THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Factors Affecting Human Resource Performance Appraisal Process in International Organizations: A Case Study of United Nations Office at Nairobi, Kenya

Odundo Stephen Okoth
Student, Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya

Abstract:
Several comprehensive reviews on UN performance appraisal have been conducted by the International Civil Service Commission (ICSC, 1980, 1989, 1993, 1997). These reviews have triggered implementation of new appraisal systems and adoption of an electronic performance appraisal system as documented by the International Civil Service Commission (ICSC, 2010).Nevertheless employees continue to raise concerns of appraisal not being a priority to employees and managers, some supervisors not conversant with the process and rebuttals against supervisor ratings. It is against this backdrop that this study sought to understand the factors affecting the human resource performance appraisal process in United Nations Office Nairobi. The objectives include determining how independent variables (employee attitude, top management support, training and organizational policies) affect the dependent variable (performance appraisal process).
The study adopted a descriptive survey design which is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables as illustrated by Mugenda & Mugenda (2008).A sample of 50 respondents was used from the target population of 495. The researcher used questionnaire to collect primary data, a pilot test was done and, reliability and validity of the research instruments established. Hague (1993) states that questionnaires draw accurate information, give structure to the interview, provide a standard format and facilitate data processing. The researcher further adopted multiple regression model at 5 percent level of significance to study the strength and direction of the relationship between the variables.
The researcher found out that employee attitude significantly affects effectiveness of performance appraisal process, followed by top management support, training and organizational policies. The study concluded that perception of equity, effective communication between supervisors and employees, role clarity affect perceptions of appraisal effectiveness. According to Anderson (2002) the efficacy of a performance appraisal system should be considered effective if it produces desired result despite weaknesses in measurement and absolute accuracy should not be a determinant.The researcher recommends rebranding of the current appraisal system, continuous refresher training and putting in place policies that enforce measurable action points. Future research should consider developing knowledge on how information communication technology, appraisal methods and impact of organizational strategy and culture have on human resource performance appraisal process.

1. Introduction

1.0. Introduction
This chapter sets the agenda for exploring the factors affecting the effectiveness of the human resource appraisal system used in the United Nations Office in Nairobi. It therefore encompasses the institutional background, the background of the study, statement of the problem, objectives, research questions, significance of the study, scope of the study and limitations.

1.1. Background of the Study
According to Grint, (1993) the history of performance appraisal system could perhaps be traced back in third-century Chinese practise when the "Imperial Raters" were employed by emperors of the Wei dynasty to rate the performance of the official family members. In line with view, Wiese and Buckley (1998) note the then Imperial Ratter was done specifically for the official family. Since then, the next development of the appraisal system was reportedly done by the Dublin (Ireland) government in evaluating the personnel for the evening posts of legislators by using a rating scale upon personal qualities (Evans, 1986).
The other documentations discussing the performance appraisal process were done in the United Kingdom at the onset of 18th Century (Randell, 1994). The then system is credited to Robert Owen's use of "silent monitors" in the cotton mills of Scotland. The then measuring indicators were silent monitors symbolic to blocks of wood with different colours painted on each visible side. The blocks of wood were hung above each employee's work station. At the end of the day, each block was turned so that a particular

colour, representing a grade (rating) of the employee's performance, was facing the aisle for everyone to see. (Weise and Buckley, 1998). Anecdotal evidence indicates that this practice had a facilitating influence on subsequent behaviour and attitudes of individuals. In US the trend of performance was started in1813 in the US War department. The performance appraisal process involved the submissions of an army general. This was done using a global rating scale, with descriptions such as "a good-natured man" or "a knave despised by all." (Bellows & Estep, 1954, Weise &Buckley, 1998).As a result of the perceptions emanating from this, F. W. Taylor advocated for scientific management which emphasized the use of quantitative methods to measure a daily work performance applied during the First World War. During the war, the military used merit based rating appraisal system which was later improved by the business sector.

Throughout1920s, the business field used "relational wage structures" in appraising workers who laboured in the industrial units; each worker was rated in comparison to others to determine hourly-rate compensation(Bellows & Estep, 1954).The system was further developed and in the 1940s behavioural methods were adopted for increasing motivation among workers. The appraisal process thus included behavioural anchored rating scales (BARS), behavioural observation scales (BOS), behavioural evaluation scales (BES), critical incident, and job simulation. All these judgments were used to determine the specific levels of performance criteria to specific issues such as customer service and rated in factors such as "excellent", "average", "need to improve" or "poor". After 1945, the appraisal system was developed to include results-oriented approaches which led to the development of management by objectives (abbreviated as MBO) (Pearce & Porter, 1996).

According to (McEvoy & Buller, 1987), the development of self-appraisal by discussion was added into the appraisal system in 1960s. This led the process to be done at a specific time. Through this, employees were able to evaluate employee performance reflectively through discussions. This perhaps led to the inclusion of interview meetings which were later developed into a conversation on a range of topics that the appraisee needed to discuss.

In the 1990s a 360-degree appraisal process was developed, where information was sought from a wider range of sources and the feedback was no longer dependent on the manager-subordinate power relationship but included groups appraising the performance of line managers and peer feedback from peer groups on individual performance (Redman, Snape, Thompson, & Yan, 2000). According toLondon, Wohlers, and Gallagher, (1990) the 360-degree was developed from the 1940s the philosophy of performance, where change of managers had been proposed as way of encouraging performance of the employees. The then common terms included merit rating, behavioural assessment, employee evaluation, personnel review, staff assessment, progress report and performance appraisal. However the most widely used term is performance appraisal (Prasad, 2005).

Modern organizations have been dependent upon the sum total of performance of its employees who set goals, objectives and work towards its realization(Oshode, Alade, & Ogunro, 2014). Generally, performance appraisal serves four key functions: assist with compensation, promotion, training and performance feedback. According to Alam, Saeed, Sahabuddin, & Akter(2013), note that the success of an organization depends on its ability to measure accurately the performance of its employees and use it objectively to optimize human resources. Therefore an effective performance appraisal system remains paramount in securing an organizations competitive advantage and subsequent success. In addition, designing and implementing an effective PAS is indeed a complicated process and may be expensive (Brown & Benson, 2003).

The purpose of measuring performance is not to indicate only where things are not going according to plan but also to identify why things are going well so that steps can be taken to build on success. The goal of performance appraisal is to assess and summarize past performance, and develop future work performance goals and expectations. Research findings confirm that performance measurement techniques developed so far are not free from biases (Cleveland & Murphy, 1992; Dewberry, 2001; Scott and Einstein, 2001; and Lam and Schaubroeck, 1999). Armstrong (2001) noted thatissues of accuracy and fairness in performance appraisal are significant in human resource management. According to Anderson (2002) the efficacy of a performance appraisal system should be considered effective if it produces desired result despite weaknesses in measurement and absolute accuracy should not be a determinant.

Performance appraisal is therefore a process of systematically evaluating employees and providing feedback on which performance adjustments can be made. During this process, an employee's view point during appraisal is vital as it increases perceived fairness on the process. McCarthy (2000) notes, those employees who have an opportunity to assess their own performance often come up with creative solutions that would not have surfaced in the one-sided managerial evaluation. This means that the employee reactions toward performance appraisal is important because reactions are of great interest to HR practitioners; reactions have been theoretically linked to determinants of performance appraisal success and acceptance have been overlooked in the research as highlighted by Keeping and Levy (2000).

Managers and supervisors also play an important role in the performance appraisal process. Their input adds to the effectiveness of evaluating staff within an organization. Research in performance appraisal has demonstrated that performance appraisal characteristics (such as appraisal purpose and source) can elicit positive employee reactions to performance appraisal and, which in turn, can motivate employees to improve their individual and overall organizational performance (DeNisi and Pritchard 2006).Furthermore, Camardella (2003) asserts that evaluating each employee as average, without specifically mentioning strengths and weaknesses, diminishes the value of the appraisal process.

This adds weight to Cash, (1993) views which underscore the inability of having improvements without feedback. Therefore stressing the need for employees to make adjustments in job performance or receive positive reinforcement for effective job behaviour. From an international perspective, performance appraisal practices are considered essential management tools. Darehzereshki (2013) noted that multinationals and international agencies have had to embrace perfomace appraisal processes to effectively renumerate employees. Contemporary employee trends have revealed that executive compensations are guided by evaluating previous performance appraisals. These may vary significantly between countries (Milliman et al.2002). However, when an evaluation process

is used in an international organization, the processes and perceptions of it are often believed to have fairness and accuracy (Darehzereshki 2013).

Following the request of the General Assembly, the International Civil Service Commission was tasked to conduct a comprehensive review on the UN performance appraisal process (ICSC, 1980). The study highlighted performance appraisal techniques used by the organizations of the UN common system and some other international organizations, by selected national civil services and by some private sector enterprises having operations international in scope. ICSC, in noting that effective performance appraisal was essential if the efficiency of the international civil service was to be improved and if proper career development measures were to be introduced, identified a number of principles which should be followed when determining performance appraisal system (ICSC, 1980). According to ICSC (1980) United Nations identified the following four categories of performance appraisal objectives: work-related, career development, communication and administrative objectives. The ICSC established a need for a performance appraisal system and recommended need for a model performance appraisal form for use within the common system, effective 1st January 1982 (ICSC, 1982). The General Assembly (GA) while endorsing the general approach, the committee did not believe all the concerns of the organizations were taken into account (ICSC, 1982).

The International Civil Service Commission (1989) conducted another study on appraisal and recognition of performance which led to a proposal to develop a prototype for adaptation by the organizations. The findings indicated that there were fragmented appraisal systems within the UN common system and staff raised issues of motivation and productivity with regards to satisfactory performance. As a result it was recommended that cash awards be used to reward - time performance with a single payment involving no permanent costs. Consequently, a General Assembly resolution instructed the ICSC (1991) to review merit systems and performance appraisal in the UN system as a vehicle for enhancing productivity and cost-effectiveness.

The study found out that staff had raised issues with performance appraisal training, fair reward systems and recognition of satisfactory and unsatisfactory performance. Subsequently, it was proposed that a timetable for training in performance appraisal, development and introduction of reward and recognition programmes in the organization be adopted (ICSC, 1993). During this study it was observed that some staff considered performance review in the context of its discussions on a strategy to improve effectiveness and accountability, need to introduce more objectivity and rigour in the appraisal process, need to appraise against predetermined result-oriented job goals, need for a standard management competency set for all managerial staff and not just the director category. For this reason it was concluded that performance appraisal process should be the basis for any type of recognition scheme, whether in the form of cash or non-cash awards, geared to suit the culture, size and structure of each organization (ICSC, 1994).

A year later it was reaffirmed that managerial and organizational performance had to be upgraded and institutional cultures had to be created which valued effective performance, efficiency and accountability but acknowledged that performance appraisal was only one element of the inter-related components which made up human resources management (ICSC, 1995). In the same year, International Labour Organization (ILO) and World Health Organization (WHO) were advised to discontinue long-service and merit increases in favour of lump-sum bonuses to align with other UN organizations.

Three years later an additional comprehensive review was conducted and staff raised issues with rewards. This led to replacement of cash awards to any individual staff for a given performance period should not exceed ten percent of the mid-point of the base salary. Non cash awards should not be subsumed within the ceiling; however symbolic awards, letters of appreciation and the like would be considered (ICSC, 1997). Consequently, the International Civil Service Commission decided that any pay-based approach to performance recognition should be introduced in pilot basis; demand identification and proper treatment of unsatisfactory performance should be part and parcel of organizations performance strategy; defined roles and responsibilities of staff members who bear primary responsibility of their on-the-job performance. Managerial staff should model the behaviour they expect of their staff, ensure that tasks and standards are clearly articulated and provide constructive ongoing feedback and identify and develop options and strategies for productively influencing performance (ICSC, 1997). Following the findings from the Joint Inspection Unit investigation in 1993, a new performance appraisal system was established (ICSC, 1999).

Following the previous studies, the Human Resource network within the UN system considered performance management systems in the context of a reward of contribution (ICSC, 2003). This was later emphasized in 2008 so that all UN organizations can report on the systems in order to develop guidelines for a common framework taking into account best practices (ICSC, 2008). Empirical research had established that United Nations Population Fund (UNFPA) had successfully implemented an innovative and effective performance appraisal system (ICSC, 2008).In 2011 the Human Resource Network agreed that harmonization of key elements of performance appraisal systems, which was led by World Health Organization (WHO) needed fine tuning. A working group compromising of United Nations organizations looked into the different performance appraisal system and identified common traits. In 2005 the Office of Internal Oversight Services (OIOS) recommended for coordinating and collaboration in performance appraisal and incentives (ICSC, 2005). The provisions of these findings led to revision of the electronic appraisal system (i.e. ST/AI/2010/5), but the functions were maintained to date.It is against this backdrop that the study seeks to understand how top management support, employee attitudes, training and organizational policies affect effectiveness of human resource performance appraisal process.

1.2. Statement of the Problem

The United Nations Office Nairobi (UNON) Human Resources Management Service manages a comprehensive personnel programme for more than 1,600 employees working around the world for UNEP, UN-Habitat and UNON. Following the request of the General Assembly, the International Civil Service Commission was tasked to conduct a comprehensive review on the UN performance appraisal process (ICSC, 1980). The study highlighted performance appraisal techniques used by the organizations of the UN common system (ICSC, 1980).The goal of performance appraisal is to assess and summarize past performance, and develop future work

performance goals and expectations. Research findings confirm that performance measurement techniques developed so far are not free from biases (Cleveland & Murphy, 1992; Dewberry, 2001; Scott and Einstein, 2001; and Lam and Schaubroeck, 1999).The ICSC established a need for a performance appraisal system and recommended need for a model performance appraisal form for use within the UN common system, effective 1st January 1982 (ICSC, 1982). The General Assembly (GA) while endorsing the general approach, the committee did not believe all the concerns of the organizations were taken into account (ICSC, 1982).

The International Civil Service Commission (1989) conducted another study which indicated that there were fragmented appraisal systems within the UN common system and staff raised issues of motivation and productivity with regards to satisfactory performance. Consequently, a General Assembly resolution instructed the ICSC (1991) to review merit systems and performance appraisal in the UN system as a vehicle for enhancing productivity and cost-effectiveness.Research in performance appraisal has demonstrated that performance appraisal characteristics (such as appraisal purpose and source) can elicit positive employee reactions to performance appraisal and, which in turn, can motivate employees to improve their individual and overall organizational performance (DeNisi and Pritchard 2006).

In 1995, International Labour Organization (ILO) and World Health Organization (WHO) were advised to discontinue long-service and merit increases in favour of lump-sum bonuses to align with other UN organizations (ICSC, 1995).Three years later an additional comprehensive reviewwas undertaken where staff raised issues with rewards. This led to replacement of cash awards to any individual staff for a given performance period should not exceed ten percent of the mid-point of the base salary (ICSC, 1997). Darehzereshki (2013) noted that multinationals and international agencies have had to embrace perfomace appraisal processes to effectively renumerate employees.

Following the findings from the Joint Inspection Unit investigation in 1993, a new performance appraisal system was established (ICSC, 1999). The previous studies persuaded Human Resource network with the UN system to consider performance management systems in the context of a reward of contribution (ICSC, 2003). Empirical research had established that United Nations Population Fund (UNFPA) had successfully implemented an innovative and effective performance appraisal system (ICSC, 2008). A working group compromising of United Nations organizations looked into the different performance appraisal system and identified common traits. In 2005 the Office of Internal Oversight Services (OIOS) recommended coordinating and collaboration in performance appraisal and incentives (ICSC, 2005). The provisions of these findings led to revision of an appraisal application system (i.e. ST/AI/2010/5), but the functions were maintained to date.It is against this backdrop that the study seeks to understand how employee attitudes, top management support, training and organizational policies affect effectiveness of performance appraisal process.

1.3. Objectives of the Study

1.3.1. General Objective
The general objective of this study is to explore factors affectingperformance of human resource appraisal process in United Nations Office Nairobi.

1.3.2. Specific Research Objectives
The specific objectives of the study were to;
  i. To determine how the level of management support affects the effectiveness of performance appraisal system in United Nations Office Nairobi.
 ii. To identify how the employee attitudes towards performance appraisal system affects the effectiveness of performance appraisal systems in United Nations Office Nairobi.
iii. To find out how training of employees affects the performance appraisal process in United Nations Office Nairobi.
 iv. To assess how organizational policies affect performance of human resource appraisal process in United Nations Office Nairobi.

1.4. Research Questions
The study was guided by the following specific research questions:
  i. How does the level of management support affect effectiveness of performance appraisal system in United Nations Office Nairobi?
 ii. How do employee attitudes towards performance appraisal system affect the effectiveness of performance appraisal systems in United Nations Office Nairobi?
iii. How does training of employees affect performance of human resource appraisal process in United Nations Office Nairobi?
 iv. How does an organizational policy affect performance of human resource appraisal process in United Nations Office Nairobi?

1.5. Justification of the Study
Evaluating and assessing individual performance is a human resources process that exists in organizations (Dechev, 2010). Since the purpose of this study sought to unmask its effectiveness within the United Nations Offices in Nairobi, the study chose to investigate the employees' opinions about the performance. While improving and sustaining employee performance is at the core of performance appraisal, the lack of evaluating its effectiveness was perceivably the gap that warranted attention. For this reason, this study has underscored the intricacies in the United Nations performance appraisal systems by assessing the gaps that undermine its effectiveness and has suggested recommendations that can be considered to make it effective. Keeping in mind that the effectiveness of

performance appraisal has been studied in different contexts, (Ishaq, 2009), the study chose to specifically evaluate the performance appraisal system used in the United Nations offices by inquiring the view of the employees.

1.6. Significance of the Study
The United Nations office in Nairobi has evaluated and appraised the performance of its staff for more 21 years, but staff, the administration, and in recent years has encountered challenges which were expressed by the General Assembly in 1993. The rationale for an appraisal system was documented by a joint inspection unit which found five different attempts to create a sound performance evaluation system in UNON during the past 17 years (UNON, 1999). In spite of some improvements made to the system the study has noted that there has not been any academic research that has been conducted to evaluate whether UNON was able to successfully implement all the recommendations.
There was a lot of time and effort that was expended for performance evaluation paperwork. Unfortunately, a follow up unit has not been established, hence its efficiency and effectiveness remains unknown. While there has been a continuation of recording the past and present performances, the effectiveness has been perceivably unclear. Since the most recent substantive attempt to change UNON performance evaluation system occurred a decade ago, the study sought to look into the performance appraisal system and underscore its effectiveness from an employee perspective.

1.7. Scope of the Study
It must be noted that the UNON administrative hub which covers the HRM functions for UN-HABITAT and UNEP facilitates the performance appraisal system. Since this is an enormous mandate, the study noted that evaluating everyone within the UNON appraisal system would be impossible; therefore the study chose to concentrate on UNEP staff who voluntarily decided to respond to the questionnaires that were administered. The target population was 495 employees of UNEP.

1.8. Limitation of the Study
This study provides very little basis for scientific generalization since it used a small number of subjects within United Nations which may not be replicable in other organizations.

2. Literature Review

2.1. Introduction
This section covers the literature that adds to this study. It entails the theoretical framework including the goal setting, expectancy, control and social cognitive theories. It also highlights the conceptual framework used in the study. In addition it operationalizes the independent variables (employee attitudes, top management support, training, organizational policies) and the dependent variable (performance appraisal process).This is followed by the empirical review of studies related to the dependent and independent variables, critique of literature review and research gaps.

2.2. Theoretical Review
Theoretical review is a collection of existing theories and models from literature which underpin conceptual framework and subsequently inform the problem statement (Mugenda & Mugenda, 2008). Theories are analytical tools for understanding, explaining, and making predictions about a given subject matter. A theory is a set of statements or principles devised to explain a group of facts or phenomena especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena (Hawking, 2003).Theories are important in predicting, explaining and mastering phenomenon (behaviour of systems, events, activities of employees and time). The theoretical framework of the current research is divided into two parts: first part provides an overview of the current theories about the variables, while second part refers to performance of human resource appraisal processes. The two informed the conceptual framework that was developed.

2.2.1. Goal Setting Theory
Based on Locke's pioneering research in 1960s, Edwin Locke and Gary Latham(1990) have carried out numerous studies about goals into a theory of goal setting and task performance. The studies indicate that employees are motivated by clear goals and appropriate feedback. Goals have a pervasive influence on employee behavior and performance in organizations and management practice(Locke & Latham, 2002). In their research they show that there is a relationship between how difficult and specific a goal is and people's performance of a task. Their research was found to be exceptionally reliable, valid, and useful across diverse work situations (Locke et al., 1981).
Locke and Latham (1990) outlined five principles of successful goal setting to motivate employees, goals must have: clarity, challenge, commitment, feedback and task complexity. Clarity involves having clear goals that are measurable and unambiguous. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviour will be rewarded. The level of challenge is critical as employees are often motivated based on the significance of the supposed accomplishment. The researchers highlighted that goals must be understood for employees to commit and be effective. Consequently, feedback is necessary as it provides an opportunity to clarify expectations, adjust goal difficulty and gain recognition. Lastly, the theory underscores need to take special care to ensure that highly complex assignments do not become too overwhelming. An employee should be given sufficient time to learn what is expected of him or her to complete an assignment. According to (Locke and

Latham, 2002), difficult and specific goals led to higher performance when compared to vague do-your-best goals.In case the performance improves it will result in achievement of the performance management system aims (Salaman et al, 2005).

This theory has its limitations which include: combining goals with monetary rewards motivates many employees to establish easy rather than difficult goals. Subsequently, some employees may negotiate with their supervisor that they have completed assignments. Goal-setting directs the employees on a narrow mindset of measurable performance indicators while ignoring other aspects of job performance that are difficult to measure. Developing goals is effective in established tasks over a period of time, but may be a challenge where employees are learning a new and complex task (Locke & Latham, 2002). This theory instigated the first study objective to examine influence of employee attitude towards performance appraisal process.

2.2.2. Expectancy Theory

Expectancy theory also known as Valence-Instrumentality-Expectancy Theory was developed by Victor H. Vroom (1964) from his study on the motivation behind decision-making. This theory of motivation provides an explanation as to why an individual chooses to act out a specific behavior as opposed to another Vroom (1964). Expectancy theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. This theory underlines the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman et al, 2005).

Expectancy theory is based on an employee's beliefs and has the following variables: Valence (V) describes the emotional orientations which employees hold with respect to outcomes (rewards) and the value an employee attaches to first and second order outcomes. Expectancy (E) refers to employees' different expectations and levels of confidence about what they are capable of doing and the belief that effort will lead to first order outcomes. Instrumentality (I)defines the perception of employees whether they will actually receive what they desire, even if it has been promised by a supervisor and the perceived link between first order and second order outcomes. These three factors interact together to create a motivational force for an employee to work towards pleasure and avoid pain. First order outcome is the behavior that results directly from the effort an employee expends on the job while second order outcome is anything good or bad that results from a first-order outcome. The formula for this force is: Motivation Force = Expectancy X Instrumentality X $\sum$ (Valence(s))

An employees' thought process is required to make the connections between performance, effort, and outcomes. However employees in some cases may misinterpret a situation and are not able to align the values properly to the outcome and this questions the validity of the process. The basic idea behind this theory is that people will be motivated by the belief that their decision/actions will lead to the outcome they desire (Redmond, 2009). In regards to the workplace, Werner (2002) states that an employee will be motivated to exert a high effort if they believe there is a good probability that their effort will lead to the attainment of a goal set by their organization, which would then be instrumental in helping employees attain personal goals. Another challenge is that the three factors in this theory need to be strong in order for the motivational force to be high. This means that if the expectancy of the individual is a zero, no matter how high the valence or instrumentality is, the score will be zero and the motivation will be gone. Therefore this theory recognizes that employees are different whereas the goal setting theory has a general approach. This theory instigated the second study objective to determine the influence of top management support towards performance appraisal process.

2.2.3. Control Theory

This theory was derived from the study of mechanical processes; however it can also be applied to employee behaviour. The modern control theory originated with Norbet Wiener's 1948 cybernetics. For it to be applicable to employees, it is critical to illustrate that there are direct similarities between both the technical (machines and processes) and human concepts. Management control theory can be viewed as a distribution of means used by an organization to elicit the performance it needs and to check whether the quantities and qualities of such performances are in accord with organizational specifications (Etzioni, 1960). This theory is used to regulate behavior of employees so that organizational goals are accomplished with minimum use of resources. As it is argued that organizational effectiveness, measured by goal accomplishment, is largely dependent on similarity of individual and organizational goals (Anthony & Govindarajan, 1995), it can be said that this synchronization is made possible through management control theory.

Control theory assumes; employees are a system in and of themselves, society is also a system and systems are self-regulating. Consequently, it is a cognitive and emotional theory. The cognitive aspects involve the transmission of information and it's processing from the different parts of the feedback loop, while the emotional aspects of the theory involve the evaluation of progress through the feedback loop (Redmond, 2012). When employees achieve their goal and are praised during feedback, they feel appreciated and the converse is true for a negative feedback. People behave according to their basic needs, and when the needs of an employee align with organizational demands/standards, the desired behavior is achieved (Luria, 2008).

The harmonious functioning of human and technical (machines and processes) systems tends to ensure the achievement of organizational aims with minimum deviations. However, the control of human behavior may pose complex management issues, as reactions to the same stimuli are likely to produce variable responses depending on the unique social, cultural, and political context and on organizational and individual differences. This theory instigated the third study objective to examine the influence of training towards performance appraisal process.

2.2.4. Social Cognitive Theory

Social cognitive theory refers to a psychological model of behavior that emerged primarily from the work of Albert Bandura (1977; 1986) in which learning by observing others is the focus of study. Social-cognitive theory is grounded by the following assumptions

including: Employees can learn by observing colleagues. Employees can acquire new behaviors and knowledge by simply observing a model here being a person who demonstrates behavior for another. Learning is an internal process that may not occur immediately and may or may not lead to a behavior. Proponents of this theory propose that employees set goals for themselves and direct their behavior accordingly and are motivated to accomplish the goals. Another assumption is that employee's behavior eventually becomes self-regulated. Lastly the theory assumes reinforcement and punishment have indirect (rather than direct) effects on learning and behavior. Employees form expectations about the likely consequences of future responses based on how current responses are reinforced or punished.

Employee expectations, beliefs, emotional bents and cognitive competencies are developed and modified by social influences that convey information and activate emotional reactions through modeling, instruction and social persuasion (Bandura, 1986). Employees also evoke different reactions from their social environment by their physical characteristics, such as their age, size, race, sex, and physical attractiveness, quite apart from what they say and do (Lerner, 1982). The social reactions elicited affect the recipients' conceptions of themselves and others in ways that either strengthen or alter the environmental bias (Snyder, 1981).

Because of the bi-directionality of influence between behavior and environmental circumstances, employees are both products and producers of their environment. They affect the nature of their experienced environment through election and creation of situations. Employees tend to select activities and associates from the vast range of possibilities in terms of their acquired preferences and competencies (Bandura& Walters, 1959; Bullock & Merrill, 1980; Emmons &Diener, 1986). Through their actions, people create as well as select environments. Aggressive persons produce hostile environments wherever they go, whereas those who act in a friendlier manner generate an amiable social milieu (Raush, 1965). SCT clearly specifies factors with which employee action is determined; and by defining several basic human capabilities through which those processes operate to initiate, execute, and maintain organizational behavior. This theory instigated the third study objective to determine the influence of organizational policies towards performance appraisal process.

2.3. Conceptual Framework
Miles and Huberman (1994) defined a conceptual framework as a visual or written product, one that "explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them". A conceptual framework is a model of what exists and a researcher plans to study, what is going on with these findings and a tentative theory. Conceptual framework assists in refining research problem, objectives, research questions, literature review, research methods, identify validity threats to the conclusions and justify the study. This study will adopt a conceptual framework to describe the relationship between employee attitudes, top management support, training and organizational policies towards performance appraisal process. The conceptual framework for the study is shown in figure 1 below;
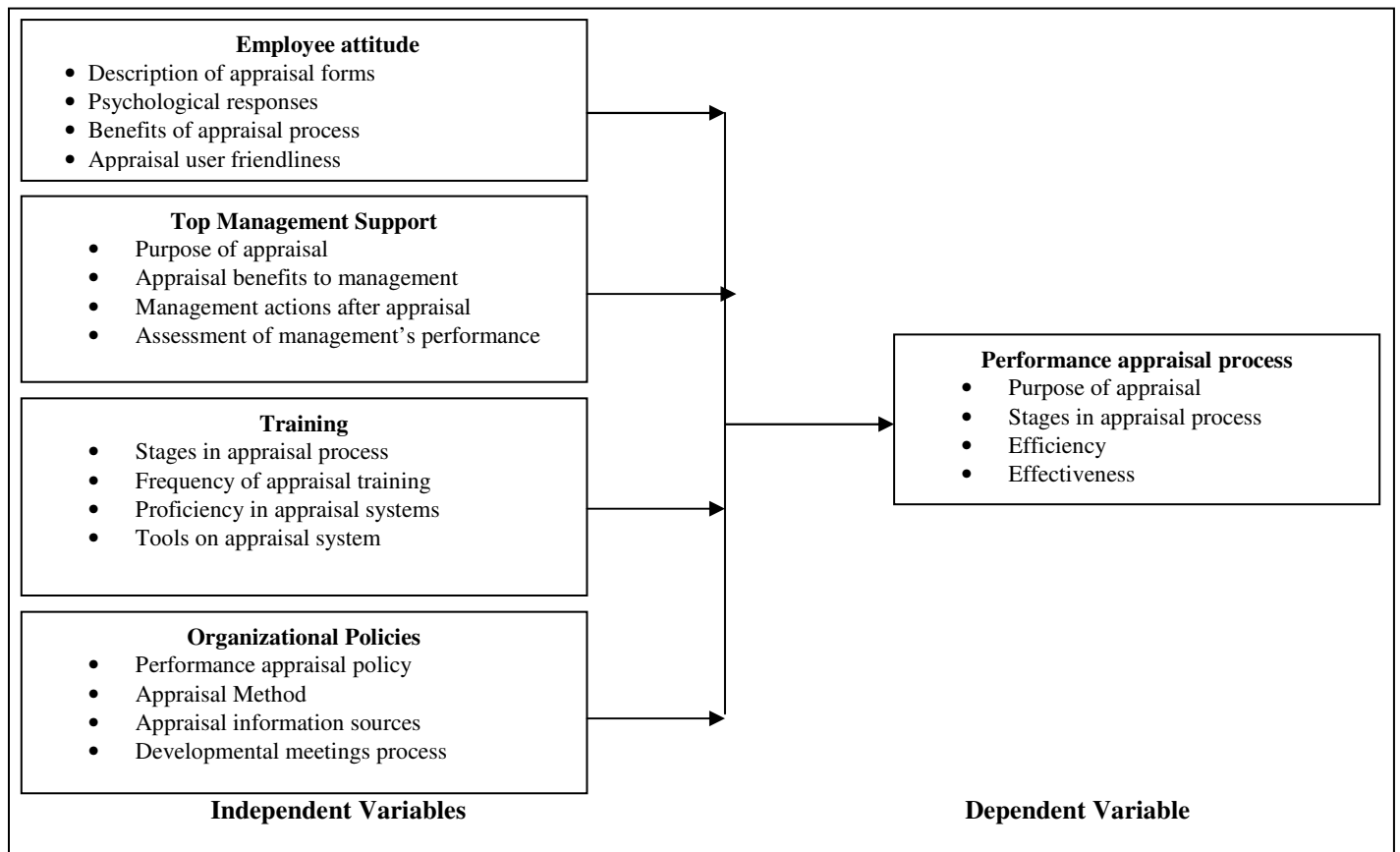

Figure 1: Conceptual framework for the study

2.3.1. Operationalization of the Variables

2.3.1.1. Employee Attitude
This variable seeks to understand employees' description of the appraisal forms used in the organization and evaluate their consistency, reliability and validity. Furthermore employees will state the kind of psychological responses that the appraisal process elicits for instance, satisfaction, acceptance, motivation, fear, loathing, resistance, denial, aggression and discouragement. These responses may be positive or negative. To apprehend employee attitudes, the researcher investigates benefits of performance appraisal from the respondents' perspective with regards to appraise, appraiser and organization.
The appraisee may experience the following benefits: increased job motivation and satisfaction, clear understanding of expectations, opportunity to discuss aspirations, improved working relationships, counselling and guidance and increased sense of personal value. For the appraiser benefits may include: opportunity to develop an overview of individual jobs, link team and individual with department and organizational objectives, clarified expectations, reprioritize targets, enhance productive relationships and increased sense of personal value. The organization would benefit from the appraisal process through: improved overall performance, improved overview of tasks performed, identification of ideas for improvement, creation of a culture of continuous improvement and communication to staff that they are valued. The respondents also highlight their opinion towards electronic performance appraisal system user friendliness whether they agree, slightly agree, are neutral, slightly disagree or disagree.

2.3.1.2. Top Management Support
This independent variable seeks to ascertain the managements' purpose of instituting performance appraisal process in the organization. Management may apply appraisals to evaluate and/or develop employees as its primary purpose. Appraisal benefits to senior management and the organization may include: helping managers affect employee behaviour, provide knowledge regarding effectiveness of selection and placement programs, highlight training and development needs, support budgeting process, and assist in human resource planning and rewarding decisions. The variable goes further to understand the actions taken by management as a consequence of performance appraisal process which may vary from, termination/lay-offs, transfer, promotion, training needs, salary restructuring and identification of poor and good performers. To appreciate top management support, the questionnaire asks the respondents if they receive performance feedback from their supervisors and seeks to know from their perspective who is best placed, to assess management's performance for instance, is it managers, peers, subordinates, self, customers or any other person.

2.3.1.3. Training
This variable seeks to establish whether the employees have undergone training on appraisal process, encountered appraisal tools and are proficient in using the system. The study sought to find out whether respondents have been trained on electronic human resource performance appraisal system and how often have they attended the training. The study tested the frequency of appraisal training by asking respondents to state whether they undertook training annually, semi-annually, quarterly, once or not at all. The study sought to understand each respondent's role in the electronic performance appraisal whether as a staff member, first reporting officer, second reporting officer or additional supervisor as stipulated in the system. Employee level of proficiency was sought in each stage of the appraisal process including: registration, developing work plan, mid-point review and end of cycle. The researcher went further to ask the respondents if they are experiencing problems at any of the above stages. To appreciate the respondents understanding of the tools contained in the electronic appraisal system, the study investigated whether they have encountered tools such as activity description, feedback, electronic bookshelf and workflow diagram.

2.3.1.4. Organizational Policies
Organizational policy variable explains performance measures used by the organization, appraisal methods, information sources and explores whether developmental meetings are held between the supervisor and the employee. The study explores the appraisal method being used by the organization whether it is Critical incidents, Graphic Rating Scale, Behaviorally Anchored Rating Scales, Management by Objectives or 360 Degree feedback method. Subsequently, it tries to identify the primary source of information used in the appraisal process, this can be, managers, peers, subordinates, self or customers.
In addition, the researcher sought to understand the most critical and ignored stage respectively in appraisal process which may vary from formulating the annual plans, mid-term reviews, end of cycle reviews and appraisal report. The study sought to observe whether supervisors and employees hold developmental meetings and provide feedback as stipulated in the system.

2.3.1.5. Performance Appraisal Process
This dependent variable is being influenced by the independent variables discussed above including: employee attitudes, top management support, training and organizational policies.
This variable seeks to ascertain the managements' purpose of instituting performance appraisal process in the organization. Management may apply appraisals to evaluate and/or develop employees as its primary purpose. Nonetheless the study explored if the employees have a better understanding of the performance appraisal phases. The appraisal process is considered effective when there is feedback on performance and developmental meetings are held between supervisor and employees. The efficiency of the process can be determined by the number of respondents who have experienced difficulty in using the performance appraisal system, stages they have encountered problems and their rating on electronic performance appraisal user friendliness. The level of proficiency of respondents in each stage can also be used to explain the efficiency of appraisal process because it directly affects how they use the

online system. For instance when most respondents are proficient in a particular stage it implies that they are using the system efficiently and the converse is true. Furthermore if they are partially proficient it indicates that the system is not efficient and effective. The main stages being considered in the appraisal process are: registration, developing work plan, mid-point review and end of cycle phase. Furthermore the frequency of training on performance appraisal process reflects on the sharing of information to enable employees better understand the system, become proficient and effectively and efficiently use performance appraisal system.

2.4. Empirical Review

2.4.1. Employee Attitude
Farndale and Kelliher (2013) explored the employee experience in implementing the performance appraisal focusing on perceptions of justice in relation to organizational commitment. The researchers conducted a multilevel analysis of 4,422 employees across 22 business units in Europe, this showed that organizational unit with high trust in senior management have both higher levels of commitment, and show a stronger link between employee perceptions of fair treatment by their line manager during performance appraisal, and organizational commitment. The study provides initial evidence that the impact of line manager actions is important for employee-level outcomes but is also constrained by the organizational climate.
Mensah and Seidu (2012), performed a study on employees' perceptions of performance appraisal biases or errors, and examined the implications for developing and implementing an effective appraisal system in a polytechnic in Takoradi, Ghana. Data was collected from 140 employees of the institution, including academic and administrative staff who had worked for at least two consecutive years. Descriptive research design was used. A content validated semi-structured interview schedule was used to interview the respondents. The findings indicate that employees perceive that PA system is affected by subjectivity, and is influenced by some major errors.
Oshode, Alade and Ogunro (2014) conducted a study to evaluate possible disparity between open and closed feedback system of performance appraisal with a view to establish their appropriateness in guaranteeing employees' productivity in the Nigerian banking industry. They collected a sample of one hundred and ninety five (195) drawn from banks with branches in Ado Ekiti, the capital city of Ekiti State. The samples were obtained via random sampling of the entire 360 staff members of the bank branches in Ado Ekiti. Chi square was employed for data analyses and Z test for hypothesis testing. The Chi Square Value of 28.745 and 254.157 for closed and open feedback system respectively depicts that open feedback system of PA guaranteed more productivity on the part of employees.
Stylianos, George, Ourania and Vasilios (2013), performed a review of employee performance appraisal in health clubs and sports organizations in United States of America. The health and fitness club industry is highly competitive, which is recorded at 133,000 fitness centers worldwide with profits of 72.7 billion dollars, an organization in order to be viable requires from the employees maximum work performance. This review highlighted the importance of a valid and reliable human resources assessment whereas organizations prosperity competitiveness and effectiveness is increased as well as a strategic planning is developed.
Singh et al (2013) purposed to investigate the relationship between performance appraisal and employee performance among employees of service and manufacturing sector organizations in India. Data was collected by standard questionnaire and random sampling from over 100 organizations both for service and manufacturing sectors. Correlation and regression analysis were used to explore the relationship between them. SPSS, Version 20 was used for analysis. Overall 52percent and 32percent of the variance in employee performance can be derived for by performance appraisal in the case of service sector organizations and manufacturing sector organizations respectively.
Asamu (2013) study examined performance appraisal and worker's performance in Wema Bank Headquarters, Lagos – Nigeria. He adopted the survey research design. A total of 150 research subjects were drawn from the target population using the stratified and the simple random sampling technique. However 120 copies of questionnaire were returned upon which the data analysis was based. This represents 85 percent response rate. Chi Square method was used for testing the hypothesis. The findings reveal that there is a significant relationship between PA and worker's performance; and employee's commitment to goals and objectives of the organization.
Mahajan (2014) performed a study to examine relationship between employees satisfaction on performance appraisal system with reduction of rater's errors in educational institutions. The respondents were faculty members. The researcher found that the evaluation of employee's performance so it is very important that employee is satisfied with their evaluation process or appraiser's rating.
Mukanzi (2013) sought to find out factors affecting performance appraisal process in Telkom Kenya. Target population consisted of 150 employees in department of mass market and customer care and sample under study was 50 employees. Data was collected using questionnaires and a descriptive research design was used to analyze the data. The study found out that majority of the respondents had indicated that they were not satisfied with the compensation package given after the performance appraisal process.
Dqarehzereshki (2013) studied the role of the performance appraisal quality (independent variable) on one important human resource management outcome which is job satisfaction (dependent variable). Using data from 133 employees of multinational companies in Malaysia, employees' performance appraisal experiences were identified. Regression analysis was then employed to examine the relationship between performance appraisal quality of employees and job satisfaction. Employees with high quality performance appraisal experiences were more likely to be satisfied with their job. The challenge HR practitioners is to decide whether the allocation of additional resources to ensure that all employees have a uniformly high quality performance appraisal experience is a worthwhile investment.

2.4.2. Top Management Support

Performance appraisal is a vital component of a broader set of human resource practices; it is the mechanism for evaluating the extent to which each employee's day-to-day performance is linked to the goals established by the organization (Coutts and Schneider, 2004). Performance appraisal can be defined as the formal assessment and rating of individuals by their managers(Armstrong 2012). Nonetheless employee performance appraisal can be in two forms – formal (systematic) and informal (non-systematic) appraisal. In informal appraisal, Dedina and Cejthamr (2005) writes that it is a continuous evaluation of an employee by the supervisor during work process. Formal employee appraisal is a formal organizational process conducted on a systematic basis in order to enable a comparison between the expected individual (group) and real performance (Giangreco et al, 2012).

The most popular classification of appraisal objectives was produced by Mc Gregor (1987). He grouped the objectives into administrative – orderly way of determining promotions, transfers and salary increases; informative – supply data to senior management on individual performance of employees; and motivational – creating learning experience that motivates staff to develop themselves and improve performance. According to Malcom and Jackson (2002), there are three main groups of appraisal purposes: performance, potential and reward reviews. In performance reviews, managers discuss with employees progress in their current positions, strengths and areas requiring further development. Potential reviews focuses on employee opportunities for progression, and how to match employee skills with job positions. Reward review emphasizes decisions regarding pay, benefits or promotion and provides feedback.

Consequently Wendy R. Boswelljohn W. Boudreau (2000) examined two typical performance appraisal uses: evaluative and developmental. The evaluative function includes the use of performance appraisal for salary administration, promotion decisions, retention-termination decisions, recognition of individual performance, layoffs, and the identification of poor performance. Developmental includes assessment of soft skills such as leadership, teamwork, communication among other competencies. Therefore the purpose of performance appraisal may be categorized into two broad categories evaluative and developmental purposes.

Khan (2013) developed a model in which the employee is uncertain about his own performance and about the manager's ability to assess him. The manager gives an employee a performance appraisal with a view of affecting the employee's self-perception, and the employee's perception of the manager's ability to assess performance. Khan examined how performance appraisals affect the employee's future performance in Pakistan. The predictions of the model are consistent with various empirical findings. These comprise (i) the observation that managers tend to give positive appraisals, (ii) the finding that on average positive appraisals motivate more than negative appraisals, and (iii) the observation that the effects of appraisals depend on the employee's perception of the manager's ability to assess performance accurately.

Jaksic and Jaksic (2013) argued that human resource performance management (HRPM) practices in organizations are essentially related to the satisfaction of employees. In addition, measuring and appraisal of employee performances and the procedures enabling feedback correspond to employee satisfaction, while higher levels of employee satisfaction further contribute to their higher achievements and better performance. The researchers established correlation performance management and employee satisfaction.

2.4.3. Training

Ikemefuna and Chidi (2012) set out to examine empirically workers perception of performance appraisal in selected public and private organizations operating in Lagos metropolis. The study adopted the survey research design. A total of 205 research subjects were drawn from the target population using the simple random sampling technique. However 174 copies of questionnaire were returned upon which the data analysis was based. This represents 85percent response rate. The findings showed that workers have an optimistic view of PA as a means for promoting, evaluating and equitably compensating employees, and forming the basis for many employee training programmes as well as its motivational effect on workers performance.

Gratton and Ghoshal (2002) highlights that at all levels prominence should be given to appraisal and development process. This leads to quality conversations as the supervisor and employee hold developmental meetings rather than have routine meetings. In addition they encourage discussions with open and honest leaders setting an example for curious and creative learning culture within the organization. Cunneen (2006) describes the performance appraisal process as a ritual between the managers and employees. The researcher indicates that managers dread performance appraisal and too often it leads to a shallow discussion with both parties unconsciously agreeing to meet the organizational appraisal policy and procedure. By so doing they avoid the fundamental issue of performance improvement.

Sillup et al. (2010) analyzes that traditional appraisals are completed annually and usually include a mid-point review. They argue that this is too infrequent because raters face difficulties with remembering what their employees did over previous months (Campbell et al., 1970, cited in Sillup et al., 2010). Juran (2004) found that organizations which had monthly or quarterly appraisal meetings outperformed competitors on every financial and productivity measure. Besides, the employees' feedback and perception on fairness of the performance appraisal system was favourable.

Another study by the Institute for Employment Studies (Hirsh et al., 2004) interviewed employees who alluded that they had experienced a manager who had developed them. Furthermore, they felt that the managers having developmental meetings and giving feedback made them close to employees. Subsequently, employees were close to their tasks and managers concentrated on coaching and access to work experiences. As a result this process improved performance as it impacted on employee confidence and motivation, and created a climate of openness within their teams and encouraged informal discussion about work issues.

A survey by the Career Innovation Group (Winter andJackson, 2004) asked over 700 high performers in a small sample of large, mostly global, organisations to comment on the conversations they had at work whichhad high impact on them. Not surprisingly, these

high performing employees are the kinds of people who receive a lot of attention, and they had regular conversations about their work, especially with their managers. However, they were not always getting the types of conversations they most needed.

In 2002, Simpanan Nasional Bank implemented a new performance management system for its about 5,000 employees. The appraisal system employed more emphasis on its management by objectives component. Before its introduction, training was conducted for all first rating officers including senior management. The trainings were done through workshops and guided by consultants to equip the supervisors with necessary skills to ensure success of the system. Thereafter the bank introduced a policy to be conducting the refresher courses annually for its employees to ensure smooth flow of the appraisal system. A study was taken to evaluate the progress and found out that the training programme improved the rating accuracy and minimized rating errors tremendously. In addition the training programmes succeeded in developing a common evaluation standard among raters (The Human Resource Department, Bank Simpanan Nasional, 2005).

2.4.4. Organizational Policies

Employee performance appraisal methods apply in different situations aimed at work done or future results. In addition the appraisal methods can be categorised based on functions and time horizon. According to Bratton (2012) and Dessler (2012), appraisal methods can be grouped in three categories: judgemental, absolute standards and result-oriented approaches. Performance appraisal methods can be classified according to time horizon: methods targeting past events; methods focusing on present events; and methods focusing on the future that are oriented towards future forecasts (Hronik, 2006).

Performance appraisal may also be categorised into two broad methods: traditional and modern. Deb, 2006; Khurana et al, 2010; and Randhawa, 2007, indicate that traditional methods include: ranking, paired comparison, rating scales, forced choice method, forced distribution method, essay method, group appraisal, critical incident, field review, confidential reports, checklist and person to person comparison. Subsequently, the authors emphasize that modern methods consist of: management by objectives, assessment centre, human resources accounting, behaviourally anchored rating scale, 360-degree feedback and psychological appraisals.

Judgemental methods include: behaviourally anchored rating scale, rating scales, ranking and rating (Griffin, 2012). Scaling methods comprise of: checklist, graphic rating scales and behaviourally anchored rating scales (Mathis & Jackson, 2011). Narrative methods consist of: free easy method, critical incident, and confidential report. Comparative methods incorporate: paired comparison, ranking, forced distribution and forced choice method. Rating methods encompass checklist, rating scales and behaviourally anchored rating scale whereas behavioural methods has behaviourally anchored rating scale (Borgadus, 2007).

Absolute standards approach include: checklists, essays, critical incidents and behaviourally anchored rating scales. The end result is a single numerical rating that is useful for personnel decisions such as salary and promotion (Rothwell, 2012). Consequently the response made by the evaluator is specific enough to be used as feedback in an appraisal interview with the industrial psychologists and is meaningful to the subordinate (Fletcher, 2009).

Results oriented approaches may act as alternatives to judgemental and absolute standards methods. This approach evaluates employee results quantitative and qualitatively. This method emphasizes on what the employee is supposed to accomplish on the job rather than a consideration of the employee's traits or on the job behaviours (Fletcher, 2009; Grote, 2011). Results oriented approaches include: goal setting; measures of quantity of output - number of sales, words typed or items produced; measures of quality – product reputation, typographical errors, or rejected items; measures of lost time – absenteeism or tardiness; measures involving education, training or experience – time in the field or in a particular position. The most popular is goal setting.

Akinbowale, Lourens and Jinabhai (2013) conducted a research to identify the role of performance appraisal policy and its effects on employee performance in South Africa. The study noted that effective performance appraisal policy remains a practical challenge to managers and employees because of cognitive, motivational and behavioural factors. The PA policy impacts other human resources policies as well as organizational strategy. The effectiveness of an organization's PA policy is a prerequisite for ensuring the success of its selection, training and employee performance. At a strategic level, the need for rapid and effective organizational changes in today's dynamic social, economic and political environment requires that employees continually re-align their performance with the evolving goals and objectives of the organization.

Sales (2013) examine the process of implementation of a performance measurement tool in a local government television network and how can be adapted to this non-profit organization with a variety of stakeholders in Europe. He adopted a case study approach. The organization successfully implemented the performance measurement tool by (1) capturing in an organized hierarchical way the objectives of different stakeholders, (2) transmitting the strategy and aligning objectives. As any other case study, the method chosen limits the statistical generalizability of the findings.

Tabassum (2012) did a case study to explore and assess the existing performance appraisal practices of PIACT Bangladesh, an NGO of Bangladesh. The study examines the characteristics, elements, assessment approach and methods of performance appraisal, and methods of appraisal interview in PIACT. This discussion is followed by a critical assessment that identifies the effectiveness of current performance appraisal practices.

Sarfraz, Ran and Soliev (2013) did a desk study on the problems and reasons in the development process of government performance evaluation in China during different stages of transition. Their paper considers that local government performance evaluation system should include the people (officials), the wealth (budge fund) and the affairs (public service) under the goal of building a service oriented government. The integration of officials' actions, budget fund and public affairs should be realized through setting up the institutional arrangement of local government performance evaluation, that means to realize the integration of officials' encouragement, performance budgeting and concept of livelihoods development, to initiate the management flexibility and

decentralization between local government performance evaluation, between government and department, and between department and officials, to implement the management system of result promised and result oriented, and to control the result.

2.4.5. Performance Appraisal Process
Ratnawat and Jha (2013), attempted to shed new light on effectiveness of performance management systems in terms of perceived effectiveness on one hand and variations in stakeholders perception based on demographic and other variables. A questionnaire survey was conducted in an engineering organization in India. The outcomes reveal that the performance management system of the organization is quite effective. However there is scope for improvement as indicated by low rated variables. A predictive model was developed to establish the relationship between the significant variables of performance management system and performance improvement.

Lawler, Benson and Mc Dermont (2012) research suggested that performance management systems can be effective if they are designed and executed correctly in United States of America. Performance management systems are effective when they are based on goals, competency models that are jointly set and are driven by an organization's business strategy. Consequently, salary increases and bonuses incentives, senior management leadership and ownership of the appraisal process, appraisal training, holding the human resource and management accountable for how well they do appraisal and using measures of how results are achieved are important ingredients to effectiveness.

Nuti, Seghieri and Vainieri (2012) assessed the effectiveness of a performance evaluation system in the public health care sector focusing on novel evidence from the Tuscany region in Italy. The researchers pointed out five critical success factors: the visual reporting system, the linkage between performance evaluation system and chief executive officer's reward system, the public disclosure of data, the high level of employees and managers involvement into the entire process and the strong political commitment. Scholars suggest the use of a constructive approach in order to gain effective changes in human organization. Rahim (2012) critically evaluated the existing performance appraisal systems of Mercantile Bank Limited, Bangladesh. The researcher reviewed existing literatures and collected relevant information from the bank. In addition he provided some recommendations to overcome the problems involved with the existing performance appraisal system of Mercantile Bank Limited.

Mustapha and Daud (2012) examined perceived performance appraisal effectiveness, career commitment and turnover intention among academics in Malaysia. The study also captures the key performance appraisal dimensions and processes. A pilot study of 36 academics and 4 human resource experts is carried out. The framework is then verified and validated. Findings are slightly different from those found in literatures. Shanthi and Agalya (2012) estimated the factors affecting of PA systems. The researchers used establishment data from the Indian Information Technology Enabling Service industry. The results indicate that PA is associated with employees require more transparency among the evaluation parties in the existing performance appraisal process. Furthermore, to increase productivity, goodwill and quality standards the following were found critical: provision of guidance at an appropriate time to satisfy the employee with work moral, formal training and incentive pay.

Ishaq, Iqbal and Zaheer (2009), conducted a study to assess effectiveness of PA while exploring its outcomes and detriments in Pakistani public and private sector organizations. They collected data through survey of 127 managers and employees. The findings revealed that the awareness level about outcomes of effective performance appraisal is more than factors that can harm effectiveness of PA. Managers hold different views from employees regarding detriments to PA effectiveness whereas, regarding outcomes of PA effectiveness, male and female managers/operatives have different views.

2.5. Critique of Literature
Performance appraisal process is being widely practiced in organizations worldwide(Dechev, 2010). In spite of this fact there are a large number of managers, human resource professionals, specialist and researchers who recommend organizations to get rid of the performance appraisal systems. Their rationale for this is that performance appraisal systems are said to be time consuming and at times do not contribute towards meeting the organizations objectives. The first assumption in this case maybe sound rationale in evaluating the existing discrepancy between the four theories (Goal-Setting, Expectancy, Control and Social-Cognitive Theories) and the practical implementations of the performance appraisal system, however, the major concern for abolishing performance appraisal is rooted from the fact that appraisals do not necessary depend on goals, they can be statistically crafted to calculate the hours used in a day and the wage or labor offered to the employee to determine the value.

Bellows and Estep, (1954) and Alam,(et, al. 2013)report there is a considerable gap between theory and practice and that human resources specialists do not make full use of the psychometric tools available. In as much as this point of view makes sense, Chowdhury, (2011) counters this argument by noting that line manager' needs are simple and easy to administer. Hence psychometric tools do not in any way contribute towards the effectiveness of the performance appraisal which could otherwise become time consuming and cost ineffective. Another portion of criticism in as far as performance appraisal is concerned emanates from the fact that performance appraisal increases the dependency of the employees on their superiors.

Whenever the process of performance appraisal is conducted by managers who are often not trained to be appraisers, the genuine feedback is obstructed(Dechev, 2010). This is because it includes subjectivity and bias of the raters, which leads to incorrect and unreliable data regarding the performance of the employee. This depletes the essence of the process because the appraisal activity is reduced to a bitter process of assessment which can create emotional pressures, stress and sometimes can adversely affect the morale and lead to de-motivation(Farndale & Kelliher, 2013).

Furthermore, Khan(2013) argues that performance appraisals are often time consuming and use incorrect methods to measure performances. His views underscore that generating false results and decisions can be politically influenced and the results thereof

could impede any progress made within an organization. Similarly Dechev(2010) noted that the struggle to remain sustainable and competitive should supersede the suggestions made by human resources professionals because there is a more pressing need to collaborate more intensely in designing strategies that are productive and humane.

Concurring with this view, Ratnawat and Jha, (2013) note that the building blocks for enhancing performance is creating a performance culture and not implementing the performance management process. Their assumptions of a performance appraisal within a corporate management setting are pegged on the view that culture makes people be truly engaged in the business of the organization. This view out rightly undermines the effectiveness of the performance appraisal systems. Accordingly, Dechev(2010) noted that a generation ago appraisal systems tended to emphasize on employee traits, deficiencies and abilities, however, the development of the employee and organization relations has drastically changed the modern appraisal philosophy by emphasizing on the present performance and future goals (which focus on the organizational culture).

The aforementioned perspectives on performance appraisal reveal that human resource authors have varying perceptions on appraisal procedures. The assumption that people want to satisfy some of their needs through performing work activities that provide them with a supportive environment, is therefore subject to investigation. The overarching need to perform meaningful tasks, work towards meeting objectives, and work towards personal growth seem to supersede the significance of having an effective appraisal system. Notwithstanding, the factors affecting the reliability of a performance appraisal system deserve attention.

2.6. Research Gaps

According to Akinbowale, Lourens, and Jinabhai, (2013) a well-administered performance appraisal system gives credibility to assigning proper compensation and rewards. The purpose for appraising is to encourage performance improvement plans for poor performers, improves morale and productivity, and appraisal records may act as proof that organizational policies have been adhered to. While this seems to be underscored in journals and human resource publications, evaluating the effectiveness of the appraisal systems seems to silent phenomenon. Bellows and Estep, (1954) noted that the psychology of employment seems only focused at the individuals yet there are extrinsic factors that can affect perfomance. These extrinsic factors refer to the reliability of employee appraisal system.

Based on this view, it is worth noting that there has been extensive research world-wide on - performance appraisal methods, (Asamu, 2013). However, the factors attributing to the effectiveness have not been widely explored. Chowdhury, (2011) argues that research on international organizations mainly focuses on exploring the best practices of performance appraisal in Multi-national organizations, however gaps are usually downplayed. Additionally, Davis(1995) comments that meta-analysis studies abstractly mention the features entailed in evaluation systems. His view point highlights that the processes within appraisal systems are not extensively discussed by human resource publication.

Anchored on the same perspective, Ghorpade(1995) noted that whenever an organization has reduced margins of employee turnover, the evaluations made assume that the appraisal system is fair. While this may have a bearing the lack of assessing the effectiveness of a perfomance appraisal system reveals the existance of gaps within the literature review on the evolution of the performance appraisal purposes and perceptions. According to Carrigan(2013), studies on performance appraisal seem to be deficient of the need for developing the employee skills and interpersonal relations. It seems that the modern appraisal philosophy emphasizes on the present performance and future goals. It is against this back drop that this study sought to explore how employee attitude, top management support, training and organizational policies affect the effectiveness and efficiency of performance appraisal process in United Nations Office Nairobi.

3. Research Methodology

3.1. Introduction

This chapter describes the research design, population of study, sample size and sampling procedure, data collection tools and procedures, data processing and analysis and as well as validity and reliability of the research instruments that were employed during the study.

3.2. Research Design

Research design `deals with alogical problem and not alogistical problem' (Yin, 1989).Kothari (2004) also defines the research design as the plan and structure of investigating so conceived as to obtain answers to research questions. Therefore research design is the structure of any scientific work that gives direction and systematizes the research. Different types of research designs have various merits and demerits depending on the aims of the study and nature of the phenomenon for instance experiment, case study, longitudinal and cross-sectional design. This study adopted a descriptive survey design. A survey design as described by Mugenda & Mugenda (2008) is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This type of research design attempts to describe conditions of the present by using many subjects and questionnaires to fully describe a phenomenon.

3.3. Target Population

Population refers to the larger group from which a sample is taken (Orodho, 2003). White (2003) views population as the universe of units from which the sample is to be selected. Consequently, a population can also be defined as including all people or items with the characteristic one wish to understand. According to records there were up to 495 staffs in UNEP which is the Headquarters located in

Nairobi and there are several UN agencies, programs and funds that operate within UNON. Consequently, UNON is charged with administering performance appraisal process for UNEP and UN-HABITAT. The targeted population for the study thus includes the following: All GS Staff; all Hiring Managers and all HR Focal Points in UNEP as illustrated in Table 1:

Category	Population	Percentage
General Staff	468	94
Hiring Managers	18	4
HR Focal points	9	1
Total	**495**	**100**

Table 1: Target Population
Source: UNON (2013)

3.4. Sample, Sampling Frame and Sampling Technique
From the definition of the population above, a census is not feasible in this study. Subsequently the researcher adopted the survey type of research in which a sample was drawn from the population. According to Cant et, al. (2003), a sample is a subgroup of the population that is selected to participate in the research and a population consists of all the elements (people, products, organizations, markets, etc.) A sample may be defined as representative unit of a target population, which is to be worked upon by researchers during their study. The sample represents a subset of manageable size (Mugenda & Mugenda, 2003). The researcher collected samples and statistics calculated from the samples to make inferences or extrapolations from the sample of the population. Due to the heterogeneity of the population, the study adopted a stratified sampling technique. This technique allows each participant to be identified and has a known or non-zero chance of being in the sample. The study used it because within the organization we have different levels of staff General Service, Hiring Managers and Human resource focal points. This study targeted 10 percent of the target population as advocated by Mugenda and Mugenda (1999). Therefore, in total, a sample of 50 subjects will be selected from the target population of 495. Details of the sample are as follows:

Category	Population	Sample Ratio	Sample Size
General Staff	468	0.1	47
Hiring Managers	18	0.1	2
HR Focal points	9	0.1	1
Total	**495**	**-**	**50**

Table 2: Sample Distribution

3.5. Research Instruments
The focus of the study was explored factors affecting performance appraisal process and the importance of primary data cannot be over-emphasized. However, secondary data was also collected to augment the findings. The literature review in chapter two served as the basis for the development of the questionnaire for the purposes of this study. Kotler (2000) states that when preparing a questionnaire, questions, their form, wording and sequence should be carefully chosen. It is important to note that the form of the question asked can influence the response. Distinction should be made between open-end and closed-end questions.
Open-end questions according to Kotler (2000) allow respondents to answer in their own words. Open-end questions often reveal more because they do not contain the respondents' answers. These question types are especially useful in exploratory research, where the researcher is looking for insight into how people think, rather than measuring how many people think a certain way. Cant et al. (2003) state that on self-administered questionnaires, the use of open-ended questions should be limited, because respondents will seldom give elaborate answers.
Hague (1993) states that questionnaires primarily fulfil four purposes: (a) to draw accurate information from the respondent by asking the right question of the right person; (b) To give structure to the interview so that it follows sequentially and logically; (c) To provide a standard format on which facts, comments and attitudes can be recorded; (d) To facilitate data processing. Before the actual data collection the researcher collected an introductory letter from the University to the organization. The author's visit to the organization in relation to this study was therefore to introduce himself, familiarize as well as seek the consent of management for the study.
The questionnaire consisted of approximately34 questions divided into five sections 'A', 'B', 'C' and 'D'.Section 'A' sought to get the participants background information such as gender, age bracket and education level. Section 'B' sought to assess the employee attitudes based on the number of years they have worked for the organization, whether appraisal has improved job satisfaction, organizational commitment and performance improvement, factors affecting effectiveness of performance appraisal, assessment of whether the appraisal forms are consistent, reliable and valid, psychological responses due to appraisal, benefits of appraisal and their own opinion on the current electronic performance appraisal.
Section 'C' attempts to understand how top management support influences performance appraisal process by analyzing: primary purpose of appraisal, benefits of appraisal process to senior management and the organization, human resource actions taken by management after performance appraisal, gauge level of support to the process, and share own opinion on how top management can improve performance appraisal process. Section 'D' focuses on how training influences performance appraisal process. Here the researcher asked if participants have been trained on United Nations appraisal policy, how often they are trained on appraisal, role of the participants in appraisal, level of proficiency in various stages of the appraisal process, indicate if they have had difficulties in

using the appraisal process at which stages, whether they encountered certain tools in the online system, user friendliness of the system and own opinion on how to improve the training sessions.

Section "D" seeks to examine the influence of organizational policies on performance appraisal process through ascertaining performance appraisal method used by the organization, primary source of appraisal information, critical stages in appraisal, primary source of information, provision of feedback by the supervisor, understand who is best placed to assess management performance, and own opinion on how to improve performance measures.

3.6. Data Collection Procedure

The researcher used questionnaires to collect primary data. The questionnaires were self-administered and distributed to the respondents and reasonable time given before they could be collected. During this process, great care was taken to ensure that data were properly cleaned, edited, classified, coded and stored. Coding data involved transforming responses such as 'fully/partially/little or no support' or 'yes or no' into numerical form for quantitative analysis. The researcher also created code categories for qualitative data. To clean and edit data, the study ensured consistency and appropriateness of responses, where decisions are made and confirming data entry into a computer or transcribing data onto code sheets.

Secondary data was collected by a study of records and documents in various departments in the organization involved in human resource appraisal processes; data that was collected concerned written records about variables understudy and reports with documentary evidence.

3.7. Pilot Test

The term *pilot study* is used in two different ways in social science research. It can refer to so-called feasibility studies which are "small scale versions, or trial runs, done in preparation for the major study" (Polit et al., 2001). Pilot studies represent a fundamental phase of the research process. The purpose of conducting a pilot study is to examine the feasibility of an approach that is intended to be used in a larger scale study. Nevertheless, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument (Baker, 1994).Pilot study illustrates where research protocols may not have been followed or whether proposed methods or instruments are inappropriate or too complicated.

According to Connelly (2008), extant literature suggests that a pilot study sample should be 10percent of the sample projected for the larger parent study. However, Hertzog (2008) cautions that this s not a simple or straight forward issue to resolve because these types of studies are influenced by many factors. Nevertheless, Isaac and Michael (1995) suggested 10 – 30 participants; Hill (1998) suggested 10 to 30 participants for pilots in survey research; Julious (2005) in the medical field, and Van Belle (2002) suggested 12; Treece and Treece (1982) suggested 10percent of the project sample size. I would say that 10 would be a minimum, and 30 might be considered in your project sample size is expected to be 300. As a result, the study adopted 10participants for the pilot study covering the general service staff, hiring managers and human resource focal points.

3.7.1. Reliability of Research Instruments

Joppe (2000) defines reliability as the extentto which results are consistent over time and an accurate representation of the total population under study is referred to asreliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979).Kirk and Miller (1986) identify three types of reliability referred to in quantitative research, which relateto: (1) the degree to which a measurement, given repeatedly, remains the same(2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period.

A measure of reliability called the test-retest method may be employed, where test proctors administer the same test to a set of examinees more than once. The test should be administered, a sufficient period of time should elapse, and the test should then be administered once again. Upon completion of the second administration, one is able to calculate the correlation coefficient between scores on the two measures, which will yield information on how stable the test results (i.e. observed scores) are over time (Crocker & Algina, 1986; Gregory, 1992).

A second type of reliability estimate is the alternate form method. This test-retest technique evaluates the consistency of alternate forms of a single test (DeVellis, 1991). This approach is particularly useful in the context of standardized testing procedures, where it is ideal to have multiple, and equivalent, forms of the same test. In this method, participants take one form of the test, a period of time elapses, and they then take a second form of the test. Once results are gathered from both sessions, the correlation coefficient between the two sets of scores is calculated. In this technique, a coefficient of equivalence is yielded (Crocker & Algina, 1986; DeVellis, 1991; Gregory, 1992).

Internal consistency method refers to the consistency of scores using a single administration of an instrument. The three major types of testing internal consistency include: split-half, Kuder-Richardson approach and Alpha coefficient. Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. In addition, reliability estimates show the amount of measurement error in a test. Put simply, this interpretation of reliability isthe correlation of test with itself. Squaring this correlation and subtracting from 1.00 produces the index of measurement error. For example, if a test has a reliability of 0.80, there is 0.36 error variance (random error) in the scores ($0.80 \times 0.80 = 0.64$; $1.00 - 0.64 = 0.36$). However,there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to1.0 the greater the internal consistency of the items in the scale. Based upon the formula $\_ = rk / [1 + (k-1) r]$ where k is the number of items considered

and r is the mean of the inter-itemcorrelations the size of alpha is determined by both the number of items in the scale and themean inter-item correlations. George and Mallery (2003) provide the following rules of thumb:"_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable". While increasing the value of alpha is partially dependent uponthe number of items in the scale, it should be noted that this has diminishing returns. It shouldalso be noted that an alpha of 0.8 is probably a reasonable goal. The researcher obtained a 0.7 alpha.

3.7.2. Validity of the Research Instruments

A valid instrument is one which measures what it is supposed to measure (DeVellis, 2003). It also enables researchers to interpret variables and the relationships between variables in a more theoretically meaningful fashion (Bagozzi, 1980). Therefore, the development of a valid instrument is the most fundamental aim of any instrument developer. For outcome measures such as surveys or tests, validity refers to the accuracy of measurement. There are three basic approaches to the validity of tests and measures as shown by Mason and Bramble (1989). These are content validity, construct validity, and criterion-related validity. Content validitymeasures the degree to which the test items represent the domain or universe of the trait or property being measured. Cronbach and Meehl (1955) indicated that, "Construct validity must be investigated whenever no criterion or universe of content is accepted as entirely adequate to define the quality to be measured" as quoted by Carmines and Zeller (1979). Criterion-related validityis concerned with detecting the presence or absence of one or more criteria considered to represent traits or constructs of interest.

Evaluating a scale's content validity is a critical early step in enhancing the construct validity of an instrument (Haynes, Richard, & Kubany, 1995). Among researchers, the most widely used method of quantifying content validity for multi-item scales is the content validity index (CVI) based on expert ratings of relevance. A CVI value can be computed for each item on a scale (which we refer to as I-CVI) as well as for the overall scale (which we call an S-CVI). To calculate an I-CVI, experts are asked to rate the relevance of each item, usually on a 4-point scale. There are several variations of labeling the 4 ordinal points, but the scale that seems to be used most often is 1 = not relevant, 2 = somewhat relevant, 3 = quite relevant, 4 = highly relevant (e.g., Davis, 1992). Then, for each item, the I-CVI is computed as the number of experts giving a rating of either 3 or 4, divided by the number of experts—that is, the proportion in agreement about relevance. For example, an item rated as "quite" or "highly" relevant by 4 out of 5 judges would have an I-CVI of .80.

Lynn (1986) provided widely-cited guidelines for what an acceptable I-CVI should be in relation to the number of experts. She advocated that when there are 5 or fewer experts, the I-CVI must be 1.00—that is, all experts must agree that the item is content valid. When there are more than 5 experts, there can be a modest amount of disagreement (e.g., when there are 6 experts, the I-CVI must be at least .83, reflecting one disagreement). Another approach for the S-CVI is to compute the I-CVI for each item on the scale, and then calculate the average I-CVI across items. The researcher sought 5 experts to assess the instrument achieved a 0.80 I-CVI hence considered evidence of good content validity.

3.8. Data Analysis and Presentations

Data collected was analyzed using both quantitative and qualitative methods with the help of (SPSS) version 20 and excel. The findings were presented using tables and graphs for further analysis and to facilitate comparison. This generated quantitative reports through tabulations, percentages, and measure of central tendency. The researcher further adopted multiple regression model at 5percent level of significance to study the strength and direction of the relationship between the independent variable. Performance of human resource appraisal process was regressed against four variables namely top management support, leadership style, training and organizational policies. The equation was expressed as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$, where,

Y = Performance of human resource appraisal process,

β_0 = constant (coefficient of intercept),

X_1 = Top management support

X_2 = Employee attitude

X_3 = Training

X_4 = Organizational policies;

ε = error term;

$\beta_1\ldots\beta_4$ = regression coefficient of four variables.

4. Data Analysis, Results and Interpretations

4.1. Introduction

This chapter presents results and findings obtained from field responses and data broken into two parts. The chapter first applies descriptive statistics using statistical measures such as mean, standard deviation, graphs and charts to explore the nature of the results of the variables under study. Furthermore applies regression analysis to determine the relationship between the study variables and the extent of the relationship between and among the variables.

4.2. Response Rate

From the data collected, out of the 50 questionnaires administered, 40 questionnaires were fully completed and returned making a response percent of 80 percent. This percentage concurs with Mugenda and Mugenda (2003) who argues that for generalization a

response rate of 50 percent is adequate for analysis and reporting, 60 percent is good and a response rate of 70 percent and over is excellent, thus 80 percent was excellent for an analysis. This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants and applied the drop and pick method where the questionnaires were picked at a later date to allow the respondents ample time to fill the questionnaires. The response rate was adequate for the study to make relevant conclusions.

Response	Frequency	Percentage
Filled-in Questionnaires	40	80
Unreturned Questionnaires	10	20
Total	**86**	**100.00**

Table 3: Response Rate

4.3 Reliability Analysis
Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. Cronbach's alpha was calculated by application of SPSS version 21 for reliability analysis. The value of the alpha coefficient ranges from 0 to 1 and is used to describe the reliability of factors.A higher value shows a more reliable generated scale. Cooper & Schindler (2008) have indicated 0.7 to be an acceptable reliability coefficient.

Table 4 shows that organizational policies had the highest reliability (α=0.788) followed by employee attitude (α=0.787), top management support (α=0.777) and training (α = 0.761). This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.7 and therefore the instrument was reliable for data collection (Mugenda & Mugenda, 2008).

Variable	Cronbach's Alpha
Top management support	.777
Employee attitude	.787
Organizational policies	.788
Training	.761

Table 4: Reliability Coefficients

4.4. Demographic Characterization of the Respondents
The study analyzed demographic information of the respondents which included gender, age, marital status and the level of education. This was important since it forms foundation under which the study can fairly adopt in coming up with conclusions. The analysis relied on this information of the respondents so as to categorize the different results according to their acquaintance and responses.

4.4.1. Gender of the Respondents
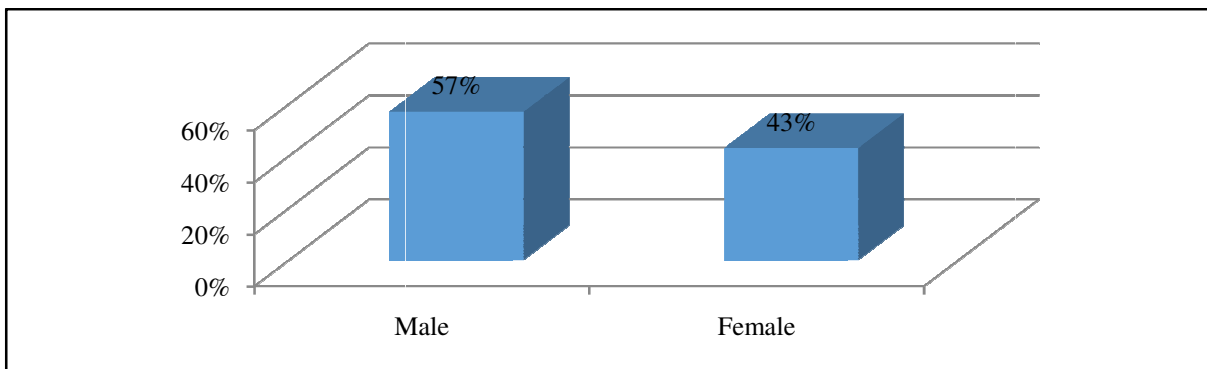
Figure 2: Respondents Gender Distribution

Further the study assessed gender distribution of the respondents in order to establish if there is gender balance in the positions indicated. From the findings as indicated in Figure 2, majority (57percent) were male respondents with (43percent) being females respondents. This implies there were more males than female respondents though with less disparity meaning that there is gender balance among the employees in the organizations. Shaw and Carter (2007) found that organizations with gender balance were motivated to perform better towards organization goal as women and men compete favorably to deliver on their assignments.

4.4.2. Age Distribution

The study analyzed respondent's age distribution. The findings were as indicated in Figure 3 below:
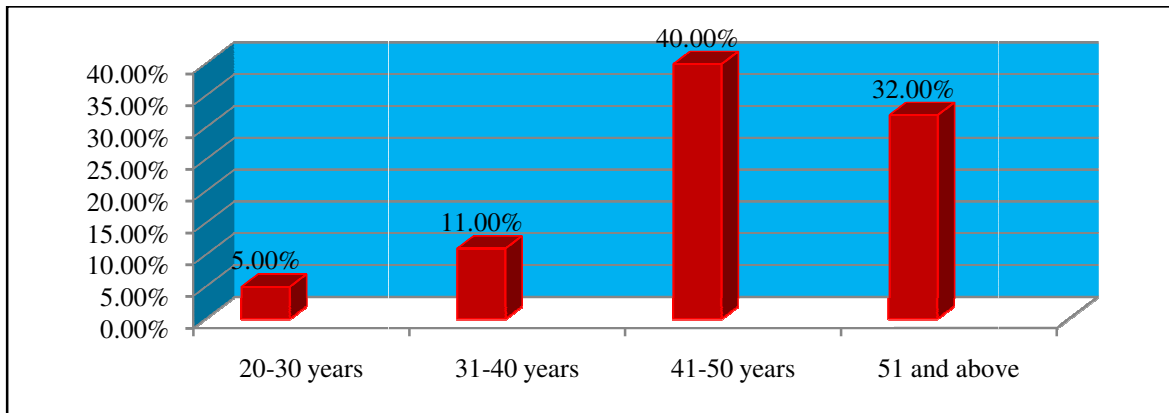
Figure 3: Respondents Age Distribution

From the findings in Figure 3, 40percent indicated that they ranged between 41-50 years, followed by those who indicated that they are 51 and above years with 11percent and 5percent and indicating that they were 31-40 years and 20-30 years respectively. This implies that majority of the respondents were at their maturity stage and therefore able to handle their roles responsibly and could provide credible information sought by the study. The findings support Haugh and Kitson, (2007) that age is associated with experience and responsibility at work place.

4.4.3. Level of Education
The study further analyzed respondents' level of education in order to ascertain if they were well equipped with the necessary knowledge and skills for overall management of the human resource appraisal processes
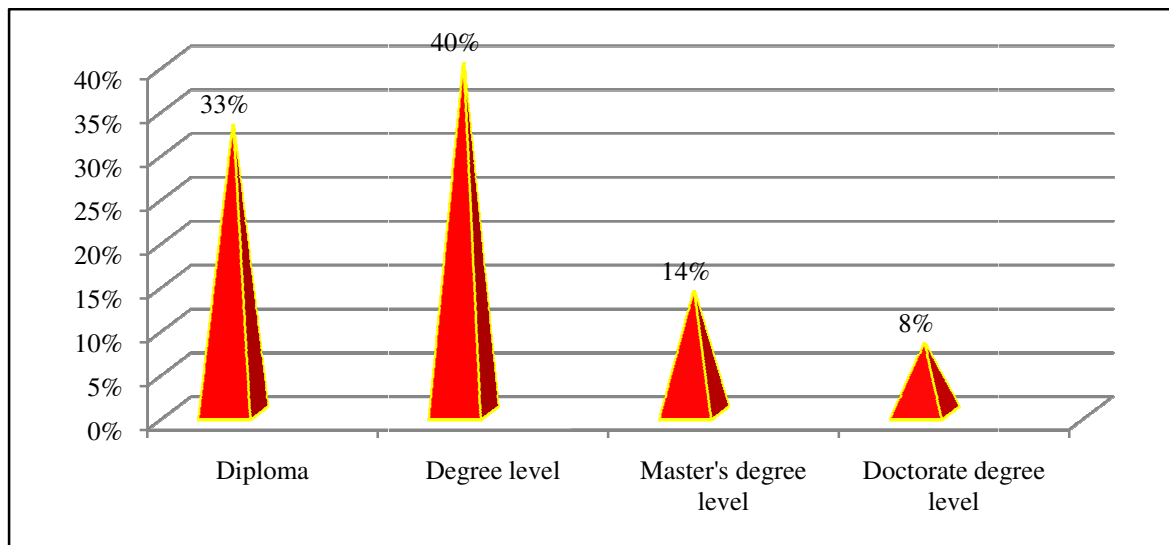
Figure 4: Level of Education

From the study findings 40percent indicated that they had university first degree, followed by those who indicated that they had diploma at 33percent with few 14percent indicating that they had master's degree and 7percent doctorate qualification respectively. Katz, Lazer, Arrow& Contractor, (2004) associated the education level of employees with business success with findings that, those with higher levels of education are more successful because higher education provides them knowledge and modern managerial skills, making them more conscious of the reality of the business world and thus in a position to use their learning capabilities to manage human resource appraisal processes.

4.4.4. Years of Service in the Organization
The study explored how long the respondents had worked in the organization; this was to ascertain to what extent their responses could be relied upon to make conclusions for the study based on experience.
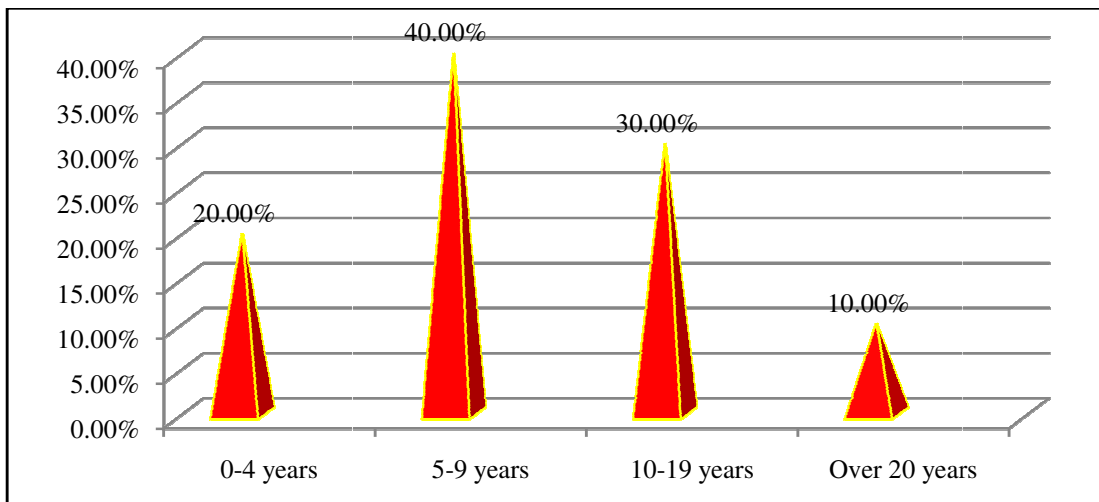
Figure 5: Work experience

From the study findings as indicated in Figure 5, majority 40percent of the respondents indicated that they had been in their position for a period ranging from 5-9 years followed by those who indicated that they had been in the position for a period of 10-19 years, (20percent) indicating that they had 0-4 years and with only few 10percent indicating that they had been in their position for a period more than 20 years. The findings collaborate Larnsen, (2012) observation that the longer employees stick with their organization the more they demonstrated an explicit motivation that was not for financial gain but a wish to make a difference. Human Resource appraisal processes would ordinarily thrive under such circumstances where their management remains focused in realizing both their objectives and economic outcomes.

4.5. Employee Attitude

The study investigated respondents' views on performance appraisal forms used on the consistency, reliability and validity. From the study findings as indicated in Figure 6, 40percent of the respondents indicated not at all consistent, 44percent of the respondents stated that they were reliable and 40percent indicated that they were not valid at all. This study supports, Stylianos et. al (2013) highlighted importance of a valid and reliable human resource assessment that increases the organizations competitiveness and effectiveness as well as strategic planning.
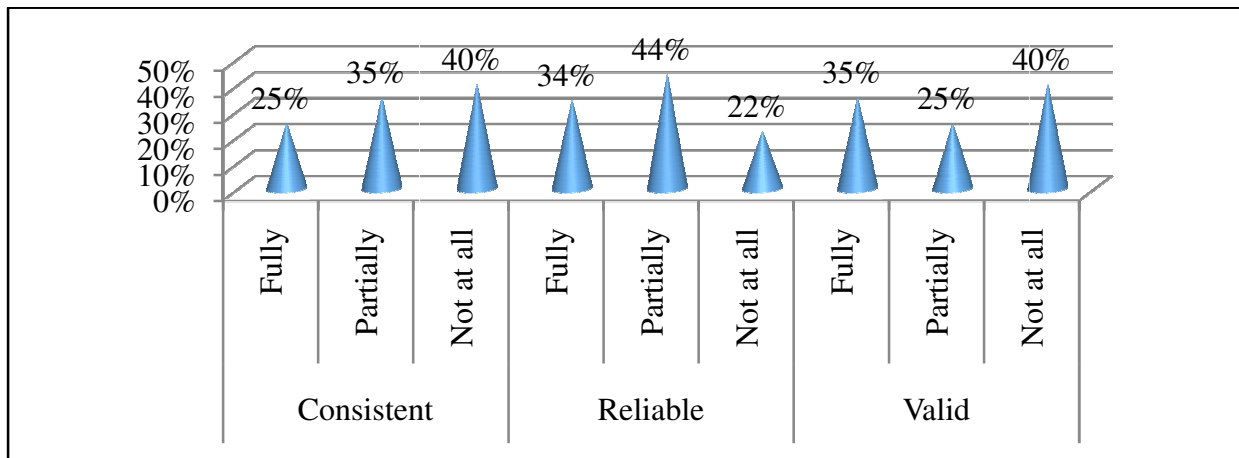
Figure 6: Consistency, reliability and validity of performance appraisal forms

The study exploredrespondents'views on performance appraisal process improve the performance commitment, organizational commitment and job satisfaction. From the study findings as indicated in Figure 7, 40percent of the respondents indicated not at all their performance commitment improved by the use of performance appraisal process, 44percent of the respondents also stated that organizational commitment partially improved by the use of performance appraisal process and 40percent of the respondents stated that job satisfaction improved by the use of performance appraisal process. These findings align with Asamu (2013) that there is a significant relationship between performance appraisal and workers performance; and employee commitment to goals and objectives of the organization.
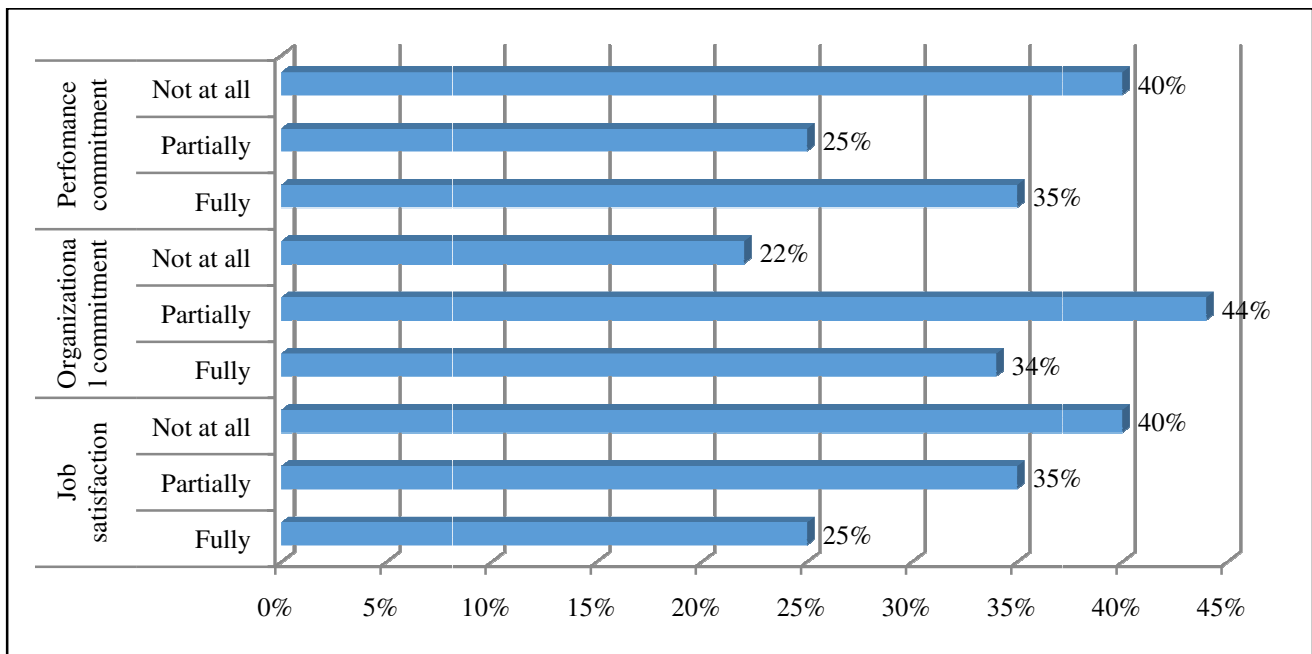
Figure 7: Performance appraisal process on Job satisfaction, organizational and performance commitment

The study assessed respondents' views on psychological responses have performance appraisal process elicited in the organization. From the study findings as indicated in Figure 8, 40percent of the respondents indicated 55percent on satisfaction25percent on acceptance and motivation on positive responses, 40percent of the respondents stated that resistance and 35percent on aggression and 35percent of respondents stated discouragement, denial and loathing. Consequently this study corresponds with Mukami (2013) that performance appraisal may elicit negative responses for instance employees expressing dissatisfaction with compensation packages given after performance appraisal. In addition Dqarehzereshki (2013) study supports these findings as his study asserted that employees with quality experiences were more likely to be satisfied with the job.
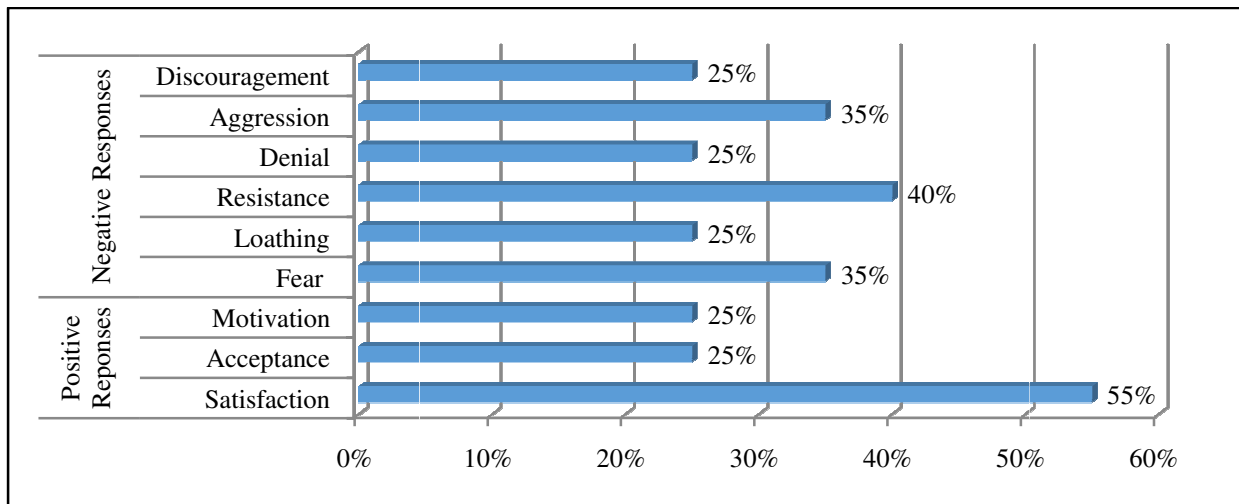
Figure 8: Psychological responses on performance appraisal process in the organization

The study explored respondents' views on some of the benefits of performance appraisal process for the appraise, appraiser and for the organization. From the study findings as indicated in Figure 9, majority (76percent) of the respondents indicated identification of ideas for improvement for the organization for the organization, 65percent of the respondents stated that it helps to reprioritize the targets for the appraiser and 70percent stated that it helped to improve working relationships on satisfaction. Subsequently, this study supports Khan (2013) model indicating that on average positive appraisals depend on employees' perception of the manager's ability to assess performance accurately. Furthermore, Malcolm and Jackson (2002), noted that employees need to progress in their current positions, strengthen and require further development, match employee's skills with job positions, emphasize decisions regarding pay, benefits promotion and providing feedback.
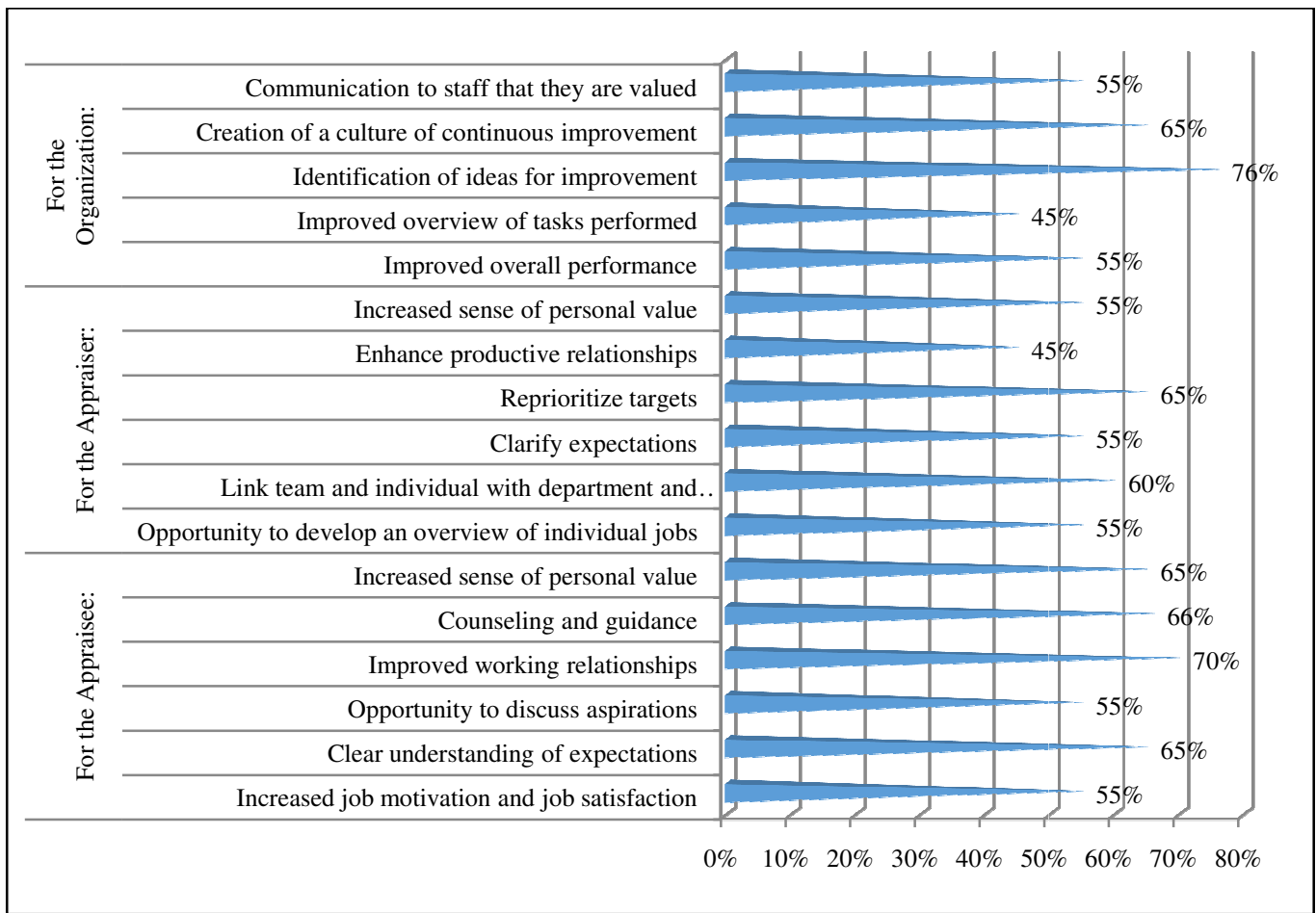
Figure 9: Benefits of performance appraisal process for the appraise, appraiser and for the organization

4.6. Top Management Support

The study analyzed primary purpose of performance appraisal in the organization. From the study findings as indicated in Figure 10, 60percent of the respondents indicated that primary purpose of performance appraisal was to evaluate employees, 55percent stated to use it for development of employee while 55 percent perceived that it was meant to concurrently evaluate and develop employees. This implies that the performance appraisal is used by management for evaluating and developing employees in the organizations. Therefore, these findings aligns with Malcolm and Jackson (2002) that there are three main groups of appraisal purposes being performance, potential and reward decisions.
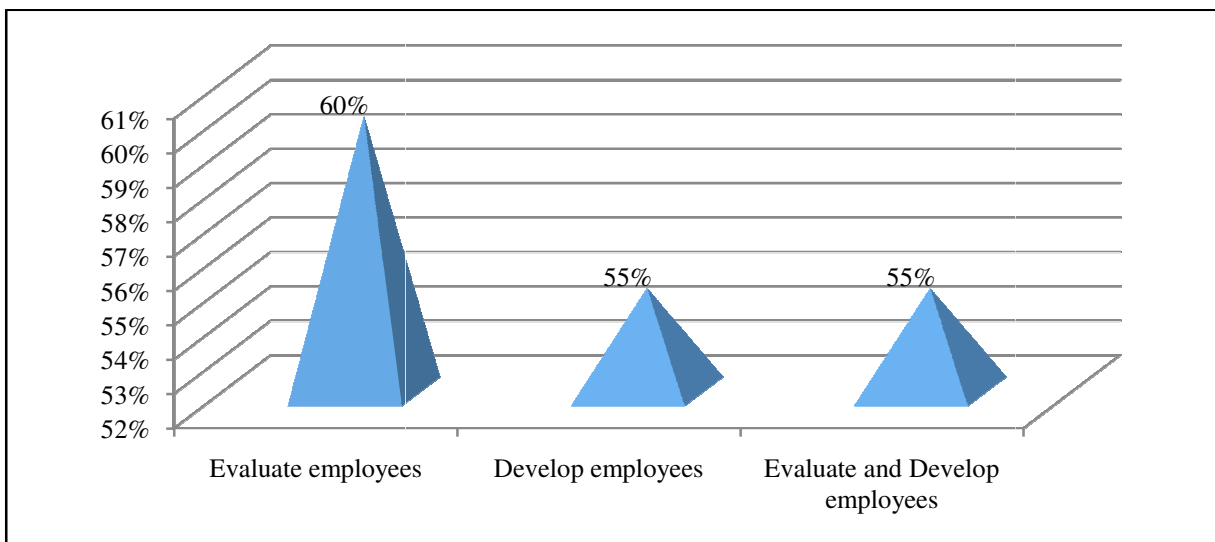
Figure 10: Primary purpose of performance appraisal

The study investigated human resource management action(s) have been taken by management as a consequence of performance appraisal process. From the study findings as indicated in Figure 11, 78percent of the respondents indicated that for the identification of poor and good performance, 55percent posited that is useful for salary restructuring, 65percent stated it is useful for training needs, 75percent of the respondents stated for promotion, 35percentindicated for transfer and 32percent stated that it is useful for termination and layoffs of the employees in the organization. As a result this finding supports Wendy R. Boswelljohn W. Boudreau (2000) that performance appraisal function includes salary administration, promotion decisions, retention, termination decisions, recognition of individual performance, layoffs and the identification of poor performance.
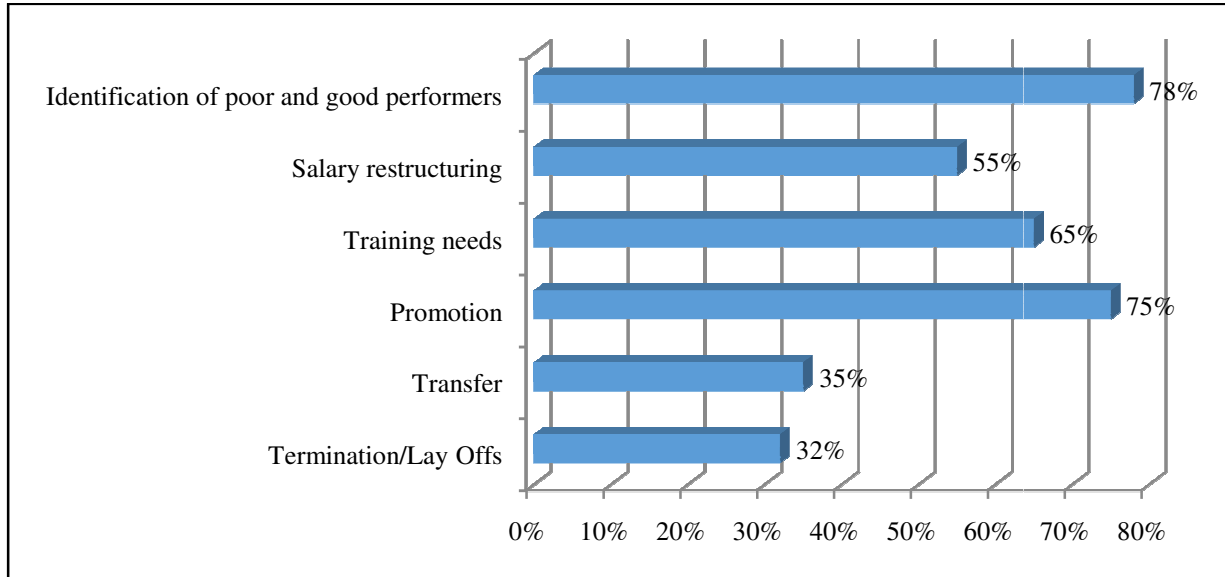
Figure 11: HRM action(s) taken as a consequence of performance appraisal process.

The explored benefits of performance appraisal process to senior management and the organization. From the study findings as indicated in Figure 12, 75percent of the respondents indicated that performance appraisal is used for assisting in human resource planning and rewarding decisions, 55percent posited that support budgeting process, 60percent of the respondents stated for highlighting training and development needs, 65percent indicated provision of knowledge regarding effectiveness of selection and placement programs, and 55percent of the respondents stated that it is useful as it helps managers affect employee behaviorin the organization. Consequently, this finding supports Wendy R. Boswelljohn W. Boudreau (2000) that performance appraisal function includes salary administration, promotion decisions, retention, termination decisions, recognition of individual performance, layoffs and the identification of poor performance.
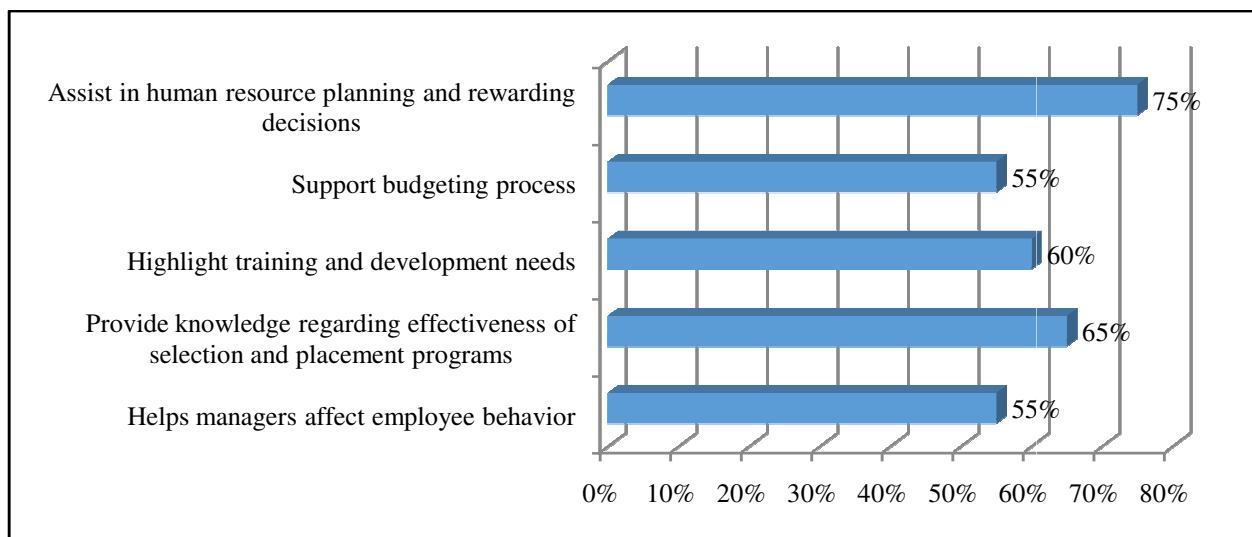
Figure 12: Benefits of performance appraisal

The study sought assessed management supports the performance appraisal process in the organization. From the study findings as indicated in Figure 13, 44percent of the respondents indicated that management support the performance appraisal process in the organization partially, 23percent posited that management supported fully the performance appraisal process in the organization,

20percent of the respondents stated little support and 13percent stated there was no support from the management on the performance appraisal process in the organization. These findings support Khan (2013) who observed that managers tend to give positive appraisal and effects of appraisals depend on employee perception of manager's ability to assess performance accurately.
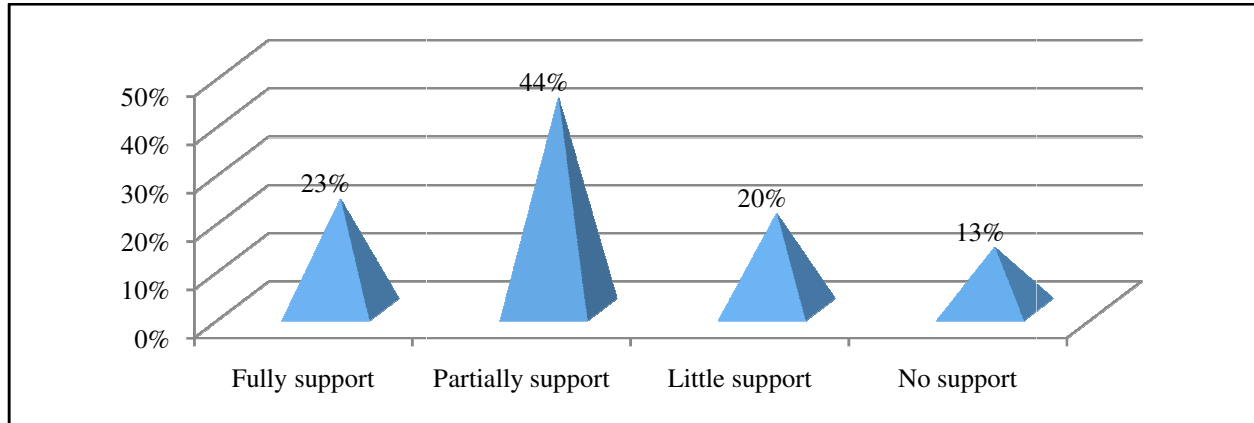

Figure 13: Top Management Support of performance appraisal

4.7. Training
The study studied how often the staff is trained on electronic- performance appraisal system (e-PAS). From the study findings as indicated in Figure 14, 55percent of the respondents indicated annually, 35percent posited semi-annually, 25percent of the respondents stated quarterly and 15percent stated they are trained once. This study confirms findings by Human Resource Department, Bank Simpanan Nasional (2005) that conducting refresher courses annually for its employees ensured smooth flow of the appraisal system.
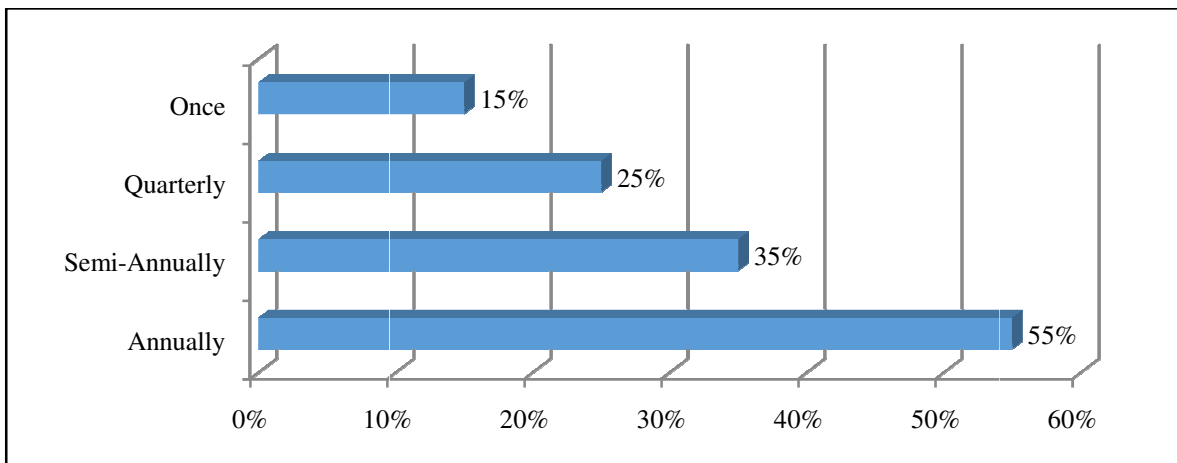
Figure 14: Training on electronic- performance appraisal system (e-PAS)

The study sought to find out whether the respondents experienced any difficulty in using the electronic performance appraisal system. From the study findings as indicated in Figure 15, majority 60percent of the respondents indicated that they had experienced difficulty and 40percent of the respondents stated that they had not experienced any difficulty in using the electronic performance appraisal system. Therefore this study underscores Juran (2004) findings that employees feedback and perceptions on fairness of the perfromance appraisal system was favourable due to regular appraisal meetings.
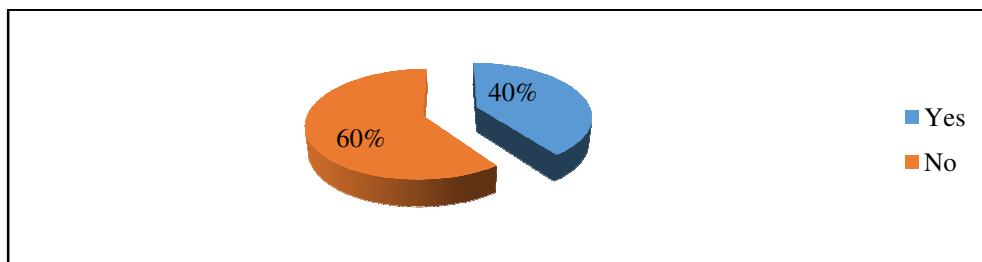
Figure 15: Whether experienced difficulty in use of electronic- performance appraisal system (e-PAS)

Further, the study analyzed respondents used or encountered the following tools contained in the e-PAS. From the study findings as indicated in Figure 16, majority (55percent) of the respondents indicated activity description, 45percent stated used feedback, 35percent electronic book shelf, 45percent workflow diagram. These findings confirm with Simpanan Nasional Bank (2002) study that found that training programmes improved rating accuracy and minimized errors in the use of performance appraisal system.
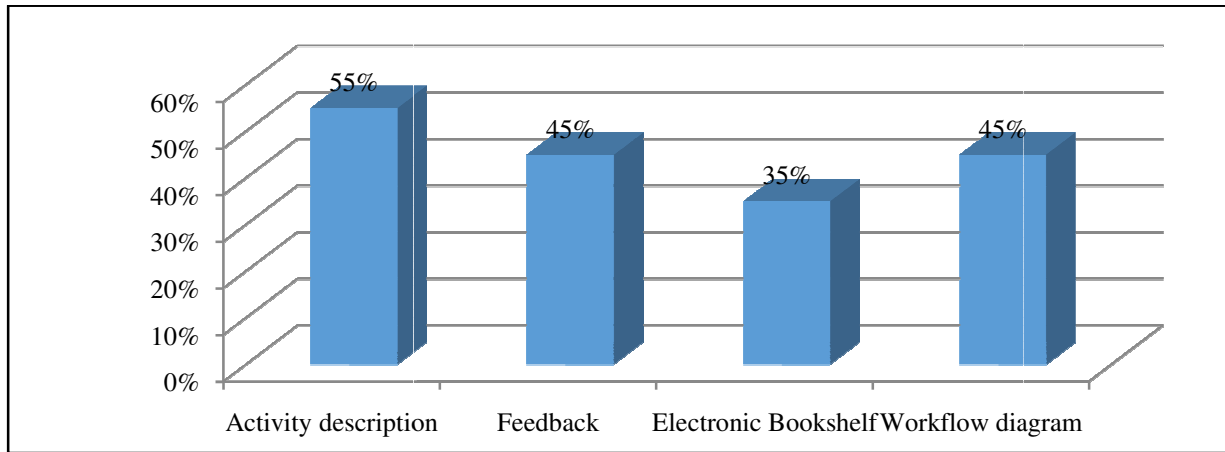

Figure 16: Use of tools contained in the e-PAS

The study sought to establish from the respondents whether the e-PAS is user friendly. From the study findings as indicated in Figure 17, majority (55percent) of the respondents indicated they agreed that it is user friendly, 25percent posited that slightly agreed, 20percent of the respondents were neutral, 2percent slightly agreed, 1percent disagreed. This finding aligns with Nuti, Seghieri and Vainieri (2012) that high level of employees and managers' involvement into the entire appraisal process leads to effectiveness of performance evaluation.
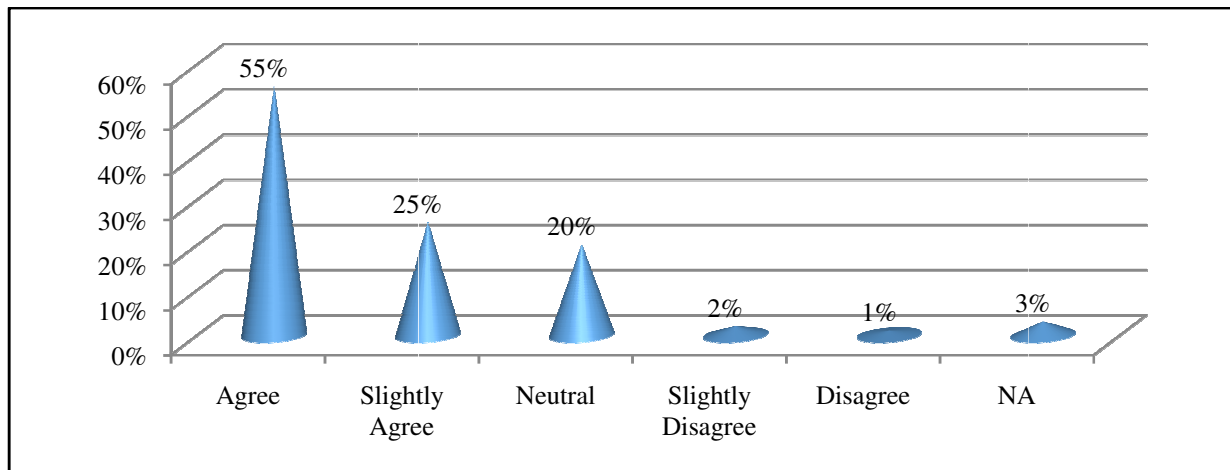
Figure 17: Extent of the e-PAS user friendliness

The study went to further to ask respondents which is the most critical appraisal process stage according to their individual experience. 30 percent hinted that the appraisal report is critical while 27 percent perceived mid-term reviews. 20 percent showed that end of cycle reviews are important as 23 percent of respondents highlighted formulating the annual work plans. This is represented in figure 18 below:
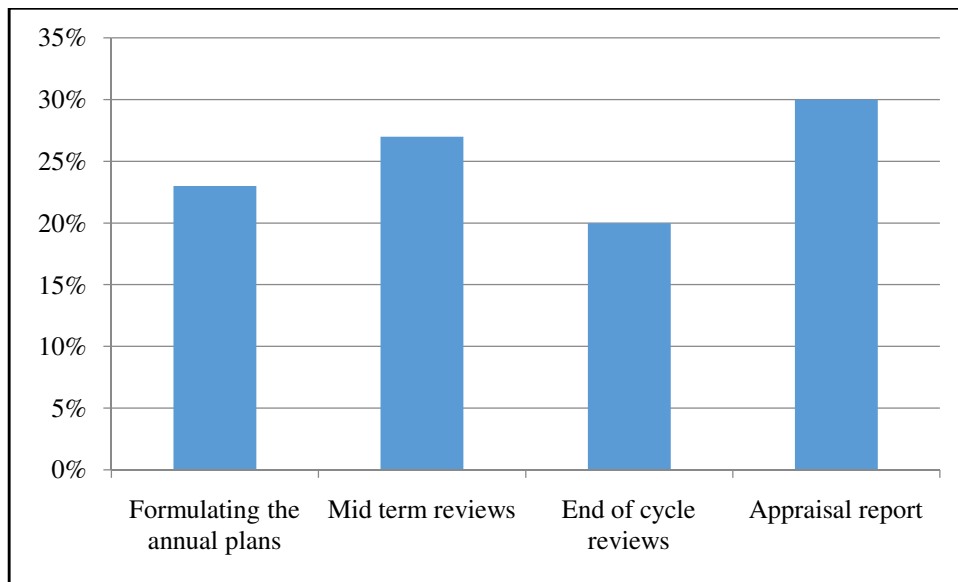
Figure 18: Critical Stage in Appraisal Process

4.8. Organizational Policies

The study sought to establish whether the respondents have been trained on organization human resource performance appraisal policy. From the study findings as indicated in Figure 19, majority (55percent) of the respondents indicated that they had not been trained and 45percent stated that they were trained on organization human resource performance appraisal policy
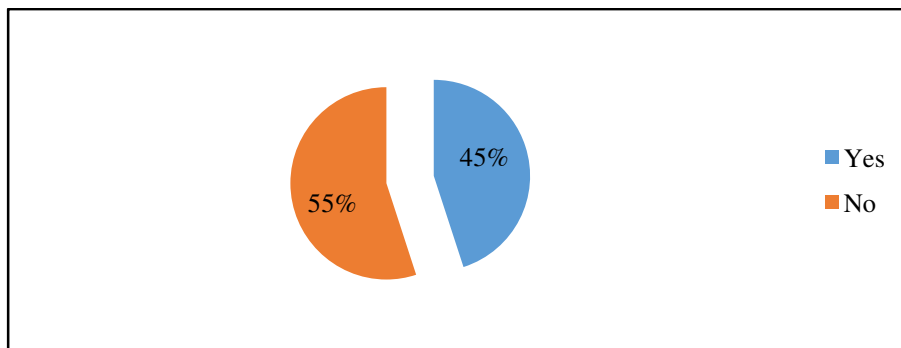

Figure 19: Trained on organization human resource performance appraisal policy

The study sought to quantify the respondents' positions objectively using views about the current performance measurement principles, which included: critical incidents, graphic rating scale, behaviorally anchored rating scales, management by objectives, and 360 degree feedback. Figure 20 indicates that 60 percent feel that the organization has employed a 360 degree feedback appraisal system while 20 percent each show that its behaviorally anchored rating scale and management by objectives approach respectively.
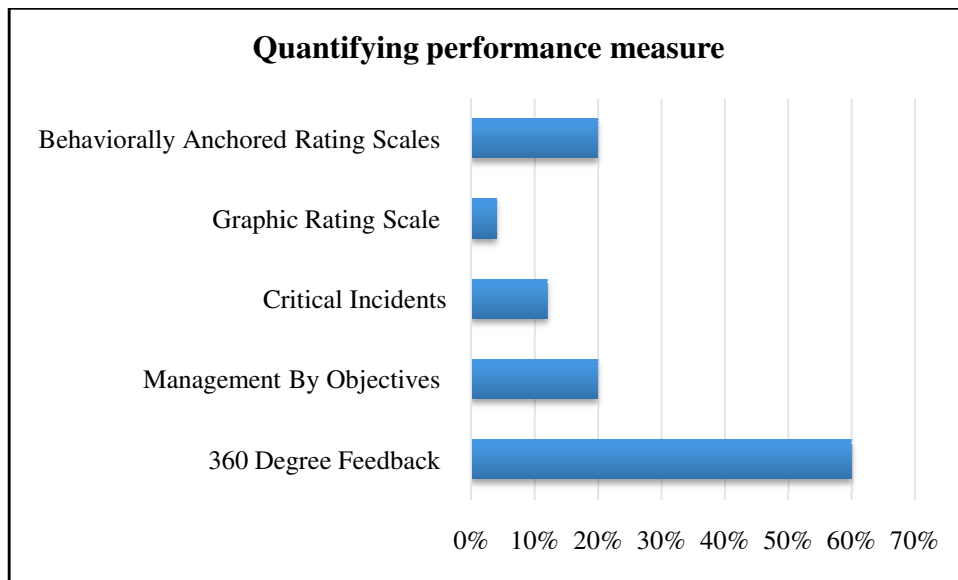
Figure 20: Performance Appraisal Method

The study sought to understand the sources of appraisal information. 80 percent of the respondents revealed that the employees themselves are the primary source while 14 percent showed that it's the managers. 3 percent attributed primary appraisal information source as their peers, 2 percent subordinates and 1 percent customers. This is illustrated in Figure 21 below:
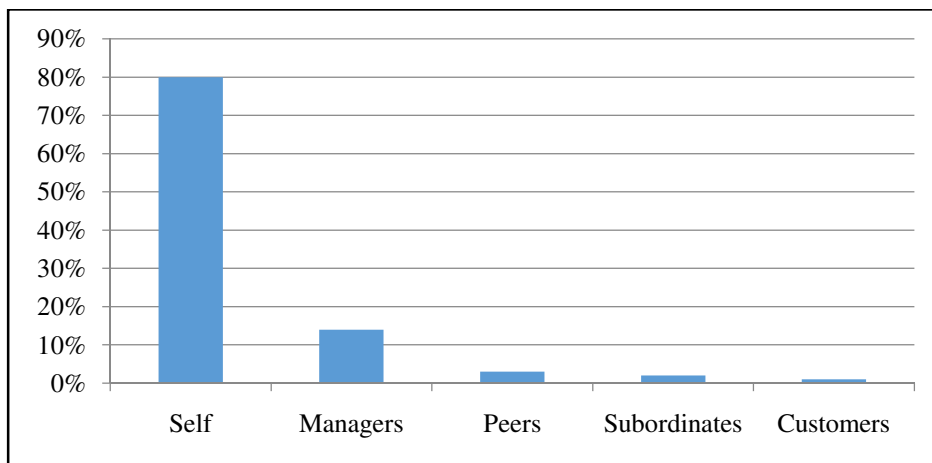

Figure 21: Appraisal Information Sources

The study sought to establish how many respondents held developmental meetings with their supervisors. 75 percent of the respondents indicate that they had meetings while 25 percent did not. This is illustrated in Figure 22 below:
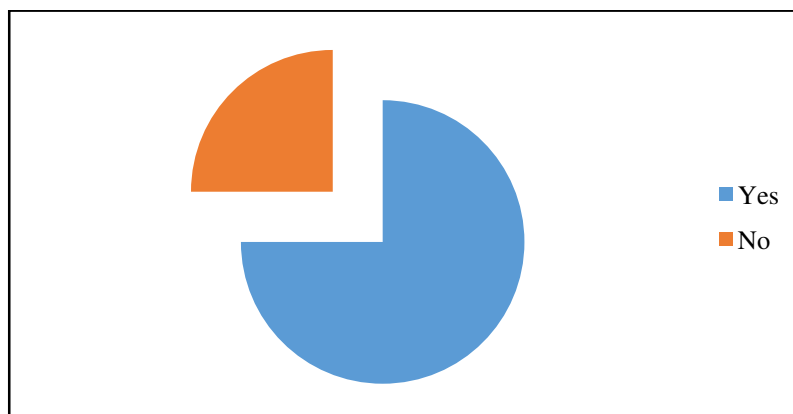
Figure 22: Developmental meeting between supervisors and employees

4.9. Performance Appraisal Process

The study sought to establish other factors that affect effectiveness of the performance appraisal process. From the study findings as indicated in Figure 23, majority (65percent) of the respondents indicated perceptions of equity and communication effectiveness, 55percent stated instruments and estimates used and role clarity and 60percent 0f the respondents indicated that expectancy affected effectiveness of the performance appraisal process.
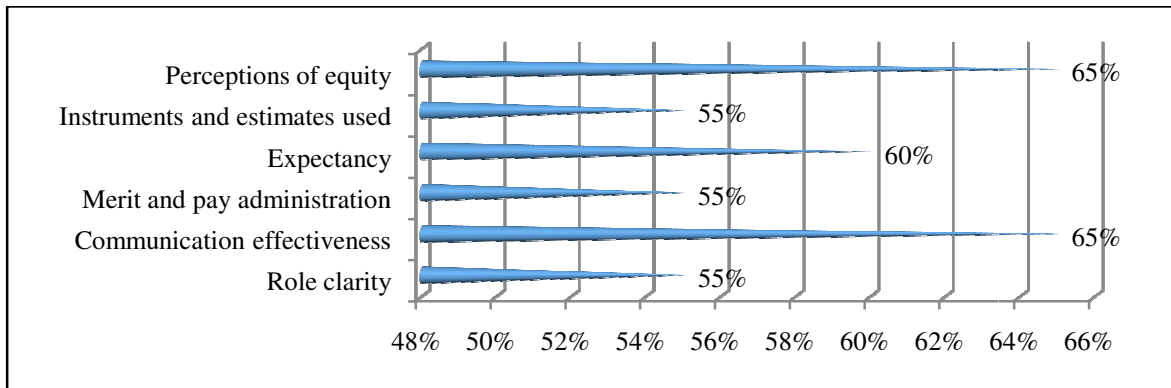

Figure 23: Factors that affect effectiveness of the performance appraisal process

4.10. Inferential Statistics

4.10.1. Correlation Analysis

Pearson correlation was used to measure the degree of association between variables under consideration i.e. independent variables and the dependent variables. Pearson correlation coefficients range from -1 to +1. Negative values indicates negative correlation and positive values indicates positive correlation where Pearson coefficient <0.3 indicates weak correlation, Pearson coefficient >0.3<0.5 indicates moderate correlation and Pearson coefficient>0.5 indicates strong correlation.

	HR appraisal process	Top management support	Employee attitude	Training	Organizational policies
HR appraisal process	1				
Top management support	.682	1			
Employee attitude	.779	.551	1		
Training	.713	.691	.711	1	
Organizational policies	.611	.324	.614	.713	1

Table 3 Correlation Coefficients
*. Correlation is significant at the 0.05 level (1-tailed).

The analysis above shows that employee attitude has the strongest positive (Pearson correlation coefficient =.779; P value 0.000) influence on human resource appraisal process. In addition, top management support, training and organizational policies are positively correlated to human resource appraisal process (Pearson correlation coefficient =.682, .713 and .611). The correlation matrix implies that the independent variables are very crucial factors affecting human resource appraisal process as shown by their strong and positive relationship with the dependent variable; human resource appraisal process.

4.10.2. Regression Analysis

In addition, the researcher conducted a multiple regression analysis so as to test relationship among variables (independent) on the organization performance. The researcher applied the statistical package for social sciences (SPSS V 21) to code, enter and compute the measurements of the multiple regressions for the study. Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (human resource appraisal process) that is explained by all the four independent variables (top management support, employee attitude, training and organizational policies).

Regression model is used here to describe how the mean of the dependent variable changes with changing conditions. Regression Analysis was carried out for focus on top management support, employee attitude, training and organizational policies and supply chain performance. To test for the relationship that the independent variables have on human resource appraisal process, the study did the multiple regression analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771	.590	.021	0.221

Table 4: Model Summary

The four independent variables that were studied explain 59.0percent of the human resource appraisal process as represented by the R^2. This therefore means that other factors not studied in this research contribute 41.0percent of the human resource appraisal process. This implies that these variables are very significant therefore need to be considered in any effort to boost human resource appraisal process in international organizations in Kenya. The study therefore identifies variables as critical factors affecting performance of human resource appraisal process.

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1.534	4	.3800	4.000	.0449[a]
	Residual	3.307	35	.0940		
	Total	3.465	39			

Table 5: ANOVA

NB: F-critical Value 2.33 (statistically significant if the F-value is less than 4.00: from table of F-values).

a. **Predictors: (Constant),**top management support, training, organizational policies and employee attitude**.**

The significance value is 0.0449which is less than 0.05 thus the model is statistically significance in predicting how top management support, training, organizational policies and employee attitude influence the performance of human resource appraisal process. The F critical at 5percent level of significance was 2.33. Since F calculated (value = 04.00) is greater than the F critical (value = 2.33), this shows that the overall model was significant.

The study ran the procedure of obtaining the coefficients, and the results were as shown on the table below.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.564	1.2235		1.615	0.367
	Top management support	.752	0.1032	0.152	4.223	.0299
	Employee attitude	.767	0.3425	0.054	3.724	.0282
	Training	.505	0.2178	0.116	3.936	.0351
	Organizational policies	.439	0.1937	0.263	3.247	.0475

Table 6: Coefficient Results

Multiple regression analysis was conducted as to determine the relationship between performance of human resource appraisal process and the four variables. As per the SPSS generated table above, the equation ($\mathbf{Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon}$) becomes:
$Y= 13.564+ 0.752X_1+ 0.767X_2+ 0.505X_3+ 0.439X_4$

According to the regression equation established, taking all factors into account (top management support, training, organizational policies and employee attitude) constant at zero was 13.564. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in top management support will lead to a 0.752 increase in performance of human resource appraisal process; a unit increase in employee attitude will lead to a 0.767 increase in performance of human resource appraisal process, a unit increase in training will lead to a 0.505 increase in performance of human resource appraisal process and a unit increase in organizational policies will lead to a 0.439 increase in performance of human resource appraisal process. This infers that employee attitude contributes the most towards effectiveness of performance appraisal process. At 5percent level of significance, top management support had a 0.0299 level of significance, employee attitude showed a 0.0282 level of significance, training showed a 0.0351 level of significance, and organizational policies showed a 0.0475 level of significance hence the most significant variable is employee attitude.

5. Summary, Conclusions and Recommendations

5.1. Introduction
The study sought to explore the factors affecting performance of human resource appraisal process in international organizations the study examined theoretical and empirically how various variables were considered when influencing performance of human resource appraisal process is concerned. In assessing factors, the study focused on how selected four variables (top management support, training, organizational policies and employee attitude) that relate to performance of human resource appraisal process. This chapter captures the summary of findings, from which conclusions were drawn and recommendations made.

5.2. Summary of the findings

5.2.1. Employee Attitude
The study sought to establish whether the respondent's views on performance appraisal process improve the performance commitment, organizational commitment and job satisfaction. From the study findings 35 percent indicated that appraisal fully improved performance commitment while 25 percent answered that it does partially. Therefore the majority 60 percent agreed it

supported performance commitment. In addition 44 and 34 percent of respondents felt appraisal improved organizational commitment partially and fully respectively. As a result 78 percent agreed that appraisal improves organizational commitment. 35 percent and 25 percent indicated that appraisal process has contributed to job satisfaction partially and fully respectively.

The study established that there were varied psychological responses on the appraisal process. The majority 55 percent experienced satisfaction hence a positive response while 40 percent experienced resistance to the process as a negative response. Employees also highlighted benefits they obtain from the appraisal process. 76 percent felt that the appraisal assists the organization in identifying ideas for improvement while 45 percent viewed it as improving the tasks performed. Therefore most employees felt the appraisal process was beneficial to the organization. The majority 65 percent felt that reprioritizing targets was the key benefit for the appraisers or supervisors while 45 percent felt enhanced productive relationships was the least advantage. 70 percent of respondents felt that improved working relationships was a direct advantage to employees while the least merit were opportunity to discuss aspirations, and increased motivation and job satisfaction. As a result these findings are in tandem with goal-setting theory which advocates that goals have a pervasive influence on employee behaviour and performance in organizations and management practice Locke and Latham, 2002).

5.2.2. Top management Support

The study sought to find out if top management support affects performance of human resource appraisal process in the organization. From the study results, 55 percent indicated that theprimary purpose of performance appraisal was to evaluate and develop employees. It was also established that human resource management action(s) have been taken by management as a consequence of performance appraisal processfor example 78 percent of respondents highlighted the identification of poor and good performance, 75 percent indicated that appraisal should be used for promotions, 65 percent training needs while the least consequence at 32 percent ought to be termination and lay-offs. Therefore the majority respondents support use of performance appraisal process to take certain human resource management actions including transfers and salary restructuring.

The study noted that 75 percent of respondents felt that appraisal process assists management in human resource planning and rewarding decisions. More than 55 percent of employees indicated that the appraisal process aids managements budgeting process, highlights training and development needs and provides knowledge regarding effectiveness of selection and placement within the organization. This implies that performance appraisal is important to top management decision making process. Alongside this, the respondents showed that the majority 44 percent and 23 percent of top management support appraisal process partially and in full respectively. This indicates that top management appreciate the role of performance appraisal in their day to day decision making process and steering of the organization. These findings underscore the control theory, which assumes that employees feel appreciated when recognized for their achievement and praised during feedback while the converse is true for negative feedback.

5.2.3. Training

The study sought to establish out if top management support affects performance of human resource appraisal process in the organization. The study revealed majority 55 percent have been trained on the performance appraisal process. However there are disparities in frequency of training where some staff have been trained annually, semi-annually, quarterly and others once. 60 percent of the respondents showed that they have experienced difficulty in using the performance appraisal system while 55 percent revealed that they have never used activity description tool contained in the online system. 45 percent highlight that they have not come across feedback and workflow diagram in their performance appraisal user interface. This shows that there is need for training so that employees can better understand how to use the system. As a result 55 percent agree that the user interface is friendly while 25 percent slightly agree and 20 percent are neutral. This is a cause for concern as nearly 25 percent of the employees seem not to understand the functionality of electronic performance appraisal system. In addition, employees perceived all stages as critical because no one phase had a clear majority as they oscillated between 20 to 30 percent revealing formulating plans, midterm reviews, end year cycle and appraisal reports as important. These findings support the expectancy theory which states that employees are different while goal-setting theory has a general approach since all performance appraisal stages are valued differently.

5.2.4. Organizational Policies

The study sought to establish out if top management support affects performance of human resource appraisal process in the organization. The study revealed majority 55 percent have been trained on the performance appraisal process. However there are disparities in frequency of training where some staff have been trained annually, semi-annually, quarterly and others once. 60 percent of the respondents showed that they have experienced difficulty in using the performance appraisal system while 55 percent revealed that they have never used activity description tool contained in the online system. 45 percent highlight that they have not come across feedback and workflow diagram in their performance appraisal user interface. This shows that there is need for training so that employees can better understand how to use the system. As a result 55 percent agree that the user interface is friendly while 25 percent slightly agree and 20 percent are neutral. This is a cause for concern as nearly 25 percent of the employees seem not to understand the functionality of electronic performance appraisal system. The findings accentuate the social cognitive theory where employees learn by observing others, acquire knowledge and emphasizes that learning is an internal process. The internal organizational policies contribute to the views of user friendliness, learning of appraisal tools and understanding the electronic performance appraisal system.

5.2.5. Performance Appraisal Process Effectiveness

The study sought to explore the factors that affect effectiveness of performance appraisal process. The respondents showed that perception of equity and communication effectiveness was most considered by 65 percent of employees while over 55 percent attributed effectiveness to instruments and estimates used expectancy, merit and pay administration and role clarity. This indicates that effectiveness of performance appraisal lies on perceptions of equity, communication effectiveness and expectancy from employees.

5.3. Conclusions

The study deduces that employee attitudes affect the effectiveness of performance appraisal and this can be seen from the respondent's revelation that perception of equity, effective communication and role clarity are key factors affecting effectiveness of appraisal process. In addition the employee's assessment of the appraisal forms to be consistent, reliable and valid are important to the design of an appraisal system. Employee psychological responses towards the appraisal process indicate that it elicits various responses which may affect its effectiveness. Performance appraisal process also improves the performance commitment, organizational commitment and job satisfaction.

The study also revealed that top management support affects performance of human resource appraisal process in the organization. It was also established that human resource management action(s) have been taken by management as a consequence of performance appraisal process for example the identification of poor and good performance, it is useful for salary restructuring is useful for training needs, respondents stated for promotion, for transfer and is useful for termination and layoffs of the employees in the organization.

Additionally, the study established training affects performance of human resource appraisal process in the organization. Some respondents indicated that they have not been trained on electronic- performance appraisal systems (e-PAS) while others weretrained once.The study also established that respondents experienced difficulty in using the electronic performance appraisal system.The respondents used or encountered activity description, used feedback, electronic book shelf, workflow diagram which they had not been trained on how to apply them.

Lastly it was established that organizational policies regarding performance appraisal, appraisal methods to be used in an organization, primary information sources and developmental meetings between supervisors and employees affect the effectiveness of performance appraisal process.

5.4. Recommendations

This study recommends three actions that maybe considered by the United Nations to improve the employee attitude towards performance appraisal process. The following recommendations are inspired by the findings that employee attitude, top management support, training and organizational policies determine performance appraisal process effectiveness and efficiency.

Based on the findings that employee's attitude plays an important role in the appraisal process, management should change how employees perceive performance appraisal process. This can be done by rebranding the name performance appraisal to terms such as "Career Path Management sessions". At Standard Chartered Bank the appraisal process is called "Conversations that Count'. By just changing what the process is called, the organization can change the feelings associated with the process. In addition the rebranding should have employee participation at its core. The supervisors should solicit comments and suggestions regarding the appraisal process. The organization may institute 360-degree performance appraisal where employees rate their supervisors. Subsequently, this set in an empowerment feeling with belief that appraisal is more balanced and even handed.

The study recommends continuous refresher training of supervisory and top management staff on the proper approach to carrying out performance appraisal process. In some cases, supervisors reinforce negative attitude towards performance appraisal thus demeaning and harsh. The supervisors should take the lead and make employees view the process as a tool to develop skill sets, improve productivity and profitability of the organization. When supervisors approach the appraisal meeting with a positive attitude, employees will need to be directed towards promotion and performance based salary increments. These are primary concerns of employees and once addressed will significantly reduce negative impressions regarding the appraisal process.

The top management should endeavour to provide resources necessary to link pay to performance. The management should ensure that employee ratings during appraisal drive pay and allows differentiation among various levels of contribution to the organization. Besides, they can make appraisal effective through communication, goal setting and development tool for employees. The appraisal should have clear performance measures and update plans throughout the year as changes occur.

The organization should institute policies that encourage measurable action points designed to improve employee position within the department and promote recognition of achievements within the organization. This can be achieved through showing the employee how they can conduct self-monitoring and progress checks for self-improvement. When employees feel more involved in the appraisal process, they develop a positive attitude toward appraisal process.

5.5. Future Research

In light of this case study there are a number of areas which future research should consider developing the body of knowledge surrounding performance appraisal processes. The first area of research could assess the impact of information communication technology on performance appraisal process. Although the current study has found there is a relationship between employee attitude and effectiveness of performance appraisal process, it could be important to find out how the software designs, employee involvement, implementation and maintenance of the appraisal system affects effectiveness of appraisal process.

Based on the respondents there was no clear choice of what type of performance measures or method their organization used to appraise employees. Accordingly, every organization has a unique performance method; it would be beneficial for future studies to assess effectiveness of appraisal processes based on the different types of performance appraisal methods. This would help to identify if certain appraisal methods lead to varying levels of effectiveness compared to others.

Organizations use performance appraisal for evaluative or/and developmental purposes to achieve organizational objectives and competitive advantage. It would be critical for future research to study the impact of organizational strategy and culture on performance appraisal process for public, not for profit and private sector organizations.

Lastly, although the current study provides initial evidence from a UNON perspective as to the factors determining effectiveness of performance appraisal process, future research should examine these relationships with other samples to determine whether these results could be generalized to other employees working in the not for profit organizations.

6. Acknowledgement

7. List of Abbreviations and Acronyms

GS	:	General Service Staff
HR	:	Human Resource
HRM	:	Human Resource Management
ICSC	:	International Civil Service Commission
ICT	:	Information Communication and Technology
OIOS	:	Office of Internal Oversight Services
UNEP	:	United Nations Environment Programme
UN-HABITAT	:	United Nations Programme for Human Settlements
UNON	:	United Nations Office at Nairobi
UN	:	United Nations

7.1. Operational Definition of Terms

➢ Human Resource Management: Refers to a strategic and coherent approach to the management workforce either individually or collectively and contribute towards the achievement of the organization's objectives (Armstrong, 2006).

➢ Information and Communication Technologies: Refers to hardware, software, networks, and media for collection, storage, processing, transmission, and presentation of information (voice, data, text, images). (World Bank)

➢ Performance Appraisal system (PAS): Refers to a discrete, formal, organizationally sanctioned event, usually not occurring more frequently than once or twice a year, which has clearly stated performance dimensions and/or criteria that are used in the evaluation process. Furthermore, it is an evaluation process, in that quantitative scores are often assigned based on the judged level of the employee's job performance on the dimensions or criteria used, and the scores are shared with the employee being evaluated. Angelo S. DeNisi and Robert D. Pritchard (2006)

8. References

i. Ahmad R. and Bujang S., (2013). Issues and Challenges in the Practice of Performance Appraisal Activities in the 21st Century.International Journal of Education and Research Vol. 1 No. 4.

ii. Akinbowale, M., Lourens, M. E., & Jinabhai, D. C. (2013). Role of Performance Appraisal Policy And Its Effects On Employee Performance . European Journal of Business and Social Sciences, 19-26.

iii. Alam, S., Saeed, A. S., Sahabuddin, M., & Akter, S. (2013). Relationship between Employee Recognition and Employee Contribution in Service Industry . International Journal of Business and Marketing Management, 1-8.

iv. Anderson, J. R. (2002). Measuring Human Capital: Performance Appraisal Effective-ness, Paper presented in Midwest Academy of Management Conference, University of Kentucky.

v. Anthony R. N., Govindarajan V.(1995). Management control systems (8th ed.). Chicago, IL: Irwin

vi. Armstrong, M. (2007).A Handbook of Employee Reward Management and Practice, 2nd edition, London: Kogan Page.

vii. Armstrong, M. (2006).Performance Management: Key strategies and practical guidelines, London: Kogan Page.

viii. Armstrong, M. (2001). Human Resource Management Practice. London: Kogan Page Publishers.

ix. Asamu, F. F. (2013). Perception of Performance Appraisal and Workers' Performance InWema Bank Headquarters, Lagos . Global Journal of Arts, Humanities and Social Sciences , 89-101.

x. Atakpa, M., Ocheni, S., & Nwankwo, B. C. (2013). Review of Performance Appraisal and Objective Assessment of Subordinate Officers in Nigeria . International Journal of Public Administration and Management research , 2350-2354.

xi. Bagozzi, R.P, "Evaluating structural equation models with unobservable variables and measurement error: a comment," Journal of Marketing Research, 1980, 13, pp. 375-381..

xii. Baker, T.L. (1994), Doing Social Research(2nd Edn.).New York: McGraw-Hill Inc

xiii. Bandura, A., & Walters, R. H. (1959). Adolescent aggression. New York: Ronald Press

xiv. Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.

xv. Bandura, A. (1986). Social foundations of thought and action: A social Cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, Inc.

xvi. BeachS. D., (1980). Personnel: The management of people at work (MacmillanPublishing Company.

xvii. Beardwell, I., Holden, L. and Claydon, T. (2004).Human Resource Management: A Contemporary Approach, 4th edition, London: FT/Prentice Hall.

xviii. Bellows, R., & Estep, M. (1954). Employment Psychology: The Interview,Rinehart. NewYork, NY: Adventure Press.

xix. Björkman, I. (2002). The diffusion of human resource practices among chinese firms: the role of westernmultinational corporations. In W. Malcolm (Ed.), The future of chinese management (pp. 43-60).Portland, OR: Frank Cass.

xx. Bogardus, M. A. (2007). PHR/SPHR: Professional in Human Resources Certification.Indianapolis: Wiley Publishing.

xxi. Bratton, J. (2012). Human resource management: Theory and practice. New York, NY:Palgrave Macmillan.

xxii. Brown, M., & Benson, J. (2003). Rated to exhaustion? Reactions to performance appraisal processes. Industrial Relations Journal, 34(1), 67-81.

xxiii. Bullock, D., & Merrill, L. (1980). The impact of personal preference on consistency throughtime: The case of childhood aggression. Child Development, 51, 808-814.

xxiv. Camardella. M.J (2003) "Effective Management of the Performance Appraisal Process." Employment Relations Today, 30(1),103-107.

xxv. Carmines, Edward G., and Richard A. Zeller (1979). Reliability and Validity Assessment.

xxvi. Newbury Park, CA: Sage Publications.

xxvii. Carrigan, M. D. (2013). Performance Appraisals: Demotivation vs. Motivation . Journal of Leadership and Organizational Effectiveness , 12-17.

xxviii. Cascio, W. F. (2012a). Global performance management systems. In G. Stahl, I. Björkman & S. Morris(Eds.), Handbook of research in international human resource management (2nd ed.). Cheltenham, UK: Edward Elgar.

xxix. Cash, B. (1993). Human Resource Management Handbook. Harvard Business Review, , 14-16 .

xxx. Charles, C. M. (1995). Introduction to educational research (2nded.). San Diego, Longman.

xxxi. Choon, L. S. (1993). An Official Publication of the Information Resources Management Association. Journal of Global Information Management , 62-75.

xxxii. Chowdhury, M. F. (2011). Performance Management Practices in Organizations Operating in Bangladesh . A Deeper Examination, World Review of Business Research , 153 – 167.

xxxiii. Cleveland, J.N. and Murphy, K.R. (1992). "Analyzing Performance Appraisal as a Goal-Directed Behavior". Research In Personnel and Human Resources Management, 10, 121-185.

xxxiv. Clinton, O. (1992). Why Performance Appraisal Still Fails. Journal of System Management UK , 14-16.

xxxv. Conger, J., Finegold, D., & Lawler, E. (1998). Appraisal Boardroom performance . Harvard Business Review , 34-50.

xxxvi. Connelly, L. M. (2008). Pilot studies. Medsurg Nursing, 17(6), 411-2.

xxxvii. Cooper, D. R., & Schindler, P. S. (2010). Business research methods. Boston: McGraw-Hill.

xxxviii. Cooper, C. R., & Schindler, P. S. (2008). Business research methods(10 ed.). Boston: McGraw-Hill.

xxxix. Crocker, L., & Algina, J. (1986). Introduction to classical and modern test theory.Philadelphia: Harcourt Brace Jovanovich College Publishers.

xl. Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychologicaltests.Psychological Bulletin, 52,281–302

xli. Creswell, J. (2003). Research design: Qualitative, quantitative and mixed methods approaches (2nd ed.). Thousand Oaks, CA: SAGE Publications.

xlii. Daoanis, L. (2012). Performance Appraisal System: It's Implication To Employee Performance in International organizations. Journal of Economics and Management Sciences , 55-62.

xliii. Darehzereshki, M. (2013). Effects Of Performance Appraisal Quality On Job Satisfaction In Multinational Companies In Malaysia . International Journal of Enterprise Computing and Business Systems ISSN (Online) , 2230-2229.

xliv. Davidson, P. and Griffin, R.W. (2003).Management. An Australian Perspective. John Wiley & Sons Australia Ltd., Milton, Qld.

xlv. Davila, A., and Elvira, M. (2007). I Psychological Contracts and Performance Management inMexico,International Journal of Manpower , 28, 5, 384–402.

xlvi. Davis, R. (1995). Choosing Performance Management. A Holistic Approach Journal, , 13-18.

xlvii. Davis, L. L. (1992). Instrument review: Getting the most from a panel of experts. Applied Nursing Research, 5, 194-197.

xlviii. Deb, T. (2006). Strategic Approach to Human Resource Management: Concept, Tools & Application.

xlix. Dechev, Z. (2010). Effectiveness of Performance Appraisal: a study into the relationship between employee satisfaction and optimizing business results. Rotterdam : Erasmus University .

l. Deepa, E., & Kuppusamy, S. (2014). Impact of Performance Appraisal System on Job Satisfaction . Employee Engagement, Organizational Citizenship Behavior and Productivity , 249-255.

li. DeNisi , A. S., & Pritchard, R. D. (2006). Improving Individual performance: A motivational framework. Management and organization Review,2,253-277.

lii. Dessler, G. (2012). Human resource management. Upper Saddle River, NJ: PrenticeHall.

liii. DeVellis, R.F.,(2003). Scale development: Theory and Application, (2ndEd.), United Kingdom: Sage Publications.

liv. DeVellis, R.F. (1991). Scale Development: theory and applications (Applied Social Research Methods Series, Vol. 26). Newbury Park: Sage.

lv. Dewberry, C. (2001). Performance Disparities Between Whites and Ethnic Minorities: Real Differences or Assessment Bias? Journal of Occupational and Organiza-tional Psychology, 74, 659-673.

lvi. Emmons, R. A., & Diener, E. (1986). Situation selection as a moderator of response consistencyand stability. Journal of Personality and Social Psychology, 51, 1013-1019.

lvii. Esfahania, N., Abzari, M., & Dezianian, S. (2014). Analyzing the Effect of Performance Appraisal Errors on Perceived Organizational Justice. Journal of Academic Research in Accounting, Finance and Management Sciences , 36–40 .

lviii. Etzioni A. (1960). A comparative analysis of complex organizations. New York, NY: Free Press.

lix. Evans, D. (1986). Organizational Behavior: The central role of motivation. Journal of Management , 202-212.

lx. Farndale, E., & Kelliher, C. (2013). Implementing Performance Appraisal: Exploring the Employee Experience Human Resource Management,Special Issue. Human Resource Management , 879–897.

lxi. Frocham, M.I. (2005), 'Executive Pay the Latin Way,'World at Work Journal,Scottsdale: Fourth Quarter, 14, 4, 72–79.

lxii. Gary, P., & Wexley, K. N. (1991). Developing and Training Human Resources in Organizations. Sloan Management Review , 163-166.

lxiii. Ghauri, P. N., & Grønhaug, K. (2005). Research methods in business studies: A practical guide. Pearson Education.

lxiv. Ghorpade, M. C. (1995). Creating Quality Driven performance Appraisal Systems: Executive Commentary. Academy of Management Executive , 1-9.

lxv. Giangreco, A., Carugati, A., Pilati, M., & Sebastiano, A. (2010). Performance appraisal systems in theMiddle East: moving beyond Western logics. European Management Review, 7(3), 155-168.

lxvi. GoK, (2010). Office of the Prime Minister. Performance contracting department report on evaluation of the performance of public agencies for the financial year 2008/2009.Nairobi: Government Printer, March, 2010.16.

lxvii. GoK2(2010). Review of performance contracting in the public sector, Nairobi: Government Printer. (Excerpts), September.

lxviii. Gomez-Mejia, L. R., D. B. Balkin, & R. L. Cardy (2007). Managing Human Resources(Fifth edition). Englewood Cliffs, NJ: Prentice-Hall.

lxix. Griffin, W. R. (2012). Fundamentals of Management. USA: South Western EducationalPublishing.

lxx. Grint, K. (1993). 'What's wrong with performance appraisals? A critique and a suggestion'. Human Resource Management , 61-77.

lxxi. Gregory, R.J. (1992). Psychological testing: history, principles and applications. Boston: Allyn and Bacon.

lxxii. HackettJ. D.(1928).Rating Legislator, Personnel, 7(2), 130- 31.

lxxiii. Hawking S.W. (2003). The illustrated theory of everything: The origin and fate of the universe. (Cambridge U., DAMTP). 2003. 119 pp. Published in Beverly Hills, USA: New Millennium Pr. 119 p

lxxiv. Haynes, S., Richard, D., & Kubany, E. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. Psychological Assessment, 7, 238-247.

lxxv. Hempel P. S. , (2001). Differences between Chinese and Western managerial views of performance, Personnel Review, Vol. 30 Iss: 2, pp.203 – 226.

lxxvi. Hertzog, M.A. (2008). Considerations in determining sample size for pilot studies. Research in Nursing & Health, 31,180-191.Huda, K. K. (2007). HRM practices & challenges of non-government development organizations: An empirical study on Bangladesh. Journal of Management , 35-49.

lxxvii. Hill, R. (1998). What sample size is "enough" in internet survey research? Interpersonal Computing and Technology: An Electronic Journal for the 21st Century, 6(3-4).

lxxviii. International Civil Service Commission (1980), Annual Report, United Nations.

lxxix. International Civil Service Commission (1982, Annual Report, United Nations.

lxxx. International Civil Service Commission (1987), Annual Report, United Nations.

lxxxi. International Civil Service Commission (1989), Annual Report, United Nations.

lxxxii. International Civil Service Commission (1991), Annual Report, United Nations.

lxxxiii. International Civil Service Commission (1993), Annual Report, United Nations.

lxxxiv. International Civil Service Commission (1994), Annual Report, United Nations.

lxxxv. International Civil Service Commission (1997), Annual Report, United Nations.

lxxxvi. International Civil Service Commission (1999), Annual Report, United Nations.

lxxxvii. International Civil Service Commission (2002), Annual Report, United Nations.

lxxxviii. International Civil Service Commission (2003), Annual Report, United Nations.

lxxxix. International Civil Service Commission (2005), Annual Report, United Nations.

xc. International Civil Service Commission (2008), Annual Report, United Nations.

xci. International Civil Service Commission (2011), Annual Report, United Nations.

xcii.   Iqbal, N., Ahmad, N., Haider, Z., B. Y., & Qurat-ul-ain. (2013). , Impact of performance appraisal on employee's performance involving the Moderating Role of Motivation. Arabian Journal of Business and Management Review .

xciii.   Isaac, S., & Michael, W. B. (1995). Handbook in research and evaluation. San Diego, CA: Educational and Industrial Testing Services.

xciv.   Ishaq, H. M. (2009). Effectiveness of Performance Appraisal: Its Outcomes and Detriments in Pakistani Organizations. European Journal of Social Sciences , 480-485.

xcv.   Ishaq, H., Iqbal, M., & Zaheer, A. (2009). Effectiveness of Performance Appraisal: Its Outcomes and Detriments in Pakistani Organizations. European Journal of Social Sciences , 10-13.

xcvi.   Jain, V. K. (214). Performance Appraisal as a Sub-system of HRD – A Case Study . Journal of Business and Management , 26-34.

xcvii.   Joppe, M. (2000). The Research Process. Retrieved February 25, 1998, fromhttp://www.ryerson.ca/~mjoppe/rp.htm

xcviii. Julious, S. A. (2005). Sample size of 12 per group rule of thumb for a pilot study. Pharmaceutical Statistics, 4, 287-291.

xcix.   Keeping, L.M. and Levy, P. E. (2000). Performance Appraisal Reactions: Measurement, Modeling and Method Bias. Journal of Applied Psychology, 85, 5, 708-723.

c.   Kervasdoue, J. (2007). Rating and Evaluating Health Systems: Reinforcing the Partisan Spirit or Investigating the Public Good? Paper prepared for the IPMN Workshop, 'Ranking and Rating Public Services', Worcester College, Oxford, 7th-9thAugust 2007.

ci.   Khan, M. (2013). Role of Performance Appraisal System on Employees Motivation. Journal of Business and Management , 66-83.

cii.   Khurana, A., Khurana, P., & Sharma, H. L. (2010). Human Resource Management. Delhi: StarOffset.

ciii.   Kim, J., & Chang, H. (2013). A Study on Performance Evaluation of the Human Resources Training Program . International Journal of Smart Home , 444-448.

civ.   Kim, W.G. & Cha, Y. (2002). Antecedents and consequences of relationship quality in hotel industry. Hospitality Management, 21, 321-338.

cv.   Kirk, J., & Miller, M. L. (1986). Reliability and validity in qualitative research. Beverly Hills: Sage Publications.

cvi.   Kothari, S.P. and Leone, Andrew J. and Wasley, Charles E. (2005). Performance Matched Discretionary Accrual Measures. Journal of Accounting & Economics, Vol. 39, No. 1,. Available at SSRN: http://ssrn.com/abstract=509442

cvii.   Kothari, S., Leone, A., Wasley, C.(2004). Performance Matched Discretionary Accrual Measures, Journal of Accounting & Economics 39, 163-197.

cviii.   Kuder, G. F. ; M. W. Richardson (1937). The theory of the estimation of test reliability. Psychometrika, 2: 151-60

cix.   Kvale, S., (1996). Interviews. An introduction to qualitative research interviewing.Thousand Oaks, California:Sage Publications

cx.   Lam, S.S.K., and Schaubroeck, (1999). "TotalQuality Management and Performance Appraisal: An ExperimentalStudy of Process VersusResults and Group Versus Individual Approaches". Journal of Organizational Behavior, 20: 445-457.

cxi.   Lerner, R. M. (1982). Children and adolescents as producers of their own development. Developmental Review, 2, 342-370.

cxii.   Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. American Psychologist, 57(9), 705-717.

cxiii.   Locke, E. A., & Latham, G. P. (1990).A theory of goal setting and task performance.

cxiv.   Locke, E.A., Shaw, K.N., Saari, L.M. & Latham, G.P. (1981)
Goal setting and task performance: 1969-1980. Psychological Bulletin, Vol 90, 125-152.

cxv.   London, M., Wohlers, A., & Gallagher, P. (1990). 360 degree feedback surveys: A source of feedback to guise management development. Journal of Management Development , 17-31.

cxvi.   Longenecker, C.O. and Gioia, D.A. (1988) Neglected at the Top: Executives Talk About Executive Appraisal. Sloan Management Review, Winter: 41-47.

cxvii.   Luria, G. (2008). Controlling for Quality: Climate, Leadership, and Behavior_. The Quality Management Journal, 15,_ 27-41.

cxviii. https://courses.worldcampus.psu.edu/fa12/psych484/001/content/lesson09/lesson09_01.html

cxix.   Lynn, M. R. (1986). Determination and quantification of content validity. Nursing Research, 35, 382-385.

cxx.   Mahajan, S. (2014). Examine Relationship between Employees Satisfaction on Performance Appraisal System with Reduction of Rater's Error. The International Journal Of Business & Management , 2216-2221 .

cxxi.   Maharaj, S. (2014). Administrators' Views on Teacher Evaluation: Examining Ontario's Teacher Performance Appraisal . Canadian Journal of Educational Administration and Policy , 152-154 .

cxxii.   Marawar, S. (2013). Performance Appraisal System to Improve Construction Productivity. International Journal of Scientific and Research Publications , 2250-2253 .

cxxiii. Martinez, P.G. (2005). Paternalism as a Positive Form of Leadership in the Latin American Context:Leader Benevolence, Decision-Making Control and Human Resource Management Practices, inManaging Human Resources in Latin America: An Agenda for International Leaders,eds. M. Elvira and A. Davila, Oxford: Routledge Publishers, pp. 75–93.

cxxiv.   Mason, EJ & Bramble, WJ (1989) "Understanding and Conducting Research: Applications

cxxv.   in Education and Behavioural Sciences". New Delhi: McGraw Hill Book Co

cxxvi.   Mathis, L. R., & Jackson, H. J. (2012). Human Resource Management: Essential Perspectives. USA: South-Western Cengage Learning.

cxxvii.   McCarthy, J. (2000). How to conduct productive performance appraisals. Journal of Property Management, 65(5), 22-25.
cxxviii.   McEvoy, G., & Buller, P. (1987). User acceptance of peer appraisals in an industrial setting. Personnel Psychology , 785-797.
cxxix.   Miah M, and Hossan C, (2012). Performance Management System in UK Retail Industry: A Case Study. Far East Journal of Psychology and Business Vol. 7 No. 3 June.
cxxx.   Miles, MB. & Huberman, AM. (1994). Qualitative Data Analysis (2nd edition). Thousand Oaks, CA: Sage Publications.
cxxxi.   Milliman, J., Nason, S., Zhu, C., and De Cieri, H. (2002). An Exploratory Assessment of thePurposes of Performance Appraisals in North and Central America and the Pacific Rim, Human Resource Management, 41, 1, 87–102.
cxxxii.   Mugenda, A.G. (2008).Social science Research: Theory and Principles. Nairobi, Arts Press.
cxxxiii.   Mugenda, O. M. Mugenda. AG (2003). Research Methods, Qualitative and Quantitative Approaches.
cxxxiv.   Mukanzi, C. M. (2013). Factors affecting performance appraisal process in the communication industry. International Journal of Social Sciences and Entrepreneurship , 533-543.
cxxxv.   Mukanzi, C. M. (2013). Factors affecting performance appraisal process in the communication industry. International Journal of Human Resource and Procurement , 207-211.
cxxxvi.   Neely, A., & Bourne, M. (2002). The success and failure of performance measurement initiatives . Perceptions of participating managers , 1288- 1310.
cxxxvii.   Newstrom, J.W. & Davis, K. (1993). Organisational behaviour: human behaviour at work. Ed. ke-9. New York: McGraw-Hill.
cxxxviii. Neuman, R.,Pande, P., & Cavanagh, R. R. (2000). The six sigma way: How GE, Motorola, and other top companies are honing their performance. McGraw Hill Professional.
cxxxix.   O'Grady, M.A. (2008).Americas: Wrong About Mexico, Wall Street Journal(Eastern edition), NewYork: Mar. 3, p. A.16.
cxl.   Orodho, A.J (2012). Techniques of writing research proposals and reports in education and social sciences. Kanezja Publisher.
cxli.   Orodho, A. J. (2003). Essentials of Educational and Social Sciences Research Method. Nairobi: Masola Publishers.
cxlii.   Oshode, A. A., Alade, S. O., & Ogunro, V. O. (2014). The Open and Closed Performance Appraisal System: Employees Perception of its Implication for Productivity in the Nigerian Banking Sector . Asian Journal of Management Sciences and Education , 184-186 .
cxliii.   Paik, Y., Vance, C. M., & Stage, H. D. (2000). A test of assumed cluster homogeneity for performanceappraisal management in four Southeast Asian countries. International Journal of Human ResourceManagement, 11(4), 736-750.
cxliv.   Pearce, J. L., & Porter, L. (1996). Employee responses to formal performance appraisal feedback. Journal of Applied Psychology , 211-218.
cxlv.   Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. Research in Nursing & Health, 29, 489-497.
cxlvi.   Polit, D.F., Beck, C.T., & Hungler, B.P. (2001). Essentials of nursing research: Methods, appraisal, and utilization(5th ed.). Philadelphia: Lippincott.
cxlvii.   Porter, C., Bingham, C. and Simmonds, D. (2008).Exploring Human Resource Management, 1st edition, London: McGraw Hill.
cxlviii.   Prasad L.M., (2006).Human Resource Management.Sultan Chand & Sons: Educational Publishers.
cxlix.   Prowse P. and Prowse J. (2009).The Dilemma of Performance Appraisal, Measuring Business Excellence, 13(4), 69-77.
cl.   Pudelko, M. (2006). The seniority principle in Japanese companies: A relic of the past? **Asia Pacific Journal of Human Resource,** 44(3), 276-294.
cli.   Randhawa, G. (2007). Human Resource Management. New Delhi: Atlantic Publishers andDistributors.
clii.   Randell, G. (1994). Employee appraisal'; Personnel Management in Britain. Oxford : Blackwell Publishers.
cliii.   Ratnawat, R., & Jha, P. (2013). Effectiveness of Performance Management System: Indian Experience . International Journal of Business and Management Tomorrow , 249-262.
cliv.   Raush, H. L. (1965). Interaction sequences. Journal of Personality and Social Psychology, 2,487-499.
clv.   Redman, T., Snape, E., Thompson, D., & Yan, F. (2000). Performance appraisal in an NHS Hospital. Human Resource Management Journal , 48-62.
clvi.   Redman T. and Snape E., (1992). Upward and onward: Can Staff Appraise their management, Personnel Review, 21(7), 32-46.
clvii.   Redmond, B. (2012). PSYCH 484**, Lesson 9: Control Theory: How do I regulate my behavior?**https://courses.worldcampus.psu.edu/fa12/psych484/001/content/lesson09/lesson09_01.html
clviii.   Roberts, G. E. (2003). Employee performance appraisal system participation: A technique that works. Public Personnel Management, 32(1), 89-98.
clix.   Rodriquez, D., and Rios, R. (2007). Latent Premises of Labor Contracts: Paternalism andProductivity, Two Cases from the Banking Industry in Chile, International Journal of Manpower (IJM), 28, 5, 354–368.
clx.   Salaman, Graeme; Storey, John; Billsberry, Jon. 2nd Edition. 2005. Strategic Human Resource Management: Theory and Practice. Sage Publications Ltd.
clxi.   Sarfraz, M., Ran, J., & Soliev, I. (2013). Restructuring and Performance Evaluation of Chinese Local Government: Problem, Reason, and Options of Change . Journal of Management Policies and Practices , 1-15.

clxii. Schermerhorn, R. J. (2011). Organizational Behavior: Experience, Grow, Contribute. Indianapolis.New York: Wiley Publishing.

clxiii. Shadur, M. A., Rodwell, J. J., & Bamber, G. J. (1995). The adoption of international best practices in awestern culture: East meets west. International Journal of Human Resource Management, 6, 735-757.

clxiv. Shaw, J. B., Tang, S. F. Y., Fisher, C. D., & Kirkbride, P. S. (1993). Organizational and environmental

clxv. Shen, J. (2004). International performance appraisals: policies, practices and determinants in the case ofchinese multinational companies. International Journal of Manpower, 25(6), 547-563.

clxvi. Scott, S.G., and Einstein, W.O., (2001). "Strategic Performance Appraisal in Team-based Organizations: One Size Does Not Fit Fll". Academy of Management Executive, 15(2),107-116.

clxvii. Singh, E., Mohanty, M., & Mohanty, A. (2013). Performance Appraisal Practices in Indian Service And Manufacturing Sector Organizations. Asian Journal of Management Research, , 10-13.

clxviii. Slavić, A., Berber, N., & Leković, B. (2014). Performance management in international human resource management: evidence from the cee region. Serbia Journal of Management Serbian Journal of Management , 45 – 58.

clxix. Snyder, M. (1981). On the self-perpetuating nature of social stereotypes. In D. L.Hamilton(Ed.), Cognitive processes in stereotyping and intergroup behavior(pp. 182-212). Hillsdale,NJ: Erlbaum.

clxx. Stredwick, J. (2000). Aligning rewards to organizational goals -a multinational's experience, European Business Review, vol. 12, no. 1, pp. 9 -18.

clxxi. Sulieman A. M. T., (2003). Self and supervisor ratings of performance: Evidence from an individualistic culture, Employee Relations, Vol. 25 Iss: 4, pp.371 – 388.

clxxii. Suresh, P., & Mohideen, M. (2013). A study on performance appraisal of automobile industries, at Chennai,Tamilnadu. International Journal of Marketing, Financial Services & Management Research , 122-127.

clxxiii. Tabassum, A. (2012). Performance Appraisal Practices in a Developing Country: Case Study of a NGO in Bangladesh. Journal of good governance and sustainable development , 1-15 .

clxxiv. Taylor, S. (2007).People Resourcing, 4thedition, London: CIPD.

clxxv. Thomas, S., & Bretz, R. (1994). Research and practice in performance appraisal: Evaluating employee performance in America's largest companies. SAM Advanced Management Journal , 10-16.

clxxvi. Treece, E. W., & Treece, J. W. (1982). Elements of research in nursing (3rd ed.). St. Louis, MO:Mosby.

clxxvii. UNDP. (2001). Human population capital . Nairobi: Kenya.

clxxviii. UNON. (1999). The United Nations Office in Nairobi publication. Nairobi : United Nations .

clxxix. van Belle, G. (2002). Statistical rules of thumb. New York: John Wiley.

clxxx. Verma, A. (2014). Article: Performance Appraisal System - A Conceptual Framework . International Business Journals , 16.

clxxxi. Vroom, Victor H. (1964). Work and motivation. John Wiley & Sons, Inc. Abstract: Vroom's seminal book that introduces his Expectancy Theory cognitive model. Vroom introduces the model and its concepts of Valence, Expectancy, and Force.

clxxxii. Werner, A. (2002). Leadership. In: Nel, P.S., Gerber, P.D., Van Dyk, P.S., Haasbroek, G.D.

clxxxiii. Wiese, D., & Buckley, M. (1998). The evolution of the performance appraisal process. Journal of Human Resource Management , 233-249.

clxxxiv. Wilson, F. (2002). Dilemmas of Appraisal, European Management Journal, vol. 20, no. 1, pp. 620 -629

clxxxv. White, C. J. (2003). Research Methods and Techniques. Pretoria: Mustung. Road 44

clxxxvi. Yadav, R., & Dabhade, N. (2013). Performance management system in Maharatna Companies (a leading public sector undertaking) of India – a case study of B.H.E.L., Bhopal (M.P.) . International Letters of Social and Humanistic Sciences , 49-69.

clxxxvii. Yin, R. K. "The Case Study as a Serious Research Strategy," Knowledge (3), 1981, pp. 97-114.

clxxxviii. Zhang Z. (2000). A flexible new technique for camera calibration, IEEE Transactions on Pattern Analysis and Machine Intelligence 22(11):1330–1334,

<u>**APPENDIX A: QUESTIONNAIRE**</u>

Thank you for sparing a few minutes to answer this questionnaire.   The information provided will be treated with utmost **<u>CONFIDENTIALITY</u>**.

Questionnaire Number:

Date of Interview:
Please Tick as appropriate

A	BACKGROUND INFORMATION	
101	Gender of the respondent	[]…….. Male []…….. Female
103	What is your age bracket?	[]…….20 – 30 []…….31 - 40 []…….41 - 50 []…….51 and above
104	What is your level of education?	[]…….Diploma Level []…….Degree level []…….Master's Degree level []…….Doctorate Level Other………………………

B	EMPLOYEE ATTITUDES	
201	How many years have you worked for the organization?	[]…….. less than 2 years []…….. less than 5 years []…….. less than 10 years []…….. less than 15 years []…….. More than 15 years
202	Does performance appraisal process improve the following? Tick appropriately	*Job satisfaction* []…….Fully []…….Partially []…….Not at all *Organizational Commitment* []…….Fully []…….Partially []…….Not at all *Performance Improvement* []…….Fully []…….Partially []…….Not at all
203	What factors affect effectiveness of the performance appraisal process?	[]…….Role clarity []……..Communication effectiveness []…….Merit and pay administration []……..Expectancy []…….Instruments and estimates used []……..Perceptions of equity
204	How would you describe the performance appraisal forms used?	*Consistent* []…….Fully []…….Partially []…….Not at all *Reliable* []…….Fully

		[]…….Partially []…….Not at all *Valid* []…….Fully []…….Partially []……Not at all
2 0 5	What kind of psychological responses has performance appraisal process elicited?	*Positive Reponses* []……….Satisfaction []……….Acceptance []……….Motivation *Negative Responses* []……….Fear []……….Loathing []……….Resistance []……….Denial []……….Aggression []……….Discouragement
2 0 6	What are some of the benefits of performance appraisal process?	*For the Appraisee:* []……….Increased job motivation and job satisfaction []……….Clear understanding of expectations []……….Opportunity to discuss aspirations []……….Improved working relationships []……….Counseling and guidance []……….Increased sense of personal value *For the Appraiser:* []……….Opportunity to develop an overview of individual jobs []……….Link team and individual with department and organizational objectives []……….Clarify expectations []……….Reprioritize targets []……….Enhance productive relationships []……….Increased sense of personal value *For the Organization:* []……….Improved overall performance []……….Improved overview of tasks performed []……….Identification of ideas for improvement []……….Creation of a culture of continuous improvement []……….Communication to staff that they are valued
2 0 7	In your opinion, how do you rate the current electronic performance appraisal system (e-pas)? …… …… ……	

C	TOP MAGEMENT SUPPORT	
3 0 1	What is the primary purpose of performance appraisal in your organization?	[]…Evaluate employees []…Develop employees []…Evaluate and Develop employees []….Others (specify) ………………..…………………. ………………..………………….
3 0 2	What are some of the benefits of performance appraisal process to senior management and the organization?	[]……..Helps managers affect employee behavior []……..Provide knowledge regarding effectiveness of selection and placement programs []……..Highlight training and development needs []……..Support budgeting process []……..Assist in human resource planning and rewarding decisions
3 0 3	Please mark which human resource management action(s) have been taken by management as a consequence of performance appraisal process:	[]……..Termination/Lay Offs []……..Transfer []……..Promotion []……..Training needs []……..Salary restructuring []……..Identification of poor and good performers
3 0 4	Does management support the performance appraisal process?	[]……..Fully support []……..Partially support []……..Little support []……..No support
3 0 5	In your opinion, how can management improve the performance appraisal process? ……… ……… ……… ………………	

D	TRAINING	
4 0 1	Have you been trained on United Nations Human Resource Performance Appraisal Policy?	[]…..YES []..… NO
4 0 2	How often is staff trained on electronic- performance appraisal system (e-PAS)?	[]…….Annually []…….Semi-Annually []…….Quarterly []…….Once Others specify: ………………………………………………………………
4 0 3	What is your role in e-PAS?	[]…….Staff member []…….First Reporting Officer []…….Second Reporting Officer []…….Additional Supervisor Others specify: ………………………………………………………………
4 0 4	Describe your level of proficiency in using e-PAS for each stage?	Registration []…….Proficient []…….Partially Proficient []…….Not proficient Developing Work Plan []…….Proficient []……Partially Proficient []…….Not proficient

		Mid-Point Review []…….Proficient []…….Partially Proficient []…….Not proficient End of Cycle []…….Proficient []……Partially Proficient []…….Not proficient
4 0 5 a	Have you experienced any difficulty in using the electronic performance appraisal system?	[]……….Yes []……….No
4 0 5 b	At which stage have you experienced the problem most?	[]……. Registration []……. Developing Work Plan []……. Mid-Point Review []……. End of Cycle
4 0 6	Have you used or encountered the following tools contained in the e-PAS?	[]……….Activity description []……….Feedback []……….Electronic Bookshelf []……….Workflow diagram
4 0 7	In your opinion is the e-PAS user friendly?	[]……….Agree []……….Slightly Agree []……….Neutral []……….Slightly Disagree []……….Disagree []………..NA
4 0 8	In your opinion, what suggestions would you give management to improve the performance appraisal training programme? ……… ……… ……… ………………	

E	ORGANIZATIONAL POLICIES	
5 0 1	What appraisal method is used by United Nations?	[]……..Critical Incidents []……..Graphic Rating Scale []……..Behaviorally Anchored Rating Scales []……..Management By Objectives []……..360 Degree Feedback
5 0 2	Who is the primary source of performance appraisal information?	[]……..Managers []……..Peers []……..Subordinates []……..Self []……..Customers
5 0 3	Which stage do you consider critical in performance appraisal process?	[]…….Formulating the annual plans []……. Midterm reviews []…….End of cycle reviews []…….Appraisal report
5 0 4	Which stage is often ignored in performance appraisal process?	[]…….Formulating the annual plans [] ……. Midterm reviews []…….End of cycle reviews []…….Appraisal report
5	Which performance appraisal method	[]…….Graphic rating scale

0 5	is used by UNON?	[]…….Behavioral Anchored rating scale []…….Mixed Standard rating scale []…….Management by Objectives []…….Goals Based Appraisal System Others specify: ………………………………………………
5 0 6	Do you have developmental meetings between supervisors and employees?	[]……..Yes []……..No
5 0 7	Who is the primary source of performance appraisal process?	[]……..Managers []……..Peers []……..Subordinates []……..Self []……..Customers Others specify: ……………………………………………………
5 0 8	Do you get feedback on your performance from the supervisor?	[]……..Yes []……..No
5 0 9	Who is best placed to assess management's performance?	[]……..Managers []……..Peers []……..Subordinates []……..Self []……..Customers Others specify: ……………………………………………………………………………………………………… ………
5 1 0	In your opinion, what would you suggest management to improve the performance measures? ……………………………………………………………………..……………………………………………………………………… ……..…………………………………………………………………….…	

THANK YOU VERY MUCH FOR YOUR COOPERATION