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THE EFFECT OF LOCUS OF CONTROL AND TYPE OF VOICE
ON SATISFACTION WITH VOICE AND PROCEDURAL JUSTICE

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Psychology:
Industrial/Organizational

by
Robert Eugene Thrall


December 2002

THE EFFECT OF LOCUS OF CONTROL AND TYPE OF VOICE
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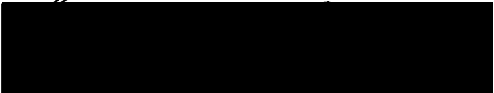
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ABSTRACT

This study examined the roles of type of voice and locus of control on satisfaction with type of voice and on feelings of procedural justice. Two forms of voice were assessed, instrumental and non-instrumental, as well as two forms of locus of control, external and internal. Two-hundred fifty-nine undergraduate students participated in the study. Participants read a scenario that randomly placed them into type of voice. Participants responded to surveys to determine the persons' locus of control, satisfaction with voice and feelings of procedural justice. An ANOVA was used to test the hypotheses. Main effects were found for locus of control and type of voice. Individuals in the instrumental voice condition showed significantly higher levels of satisfaction with voice and feelings of procedural justice than those in the non-instrumental voice condition. Participants with an internal locus of control demonstrated significantly higher feelings of procedural justice and satisfaction with voice than those possessing an external locus of control. The interaction between type of voice and locus of control on satisfaction with voice and feelings of procedural justice were tested as well. No significant interactions were found.

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CHAPTER ONE

BACKGROUND

There is an important policy change to be made at your workplace in the near future. Management has decided to solicit input from workers on the direction to be taken with this policy change. After all, everything they have read says employees are happier when they are allowed to participate. So, employees had their voice heard and management made the decision on the policy change. After the decision was made management decided to find out how "thrilled" the employees were with the participation they were given. Well, come to find out some were happy while others were not. Management was somewhat baffled by this, after all, the employees were allowed to participate in the decision. They were given a voice.

Why weren't all the people satisfied that they were allowed to participate? Could it be that individuals differ on the amount of participation desired and what is done with that participation? Is there a characteristic of each person that will help one determine the participation each individual will be satisfied with? Let's take a look at these questions and some possible conclusions.

People often desire some type of participation in situations they encounter in the workplace. Many managers, union leaders, and writers in the business press share the belief that participatory practices have substantial, positive effects on satisfaction at work (Wagner, 1994). Some degree of involvement is desired by most people at all levels within organizations. This is not surprising in a society that endorses democratic values. Those employees who feel more involved also feel more satisfied (Hespe & Wall, 1976). Several studies have shown that the opportunity to provide input into a decision-making process enhances individuals perception of the fairness of the process (Roberson, Moye, & Locke, 1999). In a meta-analysis on performance appraisal by Cawley, Keeping, and Levy (1998) it was found that employee's participation in the appraisal process was most strongly related to satisfaction with the appraisal system. Hespe and Wall (1976) state that the nature of the relationship between participation and satisfaction is unlikely to be simple. Participation has both direct and indirect effects on job satisfaction and there may be variables that mediate the relationship between participation and job satisfaction (Smith & Brannick, 1990). Overall, research suggests that employee participation can foster significantly higher

levels of job satisfaction in employees (Smith & Brannick, 1990; Wagner, 1994).

Voice

One form of participation is voice. Voice can be defined as the practice of allowing individuals who are affected by a given decision to present information relevant to the decision (Cawley, Keeping, & Levy, 1998; Korsgaard & Roberson, 1995). Also, any effort to change a work situation by expressing one's opinions about how routines and policies might be changed (Gorden, Infante, & Graham, 1988) or the opportunity to express one's opinions, preferences, or views about decisions is known as voice (Roberson, Moye, & Locke, 1999; McFarlin & Sweeney, 1996). Two types of voice have been identified. Non-instrumental voice is valued because input has been allowed. Instrumental voice is valued because the input has the possibility to influence the outcome. Gorden et al. (1988) state that voice satisfies a normative need for freedom of speech that is valued in the U.S. culture. Having a voice in the processes that affect one at work is important for many employees (McFarlin & Sweeney, 1996).

Studies on leadership have found benefits with the participative leadership style. Yukl (2001) states that

participative leadership uses various procedures, one being voice, that allow others some influence over the leader's decision. There are many potential benefits of participative leadership. Giving employees the opportunity to influence a decision will usually increase the commitment to the decision (Yukl, 2001). However, the benefits will depend on the employees involved and will not be the same for all employees. If employees have a sense of ownership in the decision, this will increase their acceptance of the decision (Yukl, 2001). Bragg and Andrews (1973) conducted a study in which the foreman of a hospital laundry department used the participative management approach in place of the usual autocratic style. The results showed an increase in productivity and attendance. In the medical records department of the hospital there was an elimination of grievances and a reduction in turnover. Yukl says that for some, participative leadership results in increased satisfaction, effort, and performance and for others it does not. Outcomes are influenced by many things besides participative leadership (Yukl, 2001).

Research has shown that voice can lead to positive reactions (Cawley, Keeping, & Levy, 1998), specifically an increase in satisfaction (Tyler, Rasinski, & Spodick,

1985). Voice has a positive effect on attitudes (Korsgaard & Roberson, 1995). The opportunity to voice can also lead to other organizational benefits. A higher number of mechanisms for employee voice are associated with high retention rates. The more opportunities employees have to voice, the more likely that employees will remain with the organization (Spencer, 1986). Olsen-Buchanan (1996) states retention rates will be higher and adds that employees will also have higher job performance resulting from access to voice mechanisms. Those able to use voice see the process as more fair than do those not given the opportunity to voice (McFarlin & Sweeney, 1996). Using fair procedures, such as voice, can lead to positive reactions and generate high levels of system and job satisfaction (Roberson, Moya, & Locke, 1999).

In a study done by Tremblay, Sire, and Pelchat (1998), which looked at employee benefits, they found that communication had the greatest impact on satisfaction. They state that giving employees a chance to voice will have a positive effect on satisfaction. In a meta-analysis performed by Cawley et al. (1998) they looked at participation in the performance appraisal process and found that the overall relationship between voice and satisfaction was rather large ($p = .64$). Korsgaard and

Roberson (1995) also found more satisfaction with appraisals when employees are allowed to voice. The fact that voice can increase satisfaction has also been shown in studies in the legal and political arenas. An increase in voice heightened the feelings of justice and leadership endorsement (Tyler, Rasinski, & Spodick, 1985). So, the idea that voice leads to positive reactions such as an increase in satisfaction has been supported by past research.

Procedural justice is another variable that voice has an effect upon. Procedural justice is defined as "the fairness of the process whereby outcomes are allocated" (Folger, 1977). These fair procedures are seen as a good predictor of leader endorsement (Peterson, 1999). As we have already seen voice is a form of participation in decision making. Allowing people a form of voice is seen as a fair procedure, or a procedurally just way to allow individuals an opportunity to present their points of view to the decision makers (Bies, 1987). The concept of procedural justice is applicable to a variety of organizational situations.

The best-documented phenomenon in procedural justice is the "voice effect" (Lind, Kanfer, & Earley, 1990). This says that the opportunity to present information on a

decision enhances judgments of fairness of the decision-making procedure. Participation is often seen as being critical to satisfaction with procedural justice (Folger, 1977). Research on procedural justice has consistently found that an increase in voice is associated with enhanced ratings of procedural fairness (Peterson, 1999). If the process is seen as fair, such as allowing voice, then leaders are viewed more positively. If an individual has their point of view heard they will be more willing to comply with the decision (Peterson, 1999). Even if the outcome is unfavorable, voice procedures are seen as being more fair than if no voice was allowed (Beis, 1987). Voice increases perceptions of fairness, or procedural justice, even when the individual has no control over the situation. If individuals are simply allowed to express their views before the decision, the perceived fairness will increase (Lind et al., 1990). In a study by Folger (1977) workers who were allowed to voice their opinion expressed more satisfaction with the allocation process than those not allowed to voice. Lind et al. (1990) found that voice with no possibility of influence was seen as more fair than no voice at all. However, voice with the possibility of influence led to

the greatest perceived fairness. So, one can see that voice enhances judgments of procedural justice.

It has been suggested that focusing only on voice is too limited (Bies, 1987). Folger (1977) states that the individual's sense of control is also important. He says that individuals with a sense of control are likely to have higher standards of evaluation than those with no sense of control. Since standards are higher in those with a sense of control, they are more likely to express disappointment with outcomes. So one can be satisfied with the means, or procedure, of getting to an outcome, but dissatisfied with the outcome. This will depend on the individual's sense of control. In addition to voice a person's sense of control also plays a role in procedural justice and satisfaction with the outcomes.

Two forms of voice have been researched, value-expressive, also known as non-instrumental, and instrumental. Value-expressive voice is said to be valued regardless of whether the input influences the decision. Attitudes are affected because the opportunity to voice one's opinions is a desired end in itself (Korsgaard & Roberson, 1995). Furthermore, Tyler et al. (1985) say that employees perceive the chance for self-expression as procedurally just, regardless of the final decision.

Cawley et al. (1998) sum up value-expressive voice as participation for the sake of having one's voice heard. Instrumental voice is valued because it increases the potential amount of control one has over decisions, that is, voice affects people's attitudes toward a decision because they feel they have had an opportunity to influence the decision (Tyler, 1987). Instrumental voice is participation for the purpose of influencing the end result. The key distinction between the two types of voice is that with instrumental voice the potential to influence outcomes is integral, but this is absent or deemphasized in value-expressive voice (Cawley et al., 1998).

Many studies have found that both types of voice are valuable. However, it is unclear whether one form of voice is more strongly associated with positive reactions than the other (Cawley et al., 1998). Both value-expressive and instrumental forms of voice have been shown to be positively related to satisfaction (Korsgaard & Roberson, 1995). In a meta-analysis by Cawley et al. (1998) strong relationships were found for both types of voice with overall reactions to performance appraisals. Their results also indicated a correlation between both types of voice and satisfaction. The relationship between value-expressive and satisfaction was higher than that of

instrumental voice and satisfaction. The differences in the meta-analysis were consistent, value-expressive voice being more highly related, but these differences were fairly small. It is important to know the types of voice that are associated with positive employee reactions and whether these differences in reactions are a function of the type of voice. It appears the type of voice used is important and related to employee reactions, but it is not clear why these differences exist (Cawley, Keeping, & Levy, 1998).

Locus of Control

Research suggests that individual differences and characteristics are key to unlocking the mystery of a person's reactions. A study by Suresh and Rajendran (1995) demonstrated that there are relationships between personality factors and decision-making styles. Tremblay et al. (1998) say that a person's perception of equity can influence and predict satisfaction with pay and benefits. The likelihood that one will participate in an activity can be determined by individual differences (Hespe & Wall, 1976). Allen et al. (1997) conducted a study in which they found that volunteers of Employee Involvement Programs (EIP) view outcomes more favorably than non-volunteers.

Locus of control (LOC) and growth needs were two individual differences related to the person's appraisal of potential program outcomes and participation in Employee Involvement Programs. They found that some people have needs that can be met with EIPs, while others do not (Allen et al., 1997). Rotter (1966) adds that internal versus external control is an important personality variable regarding an individual's reaction. There is quite a variety of research assessing individual differences and a person's reaction to, or satisfaction with, certain situations.

Research shows when persons are in the same situations there are consistent individual differences among their reactions, specifically in attributing personal control to rewards (Rotter, 1966). A specific individual difference that may be relevant to how one will respond is locus of control. Locus of control is a personality characteristic that has emerged as a factor in organizational behavior (Kimmons & Greenhaus, 1976). Locus of control is defined as the extent to which an individual views events, rewards, reinforcers, or outcomes as being under the control of their own behavior (Hartwig, Dickson, & Anderson, 1980; Spector, 1988). Rotter (1966) states that when an individual perceives reinforcement as

following some action of his/her own, but not being entirely contingent on one's action then it is seen as a result of luck, fate, chance, under the control of powerful others, or unpredictable. This is known as an external locus of control. A person with an internal locus of control sees an event as being contingent on one's own behavior, or his own relatively permanent characteristics (Rotter, 1966). Others have similarly defined internal locus of control as those who see themselves as the prime determinant of what happens to him/her in the environment. Conversely, persons with an external locus of control view extra-personal factors as the determinants of what happens to themselves (Daniels & Guppy, 1994; Hartwig et al., 1980; Hawk, 1990; Kimmons, & Greenhaus, 1976). "The extent to which an individual believes he/she can directly affect the environment has considerable impact on perceptions of that environment and reactions to it" (Spector, 1986).

A variety of areas affected by an individual's locus of control have been researched. One such area is occupational stress. It has been shown that those with an internal locus of control have less stress and better psychological well being (Daniels & Guppy, 1994). It has also been found that internals have more job confidence, job satisfaction, and desire more independence (Gorden et

al., 1988; Kimmons & Greenhaus, 1976), while externals have lower aspirations and expectations of satisfaction (Friedrich, 1988). Kimmons and Greenhaus (1976) found that internals perceive more autonomy, feedback, involvement, and performance-reward connections on the job than externals. Internals tend to be involved in more active coping strategies (Friedrich, 1988) and information seeking (Hawk, 1990) than externals. Another characteristic difference is that internals are more assertive (Hartwig et al., 1980) and exhibit higher initiative performance than externals who demonstrate higher compliant performance (Blau, 1993). As demonstrated by past research there are many personal characteristics and workplace behaviors influenced by locus of control.

Of particular interest, locus of control has been shown to be related to characteristics of participation and voice. Allen et al. (1997) found that internals are more likely to volunteer for Employee Involvement Programs (EIP) and believe that their performance will lead to a desired outcome than are externals. These individuals have high growth needs and want to satisfy higher order needs through work, whereas externals have no such interests. Individuals who have a strong belief that they can control their own destiny will be likely to take steps to improve

his/her environmental conditions (Rotter, 1966). This may be accomplished through participation and voice. Kimmons and Greenhaus (1976) add that internals prefer to have an impact on their environment and are therefore more involved with their jobs. They prefer a participative management style where externals prefer a more directive style. Hawk (1990) states that internals tend to respond more favorably to participative decision making than externals. If locus of control affects perceptions of participation this could suggest that locus of control moderates the outcomes of participative decision-making.

Individuals react differently to the amount of participation and voice they are given. According to Tyler (1987) when people have the opportunity to voice, but feel what they say has no influence over decisions made by authorities there are a couple of possible reactions. There may be a loss of support for authorities and dissatisfaction because their views were ignored. However, favorable reactions may occur because they had the opportunity to present their views. Employees who see themselves as having high levels of control at work are more satisfied (Spector, 1986), but is this true for all employees? Spector (1986) states that there is evidence

that individuals do not always desire, or respond favorably to, personal control.

As seen throughout this paper and stated by Hespe and Wall (1976) the nature of the relationship between participation and satisfaction is unlikely to be simple. Participation has effects on satisfaction, but these effects can be moderated by various personal factors (Wagner, 1994). Larger effects may be found by focusing on these moderator variables (Wagner, 1994). In a publication by Smith and Brannick (1990) they use the terms "mediate" and "moderate" when discussing their research and findings. They state that previous research suggests that various individual variables may influence or moderate the relationship between participative decision-making and a person's attitudes. They found three items (performance-outcome expectancy, role conflict, and role ambiguity) that act to mediate the relationship between participation and satisfaction. However, their study did not separate the effects of the mediating variables on satisfaction, so results could have been found if any number of the variables were acting as mediators. Also, other unmeasured variables may contribute substantially or more effectively to mediate the participation - satisfaction relationship than did the current variables.

"Future research should concentrate on investigating other meaningful moderators" (Smith & Brannick, 1990).

Locus of control may be a meaningful moderator of the relationship between participation and satisfaction with that participation. Hawk (1990) conducted a study that indicated the importance of locus of control as a moderator of a person's participation and response to job characteristics. He states that locus of control could possibly be used in assessing the appropriate level of participation afforded different employees. Research questions should address how participation may be best introduced, at what level, in which decisions, and for whom (Hespe & Wall, 1976). Locus of control will moderate the relationship between certain work characteristics and job satisfaction (Kimmons & Greenhaus, 1976). Examples of this being, internals like to be more involved and are more satisfied with their jobs than externals. On the other hand, external oriented individuals may settle for less because they believe their strategies will not be helpful in controlling outcomes (Friedrich, 1988). Given past research it is possible that a person's locus of control can moderate the type of voice used and their satisfaction with the type of voice used.

Summary

In sum, satisfaction of employees is of great importance in the workplace as any manager or supervisor can attest to. The days of retiring from the same company that one began a career at are long gone. When talent is found in the workplace an emphasis is placed on retention of that talent. Satisfaction can play a role in retention of talented employees. Employees who are satisfied in the workplace will tend to remain with that company (Spencer, 1986). Satisfaction not only gives retention, but will also increase leader support (Tyler et al., 1985). When employees are satisfied their attitudes are better, their job performance increases, and there is a rise in productivity and attendance. A company with satisfied employees will also see less grievances and a decrease in turnover (Bragg & Andrews, 1973). Satisfaction is important because of the possibility that employees will be more committed to the organization. When employees are satisfied the job of management is much smoother, more productive, and cost efficient. Therefore, satisfaction of employees is important to the employee and at the same time beneficial to the organization.

A form of participation that brings employees satisfaction is voice. Allowing employees to express their

opinions is seen as fair and has benefits to employees, as well as the organization. Instrumental and non-instrumental are two forms of voice that can bring about satisfaction. However, individual differences exist in the satisfaction with these types of voice. The individual characteristic of locus of control may be a prime determinant of a person's satisfaction with voice. Some individuals prefer to have an impact and be more involved in the workplace, while other do not. So people will obviously react differently to the amount of voice they are given. Voice has an effect on satisfaction, but individual variables can influence this relationship. Locus of control is one of the variables that may moderate the relationship between voice and satisfaction with that voice.

CHAPTER TWO

HYPOTHESES

Hypothesis 1: Participants in the instrumental voice condition will exhibit greater satisfaction than participants in the non-instrumental voice condition.

Hypothesis 2: There is an interaction between type of voice and locus of control on satisfaction.

No effect of voice is predicted for participants with an external locus of control, however participants with an internal locus of control will exhibit satisfaction with instrumental voice, but not with non-instrumental voice.

Hypothesis 3: Participants in the instrumental voice condition will exhibit greater feelings of procedural justice than participants in the non-instrumental voice condition.

Hypothesis 4: There is an interaction between type of voice and locus of control on procedural justice.

No effect of voice is expected for participants with an external locus of control, however participants with an internal locus of control will exhibit feelings of procedural justice with instrumental voice, but not with non-instrumental voice.

No hypothesis has been stated for the main effect of locus of control because none is expected.

CHAPTER THREE

METHODS

Participants

The participants in this study were undergraduate students at California State University, San Bernardino. No demographic information was collected. California State University, San Bernardino students are diverse in ethnicity and age, with the majority of psychology students being female. Research done by Jacob Cohen (1992) states that for a 2 x 2 Anova at $\alpha = .05$, eighteen participants are required per group. This was met with a total of two-hundred fifty-nine participants in the study. They received credit points in their class for participating in the study. The participants were told the study was being conducted to gain a better understanding of attitudes in the workforce and in school.

Procedure

The design of this study was a 2 (instrumental and non-instrumental voice) x 2 (internal and external locus of control) Anova that measured a person's locus of control, satisfaction with voice, manipulation of voice, and procedural justice. All participants were given a packet that was identical except for the manipulation of

voice. Packets, which included the voice manipulation, were randomly distributed to participants. The survey began by asking each participant sixteen questions to measure their workplace locus of control. Participants then read one of two randomly distributed scenarios. After reading the scenario each individual responded to six statements that measured satisfaction with voice and two statements that measured the manipulation of voice. Procedural justice was then measured using twenty-five statements. The time that was required of each participant to complete the study was approximately fifteen minutes.

Measures

Locus of control was measured using the Work Locus of Control Scale. Rotters' I-E scale has been used in some studies to measure locus of control. However, locus of control is thought to be a domain specific construct (Daniels & Guppy, 1994). It is argued that domain specific scales like the work locus of control scale (WLCS) are preferable to more general scales when investigating how persons high and low in personal control behave in various organizational settings (Orpen, 1992). Therefore, in order to measure the locus of control as it relates to the workplace the Work Locus of Control Scale developed by

Spector was used (1988). The Work Locus of Control Scale has been shown to be both valid and reliable (Daniels & Guppy, 1994) with a coefficient alpha averaging .82 across six samples (Spector, 1988). In this study the alpha reliability was .80. This is a sixteen-item scale that contains statements relating to control. The participant indicated his/her agreement on a six-point Likert-style scale; eight of these items were reverse scored (Daniels & Guppy, 1994). The six response choices on the Likert-style scale were 1) disagree very much, 2) disagree moderately, 3) disagree slightly, 4) agree slightly, 5) agree moderately and 6) agree very much. A summated rating was done to obtain a total score for each participant. A low score represented internality and a high score represented externality (Suresh & Rajendran, 1995). The sixteen-item WLCS is included in the appendix, along with the response choices for each of the six points on the Likert-style scale. After participants completed the WLCS they were scored. The score was the total number obtained after adding all the numbers for each response. The maximum score possible was ninety-six points. If an individual scored forty-eight or below he/she was considered to have an internal locus of control. If an individual scored forty-nine or above he/she was considered to have an

external locus of control. The voice condition was randomly distributed to each participant. This was done to ensure that a sufficient number of participants were designated to each of the four groups of the 2 x 2 Anova.

The type of voice was manipulated using scenarios. Once the participants completed the WLCS they read a scenario. There were two different scenarios, one was instrumental voice and the other was non-instrumental voice. Both scenarios presented a classroom situation in which participants have just had an exam returned to them with the results. Participants were then told that as the professor goes over the exam they notice two questions that were marked as incorrect to which they believe they have given the correct answer. This topic in the classroom was chosen because it is something to which most students can relate.

The difference in the two scenarios was voice. In the scenario for non-instrumental voice, the professor gave students a voice. The scenario stated that the student approaches the professor after class to express concerns about the two questions on the exam. The professor tells the student that he would like to set up a time to discuss the two questions on the exam, but that there will be no change in the grade. This scenario was considered

non-instrumental because students were allowed a voice, but without much perceived influence over the final decision. In the scenario for instrumental voice, participants were also allowed a voice. However, in this scenario the professor states that students can write a rebuttal. This means that if the student can support the answers they gave by citing class notes, handouts, or information from the textbook then the answers will be changed. In this scenario the participant was told that they write a rebuttal and give it to the professor. The professor asks for clarification and states that he will get back to the student in one week with a decision. This scenario was considered instrumental because students were allowed a voice with a potential to influence the final decision. The scenarios that the participants read are included in the appendix.

After participants read the scenario they were given a scale to measure satisfaction with voice. This was a six-item scale with statements developed specifically for this study to measure the satisfaction with voice in the scenarios. The satisfaction with voice scale was shown to have an alpha reliability of .91. This scale determined how satisfied participants were with the amount of voice allowed them in the scenario. Did the participants feel

they were allowed adequate input? Were they able to state their point of view, or influence the final decision? These are some of the ideas this scale was designed to measure. The participants indicated agreement on a six-point Likert-style scale, with response choices of 1) disagree very much, 2) disagree moderately, 3) disagree slightly, 4) agree slightly, 5) agree moderately, and 6) agree very much. The response scales were identical to the six-point Work Locus of Control Scale developed by Spector (1988). This was done to maintain uniformity in the scales given to participants. The six-item satisfaction with voice scale is included in the appendix, along with the response choices for each of the six points on the Likert-style scale.

There were two statements that served as a manipulation check for type of voice (instrumental or non-instrumental). The two statements are as follows: "I think feedback by employees influenced the final decision of the schedule" and "I feel the management team carefully considered my feedback". The participants indicated agreement on a six-point Likert-style scale, with response choices of 1) disagree very much, 2) disagree moderately, 3) disagree slightly, 4) agree slightly, 5) agree

moderately and 6) agree very much. The manipulation was shown to have a correlation of .77.

Procedural justice was measured using a twenty-five-item scale adapted from a scale by Stephen Schappe (1996). Schappe's scale was adapted from a scale developed by Kravitz and Stone (1992) and other scales developed by Konovsky and Cropanzano (1991) and Moorman (1991). Schappe's scale measures the following six procedural elements: procedures: 1) are used consistently across time, 2) are free from bias, 3) are based on accurate information, 4) provide an opportunity to reverse decisions, 5) represent the concerns of those affected and 6) adhere to prevailing ethical standards. In addition to these elements the scale also measures "the interpersonal treatment one receives and the adequacy with which decisions are explained by the decision makers" (Schappe, 1996). Schappe's (1996) scale was developed to give a more comprehensive perception of fairness in many areas of the decision-making process. This procedural justice scale has been shown to be reliable, with a coefficient alpha of .95 (Schappe, 1996). Of Schappe's twenty-seven-item scale, the first two items were eliminated for this study because they were not relevant to the scenarios presented. Participants responded on a seven-point Likert-style

scale. The seven response choices were 1) strongly disagree, 2) moderately disagree, 3) slightly disagree, 4) neither agree nor disagree, 5) slightly agree, 6) moderately agree, 7) strongly agree. The procedural justice scale used in this study was shown to have an alpha reliability of .88. The twenty-five-item procedural justice scale is included in the appendix, along with the response choices for each of the seven points on the Likert-style scale.

CHAPTER FOUR

RESULTS

A manipulation check was conducted to determine participants' perceptions of the voice condition, either instrumental or non-instrumental, to which they were randomly distributed. An Analysis of Variance (ANOVA) was performed and showed a significant difference in the perceptions of instrumental (mean = 9.66) and non-instrumental (mean = 7.00) voice, $F(1, 258) = 61.86$, $p < .05$. This indicates that the manipulation of the voice conditions was successful. Participants viewed the two voice conditions as being significantly different.

Prior to data analyses, descriptives and frequency analyses were run on all data to screen for entry errors, outliers, missing data, skewness and kurtosis. Each of the variables did contain some skewness and kurtosis, however all were normally distributed within an acceptable range. The variables of type of voice and locus of control were both positively skewed and had a negative kurtosis. The variables of satisfaction with voice and satisfaction with procedural justice were both negatively skewed and had a positive kurtosis. Hypotheses were tested using a

2 (instrumental and non-instrumental voice) x 2 (internal and external locus of control) ANOVA design.

The first hypothesis stated that participants in the instrumental voice condition would exhibit greater satisfaction with voice than participants in the non-instrumental voice condition. An ANOVA was performed and the dependent variable of satisfaction with voice was significant, $F(1, 258) = 70.55, p < .05$. The eta squared for the main effect of voice on satisfaction with voice was .22. This gives support to the idea that individuals allowed to use an instrumental voice ($N = 134$, mean = 30.21 and sd = 4.49) will show more satisfaction with that voice than individuals allowed a non-instrumental voice ($N = 125$, mean = 22.52 and sd = 7.19).

The second hypothesis stated that there would be an interaction between the type of voice and locus of control on satisfaction with voice. An ANOVA was performed to test this hypothesis and no interaction was found, $F(1, 258) = .34, ns$. There was no significant difference between those in the instrumental voice condition with an internal locus of control ($N = 113$, mean = 30.42 and sd = 4.36), those in the instrumental voice condition with an external locus of control ($N = 21$, mean = 29.05 and

sd = 5.11), those in the non-instrumental voice condition with an internal locus of control (N = 94, mean = 23.13 and sd = 6.95) and those in the non-instrumental voice condition with an external locus of control (N = 31, mean = 20.68 and sd = 7.70). More specifically, this indicates that there is no support for the hypothesized interaction that participants with an external locus of control would exhibit equal satisfaction with either type of voice, while those with an internal locus of control would show more satisfaction with an instrumental voice than a non-instrumental voice.

Hypothesis three indicated that participants in the instrumental voice condition would exhibit greater feelings of procedural justice than those in the non-instrumental voice condition. An ANOVA was performed on the dependent variable of procedural justice and was found to be significant, $F(1, 258) = 23.29, p < .05$. Eta squared for the main effect of voice on feelings of procedural justice was .08. This supports the idea that individuals who are allowed to use an instrumental voice (N = 134, mean = 87.94 and sd = 12.47) will have greater feelings of procedural justice than those allowed a non-instrumental voice (N = 125, mean = 76.73 and sd = 17.48).

Hypothesis four indicated that there would be an interaction between the type of voice and locus of control on procedural justice. An ANOVA was performed to test this hypothesis and no interaction was found, $F(1, 258) = .30$, ns. There was no significant difference between those in the instrumental voice condition with an internal locus of control ($N = 113$, mean = 88.96 and $sd = 12.47$), those in the instrumental voice condition with an external locus of control ($N = 21$, mean = 82.43 and $sd = 11.20$), those in the non-instrumental voice condition with an internal locus of control ($N = 94$, mean = 78.98 and $sd = 17.01$) and those in the non-instrumental voice condition with an external locus of control ($N = 31$, mean = 69.89 and $sd = 17.38$). This indicates that there is no support for the hypothesized interaction that individuals with an external locus of control will exhibit equal feelings of procedural justice with both types of voice, while those with an internal locus of control would exhibit greater feelings of procedural justice with an instrumental voice than a non-instrumental voice.

No hypotheses were given for the main effect of locus of control because none were expected. However, after running an ANOVA significant main effects were found for locus of control. Individuals with an internal locus of

control showed significantly more satisfaction with voice than individuals with an external locus of control, $F(1, 258) = 4.21, p < .05$. Eta squared for the main effect of locus of control on satisfaction with voice was .02. This suggests that individuals possessing an internal locus of control ($N = 207$, mean = 27.11 and sd = 6.74) will show more satisfaction with voice than individuals with an external locus of control ($N = 52$, mean = 24.06 and sd = 7.90). Also, individuals with an internal locus of control showed significantly higher feelings of procedural justice than individuals with an external locus of control $F(1, 258) = 11.21, p < .05$. Eta squared for the main effect of locus of control on feelings of procedural justice was .04. This suggests that individuals possessing an internal locus of control ($N = 207$, mean = 84.43 and sd = 15.49) will show greater feelings of procedural justice than individuals with an external locus of control ($N = 52$, mean = 74.95 and sd = 16.29).

Table 1. Means on Satisfaction with Voice Scale

	Instrumental Voice	Non-instrumental Voice
Internal Locus of Control	30.42	23.13
External Locus of Control	29.05	20.68

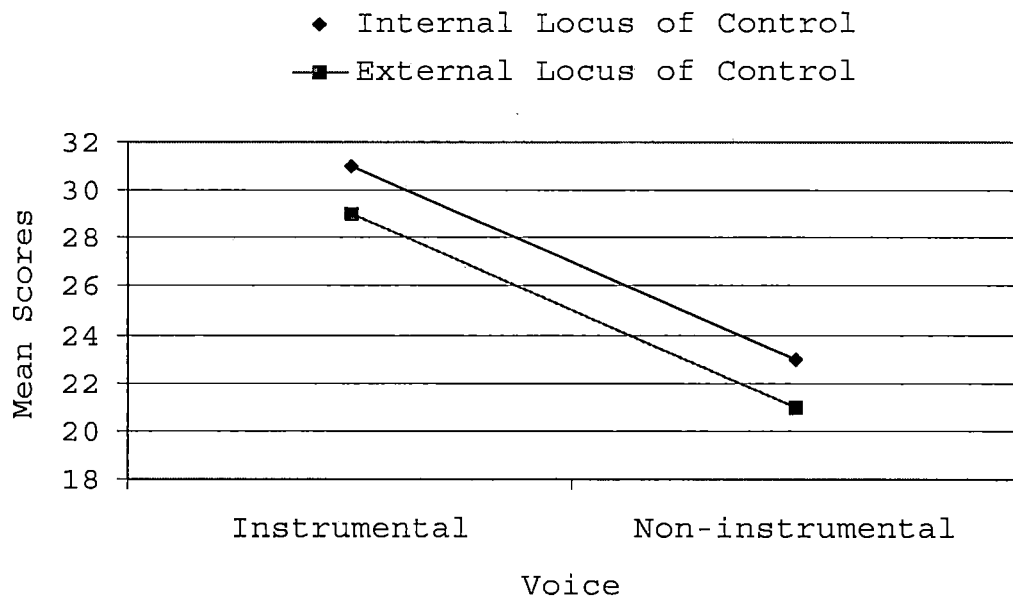


Figure 1. Means on Satisfaction with Voice Scale

Table 2. Means on Procedural Justice Scale

	Instrumental Voice	Non-instrumental Voice
Internal Locus of Control	88.96	78.98
External Locus of Control	82.43	69.89

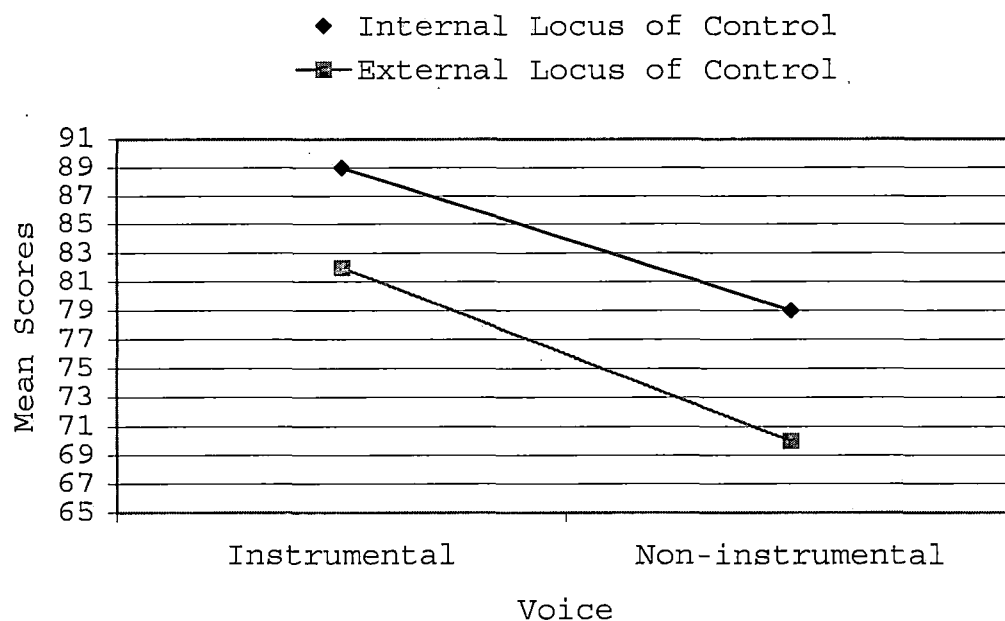


Figure 2. Means on Procedural Justice Scale

CHAPTER FIVE

DISCUSSION

The present study looked at participants' satisfaction with type of voice and their feelings of procedural justice based on the type of voice they were allowed and the individuals' locus of control. It was shown that individuals allowed an instrumental voice were significantly more satisfied with that voice and had greater feelings of procedural justice than individuals allowed a non-instrumental voice. The study further indicated that people possessing an internal locus of control had significantly more satisfaction with type of voice and greater feelings of procedural justice than those who had an external locus of control. The possibility of an interaction between type of voice and locus of control was tested as it relates to satisfaction with voice and feelings of procedural justice. No interaction was found.

It was hypothesized that there would be an interaction between type of voice and locus of control on satisfaction with voice and feelings of procedural justice. Specifically, those with an external locus of control would show equal satisfaction with both types of

voice and equal feelings of procedural justice with both types of voice. Furthermore, internals would exhibit greater satisfaction with voice and feelings of procedural justice in the instrumental voice condition compared to the non-instrumental voice condition. These interactions between type of voice and locus of control were not found. Rotter (1966) states that internals are likely to take steps to improve his/her environmental conditions. Also, internals prefer to have an impact on their environment (Kimmons & Greenhaus, 1976). Therefore, if a person with an internal locus of control is not allowed to impact the environment (non-instrumental voice) one might reasonably believe there would be less satisfaction with amount of impact allowed and less feelings of procedural justice compared to being allowed the possibility to impact the environment (instrumental voice). However, this was not seen. The type of voice a person is given and the persons' locus of control do not interact to determine satisfaction with voice or feelings of procedural justice. One possibility could be that this interaction may only exist in those individuals possessing a very high level of internal locus of control.

This study has been able to build on past research by taking a more in depth look at the variable of voice.

Voice has been shown to be important to individuals (McFarlin & Sweeney, 1996), lead to positive reactions (Cawley et al., 1998) and benefit organizations (Spencer, 1986 & Olson-Buchanan, 1996). Two forms of voice that have been identified are instrumental and non-instrumental voice. Studies have shown both types of voice to be valuable, but it is unclear if one form is more strongly associated with positive reactions than the other (Cawley et al., 1998). This study has been able to further research in the area of voice by showing that there is a significant difference in these two types of voice in relation to procedural justice and satisfaction with type of voice.

It was determined that those allowed instrumental voice had more satisfaction with that voice and greater feelings of procedural justice than those allowed a non-instrumental voice. Non-instrumental voice is allowing one to voice his/her opinion (Tyler et al., 1985). Instrumental voice is allowing voice that has the opportunity to influence the final decision (Tyler, 1987). After knowing the definitions for these two forms of voice one may conclude that an individual would be more satisfied and have greater feelings of procedural justice with an instrumental voice. By allowing people the chance

to influence the final decision they feel more justice and satisfaction with the voice given to them.

No hypotheses were presented for main effect of locus of control on satisfaction with voice or procedural justice because none was expected. However, main effects were found. Individuals with an internal locus of control were significantly more satisfied with type of voice allowed and had greater feelings of procedural justice than those individuals with an external locus of control. Past research has given no real indication as to why this finding may have been seen. Folger (1977) states that people with a sense of control (internals) are likely to have higher standards of evaluation than those with no sense of control (externals). He goes on to say that standards are higher in individuals with an internal locus of control and they would therefore be more likely to express disappointment with outcomes. This may lead one to believe that internals would be less satisfied with voice and have lower feelings of procedural justice. However, this study found the opposite. On the other hand, studies have shown that internals have higher job satisfaction than externals (Gorden et al., 1988 & Kimmons & Greenhaus, 1976). This might lead one to believe that internals would be more satisfied with voice than externals. No research

was found on locus of control and its' relation to satisfaction with voice and feelings of procedural justice. The research that has been done on locus of control does not seem to point in any clear direction. However, we have now seen that individuals' with an internal locus of control are significantly more satisfied with voice and have greater feelings of procedural justice than externals.

Limitations

A possible limit of this study could be the population. Participants in the study were all undergraduate students enrolled in psychology courses. These participants might not have a large amount of work experience. Level of work experience may have played a role when answering questions on the Work Locus of Control Scale, which asks questions about control in the workplace. This population may be younger with less work experience and therefore have answered differently than a population that has been working for a longer amount of time. Specifically, I would expect those with more work experience to see themselves as having more control in the workplace than those with less work experience.

Another limit involving the scenarios given to participants is that the final outcome was not stated. Participants were never told in the scenarios what the professor would ultimately do with their input. Therefore, individual perceptions of how the professor would handle their input may have influenced responses to the surveys. Participants reading the exact same scenarios might believe the professor will do more, or less, with their input than other participants. Also, participants past experiences with a situation similar to the scenario presented may have influenced their perceptions and thereby influenced their responses.

A final concern is the difference in the number of participants in each group. This uneven distribution resulted from more participants exhibiting an internal locus of control than those with an external locus of control. An uneven distribution can create unequal weight among groups. Due to the uneven N size the probability of a type I error is increased. Also, there may be a lack of independence among the independent variables. Limits do occur as a result of an uneven N size, however this does give a true reflection of the nature of the population.

While not necessarily a limit to the study, one should be aware of the moderate sizes of eta squared. Main

effects for voice and locus of control on satisfaction with voice and feelings of procedural justice were statistically significant. However, the effect sizes were not large. This indicated that there was not a large amount of variance in satisfaction with voice and feelings of procedural justice that was accounted for by the main effects of voice and locus of control.

Benefits

The findings of this study may be of importance in the workplace, schools, government, and other organizations. Any setting that desires to give people an increased feeling of justice and an increase in the satisfaction with the voice they are allowed would want to use an instrumental type of voice. The key here is to allow the instrumental voice. We have seen the benefits of voice when compared to no voice, but still some do not allow voice. Why? The benefits of allowing an instrumental voice compared to a non-instrumental voice have been seen in this study. Will this type of voice be allowed and therefore utilized in the workplace, schools, government, and other organizations, or not? The benefits of voice can only be seen by allowing the voice.

This study has also added to the number of benefits seen in those who possess an internal locus of control when compared to those with an external locus of control. Past research has shown positives to having an internal locus of control. We can now add that internals are more satisfied with the voice given them and have greater feelings of procedural justice than externals. It is of great importance that one be aware of the personalities that surround them and how they will react to certain situations. Understanding a persons' sense of control can help in knowing what they may, or may not be satisfied with and what is perceived as being just or unjust.

Future research may want to further explore ideas related to voice. Looking at whether or not other factors have an influence on satisfaction with voice can be important. This study looked at a persons' locus of control to determine if that had an effect on how satisfied a person would be with the voice that was allowed. Locus of control showed no interaction. However, there may be other variables that would influence the extent to which an individual is satisfied with the voice they are allowed. If this is the case these would be important variables to identify, thereby getting the most out of the type of voice allowed. Research could also

explore the idea of locus of control in further explaining the results found in this study that stated individuals with an internal locus of control showed greater satisfaction with voice and greater feelings of procedural justice than those with an external locus of control. Why exactly is this? One can also continue to build on the research that is already out there on voice by continuing to explore the differences between voice and no voice as well as the differences in the amount of influence that is allowed with voice. These findings on voice can have so many rewards when put into practice. Therefore, findings that can help determine the best way to put the findings of voice into practice in the workplace would be very helpful. One final area of research on the topic of voice that would be of interest is resistance to allowing instrumental voice. The current study has shown that by allowing instrumental voice, compared to non-instrumental voice, people have greater feelings of procedural justice and are more satisfied with voice. So why would some individuals and organizations not allow instrumental voice?

APPENDIX
QUESTIONNAIRE

Items from the Work Locus of Control Scale

Please indicate your response to each of the following statements. Give a response to **all** statements and **circle only** one number for each statement using the following responses.

Disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much
1	2	3	4	5	6

1.* A job is what you make of it.

1	2	3	4	5	6
---	---	---	---	---	---

2.* On most jobs, people can pretty much accomplish whatever they set out to accomplish.

1	2	3	4	5	6
---	---	---	---	---	---

3.* If you know what you want out of a job, you can find a job that gives it to you.

1	2	3	4	5	6
---	---	---	---	---	---

4.* If employees are unhappy with a decision made by their boss, they should do something about it.

1	2	3	4	5	6
---	---	---	---	---	---

5. Getting the job you want is mostly a matter of luck.

1	2	3	4	5	6
---	---	---	---	---	---

6. Making money is primarily a matter of good fortune.

1	2	3	4	5	6
---	---	---	---	---	---

7.* Most people are capable of doing their jobs well if they make the effort.

1	2	3	4	5	6
---	---	---	---	---	---

8. In order to get a really good job you need to have family members or friends in high places.

1	2	3	4	5	6
---	---	---	---	---	---

9. Promotions are usually a matter of good fortune.

1	2	3	4	5	6
---	---	---	---	---	---

10. When it comes to landing a really good job, who you know is more important than what you know.

1 2 3 4 5 6

11.* Promotions are given to employees who perform well on the job.

1 2 3 4 5 6

12. To make a lot of money you have to know the right people.

1 2 3 4 5 6

13. It takes a lot of luck to be an outstanding employee on most jobs.

1 2 3 4 5 6

14.* People who perform their jobs well generally get rewarded for it.

1 2 3 4 5 6

15.* Most employees have more influence on their supervisors than they think they do.

1 2 3 4 5 6

16. The main difference between people who make a lot of money and people who make little money is luck.

1 2 3 4 5 6

* These items should be reverse scored.

Scenario

Instrumental Voice

You have just completed your first exam of the quarter in Professor Trembl's class. This is the first time you have taken a class with Professor Trembl. The exam was pretty tough and as with many college exams there were a few questions you did not expect. There were also questions you found a little confusing and vague. The next time the class meets Professor Trembl hands back the exams and results. He then reviews the exam giving the correct answers and answering any questions. Professor Trembl then states if you believe that you have given a correct answer and it is marked as incorrect you can write a rebuttal. To do this, write on a piece of paper why you believe the answer you gave is correct. If you can support your answer with class notes, class handouts, or information from the textbook the question will be marked as correct. In reviewing the exam you see two answers marked as incorrect that you believe the answer you gave is correct. You write a rebuttal citing materials in the textbook that supports your answer and give it to Professor Trembl. He looks over the rebuttal and supporting materials, asking for clarification. Professor Trembl then states that he will get back to you in one week with a decision.

Please answer the following questions based on this scenario.

Non-instrumental Voice

You have just completed your first exam of the quarter in Professor Trembl's class. This is the first time you have taken a class with Professor Trembl. The exam was pretty tough and as with many college exams there were a few questions you did not expect. There were also questions you found a little confusing and vague. The next time the class meets Professor Trembl hands back the exams and results. He then reviews the exam giving the correct answers and answering any questions. Professor Trembl then states if there are any further questions on the exam he will listen to them after class. In reviewing the exam you see two answers marked as incorrect that you believe the answer you gave is correct. After class you approach Professor Trembl to express your concerns about the two questions. He states that there will be no change in the grade, but he would like to set up a time to meet with you to further discuss your concerns about the exam.

Please answer the following questions based on this scenario.

Items to Measure Satisfaction with Voice

Please indicate your response to each of the following statements. Give a response to **all** statements and **circle only** one number for each statement using the following responses.

Disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much
1	2	3	4	5	6

1. I am happy with the opportunity Professor Trembl gave me to change the results of the two questions.

1 2 3 4 5 6

2. I feel I have been able to influence the final decision on the two questions.

1 2 3 4 5 6

3. I am satisfied with the manner in which Professor Trembl obtained feedback concerning my two questions.

1 2 3 4 5 6

4. I am happy with the input I was able to give Professor Trembl on these two exam questions.

1 2 3 4 5 6

5. I appreciate Professor Trembl allowing students the chance to ask questions and give feedback.

1 2 3 4 5 6

6. I believe I have been able to state my point of view regarding the two exam questions.

1 2 3 4 5 6

Items to Check Manipulation

Please indicate your response to each of the following statements. Give a response to **all** statements and **circle only** one number for each statement using the following responses.

Disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much
1	2	3	4	5	6

1. I think the information I gave Professor Trembl will influence his decision on the two exam questions.

1 2 3 4 5 6

2. Professor Trembl allowed students adequate input on the exam questions that may have been scored incorrectly.

1 2 3 4 5 6

Items to Measure Procedural Justice

The questions in this section ask you how you feel about the procedure used to make the decision on your two questions. Indicate the extent to which you disagree or agree with each statement. To do this use the following scale:

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

The **procedures** used to make the decision:

1. ... are consistently applied across different students.
1 2 3 4 5 6 7
2. ... make sure that any biases Professor Trembl has will not affect the decisions he makes.
1 2 3 4 5 6 7
3. ... are unbiased.
1 2 3 4 5 6 7
4. ... dictate that the decisions made will not be influenced by any personal biases Professor Trembl has.
1 2 3 4 5 6 7
5. ... make sure that the decisions made are based on as much accurate information as possible.
1 2 3 4 5 6 7
6. ... take into account all the relevant information that should be when decisions are made.
1 2 3 4 5 6 7
7. ... maximize the tendency for decisions to be based on highly accurate information.
1 2 3 4 5 6 7

8. ... increase the likelihood that improper decisions will be changed.
1 2 3 4 5 6 7
9. ... make it very probable that improper decisions will be reviewed.
1 2 3 4 5 6 7
10. ... provide an opportunity for the reversal of improper decisions.
1 2 3 4 5 6 7
11. ... do not take into consideration the basic concerns, values, and outlook of students. (R)
1 2 3 4 5 6 7
12. ... do not take into consideration the basic concerns, values, and outlook of Professor Trembl. (R)
1 2 3 4 5 6 7
13. ... guarantee that all involved parties can have their say about what outcomes are received.
1 2 3 4 5 6 7
14. ... ensure that all involved parties can influence decisions.
1 2 3 4 5 6 7
15. ... are consistent with basic ethical standards.
1 2 3 4 5 6 7
16. ... are not consistent with my own values. (R)
1 2 3 4 5 6 7
17. ... are unethical. (R)
1 2 3 4 5 6 7

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