afsar, 2022; Belle, et al., 2022; Jamshaid & Arshad, 2020; Okun, 2020; Yuan, et al., 2023; Turliuc & Candel, 2022; X. Yao, et al., 2022). Additionally, PC has been confirmed as the energizing positive force, enhancing satisfactory outcomes for both individuals as well as organizations (Ali, et al., 2022; Biswal & Srivastava, 2022; Grozinger, et al., 2022; Ho & Chan, 2022; Loghman, et al., 2023; Novitasari, et al., 2020). In conclusion, PC is a comprehensive positive construct that positively transforms individuals’ psychological state following the

demanding and stressful circumstances of work and life. Accordingly, it can be hypothesized that:

*H2: Psychological capital is significantly and negatively related to psychological contract violation*

**Figure 1**

*Conceptual Framework: The Impacts of Perceptions of Distributive justice, Procedural Justice, Accuracy, Utility, and Psychological Capital on Employees' Psychological Contract Violation Within Performance Appraisal System*



### 3. Data, Measures and Methods

#### 3.1. Research Design

The research adopts the quantitative approach for achieving its objectives. Data were gathered through an online questionnaire distributed to academic staff via email addresses obtained from the official websites of private universities. A total of 361 questionnaires were received and deemed eligible for further analysis over a three-month period. Statistical analyses were conducted using SPSS 26 and Lisrel 8.0 for all collected data.

#### 3.2. Population and Sampling

The population for this study consists of academic staff working in Egyptian private universities in Greater Cairo, with a total size of 14,500 (Central Agency for Public Mobilization and Statistics [CAPMAS], 2023). However, not all private universities implement appraisal systems; thus, this research examines only for-profit, top-ranked universities with staff data clearly displayed on their official websites, resulting in a total population size of 3,435. The sampling criterion applied is proportionate sampling, which is suitable for heterogeneous populations (Sekaran & Bougie, 2016), represented in the different faculties within each university. The sample size has been calculated using Cochran's sample size formula (Bartlett et al., 2001) at confidence level of 95% and a margin of error of 5%, with the assumption that 50% of the population attributes are properly represented in the sample, resulting in a minimum

sample size of 346. The survey items were compiled from the literature using a 5-point Likert scale, with (1) denoting “strongly disagree” and (5), indicating “strongly agree”.

### 3.3. Research Instrumentation

#### *Independent Variables: Performance Appraisal System Distributive Justice Perception, Performance Appraisal System Perception, and Psychological Capital*

Concerning the PAS, it is divided into two factors: Perceived Appraisal System Distributive Fairness (PASD) and Perceived Appraisal System Procedural Fairness (PAST). Two items from Greenberg’s (1993) perceived fairness scale are used for distributive justice, such as “Salaries are based on the appraisal rating” and “The performance appraisal takes place by soliciting input prior to the evaluation and using it” for procedural justice. Three items are compiled from Vest, et al. (1995) for perceived accuracy scale, including “My last performance appraisal was accurate”. Additionally, two items from Greller’s (1978) perceived utility scale are incorporated, such as “The performance appraisal helped me learn how I can do my job better”. For the measurement of psychological capital, five items are adopted from the PsyCap Questionnaire (PCQ) (Luthans et al., 2007), such as ‘At the present time, I am energetically pursuing my work goals’ and ‘I feel confident helping to set targets/goals in my work area’.

#### *Dependent Variable: Psychological Contract Violation (PCV)*

With respect to the independent variable, Psychological Contract Violation (PCV), three items are adopted from Robinson and Morrison’s (2000) survey on psychological contract violation. These items include “I feel a great deal of anger toward my organization” and “I feel extremely frustrated by how I have been treated by my organization”.

### 3.4. Sample Profile

The participating sample consists of academics working in Egyptian private universities, with female academics (n = 275, 76.2%) exceeding male academics (n = 86, 23.8%). The sample is categorized by academic ranks as: 99 teaching assistants (27.4%), 89 assistant lecturers (24.7%), 115 lecturers (31.9%), 34 associate professors (9.4%), and 24 professors (6.6%) (as shown in Table 1).

*Table (1) Demographics of the Respondents in Frequencies and Percentages*

<b>Particulars</b>	<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>	Female	275	76.2
	Male	86	23.8
<b>Academic Rank</b>	Professor	24	6.6
	Assoc. Professor	34	9.4
	Lecturer	115	31.9
	Assistant Lecturer	89	24.7
	Teaching Assistant	99	27.4

## 4. Data Analysis

The gathered data were analyzed using Microsoft Excel, SPSS 23.0, and Lisrel 8.0. Measurement reliability and validity testing, as well as descriptive and inferential analyses, were conducted using SPSS 26.0, while the research model testing was performed through Lisrel 8.0.

### 4.1. Measurement and Model Assessment

Principal component analysis using SPSS 26.0 was conducted for examining the model fit against the data collected. Through applying the varimax rotation among the 14 compiled items, the factor loadings were found to be greater than 0.5, and none of the included variables exhibited double loadings (as shown in Table 2). Communalities ranged from 0.578 to 0.809 (as presented in Table 2). Eigenvalues of  $\geq 1$  were used to determine the number of factors in the data set.

For further assessment of the model fit, a confirmatory factor analysis was employed using Lisrel 8.0. The model fit indices indicate a good fit with the gathered data; the goodness-of-fit index (GFI) is 0.91, the adjusted goodness-of-fit index (AGFI) is 0.86, the comparative fit index (CFI) is 0.97, the normed fit index (NFI) is 0.96, and the root mean square error of approximation (RMSEA) is 0.07. All values of the fit indices are sufficiently satisfactory to support the validity of the model for further analyses, as Hair et al. (2019) contended that a cut-off value close to 0.06 or a stringent upper limit of 0.07 is accepted as the general consensus among authorities in the field of social sciences.

**Table 2**

*Factor Loadings and Communalities of Research Variables*

<b>Variables</b>	<b>Factor loadings</b>	<b>Communalities</b>
<b>PASD</b>		
PASD1	0.858	0.769
PASD2	0.84	0.756
<b>PAST</b>		
PASP1	0.717	0.603
PASP3	0.795	0.72
PASA1	0.785	0.689
PASA2	0.823	0.71
PASA3	0.816	0.731
PASU2	0.821	0.687
PASU3	0.759	0.614
<b>PCV</b>		
PCV1	0.847	0.809
PCV2	0.879	0.806
PCV3	0.897	0.824

As for the reliability test, Cronbach's Alpha test was used for assessing the consistency of the gathered data. For questionnaire items to be considered reliable, the Cronbach's Alpha test should be equal to or higher than 70% for well-established questionnaires. Accordingly, the Cronbach's Alpha test was calculated for the four research variables, where PAS distributive justice perception showed a Cronbach's Alpha of 72%, PAS procedural justice, accuracy, and utility perception demonstrated a value of 90%, while the Cronbach's Alpha for PCV was 89%, indicating high reliability ( $\alpha > 0.7$ ). Construct reliability was also assessed for the research variables, all of which exhibited reliabilities above 70%. Specifically, PASD perception exhibited a value of 73%, PAST procedural justice, accuracy, and utility perception was 94%, PC was 83%, and PCV had a value of 91%.

In addition to ensuring the reliability of the measurements, the validity of the research variables was also established by calculating the variables' average factor loadings and the average variance extracted. While reliability ascertains the consistency of results, validity of items confirms its accuracy. With regard to the validity of the questionnaire items, the factor loadings for the research variables exceed 70%; perception of PAS distributive justice is 0.88, perception of PAS procedural justice, accuracy, and utility is 0.82, PC is 0.78, and PCV is 0.81. This indicates that the convergent validity of the variables has been attained. Moreover, the divergent validity of the variables is established through calculating the average variance extracted, which must be greater than the square of their correlation coefficients (Hair et al., 2019). As shown in Table 3, the average variance extracted for the research variables exceeds the square of their correlation coefficients, confirming that the divergent validity of the research variables has been achieved as well.

**Table 3**  
*Average Factor Loadings and Average Variance Extracted*

Variables	AFL	AVE	Validity
PASD	0.88	0.75	Valid
PAST	0.82	0.68	Valid
PC	0.78	0.61	Valid
PCV	0.81	0.81	Valid

#### 4.2. Normality Test

Examining the normal distribution of data is crucial and should be performed prior to conducting any inferential analyses. This examination indicates whether the distribution of data conforms to a normal distribution, which can be detected through statistical tests and graphical representations (Hair et al., 2019). Accordingly, kurtosis, skewness, and histograms were employed to assess the normal distribution of the data. The means of the compiled questionnaire items were found to be within the acceptable ranges for skewness (-2 to +2) and kurtosis (-7 to +7) values. The results indicate that the least skewness value is -0.380 and the highest is -1.220. Likewise, the minimum kurtosis value is -0.767, while the maximum is 0.187. Hence, the data has been confirmed to be normally distributed.

### 4.3. Descriptive Statistics

Descriptive statistics are applied to the five variables of the current research. This preliminary type of statistics assists the researcher in comprehending the data (Sekaran & Bougie, 2016), as it presents the data in a meaningfully simplified manner. Moreover, it shows how respondents have reacted to the items in the questionnaire and assesses the quality of those items and measures (Sekaran & Bougie, 2016). Consequently, the mean, standard deviation, as well as maximum and minimum values are computed for the five research variables. Additionally, more detailed descriptive analyses were performed for the various items measuring each of the studied variables.

Regarding the independent variable, PAST perception, it is observed that the highest mean is PASTU3 ( $M = 3.57$ ,  $S.D = 1.091$ ), highlighting how appraisal facilitates the learning process of managers' expectations, thus providing valuable insights for effective management. This is followed by PASUT2 ( $M = 3.48$ ,  $S.D = 1.145$ ), delineating a substantial portion of the sample's agreement on the utility of appraisals in identifying job-related mistakes as part of the learning process. In general, the majority of the sample exhibits agreeable perceptions on the utility of the PAS adopted at their universities. The means of PASTP1 and PASTP3 are relatively close, at ( $M = 3.43$ ,  $S.D = 1.153$ ) and ( $M = 3.35$ ,  $S.D = 1.155$ ) respectively, demonstrating agreement among sample members on how evaluations are conducted after collecting the relevant data and how performance rating relies on the actual achievements of ratees. Nevertheless, the sample is found to be less concerned with the accuracy of the PAS, as indicated by the items PASTA2 ( $M = 3.31$ ,  $S.D = 1.158$ ), PASTA1 ( $M = 3.29$ ,  $S.D = 1.121$ ), and PASTA3 ( $M = 3.25$ ,  $S.D = 1.191$ ), which are slightly above the indecisiveness threshold. This demonstrates how the sample moderately agrees on the accuracy of the appraisals and their reflection of the ratees' true performance. With respect to salaries and promotions, the sample largely disagrees that there is any connection to the results of their appraisals, as demonstrated by PASD2 ( $M = 2.81$ ,  $S.D = 1.277$ ) and PASD1 ( $M = 2.69$ ,  $S.D = 1.298$ ), the only variable's items with means less than 3 (as shown in Table 4).

Concerning the dependent variable, the means of items are slightly less than 3. Specifically, PCV1 ( $M = 2.92$ ,  $S.D = 1.231$ ), PCV2 ( $M = 2.76$ ,  $S.D = 1.198$ ), and PCV3 ( $M = 2.52$ ,  $S.D = 1.152$ ) suggest that the sample disagrees with feeling betrayed, angry or that contracts have been violated by their organization (see Table 4).

The means of the latent variables delineate a close range. The highest mean, at ( $M = 3.55$ ,  $S.D = 0.970$ ), represents the PAST utility perception variable, followed by PAST procedural justice at ( $M = 3.30$ ,  $S.D = 0.990$ ), and PAST accuracy perception at ( $M = 3.28$ ,  $S.D = 1.06$ ), displaying an overall agreement among the sample on the utility, accuracy, and procedural justice of the PAST. However, the sample is viewed as disagreeing with the distributive justice (PASD) at ( $M = 2.75$ ,  $S.D = 1.16$ ) as well as their attitudes regarding PCV at ( $M = 2.7$ ,  $S.D = 1.07$ ). With respect to the PCV latent variable, the sample generally disagrees about experiencing violation of their psychological contracts at ( $M = 2.70$ ,  $S.D = 1.070$ ) (as presented in Table 4).

A one-way ANOVA test was employed using SPSS 26 to compare the means of the variables in relation to the sample's academic ranks. For the independent variables, no difference was noticed among the sample's academic ranks with regard to perceptions of procedural justice (PAST), utility, and accuracy,  $F(4, 356) = 3.244$ ,  $p > 0.05$ . However, the sample revealed significant difference regarding perceptions of distributive justice (PASD),  $F(4,356) = 3.610$ ,  $p < 0.05$ , and psychological capital,  $F(4,356) = 2.893$ ,  $p < 0.05$ . Concerning the dependent variable, the different academic ranks within the sample displayed a consensus on their PCV attitudes, with no significant difference detected,  $F(4,356) = 1.42$ ,  $p > 0.05$  (as shown in Table 4).

Comparing the means of variables reveals both similarities and discrepancies among the different participating academic groups. Regarding similarities, the academic ranks delineate a consensus concerning the perceptions of procedural justice, accuracy, and utility. Specifically, associate professors, teaching assistants, and professors exhibit the highest levels of agreement on these aspects at ( $M = 3.62$ ,  $S.D = 0.954$ ,  $M = 3.56$ ,  $S.D = 0.912$ ,  $M = 3.51$ ,  $S.D = 1.031$ ), respectively. Such academic ranks are followed by lecturers at ( $M = 3.26$ ,  $S.D = 0.939$ ) and assistant lecturers at ( $M = 3.18$ ,  $S.D = 0.931$ ). Overall, academics across different ranks agree that the adopted PAS at their universities is beneficial and accurate from their own perspective (as shown in Table 4).

Nevertheless, not all perceptions among the different participating academic ranks are the same. The sample is grouped according to their perceptions of distributive PAS and PC. For instance, professors are the only group to agree that the PAS displays fair distribution ( $M = 3.4$ ,  $S.D = 1.02$ ), while the remaining participants disagree that distributive justice characterizes the adopted PAS; teaching assistants ( $M = 2.9$ ,  $S.D = 1.24$ ), associate professors ( $M = 2.7$ ,  $S.D = 1.12$ ), lecturers ( $M = 3.7$ ,  $S.D = 1.07$ ), and assistant lecturers ( $M = 2.5$ ,  $S.D = 1.09$ ). Similarly, differences are evident with regard to the sample's PC, where teaching assistants ( $M = 3.86$ ,  $S.D = 0.66$ ), associate professors ( $M = 3.82$ ,  $S.D = 0.64$ ), professors ( $M = 3.78$ ,  $S.D = 0.81$ ), and lecturers ( $M = 3.75$ ,  $S.D = 0.76$ ) demonstrate slightly higher levels of agreement compared to their assistant lecturers ( $M = 3.52$ ,  $S.D = 0.74$ ), who appear to be positioned between agreement and indecision (as presented in Table 6).

In accordance with the sample's views of PCV, the various academic groups demonstrate significant similarity. The highest mean is reported by assistant lecturers ( $M = 2.96$ ,  $S.D = 1.09$ ), followed by teaching assistants ( $M = 2.71$ ,  $S.D = 1.04$ ), lecturers ( $M = 2.7$ ,  $S.D = 1.07$ ), professors ( $M = 2.6$ ,  $S.D = 1.06$ ), and finally associate professors ( $M = 2.6$ ,  $S.D = 1.197$ ). Therefore, the majority of the academic ranks in the sample disagree that they experience any feelings of PCV, although assistant lecturers appear to be close to exhibiting indecision (see Table 6).

A two-sample independent t-test was conducted to compare the sample means in terms of gender. The results indicate no significant difference between males and females with respect to the independent and dependent variables. For instance, there is no significant difference in the perceptions of distributive justice (PASD) between males and females,  $F(1, 359) = 0.802$ ,  $p > 0.05$ , as well as for the perceptions of



procedural justice (PAST), accuracy, and utility,  $F(1, 359) = 0.084$ ,  $p > 0.05$ . Similarly, both genders reveal the same views concerning their sense of PCV,  $F(1, 359) = 3.027$ ,  $p > 0.05$ , and PC,  $F(1, 359) = 0.03$ ,  $p > 0.05$  (as shown in Table 7). Consequently, both genders disagree that the adopted PAS demonstrate distributive justice (Males:  $M = 2.8$ ,  $S.D = 1.19$ ; Females:  $M = 2.7$ ,  $S.D = 1.12$ ). However, they agree on the perceptions of procedural justice, accuracy, and utility (Male:  $M = 3.34$ ,  $S.D = 0.953$ ; Females,  $M = 3.51$ ,  $S.D = 0.929$ ) and on PC, (Males:  $M = 3.69$ ,  $S.D = 0.732$ ; Females:  $M = 3.87$ ,  $S.D = 0.712$ ). Conversely, both genders disagree about experiencing PCV, with males ( $M = 2.7$ ,  $S.D = 1.16$ ) and females ( $M = 2.7$ ,  $S.D = 1.05$ ) displaying relatively similar means (as presented in Table 8).

**Table 4**

*Descriptive Statistics of the Research Measurement Variables (N = 361)*

	Minimum	Maximum	Mean	Std. Deviation
<b>PASD1</b>	1	5	2.69	1.298
<b>PASD2</b>	1	5	2.81	1.277
<b>PASDT</b>			2.75	1.140
<b>PASTP1</b>	1	5	3.43	1.153
<b>PASTP3</b>	1	5	3.35	1.155
<b>PASTA1</b>	1	5	3.29	1.121
<b>PASTA2</b>	1	5	3.31	1.158
<b>PASTA3</b>	1	5	3.25	1.191
<b>PASTU1</b>	1	5	3.59	1.132
<b>PASTU2</b>	1	5	3.48	1.145
<b>PASTU3</b>	1	5	3.57	1.091
<b>PAST</b>			3.38	1.145
<b>PCV1</b>	1	5	2.92	1.231
<b>PCV2</b>	1	5	2.76	1.198
<b>PCV3</b>	1	5	2.52	1.152
<b>PCVT</b>			2.70	1.070

**Table 5**

*ANOVA Test for Detecting Differences Among the Sample Groups (N = 361)*

Variables	DF	Mean	F	Sig.
<b>PAST</b>	4	2.851	3.244	0.012
	356	0.879		
<b>PASD</b>	4	4.557	3.61	0.007
	356	1.262		
<b>PCV</b>	4	1.643	1.42	0.227
	356	1.158		
<b>PC</b>	4	1.511	2.893	0.022
	356	0.522		

**Table 6***Descriptive Statistics in Terms of Academic Rank (N = 361)*

		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>PASD</b>	Teaching assistant	99	2.8783	1.238
	Assistant lecturer	89	2.5167	1.088
	Lecturer	115	2.6952	1.065
	Associate professor	34	2.7046	1.123
	Professor	24	3.4373	1.025
<b>PAST</b>	Teaching assistant	99	3.56	0.912
	Assistant lecturer	89	3.18	0.931
	Lecturer	115	3.26	0.939
	Associate professor	34	3.62	0.954
	Professor	24	3.51	1.031
<b>PCV</b>	Teaching assistant	99	2.7071	1.036
	Assistant lecturer	89	2.9550	1.087
	Lecturer	115	2.6580	1.066
	Associate professor	34	2.5588	1.197
	Professor	24	2.5972	1.063
<b>PC</b>	Teaching assistant	99	3.86	0.66
	Assistant lecturer	89	3.52	0.74
	Lecturer	115	3.75	0.76
	Associate professor	34	3.81	0.64
	Professor	24	3.78	0.81

**Table 7***Independent Samples T-test in Terms of Gender (N = 361)*

	<b>F</b>	<b>Sig.</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>PASD</b>	.802	.371	.855	359	.393
			.829	135.638	.409
<b>PAST</b>	.084	.772	1.485	359	.138
			1.505	145.167	.135
<b>PC</b>	.003	.957	1.953	359	.052
			1.981	145.472	.049
<b>PCV</b>	3.027	0.083	-0.064	359	.949
			-0.061	131.500	.952

**Table 8**

*Mean and Standard Deviation of the Research Variables in Terms of Gender (N = 361)*

	Gender	N	Mean	Std. Deviation
PASD	Male	86	2.8433	1.19129
	Female	275	2.723	1.12383
PAST	Male	86	3.5097	0.92966
	Female	275	3.3359	0.95288
PC	Male	86	3.867	0.71231
	Female	275	3.6914	0.73189
PCV	Male	86	2.7248	1.16279
	Female	275	2.7333	1.05295

#### 4.4. Correlation Matrix

A Pearson correlation matrix has been employed in SPSS 26 to identify the correlations among the study variables. Although all correlations among the study variables are highly significant, some are weak and positive, such as the correlation between PAST, accuracy, utility, and PASD ( $r = 0.335$ ,  $p < 0.001$ ), as well as between PASD and PC ( $r = 0.262$ ,  $p < 0.001$ ). Similarly, weak negative correlations were found between PASD and PCV ( $r = -0.263$ ,  $p < 0.001$ ), between PAS and PCV ( $r = -0.413$ ,  $p < 0.001$ ), and finally, between PC and PCV ( $r = -0.437$ ,  $p < 0.001$ ). In contrast, a strong positive and highly significant relationship was observed between PAS and PC ( $r = 0.576$ ,  $p < 0.001$ ) (as shown in Table 9).

**Table 9**

*The Correlation Matrix of the Research Variables (N = 361)*

	PASD	PAS	PC	PCV
PASD	1			
PAST	0.335**	1		
PC	0.262**	0.576**	1	
	-	-	-	
PCV	0.263**	0.413**	0.437**	1

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

#### 4.5. Hypotheses Testing

The current study underscores several direct impacts between multiple independent variables and the dependent variable. SEM, through the path coefficients, determines the strength of the prediction, while the sign identifies the direction of the relationships, and the probability values indicate the significance of such relationships. Regarding the first hypothesis, the SEM results delineate a highly significant but weak negative impact of PASD on PCV ( $\beta = -0.14$ ,  $t = -2.13$ ,  $p < 0.01$ ); thus, the hypothesis is confirmed. Likewise, the results indicate that PAST has a highly significant negative impact on PCV ( $\beta = -0.19$ ,  $t = -2.58$ ,  $p < 0.001$ ), and the hypothesis is accepted.

Although the relationships expressed in the first and second hypotheses are confirmed, their strength is weak. In addition, the impact of PC on PCV is observed to be highly significant and negative ( $\beta = -0.34$ ,  $t = -4.56$ ,  $p < 0.001$ ); despite the weak impact, the third hypothesis is supported (as shown in Table 10). The overall model demonstrates a highly significant impact of the independent variables on the dependent variable;  $r^2 = 0.242$ ,  $F(3, 356) = 38.065$ ,  $p < 0.001$ , as revealed through a multiple regression analysis in SPSS 26. This indicates that employees' perceptions of PAS, along with their consideration of PC, have a highly significant negative impact on an adverse outcome such as PCV.

**Table 10**  
*The Study Hypotheses Results Summary (N = 361)*

N	Hypotheses	Result
H1a	Perception of distributive justice in the performance appraisal system significantly and negatively impacts employees' psychological contract violation	Supported
H1b	Perception of the performance appraisal system significantly and negatively impacts academics' psychological contract violation	Supported
H2	Psychological capital significantly and negatively impacts psychological contract violation	Supported

## 5. Discussion, Implications, Limitations, Recommendations, and Conclusion

### 5.1. Discussion

The current study illuminates the significance of including employees, especially knowledge workers, in the selection of HR practices, which consecutively reduces the negativity of PCV. In this respect, the study examines the impacts of the perception of distributive justice (PASD), procedural justice (PAST), accuracy, utility, and PC on PCV. The SEM results have confirmed the study's three hypotheses, proving that the independent variables exhibit a highly significant negative impact on PCV. Such attained results conform to the existing literature, emphasizing the connection between PASD perception and PCV (Hammouri, et al., 2022; Huy, et al., 2020; Kaur & Kaur, 2022; Kutaula, et al., 2020; Zhao, et al., 2022), PAST perception and PCV (Abraham, et al., 2020; Bekele, et al., 2014; Latorre, et al., 2020; Rai & Agarwal, 2018; Royes, 2015; Sobaih, et al., 2019; Tsega, 2022; Yarbrough, 2018; Wu, et al., 2021; Ronnie, et al., 2022), and between PC and PCV (Belle, et al., 2022; Jamshaid & Arshad, 2020; Yuan, et al., 2023).

Despite the existing research, a significant gap persists in the literature pertaining to a comprehensive model that investigates how employees' perceptions of procedural justice (PAST), distributive justice (PASD), and psychological capital (PC) may negatively relate to psychological contract violation (PCV), leading to several conclusions. First, the results outline that PC is more related to PCV than the various perceptions of the PAS, indicating the significance of academics' positive perspective.

If their perceptions are not considered in the selection of PAS practices, this could diminish the positive impact on their view of PCV more than failing to enhance their PC. Simultaneously, the results confirm the ability of academics' perceptions of PAS to mitigate the adverse effects of their sense of PCV. In addition, the correlation matrix refers to a strong correlation between PAST perceptions and PC, highlighting the essentiality of including academics' voices in the selection of PAS to comply with, rather than oppose, the positive resources they possess.

Furthermore, the descriptive analysis provides valuable conclusions, noting that professors are the most satisfied with PASD. This suggests that their senior positions may collaborate in designing the PAS, while their counterparts express disagreement, highlighting a lack of participation or an oversight of their voices. With regard to the perceptions of PAST, accuracy, and utility, it is evident that all academic ranks agree that the adopted PAS is relatively fair, beneficial, and accurate. However, assistant lecturers and lecturers exhibited the least agreement, which may reflect the mid-career confusion experienced by some academics. Similarly, disagreement characterizes all academic ranks regarding views of PCV; however, assistant lecturers and lecturers appear to be the most confused, struggling to express a clear disagreement about their views of PCV, indicating a state approaching indecisiveness. Finally, all academics recognize the possession of positive internal resources; conversely, teaching assistants demonstrate the highest level of agreement, referring to the enthusiasm associated with the early stages of their careers.

## **5.2. Theoretical Implications**

The research highlights several theoretical implications. Examining stakeholder theory from neither a corporate social responsibility nor a shareholder perspective represents a significant theoretical contribution. The stakeholder's pluralistic nature renders it malleable, and its empirical investigation from the psychological contract perspective peculiarly contributes to defining its boundaries within the field of HR. The paper suggests that the relationship between employees and their organizations should be viewed in terms of mutual benefits, which would facilitate their agreement on the psychological contracts between them. Hence, while stakeholder theory emphasizes the significance of preserving the motives of all concerned beneficiaries, psychological contract focuses on how employees perceive the fulfillment of their organization's obligations, as represented by its recruiters, formal policies, human resource practices, supervisors, and experiences of all coworkers. A model that integrates both approaches examines how employees' benefits are incorporated into the types of selected systems, which subsequently contribute to formulating their psychological contracts as either fulfilled or violated.

The psychological contract theory can be explored through a comprehensive investigation of the positive aspects of appraisal theory. In the context of contract evaluations and stakeholders' benefit analysis, the appraisal theory emphasizes internal positive resources. Incorporating this theory into the model analysis provides a more accurate reflection of real-life business contexts. While employees evaluate their

psychological contracts, they reassess the range of psychological resources available to them, which may either mitigate or exacerbate their feelings of PCV. The appraisal theory explains how accurately employees evaluate their contracts, with feelings influenced by the psychological resources they possess. Hence, the empirical investigation of the psychological contract theory through a benefit analysis perspective, either from a stakeholder or appraisal assessment lenses, represents a contribution that has been inadequately analyzed in the literature.

### **5.3. Practical Implications**

Several practical implications for practitioners are included in this study. First, it underscores the significance of integrating academics in the development of HR practices. Academics, from teaching assistants to professors, must be involved in the PAS selection, as they are the primary participants in the whole process, either as subordinates receiving evaluation or as supervisory seniors conducting the evaluation steps. Hence, leveraging their valuable contributions can alleviate negative feeling such as PCV. Moreover, the results suggest that psychological contracts, even though they are primarily psychological feelings, can be consistently fulfilled if academics are regarded as policymakers and their academic experience influences the practices that should be applied in academic contexts.

Second, private university owners need to select HR academics to manage junior professionals. Experience in this field is certainly valuable; however, managing highly educated and knowledgeable academics requires not only relevant skills but also academic advancements which cannot be attained without the integration of updated academic knowledge with professional expertise. In addition, this is expected to enhance positive resources, as an HR professional with an academic background will understand which practices can elevate academic positive resources.

Third, meaningful empowerment must be retained for academics. The managerial features have troubled private universities in Egypt, where academics have begun to be treated as corporate employees. Due to the problem of student massification, academics are gradually becoming less empowered and are managed hierarchically in a way that emphasizes standardization, which restricts the motivation for higher education. Academics lack the freedom to select the content, materials, assignments, and assessments they deem appropriate for the course objectives. This limitation arises from the bureaucracy of hierarchies, which requires academics to adhere to imposed instructions, thus impeding educational creativity. In this respect, HR specialists must establish types of systems that empower academics through reducing the extreme centralism which undermines the resourceful nature of education.

Fourth, all fields have continuously integrated technologies that can improve work operations. Accordingly, the field of HR should support their systems with technologies that emphasize standardization and objectivity, particularly in academic evaluations. Therefore, software systems specialized in university management should permit direct and instant application, since knowledgeable individuals, such as

academics, require special types of HR technology systems, like ‘University and Campus Management Software’ to effectively assess, manage, and reward themselves.

#### 5.4. Limitations and Future Recommendations

Limitations are exist in any field of knowledge, reflecting the continuous nature of the learning process. Accordingly, the current paper is limited to examining the correlational relationships among different types of perceptions within PAS as an essential HR framework, as well as psychological positive resources and PCV of academics at Egyptian private universities. Therefore, future researchers are advised to explore public universities, as HR system vary significantly, along with other HR practices related to academic management. The methodology relied upon a cross-sectional, quantitative, survey-based investigation; therefore, future researchers may consider applying longitudinal qualitative analyses for providing a more thorough comprehension of the psychological mechanics underlying academics’ perceptions. Moreover, comparative studies comparing PASs among Egyptian and foreign universities, especially those to which most private universities are affiliated, will serve as a resourceful addition to future literature.

#### 6. Conclusion

In summary, this paper analyzes the impacts of varying perceptions of PAS among academics at Egyptian private universities and their senses of PC on their feelings of PCV. The results have confirmed the validity of the three hypotheses, indicating the significance of further investigation into the perceptions of academics regarding the selected PAS and identifying the types of HR practices and policies that enhance their PC.

#### References

- Ababneh, K. I., Dedousis, E., & Braendle, U. (2022). Employees' reactions to supervisors' fulfillment/non-fulfillment of psychological contract promises: an experimental field study. *Employee Relations: The International Journal*.
- Abbas, M. Z. (2014). Effectiveness of performance appraisal on performance of employees. *IOSR Journal of Business and Management*, 16(6), 173-178.
- Abraham, J., Kurniadi, M. A., Andangsari, E. W., Ali, M. M., Manurung, R. H., & Warnars, H. L. H. S. (2020). Prediction of guilt and shame proneness based on disruption to psychological contract: A new light for corruption prevention. *Heliyon*, 6(6), e04275.
- Al-Baidhani, P., & Alsaqqaf, A. (2022). How Do Employees React to Performance Appraisal in General and to Its Transparency in Particular?. *Ahmed and Alsaqqaf, Abdulkarim, How Do Employees React to Performance Appraisal in General and to Its Transparency in Particular*.
- Al-Ghazali, B. M., & Afsar, B. (2022). Impact of psychological capital on mental health, readiness for organizational change, and job insecurity: hotel employees’ perspective in COVID-19. *Journal of Tourism Futures*.
- Alharbi, S. (2018). Criteria for Performance Appraisal in Saudi Arabia, and Employees Interpretation of These Criteria. *International Journal of Business and Management*, 13(9).

- Ali, I., Khan, M. M., Shakeel, S., & Mujtaba, B. G. (2022). Impact of psychological capital on performance of public hospital nurses: The mediated role of job embeddedness. *Public Organization Review*, 22(1), 135-154.
- Asante, E. A., Oduro, F., Danquah, B., Dei Mensah, R., Dartey-Baah, K., & Affum-Osei, E. (2022). From being sacked to being unwell: A conservation of resources view on the effects of psychological contract violation on layoff victims' wellbeing. *Human Resource Management Journal*.
- Bartlett, J.E., Kotrlik, J.W. and Higgins, C.C. (2001) Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, 19, 43-50.
- Bednall, T. C., Sanders, K. & Yang, H. (2022). A metaanalysis on employee perceptions of human resource strength: Examining the mediating versus moderating hypotheses. *Human Resource Management*, 61(1), 5-20
- Bekele, A. Z., Shigutu, A. D., & Tensay, A. T. (2014). The effect of employees' perception of performance appraisal on their work outcomes. *International Journal of Management and Commerce Innovations*, 2(1), 136-173.
- Belle, M. A., Antwi, C. O., Ntim, S. Y., Affum-Osei, E., & Ren, J. (2022). Am I gonna get a job? Graduating students' psychological capital, coping styles, and employment anxiety. *Journal of Career Development*, 49(5), 1122-1136.
- Biswal, K., & Srivastava, K. B. (2022). Mindfulness-based practices, psychological capital, burnout and performance anxiety. *Development and Learning in Organizations: An International Journal*.
- Braganza, A., Chen, W., Canhoto, A., & Sap, S. (2021). Productive employment and decent work: The impact of AI adoption on psychological contracts, job engagement and employee trust. *Journal of business research*, 131, 485-494.
- Briñol, P., Petty, R. E., Stavradi, M., Lamprinakos, G., Wagner, B., & Díaz, D. (2018). Affective and cognitive validation of thoughts: An appraisal perspective on anger, disgust, surprise, and awe. *Journal of Personality and Social Psychology*, 114(5), 693.
- CAPMAS. (2023). *Teaching Staff of Private Universities in Greater Cairo*. Cairo: Central Agency for Public Mobilization And Statistics.
- Cappelli, P., & Tavis, A. (2016). The performance management revolution. *Harvard Business Review*, 94(10), 58-67.
- Carter, J. W., & Youssef-Morgan, C. (2022). Psychological capital development effectiveness of face-to-face, online, and Micro-learning interventions. *Education and Information Technologies*, 27(5), 6553-6575.
- Çavuş, M. F., & Gökçen, A. (2015). Psychological capital: Definition, components and effects. *British Journal of Education, Society and Behavioural Science*, 5(3), 244-255.
- Chen, H., Li, X., Chiu, T. S., & Chen, F. (2021). The impact of perceived justice on behavioral intentions of Cantonese Yum Cha consumers: The mediation role of psychological contract violation. *Journal of Hospitality and Tourism Management*, 49, 178-188.
- Connelly, S., & Torrence, B. S. (2018). The relevance of discrete emotional experiences for human resource management: Connecting positive and negative emotions to HRM. In *Research in Personnel and Human Resources Management* (Vol. 36, pp. 1-49). Emerald Publishing Limited.
- Ellsworth, P. C. (2013). Appraisal theory: Old and new questions. *Emotion Review*, 5(2), 125-131.
- Ellsworth, P. C., & Scherer, K. R. (2003). *Appraisal processes in emotion*. Oxford University Press.
- Daniel, C. O., & Ibrahim, A. U. (2019). INFLUENCE OF PERFORMANCE APPRAISAL MANAGEMENT ON EMPLOYEES PRODUCTIVITY. *GSJ*, 7(3).
- Davis, T. S., & Mountjoy, K. J. (2021). Impact of Psychological Contract Violations: Stories from Educators. *International Journal for Business Education*, 161, 9-22.
- Deng, W. (2022). Application of psychological contract theory in higher education management. *Psychiatria Danubina*, 34(5), 17-488. Retrieved from <https://hrcak.srce.hr/file/409930>



- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102, 421–433. <https://doi.org/10.1037/apl0000085>
- Dirzyte, A., & Patapas, A. (2022). Positive organizational practices, life satisfaction, and psychological capital in the public and private sectors. *Sustainability*, 14(1), 488.
- Dixon-Fowler, H., O'Leary-Kelly, A., Johnson, J., & Waite, M. (2020). Sustainability and ideology-infused psychological contracts: An organizational-and employee-level perspective. *Human Resource Management Review*, 30(3), 100690.
- Djurdjevic, E., & Wheeler, A. R. (2014). A dynamic multilevel model of performance rating. In *Research in personnel and human resources management*. Emerald Group Publishing Limited.
- Doci, E., Knappert, L., Nijs, S., & Hofmans, J. (2023). Unpacking psychological inequalities in organisations: Psychological capital reconsidered. *Applied Psychology*, 72(1), 44-63.
- Gervasi, D., Faldetta, G., Zollo, L., & Lombardi, S. (2022). Does TMX affect instigated incivility? The role of negative reciprocity and psychological contract violation. *Management Decision*.
- Greenberg, J. (1993). The Social Side of Fairness: Interpersonal and Informational Classes of Organizational Justice. In R. Cropanzano (Ed.) *Justice In The Workplace: Approaching Fairness In Human Resource Management* (Pp. 79- 103). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Greenwood, M. R., & De Cieri, H. (2005). *Stackholder theory and the ethics of human resource management*. Department of Management, Monash University.
- Greller, M. M. (1978). The nature of subordinate participation in the appraisal interview. *Academy of Management Journal*, 21(4), 646-658.
- Grözinger, A. C., Wolff, S., Ruf, P. J., & Moog, P. (2022). The power of shared positivity: organizational psychological capital and firm performance during exogenous crises. *Small Business Economics*, 58(2), 689-716.
- Guerrero-Alcedo, J. M., Espina-Romero, L. C., Garay, J. P. P., & Álvarez, F. R. J. (2022). Psychological capital in university students: analysis of scientific activity in the scopus database. *Heliyon*, e11849.
- Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2019). *Multivariate Data Analysis* (8th ed.). England: Pearson Prentice.
- Hammouri, Q., Altaher, A. M., Rabaa'i, A., Khataybeh, H., & Al-Gasawneh, J. A. (2022). Influence OF Psychological Contract Fulfillment on Job Outcomes: A Case of the Academic Sphere In Jordan. *Problems and Perspectives in Management*, 20(3), 62-71.
- Han, J., Kim, Y. J., & Kim, H. (2017). An integrative model of information security policy compliance with psychological contract: Examining a bilateral perspective. *Computers & Security*, 66, 52-65.
- Harbi, S. A., Thursfield, D., & Bright, D. (2017). Culture, Wasta and perceptions of performance appraisal in Saudi Arabia. *The International Journal of Human Resource Management*, 28(19), 2792-2810.
- Harrington, J. R., & Lee, J. H. (2015). What drives perceived fairness of performance appraisal? Exploring the effects of psychological contract fulfillment on employees' perceived fairness of performance appraisal in US federal agencies. *Public Personnel Management*, 44(2), 214-238.
- Harrison, J. S., Freeman, R. E., & Abreu, M. C. S. D. (2015). Stakeholder theory as an ethical approach to effective management: Applying the theory to multiple contexts. *Revista brasileira de gestão de negócios*, 17, 858-869.
- Ho, H. C., & Chan, Y. C. (2022). Flourishing in the workplace: A one-year prospective study on the effects of perceived organizational support and psychological capital. *International journal of environmental research and public health*, 19(2), 922.
- Huy, P. T., Vu, N. H., Hoang, H. T., & Nguyen, H. T. H. (2020). Procedural Justice in Selection from the Lens of Psychological Contract Theory. *Organizacija*, 53(4), 272-286.

- Ibeogu, P. H., & Ozturen, A. (2015). Perception of justice in performance appraisal and effect on satisfaction: Empirical findings from Northern Cyprus Banks. *Procedia Economics and Finance*, 23, 964-969.
- Idowu, A. (2017). Effectiveness of performance appraisal system and its effect on employee motivation. *Nile Journal of Business and Economics*, 3(5), 15-39.
- Ismail, H. N., & Rishani, M. (2018). The relationships among performance appraisal satisfaction, career development and creative behavior. *The Journal of Developing Areas*, 52(3), 109-124.
- Israel, L. (2020). *The cognitive emotion process* (Doctoral dissertation, lmu).
- Jamshaid, N., & Arshad, S. (2020). Suffering Silence While Exposed to Workplace Bullying: The Role of Psychological Contract Violation, Benevolent Behavior and Positive Psychological Capital. *Journal of Applied Economics and Business Studies*, 4(4), 15-54.
- Kaur, S., & Kaur, G. (2022). Human resource practices, employee competencies and firm performance: a 2-1-2 multilevel mediational analysis. *Personnel Review*, 51(3), 1100-1119.
- Khauoe, M. G., Joubert, P., & Karodia, A. M. (2015). EVALUATING THE EFFECTIVENESS OF PERFORMANCE APPRAISALS AND THE IMPACT OF PERFORMANCE REMUNERATION ON EMPLOYEES' MOTIVATION: A CASE STUDY OF A CHEMICALS AND WASTE MANAGEMENT BRANCH AT THE DEPARTMENT OF ENVIRONMENTAL AFFAIRS (SOUTH AFRICA). *Singaporean Journal of Business Economics and Management Studies*, 9(3), 10-44.
- Kim, T., & Holzer, M. (2016). Public employees and performance appraisal: A study of antecedents to employees' perception of the process. *Review of Public Personnel Administration*, 36(1), 31-56.
- King, S. M. (2020). *Employees Lived Experiences with the Performance Appraisal System* (Doctoral dissertation, Walden University).
- Kraak, J. M., Lunardo, R., Herrbach, O., & Durrieu, F. (2017). Promises to employees matter, self-identity too: Effects of psychological contract breach and older worker identity on violation and turnover intentions. *Journal of Business Research*, 70, 108-117.
- Kun, A., & Gadancz, P. (2022). Workplace happiness, well-being and their relationship with psychological capital: A study of Hungarian teachers. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*.
- Kutaula, S., Gillani, A., & Budhwar, P. S. (2020). An analysis of employment relationships in Asia using psychological contract theory: A review and research agenda. *Human Resource Management Review*, 30(4), 100707.
- Latorre, F., Ramos, J., Gracia, F. J., & Tomás, I. (2020). How high-commitment HRM relates to PC violation and outcomes: The mediating role of supervisor support and PC fulfilment at individual and organizational levels. *European Management Journal*, 38(3), 462-476.
- Li, J., & Dai, L. (2015). A review of psychological contract. *Psychology*, 6(12), 1539.
- Li, S., Rees, C. J., & Branine, M. (2019). Employees' perceptions of human resource management practices and employee outcomes: Empirical evidence from small and medium-sized enterprises in China. *Employee Relations: The International Journal*.
- Luthans F, Youssef-Morgan CM, Avolio B. (2015). *Psychological Capital and Beyond*. New York: Oxford Univ. Press
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*: Oxford University Press.
- Maimela, E. M., & Samuel, M. O. (2016). Perception of performance management system by academic staff in an open distance learning higher education environment. *SA Journal of Human Resource Management*, 14(1), 1-11.
- Malik, M. S., & Aslam, S. (2013). Performance Appraisal and Employee's Motivation: A Comparative Analysis of Telecom Industry of Pakistan. *Pakistan Journal of Social Sciences (PJSS)*, 33(1).

- Matteson, M. L., & Hankinson, E. (2018). Getting off on the right foot: Psychological contracts, socialization theory and library student workers. *The Journal of Academic Librarianship*, 44(4), 486-492.
- McGrath, M. L., Millward, L. J., & Banks, A. (2015). Workplace emotion through a psychological contract lens. *Qualitative Research in Organizations and Management: An International Journal*, 10(3), 206-226.
- Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal theories of emotion: State of the art and future development. *Emotion Review*, 5(2), 119-124.
- Moors, A., Van de Cruys, S., & Pourtois, G. (2021). Comparison of the determinants for positive and negative affect proposed by appraisal theories, goal-directed theories, and predictive processing theories. *Current Opinion in Behavioral Sciences*, 39, 147-152.
- Montes, S. D., Rousseau, D. M., & Tomprou, M. (2015). Psychological contract theory. *Wiley Encyclopedia of Management*, 1-5.
- Moradi, T., Mehraban, M. A., & Moeini, M. (2017). Comparison of the perceptions of managers and nursing staff toward performance appraisal. *Iranian journal of nursing and midwifery research*, 22(2), 128.
- Murphy, K. R., Cleveland, J. N., & Hanscom, M. E. (2018). *Performance appraisal and management*. Sage Publications.
- Murphy, K. R. (2020). Performance evaluation will not die, but it should. *Human Resource Management Journal*, 30(1), 13-31.
- Naim, A. (2022). Role of Accounting And Finance in Performance Appraisal. *American Journal of Sociology, Economics and Tourism*, 1, 1-17.
- Nolzen, N. (2018). The concept of psychological capital: a comprehensive review. *Management Review Quarterly*, 68(3), 237-277.
- Novitasari, D., Siswanto, E., Purwanto, A., & Fahmi, K. (2020). Authentic Leadership and Innovation: What is the Role of Psychological Capital?. *International Journal of Social and Management Studies*, 1(1), 1-21.
- Ntalianis, F., & Dyer, L. (2021). Balanced psychological contracts in the small business: the five factor model at work. *Personality and Individual Differences*, 178, 110819.
- Nyeleti-Chisefu, J., Kalimaposo, K., Chisefu, A. K., Mubita, K., Mundende, K., & Milupi, I. (2022). Perceptions of Headteachers and teachers on the Annual Performance Appraisal System in selected primary schools of Lusaka District.
- Okun, O. (2022). The positive face of human capital, psychological capital, and well-being. In *Research anthology on changing dynamics of diversity and safety in the workforce* (pp. 203-222). IGI Global.
- Pessl, S. (2016). The Performance Management Process: Influences of the Perceived Accuracy and Fairness on Employees' Engagement in Austrian Consulting Companies.
- Petery, G. A., Parker, S. K., & Zoszak, L. (2021). The importance of psychological contracts for safe work during pandemics. *Industrial and Organizational Psychology*, 14(1-2), 290-295.
- Phillips, R. (2003). *Stakeholder theory and organizational ethics*. Berrett-Koehler Publishers. Retrieved from [https://www.researchgate.net/profile/Robert-Phillips-19/publication/247637175\\_Stakeholder\\_Theory\\_and\\_Organizational\\_Ethics/links/540ee9690cf2d8daaacf2163/Stakeholder-Theory-and-Organizational-Ethics.pdf](https://www.researchgate.net/profile/Robert-Phillips-19/publication/247637175_Stakeholder_Theory_and_Organizational_Ethics/links/540ee9690cf2d8daaacf2163/Stakeholder-Theory-and-Organizational-Ethics.pdf)
- Pinto, J. (2019). Key to effective organizational performance management lies at the intersection of paradox theory and stakeholder theory. *International Journal of Management Reviews*, 21(2), 185-208.
- Platania, S., & Paolillo, A. (2022). Validation and measurement invariance of the Compound PsyCap Scale (CPC-12): A short universal measure of psychological capital. *Anales de Psicología/Annals of Psychology*, 38(1), 63-75.
- Rai, A., & Agarwal, U. A. (2018). A review of literature on mediators and moderators of workplace bullying: Agenda for future research. *Management Research Review*.

- Rana, W., Mukhtar, S., & Mukhtar, S. (2022). Job satisfaction, performance appraisal, reinforcement and job tasks in medical healthcare professionals during the COVID-19 pandemic outbreak. *The International Journal of Health Planning and Management*, 37(4), 2345-2353.
- Ravikumar, R. K., & Raya, R. P. (2019). Impact of Performance Appraisal on Organizational Citizenship Behaviour and Intention to Stay through Affective Commitment: A Literature Review. *International journal of scientific research and management*.
- Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior*, 21(5), 525–546. Retrieved from: [https://doi.org/10.1002/1099-1379\(200008\)21:5<525::AID-](https://doi.org/10.1002/1099-1379(200008)21:5<525::AID-)
- Rogozińska-Pawelczyk, A., & Gadomska-Lila, K. (2022). The Mediating Role of Organisational Identification between Psychological Contract and Work Results: An Individual Level Investigation. *International Journal of Environmental Research and Public Health*, 19(9), 5404.
- Ronnie, L., Du Plessis, M., & Walters, C. (2022). Women academics and the changing psychological contract during COVID-19 lockdown. *Frontiers in Psychology*, 4780.
- Rousseau, D. M., Hansen, S. D., & Tomprou, M. (2018). A dynamic phase model of psychological contract processes. *Journal of Organizational Behavior*, 39(9), 1081-1098.
- Royes, G. (2015). *Performance appraisal process, job satisfaction, and job performance: Case study of employee perceptions of fairness* (Doctoral dissertation, Capella University).
- Rubin, E. V., & Edwards, A. (2020). The performance of performance appraisal systems: understanding the linkage between appraisal structure and appraisal discrimination complaints. *The International Journal of Human Resource Management*, 31(15), 1938-1957.
- Saidin, M. S., Lee, L. S., Bakar, M. R. A., & Ahmad, M. Z. (2022). A New Divergence Measure based on Fuzzy TOPSIS for Solving Staff Performance Appraisal
- Samuel, O. M., & Engelbrecht, A. S. (2021). How transformational leadership, psychological contract violation, empowerment and affective commitment influence employee's intention to quit an organisation. *South African Journal of Business Management*, 52(1), 12.
- Sauchuck, A. (2018). *THE RELATIONSHIP BETWEEN THE PERCEPTION OF PERFORMANCE APPRAISAL FAIRNESS AND TURNOVER INTENTIONS OF REGISTERED NURSES IN WEST VIRGINIA*. (Doctoral dissertation, Capella University).
- Savarimuthu, A., & Rachael, A. J. (2017). Psychological contract-A conceptual framework. *International Journal of Management (IJM)*, 8(5), 101-110.
- Schalk, R., De Ruiters, M., Van Loon, J., Kuijpers, E., & Van Regenmortel, T. (2018). Actively coping with violation: Exploring upward dissent patterns in functional, dysfunctional, and deserted psychological contract end states. *Frontiers in Psychology*, 9, 54.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Sharma, N. P., T., & Agarwal, M. N. (2016). Measuring employee perception of performance managementsystem effectiveness: Conceptualization and scale development. *Employee Relations*.
- Sharma, A., & Sharma, T. (2017). HR analytics and performance appraisal system: A conceptual framework for employee performance improvement. *Management Research Review*, 40(6), 684-697
- Schuster, T., Bader, B., Bader, A. K., & Rousseau, D. M. (2022). When foreign waves hit home shores: Organizational identification in psychological contract breach–violation relationships during international assignments. *Journal of Organizational Behavior*, 43(3), 369-385.
- Snyman, A. M., Coetzee, M., & Ferreira, N. (2022). The psychological contract and retention practices in the higher education context: The mediating role of organisational justice and trust. *South African Journal of Psychology*, 00812463221129067.
- Sobaih, A. E. E., Ibrahim, Y., & Gabry, G. (2019). Unlocking the black box: Psychological contract fulfillment as a mediator between HRM practices and job performance. *Tourism Management Perspectives*, 30, 171-181.

- Stazyk, E. C., Davis, R. S., & Liang, J. (2021). Probing the links between workforce diversity, goal clarity, and employee job satisfaction in public sector organizations. *Administrative Sciences, 11*(3), 77.
- Tsega, M. (2022). *ASSESSMENT OF EMPLOYEE PERFORMANCE APPRAISAL PRACTICES: A CASE STUDY OF MY WISH ENTERPRISE PRIVATE LIMITED COMPANY* (Doctoral dissertation, St. Mary's University).
- Turliuc, M. N., & Candel, O. S. (2022). The relationship between psychological capital and mental health during the Covid-19 pandemic: A longitudinal mediation model. *Journal of health psychology, 27*(8), 1913-1925.
- Ullah, Z., Ahmad, N., Scholz, M., Ahmed, B., Ahmad, I., & Usman, M. (2021). Perceived accuracy of electronic performance appraisal systems: The case of a non-for-profit organization from an emerging economy. *Sustainability, 13*(4), 2109.
- Vest, M. J., Scott, K. D., & Tarnoff, K. A. (1995). When accuracy is not enough: the moderating effect of perceived appraisal use. *Journal of Business and Psychology, 10*, 207-220.
- Vilarino del Castillo, D., & Lopez-Zafra, E. (2022). Antecedents of psychological capital at work: A systematic review of moderator–mediator Effects and a new integrative proposal. *European Management Review, 19*(1), 154-169.
- Waheed, A., Abbas, Q., & Malik, O. F. (2018). Perceptions of performance appraisal quality and employee innovative behavior: do psychological empowerment and perceptions of HRM system strength matter?. *Behavioral sciences, 8*(12), 114.
- Wen, J. Zheng, J. & Ma, R. (2022). Impact of Knowledge Hiding Behaviors on Workplace Invincibility: Mediating Role of Psychological Contract Breach. *Front. Psychol, 12*. Retrieved from <https://doi.org/10.3389/fpsyg.2021.809683>
- Wibowo, T. S. (2022). Psychological Contract Theory Relation to Organizational Citizenship Behavior (OCB) of Flight Attendants. *International Journal of Science, Technology & Management, 3*(1), 144-152.
- Wiechers, H. E., Coyle-Shapiro, J. A. M., Lub, X. D., & ten Have, S. (2022). The tremors of interconnected triggers over time: How psychological contract breach can erupt. *Journal of Organizational Behavior, 43*(7), 1172-1189.
- Wu, X., Lin, L., & Wang, J. (2021). When does breach not lead to violation? A dual perspective of psychological contract in hotels in times of crisis. *International Journal of Hospitality Management, 95*, 102887.
- Yao, J., Qiu, X., Yang, L., Han, X., & Li, Y. (2022). The relationship between work engagement and job performance: psychological capital as a moderating factor. *Frontiers in psychology, 13*, 192.
- Yao, X., Lin, Y., Zhang, C., Wang, X., & Zhao, F. (2022). Does psychological capital mediate occupational stress and coping among nurses in ICU. *Western Journal of Nursing Research, 44*(7), 675-683.
- Yarbrough, J., R. (2018). Understanding the importance of the employee/employer psychological contract. *Journal of Management and Marketing Research, 21*, 1-9.
- Yuan, Z., Zhang, X., Wang, F., Jin, M., Teng, M., He, H., & Wang, J. (2023). Levels of psychological capital among nurses: A systematic review and meta-analysis. *International Nursing Review, 70*(1), 89-96.
- Zhao, H., Chen, Y., Xu, Y., & Zhou, Q. (2022). Socially Responsible human resource management and employees' turnover intention: the effect of psychological contract violation and moral identity. *Journal of Management & Organization, 1*-18.
- Zwiech, P. (2021). Perception of justice in performance appraisal: empirical findings from enterprises from the West Pomeranian Voivodship in Poland. *Procedia Computer Science, 192*, 4649-4657.