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WHAT WORKPLACE PROTECTIONS DO EMPLOYEES HAVE IN US ORGANIZATIONS? A MODERN-DAY ANALYSIS OF DISTRIBUTIVE AND PROCEDURAL JUSTICE SYSTEMS AS A METHOD OF EMPLOYEE EQUITY AND POWER

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Abstract

The concepts of Procedural and Distributive Justice have been subject to extensive research since it was theorized in the 1970's in the fields of social and industrial/organizational psychology. The weakness with the majority of the research is the lack of actual employees as the sample populations and used mostly students. Anderson and Ruderman (1987) were some of the original scholars who used actual federal employees in their studies and this research was considered one of the major research studies in the field of Procedural and Distributive Justice. This research has undertaken the concepts of the original study that was conducted by

Anderson and Ruderman and created a comparison study that used a similar research design framework. A sample of 521 employees from multiple industries across all geographic locations in the U.S. were obtained. Using the Survey from the Anderson and Ruderman study allowed for the same questions to be asked today versus 1987 of employees about Justice Systems in their jobs and employment situations. Similar Hypotheses were tested. Results were found to be similar in most cases with some slight deviations. The variances can be potentially attributed to the use of more advanced statistical tools that are available in today's research than was available and economically feasible for use in 1987. The findings indicate a need for management to provide equal treatment of employees and provide them with greater opportunities for engagement and involvement in their work environment.

Introduction

During the Pandemic, companies experienced major employment disruptions in the US workforce that began in 2021 and was titled the "Great Resignation." This phenomenon received significant attention due to the fact it is highly unlikely to experience high turnover during times of economic uncertainty. This phenomenon, (Anthony Klotz, 2020) involved record rates of job quitting during the Pandemic (Klotz et al., 2020). Issues such as the elimination of virtual jobs and the return-to-office mandates, demand for employees from other companies, which resulted in attractive job offers from competing employers, and the determination by employees that a better work-life balance working from home, have all contributed to some of the largest departures from jobs in a shockingly small window of time. A global survey of 4,000 companies and more than 9 million employee records in a recent study found that employee resignations increased the fastest among Millennial employees who were born between 1981 and 1996, which makes them between 29 and 44 years old as of 2025. They are also known as Generation Y (Cook, 2021) These employee resignations have also been attributed to those people that were making changes in their work-life balance (Miller & Jhamb, 2022). There also critical factors that are reasons for employees to leave their employment in the form of lack of HRM Communication and Engagement Systems that provide employee protections or having a "voice" in how they are evaluated in their work performance and how employees compensated and rewarded for that work. There is also concerns from these employees on what company protections they might have from unjustified disciplinary actions up to and including terminations of their jobs (Miller & Jhamb, 2022).

A study on the future of work explored the potential effect of the COVID-19 pandemic on “American ‘workism,’” observing that, compared with men, women are leaving the workforce more rapidly and in larger numbers for a variety of reasons, including gaining access to childcare and providing care for family. However, research conducted prior to the pandemic shows that hires, job openings, and quits all reached new highs in 2018. This finding certainly challenges that the Great Resignation could be attributed for all of this turnover up to and during the pandemic. This phenomena of historical employee turnover demands empirical investigation that would determine the major causes of this attrition. One could surmise there were other forces working to cause employees to leave their jobs in record numbers (Miller & Jhamb, 2022).

In 2022, at the height of the “great resignation,” a record 4.5 million workers each month, or about 3% of the U.S. workforce, were quitting their jobs. While some researchers have forecasted this trend is over, new research from Microsoft and LinkedIn forecasts show that even more people plan to leave their jobs in 2024 (“Workers Are Eyeing the Exit,” 2024).

Despite reassurances that 2024 will be the year of the “Great Stay,” recent data from LinkedIn and Microsoft suggest otherwise. The ‘Great Resignation’ that saw 47 million Americans leave their jobs in 2021 is poised to return with even greater force. According to a survey of 31,000 individuals across 31 countries, 46% of employees globally intend to quit their jobs in the next year, a rise from the 40% seen in 2021. In the U.S., the situation is even more alarming. The reasons given are employee burnout, lack of learning and developmental opportunities, and the fear of AI replacing them (“Workers Are Eyeing the Exit,” 2024). This is being termed the Great Reshuffle 2.0 (“Workers Are Eyeing the Exit,” 2024).

In the U.S., researchers at LinkedIn found a 14% increase in job applications per opening since last fall, with 85% of workers saying they plan to look for a new role in 2024, in a survey of 1,013 U.S. professionals conducted between November and December 2023 (“Workers Are Eyeing the Exit,” 2024). What many might consider as a new phenomenon in US workforces, research shows this has been an issue since the 1980’s.

The construct of fairness in the employee work environment has been a constant thread in the research as it relates to why people resigned their employment and sought better working conditions as noted in the literature (Klotz et al., 2020). Coupled with the Great Resignation some of the most dramatic union wins have occurred such as the first Starbucks stores where unionization votes succeeded in 2021, and where the warehouse employees who created the Independent Amazon Labor Union famously won an election in April 2022. Research into the

analysis of the reasons provided for the need for such unionization determined the lack of fairness and the need for a “voice” in the work environment and the working conditions including wages, benefits, work hours, among similar factors (Milkman & van der Naald, 2022).

The Great Resignation, along with increased unionization actions, indicate there are significant reasons for both that have almost identical desired outcomes for employees, and that is the protection of procedural and distributive justice in the workplace (Klotz et al., 2020).

Much of the research conducted in this area stems from the seminal research conducted in the work of Alexander and Ruderman (1987).

Given that U.S. employees see the need for employee protections as stated here and the lack of those protections presently creates the need for research into what is being provided by their employers in the form of employee fairness systems.

This research will examine the constructs of the Alexander and Ruderman studies of 1987 and attempt to determine if Procedural and Distributive Justice Systems in US organizations exist today, or, in their absence, determine if they are major reasons to provide employee protections that might deter unionization.

This research will attempt to determine if there are factors that could reduce the causes for the Great Resignation that continues in the U.S in the form of employee actions such as turnover, employee performance, and perceived fairness within their organizations.

Literature Review

One of the earliest research studies on employee protectionism was conducted by Barnard (1938) who identified employee fairness as one of the fundamental bases of cooperative action in organizations in his research. Most of the original research on fairness, whether conducted in controlled laboratory or in actual industrial settings, has provided given some disproportionate emphasis to questions on distributive justice which created underestimated and ignored the role of procedural justice in social behavior in private organizations in the U.S. (Alexander & Ruderman, 1987).

On the basis of Fairness Heuristic theory, it is argued that people especially need fairness when they are reminded about aspects of their lives that make them uncertain. Thinking about

uncertainty should make fairness a more important issue to people. The findings of 3 experiments support this line of reasoning: Asking (vs. not asking) participants 2 questions that solicited their thoughts and feelings of being uncertain led to stronger effects of perceived procedural fairness on participants' affective reactions toward the way they were treated. These findings suggest that fairness matters to people especially when they are trying to deal with things that make them uncertain. An implication of the current findings, therefore, may be that fairness is important to people because it gives them an opportunity to manage uncertain aspects of their lives (Lind & van den Bos, 2002).

Work environment fairness is a concern of most employees in their personal lives (Miller, 2001), as well as including in organizations they work for. Organizational Justice (also known as Organizational Fairness) is composed of three types of justice, which includes, Procedural Justice, Distributive Justice and Interactional Justice (Cohen-Charash & Spector, 2001). This study is focused on Procedural and Distributive Justice, which focuses on the perceptions an employee has concerning the policies and procedures administered by an organization that impact them (He et al., 2014; Konovsky, 2000).

Research has shown that Procedural Justice is a factor that motivates employee cooperative behavior and enhances job-related performance (Aryee et al., 2004; Cohen-Charash & Spector, 2001; He et al., 2014).

Research into the analysis of the reasons provided for the need for such unionization determined the lack of fairness and the need for a “voice” in the work environment and the working conditions including wages, benefits, work hours, among similar factors (Milkman & van der Naald, 2022).

What is Procedural and Distributive Justice?

The Theoretical and Applicable Basis for Procedural Justice

The fair process effect was first documented empirically in an innovative program of research psychologist John Thibaut and legal scholar Laurens Walker in the late 1970s (Thibaut & Walker, 1975) on what they labeled “procedural justice.”

Procedural Justice encourages employees' positive attitude and behavior along with their performance, willingness to follow rules, co-ordination with fellow employees and obedience to orders (Greenberg, 1990). Employees' perceptions of fairness in decision-making and the mechanisms through which decisions are taken leads them to feel that the company cares about them and is concerned about their well-being (Moorman et al., 1998). A study was

conducted by Kim and Mauborgne (1998) on procedural justice and the effect it has on employees' emotions. Employees exhibit a high degree of positive cooperation based on commitment and faith when decision-making procedures are considered to be rational by the employees. However, if they feel they are being discriminated against, then they will refuse to comply and follow strategic decisions and will also refuse to co-operate with fellow employees (Kim & Mauborgne, 1998).

The second decade of procedural justice research centered on the remarkably prolific solo and joint efforts of Tom Tyler and Allan Lind, though many others made major contributions. Though Lind and Tyler remain active, work on the topic exploded in the 1990s as researchers found applications in a remarkably wide range of literatures (in law, medicine, politics, business, education, social work, and sports (MacCoun, 2005).

As of early 2005, the PsychInfo database lists almost 700 articles with the phrase "procedural justice" in the abstract; over 40 a year since 1995 and over 70 a year in 2000-2003, and this excludes many articles in sociolegal journals not abstracted there. Astonishingly, over 600 of these articles were published after Lind and Tyler's (1988) influential review of the literature

The notion of Procedural Justice was first brought forth by John Thibaut and Laurens Walker (1975). Procedural Justice means the perception of the employees regarding fairness in the organized processes employed in distributing resources, workload as well as benefits in the workplace (Thibaut & Walker, 1975). When the employees feel that the decision-making process at their workplace is not discriminatory, it influences them to do their job with more enthusiasm and hard work, which results in positive individual outcomes (Bies, 2005).

Research indicates that a high measure of Procedural Justice provides two vital indicators about group memberships. That individual members are valued and respected and feel pride in the group as a whole (Lind & Tyler, 1988). Therefore, when employees feel they are treated fairly as a group, those individuals are more willing to accept any decisions and outcomes that effect the group and procedures they must follow. They will comply with group rules and laws, they will identify more closely their status as an employee and group member and help the group and other group members perform at high levels (He et al.,; Restubog et al., 2008; Tyler et al., 1996).

Studies have shown that leaders with characteristics that reflect or enhance other-serving motives such as agreeableness, conscientiousness (Mayer et al., 2007), moral identity (Brebels et al., 2011), status (Blader & Chen, 2012), and empathy (Cornelis et al., 2013) are relatively likely to serve the needs of their followers by enacting procedural justice. Other studies suggest that leaders enact procedural justice if they perceive their followers to have needs for

control and belongingness (Cornelis et al., 2012; Cornelis et al., 2013; Hoogervorst et al., 2013). Finally, research shows that leaders enact procedural justice to facilitate organizational effectiveness because it stimulates employee compliance (Scott et al., 2014; Zhao et al., 2015).

There are four pillars, which form the basis of Procedural Justice. They are: Fairness, Transparency, Impartiality and Voice. The decision-makers need to be fair while making decisions and allocating resources; the process through which they make decisions and allocate resources needs to be transparent to the employees and this process needs to be impartial and should treat every employee fairly. The last pillar refers to listening to the opinions and suggestions of the employees to improvise (Bradley & Moe, 2015).

Procedural Justice is directly associated with the concept of workplace fairness. This relationship is particularly relevant to the perceived fairness and transparency of the procedures used in decision-making (Karkoulian et al., 2016). Studies have shown a direct relationship between fairness and favorable employee outcomes, such as innovative work behaviors (Khaola & Coldwell, 2019), job satisfaction (Choi, 2011; Quratulain et al., 2019; Rubin, 2009), intrinsic motivation (Oh & Lewis, 2009) and organizational commitment (Cohen-Charash & Spector, 2001; Quratulain et al., 2019; Rubin, 2009). Therefore, an absence of Procedural Justice or fairness could lead to unethical or harmful behaviors, such as employee retaliation (Skarlicki et al., 2008), employee revenge (Jones, 2009) and counterproductive work behaviors (Afghan et al., 2018; Gharbi et al., 2022) found that Procedural Justice is necessary for any organization and when it is lacking it is one of the major causes for turnover.

The original Thibaut and Walker program (1975) was largely experimental, involving college students' reactions to simulated conflict resolution scenarios (Lind & van den Bos, 2002; MacCoun, 2005). This held true in the research that held limitations of the van en Bos and Lind studies are they also used only students and not working adults as respondents as sample participants.

The Theoretical and Applicable Basis for Distributive Justice

John Rawls, who was a renowned political and moral philosopher gave a theory on distributive justice – “Justice as Fairness”, which has been widely discussed. According to Rawls (1971), justice principles will be developed consensus among people who are in “original position”, governing society's fundamental framework and in “veil of ignorance”,

where people are unaware of their position in society, and their own perception of what is good and what is fair. He provided two principles: a) Every individual has an equal right to a completely satisfactory set of equal liberties, that is suitable for everyone. b) Inequalities present in social as well as economic aspects are to meet 2 conditions: i) They should provide office & position to everyone with fair and equal opportunity ii) They must be in the best interests of society's most disadvantaged people (Rawls, 1971)

This derives from Social Contract theory proposed to generate principles of justice assigning basic rights and duties and determining the division of social benefits in a society (Rawls, 1971). Rawls argues that the two principles that would be reached through an agreement in an original position of fairness and equality are 1) each person is to have an equal right to the most extensive basic liberty compatible with a similar liberty for others and 2) social and economic inequalities are to be arranged so that they are both a) reasonably expected to be to everyone's advantage; and b) attached to positions and offices open to all (Rawl, 1971).

Distributive Justice in a workplace is about fair allocation of available resources to all the employees in a corporation, so that every employee has a fair share of resources to bring beneficial outcomes; this establishes a positive sense of competition among the employees. If there is no distributive justice in the workplace, then the employees feel that they are being treated unfairly, and will start questioning the system which is not treating them equally (Maiese, 2003).

Distributive Justice, however, refers to the fairness of outcomes employees receive (Adams, 1965; Cropanzano et al., 2002) and this is critical to how employees react if there are no protective systems in place.

Distributive justice can predict personal outcomes such as pay satisfaction, whereas, procedural justice is concerned with assessing faith and loyalty in the supervisor. Hence procedural justice is a better indicator of outcomes than distributive justice (McFarlin & Sweeney, 1992).

Procedural Justice and Distributive Justice are often confused with each other, as there's only a thin line that differentiates them. Folger and Konovsky has helped in differentiating between the two by stating that "distributive justice refers to the perceived fairness of the amounts of compensation employees receive; procedural justice refers to the perceived fairness of the means used to determine those amounts." (1989).

Two dimensions of workplace justice are distributive and procedural. Distributive justice describes the distribution of resources and the criteria used to determine outcomes of resource allocation decisions. In contrast, procedural justice is concerned with the extent to which perceptions about the fairness of outcomes in organizations are based on the processes and procedures used to determine these outcomes (Folger & Greenberg, 1985).

The study of Distributive Justice focuses on the fairness of rewards (or punishments) issued to an employee by their employer. The study of Procedural Justice focuses on the fairness of the rules and procedures by which the rewards are distributed. In work environments this could be described as the allocation of tasks as part of the overall job itself, as well as the rewards or punishments that come with the successful completion and attainment of meeting the job goals which must be considered in examining Procedural and Distributive Justice of Fairness. The distinction made between Procedural and Distributive Justice can be defined as those processes (means) and outcomes (ends). In order for one to understand the role of Perceived Fairness or judgments of justice in human interaction, there must be an examination process of means as well as outcomes. This would be required of these perceptions in the study of organizations of all sizes (Alexander & Ruderman, 1987).

As early as 2005, inequality was reaching its peak before the Great Recession, and that highly unequal balance between worker and employer continues to grow at an even faster pace today. So, the question of what would create support from the public and from workers in times of sharp inequality is timely and worth considering (Fiorito & Padavic, 2022). Consistent with other Procedural Justice theoretical studies, researchers have suggested that greater autonomy leads to greater commitment and as well as improved performance (Ahuja & Thatcher, 2005; Hunton, 1996a; Hunton 1996b; Hunton & Beeler, 1997; Hunton & Price, 1997; Ives & Olson, 1984; Moore, 2000; Mumford & Henshall, 1979; Mumford et al., 1983).

Hunton and Price's (1997) experiments supported procedural justice theory to autonomy and employee commitment. Mirchandani and Lederer's (2014) research also supported a direct correlation between Procedural Justice and autonomy as a direct mediator to employee commitment and loyalty which directly leads to reduced employee turnover for organizations.

How does Distributive and Procedural Justice Systems Exist in US Organizations today?

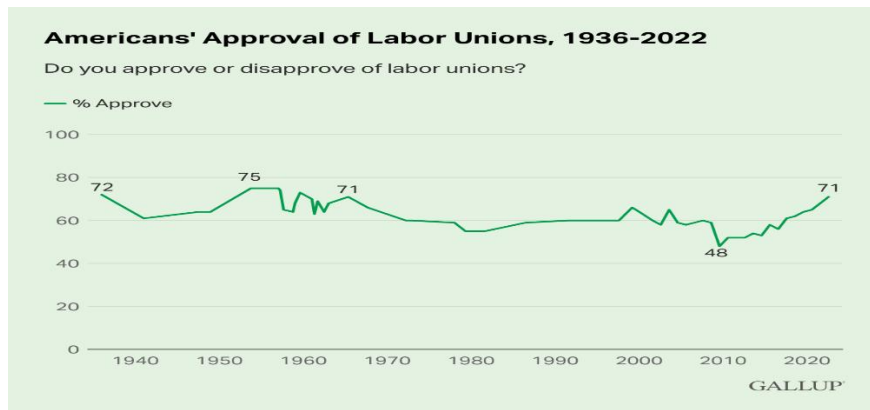
If it is a union work environment, workplace justice is established through the contractual grievance and arbitration procedures. The importance of the grievance system in union

member relations was highlighted by Gordon and Fryxell (1993). They claimed that a union's relationship with its members is tied much more closely to procedural and distributive justice systems afforded by its representation in the grievance system than by any other type of benefit provided in the collective bargaining agreement (Gordon & Fryxell, 1993, p. 251). The outcomes of workplace justice therefore supported and protected by a contractual grievance and arbitration system has been examined based on union employees and their attitudes towards employee protections (Gordon & Fryxell, 1993). Procedural justice has been shown to be more strongly related to union attitudes by employees than distributive justice (Clark et al., 1990; Eaton et al., 1992; Fryxell & Gordon, 1989).

Why has private sector union participation fallen away so much in the United States since the late 1950's? Schaller (2022) examined National Labor Relations Board (NLRB) representation elections and his research provides evidence that import penetration accounts for approximately 40 percent of the decline in union formation for U.S. manufacturing. This estimate translates to 4.6 percent of the decline in private sector union density. This is driven by trade with low-income countries and, to some extent, other high-income countries. China, with their strong import growth since 2000, accounts for about 12 percentage points of the total decline.

So, the decline in unionization has not come from a lack of desire for employees to receive fairness and justice from employers. This is evident with the unionization of retail giants such as Starbucks and Amazon. The National Labor Relations Board reported a 57% increase in union election petitions filed during the first six months of fiscal year 2021 (McCarthy, 2022). Those union campaigns indicated the reasons for the need for unions and why they were important to them were better pay and benefits (65%) and employee rights and representation (57%). More than a third of union members cite job security (42%) and better pension and retirement benefits (34%) as reasons for joining a labor union. Meanwhile, about one in four list improving the work environment (25%) and fairness and equality at work (23%) (McCarthy, 2022).

A recent study by McCarthy (2022), shows seventy-one percent of Americans now approve of labor unions. Although statistically similar to last year's 68%, it is up from 64% before the pandemic and is the highest Gallup has recorded on this measure since 1965. The National Labor Relations Board reported a 57% increase in union election petitions filed during the first six months of fiscal year 2021.



Gallup Annual Work and Education Survey, Aug. 1-23, 2022

As stated in the literature unionization attempts are on the rise greater than at any time in the past sixty years due to the lack of Procedural and Distributive Justice Systems provided by organizations.

One of the areas of this research looks at the existence of Procedural and Distributive Justice Systems to potentially eliminate the need for union organizing and provide employee equity through strategic Human Resource Management systems and eliminate the need for unions.

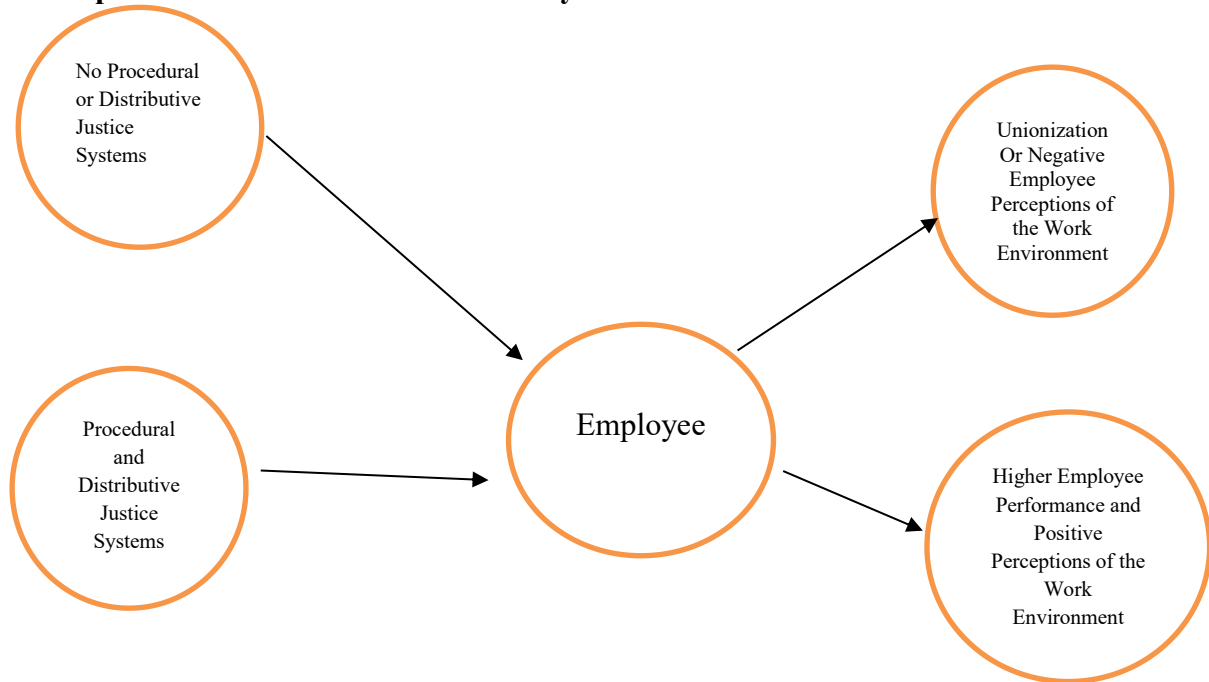
The research on existing Procedural and Distributive Justice systems from an HRM perspective in U.S. organizations is absent. Therefore, a complete picture of Procedural and Distributive Justice Systems or their equivalent in employee fairness requires studying how the enactment of procedural justice presently serves the self-interests of organizations in lieu of unionization attempts. To address this research gap, we will further the research conducted by Alexander and Ruderman (1987) by examining US employees and their perceptions on workplace fairness and equity.

This research contributes to the existing literature in the following ways: It will provide an examination of how Procedural and Distributive Justice Systems can neutralize employee's desires to unionize. It will provide evidence of how Procedural and Distributive Justice Systems can reduce employee turnover and improve employee performance. It will provide HRM with processes to address employee complaints and resolve issues over employee discipline and terminations.

An examination of the work done by Alexander and Ruderman (1987), revealed they did not create a Conceptual Model of their research design. Therefore, a conceptual model is being posed for the variables analyzed in their research and this new research conducted.

Based on the variables of this study the following conceptual model of the research is provided.

Conceptual Model of this Research Study



Methodology

As a modern comparative study, the research intentionally followed the research methodology as covered in the original study (Alexander & Ruderman, 1987). One of the significant differences is the original study used paid supercomputers, while this study takes advantage of more powerful computers and the improvements of programming languages, integrated development environments (IDEs), and software packages with improved functionality that were unavailable to the researchers of the original study. This directly relates to improvements with technology over time. Attention to detail has been properly given to following the original research design and alignment to the original research design and methodology.

Based on the analysis of prior research by Alexander and Ruderman (1987) they came to the following conclusions which are developed as Research Questions for this study.

There are concerns about fairness are important in the workplace. The procedural justice-distributive justice distinction can have important consequences in allocation situations. There has been little empirical investigation of the component elements of justice-fairness in real organizational settings. The procedural-distributive justice distinction may be especially useful in examining justice-fairness concerns in complex organizations.

From these conclusions, they hypothesized that in a complex bureaucratic organization:

H1: Fairness judgments would influence organizational life.

H2: Procedural and Distributive fairness would have distinctive effects on organizational outcomes, and

H3: Furthermore, based on the simulation experiments of Tyler and Caine (1981), it was anticipated that procedural fairness would have greater impact than distributive fairness

These Hypotheses are examined and tested in this study.

Sample

This study has a diverse sample of participants. Consideration was given to the demands of the research methods being implemented, such as factor analysis, and what was learned from the pilot study conducted in relation to statistical methods and statistical power with consideration towards data collection and sample size (Cates et al., 2023).

The sample size was $n = 521$. Demographic data would normally be provided at this point. In an effort to remain consistent with the table numbering schema from the original study, so that Table 1 of this research study aligns with Table 1 of the original study, in a 1-to-1 pattern for the six original study tables; an explanation of the sample is provided in Table 7 of the results section of the paper. This is done to provide clarity of comparison between the original study and this new comparative study, so the results and findings can be directly compared in this manner.

Procedure

The survey was administered to workers employed in private organizations throughout the US. Data collection occurred over a two-year period. Participation in the survey was voluntary, and participants were assured of confidentiality. No personally identifiable information was collected. Participants were informed of the survey administration and purpose of the study prior to participation.

Survey Instrument

As with both the original study, and this research, the survey instrument is based on the original study (Alexander & Ruderman, 1987). This was further developed by the original researchers from the MOAQ: Michigan Organizational Assessment Questionnaire (Cammann et al., 1983). Therefore, it is considered both reliable and valid.

Methodology Literature

The methodology process was further narrowed to the essentials required for operations in comparison to the more expansive study. Researchers who had interest in further replication of this study are referred to: Brown (2006), Gorsuch (2008), Isbell (2021), and Rosseel (2023)

for guidance on the implementation of CFA, EFA, and lavaan. The series of seminar courses by Lin, (2021a; Lin 2021b; Lin 2021c; Lin, 2021d) with the UCLA: Statistical Consulting Group; remain highly recommended by the authors for their clarity and depth of the field of study, correct implementation integrated with technology, and positive promotion of open sourced learning and research methods. The coverage of Cronbach's alpha calculations (Arifin, 2017) is recommended to other researchers and was useful in both the pilot study and this full replication study.

Computational Software

The integrated development environment was RStudio version *2023.12 Ocean Storm* (Posit, 2024). Computer programming was utilized with the base R programming language version 4.3.3 [2024-02-29] *Angel Food Cake* (R Core Team, 2024). Packages included the tidyverse version 2.0.0 (Wickham et. al., 2019), psych version 2.4.3 (Revelle, 2023), and lavaan version 0.6–17 (Rosseel, 2023).

Fairness Measures (Predictor Variables)

The survey questions map to predictor variables and dependent variables. For the predictor variables the tables show X and then a number corresponding to the survey question. For example X04 would be an X (predictor) variable, and correspond to question 04 from the survey: *“How much say do your have in developing organizational policies?”* This could be further simplified into a theme of “policy”. Likewise, the dependent variables are in the format Y and a corresponding number relating to the connected survey question.

At the factor level, our study followed the original study. All six factors were identified in the same manner, with Cronbach's alpha values that were very close in strength to the original study.

As summarized in Table 1, our comparative study determined that factor 1 (f1) of participation grouped X01 to X07, and had $\alpha = .90$ for Cronbach's alpha. The original study had the same factor identified and grouping with $\alpha = .88$ for Cronbach's alpha. Review of this study's Table 1 against the original study Table 1 can be made for comparison.

One finding of this study determined that question 14: *“When people perform poorly here, they're given a chance to improve their work.”* This was grouped in the original study with factor 3, and appeals procedure fairness, now groups instead with factor 4, performance appraisal fairness.

It is of interest that both in the original pilot study that was conducted and now this present study, with two different sample populations surveyed, it has been determined that the

question, “*Appealing personnel actions is a waste of time.*”, was of low-value towards contributing to a model of the phenomenon. The asterisk related to X12 connects here. This means it did not make the cutoff value of 0.40 for the factor loading, frequently utilized in EFA and CFA studies as covered in our earlier pilot study, and used again here for consistency. You will find in Table 1 further details that will reflect upon the factor loading and Cronbach’s alpha value strengths, solid X variable elements for a model, reflected in the factor analysis of the fairness items (X variables).

Table 1

Factor Analysis of Fairness Items

Table 1. Factor Analysis of Fairness Items						
2024 Study						
	f1	f2	f3	f4	f5	f6
Participation ($\alpha = .90$)						
X01	0.78					
X02	0.73					
X03	0.75					
X04	0.74					
X05	0.60					
X06	0.69					
X07	0.52					
Pay Fairness ($\alpha = .82$)						
X08		0.62				
X09		0.85				
X10		0.69				
Appeals Procedure Fairness ($\alpha = .66$)						
X11			0.49			
X12			*			
X13			0.64			
Performance Appraisal Fairness ($\alpha = .79$)						
X14				0.61		
X15				0.67		
X16				0.64		
Promotion-Performance Contingency ($\alpha = .84$)						
X17					0.73	
X18					0.81	
Sanctions for Poor Performance ($\alpha = .76$)						
X19						0.81
X20						0.74

Organizational Outcome Variables (Dependent Variables)

Similar to the X variables, an analysis of the Y variables was conducted, with a factor analysis of the outcome variables, In comparison to the original study, this comparative study found 4

factors grouping the Y variables, versus the original study, which determined 6 factors. The 4 factors in agreement were: factor 8, intention to turnover; factor 9, tension; factor 11, conflict/harmony, and factor 12, evaluation of supervisor. The two factors dropped as being too weak to contribute to the model were: factor 7, job satisfaction and factor 10, trust in management. As such, with successive levels of this analysis, factors 7 and 10 were not further considered; and this decision is in alignment with the methodology (dropping items that do not add value to a model). Comparing the four factors in agreement, this study had factors with slightly higher Cronbach's alpha values. This is due in part to the removal of two low-performing factors from the model; hence strengthening the relative strength of the remaining four factors of agreement. It should be noted to consider that within factor 12: evaluation of the supervisor, item Y35, which corresponds with, "*My supervisor criticizes people who perform poorly.*", did not make the 0.40 cutoff for contribution to the model, and is represented in Table 2 with an asterisks as being non-contributory. The full mapping of factors to Y variable items can be considered with the presentation of Table 2.

Table 2 *The Outcome Measures*

Table 2. The Outcome Measures				
2024 Study				
	f8	f9	f11	f12
Intention to Turnover ($\alpha = .76$)				
Y22	-0.44			
Y23	0.68			
Y24	0.81			
Tension ($\alpha = .88$)				
Y25		0.72		
Y26		0.97		
Conflict/Harmony ($\alpha = .91$)				
Y27			0.63	
Y29			0.80	
Y30			0.86	
Y31			0.76	
Y32			0.71	
Evaluation of Supervisor ($\alpha = .90$)				
Y21				0.63
Y28				-0.48
Y33				0.76
Y34				0.82
Y35				*
Y36				0.80
Y37				0.88
Y38				0.73

With a formal consideration of both the X and Y variables, as well as consideration of their respective groupings into factors solidified, consideration for deeper analysis and results at the factor level can be examined.

Results

Following the same methodology of the original study, this new comparison study followed a results focus and flow via a path of considering the relationship between fairness and outcome variables at the factor level. From this a deeper comparison of groupings of factors, representing both the aspects of procedural justice and distributive justice was considered in relation to their relationships with the outcome variables. A two-phase analysis was conducted where Phase 1 focused on the relationship between Procedural and Distributive fairness and the outcome variables, while Phase 2 focused on the unique contributions of the Distributive and Fairness variables to the outcome variables.

After this alignment of further detailed comparisons, the sample demographics details and results which then leads to a discussion of implementations for management and considerations of the limitations of the study.

Fairness and Outcome Relationships

In relation to the original study, this new comparison study determined the outcome variable of tension had little correlation with the six fairness measures. One of the stronger correlated outcome variables, as related to the six fairness measures, was the evaluation of the supervisor. Between these two, in moderate relation were the two outcome variables of intention to turnover and conflict/harmony. Pearson Correlation Coefficients, grounded between -1 to 0 to +1 are represented within Table 3.

Table 3 *Relationship of the Fairness and Outcome Variables*

Table 3												
Relationship of the Fairness and Outcome Variables												
		Partial Correlations with Fairness Measures						Multiple Regression Results (Full Model)				
		Participation	Pay Fairness	Appeals Procedure Fairness	Performance Appraisal Fairness	Promotion-Performance Contingency	Sanctions for Poor Performance					
		f1	f2	f3	f4	f5	f6	y-x	R²	z-value	P(> z)	N
Intention to Turnover	f8	-0.079	-0.193	-0.023	-0.126	-0.040	0.124	-0.251	0.179	-5.814	0.000	521
Tension	f9	-0.061	-0.136	-0.002	-0.137	-0.304	0.471					
Conflict/Harmony	f11	-0.203	-0.229	-0.457	-0.265	-0.249	0.190					
Evaluation of Supervisor	f12	0.360	0.441	0.490	0.568	0.417	0.167					

The Procedural-Distributive Fairness Distinction and Relationships to Organizational Outcomes

A two-phase approach, as implemented with the original study, was followed. Phase 1 focused on the relationship between procedural and distributive fairness and the outcome variables. Then subsequently, Phase 2 focused on the unique contributions of the distributive and procedural fairness variables to the outcome variables.

Phase 1

The primary focus of Phase 1 was to examine the concepts of procedural justice and distributive justice, and then to determine via examination how each separately could potentially predict the outcome variables. As mentioned in the original study this was implemented via “*Two sets of separate multiple regression analyses*” (Alexander & Ruderman, 1987, p. 186). This was accomplished by multiple regression of the three factors related to procedural justice (f1 + f3 + f4) in relation to the outcome variables being conducted. The three factors related to distributive justice (f2 + f5 + f6) in relation to the outcome variables was conducted. These two sets of multiple regression results, by fairness type, are compared against the outcome variables (f8, f9, f11, and f12) as presented in Table 4. Procedural Fairness was deemed highly predictive of evaluation of supervisor, with an R^2 value of .602 meaning slightly over 60 percent explanatory. Distributive fairness was similar with .590 as R^2 value. Other comparisons were relatively weak and closer to zero relationship, or not related.

Table 4 *Relationship Between Procedural and Distributive Fairness and the Outcome Variables*

Table 4									
Relationship Between Procedural and Distributive Fairness and the Outcome Variables									
Outcome Variables		Procedural Fairness				Distributive Fairness			
		(f1 + f3 + f4)				(f2 + f5 + f6)			
		Estimate	R ²	z-value	P(> z)	Estimate	R ²	z-value	P(> z)
Intention to Turnover	f8	-0.116	0.018	-2.379	0.017	-0.157	0.028	-2.709	0.007
Tension	f9	-0.116	0.005	-1.351	0.177	-0.294	0.024	-2.611	0.009
Conflict/Harmony	f11	-0.352	0.070	-4.659	0.000	-0.444	0.069	-4.503	0.000
Evaluation of Supervisor	f12	0.765	0.602	9.994	0.000	0.861	0.590	8.932	0.000

Phase 2

The focus of Phase 2 is to utilize a further two-step approach to illuminate or parse out the relative contributions of procedural justice as contributory to organizational outcomes from the distributive justice contributions to the organizational outcomes.

In the first part of Phase 2, the approach of comparing two sets of regression analysis was utilized. In the original study these were labeled as comparison of “(distributive beyond procedural)” and also “(procedural beyond distributive)”, which in operationalized terms means conducting the regression, and then adding in the other term and conducting a regression again to determine the impact (Alexander & Ruderman, 1987). This means, “Increases in R^2 from the inclusion of the second set of variables would represent the unique effects of the variables added at the second step” (Alexander & Ruderman, 1987).

The results of this first part of Phase 2 are presented in Table 5. The function of Table 5 is to assess the remaining unique variance accounted for by each of the two main phenomena after statistical analysis that common variance has been removed from consideration. results, It is determined that procedural fairness accounts for 1.3 to 8.9 percent of the variance in the outcome variables. It was determined that distributive fairness accounts for 1.2 to 10.8 percent of the variance in the outcome variables. Both of these percentile ranges were similar to those found in the original study, but the variation is much less. This demonstrates higher confidence statistical methodology and improvements in calculative technology since the original study was conducted.

Table 5 *Unique Contributions of the Distributive and Procedural Fairness Variables to the Outcome Variables*

Table 5					
Unique Contributions of the Distributive and Procedural Fairness Variables to the Outcome Variables					
Independent Variables		Dependent Variables			
		f8	f9	f11	f12
		Intention to Turnover	Tension	Conflict/ Harmony	Evaluation of Supervisor
(f1 + f3 + f4)	Participation, Appeal Procedure Fairness, Performance Appraisal Fairness	0.021	0.089	0.013	0.031
(f2 + f5 + f6)	Pay Fairness, Sanctions for Poor Performance, Promotion-Performance Contingency	0.044	0.108	0.012	0.019

The second part of Phase 2 has two further parts. The main goal of Phase 2 is to examine both procedural justice and distributive justice as phenomena and test “the significance of the difference between the contributions of the two sets of independent variables” (Alexander & Ruderman, 1987). Following the original study, 20 sub-samples of 100 participants were selected from the total sample, using random selection with replacement. Multiple regression was then performed on each of the sub-samples. Conducting further analysis, The Mean z-

transformations of multiple R were calculated for both procedural fairness and distributive fairness, then the mean difference between z's was determined. A paired t-test was conducted on each of the paired comparison series of 20 values (multiple R values), for each of the four outcome variables. The original study considered five outcome variables (Alexander & Ruderman, 1987, p. 190), with the differences in the number and facet of our outcomes studied being due to the slight differences in our model and the nuanced differences in the successive steps of analysis. Stated differently, we followed the path of the constructs of factor analysis as they branched off, within the rules of the methodology.

While the original study had statistically significant results ($df = 19$, $p < 0.01$) as covered in their Table 6 and narrative (Alexander & Ruderman, 1987, pp. 190-191); this study at the t-test level did not have statistical significance ($p > 0.1$ or $p > 0.5$). As this is a t-test, this means that the final step of the original study found a statistically significant difference between procedural justice as a phenomenon and distributive justice as a phenomenon.

Our study, having the benefit of improved technology and methods, did not find a statistically significant difference between these two phenomena. This also conceptually traces back to the original study where the facet of tension was removed from distributive justice, while it remained for procedural justice, increasing the difference between them. In this study the facet of tension was retained for both procedural justice and distributive justice; making them comparatively more similar in composite nature. There is a further important value related to this comparison study to that of the original study. Looking at the original study for outcome variable: evaluation of the supervisor had .209 as the mean difference (between z's). See this study's Table 6, and the similar value is 0.146 which is very close, given differences in sample size, changes in technology over time, and the differences in participant diversity (homogeneous versus diverse). Table 6 has the full report of our Phase 2, part 2, results.

Table 6 *Differential Effects of Procedural and Distributive Fairness on Four Organizational Outcomes*

Table 6				
Differential Effects of Procedural and Distributive Fairness on Four Organizational Outcomes ^a				
	Procedural fairness	Distributive fairness		
Dependent Variables	Mean z transformations of multiple R	Mean z transformations of multiple R	Mean difference (between z's)	Procedural vs. distributive (t test)
(f8) Trust in management	0.279	0.346	-0.067	-1.555 ^b
(f9) Tension	0.294	0.376	-0.082	-1.568 ^b
(f11) Intention to turnover	0.367	0.392	-0.025	-0.547 ^c
(f12) Evaluation of supervisor	1.072	0.926	0.146	1.699 ^b
^a Regression analyses performed on 20 sub-samples of 100 participants each.				
^b $p > 0.1$				
^c $p > 0.5$				

Demographics

The sample size is $n = 521$. This data from this sample population was collected from a diverse population, from multiple industries and geographical areas. Demographic data was collected from each participant measuring gender, relationship, race, education, and age. The full details of this diverse sample are found in the summary in Table 7.

Table 7 *Demographics*

Table 7					
Demographics (n = 521)					
Gender		Relationship		Age	
Female	232	Married	308	< 18	7
Male	280	Single	168	18-25	30
Non-binary	9	Other	45	26-30	96
Race		Education		31-35	124
Asian	202	Doctorate	27	36-40	54
Black	19	Masters	201	41-45	55
Hispanic	33	Bachelors	121	46-55	70
Indigenous	14	Associates	56	56-60	44
White	222	High School	103	61-65	19
Other	31	Emergent	13	66+	22

Implications For Management

Leaders should consider the findings found in this new comparison study. Of particular importance to leaders is the realization that aspects of procedural fairness and distributive fairness were both independent from the other close to 60 percent predictive of employee evaluation of the supervisor. This means that if you want to be an effective leader, it is important to be fair in how you treat and administer ethical and equitable justice within the workplace. Those leaders who do not value this investment in justice, do so at the risk to both their leadership and organizational effectiveness.

Limitations of the Study

Aspects such as the change of question 14 from factor 3 to factor 4 are likely due to the demands of computing in 1987 versus improved computational power today. In 1987, paid time on a super computer was required for this analysis, and a fee of \$8k to \$10k would be reasonable for this service. The original study discusses limiting their dataset to correspondingly limited computational time and associated costs (Alexander & Ruderman, 1987).

Today, we use computers, with 64 GB of RAM, and open source free-to-use (no cost) software with vastly superior computational performance. There is also the possibility that the

algorithms themselves have mathematically or formulaically improved due to the improvement of software packages, functions, over this span of nearly 40-years since this analytical study was conducted.

The low computational value of the question “*Appealing personnel actions is a waste of time.*” in our studies in comparison to the original study is of interest. This should be considered from several perspectives. This present study had a much more diverse sample, while the original study had a more homogeneous sample of participants (all civil service members). This might be explained by the historical effect of the modern internet, which could be a significant factor in the change of human perceptions. Prior to the internet, did people have one shared definition of what they might have constituted as a “waste of time”. With the possibility of many diverse opinions and perspectives of society and the introduction of the modern internet, is it possible this concept could be diverse across a spectrum and no longer a consensus? These are two facets from this research that should warrant further study.

Opportunities for Further Research

Future research is planned to extend this study. It is anticipated to expand the data for a larger sample study. While it is not expected that a larger sample will dramatically change the results of this study in any significant manner, it will be of interest towards process improvement, as well as the profession via addition to the literature and shared learning, if any significant changes were to occur due to more data being collected.

Obtaining a measure of the cultural impact of the internet upon specific business constructs and perceptions of meaning will add much value to research; however the scale and scope of such as task, and the interdisciplinary nature of such a study would take significant project management and research design experience to successfully complete and track towards realistic and respected useful outcomes.

One particular thread of research, extending the importance of evaluation of management as connected to both procedural justice and distributive justice, would be to investigate correlations with the concepts of justice discussed here and the relationship of employee turnover. How predictive is a measure of evaluation of management directly predictive of a certain percentage of employee turnover? This could be effective in creating a process to measure and prevent employee loss to the organization, as an early warning system, stemming from poor leadership performance. Further, information systems and perhaps even Artificial Intelligence (AI) coaching systems could potentially be created to help leaders turn around

current operational status, similar to cultural *esprit de corps*, prior to impact upon employees or the workforce at the level of actual employee turnover.

Further, it would be of great aid to research if scholars considered learning factor analysis such as EFA, CFA, and SEM. The efforts of model building help with phenomenon understanding, measurement of the complex relationships between variables, as well as discoveries of unknowns, misunderstandings, and provide greater clarity and worth to research studies conducted. While this study aimed towards exploring the elements of procedural justice and distributive justice as interacting with business processes employee evaluations, risks and rewards, recognition and punishment, these methods work well to explore a topic that may interest the reader more from their own career or research foundations.

Conclusion

One important aspect from this study is that the original study results remain consistent and relevant with this current study. Many of the results were the same or very similar. This is further remarkable due to the large and homogeneous sample for the original study in comparison to a measured intentionally smaller sample, with yet a much more diverse sample of participants.

At the individual item level, of survey questions mapped to X and Y variables the results were highly consistent with minimal differences. At the factor level, 6 of 6 variables aligned from the X variable set with only one item mapping from factor 3 to now factor 4. For the Y variables 4 factors were consistent with the original study's findings, and 2 were found to not be of contributory value. This may be due to improvements in technology, or perhaps the improvements to methods and deeper research conducted over nearly 4 decades improving the formulas at the theoretical level, applied into the real world in this study.

As the analysis delved deeper, the original study's findings still held true in this comparative study. The concept of tension was again found to be weak in relation to the study concepts. However, a strong connection was determined in both studies between aspects of fairness, both procedural and distributive, for justice and the concept of evaluation of supervisor.

The ranges of percentile account for each unique variance contributed by procedural fairness and distributive fairness towards the outcome variables were similar yet tighter than the original study. This could be due to improvements in process, or improvements in technology over history.

This study was able to replicate a very close comparison of results for the mean difference between z's for the dependent variable Evaluation of Supervisor, as influenced independently by each of the unique phenomena of procedural fairness and distributive fairness. The original study determined .209 as the mean difference between z's for this facet (Alexander & Ruderman, 1987, p.191). Similarly, we determined .146 for this same facet of consideration. This study determined that procedural justice and distributive justice were phenomena that were not statistically significantly different. A key part of this finding was due to tension remaining as a factor within both domains. This study renewed this research after almost forty years, benefiting from improved methods, improved technology, and the increased diversity of the participants being working adults beyond the civil service. This is a new baseline upon which other research can be built. Overall, this is a current comparison study, testing the validity of research findings over time. Tracing each step of methodology and process of the seminal work done in this research area, we have strengthened their findings with the findings in this study.

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APPENDIX

MAJOR SURVEY QUESTIONNAIRE FOR PROCEDURAL JUSTICE-

*Adapted from The Role of Procedural and Distributive Justice in Organizational Behavior
Sheldon Alexander and Marian Ruderman (1987)*

SURVEY QUESTIONNAIRE FOR PROCEDURAL JUSTICE

We are conducting a study on Human Resources programs that might be in effect at your organization or possibly those you would like to see implemented that provided equal treatment for all employees and allow employees to have some influence on the treatment they receive.

We would like to know your experiences with how much input you might have on any new policies or procedures affecting employees. This would include decisions on promotions, corrective or disciplinary actions taken, input on how your job is designed and the tasks and

work you do, how you are evaluated and how fair and equitable this system is. In general, we are interested in how effective your treatment is as an employee.

Each Question has a potential response of Strongly Agree to Strongly Disagree. Please circle that number that best corresponds with your response with your level of agreement or disagreement with each of the following Questions.

1=Strongly Disagree 2= Disagree 3= Somewhat Disagree 4=Neither Disagree or Agree

5= Somewhat Agree 6=Agree 7= Strongly Agree

We are asking you to please complete this Survey. Your responses are anonymous and we would ask that you do not skip any questions. Thank you for your participation.

SURVEY QUESTIONNAIRE

1.How much say do you have in developing new work rules and procedures?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

2.How much say do you have in setting priorities among tasks to be done?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

3.How much say do you have in deciding how work will be divided among people?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

4.How much say do you have in developing organization policies?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

5.How much say do you have in deciding what you will do day to day?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

6.How much say do you have in buying new equipment?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

7.How much freedom do you have on your job?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

8.All in all, my pay is about what it ought to be.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

9.My pay is fair considering what other places in this area pay.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

10.My pay is fair compared to the pay of others in this agency.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

11.The appeals procedures protect me from unfair treatment if a personnel action is brought against me.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

12. Appealing personnel actions is a waste of time.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

13. The negotiated grievance procedures protect employees if they have a formal personnel action against them for poor performance.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

14. When people perform poorly here, they're given a chance to improve their work.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

15. Generally speaking annual performance appraisals are done fairly here.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

16. My last annual performance appraisal rating was about what it ought to have been.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

17. If you performed your job especially well, how likely is it that you will be promoted or get a better job?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

18.If you performed your job satisfactorily, how likely is it that you will be promoted or get a better job?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

19.If I perform poorly, I will lose my job.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

20.I will be demoted or transferred from my position, if I perform my job poorly.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

21.All in all, I am satisfied with my job.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

22.In general, I don't like my job.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

23.How likely is it that you will try to transfer to another job in your current organization in the next year?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

24.How likely is it that you will look for a job outside your current organization in the next year?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

25.In the last year, how often have you felt more irritable than usual?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

26.In the last year, how often have you felt nervous, fidgety, or tense?

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

27.Employees here feel you can't trust top management.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

28.When top management here says something you can really believe it's true.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

29.There is a lot of conflict among people here.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

30.People here will do things behind your back.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

31. Around here it's important to protect yourself or you'll be blamed for problems.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

32. People are afraid to express their real views to top management.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

33. My supervisor encourages me to speak up when I disagree with a decision.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

34. My supervisor helps poor performers learn to do their job better.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

35. My supervisor criticizes people who perform poorly.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

36. My supervisor gives me opportunities for training and development.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

37. My supervisor is someone I can trust.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

38. My supervisor is concerned about me as a person.

1	2	3	4	5	6	7
SD	D	SWD	N	SWA	A	SA

39. Do you want to share any further information related to your experiences and this survey?

_____ (Open Field Reply)

Now, please tell us something about yourself.

Which of the following best describes your gender?

___ Male

___ Female

___ I Don't identify as either.

Question Title

Which race or ethnicity best describes you? (Please choose only one.)

___ American Indian or Alaskan Native

___ Asian / Pacific Islander

___ Black or African American

___ Hispanic

___ White / Caucasian

___ Multiple ethnicity/ Other (please specify)

Question Title

What is your marital status?

☐ Single

☐ Married

☐ Other

Question Title

In which of the following age ranges do you currently fall?

☐ Under 18

☐ 18-25

☐ 26-30

☐ 31-35

☐ 36-40

☐ 41-45

☐ 46-55

☐ 56-60

☐ 61-65

☐ 66 or older

Question Title

Which of the following best describes the highest level of education you have received?

☐ Less than high school

☐ High School Graduate

☐ Some College or Technical School

☐ Associates Degree in college (2years)

☐ Bachelors Degree in college (4 year)

☐ Masters Degree

☐ Doctorate

☐ Professional Degree (MD, JD, CPA)

Thank you again for your time in completing this Survey.