IMPACT OF PERFORMANCE APPRAISAL ON EMPLOYEE MORALE IN NON-GOVERNMENTAL ORGANIZATIONS: THE CASE OF UNEP

BY

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UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

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A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Master of Business Administration (MBA)

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STUDENTS DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University – Africa in Nairobi for academic credit.

Sign: _______________________________       Date: __________________________
Nancy Sinkeet (ID: 638606)

This research project has been presented for examination with my approval as the appointed supervisor.

Sign: _______________________________       Date: __________________________
Dr. Zachary Mosoti

Sign: _______________________________       Date: __________________________
Dean, Chandaria School of Business
DEDICATION

I dedicate this research project to my son, brothers, mother, sisters and for their understanding in allowing me pursue my MBA program and for their prayers and support.
ACKNOWLEDGEMENT

I would like to acknowledge the supervisor Dr. Zachary Mosoti for the invaluable support in concluding this project. You have contributed immensely in shaping this study through your advice, directions, suggestions and criticisms. My mother and father for their continued support, my brothers and sister and my friends for their words of encouragement.
ABSTRACT

The purpose of the study was to investigate the performance appraisal practices and the effect on employee morale of NGOS with special focus on UNEP Kenya. This research adopted a descriptive research design and the study was based on the following research questions: one what are the performance appraisals methods used at UNEP? Two what is the effect of performance appraisal accuracy on staff morale at UNEP? Three how does appraisers’ competence affect employee Morale at UNEP?

This study utilized a descriptive research design to build a profile about the effectiveness of performance appraisal on employee morale at UNEP. The target population of this study comprised of all the staff employed in UNEP as at March 2016 who were 279. The sampling frame was drawn from the human resource current staff list at the Board’s Head Office. Stratified random sampling technique was used to help enhance the chances of participation among potential participants. The sample size of 100 respondents was used in the study. The researcher used a questionnaire as primary data collection instrument. The questionnaire was administered through drop and pick method to the officers of the selected departments. Data was analyzed using quantitative measures and presentation of data was done through the use of figures and tables.

The study revealed that, UNEP employed different approaches of performance appraisal to ensure that they got maximum value from the appraisal processes and the focus of their appraisals were primarily on the needs of the employees and generalized needs of the organization. The study revealed that UNEP’s appraisals concentrated on helping employees make sense of their practice and experience and that their, peer review focused on the creation of a positive future plans rather than the critical review of past performances. From the study, it was revealed that, the competence assessment and development appraisal of the organization focused on appraises’ competence and development needs.

The study revealed that appraisals in the organization served the role of facilitating an orderly means of determining rewards and also supplied data to managers and appraises about individual strengths and weaknesses. The study showed that the motivational role of the appraisals in the organization entailed creating a learning experience that motivated
workers to improve their performance and discover what was expected of them and they were able to set personal goals. The study revealed that, UNEP’s appraisals created a constructive forum for providing feedback to other employees about their individual behavior and overall performance.

The results of the study showed that, appraisal techniques at UNEP had moved towards greater employee participation and were more results-oriented. The study showed that, appraisals at UNEP incorporated a wide range of different criteria and approaches that ensured an effective assessment process and that the responsibility for managing the entire appraisal process had not moved closer to the employees being evaluated. The study revealed that, appraises at UNEP had greater acceptance of the appraisal process, and felt more satisfied with it and the supervisors did not apply different standards with different employees in the organization.

The study concludes that the appropriate duration to conduct performance evaluation was annually and performance evaluation identifies skilled employees. The study also concludes that employee careers had grown in the surveyed organization and employees had positive and favorable feelings about their current jobs. The study finally concludes that appraisal techniques at UNEP had moved towards greater employee participation and had become more results-oriented, which means that appraisals were more focused on a process of establishing benchmarks, setting individual objectives, and measuring performance.

The study recommends the UN to appraise the performance of the workers by giving them incentives, which would motivate them to work to their fullest capacity and to encourage them to work more and show good and better results. For the top management of the company it should offer them holiday package, appraise performance by recognizing their work in their meetings etc. this will help in raising their morale and therefore they will work harder. Most of the employees do not want financial help rather they would like some recognition for their work.
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LIST OF ACRONYMS

HR: Human Resource
KRA: Key Result Areas
MBO: Management by Objectives
MIE: Managing Individual Effectiveness
NGOs: Non-Governmental Organizations
T&D: Training and Development
UN: United Nations
UNEP: United Nations Environment Programme
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Performance Appraisal is any personnel decision that affects the status of employees regarding retention, termination, promotion, demotion, transfer, salary increases or decreases, or admission into a training program. It is a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, (Bach, 2005).

Performance appraisal may be defined as a structured and formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semiannual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. In many organizations - but not all - appraisal results are used, either directly or indirectly, to help determine reward outcomes. That is, the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions (Balnaves and Caputi, 2001).

Employee performance reviews can be one of the best tools to boost performance, improve morale and increase productivity. When done properly, performance evaluation is an effective planning tool for managers and provides important feedback to employees like views to identifying weaknesses and strengths as well as opportunities (Brown and Heywood, 2005).

Performance appraisal systems are increasingly being used in both public and private sector to evaluate the performance of employees. According to Smith (2000), appraisal involves the identification of cause and impact relationships on that employment and labour policies are based mostly or may be based and are a routine method that organizations use to gauge their staff, it is a scientific assessment of a current programme or policy, its design, implementation and results. Its aim is to appraise the connectedness
and fulfillment of objectives, efficiency, effectiveness, impact and property (Dressler, 2005).

The appraisal systems usually involve evaluating performance based on the judgments and opinions of subordinates, peers, supervisors, other managers and even workers themselves (Jackson and Schuler, 2003). An employee appraisal, performance review, or career development discussion is a method by which the job performance of an employee is evaluated in terms of quality, quantity, cost and time. Performance appraisal is also part of career development. Performance appraisals are regular reviews of employee performance within organizations. Performance appraisal as a process is seen as a key contributor to successful human resource management, as it is strongly related to organizational performance (Erdogan, 2002).

Murphy and Cleveland (2000) believe that performance appraisals can help organizations in four ways. First, they can enhance the quality of organizational decisions, ranging from promotions, layoffs, compensation and transfers. Second, they can enhance the quality of individual decisions, ranging from career choices to decisions about where to direct one's time and effort. Third, they provide a set of tools for organizational diagnosis and development. Finally, performance appraisals can affect employees' views of and attachment to their organization. Performance appraisal is a tool of management that can lead to better communication, motivation and feedback (Stivers and Joyce, 2000).

A common process for managing employees is the traditional practice of annual performance reviews. While these annual reviews have their shortcomings, companies around the globe continue to use them. However, to increase accuracy and to get a comprehensive and balanced feedback about employee performance, 360-degree feedback system is becoming more popular (Geddes and Konrad, 2003). In this system peers, subordinates and customers also do the appraisal. This is particularly relevant in the light of research, which has empirically proved that 360-degree feedback system improves employee performance significantly (Rai and Singh 2005).

Performance appraisal is an ongoing communication process between employees and supervisors. Supervisors should set expectations, monitor performance, and provide
feedback to employees. By having this information, they will direct and develop employee performance by identifying training and development needs, correcting, and determining promotions (Seldon, Ingraham, and Jacobson, 2001). Performance appraisal is evaluating employee's current and past performance relative to his or her performance standards. Therefore, if performance appraisal is successfully carried out in an organization, the employees would be able to know how well they are performing and what is expected of them in future in terms of effort and task direction through an established plan for performance improvement for improvement and skills development (Latham and Wexley, 2009).

Morale may be defined as an intangible concept that refers to how positive and supportive a group feels toward the organization to which it belongs (Haddock, 2010) and the special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one’s achievement, and faith in the leadership and organizational success. Seroka (2009) defines employee morale as the general level of confidence or optimized experienced by a person or a group of people, especially if it affects discipline and willingness. According to Finger (2005), morale is more influenced from the down (that is by leadership) than from the bottom up.

Organizations can use appraisals to boost employee morale through training and development (T&D). Performance appraisal should point out an employee’s specific needs for training and development (Latham and Wexley, 2009). For instance, if an employee’s job requires skill in technical writing and their evaluation reveals a deficiency in this factor, they may need additional training in written communication. If a firm finds that a number of first-line supervisors are having difficulty in administering disciplinary action, training sessions addressing this problem may be appropriate (Geddes and Konrad, 2003). By identifying deficiencies that adversely affect performance, T&D programs can be developed that permit individuals to build on their strengths and minimize their deficiencies (Latham and Wexley, 2009). Smith (2000) notes that, an appraisal system does not guarantee properly trained and developed employees. He adds that, however, determining T&D needs is more precise when appraisal data are available.
Employee morale can also be boosted by adjusting their salaries through the appraisal. Performance appraisal results provide a basis for rational decisions regarding pay adjustments (Haddock, 2010). According to Rai and Singh (2005), most managers believe that they should reward outstanding job performance tangibly with pay increases. They believe that the behaviors that are rewarded are the behaviors that one gets. Rewarding behaviors necessary for accomplishing organizational objectives is at the heart of a firm’s strategic plan. Haddock (2010) also notes that, to encourage good performance, a firm should design and implement a reliable performance appraisal system and then reward the most productive workers and teams accordingly.

United Nations Environment Programme (UNEP) is an agency of the United Nations that coordinates its environmental activities, assisting developing countries in implementing environmentally sound policies and practices. It was founded by Maurice Strong, its first director, as a result of the United Nations Conference on the Human Environment in June 1972 and has its headquarters in the Gigiri neighborhood of Nairobi, Kenya. UNEP also has six regional offices and various country offices (UNEP, 2015).

Its activities cover a wide range of issues regarding the atmosphere, marine and terrestrial ecosystems, environmental governance and green economy. It has played a significant role in developing international environmental conventions, promoting environmental science and information and illustrating the way those can be implemented in conjunction with policy, working on the development and implementation of policy with national governments, regional institutions in conjunction with environmental non-governmental organizations (NGOs). UNEP has also been active in funding and implementing environment related development projects (UNEP, 2015).

Further from the UNEP website its mission is to provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations. Its vision is to be the leading global environmental authority that sets the global environmental agenda, that promotes the coherent implementation of the environmental dimensions of sustainable development within the United Nations (UN).
system and that serves as an authoritative advocate for the global environment (UNEP, 2015).

1.2 Statement of the Problem

Performance appraisal is a critical component of the overall human resource management function in the civil service and indeed the UNEP. There is an increasing use being made of the performance appraisal process (Meyer, 2001), generally motivated by an organizational desire to affect employee behaviors and attitudes and, ultimately, organizational performance (Boyd, 2004). This occurs because of the establishment of goals at the beginning of the evaluation cycle, which provides employees with clear performance targets, the monitoring of performance during the evaluation cycle (which can be used to assist poor performers) and the reinforcement provided for good performance through the provision of rewards, usually in the form of higher pay.

The capacity to achieve these positive outcomes will be a function of the quality of the performance appraisal experience. Performance appraisal is a complex process and there is scope for variation, particularly when the supervisor is required to make subjective judgments of employee performance; principles of work planning, setting of agreed performance targets, feedback and reporting. It is linked to other human resource management systems and processes including staff development, career progression, recruitment, placement, incentives and sanctions (Milkovich and Boudreau, 2004).

Much of the previous study had focus on employee motivation and staff appraisal in the government. Oluoch (2007) conducted a survey of the relationship between performance appraisal practices, motivation and job satisfaction of commercial banks in Nairobi; Fletcher, (2002) conducted a study on the effect of staff appraisal on employee performance in the Ministry of Energy. Since there isn’t any known study that has focused on effects of performance appraisal on employee’s morale in UNEP; this study therefore seeks to fill this knowledge gap by determining the influence of performance appraisal on employee morale in UNEP.
1.3 Purpose of the Study

The general objective of this study was to investigate on the impact of performance appraisal on employee morale in NGOs.

1.4 Research Question

The study was guided by the following research questions:

1.4.1 What are the performance appraisal methods used at UNEP?
1.4.2 What is the effect of performance appraisal accuracy on staff morale at UNEP?
1.4.3 How does appraisers’ competence affect employee morale at UNEP?

1.5 Importance of the Study

1.5.1 United Nations Environment Program (UNEP)

This study focused on UNEP and the impact of performance appraisal methods on employee’s morale. The study has highlighted the impact within the organization and has offered recommendations that management may use to improve their appraisal methods leading to an increase in employee morale.

1.5.2 Other NGO Managers

This study has focused on the impact of performance appraisal on employee motivation. Managers of other NGO firms may use the study to benchmark against their current practices and adopt the recommendations given to improve their practice.

1.5.3 Academic and Research

This research may also be useful for academic purposes for student in the future carrying out research along the same lines. The study has set a firm foundation for a study on UNEP and has offered its limitation providing a gap that can be studied by future scholars.

1.6 The Scope of the Study

The study focused on UNEP the headquarters office in Nairobi and targeted the management, non-management staff, from January to June 2016. The study focused on the impact of performance appraisal on employee morale in non-governmental
organizations specifically UNEP. The data collected and the results of this study were limited to the organization only.

1.7 Definition of Terms

1.7.1 Appraisal
Appraisal, according to Bach (2005) is the act of estimating worth or value of a person. It can also be defined as the act of estimating or judging the nature or value of something or someone.

1.7.2 Competence
This is the ability to do something well or the quality of being adequate with possession of required skill, knowledge, qualification, or capacity (Rai and Singh, 2005). It can also be defined as the ability of an individual to do a job properly (Boyd, 2004).

1.7.3 Performance
The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed (Latham and Wexley, 2009). In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract (Seroka, 2009).

1.7.4 Performance Appraisal
Also referred to as a performance review, performance evaluation, (career) development discussion or employee appraisal, is a method by which the job performance of an employee is documented and evaluated (Bach, 2005).

1.7.5 Appraiser
An appraiser from Latin ‘ appretiare’ meaning “to value” is one who sets a value upon property, real or personal (Bach, 2005). In this study, it will be used to mean the one who conducts a performance appraisal for employees.

1.7.6 Morale
Morale is a spirit that a person or a group can have that’s makes them want to succeed (Dressler, 2005). Morale may be defined as an intangible concept that refers to how
positive and supportive a group feels toward the organization to which it belongs (Haddock, 2010).

1.7.7 Employee Morale
Employee morale may be defined as the general level of confidence or optimism experienced by a person or a group of people, especially if it affects discipline and willingness (Seroka, 2009).

1.7.8 Non-Governmental Organizations
Non-Governmental Organizations is a voluntary group of organizations that are not affiliated with any government (Boyd, 2004).

1.8 Chapter Summary
This chapter covers introduction of the study where key concepts are discussed including performance appraisal and employee morale and how they relate to one another. It then provided the problem statement where it discussed the importance of performance appraisals to organizations, what the situation will be at the UNEP and what the research gap for the study is. The chapter further presents the study objectives including broad and specific ones before presenting the research questions, the importance of the study, limitations of the study and chapter summary.

The next chapter presents literature review where it discusses other studies relevant to the topic as tackled by other scholars. Chapter three presents the research methodology, chapter four presents the study findings and finally chapter five will present the summary discussions conclusions and recommendations of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter discusses literature by various authors on performance appraisal. Widespread frustration and dissatisfaction with performance appraisal has challenged researchers and practitioners in both the private and public sectors to evaluate the effectiveness of performance appraisal. A significant amount of performance research focuses on methods of performance appraisal and role of employee on appraisal.

2.2 Methods of Performance Appraisal
Organizations employ different approaches of performance appraisal to ensure that they get maximum value from the appraisal processes. These may include peer review and development, competence assessment development, 360 degrees appraisal method, and Management by Objectives among others. In the sections that followed, I discussed each of these approaches (Boyd, 2004).

2.2.1 Peer Review and Development
The purpose of this type of appraisal is to provide feedback to the appraiser and to help her or him to plan their future self-development. The focus is primarily on the needs of the individual with only a broad and generalized regard being given to the needs of the organization. This type of appraisal can be described as using a phenomenological framework (Giuliani, 2002).

Concentrates on helping the individual to make sense of his or her own practice and experience from this perspective the test of whether appraisal is useful depends on its relevance to the individual's attempts to interpret it and to make sense of it for future development. It does not matter if different people create different meanings from those of others in the same role (Kessler, 2000).

The appraisal processes used in the Education Department of Oxford Polytechnic in the late 1980s are very close to peer review in their purpose and application. Although in this department the appraisal interviews were conducted by the heads of departments, they
were acting in the role of academic peer rather than as line manager. The interview was not seen as a management exercise but as a personal opportunity to reflect and plan (Armstrong and Baron, 2005).

In a departmental conference on appraisal, staff held discussions in pairs on individuals’ aspirations. These talks led to the writing of personal development plans. As one participant reported. This allocation of a specific time for the validation of each individual in a climate of trust has definitely opened further channels of mutual support within the department (Armstrong and Baron, 2005).

Peer review focuses on the creation of a positive future plan rather than on a critical review of past performance. However, in this type of appraisal, there is always a default concern with protecting the professional autonomy of the person being appraised. One aspect of this concern is the emphasis given to the improvement of practice and the avoidance of any condemnation of professionals (Bach and Sisson, 2000).

2.2.2 Competence Assessment and Development

The purpose of this type of appraisal is also focused on the appraises’ competence and development needs. Within the hierarchical context common to this type of appraisal, however, there is a greater emphasis on making ratings and judgments whether made by appraise, appraiser or jointly by them both about the appraise performance. There is also more concern with sending these assessments up the hierarchy so that there is, within the organization, some knowledge of the skills and competences available. This sometimes takes the form of sophisticated databases on which details of staff competence are maintained (Geddes and Konrad, 2003).

Another common feature of this type of appraisal is that it is seen, by both staff and management, as a mechanism for identifying people with promotion potential. There is a clear emphasis in the competence assessment type of appraisal on integrating individuals’ aspirations and abilities with organizational goals. This contrasts it with peer appraisal. In the polytechnic example, quoted in the previous section, personal plans were developed almost independently of departmental or institutional goals (Geddes and Konrad, 2003).
The focus in this type of appraisal is on setting targets for achievement and these are commonly quantitative and hierarchical (Walker and Smither, 1999). Appraisal becomes a cascading process in which targets are set for the whole organization and are then disaggregated and allocated to people throughout the organization. The key processes in this type of review involve assessing performance against previously set targets, before moving on to setting new targets (Strebler, Bevan and Robinson, 2001).

2.2.3 360-Degree Appraisal Method
According to Brown and Heywood (2005), 360 degree feedback is the most comprehensive and costly type of appraisal. It includes self-ratings, peer review, and upward assessments; feedback is sought from everyone. It gives people a chance to know how they are seen by others; to see their skills and style; and may improve communications between people. 360 degree feedback helps by bringing out every aspect of an employee's life. Cooperation with people outside their department, helpfulness towards customers and vendors may not be rewarded by other types of appraisal. This system also helps those who have conflicts with their manager (Makinson, 2000).

According to Marsden (2007), the results are better working relations; better communications; more information on management performance and style; increased effectiveness and productivity of individuals and the organization as a whole; knowledge of training needs; a better grasp of organizational priorities; and greater employee input in designing self-development plans. Marsden further states that 360 degree feedback generally has high employee involvement and credibility; may have the strongest impact on behavior and performance; and may greatly increase communication and shared goals. It provides people with a good all-around perspective. The Managing Individual Effectiveness (MIE) system at Bell core is used for self-development. It gets feedback from peers, managers, subordinates, and the rates themselves (Marsden, 2007).

Folger, Konovsky and Cropanzano (2002) notes that to achieve success, expectations must be communicated clearly; employees must be involved early; resources must be dedicated to the process, including top management's time; confidentiality must be assured; and the organization, especially top management, must be committed to the
program. Folger, Konovsky and Cropanzano (2002) further says the system requires a third party, such as a consultant, to begin the process, which may take months to start up.

360 degree feedback may be given directly to the employees, who have the option of discussing them with their managers; or it may be given to the managers for use in a feedback meeting. Whichever method is chosen, training for the managers and rates is necessary. As with upward assessments, once the assessment is completed, participants should be guided through their data ideally, making their own interpretations of it so they have ownership of their conclusions. The consultant should be present to help correct misunderstandings, focus attention on action and interpretation rather than blame and diversion, and to then guide the conversation to action steps. These should be in some way observable or concrete and have definite milestones and deadline dates, which are followed through by the manager or supervisor (Chartered Institute of Personnel and Development, 2007).

The manager or supervisor’s role can vary and it is best sharing the actual numerical results with the person being rated. The manager or supervisor would receive a brief summary from the consultant to aid in following through with action plans. The action plan itself should be shared with the manager or supervisor, who should take on the follow-through process, scheduling meetings over the upcoming months to review the progress. Various stakeholders, such as the employee's immediate superior, other superiors who are not the bosses but who are in contact with the employee on a daily basis, the top management and the employee's subordinates, all provided data on his performance. All 360 degrees of the employee's working and working style are analyzed but involve the whole circle of individuals with whom the employee interacts for work. This feedback is then passed onto the employee to increase productivity (Marsden and Richardson, 2004).

2.2.4 Management by Objectives

Staff appraisal can be a contentious issue in organizations. This may be particularly so in professional and public sector organizations where the presentation of appraisal by management, can be thought by staff to be a cover for less noble intentions (Rees and Porter, 2002). According to Rees and Porter (2002), in an organization, the spirit of
achievement, is based on the integration of organization and employee goals that is, congruence between the organization's objectives and the individual interests and talents. Such congruence engenders a closer identification of the employee with the system. A climate of achievement is also generated by mutual trust and goal setting between the employee and his immediate manager. The climate of achievement, like organizational morale, is not a factor that is easily measured, but the resulting productivity and efficiency are readily identified. As with MBO's, a successful program with the communication necessary to achieve desired results requires commitment and dedication. Rees and Porter (2002) summarizes that for the manager to communicate his expectations effectively, he must invest the time required to learn the perceptions, work values, and objectives of his employees. Communication and feedback take many forms in an organization. Informal feedback is just as critical as the formal evaluation process (Rees and Porter, 2002).

Management by Objectives (MBO) is a systematic and organized approach that allows management to focus on achievable goals and to attain the best possible results from available resources. It aims at increasing organizational performance by aligning goals and subordinate objectives throughout the organization. Ideally, employees get strong input to identify their objectives and time lines for completion. MBO includes ongoing tracking and feedback in the process to reach objectives. In this method, the emphasis is on tangible and measurable goals. The Key Result Areas (KRA) and the means to attain maximum results are concentrated upon. Here, the superior lets her team know the KRAs and the results expected at the end of the year, the work delegated, and the authority responsibility relationship is defined. MBO methods of performance appraisal are results-oriented and seek to measure employee performance by examining the extent to which predetermined work objectives have been met (Marsden, 2007).

The guiding principle of the MBO approach is that direct results can be observed, whereas the traits and attributes of employees (which may or may not contribute to performance) must be guessed at or inferred. The MBO method recognizes the fact that it is difficult to neatly dissect all the complex and varied elements that go to make up employee performance. MBO advocates claim that the performance of employees cannot
be broken up into so many constituent parts as one might take apart an engine to study it (Storey, 2007).

2.3 The Role of Employees in Performance Appraisal
A study by Teel (1980) noted that employee’s role in appraisal had been primary a passive one. One concerned with how to arrive at a single overall performance appraisal, often needed for compensation decision, based on series of individual ratings.

2.3.1 Effects of Performance Appraisal on Employee Productivity
Competent appraisal of individual performance in an organization or company serves to improve the overall effectiveness of the entity indicated that, the three main functional areas of performance appraisal systems are administrative, informative, and motivational. Appraisals affects the administrative in that it serves the role of facilitating an orderly means of determining salary increases and other rewards, and of delegating authority and responsibility to the most capable individuals. The informative function is fulfilled when the appraisal system supplies data to managers and appraises about individual strengths and weaknesses. Finally, the motivational role entails creating a learning experience that motivates workers to improve their performance. When effectively used, performance appraisals help employees and managers establish goals for the period before the next appraisal (Kane and Lawler, 2009)

Appraises, appraisers (managers), and companies all reap benefits from effective performance appraisals. Appraises benefit in a number of ways; for example, they discover what is expected of them and are able to set goals. They also gain a better understanding of their faults and strengths and can adjust behavior accordingly. In addition, appraisals create a constructive forum for providing feedback to workers about individual behavior, and for allowing workers to provide input to their managers. Finally, appraises are (ideally) given assistance in creating plans to improve behavior, and are able to get a better grasp on the goals and priorities of the company (Kane and Lawler, 2009).

2.3.2 The Performance Appraisal Phases
Setting Expectations is the first Phase. The performance appraisal process is a process that evaluates employee performance, normally it compares quality, quantity, cost and
time. The first step in the process of performance appraisal is the setting up of standards which will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives (Kane and Lawler, 2009).

Once the standards are set, communicating the standards is the second phase. It is the responsibility of the management to communicate the standards to all the employees of the organization. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or the evaluators and if required, the standards can also be modified at this stage according to the relevant feedback from appraisers or the appraisers (Kane and Lawler, 2009).

The most difficult part of the performance appraisal process is to accurately and objectively measure the employee performance. Measuring the actual performance is the third phase. Measuring the performance covers the evaluation of the main tasks completed and the accomplishments of the employee in a given time period in comparison with the goals set at the beginning of the period. Measuring also encompasses the quality of the accomplishments, the compliance with the desired standards, the costs involved and the time taken in achieving the results. Measuring employee performance is the basis of the performance appraisal processes and performance management. Accurate and efficient performance measurement not only forms the basis of an accurate performance review but also gives way to judging and measuring employee potential. This stage requires careful selection of the appropriate techniques of measurement to ensure that personal bias does not affect the outcome of the process (Kane and Lawler, 2009).

Comparing the actual with the desired performance is the fourth phase. The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of employees from the standards set. The result can show the actual performance being more than the desired performance or, actual performance being less than the desired performance depicting a negative deviation in the employee’s performance (Kane and Lawler, 2009).
The next step is discussing results phase five. The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees’ future performance (Kane and Lawler, 2009).

The last step of the process is to make decisions which can be taken either to improve the performance of the employees, take the required corrective actions, or the related human resource (HR) decisions like rewards, promotions, demotions and transfers (Kane and Lawler 2009). According to Aswathappa (2006) performance appraisal consist of the following steps: objectives of appraisal; establish job expectations; design appraisal programme; appraise the performance; performance interview; and uses of appraisal data.

Objectives of appraisal include effecting promotions and transfers, assessing training needs and awarding pay increases. The emphasis in all these is to correct the problems. These objectives are appropriate as long as the approach in appraisal is individual. Appraisal in future, would assume systems orientation. In the systems approach, appraisal aims at improving the performance, instead of merely assessing it. The second step in the appraisal process is to establish job expectations. This includes informing the employee what is expected of him or her on the job. Normally, a discussion is held with his or her superior to review the major duties contained in the job description. Individuals should not be expected to begin the job until they understand what is expected of them.

Designing an appraisal programme poses several questions which need answers. There are, formal versus informal appraisal, whose performance is to be assessed? Who are the raters? What problems are encountered? How to solve the problems? What should be evaluated? When to evaluate? And what methods of appraisal are to be used?

The next step in the appraisal process is to measure the performance. Performance is essentially what an employee does or does not do. Employee performance common to most jobs include, quantity of output, quality of output, timeliness of output, presence at work and cooperativeness. In addition to these, other elements that deserve assessment
are job knowledge, leadership abilities, judgment, supervision, versatility and health. Assessment should also include one’s potential to perform and not just actual performance.

Performance interview is another step in the appraisal process. Once appraisal has been made of employees, the raters should discuss and review the performance with the ratees, so that they will receive feedback about where they stand in the eyes of superiors. Feedback is necessary to effect improvement in performance, especially when it is inadequate. Specifically, performance interview has three goals: to change behaviour of employees whose performance does not meet organizational requirements or their own personal goals, to maintain the behaviour of employees who perform in an acceptable manner and to recognize superior performance behaviours so that they will be continued. The final step in the evaluation process is the use of evaluation data. The data and information generated through performance evaluation must be used by the human resource department in order to effect the action necessary for example, promotions, pay increments and training.

According to Dessler (2003) the performance appraisal process contains three steps: define the job, appraise performance, and provide feedback. Defining the job means making sure that you and your subordinate agree on his or her duties and job standards. Appraising performance means comparing your subordinate’s actual performance to the standards that have been set, this usually involves some type of rating form. Third, performance appraisal usually requires one or more feedback sessions. There the appraiser and appraisee discuss the appraisee performance and progress, and make plans for any development required.

2.4 Appraisers’ Competence and Impact on Employee Morale
Morale may be defined as an intangible concept that refers to how positive and supportive a group feels toward the organization to which it belongs and the special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one’s achievement, and faith in the leadership and organizational success (Haddock, 2010).
Seroka (2009) defines employee morale as the general level of confidence or optimism experienced by a person or a group of people, especially if it affects discipline and willingness. According to Finger (2005), morale is more influenced from the down (that is by leadership) than from the bottom up. High or low morale is not just made up of a single factor; The Oxford Advanced Learner’s Dictionary (Oxford Advanced Learner’s Dictionary, 1995) defines morale as “the amount of confidence, enthusiasm and determination, that a person or group has at a particular time.” Lawrence (1966) where he states that “the term ‘morale’ includes all those psychological factors which lead workers to do what the organization (i.e. management) expects from them or which deter them from doing what the organization expects of them.”

Millett (2010) gives six reasons why staff morale is important: improved productivity; improved performance and creativity; reduced number of leave days; higher attention to detail; a safer workplace; and increased quality of work. Mazin (2010), adds that high employee morale leads to people coming to work on time, improved communication, less time wasted on gossip, improved recruitment and retention, and more creativity. Researchers argue that measure of morale can be based on employee loyalty and commitment. Warnings of low morale can be indicated by the increase of complaints, decrease of trust in company’s management and voluntary absenteeism. Therefore, indicators “such as rate of absenteeism and decline in loyalty to the corporation can be safely interpreted as indications of decline in morale.” Makawatsakul and Kleiner (2003) also emphasize the importance of the high employee morale at any given company as a strong strategic advantage. Although it might be hard to achieve, it is also hard to for the competitors to duplicate, unlike any other physical asset

Appraisal techniques since the mid-1900s has been a move towards greater employee participation. This includes self-analysis, employee input into evaluations, feedback, and goal setting by workers. Appraisal systems have also become more results-oriented, which means that appraisals are more focused on a process of establishing benchmarks, setting individual objectives, measuring performance, and then judging success based on the goals, standards, and accomplishments. Likewise, appraisals have become more multifaceted, incorporating a wide range of different criteria and approaches to ensure an
effective assessment process and to help determine the reasons behind employees’ performance (Dressler, 2003).

Performance appraisals and standards have also reflected a move towards decentralization. In other words, the responsibility for managing the entire appraisal process has moved closer to the employees who are being evaluated; whereas past performance reviews were often developed and administered by centralized human resources departments or upper-level managers. Because of the movement towards more decentralized approaches, performance appraisals also began to involve not only lower-level managers, but also coworkers and even customers. Known as 360 degree feedback, this form of performance appraisal uses confidential assessments from customers, managers, coworkers, and the individual employees themselves. Furthermore, the appraisal process has become increasingly integrated into complementary organizational initiatives, such as training and mentoring.

Manning and Curtis (1988) identify a variation to more common appraisal methods to motivate employees. The authors suggest a self-evaluation component be added to the standard supervisor review. This is then compared and contrasted with the evaluation that is completed by the supervisor. The results potentially lead the employee and supervisor to a more meaningful and in depth discussion. Manning and Curtis emphasize that this evaluation process almost results in an engaging discussion between the employee and manager. They note that other appraisal instruments allow for only minimal discussion. The authors also indicate that an appraisal that does not include meaningful discussion between the manager and supervisor potentially erodes the usefulness and effectiveness of the process.

During the First World War, Frederick Taylor tied productivity to numerical efficiency factors in order to achieve the highest possible output from workers. According to Lawler (2000), Taylor made individual pay for performance an important part of scientific management in the early 1900’s. Research published by Koontz and Armstrong indicate that the focus on performance appraisal during the first part of the 20th century focused mainly on output, which often was at the expense of the employee. When effectively
used, performance appraisals help employees and managers establish goals for the period before the next appraisal.

2.4.1 Link of Performance Appraisal to Rewards
Researchers, Bannister and Balkan (1990) have reported that appraisee seems to have greater acceptance of the appraisal process, and feel more satisfied with it, when the process is directly linked to rewards. Such findings are a serious challenge to those who feel that appraisal results and reward outcomes must be strictly isolated from each other.

There is also a group who argues that the evaluation of employees for reward purposes, and frank communication with them about their performance, are part of the basic responsibilities of management. The practice of not discussing reward issues while appraising performance is, say critics, based on inconsistent and muddled ideas of motivation (Bannister and Balkan, 1990).

In many organizations, this inconsistency is aggravated by the practice of having separate wage and salary reviews, in which merit raises and bonuses are decided arbitrarily, and often secretly, by supervisors and managers. In the early part of the second century, performance appraisal was used in larger organization mostly for administrative purposes such as making promotions and determining salaries and bonuses.

2.4.2 Challenges in Performance Appraisal
In order to make a performance appraisal system effective and successful, an organization comes across various challenges and problems. Raters’ evaluations are often subjectively biased by their cognitive and motivational states (DeNisi and Williams, 1988; Longenecker et al., 1987), and supervisors often apply different standards with different employees which results in inconsistent, unreliable and invalid evaluations (Folger et al., 1992). In order to create better systems, researchers have traditionally focused on validity and reliability (Bretz et al., 1992) by designing newer “forms” of performance appraisals (e.g., behavioural-based systems that better define specific essential job functions of employees or 360-degree feedback mechanisms that allow for cross-validation via multiple raters). However, despite these recent advances in evaluation design, critics
continue to argue that performance appraisal systems are not consistently effective (Atkins and Wood, 2002; DeNisi and Kluger, 2000).

Thomas and Bretz (1994) argue that evaluations are often perceived by employees and supervisors with "fear and loathing." Two possible explanations for the fear and loathing are the absence of a "sense of ownership" and an absence of rewards for properly completing the process. Cardy (1998) describes the appraisal process as "a difficult and error-ridden task." However, Cardy also points out that it is an important task that affects both the individual and the organization. As suggested by Drenth (1984), evaluation is a sensitive matter, often eliciting negative psychological responses such as resistance, denial, aggression, or discouragement, particularly if the assessment is negative. Thus high perceptions of evaluative performance appraisal use may result in negative feelings about the appraisal.

The employees’ reactions to appraisals can be an important condition to improve the employee’s performance. Recently, scholars have begun to argue that employees’ emotions and perceptions are important in determining the efficacy of performance appraisal systems. In fact, appraisal reactions such as satisfaction, acceptability and motivation to use feedback, are cited as an important trend in the appraisal research during the past ten years in a recent review of that literature (Levy and Williams, 2004).

2.5 Chapter Summary
This Chapter discussed literature by various authors on performance appraisal widespread frustration and dissatisfaction with performance appraisal has challenged researchers and practitioners in both the private and public sectors to evaluate the effectiveness of performance appraisal. A significant amount of performance research focuses on methods of performance appraisal and role of employee on appraisal. Chapter three presents research methodology.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
The purpose of this methodology chapter is to describe the qualitative processes to be involved in the study. This chapter has outlined the overall methodology that was used in the study. To achieve this noble goal, the chapter is broken down into subsections, each addressing particular salient process. The study utilized a qualitative methodology. The main source of data were questionnaires, which were distributed to the study participants sampled from among senior managers, line managers, supervisors, and other staff of UNEP.

3.2 Research Design
This study utilized a descriptive research design. According to Babbie (2004), a number of research strategies can be applied in studying the effectiveness of performance appraisal systems on employee morale at the UNEP in general. As such, this study took a descriptive approach so as to build a profile about the effectiveness of performance appraisal on employee morale at UNEP. The object of descriptive research is to portray an accurate profile of persons, events or situations (Robinson 2002 as quoted by Saunders et al., 2009).

This research was about prediction of the problems that UNEP could be facing and then went ahead to narrate facts as are to be established. A survey in the form a questionnaire was used. According to Balnaves and Caputi (2001) survey is defined as a method of collecting data from people about who they are, how they think (motivations and beliefs) and what they do (behavior). The study adopted a quantitative approach to measure effectiveness of appraisal systems on staff morale at the UNEP. The independent variables comprised of effects of appraisal systems while the dependent variable will be employee morale.
3.3 Population and Sampling Design

3.3.1 Population

Target population in statistics is the specific population about which information is desired. According to Cooper and Schindler (2006), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. The target population of this study comprised of all the staff employed in UNEP as at March 2016. These were classified into categories of top management level consisting of the executives, senior level management comprising functional heads, middle management comprising team leaders, supervisors and clerical staff. The total number of the population was 279, and was as shown in Table 3.1.

Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>Population</th>
<th>Total Population (Head Office)</th>
<th>Percentage Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management</td>
<td>24</td>
<td>8.6%</td>
</tr>
<tr>
<td>Middle Level</td>
<td>46</td>
<td>16.4%</td>
</tr>
<tr>
<td>Supervisory Level</td>
<td>111</td>
<td>39%</td>
</tr>
<tr>
<td>Unionisable Level</td>
<td>98</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>279</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: UNEP (2016)

3.3.2 Sample Design

Sample design is a definite plan for obtaining a sample from the sampling frame. It refers to the technique or the procedure the researcher will adopt in selecting some sampling unit from which inferences about the population is drawn (Cooper and Schindler 2006).

3.3.2.1 Sampling Frame

According to Cooper and Schindler (2006), a sampling frame is a list of elements from which the sample is actually drawn and closely related to the population. In this study, the sampling frame was drawn from the human resource current staff list at the company’s head office. This was used so as to ensure that the sampling frame is current, complete and relevant for the attainment of the study objective.
3.3.2.2 Sampling Technique

To come up with an appropriate study sample, the researcher utilized stratified random sampling technique. At the first instance, the employees were stratified into different levels in the company. The rationale behind the selection of the stratified sampling was because the staff members are classified into distinct grades and target population was spread across different departments and branches. This was to help enhance the chances of participation among potential participants (Bartlett, Kotrlik, and Higgins, 2001). The simple random technique was meant to enhance a sense of independency among participants, as they developed the feeling that they were not in any way coerced to take part in the study.

3.3.2.3 Sample Size

The sample size is a smaller set of the larger population (Cooper and Schindler, 2006). Determining sample size is a very important issue for collecting an accurate result within a quantitative survey design. According to Hussey and Hussey (1997) no survey can ever be deemed to be free from error or provide 100% surety and error limits of less than 5% and confidence levels of higher than 95% is regarded as acceptable. The researcher determined that the Head office represented 80% of the entire UNEP employees’ population and therefore settled for a sample of 20% of the total population. The population was stratified according to job level in the company. This translated into a sample size of 100 respondents. This sample size was a good representative of the entire population. The sample population distribution was presented in Table 3.2.

<table>
<thead>
<tr>
<th>Population</th>
<th>Total Population</th>
<th>Percentage of Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management</td>
<td>24</td>
<td>20%</td>
<td>5</td>
</tr>
<tr>
<td>Middle Level</td>
<td>46</td>
<td>20%</td>
<td>9</td>
</tr>
<tr>
<td>Supervisory Level</td>
<td>111</td>
<td>40%</td>
<td>22</td>
</tr>
<tr>
<td>Unionisable Staff</td>
<td>98</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>279</td>
<td>20%</td>
<td>56</td>
</tr>
</tbody>
</table>
3.4 Data Collection Methods
The study used primary data collection method. The rationale behind choosing a primary
data collection method as advised by (Babbie, 2004), postulate that the process of
collecting data in quantitative studies should involve collection of real-time data from
participants. Questionnaires are an important data collection tool (Maloltra, 2007). In
addition, the use of questionnaires was justified because they provided an efficient and
effective way of gathering information within a very short time. Further questionnaires
facilitate easier coding and analysis of data collected. Section will deal with the
demographic information, section B looked at approaches used in performance appraisal
by UNEP, the effects of performance appraisal accuracy on employee morale, the effects
of performance appraisal feedback management on employee performance and effects of
appraiser’s competence on employee Morale

The structure of the questionnaires was in accordance with the research questions and the
last section dealt with performance measurements. To allow for maximum retrieval of
information, the structure of the questionnaires was based on the guidelines by (Ader et
al, 2008) as well as (Creswell, 2003). To this end, both open-ended and closed-ended
questions were collectively utilized.

3.5 Research Procedures
After development of the draft questionnaire, a pilot test was carried out with five
employees from a designated department to test for any inconsistencies, ambiguity and
incomprehension. The pre-test participants did not participate in the actual survey to
avoid pre-emption of the study at the actual data collection. In the process of piloting, the
study ensured the rectification of any errors of ambiguity existing in the research
instrument. After the amendment of the final questionnaire, the researcher explained the
purpose of the research to the management and sought permission to carry out the
research on the given topic. Each questionnaire was directly distributed to each of the 100
participants. Some respondents were emailed soft copies of the questionnaire using their
personalized office email addresses.

According to Creswell (2003), participants should not be inconvenienced during the
process. The reason for approaching the participants directly instead of using the official
office address was the identity of the participants to be kept as anonymous as possible. This argument is based on the premise that others not taking part in the study (Ader et al., 2008) would easily detect the identity of participants receiving questionnaires through the office address. To ensure a high response rate, the researcher made follow-up calls and reminded the respondents to fill and return the questionnaires.

3.6 Data Analysis Methods
Data analysis is the process of bringing order, structure and meaning to the mass of the information collected. It involves examining what has been collected and making deductions and inferences (Babbie, 2007). After the questionnaires were received, they were edited for completeness, accuracy and consistency. To ensure easy analysis, the questionnaires were coded according to each variable of the study. Thereafter, the data collected from the study was analyzed qualitatively and quantitatively with the information relating to the relationship between performance appraisal systems and staff morale. Data analysis was done using descriptive methods that combined both qualitative and quantitative analysis to generate quantitative reports which were presented in the form of tables and figures. Correlation analysis was used to analyze data that was quantitative in nature.

3.7 Chapter Summary
The chapter highlighted the various methods and procedures the researcher adopted in conducting the study in order to answer the research objectives raised in the first chapter. The research design was descriptive research, the population under study comprised of 500 staff members of UNEP and a sample size of 100 staff members based at the Head Office. Data collection methods involved primary data collection by use of questionnaires, research procedures involve conducting a pilot study to confirm the reliability of the research instruments and also explain the purpose of the study to the respondents, and data analysis methods involved quantitative technique in which the data was analyzed using descriptive method. This was aided to effectively and qualitatively assess the research topic and come up with reliable and viable findings. The next chapter presents the findings of the research.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the impact of performance appraisal on employee morale in nongovernmental organizations, a case study of UNEP. The data was gathered exclusively from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. To enhance quality of data obtained, Likert type questions were included whereby respondents indicated the extent to which the variables were practiced in a five point Likert scale.

4.2 General Information

4.2.1: Response Rate
A total of 100 questionnaires were distributed and out of that, 75 questionnaires were returned and analyzed, this gave a percentage respondent rate of 75% (see Table 4.1). This percentage is rated as very good. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate, 60% is good and 70% and above very good. Babbie (2002) observes that in descriptive research a response rate of above 50% is adequate for analysis.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Not responded</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.2: Gender of the Respondents
The study aimed at investigating the respondent’s gender, according to the findings; 56% who were the majority were male, while 44% who were the majority were male.
Table 4.2: Respondents Gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.3: Respondents Age

On assessing the respondents age, the study found that 57% who were the majority represented principals between the ages of 40 to 49 years. On the side of the teachers 39% who were the majority were between the ages of 30 to 39 years.

Table 4.3: Respondents Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>30- 39 years</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>40- 50 years</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>51-60 years</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.4: Marital Status

The study on establishing the respondent’s marital status found that 55% were married, 27% were separated, and 1% were single while 17% was divorced.

Table 4.4: Marital Status

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>Separated</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Single</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Divorced</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.2.5: Years Worked in the Organization

Respondents were requested to indicate the number of years they had worked in the current organization, 39% the majority respondents indicated 11-15 years, and 24% of the respondents had worked for 6-10 years, 19% had below 5 yrs years in the organization, 11% had worked for 16-20 years while 8% of the respondents had above 20 year in the organization.

Table 4.5: Years Worked in the Organization

<table>
<thead>
<tr>
<th>Years Worked</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-15yrs</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
<td>6-10 yrs</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Below 5yrs</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>16-20yrs</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Above 20yrs</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.6: Academic Qualification

The study on establishing the respondent’s level of education found that 55% had masters level of education, 29% had Degree level of education, 7% had Diploma and Professional level of education respectively, while 3% had secondary level of education, as depicted in Table 4.6.

Table 4.6: Respondents Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>Degree</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Professional</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Secondary</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3 Performance Appraisal Methods used at UNEP Impact on Employee Morale

4.3.1: Performance Appraisal Impact

The study sought to find out whether performance evaluation serves on the basis of promotion, 48% the majority respondents strongly agreed, 37% agreed, 11% somewhat agreed, 3% disagreed while 1% strongly disagreed.

Table 4.7: Performance Appraisal Impact

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.3.2: Biasness in Performance Appraisal

The study sought to find out whether respondents would refer the process to be bias, 69% of the respondents indicated it’s definitely not bias, 23% indicated probably not as shown in Table 4.8.

Table 4.8: Biasness in Performance Appraisal

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Probably</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Probably not</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Definitely not</td>
<td>52</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3.3: Reliability of Performance Appraisal

The study sought to find out whether performance evaluation method is reliable serves on always reliable 68% sometimes 30% never, 2%

Table 4.9: Reliability of Performance Appraisal

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>51</td>
<td>68</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.4: Refer a Friend to Apply for a Job at UN

The study sought to find out whether respondents would refer a friend to apply for a job at the company, 69% of the respondents indicated they would definitely refer, 23% indicated probably as shown in Table 4.10.

Table 4.10: Friend Reference for Job Application at the Company

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>52</td>
<td>69</td>
</tr>
<tr>
<td>Probably</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Probably not</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Definitely not</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.5: Rating of Appraisal Methods and Employee Morale

4.3.5.1: UNEP’s Performance Appraisal Methods

The study sought to find out whether UNEP employed different approaches to their performance appraisal to ensure they got a maximum value from the appraisal process, the results showed that, 3% totally disagreed, 9% disagreed, 21% were neutral, 41% agreed and 26% totally agreed, showing that UNEP employed different approaches to their performance appraisal as shown in Figure 4.1.
4.3.5.2 Focus of UNEP’s Performance Appraisals

The study sought to find out whether focus of UNEP’s appraisals were primarily on the needs of the employees and generalized needs of the organization, the results showed that, 11% disagreed, 33% were neutral, 39% agreed and 17% totally agreed, showing that UNEP’s appraisal focused on employees’ needs as shown in Figure 4.2.

4.3.5.3: UNEP’s Appraisals Concentration

The study sought to find out whether UNEP’s appraisals concentrated on helping employees make sense of their practice and experience, and the results showed that, 12% totally disagreed, 15% disagreed, 12% were neutral, 33% agreed and 28% totally agreed,
showing that UNEP’s appraisal concentrated on helping employees make sense of their experience as shown in Figure 4.3.

**Figure 4.3: UNEP’s Appraisals Concentration**

4.3.5.4: UNEP’s Peer Review Focus

The study sought to find out whether UNEP’s peer review focused on the creation of a positive future plan rather than on a critical review of past performance, and the results showed that, 11% totally disagreed, 13% disagreed, 9% were neutral, 45% agreed and 22% totally agreed, showing that UNEP’s peer review focused on positive future plans as shown in Figure 4.4.

**Figure 4.4: UNEP’s Peer Review Focus**
4.3.5.5: UNEP’s Competence Assessment and Development Focus
The study sought to find out whether UNEP’s competence assessment and development focused on the appraises’ competence and development needs, the results showed that, 11% disagreed, 33% were neutral, 39% agreed and 17% totally agreed, showing that UNEP’s competence assessment focused on employee’s competence development as shown in Figure 4.5.

![Figure 4.5: UNEP's Competence Assessment and Development Focus](image)

4.3.5.6: UNEP’s Appraisals
The study sought to find out whether UNEP’s 360-degree appraisal method gave employees a chance to know how they were seen by their peers, and the results showed that, 9% totally disagreed, 17% disagreed, 39% were neutral, 23% agreed and 12% totally agreed, showing that UNEP’s 360-degree appraisal method gave employees a chance to know how they were seen by their peers, as shown in Table 4.11.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Neutral</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3.5.7: UNEP’s Management by Objectives
The study sought to find out whether UNEP’s management by objectives was aimed at increasing organizational performance through the alignment of goals and subordinate objectives in the organization, the results showed that 9% totally disagreed, 17% disagreed, 33% were neutral, 25% agreed and 16% totally agreed, showing that UNEP’s management by objectives increased organizational performance, as shown in Figure 4.6.

Figure 4.6: UNEP’s Management by Objectives

4.3.6: Relationship between Appraisal Methods and Employee Morale at UNEP
The researcher carried out a Pearson Correlation test to determine the significance of appraisal methods and employee morale at UNEP. The results showed that UNEP employing different approaches of performance appraisal to ensure that they get maximum value from the appraisal processes was significant (P=0.000). The focus of the appraisals primarily being on the needs of the employees and generalized needs of the organization was significant (P=0.012). Appraisals concentrating on helping employees make sense of their practice and experience was significant (P=0.033). Peer reviews focusing on the creation of a positive future plan rather than on a critical review of past performance was significant (P=0.004). Competence assessment and development focusing on appraises’ competence and development needs was significant (P=0.000). 360-degree appraisal method giving employees a chance to know how they are seen by their peers was significant (P=0.001). Management by objectives aimed at increasing
organizational performance through the alignment of goals and subordinate objectives in the organization was significant (P=0.000).

**Table 4.12: Relationship between Appraisal and Staff Morale at UNEP**

<table>
<thead>
<tr>
<th>Description</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNEP employs different approaches of performance appraisal to ensure that they get maximum value from the appraisal processes</td>
<td>.614**</td>
</tr>
<tr>
<td>The focus of our appraisals are primarily on the needs of the employees and generalized needs of the organization</td>
<td>.513*</td>
</tr>
<tr>
<td>Our appraisals concentrate on helping employees make sense of their practice and experience</td>
<td>.417*</td>
</tr>
<tr>
<td>Our peer review focuses on the creation of a positive future plan rather than on a critical review of past performance</td>
<td>.714**</td>
</tr>
<tr>
<td>Our competence assessment and development focuses on the appraises’ competence and development needs</td>
<td>.814**</td>
</tr>
<tr>
<td>Our 360-degree appraisal method gives employees a chance to know how they are seen by their peers</td>
<td>.747**</td>
</tr>
<tr>
<td>Our management by objectives is aimed at increasing organizational performance through the alignment of goals and subordinate objectives in the organization</td>
<td>.615**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

### 4.4 Performance Appraisal Accuracy

#### 4.4.1: Opinion on Duration of Conducting Performance Evaluation

The study also required the respondent to indicate their opinion on the duration to conduct performance evaluation, 32% of the majority indicated once a year, 29% indicated monthly, 20% indicated semiannually, while 19% indicated quarterly.
Table 4.13: Respondent’s Opinion on the Duration to Conduct Performance Evaluation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a year</td>
<td>24</td>
</tr>
<tr>
<td>Monthly</td>
<td>22</td>
</tr>
<tr>
<td>Semi annually</td>
<td>15</td>
</tr>
<tr>
<td>Quarterly</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

4.4.2: Skill Identification through Performance Evaluation

The study required the respondents to indicate whether performance evaluation identifies the skilled employees, 40% majority respondents strongly agreed, 31% agreed, while 17% somewhat agreed, as depicted in Table 4.14.

Table 4.14: Skill Identification through Performance Evaluation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

4.4.3: Respondents Feedback of their Evaluation

The study sought to find out whether respondents get feedback of the evaluation, 61% of the respondents indicated always, 31% indicated sometimes while 8% indicated never.

Table 4.15: Respondents Feedback of their Evaluation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>46</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>
4.4.4: Job Satisfaction through Performance Evaluation
The study also established extent to which performance evaluation serves on the basis of job satisfaction. The findings showed that 35% of the respondents strongly agreed, 25% agreed, 15% strongly disagreed, 14% somewhat agreed and 11% disagreed. The findings are shown in Figure 4.7.

![Figure 4.7: Job Satisfaction through Performance Evaluation](image)

4.4.5: Opinion on Quitting Current Organization for Better Work Environment
Thirty one per cent of the respondents agreed that they could quit current organization for better work environment if presented with the opportunity, 27% strongly agreed, 16% were uncertain on what they would do, 14% disagreed and 12% strongly disagreed. The findings are shown in Figure 4.8.

![Figure 4.8: Respondents’ Opinion on Quitting Current Organization](image)
4.4.6: On-the-Job Training Programs for Employees

From the findings, 34% of respondents strongly agreed that the organization conducts on-the-job training programs for employees, 24% agreed, 14% were uncertain, 14% disagreed, and 14% strongly disagreed. The findings are shown in Table 4.16.

Table 4.16: On-the-Job Training Programs for Employees

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>26</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

4.4.7: Opinion on Promotion and Grade Fairness

On promotion and grade fairness in the organization, 38% of respondents were in strong agreement, 26% agreed, 17% were uncertain, 10% strongly disagreed, and 10% disagreed. Findings are presented in Figure 4.9.

![Figure 4.9: Respondents opinion on Promotion and Grade Fairness](image)
4.4.8: Quitting Current Organization for Promotion and Learning Opportunities

Forty percent of respondents strongly agreed that they would quit current organization for promotional and learning opportunities, 31% agreed, 17% were uncertain, 8% disagreed while only 4% strongly disagreed. Table 4.17 shows the results.

Table 4.17: Quitting Current Organization for Promotion and Learning Opportunities

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
</tr>
<tr>
<td>Uncertain</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>

4.4.9: Rating of Performance Accuracy and Employee Morale

The study sought to rate the performance accuracy and employee morale at UNEP and the table shows that, appraisals at UNEP serves the role of facilitating an orderly means of determining rewards and supplies data to managers and appraises about individual strengths and weaknesses. The table shows that, motivational role of our appraisals entails creating a learning experience that motivates workers to improve their performance and that, appraises at UNEP discover what is expected of them and are able to set personal goals. The table also shows that, UNEP’s appraisals create a constructive forum for providing feedback to other employees about their individual behavior and that, appraises are given assistance in creating plans to improve their behavior. The table shows that, objectives of appraisal at UNEP include effecting promotions and transfers, assessing training needs and awarding rewards.
Our appraisals serves the role of facilitating an orderly means of determining rewards
Our appraisal system supplies data to managers and appraises about individual strengths and weaknesses
The motivational role of our appraisals entails creating a learning experience that motivates workers to improve their performance
Appraises at UNEP discover what is expected of them and are able to set personal goals
Our appraisals create a constructive forum for providing feedback to other employees about their individual behavior
Appraises at UNEP are given assistance in creating plans to improve their behavior
Objectives of appraisal at UNEP include effecting promotions and transfers, assessing training needs and awarding rewards

4.4.10: Relationship between Appraisal Accuracy and Staff Morale at UNEP
The researcher carried out a Pearson Correlation test to determine the significance of appraisal accuracy and employee morale at UNEP. The results showed that appraisals serving the role of facilitating an orderly means of determining rewards was significant to employees morale (P=0.024). Appraisal systems supplying data to managers and appraises about individual strengths and weaknesses was significant to employees morale (P=0.003). The motivational role of appraisals entailing creating a learning experience that motivates workers to improve their performance was significant to employees morale (P=0.004). Appraises at UNEP discovering what was expected of them and enabling them to set personal goals was significant to employees morale (P=0.036). Appraisals creating a constructive forum for providing feedback to other employees about their individual behaviour was significant to employees morale (P=0.023). Appraises being given
assistance in creating plans to improve their behaviour was significant to employees morale (P=0.000). Objectives of appraisals including effecting promotions and transfers, assessing training needs and awarding rewards was significant to employees morale (P=0.044).

Table 4.19: Relationship between Appraisal Accuracy and Staff Morale at UNEP

<table>
<thead>
<tr>
<th>Correlations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our appraisals serves the role of facilitating an orderly means of determining rewards</td>
<td>.621*</td>
</tr>
<tr>
<td>Our appraisal system supplies data to managers and appraises about individual strengths and weaknesses</td>
<td>.714**</td>
</tr>
<tr>
<td>The motivational role of our appraisals entails creating a learning experience that motivates workers to improve their performance</td>
<td>.617**</td>
</tr>
<tr>
<td>Appraises at UNEP discover what is expected of them and are able to set personal goals</td>
<td>.511*</td>
</tr>
<tr>
<td>Our appraisals create a constructive forum for providing feedback to other employees about their individual behavior</td>
<td>.674*</td>
</tr>
<tr>
<td>Appraises at UNEP are given assistance in creating plans to improve their behavior</td>
<td>.789**</td>
</tr>
<tr>
<td>Objectives of appraisal at UNEP include effecting promotions and transfers, assessing training needs and awarding rewards</td>
<td>.691*</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

4.5 Impact of Appraiser’s Competence on Employee Morale

4.5.1: Perceived Career Growth with Current Organization

From the findings, 36% of respondents agreed that their careers had grown with current organization, 27% strongly agreed, 17% strongly disagreed, 12% disagreed and 8% were uncertain. Figure 4.10 shows the results.
4.5.2: Positive and Favorable Feelings about Current Job

Thirty one percent of respondents strongly agreed that they had positive and favourable feelings about their current job, 29% agreed, 15% were uncertain, 13% disagreed, while 12% strongly disagreed. Findings are shown in Table 4.20.

Table 4.20: Positive and Favorable Feelings about Current Job

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.3: Frequent Feeling of Quitting Current Job

Findings revealed that 48% of respondents strongly agreed that they frequent felt quitting current job, 37% agreed, 11% somewhat agreed, 3% disagreed and 1% strongly disagreed. The findings are shown in Table 4.21.
Table 4.21: Response on Frequent Feeling of Quitting Current Job

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.4: Sense of Worthwhile in accomplishing Current Positions Work

According to the findings, 34% of respondents agreed that they felt a sense of worthwhile in accomplishing their current positions work, 28% strongly agreed, 15% were uncertain, 12% disagreed and 11% strongly disagreed. The findings are shown in Table 4.22.

Table 4.22: Sense of Worthwhile in accomplishing Current Positions Work

<table>
<thead>
<tr>
<th>Sense of Worthwhile</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.5: Involvement in Decision Making on Performance of Respondents Job Role

Twenty nine per cent of the respondents strongly agreed that they were involved in decision making on performance of their job roles, 27% agreed, 19% were uncertain, 15% disagreed, and 10% strongly disagreed. The findings are shown in Table 4.23.

Table 4.23: Involvement in Decision Making on Performance of Respondents Job Role

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Uncertain</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.5.6: Rating of Appraiser’s Competence and Employee Morale

The study sought to rate the impact of the appraiser’s competence and employee morale at UNEP. Table 4.24 shows that, appraisal techniques at UNEP have been a move towards greater employee participation and their systems are more results-oriented. The table shows that, appraisals at UNEP incorporate a wide range of different criteria and approaches to ensure an effective assessment process and that, the responsibility for managing the entire appraisal process has not moved closer to the employees being evaluated. The table shows that, appraises at UNEP have greater acceptance of the appraisal process, and feel more satisfied with it and that, supervisors at do not apply different standards with different employees which results in consistent, reliable and valid evaluations, and that performance appraisal systems at UNEP are consistently effective.

Table 4.24: Rating of Appraiser’s Competence and Employee Morale

<table>
<thead>
<tr>
<th>Rating</th>
<th>TD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal techniques at UNEP have been a move towards greater employee participation</td>
<td>11%</td>
<td>13%</td>
<td>23%</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>Appraisal systems at UNEP are more results-oriented</td>
<td>11%</td>
<td>13%</td>
<td>23%</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>Appraisals at UNEP incorporate a wide range of different criteria and approaches to ensure an effective assessment process</td>
<td>9%</td>
<td>17%</td>
<td>33%</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>The responsibility for managing the entire appraisal process at UNEP has moved closer to the employees being evaluated</td>
<td>23%</td>
<td>39%</td>
<td>21%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Appraises at UNEP have greater acceptance of the appraisal process, and feel more satisfied with it</td>
<td>9%</td>
<td>17%</td>
<td>33%</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>Supervisors at UNEP do not apply different standards with different employees which results in consistent, reliable and valid evaluations</td>
<td>8%</td>
<td>9%</td>
<td>21%</td>
<td>39%</td>
<td>23%</td>
</tr>
<tr>
<td>Performance appraisal systems at UNEP are not consistently effective</td>
<td>17%</td>
<td>39%</td>
<td>33%</td>
<td>11%</td>
<td>0%</td>
</tr>
</tbody>
</table>
4.5.7: Relationship between Appraiser’s Competences and Employee Morale

The researcher carried out a Pearson Correlation test to determine the significance of the appraiser’s competence and employee morale at UNEP. Table 4.25 shows that, appraisal techniques moving towards greater employee participation was significant to staff morale (P=0.000). Appraisal systems being more results-oriented was significant to staff morale (P=0.000). Appraisals incorporating a wide range of different criteria and approaches to ensure an effective assessment process was significant to staff morale (P=0.003). The responsibility for managing the entire appraisal process being moved closer to the employees being evaluated was insignificant to staff morale (P=0.451). Appraises having greater acceptance of the appraisal process, and feel more satisfied with it was significant to staff morale (P=0.049). Supervisors applying different standards with different employees which results in inconsistent, unreliable and invalid evaluations was significant to staff morale (P=0.043). Performance appraisal systems being inconsistently effective was significant to staff morale (P=0.014).

Table 4.25: Relationship between Appraiser’s Competence and Staff Morale at UNEP

<table>
<thead>
<tr>
<th>Correlations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal techniques at UNEP have been a move towards greater employee participation</td>
<td>.814**</td>
</tr>
<tr>
<td>Appraisal systems at UNEP are more results-oriented</td>
<td>.746**</td>
</tr>
<tr>
<td>Appraisals at UNEP incorporate a wide range of different criteria and approaches to ensure an effective assessment process</td>
<td>.796**</td>
</tr>
<tr>
<td>The responsibility for managing the entire appraisal process at UNEP has moved closer to the employees being evaluated</td>
<td>.113</td>
</tr>
<tr>
<td>Appraises at UNEP have greater acceptance of the appraisal process, and feel more satisfied with it</td>
<td>.413*</td>
</tr>
<tr>
<td>Supervisors at UNEP apply different standards with different employees which results in inconsistent, unreliable and invalid evaluations</td>
<td>.415*</td>
</tr>
<tr>
<td>Performance appraisal systems at UNEP are not consistently effective</td>
<td>.556*</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)
4.6 Chapter Summary
This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the impact of performance appraisal on employee morale in nongovernmental organizations, a case study of UNEP. The data was gathered exclusively from questionnaire as the research instrument. A total of 100 questionnaires were distributed and out of that, 75 questionnaires were returned and analyzed, this gave a percentage respondent rate of 75%. The study showed that performance evaluation serves as the basis of promotion in the organization the next chapter will discuss on summary of findings conclusions and recommendations.
CHAPTER FIVE

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter provides the summary of the findings from chapter four, and also it gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to investigate on the impact of performance appraisal on employee morale in NGOS.

5.2 Summary
The purpose of this study was to investigate impact of performance appraisal on employee morale in non-governmental organizations and the case of UNEP was use. Key concepts are discussed base on the three research questions. This including performance appraisal methods and employee morale and how they relate to one another.

This study utilized a descriptive research design to build a profile about the effectiveness of performance appraisal on employee morale at UNEP. The target population of this study comprised of all the staff employed in UNEP as at March 2016 who were 279. The sampling frame was drawn from the human resource current staff list at the Board’s Head Office. Stratified random sampling technique was used to help enhance the chances of participation among potential participants. The sample size of 100 respondents was used in the study. The researcher used a questionnaire as primary data collection instrument. The questionnaire was administered through drop and pick method to the officers of the selected departments. Data was analyzed using quantitative measures and presentation of data was done through the use of figures and tables.

The study revealed that, UNEP employed different approaches of performance appraisal to ensure that they got maximum value from the appraisal processes and the focus of their appraisals were primarily on the needs of the employees and generalized needs of the organization. The study revealed that UNEP’s appraisals concentrated on helping employees make sense of their practice and experience and that their, peer review focused on the creation of a positive future plans rather than the critical review of past performances. From the study, it was revealed that, the competence assessment and
development appraisal of the organization focused on appraises’ competence and development needs.

The study revealed that appraisals in the organization served the role of facilitating an orderly means of determining rewards and also supplied data to managers and appraises about individual strengths and weaknesses. The study showed that the motivational role of the appraisals in the organization entailed creating a learning experience that motivated workers to improve their performance and discover what was expected of them and they were able to set personal goals. The study revealed that, UNEP’s appraisals created a constructive forum for providing feedback to other employees about their individual behavior and overall performance.

The results of the study showed that, appraisal techniques at UNEP had moved towards greater employee participation and were more results-oriented. The study showed that, appraisals at UNEP incorporated a wide range of different criteria and approaches that ensured an effective assessment process and that the responsibility for managing the entire appraisal process had not moved closer to the employees being evaluated. The study revealed that, appraises at UNEP had greater acceptance of the appraisal process, and felt more satisfied with it and the supervisors did not apply different standards with different employees in the organization.

5.3 Discussion
5.3.1 Impact of Performance Appraisals Methods and Employee Morale
The study showed that UNEP employs different approaches of performance appraisal to ensure that they get maximum value from the appraisal processes as agreed to by 67% and disagreed to by 12% of the respondents. These results agree with Boyd (2004) who states that, organizations employ different approaches of performance appraisal to ensure that they get maximum value from the appraisal processes. This indicates that for organizations to get value from their appraisals, they need to tailor them according to their organizational need and employ different approaches.

The study showed that the appraisals at UNEP primarily focus on the needs of the employees and the generalized needs of the organization as agreed to by 56% and
disagreed to by 11% of the respondents. These results concurred with Giuliani’s (2002) study that showed that, the focus of peer reviews and development is primarily on the needs of the individual with only a broad and generalized regard being given to the needs of the organization, and that, this type of appraisal can be described as using a phenomenological framework. This indicates that appraisals need to focus on the needs of both the organization and the employees for it to be effective.

The study showed that, UNEP appraisals concentrated on helping employees make sense of their practice and experience as agreed to by 61% and disagreed to by 27% of the respondents. According to Kessler (2000), peer reviews and development concentrates on helping the individual to make sense of his or her own practice and experience from this perspective the test of whether appraisal is useful depends on its relevance to the individual’s attempts to interpret it and to make sense of it for future development.

The study showed that, appraisals at UNEP focused on the creation of a positive future plan rather than on a critical review of past performance as agreed to by 67% and disagreed to by 24% of the respondents. These results are in tandem with Bach and Sisson (2000) who state that, peer review focuses on the creation of a positive future plan rather than on a critical review of past performance, and that, in this type of appraisal, there is always a default concern with protecting the professional autonomy of the person being appraised.

The study showed that the competence assessment and development at UNEP focused on appraises’ competence and development needs as agreed to by 56% and disagreed to by 11% of the respondents. According to Geddes and Konrad (2003), competence assessment and development is focused on the appraises’ competence and development needs, and that, within the hierarchical context common to this type of appraisal, there is a greater emphasis on making ratings and judgments whether made by appraise, appraiser or jointly by them both about the appraise performance.

The study showed that, at UNEP, the 360-degree appraisal method gave employees a chance to know how they were seen by their peers, as agreed to by 35% of the respondents while 39% were neutral and 26% disagreed. According to Brown and
Heywood (2005), 360-degree feedback is the most comprehensive and costly type of appraisal. It includes self-ratings, peer review, and upward assessments; feedback is sought from everyone. It gives people a chance to know how they are seen by others; to see their skills and style; and may improve communications between people. 360 degree feedback helps by bringing out every aspect of an employee’s life.

The study showed that, UNEP’s management by objectives was aimed at increasing organizational performance through the alignment of goals and subordinate objectives in the organization as agreed to by 41% of the respondents while 33% were neutral and 26% disagreed. According to Rees and Porter (2002), in an organization, the spirit of achievement, is based on the integration of organization and employee goals that is, congruence between the organization’s objectives and the individual interests and talents. It aims at increasing organizational performance by aligning goals and subordinate objectives throughout the organization. Ideally, employees get strong input to identify their objectives and time lines for completion.

5.3.2 Effect of Performance Appraisal Accuracy on Staff Morale

The study shows that UNEP’s appraisals served the role of facilitating an orderly means of determining rewards as agreed to by 61% and disagreed to by 27% of the respondents. Kane and Lawler (2009) states that, appraisals affects the administration of the organization in that it serves the role of facilitating an orderly means of determining salary increases and other rewards, and of delegating authority and responsibility to the most capable individuals. This indicates that competent appraisal of individual performance in an organization or company serves to improve the overall effectiveness of the entity.

The study showed that, the appraisal system supplied data to managers and appraises about individual strengths and weaknesses as agreed to by 67% and disagreed to by 24% of the respondents. Kane and Lawler (2009) states that, the informative function of appraisals is fulfilled when the appraisal system supplies data to managers and appraises about individual strengths and weaknesses. This indicates that appraises, appraisers (managers), and companies all reap benefits from effective performance appraisals.
The study showed that the motivational role of UNEP’s appraisals entailed creating a learning experience that motivated workers to improve their performance as agreed to by 56% and disagreed to by 11% of the respondents. Kane and Lawler (2009) notes that, the motivational role entails creating a learning experience that motivates workers to improve their performance and that, when effectively used, performance appraisals help employees and managers establish goals for the period before the next appraisal.

The study showed that, appraises at UNEP facilitated the discovery of what was expected of employees and they were able to set personal goals as agreed to by 35% of the respondents while 39% were neutral and 26% disagreed. Kane and Lawler (2009) states that, appraises benefit in a number of ways; for example, they discover what is expected of them and are able to set goals. They also gain a better understanding of their faults and strengths and can adjust behavior accordingly. Performance is essentially what an employee does or does not do. Employee performance common to most jobs include, quantity of output, quality of output, timeliness of output, presence at work and cooperativeness.

The study showed that, appraisals at UNEP created a constructive forum for providing feedback to other employees about their individual behavior as agreed to by 67% and disagreed to by 12% of the respondents. Kane and Lawler (2009) state that, appraisals create a constructive forum for providing feedback to workers about individual behavior, and for allowing workers to provide input to their managers. The authors further state that, the performance appraisal process is a process that evaluates employee performance, normally it compares quality, quantity, cost and time.

The study revealed that, appraises at UNEP were given assistance in creating plans to improve their behavior as agreed to by 56% and disagreed to by 11% of the respondents. According to Kane and Lawler (2009), appraises in organizations are (ideally) given assistance in creating plans to improve behavior, and are able to get a better grasp on the goals and priorities of the company. The authors state that, the first step in the process of performance appraisal is the setting up of standards which will be used as the base to compare the actual performance of the employees which facilitates the ability of creating a concrete plan.
The study shows that the objectives of appraisal at UNEP included effecting promotions and transfers, assessing training needs and awarding rewards as agreed to by 67% and disagreed to by 11% of the respondents. According to Kane and Lawler (2009), objectives of appraisal include effecting promotions and transfers, assessing training needs and awarding pay increases. They further state that, the emphasis in all these is to correct the problems and that these objectives are appropriate as long as the approach in appraisal is individual. According to the authors, in the coming future, appraisals would assume systems orientation with the aim of improving the performance, instead of merely assessing it.

5.3.3 Impact of Appraisers’ Competence and Employee Morale

The results of the study showed that, appraisal techniques at UNEP had moved towards greater employee participation as agreed to by 53% and disagreed to by 24% of the respondents. According to Dressler (2003), appraisal techniques since the mid-1900s has been a move towards greater employee participation. This includes self-analysis, employee input into evaluations, feedback, and goal setting by workers.

The study showed that appraisal systems at UNEP were more results-oriented as agreed to by 53% and disagreed to by 24% of the respondents. Dressler (2003) states that, appraisal systems have become more results-oriented, which means that appraisals are more focused on a process of establishing benchmarks, setting individual objectives, measuring performance, and then judging success based on the goals, standards, and accomplishments.

The study showed that, appraisals at UNEP incorporated a wide range of different criteria and approaches that ensured an effective assessment process as agreed to by 41% and disagreed to by 26% of the respondents. Dressler (2003) states that, appraisals have become more multifaceted, incorporating a wide range of different criteria and approaches to ensure an effective assessment process and to help determine the reasons behind employees’ performance.

The study showed that, the responsibility for managing the entire appraisal process at UNEP had not moved closer to the employees being evaluated as disagreed to by 62%
and agreed to by 17% of the respondents. These results differ with the findings of Dressler (2003) who states that, performance appraisals and standards have also reflected a move towards decentralization. In other words, the responsibility for managing the entire appraisal process has moved closer to the employees who are being evaluated. For UNEP, the exercise remains the same as the past performance reviews, where appraisals were often developed and administered by centralized human resources departments or upper-level managers.

The study revealed that, appraises at UNEP had greater acceptance of the appraisal process, and felt more satisfied with it as agreed to by 41% and disagreed to by 26% of the respondents. These results are in tandem with Bannister and Balkan (1990) who reported that appraisee seems to have greater acceptance of the appraisal process, and feel more satisfied with it, when the process is directly linked to rewards; and Levy and Williams (2004) findings that, appraisal reactions such as satisfaction, acceptability and motivation to use feedback, are cited as an important trend in the appraisal research during the past ten years in a recent review of that literature. Bannister and Balkan (1990) warn that, such findings are a serious challenge to those who feel that appraisal results and reward outcomes must be strictly isolated from each other.

The study revealed that, supervisors at UNEP did not apply different standards with different employees in the organization, which did not result in inconsistent, unreliable and invalid evaluations as agreed to by 62% and disagreed to by 17% of the respondents. These results differed with Folger et al. (1992) who state that, supervisors often apply different standards with different employees which results in inconsistent, unreliable and invalid evaluations. Bretz et al. (1992) also state that, in order to create better systems, researchers have traditionally focused on validity and reliability by designing newer “forms” of performance appraisals for example behavioural-based systems that better define specific essential job functions of employees.

The study showed that, performance appraisal systems at UNEP were consistently effective as agreed to by 56% and disagreed to by 11% of the respondents. These results differed with Atkins and Wood (2002) and DeNisi and Kluger (2000) who state that, despite these recent advances in evaluation design, critics continue to argue that
performance appraisal systems are not consistently effective. Thomas and Bretz (1994) argue that evaluations are often perceived by employees and supervisors with "fear and loathing." Two possible explanations for the fear and loathing are the absence of a "sense of ownership" and an absence of rewards for properly completing the process.

5.4 Conclusions

5.4.1 Impact of Performance Appraisals Methods and Employee Morale
The study also concludes that the appropriate duration to conduct performance evaluation was annually; that performance evaluation identifies skilled employees; that performance evaluation serves on the basis of job satisfaction; that employees could quit current organization for better work environment if presented with the opportunity, that the organization conducts on-the-job training programs for employees, that there was promotion and grade fairness in the organization, and that employees would quit current organization for promotional and learning opportunities.

5.4.2 Effect of Performance Appraisal Accuracy on Staff Morale
The study also concludes that employee careers had grown in the surveyed organization, that employees had positive and favorable feelings about their current jobs; that employees frequently felt quitting current job; that they felt a sense of worthwhile in accomplishing their current positions work, and that they were involved in decision making on performance of their job roles.

5.4.3 Impact of Appraisers’ Competence and Employee Morale
The study concludes that appraisal techniques at UNEP had moved towards greater employee participation and had become more results-oriented, which means that appraisals were more focused on a process of establishing benchmarks, setting individual objectives, measuring performance, and then judging success based on the goals, standards, and accomplishments. UNEP incorporated a wide range of different criteria and approaches that ensured an effective assessment process which made their appraisal most effective. The study showed that, the responsibility for managing the entire appraisal process at UNEP had not moved closer to the employees being evaluated, however, employees in the organization had greater acceptance of the appraisal process, and felt more satisfied with it because of the professionalism practiced during the exercise.
5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Performance Appraisal methods are used at UNEP Impact on Employee Morale

The method of the company should be changed periodically so that the employees have no chance to complain for the method also the un should keep changing the raters for performance appraisal system from time to time so that they do not become bias at any time for any employee The criteria decided upon which the performance has to be rated should not be fixed, it should be changed from time to time and the standards of the rating should be very specific, clear and concise

5.5.1.2 Performance Appraisal Accuracy

There should be a feeling of team work in the organization so that no one feels left out or uncomfortable to be at work also should be more fun activities to bond and interact with everyone The system should be cost effective and it should suit the budget. The study recommends regular employee performance evaluations because they provide a review of past work performance. They also help organization develop new performance goals. The study also recommends that organizations improve their lines of communication about employee performance as well as discuss professional development goals and objectives with employees through regular employee performance evaluations.

5.5.1.3 Competence affects Employee Morale

UN should appraise the performance of the workers by giving them incentives, which would motivate them to work to their fullest capacity and to encourage them to work more and show good and better results. For the top management of the company it should offer them holiday package, appraise performance by recognizing their work in their meetings etc. this will help in raising their morale and therefore they will work harder. Most of the employees do not want financial help rather they would like some recognition for their work. For the lower income earning group the company should increase their wages, offer them pension schemes, and also provide them medical facilities etc. because they want financial help from the company to insure their proper living.
5.5.2 Recommendations for Further Studies

This study has investigated the impact of performance appraisal on employee morale in NGOs. To this end therefore a further study should be carried on other organizations and especially the private and public sectors to see whether the same results also hold by testing the variables in this study.
REFERENCES


APPENDICES
APPENDIX 1: QUESTIONNAIRE
The questions have been divided into 2 sections based on the objectives of the study. Section A asks questions on general information about the employees. Section B is based on the research objectives. Please tick the appropriate box that corresponds to your answer.

SECTION A: Personal Information
1. What is your gender?
   a. Male  
   b. Female
2. How old are u?
   a. Below 30 yrs  
   b. 30-39 yrs  
   c. 40-50 yrs  
   d. 51-60 yrs
3. What is your marital status?
   a. Married  
   b. Single  
   c. Separated  
   d. Divorced
4. How long have you worked with your current organization?
   a. Below 5yrs  
   b. 6-10 yrs  
   c. 11-15yrs  
   d. 16-20yrs  
   e. Above 20yrs
5. What is your level of education?
   a. Secondary  
   b. Diploma  
   c. Degree  
   d. Masters  
   e. Professional  
   f. Others (please specify) ..............................................
Section B

A) Performance Appraisals Methods and Impact on Employee Morale

6. Does performance evaluation serves on the basis of promotion?
   a. Strongly agree
   b. Agree
   c. Somewhat agree
   d. Disagree
   e. Strongly disagree

7. Does the performance appraisal system function fairly?
   a) yes
   b) no

8. Would you refer a friend to apply for a job at this company?
   a. Definitely
   b. Probably
   c. Not sure
   d. Probably not
   e. Definitely not

9. Kindly rate the following statements on the methods of appraisal at UNEP using the key: TD=Totally Disagree, D=Disagree, N=Neutral, A=Agree, and TA= Totally Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>TD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNEP employs different approaches of performance appraisal to ensure that they get maximum value from the appraisal processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The focus of our appraisals are primarily on the needs of the employees and generalized needs of the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our appraisals concentrate on helping employees make sense of their practice and experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our peer review focuses on the creation of a positive future plan rather than on a critical review of past performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

64
Our competence assessment and development focuses on the appraises’ competence and development needs

Our 360-degree appraisal method gives employees a chance to know how they are seen by their peers

Our management by objectives is aimed at increasing organizational performance through the alignment of goals and subordinate objectives in the organization

B) Performance Appraisal Accuracy and Impact on Employee Morale

10. In your opinion Performance evaluation should be conducted after how much time Duration?
   a. Once a year
   b. Semi annually
   c. Quarterly
   d. Monthly

11. Some time’s performance evaluation does not identify the skilled employees?
   a. Strongly agree
   b. Agree
   c. Somewhat agree
   d. Disagree
   e. Strongly disagree

12. Do you get the feedback of your evaluation?
   a. Always
   b. Sometimes
   c. Never

13. Does performance evaluation serves on the basis of job satisfaction?
   a. Strongly agree
   b. Agree
   c. Somewhat agree
   d. Disagree
   e. Strongly disagree
14. I will leave my current organization if I get a more promising job with better work environment.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree

15. My organization runs on-the-job training programs for employees.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree

16. I perceive my promotion and grade as fair.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree

17. I will leave my current organization for other organizations where I can get promotional and learning opportunities.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree
18. Kindly rate the following statements on the role of employees in appraisal at UNEP using the key: TD=Totally Disagree, D=Disagree, N=Neutral, A=Agree, and TA=Totally Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>TD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our appraisals serves the role of facilitating an orderly means of determining rewards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our appraisal system supplies data to managers and appraises about individual strengths and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The motivational role of our appraisals entails creating a learning experience that motivates workers to improve their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraises at UNEP discover what is expected of them and are able to set personal goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our appraisals create a constructive forum for providing feedback to other employees about their individual behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraises at UNEP are given assistance in creating plans to improve their behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives of appraisal at UNEP include effecting promotions and transfers, assessing training needs and awarding rewards</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

C) Appraiser’s Competence and Impact on Employee Morale

19. I perceive my career to be growing with my current organization.
   a. Strongly disagree
   b. Disagree
   c. Uncertain Agree
   d. Strongly agree

20. I feel very positive and favorable about my job.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree
21. I frequently think of quitting this job.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree

22. I have sense of worthwhile accomplishment in my work.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree

23. I get the chance to take decisions on the performance of my job role.
   a. Strongly disagree
   b. Disagree
   c. Uncertain
   d. Agree
   e. Strongly agree

24. Kindly rate the following statements on impact of the appraiser’s competence on employee morale at UNEP using the key: TD=Totally Disagree, D=Disagree, N=Neutral, A=Agree, and TA=Totally Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>TD</th>
<th>D</th>
<th>N</th>
<th>A</th>
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<tr>
<td>Appraisal techniques at UNEP have been a move towards greater employee participation</td>
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<td>Appraisal systems at UNEP are more results-oriented</td>
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<td>Appraisals at UNEP incorporate a wide range of different criteria and approaches to ensure an effective assessment process</td>
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<td>Statement</td>
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<td>The responsibility for managing the entire appraisal process at UNEP has</td>
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<td>moved closer to the employees being evaluated</td>
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<td>Appraisees at UNEP have greater acceptance of the appraisal process, and</td>
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<td>feel more satisfied with it</td>
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<td>Supervisors at UNEP apply different standards with different employees</td>
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<td>which results in inconsistent, unreliable and invalid evaluations</td>
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<td>Performance appraisal systems at UNEP are not consistently effective</td>
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THANK YOU.