



EFFECTS OF PERFORMANCE APPRAISAL ON EMPLOYEE
MOTIVATION IN THE CASE OF MAJOR GENERAL HAYELOM
AREYA MILITARY ACADEMY (HOLETA)

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The Effect of Performance Appraisal on Employee's
Motivation in The Case of Major General Hayelom Areya Military
Academy

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Declaration

I, Tesfaye Molla Lulie declare that this research paper entitled “The Effect of Performance Appraisal on Employee’s Motivation in the Case of Major General Hayelom Areya Military Academy” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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Acknowledgment

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Acronyms

BARS	Behaviorally anchored Rating Scales
BES	Behavior expectation scales
BOS	Behavior observation scales
EPRDF	Ethiopia People Republic Democratic Front
IBID	In the same book or piece of writing as the one has just been mentioned
MBO	Management by Objective
MGHA	Major General Hayelom Areya
MGHAMA	Major General Hayelom Areya Military Academy
PA	Performance Appraisal
PAS	Performance Appraisal Standards
PAM	Performance Appraisal Methods
AM	Appraisal Methods
MF	Motivation Factors
PAS-R	Performance Appraisal standard Reverse
SPSS	Statistical Package for Social Science
TQ M	Total quality Management
USA	United State of America

ABSTRACT

The main purpose of this study was to evaluate the effect of performance appraisal on employee motivation in the case of Major General Hayelom Areya Military Academy. Causal research design was used. As a result to analyze this relationship the researcher mainly deployed mixed type of research design. 151 respondents were selected representing a population of 243 using stratified random sampling in each department. Self-Administer Drop off survey data collection technique was used and Statistical Package for Social Science (SPSS) software version 22.0 was employed to analyze and present the data through the statistical tools, namely descriptive and inferential analysis. Performance appraisal did not motivated employees in the academy. Performance appraisal rating cannot be considered as a technique that has a positive effect on work performance and employee motivation. The performance appraisal identifies performance problems to improve employee motivation and job satisfaction. In general the research findings were Pas and PAM had appositive relation with employees' motivation. And PAM was more affects motivation than PAS in the academy. Unfair evaluation system and understanding of performance appraisal objectives were the major factors that reduce morale for performance at the academy. To encourage the commandants and other supervisors in developing fair evaluation systems to help provide well perform results and satisfaction for the staff of the military academy. Employees did not trust on the PAS, PAM and motivation factors of academies implementation; on its unfairness and less of good communication in the academy performance appraisal result become de-motivation, job dissatisfaction, absenteeism, and turnover would occur in the Academy.

Key words: Performance Appraisal, Motivation.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The system of Performance appraisal has found roots and becomes prevalent in all most all organizations. The word 'performance' originates from the basic word 'perform', which means to carry out an action or to do something. The word 'appraisal' is derived from the basic word 'appraise', meaning relates to the action of assessing or formal assessment. It also implies determining the value or worth of somebody. So performance appraisal is identification of what is good, better or best can only be a decision of individual concern (Dewakar, 2009).

Performance is often defined simply in output terms the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it. High performance results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies.

Formal appraisal was used for the first time in USA in the year 1883 by the Federal Government for New York City Civil Services and by certain city administrators. During the latter part of the nineteenth century, the real impetus to appraisal in business came as a result of the work measurement programmed of Frederick W. Taylor and his followers before World War I. The concept of performance appraisal for evaluating performance was introduced during World War II. The appraisals were subjective and covered areas such as the quality of work, quantity of work, adaptability, job knowledge, dependability, safety and cooperative attitudes (Dewakar, 2009).

Performance appraisal can be defined as the formal assessment and rating of individuals by their managers at, usually, an annual review meeting. In contrast performance management is a continuous and much wider, more comprehensive and more natural process of management that clarifies mutual expectations, emphasizes

the support role of managers who are expected to act as coaches rather than judges and focuses on the future (Armstrong, 2006).

Based on Dewakar, (2009) definition motivation is a general term applying to the entire class of drives, desires, needs, wishes, and similar forces. Managers motivates their subordinates to create willingness so that they can exert more effort by doing those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner.

Performance is often defined simply in output terms the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it. High performance results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies.

1.2 Background of the organization

Major General Hayelom Araya Military Academy was first established during the reign of Emperor Haile Sellasie the First by 1926 E.C at Holeta by the name of “Genet Tore Academy” for the purpose of building line officers and fills the gaps of leadership quality in the Army. The name of the Academy was renamed as Holeta Military Academy during the time of Dergue regime. When EPRDF came in to power, the academy has served as senior line officer training center from 1989 – 1997 E.C after 1997 up to know it serves for the development and training center of officer cadets. Therefore this study tries to assess the effects of performance appraisal on employee motivation in Major General Hayelom Araya Military academy (MGHA). Performance appraisal in MGHA military academy is conducted annually for higher officers and 6 month for line officers and non- commissioned officers as a mandatory duty.

1.3 Statement of the Problem

Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job. The overall objective of performance appraisal is to improve the efficiency and effectiveness of an enterprise by attempting to mobilize the best

possible efforts from individuals employed in it. Such appraisals achieve our objectives including the salary reviews, the development and training of individuals, planning job rotation and assistance promotions (Oluoch, J. 2013).

The Academy had not developed the habit of giving performance feedback to its subordinates (soldiers) in proper time frame and does not discuss with the supervisors (commandants) of the appraised soldiers to improve performance related problems to enhance organizations goal achievement through motivating subordinates (soldiers) to improve their performance.

Performance appraisal system of Major General Hayelom Areya Military Academy also has a problem gap in identifying the weakness and strengths of employees' performances, commandants do not given proper attention for it in the Academy, they do not use performances for promotion, transfer, salary increments, and motivation purposes they practice it as a common activity, than using it as a great motivational tool and organizational development and administrative decisions purposes. There were a problem knowing which performance appraisal standard measurement has more important in the academy and which Performance appraisal method were more effective and satisfied employees' motivation in the Military Academy. Due to these, there is de-motivated and job dissatisfaction in the academy which needs to be tackled to forward possible remedial solutions. Therefore this study addresses the following research questions:-

1.4 Basic Research Question

- 1 To what extent performance appraisal standard measurement and Performance appraisal methods are practiced in Military Academy?
- 2 Do performance appraisal components (performance appraisal standard measurement and Performance appraisal methods) are related to motivational factor at military academy?
- 3 To What extent performance appraisal affects motivation of employees at military academy?
- 4 Which one of the performance appraisal component affects motivation more in the military academy?

1.5 OBJECTIVES

1.5.1 General Objectives

The general objective of this study to examine the effects of performance appraisal on employee motivation in the Case of Major General Hayelom Areya Military Academy.

1.5.2 Specific Objectives

The specific objectives of this study would be;

1. To assess the practices of Performance appraisal standard measurements and methods of performance appraisal in the military Academy.
2. To investigate the relation between performance appraisal standard measurements and performance appraisal methods to motivational factors in the military academy.
3. To investigate Performance appraisal effects on employee's motivation in the military academy.
4. To assess more effects of motivation in the military academy from performance appraisal component

1.6 Significance of the Study

This study focused on the effects of performance appraisal on employees' motivation in the case of Major General Hayelom Areya Military Academy. The stated below are some of the benefits that are drawn from this study:

- 1.6.1. It can provide information for the academy to reconsider or revise the currently used performance appraisal system and take necessary remedial actions.
- 1.6.2. It will contribute for initiating appropriate mechanisms such as, designing and developing performance policy, standards and procedures this has a great positive impact for the effectiveness for the organization.
- 1.6.3. It can serve as a document for future use for that interested researcher who wants to study the problem in wider scope and depth

1.7 Scope of the Study

The study was causal research design mixed approach methods used. The study covered from 2014/15 up to 2017GC. This study has included the Academics and supportive staff members and it did not include cadets and civil servants due to they have not clear documents for evaluation efficacy. The study was delimited to Major General Hayelom Areya Military Academy in Holeta Genet which is located 44 km to the west of the capital city of Ethiopia Addis Ababa. The researcher investigated the effects of performance appraisal on employee motivation in case study methods in the Academy.

1.8 Limitation of the study

The study was limited to address the effect of performance appraisal on employee motivation. The study delimited to in Major General Hayelom Areya Military Academy. There was limitation of fair responses from the distributed questionnaires and some of the respondents' responses the same numbers for the given questions. There were shortages of network accesses in the working environment.

1.9 Definition of Terms

Academy: refers to Major General Hayelom Araya Military Academy.

Appraiser: refers to superior, subordinate, peer that apprise or evaluate an employee performance (Thornton, G.C., 1980).

Performance results: the actual condition of performance level for each measure (Ibid).

Command members: are higher officers who have colonel military rank responsible for managing the five departments (Eicher, J. and Eicher, D., 2002).

None commissioned officers: army members who are not promoted to officer category (Valente, A., Russ, T., MacGregor, R. and Swartout, W., 1999).

Performance appraisal is where a superior evaluates and judges the work performance of subordinates (Harter, Schmidt and Hayes, 2002).

Motivation is the psychological processes that cause the arousal, direction, and persistence of voluntary action that is goal oriented (Kreitner and Kinicki, 2007).

Military academy means a college which trains students to become officers in the armed force officers (Valente, A., Russ, T., MacGregor, R. and Swartout, W., 1999).

1.10 Organization of the Study

The study includes five major chapters.

The first chapter is introductory part which consists of back ground of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, operational definitions, limitation and organization of the study.

The second chapter contains literature review, in this section, theoretical and empirical finding of previous studies related to the topic are reviewed.

The third chapter includes the research design& Methodology, Source of data, sampling design, method of data analysis tools employed are included under this section.

The fourth chapter deals with data analysis and discussion.

The fifth chapter deals with summary, conclusion & recommendation.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Performance Appraisal

Performance appraisal (PA) is a formal system of review and evaluation of individual or team task performance (Wikina, 2008). A critical point in the definition is the word formal, because in actuality, managers should be reviewing an individual's performance on a continuing basis. PA is especially critical to the success of performance management. Although performance appraisal is but one component of performance management, it is vital, in that it directly reflects the organization's strategic plan. Although evaluation of team performance is critical when teams exist in an organization, the focus of PA in most firms remains on the individual employee. Regardless of the emphasis, an effective appraisal system evaluates accomplishments and initiates plans for development, goals, and objectives (<http://www.opm.gov/performance/overview.asp>).

According to Bamber, and Lansbury, (1988), Performance appraisal has been defined as the process of identifying, evaluating and developing the work performance of employees in the organization, so that the organizational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, creating for work needs and offering career guidance.

2.1.1. Performance Appraisal Purposes

Performance can be appraised against some set standards: According to MG Gregor cited in Chandan, (1987) the formal performance appraisal plan is desired to meet three needs/purposes, one of the organization and the other two are of the individual.

These are:-

1. They provide systematic judgments to backup promotion, transfers, salary increments etc.
2. They let the subordinates known when he/she stands and whether any changes are required in his/her attitude, skill job knowledge
3. They are used as a base for coaching and counseling of the subordinates

A sound performance appraisal system can be useful in improve employees job performance by pinpointing the areas or aspects that need improvement, encouraging employees to express their views or to seek clarification on job duties, serving as a predictor for future responsibilities, serving as a key input for administering a formal organizational reward and punishment system, preventing grievances since the employees will know where they stand relative to their achievements, increasing the individual analytical ability of the supervisors since they will be directly involved in making judgments about their workers performance level.

According to Martin and Jackson (2001) the exercise of appraising performance is necessary retrospective because it concerns making a judgment about the past performance of employees as well as appraisal can be used to improve current performance by providing feed forward on strengths and weaknesses.

2.1.2. Characteristics of An effective Appraisal System

The basic purpose of a performance appraisal system is to improve performance of individuals, teams, and the entire organization. The system may also serve to assist in making administrative decisions concerning pay increases, promotions, transfers, or terminations. The system must honestly inform people of how they stand with the organization. The following factors assist in accomplishing these purposes

2.1.2.1. Job-Related Criteria

According to Campion, et.al (1988) Job-relatedness is perhaps the most basic criterion needed in employee performance appraisals. The Uniform Guidelines on Employee Selection Procedures and court decisions are quite clear on this point. More specifically, evaluation criteria should be determined through job analysis. Subjective factors, such as initiative, enthusiasm, loyalty, and cooperation may be important; however, unless clearly shown to be job-related, they should not be used.

2.1.2.2. Performance Expectations

According to Foot, and Hook, (2011) Managers and subordinates must agree on performance expectations in advance of the appraisal period. The establishment of highly objective work standards is relatively simple in many areas, such as manufacturing, assembly, and sales. For numerous other types of jobs, however, this

task is more difficult. Still, evaluation must take place based on clearly understood performance expectations.

2.1.2.3. Standardization

Firms should use the same evaluation instrument for all employees in the same job category who work for the same supervisor. Supervisors should also conduct appraisals covering similar periods for these employees. Regularly scheduled feedback sessions and appraisal interviews for all employees are essential. Formal documentation of appraisal data serves several purposes, including protection against possible legal action. Employees should sign their evaluations. If the employee refuses to sign, the manager should document this behavior (Foot, M. and Hook, 2011).

2.1.2.4. Trained Appraisers

The training should cover how to rate employees and how to conduct appraisal interviews. Instructions should be rather detailed and the importance of making objective and unbiased ratings should be emphasized.

2.1.2.5. Continuous Open Communication

A good appraisal system provides highly desired feedback on a continuing basis. There should be few surprises in the performance review. Managers should handle daily performance problems as they occur and not allow them to pile up for six months or a year and then address them during the performance appraisal interview. Continuous feedback is vitally important to help direct, coach, and teach employees to grow and improve performance (Foot, and Hook, 2011).

2.1.2.6. Conduct Performance Reviews

Continuous communication between managers and their employees, a special time should be set for a formal discussion of an employee's performance. Since improved performance is a common goal of appraisal systems, withholding appraisal results is absurd. Employees are severely handicapped in their developmental efforts if denied access to this information. A performance review allows them to detect any errors or omissions in the appraisal, or an employee may disagree with the evaluation and want to challenge it (Foot, and Hook, 2011).

2.1.2.7. Due Process

Ensuring due process is vital. If the company does not have a formal grievance procedure, it should develop one to provide employees an opportunity to appeal appraisal results that they consider inaccurate or unfair. They must have a procedure for pursuing their grievances and having them addressed objectively (Foot, and Hook, 2011).

2.1.3. Methods of Performance Appraisal

There are a number of performance appraisal methods available and care must be taken to choose a method which is most suitable and objective for a given candidate for appraisal. This may be determined by factors like the size, nature, financial capability and objectives of the organization (Soliman, et al., 2003). According to the above authors the different performance appraisal methods can be classified as two major groups' namely Traditional appraisal methods and Modern appraisal methods.

2.1.3.1. Traditional Appraisal Methods

These types of appraisals are still widely used by many organizations. The most commonly used traditional performance appraisals are the following:-

2.1.3.1.1. Check List Appraisal:-

When this technique is used employee performance and characterize are described by words and statements the rates is expected as required to choose one among words that describes the individual's performance. But sometimes the personnel department assigns weights to different items in the list in accordance to their importance without the rater knowledge (Flippo, 1984).

2.1.3.1.2. Forced choice method: -

These methods force the rates to choose from the alternatives this is the reason it called forced choice method and it has an advantage of easy to administer and it is fit for a wide variety of jobs (Ramasamy, 1998).

2.1.3.1.3. Critical Incident Method: -

in this case statements are supported by explanations of the actual happenings that were recorded at the time they took place. These statements are called critical incidents. Both negative and positive incidents are recorded and the employee is appraised on all events occurred in a particular time (Ramasamy, 1998).

2.1.3.1.4. Field Review Method: -

When this method is adopted a skilled representative of personnel management assists supervisors with their ratings. An employee's performance is appraised through interview between the rater and the immediate supervisor of a concerned employee. The rater asks the supervisor questions about the performance of an employee the success of this type of appraisal method is based on the competence of the interviewer (Ramasamy, 1998).

2.1.3.1.5. Ranking Method: -

This method is very old and simple form of performance appraisal. An employee is ranked one against the other in the working group for example if there are 100 workers in the working group, the most efficient worker is ranked as number one and the last efficient worker is ranked as number hundred (Ramasamy, 1998).

2.1.3.1.6. Paired Comparison Method: -

This method is a part of ranking method. It has been developed to be used in a big organization. Each employee is compared with other employees taking only one at a time. The evaluator compares two employees and puts a tick mark against an employee who he considers a better employee. In the same way an individual is compared with all other existing employees. Finally, an employee who gets maximum ticks for being a better employee is considered the best employee. However, this method is expensive and time consuming (Ramasamy, 1998).

2.1.3.1.7. Graphics Rating Scale: -

This method is the oldest and most commonly used type of performance appraisal. In this method each individual's trait or characteristics are presented by certain scale from low to high. A graphic rating scale lists traits such as quality and reliability of an employee and a range of performance for each. The employee is then rated by identifying the score that best describes his or her level of performance for each trait

this method of appraisal is widely used because it is less expensive, easy to raters and it's applicable to a large number of employees. However it has some limitations like it expose to raters biases and feedback is limited due to these factors employees sometimes may complain against the results (Dessler, 2003).

2.1.3.2. Modern Appraisal Methods

These methods of appraisal enable the rater to evaluate either employee's performance in the better way than the traditional methods. Some of modern appraisal methods are the following:-

2.1.3.2.1. Assessment centers: -

These methods are designed to differentiate between the current performance and potential performance of an employee and they used to select managers and supervisors by recognizing their potential performance in their job. The employees who will be examined to be supervisions are brought together into similar condition of job or assessment counters. The assessment includes interview, psychological tests, and personal background histories leaderless group discussions and evaluated by well-trained persons. The evaluator can show and measure their future potential performance depending on the current performance of an employee (Graham, 1998).

2.1.3.2.2. Behaviorally anchored Rating Scales (BARS)

This method combines the benefits of critical incidents and graphic rating scale appraisal methods. This method is highly job related than the other appraisal methods and it has high degree of validity. When this method is used some specifically named behaviors are used as a basis for rating employee performance. While, more time consuming then other appraisal tools. BARS may also have advantage of reducing subjectivity biases and provide specific feedback to employee (Dessler, 2003). According to (Flippo, 1984) there are two behavior anchored rating scales these are:- Behavior expectation scales (BES) and Behavior observation scales (BOS). The Behavior expectation scales are used to help the rates to define as superiors, average or below average the behavior of the employee. The Behavior observation scales (BOS) used where the rater reports the frequency with which the employee engagements in the behavior specified is the anchors.

2.1.3.2.3. Management by Objective (MBO)

This method of appraisal is more than an appraisal program it reflects a management philosophy which values and utilize employee contributions. By establishing clear and well defined objectives, the employees are provided with a course to follow and practice their duties and responsibilities properly. MBO generally refers to a comprehensive, organizational wide goal setting and appraisal program consisting of six steps these steps are the following:-

- ✓ Set the organization goals
- ✓ Set departmental goals
- ✓ Discuss departmental goals by department needs and Subordinates.
- ✓ Define the expected results the managers and their subordinates set employees performance target.
- ✓ Performance review: The managers and supervisors compare each employee actual and expected performance.
- ✓ Provide feedbacks the managers and employees discuss and evaluate the result (Dessler, 2003).

An important feature of MBO is that it enhance open communication with the employees on their result and this help them to get feedback on their performance and fosters superior and subordinate relationship due to frequent interaction (Dessler, 2003).

2.1.4. Performance Criteria and Measurements

2.1.4.1. Performance Standards

Management must carefully select performance criteria as it pertains to achieving corporate goals. Common appraisal criteria are traits, behaviors, competencies, goal achievement, and improvement potential (Foot, and Hook, 2011).

2.1.4.2. Traits

Certain employee traits such as attitude, appearance, and initiative are the basis for some evaluations. However, many of these commonly used qualities are subjective and may be either unrelated to job performance or difficult to define. In such cases,

inaccurate evaluations may occur and create legal problems for the organization as well (Foot, and Hook, 2011).

2.1.4.3. Behaviors

Desired behaviors may be appropriate as evaluation criteria because if they are recognized and rewarded, employees tend to repeat them. If certain behaviors result in desired outcomes, there is merit in using them in the evaluation process (Foot, and Hook, 2011).

2.1.4.4. Competencies

Competencies include a broad range of knowledge, skills, traits, and behaviors that may be technical in nature, relate to interpersonal skills, or are business-oriented. Some managers recommend that cultural competencies such as ethics and integrity be used for all jobs (Foot, and Hook, 2011).

2.1.4.5. Goal Achievement

If organizations consider *ends* more important than *means*, goal achievement outcomes become an appropriate factor to evaluate. The outcomes established should be within the control of the individual or team and should be those results that lead to the firm's success.

2.1.4.6. Improvement Potential

When organizations evaluate their employees' performance, many of the criteria used focus on the past. From a performance management viewpoint, the problem is that you cannot change the past. Unless a firm takes further steps, the evaluation data become merely historical documents. Therefore, firms should emphasize the future, including the behaviors and outcomes needed to develop the employee, and, in the process, achieve the firm's goals. This involves an assessment of the employee's potential. Including *potential* in the evaluation process helps to ensure more effective career planning and development (Foot, and Hook, 2011).

2.1.5. Challenges in Appraising Employee Performance

Performance appraisal is constantly under a barrage of criticism. The rating scales method seems to be the most vulnerable target. Yet, in all fairness, many of the problems commonly mentioned are not inherent in this method but, rather, reflect

improper implementation. The following section highlights some of the more common problem areas (<http://www.performanceappraisal.com/home.htm>).

2.1.5.1.Appraiser Discomfort

Conducting performance appraisals is often a frustrating human resource management task. One management guru, Edward Lawler, noted the considerable documentation showing that performance appraisal systems neither motivate individuals nor effectively guide their development. Instead, he maintains, they create conflict between supervisors and subordinates and lead to dysfunctional behaviors (<http://www.performanceappraisal.com/home.htm>).

2.1.5.2. Lack of Objectivity

A potential weakness of traditional performance appraisal methods is that they lack objectivity. In the rating scales method, for example, commonly used factors such as attitude, appearance, and personality are difficult to measure. In addition, these factors may have little to do with an employee's job performance. Although subjectivity will always exist in appraisal methods, employee appraisal based primarily on personal characteristics may place the evaluator and the company in untenable positions with the employee and equal employment opportunity guidelines. The firm may be hard-pressed to show that these factors are job-related.

2.1.5.3.Halo/Horn

A halo error occurs when a manager generalizes one positive performance feature or incident to all aspects of employee performance, resulting in a higher rating. A horn evaluation error occurs when a manager generalizes one negative performance feature or incident to all aspects of employee performance, resulting in a lower rating (<http://www.performanceappraisal.com/home.htm>).

2.1.5.4.Leniency/Strictness

Some managers are too generous with praise or too hard on a person. Being unduly critical of an employee's work performance is referred to as strictness. Although leniency is usually more prevalent than strictness, some managers, on their own initiative, apply an evaluation more rigorously than the company standard. This behavior may be due to a lack of understanding of various evaluation factors. The worst situation is when a firm has both lenient and strict managers and does

nothing to level the inequities. Here, the weak performers get relatively high pay increases and promotions from a lenient boss, whereas the strict manager short changes the stronger employees. This can have a demoralizing effect on the morale and motivation of the top-performing people (<http://www.performance-appraisal.com/home.htm>).

2.1.5.5. Central Tendency

Central tendency error is an evaluation appraisal error that occurs when employees are incorrectly rated near the average or middle of a scale. This error does exist and it influences the accuracy of evaluations. Typically, when pay raises are given, they will be based on an employee's performance. When a manager gives an underachiever or overachiever, an average rating, it undermines the compensation system (<http://www.performance-appraisal.com/home.htm>).

2.1.5.6. Recent Behavior Bias

Anyone who has observed the behavior of young children several weeks before Christmas can readily identify with the problem of recent behavior bias. It is only natural for a rater to remember recent behavior more clearly than actions from the more distant past. However, formal performance appraisals generally cover a specified time, and an individual's performance over the entire period should be considered. Maintaining records of performance throughout the appraisal period helps avoid this problem (<http://www.performance-appraisal.com/home.htm>).

2.1.5.7. Personal Bias (Stereotyping)

This pitfall occurs when managers allow individual differences to affect the ratings they give. If these are factors to avoid such as gender, race, or age, not only is this problem detrimental to employee morale, but it is blatantly illegal and can result in costly litigation. The effects of cultural bias, or stereotyping, can definitely influence appraisals. Managers establish mental pictures of what are considered ideal typical workers, and employees who do not match this picture may be unfairly judged (<http://www.performance-appraisal.com/home.htm>).

2.1.5.8. Manipulating the Evaluation

Managers control virtually every aspect of the appraisal process and are therefore in

a position to manipulate the system. The system is distorted and the goals of performance appraisal cannot be achieved. Example, if the employee is a member of a protected group, the firm may wind up in court. If the organization cannot adequately support the evaluation, it may suffer significant financial loss (<http://www.performance-appraisal.com/home.htm>).

2.1.6 Ethics and Performance Appraisal

Kellogg (1965) suggests that in any performance appraisal due consideration must be given to the ethics of appraisal. Failing to do so may lead to cropping up of many organizational problems and the defection of the very purpose of approval. Hence, Kellogg in Memoriam (1980), suggests the following rules to be adhered to for a performance appraisal to be ethical.

- Don't appraise without knowing why the appraisal is needed.
- Appraises on the basis of sufficient and relevant representative information.
- Be honest in your assessment of all the facts you have obtained.
- Don't write one thing and say another.
- In offering an appraisal, make it plain that this is only your personal opinion of the facts as you see them.
- Pass on appraisal information only to those who have good reason to want it.
- Don't imply the existence of an appraisal that has not been made.
- Don't accept another appraisal without knowing the basis on which it is made.

2.1.7 Theories of Motivation

The basic motivation framework begins with a need, or a deficiency that a person experiences. For instance, a worker may feel the need to earn a higher salary. This salary need deficiency triggers a search for ways in which the need might be satisfied. Next, the individual selects one of those ways to satisfy the need deficiency and, initiates goal directed behavior perhaps asking the boss for raise. Rewards and/or punishment will follow the performance and, finally, the person will reassess the need deficiency (Gene, and Maanab, 2006). Motivations are two types these are intrinsic and extrinsic motivations.

- Extrinsic Motivators

These are sources of need satisfaction that are associated with tangible rewards such as pay, working conditions, physical surroundings, job security, promotion and interpersonal relations and such tangible rewards cannot be determined by the individual but rather at the organizational level (Houldsworth in Rees, 2004).

- Intrinsic Motivators

These are sources of need satisfaction, that derive from the individuals relation to the job itself and it involves job factors which reward the needs of the individual to reach his aspirations and an example are achievement, recognition, responsibility, advancement (Maund, 2001).

Employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932. This study found employees were not motivated solely by money and employee behavior is linked to their attitudes. The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993).

Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results. There are several theories on motivation but the researcher will look at Maslow's hierarchy theory, Frederick Herzberg's two-factor theory, Adams' equity theory, and Alderfer ERG theory.

2.1.7.1 Maslow's Hierarchy of Needs

Abraham Maslow (1943) provided the content perspective with a hierarchy of needs theory which postulates that peoples are motivated by multiple needs, which could be arranged in a hierarchy. According to Maslow, there are five general categories of needs in order of ascendance:

- Physiological needs are the most basic physical needs for food, water, shelter, etc. on the job; these needs consist of needs for adequate heat, air, and a base salary to ensure survival.
- Security needs are the needs for a safe and secure environment. In the work place, these are the needs for job safety, job security, and fringe benefits.

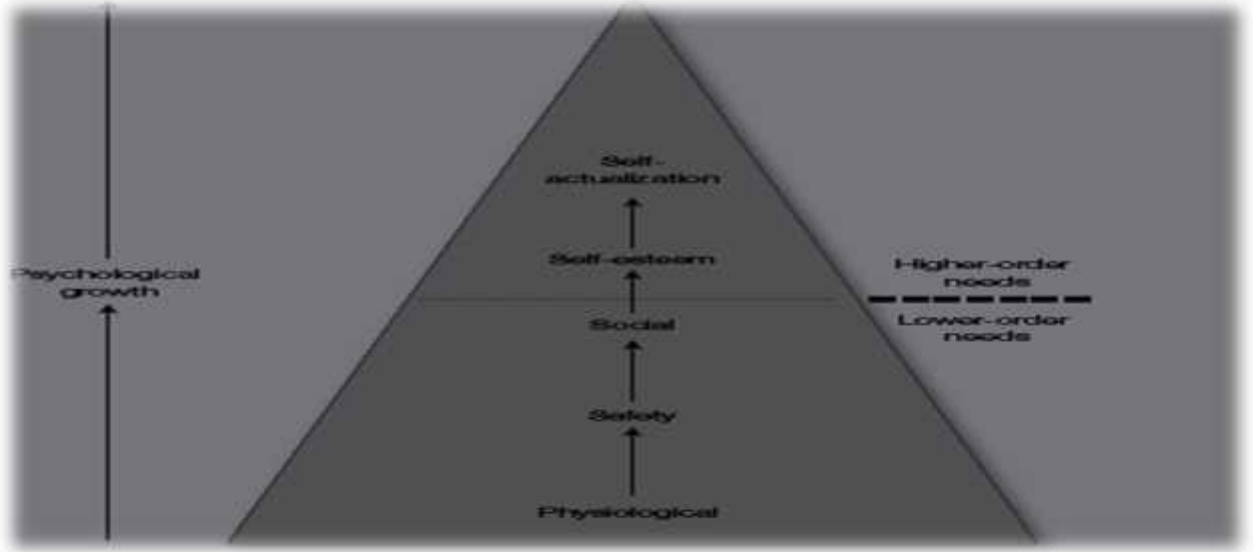


Figure 2.1. Maslow's Hierarchy of Needs Source: (Maslow, 1943)

- Belongingness needs represent the needs to have satisfactory social relationships, to be accepted by one's peers, to be part of a group. In the organization, these needs are reflected by the need to participate in a work group and to have positive relationships with both co-workers and supervisors.
- Esteem Needs deals with the desire to receive attention and appreciation from others. In a work environment. This is the need for status and recognition for one's contributions to the work group and the organization.
- Self-actualization needs include the needs for self-fulfillment and competency. At work, this translates into needs for personal growth, development, and self-respect.

2.1.7.2. Frederick Herzberg's two-factor Theory

The principal factors identified in Herzberg interviews are two categories. That is motivation factor and hygiene factor. Motivation factors such as achievement and recognition. When motivation factors are present in the job satiation, they could cause satisfaction and motivation; when they were not present, the people felt no satisfaction, as opposed to dissatisfaction.

The hygiene factor was identified in the interviews as source of dissatisfaction and the lack of motivation. In other words, the respondents identified such factors as supervision and working conditions, when inadequate, as leading to feelings of dissatisfaction. When these factors were perceived as adequate, respondents were not satisfied. But they no longer felt dissatisfaction.

MOTIVATION FACTOR	HYGIENE FACTOR
Achievement	Supervisor
Recognition	Working conditions
The work itself	Interpersonal relation
Responsibility	Pay and security
Advancement and growth	Company policy and administration

Figure 2.2. Motivation and Hygiene Factors in the work place Source: (Herzberg, 1968)

The two factor theory is still perceived as a valuable contribution to the task of understanding the complex job characteristics of satisfaction, dissatisfaction, and motivation (Gene, B. & Manab, T. 2006).

2.1.7.3. Equity Theory

Equity theory (Adams, 1963) is based on the fundamental notation that people want to be treated fairly. Equity is defined as the belief that one is being treated fairly in relation to others, and inequity is defined as the belief that one is being treated unfairly in relation to others. Equity perceptions are formed through the four step process shown.

$$\frac{\text{Outcomes (self)}}{\text{Inputs (self)}} \quad \text{compared to} \quad \frac{\text{outcomes (others)}}{\text{input (others)}}$$

If the worker feels equity, he/she is motivated to maintain the current satiation. If the worker feels inequity, he/she motivated to respond with six behaviors identified by Adams (1965). Let see the following figure.

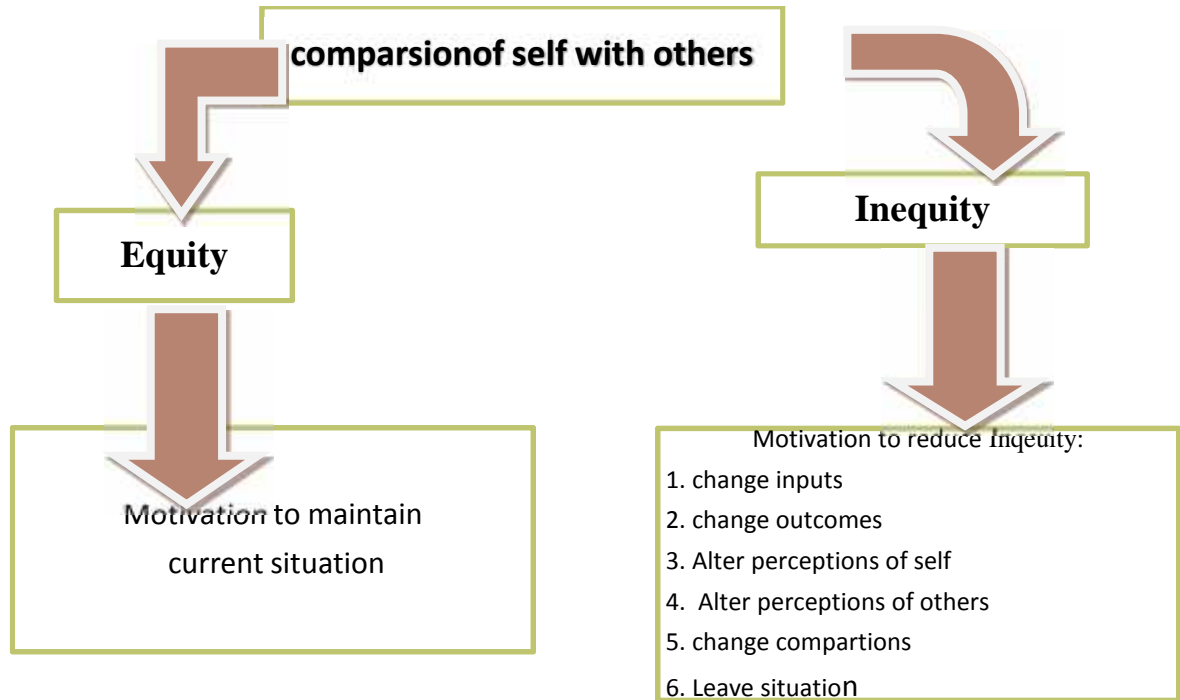


Figure 2.3 Responses to equity and inequity Source: (Moorhead and Griffin, 1989)

2.1.7.4. Alderfer's Erg Theory

Building on the Maslow approach, Clayton Alderfer (1972) developed the ERG theory. According to Alderfer, human needs can be condensed into three categories:

- ❖ Existence needs are the needs for physical well-being and correspond to Maslow's physiological and security needs.
- ❖ Relatedness needs focus on the needs for satisfactory relationships with others and is comparable to Maslow's belongingness needs.
- ❖ Growth needs pertain to the development of human potential and the desire for personal growth and increased competence.

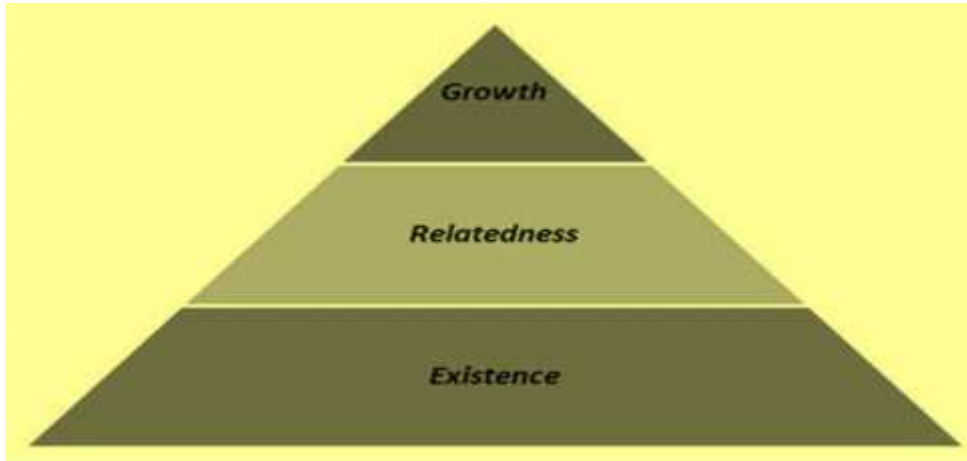


Figure2. 4 Alderfer ERG theories Source: (Moorhead and Griffin, 1989).

Figure2.5. Parallels among Need Theories of Motivation Comparison of theories with their similarities and deference

Maslow's Hierarchy of Needs	Alderfer's ERG Theory	Herzberg's Two Factor Theory	Equity Theory
Physiological	Existence	hygiene factors	Outcomes(self)
Safety			Inputs (self)
Love	Relatedness	motivators	Outcomes(others)
Esteem	Relatedness		Inputs(others)
self-actualization	Growth		

Source: (Moorhead and Griffin, 1989).

2.2 Empherical Review

Mount (1984) justified his findings by raising two points that is managers are given training about performance appraisal whereas employees are not and the major finding of Cook and Crossman (2004) contradicted the finding of Mount they stated that being a rater doesn't make a difference as far as motivation with the appraisal system is concerned. They further argue that managers are more de-motivated by performance appraisal system than employees.

According to Mount effort to enhance satisfaction with the appraisal system should take into consideration the unique perspectives of manager and employees in the appraisal process. For instance, managerial motivation could be enhanced by an appraisal system which enables the work planning or goal setting enhanced process to be discussed easily. Employees' motivation could be enhanced by discussing their career plans during the appraisal. It appears that both managers and employees' motivation could be enhanced by designing appraisal forms which aid the appraisal discussion. Further the result suggests that both managers and employees should receive orientation and training in how to use the appraisal system to be perceived by employees as fair and sound.

Performance appraisal should be done as frequently as possible, supervisor should work with the subordinates to agree on responsibility and that the supervisor devote sufficient time to observe and evaluate employees performance. Performance appraisal should be conducted frequently, so managers should have the system to appeal about appraisal results, remedy for dealing with current system weakness and environment of the organization should cooperative. It is a commonly held and a seemingly not unreasonable belief that an increase in job satisfaction and employees' motivation will result in improved performance.

People are motivated to achieve certain goals and will be satisfied if they achieve these goals through improved performance. They may be even more satisfied if they are then rewarded by extrinsic recognition or an intrinsic sense of achievement. This suggests that performance improvements can be achieved by giving peoples opportunity to perform, ensuring that they have the knowledge and skill required to perform, and rewarding them by financial or non-financial means when they do perform. It can also be argued that some people may be complacently satisfied with their job and will not be inspired to work harder or better. They may find other ways to motivate their needs Mowday, R.T., Porter, L.W. and Dubin, R., (1974).

According to Levy and William (1998), employees perception of fairness of performance appraisal system has shown linked to motivation, the system in their review of performance appraisal research indicated that the most important performance appraisal issue faced by organizations is perceived fairness of

performance review and performance appraisal system. On their findings, they suggested that most employees perceived their performance appraisal system as neither accurate nor fair; hence, performance appraisal system and process can be a source of de-motivation when employees believe the system is biased and irrelevant. Among several studies done on performance appraisal the following are presented based on the research title.

2.3 Conceptual Framework

For the phenomenon of motivation and its effects on performance to be studied empirically, there is the need for a conceptual framework that pulls together the concepts of motivation and organizational performance. The conceptual framework, as illustrate in figure describes the underlying relationship. Motivation either intrinsic or extrinsic leads to performance and is influence by factors such as salary, responsibility, promotion in the Academy nature of work, working conditions, and relationships with commands and peers. The conceptual framework provides a foundation for focusing specific variables for the study. These variables are based on the literature reviewed employee performance apprising on its effect on motivation. Performance appraisals were used as independent variables which are PA standards and PA methods due to they were activities of employees performances where as motivation were dependent variables which are outputs of the employees of performance in the researcher study.

Conceptual framework performance appraisal and employees' motivation

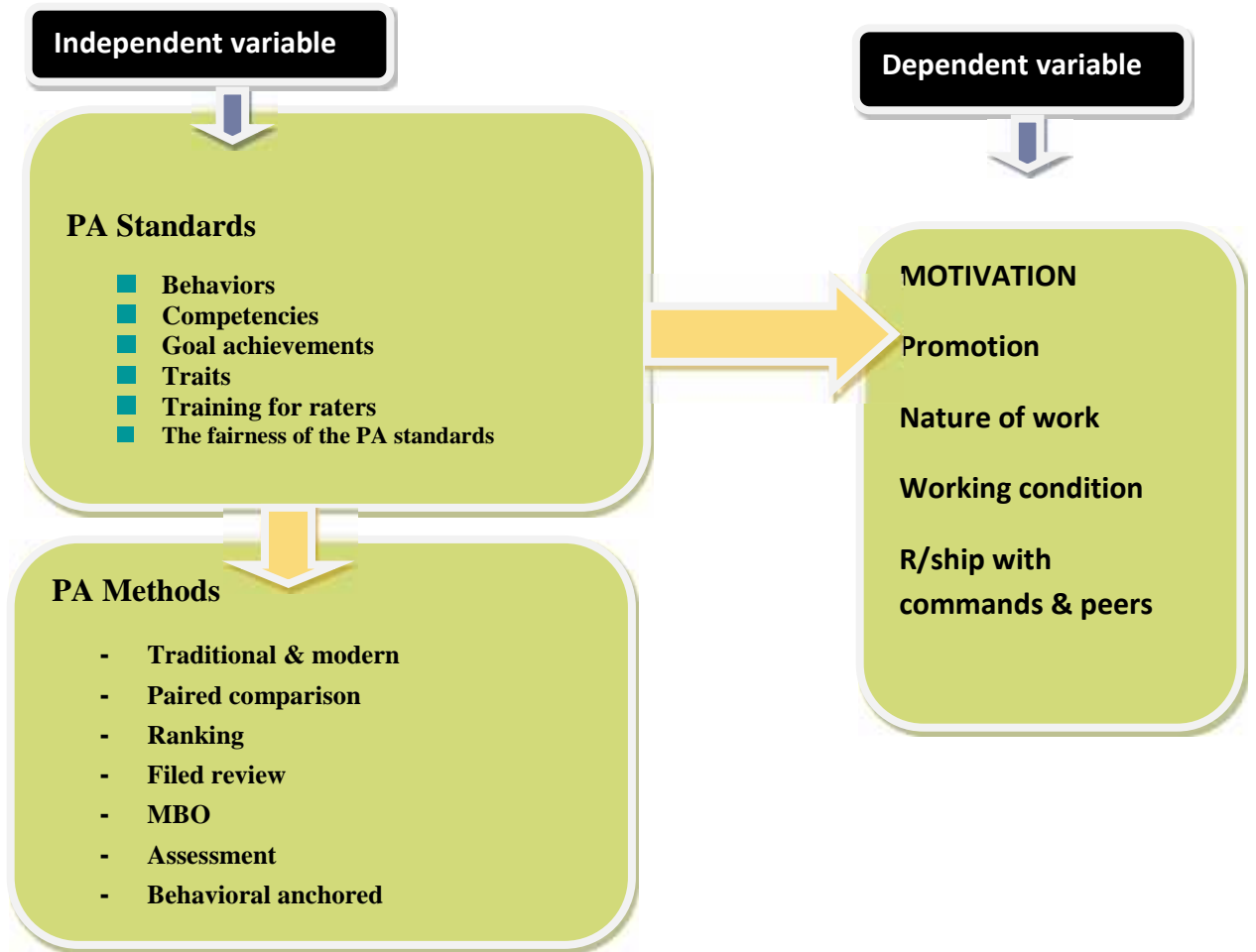


Figure2. 6 Conceptual frameworks Source, Kroeger, et al., (2014)

PAS and PAM are independent variables and motivation is dependent variable.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

In this section the applied research methods, Research approach, data sources, sampling techniques, data collection instruments and procedures, and data analysis methods while undertaking the study would be discussed briefly as follows.

3.1 Research Design

This study was casual research design; it has cause and effect relationship between performance appraisal and motivation. Causal inferences are powerful because they lead to greater control. Causal research seeks to identify cause and affect relationships of the study. When something causes an effect, it means it brings it about or makes it happen. The effect is the outcome (Zikmund, 2009).

3.2 Research Approach

This research approach is used mixed methods. Both qualitative and quantitative research methods are used for this process. This type of approach uses both the methods but it is mostly explained and analyzed separately. So these methods are useful when they provide better opportunities that frame the research answer in a better way and finds solution to all the questions. So the researcher used qualitative and quantitative research methods to gain more in- depth information and facts about the research topic.

3.3 Population and Sampling Design

Leuenberger, et al., (2006) define population as the total group of people or entities from which information is required. For this research the population of interest consists of all 243 military employees in Major General Hayelom Areya Military Academy. Their ranks are different. These are, Higher Officers, Line officers, Higher Non Commissioned Officers and Non Commissioned Officers are included in the research.

3.4 Sample Size

In this research the researcher used Stratified sampling because of the heterogeneous nature of the population. With this stratified sampling, the population was divided into their departments of work conditions, which is known as four groups, for this case, the employees were stratified into four different Ranks in Major general

Hayelom Areya Military Academy. An employee's selected from 243 which 62% of the total participates which are 151 employees included. The researcher used Slovin's formula to figure out what sample size he needs to take, which is written as $n = N / (1 + Ne^2)$ where n = Number of samples, N = Total population and e = Error tolerance. Source (Slovin, 1960).

$$n = \frac{N}{1+N*(e)^2}$$

n = the sample size

N = the population size

e = the acceptable sampling error

$$n = \frac{243}{1 + 243 * (0.05)^2} = \frac{243}{1.6075} = 151.166 = 151$$

n = 151 the sample size from 243 population

Category	Total Population	Sample Size
Administration & Finance	46	29
Training and Education	124	77
Command Post	45	28
General Service / Logistics	28	17
Total Population	243	151

Table 3.1: Total Sample Size Distribution Source: own survey, 2017

3.5 Sampling Techniques

The sampling method that was employed in this study is both stratified and simple random sampling. To ensure that as much as possible biasness is removed or is minimized and a fair representation is obtained, the population of the study was stratified in to four major target group based on the existing departments of the organization.

To select respondents from each stratum simple random sampling design was employed; in doing so, the existing employee list was obtained from human resource department of the organization and then the proportional weight was assigned to each stratum in order to sampled data properly represent the population from which the stratified sample of existing employee is drawn.

3.6 Data Collection

Primary as well as secondary sources of data were used in order to properly investigate the performance appraisal system of the academy and its effect on employee's motivation. The primary sources of data of this research study are military instructors, and military staff members who are involved in various activities of the academy organizational structure.

The secondary sources for the study included the data gathered from various documents such as annual performance evaluation reports, performance evaluation formats, annual plans, reference books, reference materials, unpublished sources, and guidelines of the academy.

3.7 Data collection Procedures

The questionnaires were pre-tested and any suggestions for improvement encountered during the piloting process were incorporated in the final questionnaire. Final questionnaire were distributed to the respondents physically. This enhanced the speed of data collection. The questionnaire had clear instructions and an attractive layout. Each completed questionnaire was treated as a unique case and a sequential number given to each. The researcher administered the questionnaires with the help of research assistants who were selected on the basis of their experience and knowledge of the human resource management issues; and finally interview question were asked for command members.

3.8 Validity and reliability

A value of Cronbach alpha above 0.70 can be used as a reasonable test of reliability. To meet the consistency reliability of instrument, the questionnaire was first distributed to 13 respondents and the Cronbach's alpha for the independent variables (Performance Appraisal Standard and Methods) was found to be 0.844. Therefore, the two dimensions of standard and methods were found to be high in their internal consistency and thereby in measuring the dimensions of Motivation.

Table 3.2 Cronbach's Alpha Reliability Test

No.	Variables of the study	No of items	Cronbach's Alpha
1	Performance appraisal standard	06	.866
2	Performance appraisal Methods	07	.857
3	Over All	13	.844
4	Motivation Factors	05	.928
5	Challenges of PA	07	.951
For all item's		25	.854

Source: own survey, 2017

3.9 Data Analysis Methods

To analyze the collected data, the researcher used a causal research type and measure of central tendency. The most common measures of central tendency are mean (arithmetic average) and median (value at which half the cases fall above and below).

Statistical Package for Social Science (SPSS) software version 22.0 was employed to analyze and present the data through the statistical tools, namely descriptive and inferential analysis, correlation and regression relations of motivation.

Descriptive analysis

The descriptive statistical results were presented by tables, frequency distributions and percentages to give a condensed picture of the data. This was achieved through summary statistics, which includes the means, standard deviations values.

Inferential analysis

Pearson's correlation coefficient was used to determine the relationships between performance appraisal standards and methods with employee motivation.

Regression analysis was used to investigate the effect of PAS and PAM on employee motivation.

3.10 Ethical Consideration

Researchers must be concerned with three ethical issues:

Respect for Persons, Researchers must recognize research participants as autonomous agents, and those who have diminished autonomy (for example, the young, and the disabled) must be granted protection.

Beneficence: Researchers will secure the well-being of participants by not harming them and, further, maximizing possible benefits and minimizing possible risk.

Justice: There must be fairness in the distribution of benefits and possible risks across all research participants. All individuals and organizations information will be kept confidential because individual data's are not out of the organization. Military Ethics is a conception of the proper behavior of people as members of a military force in general and combatants in particular. Such a conception of proper behavior is not a pile of principles and regulations, even if some codes of ethics take the form of a mere catalogue of norms (Kasher, 2005).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4. Introduction

In this chapter, the data collected through different data collection methods and tools are discussed and analyzed carefully in order to show and assess the effects of performance appraisal on employees' motivation in the case of Major General Hayelom Areya Military Academy. The statistical package for social sciences (SPSS) version 22 used for processing and analyzing the data obtained from questionnaires. The questionnaires consisted of 25 identical questions for all Non-Commissioned Officers, Higher Non-Commissioned Officers, Line Officers, and Higher Officers.

Table 4, Total sample size respondents and non-respondents

Category	Total	Sample	Respondent	Respondent
	Population	Size	returned	Not returned
Administration & Finance	46	29	26	03
Training and Education	124	77	75	02
Command Post	45	28	25	03
General Service / Logistics	28	17	16	01
Total Population	243	151	142	09

Source: Own survey 2017

Based on the sample size respondents training and education had more respondents than others because of the organization was the prime training center of the defense. It includes also the academies military instructors, course commands, captain leaders, Plato leaders and other supportive. Administration and finance was the second respondents of the academy. It contains HRM departments, finance, purchasers and indoctrinations. Command post also included communication and secretaries, ordinance, clinic commandants, shops and restaurants leaders and overall also controlled by command. Logistics included food items and material of the academy.

4.1. Demographic Characteristics of Respondents

Table 4.1. Demographic characteristics

Demography		Frequency	Percent	Valid Percent	Cumulative Percent
Sex Valid	Male	121	85.2	85.2	85.2
	Female	21	14.8	14.8	100.0
	Total	142	100.0	100.0	
Age Valid	18-25	10	7.0	7.0	7.0
	26-35	80	56.3	56.3	63.4
	36-45	44	31.0	31.0	94.4
	Above 45	8	5.6	5.6	100.0
	Total	142	100.0	100.0	
Education Valid	Grade 1-8	2	1.4	1.4	1.4
	Grade 9-12	40	28.2	28.2	29.6
	College Diploma	61	43.0	43.0	72.5
	1st Degree	37	26.0	26.0	98.5
	2 nd Degree	2	1.4	1.4	100.0
	Total	142	100.0	100.0	
Military Rank Valid	Non Commissioned Officer	19	13.4	13.4	13.4
	Higher Non Commission Officer	31	21.8	21.8	35.2
	Line Officer	73	51.4	51.4	86.6
	Higher Officer	19	13.4	13.4	100.0
	Total	142	100.0	100.0	
Experience Valid	Below 5 years	6	4.2	4.2	4.2
	6-10	64	45.1	45.1	49.3
	11-15	28	19.7	19.7	69.0
	16-20	33	23.2	23.2	92.3
	Above 20	11	7.7	7.7	100.0
	Total	142	100.0	100.0	

Source: Own survey 2017

In the study area the proportion of men in Military Academy contains 121(85.2%) and a woman has only 21(14.8%), demonstrating that there is a clearly high sex gap in the military Academy between men and women.

As it is indicated in the table 4.2; the majority of the respondents are found in the age category of between 26-35 years which is 56.3% of the respondents. Military mission needs high responsibility, fitness, and an effort; due to these youngsters resist hardship missions, loyal for the country and has more experiences.

The other respondents found in the age category of 36-45 years which is 31.0% of the respondents, and the third category found that in the age group of 18-25 years responses 7.0% respondents. Finally the remaining small proportion shows that they were in the age group of above 45 which is 5.6%.

Regarding the educational qualification of the respondents, majority of the respondents have a College Diploma which is 43.0% of the respondents. The second largest category of respondents are High Schools from grade 9-12, which constitute 28.2% of the respondents and the third Bachelor's degree holders which constitutes 26.1%. A very small proportion of respondents are below grade 8 and a Master holder each constitutes 1.4%.

Regarding the Military Rank of respondents; 51.4% of them are Line Officers, 21.8% of them are High Non-Commissioned Officers, and 13.4% of them are Higher Officers And Non-Commissioned Officers each constitutes.

As the table 4.2 illustrates, regarding the work experiences of the respondents, 45.1% of the respondents have for 6-10 years of experiences, 23.2% the respondents have for 16-20 years of experiences, 19.7% of the respondents have 11-15 years experiences, 7.7% of the respondents have above 20 years experiences, and 4.2 % of the respondents have 5 years of experience.

4.2. Analysis of performance appraising standards on employees' motivation

Table 4.2, percentage, mean, and std. Deviation effects of PAS on employees' motivation.

No-	Question Items	Frequency	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
01	My rater appraises me by traits rather than based on job related criteria.	Frequency	26	51	2	38	25	2.89	1.437
		%	18.3	35.9	1.4	26.8	17.6		
02	The Academy's Supervisors evaluate employee's performance based on his/her behavior.	Frequency	19	54	10	42	16	3.09	2.912
		%	13.4	38.0	7.0	29.6	11.3		
03	The rater appraises to employees performance by their competences to motivate them.	Frequency	18	56	10	43	15	2.87	1.272
		%	12.7	39.4	7.0	30.3	10.6		
04	The academy is satisfied by employee's performance.	Frequency	17	44	26	41	14	2.94	1.215
		%	12.0	31.0	18.3	28.9	9.9		
05	Employees are motivated by Supervisors appraisal in the academy.	Frequency	13	55	18	45	11	2.90	1.174
		%	9.2	38.7	12.7	31.7	7.7		
06	The academy gives training for performance appraisers to improve faire appraising evaluation system in the academy	Frequency	26	32	29	41	14	2.89	1.281
		%	18.3	22.5	20.4	28.9	9.9		

Grand mean=2.93

Source: Own questionnaire 2017

As the table 4.2 indicates, regarding the statements " My rater appraises me by traits rather than based on job related criteria" 77 (54.2%) of respondents disagreed, 63(44.4%) of respondents agreed, and 2(1.4) of respondents undecided

with the statements. Based on these the majority of respondents 54.2% of the employees were evaluated by job related criteria.

As the table4.2 indicates, regarding the statements” The Academy’s Supervisors evaluate employee’s performance based on his/her behavior” 73(51.4%) of respondents disagreed, 58(40.9 %) of respondents agreed, and 10(7 %) of respondents undecided with the statements. As the results indicate, the majority of 51.4% disagreed. So the majority of respondents believed that performance appraisal not evaluated by behavior in the academy.

As the table4.2 indicates, regarding the statements” The rater appraises to employees performance by their competences to motivate them” 74(52.1 %) of the respondents disagreed, 58(40.9 %) of respondents agreed, and 10(7.0 %) of respondents undecided with the statements. The majority respondents replied that there were no evaluations based on competences in the academy.

As the table4.2 indicates, regarding the statements” The academy is satisfied by employee’s performance” 61(43%) of the respondents disagreed, 55(38.8) respondents agreed, and 26 (18.3%) respondents undecided with the statements. Based on the above sentences 43% of the respondents were not satisfied by employees’ performances.

As the table4.2 indicates, regarding the statements “Employees are motivated by Supervisors appraisal in the academy” 68(47%) of the respondents disagreed, 56(39.4%) agreed, and 18(12.7%) undecided with the statements. This implies that the employees of the academy were not motivated by supervisors’ appraisal.

As the table4.2 indicates, regarding the statements “The academy gives training for performance appraisers to improve faire appraising evaluation system in the academy” 68 (40.8%) of the respondents disagreed, 55(38.8%) of respondents agreed, and 29 (20.4%) of respondents undecided with the statements. This shows that performance appraiser’s training was not given in the academy for appraisers.

The above descriptive statistics clearly indicates that corresponding arithmetic mean and standard deviation of every construct totals. Thus, the rater appraises me by traits rather than based on job related criteria categorical total has a mean of 2.89 and a standard deviation of 1.437, so the result shows that the mean and standard deviation is below the average so there were not motivation by traits. By behavior appraising also a mean of 3.09 which is above the mean and standard deviation indicates then the behaviors affect employees' motivation in the academy.

All other Performance appraisal standards were below the mean and standard averages that is, appraising by competencies mean 2.87 and std. D 1.272, commands satisfied by employee's performance mean 2.94 and std. D 1.215, and supervisor's appraisal not affects employees' motivation mean 2.90 and std. D 1.174 which is below the averages. And the academies do not gave trainings for raters because the result of mean indicates below the averages which are mean 2.89 and std. D 1.281. This analysis of mean of categorical constructs showed that except behaviors all standard measurements were not affect employees motivation in the academy.

Due to this the academy should use job related criteria and behaviors as indicated the results of mean and standard deviation those were affects employees motivation in the academy.

The others PAS such as, the rater appraises to employees performance by their competences to motivate them mean 2.87 and std. D 1.272, the academy is satisfied by employee's performance mean 2.94 and std. D 1.215, and Employees are motivated by Supervisors appraisal in the academy mean 2.90 and std. D 1.174 the academy gives training for performance appraisers to improve faire appraising evaluation system mean 2.89 and std. D 1.281 in the academy were below the averages of the mean & standard deviations so the above listed were not affect employees' motivation.

Generally commandants didn't carefully select performance criteria as it pertains to achieving corporate goals. Due to this Common appraisal criteria do not affect employees' motivation in the academy (Foot, and Hook, 2011).

4.3 Analysis of Performance Appraisal Methods on Employees' Motivation

Table 4.3 Percentage, mean and std. deviation of PAM on employees' motivation

No-	Question Items	Frequency	Strongly Disagree	Disagree	Undecided	Agree	Strongly	Mean	St. deviation
01	Assessment of performance in the Academy motivates employees.	Frequency	14	44	42	26	16	2.9014	1.15660
		%	9.9	31.0	29.6	18.3	11.3		
02	Supervisors use and motivate employees by behaviorally anchored rating method.	Frequency	15	30	18	53	26	3.3169	1.28477
		%	10.6	21.1	12.7	37.3	18.3		
03	Management by objective affects employee motivation in the Academy	Frequency	10	44	14	50	24	3.2394	1.25438
		%	7.0	31.0	9.9	35.2	16.9		
04	Paired comparison method affect employee's motivation.	Frequency	9	35	24	55	19	3.2817	1.16306
		%	6.3	24.6	16.9	38.7	13.4		
05	The Supervisor investigates ranking method motivates his/her employees in the academy.	Frequency	11	37	32	45	17	3.1408	1.16443
		%	7.7	26.1	22.5	31.7	12.0		
06	Field review method evaluated fairly to affects Employee's motivation in the academy.	Frequency	13	35	38	49	7	3.0141	1.07839
		%	9.2	24.6	26.8	34.5	4.9		
07	By appraising Critical incident method academies affects employee's motivation.	Frequency	34	37	22	42	7	2.6549	1.26629
		%	23.9	26.1	15.5	29.6	4.9		

Grand mean=3.07

Source: Own questionnaire 2017

These methods were exercised in the academy, even if there is a limitation of implementation in the practices of military academy.

As the table4.3 indicates, regarding the statements “Assessment of performance in the Academy motivates employees” 58(40.9%) of respondents disagreed, 42(29.6%) of agreed, and 42(29.6%) undecided with the statements. As the result indicates that assessment methods does not affect motivation in the academy. The mean also supported it, and it indicates by the result of 2.901 points of the averages.

As the table4.3 indicates, regarding the statements “Supervisors use and motivate employees by behaviorally anchored rating method” 79(55.6%) of respondents agreed, 45(31.7%) of respondents disagreed, and 18(12.7%) of respondents undecided with the statements. This indicates that the employees were motivated by behavioral anchored method; this is also supported by the mean result (3.316).

As the table4.3 indicates, regarding the statements “Management by objective affects employees’ motivation in the Academy” 74(52.1%) of the respondents agreed, 54 (38.0%) of the respondents disagreed, 14 %(9.9) of the respondents undecided with the statements. From this result the employees’ motivation were affected by management by objective. The mean also supports this result by indicated 3.239 which are over the average.

As the table4.3 indicates, regarding the statements “Paired comparison method affect employee’s motivation” 74(52.1%) of the respondents agreed, 44(30.9%) of respondents disagree, and 24(16.9%) of respondents undecided with the statements. As the result shows that employees’ motivation were affected by paired comparison method and the mean also supports this result.

As the table4.3 indicates, regarding the statements “The Supervisor investigates ranking method motivates his/her employees in the academy” 62 (43.7%) of respondents agreed, 48(33.8%) of respondents disagreed, and 32(22.5%) of respondents undecided. As result shows the majority of the respondents were motivated by ranking methods and the mean also support its results.

As the table4.3 indicates, regarding the statements “Field review method evaluated fairly to affects Employee’s motivation in the academy”. 56(39.4%) of respondents agreed, 48(33.8%) of respondents disagreed, and 38(26.8%) of the respondents undecided with the statements. The result shows 56(39.4%) of respondents said that

field review method evaluation affects employees motivation and the means also supported this result (3.01).

As the table 4.3 indicates, regarding the statements "By appraising Critical incident method affects employee's motivation" 71(50%) of the respondents disagreed, 49(34.3) of the respondents agreed, and 22(15.5%) of the respondents undecided with the statements. As the result indicated that by appraising Critical incident method did not motivate the employees' in their career.

As the result indicated that, Assessment methods of mean 2.90 and std. deviation 1.15 and Critical incident methods of means 2.65 and std. deviations 1.266 which is below the average of mean and std. deviation. Based on this result the employees of the academy didn't motivated by assessment and critical incident methods.

The other methods such as, Behaviorally anchored rating methods mean 3.31 and std. deviation 1.28, Management by objective mean of 3.23 and std. deviation of 1.25, Paired comparison mean 3.28 and std. deviation 1.16, ranking method mean 3.14 and std. deviation 1.16, and Field review method mean 3.01 and std. deviation 1.078 indicates that, the results of mean and std. deviations were above the averages and affects employees' motivation in the academy.

The grand mean 3.07 result also indicates that, the performance appraisal methods which were traditional or modern methods were more affects employees motivation in the academy. So academies commands should exercises on this by selective initiative methods to improve employee's performance.

4.4. Analysis of Motivation Factors on employees' motivation in the military Academy

Table 4.4 percent, mean, and std. deviation of Motivation factors

No-	Question Items	Frequency	Strong Disagree	Disagree	Undecided	Agree	Strong Agree	Mean	Std. Deviation
01	The Academy promotes employee based on their performance to motivate them.	Frequency	21	46	36	31	8	2.7113	1.13351
		%	14.8	32.4	25.4	21.8	5.6		
02	The Academy gives opportunity for advancement to motivate employees.	Frequency	24	38	41	30	9	2.7324	1.16031
		%	16.9	26.8	28.9	21.1	6.3		
03	My rater takes responsibility for my performance evaluation.	Frequency	14	64	24	30	10	2.7042	1.12224
		%	9.9	45.1	16.9	21.1	7.0		
04	The Academy's salary or payment I earn motivates me to improve my performance.	Frequency	28	52	25	28	9	2.5634	1.19375
		%	19.7	36.6	17.6	19.7	6.3		
05	Employees are motivated by academy's Working environment/condition/.	Frequency	24	48	31	26	13	2.6901	1.21564
		%	16.9	33.8	21.8	18.3	9.2		

Source: Own questionnaire 2017

grand mean= 2.67

As the table4.4 indicates, regarding the statements “The Academy promotes employee based on their performance to motivate them” 67(47.2%) of the respondents disagreed, 39(27.4%) of respondents agreed, and 36(25.4%) of the respondents undecided. This result shows that the academy didn't promote its employees based on their performance to be motivated. The mean (2.711) also supports that there is no promotion based on employees' performance.

As the table4.4 indicates, regarding the statements “The Academy gives opportunity for advancement to motivate employees” 62(43.7%) of respondents disagreed, 39(27.4%) of respondents agreed, and 41(28.9%) of the respondents responses undecided with the statements. As the result indicates that the academy

didn't give any opportunity for advancement to motivate employees. The mean also supports this result that is 2.731 average points.

As the table 4.4 indicates, regarding the statements "My rater takes responsibility for my performance evaluation" 78(55%) of the respondents disagreed, 40(28.1%) of the respondents agreed, and 24 (16.9%) of the respondents undecided with the statements. From the result of the data the researcher concluded that the appraisers did not give care for performance evaluation for the employees in the academy. The mean also shows the same result that means (2.70) points below the average.

As the table 4.4 indicates, regarding the statements "The Academy's salary or payment I earn motivates me to improve my performance" 80(56.3%) of the respondents disagreed, 37(26.0%) of the respondents agreed, and 25 (17.6%) of the respondents undecided with the statements. As the result indicated that the Academy's salary did not motivate employees'. The mean also indicates that (2.563) points supported employees were not satisfied and motivated by their salary earnings in the academy.

As the table 4.4 indicates, regarding the statements "Employees are motivated by academy's Working environment/condition 72(50.7%) of the respondents disagreed, 39(27.5%) of the respondents agreed, and 31(21.8%) of the respondents undecided with the statements. From this result one can concluded that academy's working environment didn't motivate the employees, and the mean also supports its result 2.690 points indicates below the average.

As the results of mean and std. deviation indicates the above tables of motivation factors such as, promotions of mean 2.71 and std.deviation 1.133, other opportunities advancements mean 2.73 and std. deviation 1.16, take responsibilities mean 2.70 and std. deviation 1.12, salary mean 2.56 and std.deviation 1.19, and working condition of mean 2.69 and std. deviation 1.21 were below the averages of mean and std. deviation. Based on these mean and std. deviation results the motivation factors didn't affect employees' motivation in the academy. The grand mean which were 2.678 also shows these de-motivation results in the military academy

4.5. Analysis of challenges of performance appraisals in the military academy

Table4.5. percepts, mean, and std. deviations of Challenges of PA

No-	Question Items	Freque ncy	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
01	The supervisors appraise my performance by his/her First impression.	Freque ncy	41	40	16	30	15	2.5634	1.37591
		%	28.9	28.2	11.3	21.1	10.6		
02	My supervisor appraises me by Recent Behavior bias.	Freque ncy	42	40	12	32	16	2.5775	1.40578
		%	29.6	28.2	8.5	22.5	11.3		
03	Supervisors evaluate employee's performance by central tendency.	Freque ncy	42	43	12	36	9	2.4859	1.31944
		%	29.6	30.3	8.5	25.4	6.3		
04	The academy commands appraise employees' performance by Halo effects to motivate them.	Freque ncy	27	47	20	32	16	2.7394	1.30835
		%	19.0	33.1	14.1	22.5	11.3		
05	My rater has lack of objectivity about academy's goal and performance evaluation system.	Freque ncy	39	43	12	33	15	2.5915	1.37946
		%	27.5	30.3	8.5	23.2	10.6		
06	Supervisors appraise employee's performance unfairly, if he/she disagrees with the employees.	Freque ncy	49	36	12	38	7	2.4225	1.33328
		%	34.5	25.4	8.5	26.8	4.9		
07	The Academy rater appraises my performance Without any bias.	Freque ncy	25	41	18	45	13	2.8592	1.29150
		%	17.6	28.9	12.7	31.7	9.2		

Source Own questionnaire 2017

grand mean=2.6

As the table4.5 indicates, regarding the statements “The supervisors appraise my performance by his/her First impression” 81(57.1%) of the respondents disagreed, 45(31.7) of respondents agreed, and 16(11.3%) of respondents undecided with the statements. As the data indicates that the supervisors were not appraised by first impression for their employee's performances.

As the table4.5 indicates, regarding the statements “My supervisor appraises me by Recent Behavior bias.” 82(57.8%) of respondents disagreed, 38(33.8%) of the respondents agreed, and 12 (8.5%) of respondents undecided with the statements.

Even if the result of the data shows that there were no challenges in recent behavior bias in the academy in the case of supervisors appraised the employees. The open ended questions and interview confirmed that there were challenges. As the result of this one concluded that there were challenges during the supervisors appraised the employees.

As the table4.5 indicates, regarding the statements “Supervisors evaluate employee’s performance by central tendency” 85 (59.9%) of the respondents disagreed, 45(31.7%) of the respondents agreed, and 12(8.5%) of the respondents undecided with the statements. Based on this result, there were no central tendency challenges in the academy while supervisors evaluate the employees.

As the table4.5 indicates, regarding the statements “The academy commands appraise employees’ performance by Halo effects to motivate them” 74(52.1%) of respondents disagreed, 48(33.8%) of responses agreed, and 20(14.1%) of the respondents undecided with the statements. As the result shows that the academy commands didn’t appraise employees’ performance by Halo effect.

As the table4.5 indicates, regarding the statements “My rater has lack of objectivity about academy’s goal and performance evaluation system” 82(57.8%) of the respondents disagreed, 48(33.8%) of respondents agreed, and 12 (8.5%) respondents undecided with the statements. From the result one can infer that the supervisors had not lack of objectivity and evaluation systems in the academy. Even if the result of the data shows that there were no challenges in lack of objectivity in the academy in academy. The open ended questions and interview confirmed that there were challenges. As the result of this one concluded that there were challenges during the supervisors appraised and evaluates the employees.

As the table4.5 indicates, regarding the statements “Supervisors appraise employee’s performance unfairly, if he/she disagrees with the employees” 85(59.9%) of the respondents disagreed, 45(31.7%) of the respondents agreed, and 12(8.5%) of the respondents undecided with the statements. Even if the result of the data shows that there were no challenges in unfair evaluation in the academy in the case of supervisors appraised the employees. The open ended questions and interview confirmed that there were challenges. As the result of this one concluded

that there were challenges during the supervisors appraised the employees.

As the table 4.5 indicates, regarding the statements "The Academy rater appraises my performance without any bias" 66(46.5%) of the respondents disagreed, 58(40.9%) of the respondents agreed, and 18(12.7%) of the respondents undecided with the statements.

Based on the above table the results of means and std. deviation indicates that, all challenges of performance appraisal such as, first impression mean 2.56 and std. deviation 1.37, recent behavior bias mean 2.57 and std. deviation 1.40, central tendency mean 2.48 and std. deviation 1.31, halo effects mean 2.73 and 1.30, lack of objectivity mean 2.59 and std. deviation 1.37, unfairly mean 2.42 and std. deviation 1.33, and without any bias mean 2.85 and std. deviation 1.29 were all below the averages of mean and std. deviation. So the grand mean also supports these results which were 2.6. due to this the result of all challenges of PA was positive responses which is above the averages of mean and std. deviations by revers these 2.6 results; so challenges of PA was not implemented in the academy. Even if the result of the data shows that, the grand mean of the challenges were 2.60 which is below the average, so there are not challenges in the academy. By combined the open ended questions, disagreed percent and interview confirmed that there were challenges. As the result of this all challenges were concluded that there were challenges during the raters appraised the employees' evaluation.

4.6. Correlation between PAS, PAM and Motivations

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. In this analysis, Bivariate Pearson Product-Moment Coefficient (r) has been used to see the relationship between the dependent and independent variables. Correlation analysis, in this study determines the strengths of relationship between (Performance appraisal and Employee motivation) (Pallant, 2010).

In the research testing, the item that should be noticed is the probability (p) value. If $p > 0.05$, it means that independent variable does not influence the dependent variable. If $p < 0.05$ it means that independent variable influences the dependent variable (Pallant, 2010). The test also indicates the strength of a relationship between variables by a value that can range from -1.00 to 1.00; when 0 indicates no relationship, -1.00 indicates a negative correlation, and 1.00 indicates a perfect positive correlation (Pallant, 2010). For the rest of the values is used the following guideline: small correlation for value 0.1 to 0.29; medium for 0.3 to 0.49; and large for 0.50 to 1.0 (Pallant, 2010). All basic construct were included into the correlation analysis.

This section indicated to determine the correlation between satisfaction with performance appraisal standards and employee motivation. The findings in suggested that there was perfectly a strong correlation between high performance lead to higher levels of motivation and the existing of fair performance standards perform increase the employees motivation ($r=0.869$, $p<0.01$).

Table4.6. Correlations

		The Academy's Supervisors evaluate employee's performance based on his/her behavior.	The rater appraises to employees performance by their competences to motivate them.	The academy is satisfied by employee's performance.	Employees are motivated by Supervisors appraisal in the academy.	The academy gives training for performance appraisers to improve faire appraising evaluation system in the academy	PAS_R
The Academy's Supervisors evaluate employee's performance based on his/her behavior.	Pearson Correlation	1	.890**	.851**	.831**	.714**	.869**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	142	142	142	142	142	142
The rater appraises to employees performance by their competences to motivate them.	Pearson Correlation	.890**	1	.874**	.864**	.735**	.862**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	142	142	142	142	142	142
The academy is satisfied by employee's performance.	Pearson Correlation	.851**	.874**	1	.835**	.720**	.796**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	142	142	142	142	142	142
Employees are motivated by Supervisors appraisal in the academy.	Pearson Correlation	.831**	.864**	.835**	1	.738**	.800**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	142	142	142	142	142	142
The academy gives training for performance appraisers to improve faire appraising evaluation system in the academy	Pearson Correlation	.714**	.735**	.720**	.738**	1	.694**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	142	142	142	142	142	142
PAS_R	Pearson Correlation	.869**	.862**	.796**	.800**	.694**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	142	142	142	142	142	142

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

Source own questionnaire 2017

4.7 Pearson Correlation between PAS, PAM and Motivation Factors

Table 4.7 Pearson Correlation between PSA, PMA & MF.

		PAS	AM	MF
PAS	Pearson Correlation	1	.179*	.347**
	Sig. (2-tailed)		.000	.000
	N	142	142	142
AM	Pearson Correlation	.179	1	.507**
	Sig. (2-tailed)	.000		.000
	N	142	142	142
MF	Pearson Correlation	.347	.507**	1
	Sig. (2-tailed)	.000	.000	
	N	142	142	142

Source: Own Survey, 2017.

Correlation results presented in Table 4.8 show that there is significant positive relation between performance appraisal standards and employee Motivation (sig=.000, $r = .347$) linear relationship between these two variables.

There is significant positive relation between performance appraisal methods and employee Motivation a positive correlation coefficient (0.507) it indicates that there is a statistically significant ($p < .001$) linear relationship between these two variables There is significant positive relation between overall performance appraisal and employee motivation (sig=.000, $r = .574$). From the analysis, it is noted that Performance appraisal is positively correlated ($r = 0.574$, P. value .000) linear relationship between these two variables with Employee motivation.

4.8. Regression analysis

Regression is a technique that can be used to investigate the effect of one or more predictor variables on an outcome variable. That is, it allows us to make statements about how well one or more independent variables will predict the value of a dependent variable. multiple regression analysis is “an analysis of association in which the effects of two or more independent variables on a single, interval scaled dependent variable are investigated simultaneously” (Zikmund et al., 2010, p.584).

According to Hair Jr. et al. (2007), Multiple Regression Analysis, a form of general linear modeling, is an appropriate statistical technique when examining the relationship between a single dependent variable and several independent variables. They explained that idea of using multiple regression analysis is to use the independent variable whose values are known to predict the single dependent value selected by the researcher.

In this study multiple regressions were conducted in order to examine which components more affect motivation from performance Appraisal components (performance appraisals standards and Methods). Here, the regression between the components of performance appraisal and employee motivation in the form of stepwise is analyzed.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570 ^a	.325	.315	.84950
a. Predictors: (Constant), PAS, AM				

According to model summary, R-Square (coefficient of determination) is a commonly used statistic to evaluate model fit. R-square is 1 minus the ratio of residual variability. The adjusted R², also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. From the analysis, it is noted that 32.5% of the changes in the employee performance variables could be attributed to the combined effect of the predictor variables or there is 32.5% of variation in employee motivation due to performance appraisal Standard and methods.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.867	1	17.867	19.127	.000 ^b
	Residual	130.777	140	.934		
	Total	148.645	141			
a. Dependent Variable: MF						
b. Predictors: (Constant), PAS						

From the analysis, it is noted that the probability value of 0.000 ($p < 0.05$) indicates that the regression relationship was highly significant in predicting how Performance Appraisals Standard and methods influenced employee Motivation.

Table 4.8: Regressions b/n PSA, MA with MF

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.145	.324		.449	.654
	PAS	.303	.081	.264	3.734	.000
	AM	.530	.082	.460	6.498	.000

a. Dependent Variable: MF

Source: Own Survey, 2017

The regression coefficient explain the average amount of change in dependent variable that caused by a unit of change in the independent variable. The larger value of Beta coefficient that an independent variable has, brings the more support to the independent variable as the more important determinant in predicting the dependent variable.

The finding of the regression analysis result shows that Performance Appraisals Standard and methods had a positive influence to the enhancement of employee Motivation.

Specifically, when the Performance Appraisals methods increase by a level the employee Motivation will increase by around 53 percent, and performance appraisal standard also increased employees motivation around by 30.3%, the remaining percent of employees motivation was other factors.

This means that the Performance Appraisals methods had a great influence on increasing by 46.0 unit's employee motivation in the study organization. The statically significance level of this variable is 0.000; this is at 95 percent confidence interval. Performance appraisals standards have less influence on increasing by 26.4 unit's employee motivation than methods. From these study performance appraisal methods were more affective in motivation than standards.

According to, (Lorna and James, 2014) findings presented that taking all other independent variables at constant, a unit increase in Performance Appraisals methods increase would lead to a 0.530 increase in employee motivation($\beta=0.530$, $P>0.05$) higher relation. Further, the findings shows that a unit increases in Performance Appraisals Standard would lead to a 0.303 increase in employee motivation ($\beta=0.303$, $P<0.05$) lower relation than methods.

Furthermore, the regression result shows that variable has positively affected the employee motivation. The covariate has statically significant, at 95 percent significant level. Hence, the variable is statically significant explaining the variation of employee motivation.

As it can be depicted from the below table there is a positive and statistically significant relationship between the independent variables (Performance appraisal standards, Performance appraisal methods) and the dependent variable (motivation factors). Thus 32% ($R^2=.325$) variation on employees motivation is explained by the independent variables.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The researcher provides a discussion on the findings of the research in relation to the literature review. The summary, conclusion and recommendations in regards to the effect of performance appraisal on employees' motivation are comprehensively discussed with the specific research objectives.

5.1. Summary of the Findings

The general objective of the study was to determine the effect of performance appraisal on employees' motivation in the case of Major General Hayelom Areya Military Academy. The study was guided by the following specific objectives: to assess the standards, methods of performance appraisal, as the independent variable and motivation factors as dependent variables used at the Academy. To identify the effects of performance appraisal on employees' motivation in the mentioned Academy. The study targeted a total of 151 respondents. However, only 142 respondents responded and returned their questionnaires contributing to 94% responses rate. Respondents from different age group, educational background, military rank and year of experience are represented in the data collected.

The result of background of respondents indicated that majority of the total respondents were males with total of 121(85.2%) while the remaining 21(14.8%) were females. In line with age most of the respondents were in the range of 26-35 years (56.3%) and the highest educational level of the academy were college Diploma 61(43%) and majority of the military rank were Line officers with total number of 73 which represents 51.4 % from the total employees participant of this study. Also majority of respondents have a working experience from 6-10 years with total number of 64 which represent 45.1% from employees participant of this study; therefore, they have more experiences and know challenges well and transfer their experience for academies cadet officers in addition to teaching.

The study adopted a case study research design. The research survey was conducted among 142 employees including department heads and four branches, a total of 142 employees responded resulting in a 94% response rate. Mixed methods through semi-structured interviews and close ended questionnaires were analyzed to get an in-depth view about the problem.

From the mean result it is observed that employees were not satisfied with performance appraisal standards, methods and motivation factors in the academy.

The finding from the correlation result reveals that there is a positive and significant relationship between the Performance appraisal and employees motivation. Assurance is found to have the large correlation with employees motivation and the findings from the inter correlation indicates that the highest relationship is found between PAS, PAM and motivation.

In addition the finding from the regression result indicates all performance appraisal dimensions have a positive impact on motivation and methods is the dominant one which employees motivation.

From the R square value it is depicted that 32% of variation in customer satisfaction is explained by the performance appraisal dimensions. Thus the findings are important to enable the academy to have a better understanding of employees perception of PAs and consequently of how to improve their satisfaction with respect to aspects of PA. Due to the increasing competition in defense, PA is an important part and MGHAMA should do rethinking on how to improve employee's satisfaction with respect to performance appraisal.

5.2. Conclusion

This study is conducted to find out the effects of performance appraisal on employees motivation in the case of major general hayelom areya military academy.

The finding of the study indicates that performance appraisal standards and methods have a positive effect on employees' motivation.

From the Pearsons correlation result it is indicated that there is a positive and significant relationship between performance appraisal standards, PA methods and employees motivation.

Accordingly assurance is found to have the weak correlation with employees' motivation. It relates to the capability of perform well as PAS and methods, specifically in terms of lack of knowledge, and unfair employees performance evaluation system de-motivation ,job dissatisfaction, turnover and absent seem could be occur in the academy.

The descriptive statics indicated that, there are performance appraisal standard

and performance appraisal methods implemented in the academy. As the data indicated performance appraisal standards less affects employees' motivation compared to performance appraisal methods in the study organization.

The descriptive analysis also confirmed that motivation has a mean value of 2.63 which implies that employees of the academies are de-motivated with the academies promotion, salary, working environment, and training for appraisal/rater/.

The correlation result indicates that the weak correlation is found between performance appraisal standards with motivation ($r=0.347$) and performance appraisal methods also large correlation with employee motivation($r=0.507$). These shows that there are positive and linear relation between PAS, PAM and employees motivation which is positively correlated.

From the mean result of all dimensions we can say that employees of the academies are somewhat de-satisfied and de-motivated with the academy. Accordingly when we look at the overall regression result 32% of variation in employees' motivation is explained by the performance appraisal standards also increased employee's motivation around 3.0.2% and performance appraisal methods also increased by 53%, the remaining percent of employee's motivation was other factors.

The other regression analysis also indicates that, performance appraisal methods had a great influence which is by 46.0 units less than performance appraisal standards which is 26.4 units on employee's motivation and PAS had less influences than PAM on employees motivation.

Performance rating was not based on how well employees were doing, the commandants did not discuss regularly with employees about job performance evaluation system, and most of the majority rating was not satisfied employees' motivation, so it indicates that the raters and employees did not give values, they simply fulfilled the formality. The respondents did not clearly understand the purpose of performance appraisal. Hence, it shows that Performance appraisal did not identify performance problems to improve employees' performances and motivation in the Military Academy.

5.3.Recommendations

The basic purpose of an appraisal system should be to improve the employees' performance appraisal and motivation that will leads towards the organization success. If performance appraisal systems are well-designed and well-executed, they have strong motivational impact on the staff indicating that effective appraisal systems have the power to motivate staff to perform better. Based on the results of the study, the following recommendations have been drawn.

The academy should set individual goals at the beginning of the assessment cycle which brings employees with obvious performance goals view. It should also make employees familiar with the purpose and select effective performance appraisal standards, methods and set clear objectives.

Performance appraisal policy should constitute an open communication, where both commandants and employees' state what is done well and what needs improvement. It should provide employees with the chance to express their opinions appreciate and certify their belongings in the military Academy.

Academy should give continuous feedback which is vitally important to help direct, coach, and teach employees to grow and improve performance. Fairness in performance appraisal has emerged as an important predictor of employees' performance; so fair appraisal practices should be adopted by the military Academy in order to raise the performance of its employees. The Academy's performance rating should be based on how well employees are doing.

The Academy's commandants should discuss regularly with employees about job performance, activities and reasonable expectations of the employees. In addition to this, give orientation for employees about the purpose of performance appraisal standards, methods, motivation factors and challenges. if the administrators need to motivate their employees in their careers , they inform its administrative purpose of the performance appraisal; such as basis his/her promotion, pay increase, transfer or reassignment, and termination. Also performance appraisal used as individual's improvement or developmental purpose.

The Academy's should choose appropriate performance appraisal methods which satisfy and motivate their employees' needs. Periodically evaluate performance, and reward according to the results to motivate employees.

The commands/supervisors should play significant role and help employee's

motivation in the way to understand what they need to do to improve their performance and career development.

The academy's performance appraisal should reflect objectively the employees' performance. Supervisor in the evaluation process should not subjective and avoid lack of consistency in effect on different groups of employees.

Performance appraisal system were not only evaluate what has been accomplished, but also guide future employees' development, leverage existing strengths, and address skill deficiencies; and training has been given to supervisors and employees' for performance appraisal standards, methods, and motivation factors to be effective and satisfied employees' motivation. Some of the respondents were a limitation of given fair and tangible response for the researcher questioners for this study. The researcher recommends that future can apply the same research objectives to determine the effect of performance appraisal on employees' motivation in the Academy and Defenses.

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Appendix A

ADDIS ABABA UNIVERSITY
BUSINESS AND ECONOMICS FACULTY
SCHOOL OF COMMERCE

This questioner filled by higher officers, line officers, higher non-commissioned officers and non-commissioned officers in the academy.

Dear Respondent:

This question is prepared for gathering information to the study of entitled “The Effects of performance appraisal on Employees Motivation in the case of Major General Hayelom Araya Military Academy” in partial fulfillment for Second Degree in Human Resource Management. The first part of this questionnaire is about your personal information; the 2nd part consists of questions to be answered relevant for the study. Thus, please tick (✓) on your response that best describes your experience and opinion then write your comment or suggestion to the questions in need.

NB:-There is no need of writing your name

Thank you, for your cooperation and timely response in advance.

Part One; Personal profile

- 1.1. Sex ; male female
- 1.2. Age; 18-25 26-35 36-45 46 and above
- 1.3. Educational Level
School 1-8 , School 9—12, College Diploma , 1st Degree, 2nd degree
- 1.4. Military rank
Non-commissioned of officers High-Non Commissioned officers
Line Officers High Senior Officers
- 1.5. Work experience
Below 5 , 5-10 11-15 , 16-20 above 21years

Part Two. General questions

2.1. Please Indicate the extent to which you agree with the following statements by using a scale from 1 to 5 where 1= strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5 = strongly agree. So Tick (✓) which best describes your opinion of the statement

No	Performance Standard Measures	Strong Disagree 1	Disagree - 2	Undecided -3	Agree - 4	Strong Agree-5
1.	My rater appraises me by traits rather than based on job related criteria.					
2.	The Academy's Supervisors evaluate employee's performance based on his/her behavior.					
3.	The rater appraises to employees performance by their competences to motivate them.					
4.	The academy is satisfied by employee's performance.					
5.	Employees are motivated by Supervisors appraisal in the academy.					
6.	The academy gives training for performance appraisers to improve faire appraising evaluation system in the academy					
	Methods Of Performance Appraisal					
1	Assessment of performance in the Academy motivates employees.					
2	Supervisors use and motivate employees by behaviorally anchored rating method.					
3	Management by objective affects employee motivation in the Academy					
4	Paired comparison method affect employee's motivation.					
5	The Supervisor investigates whether ranking method motivates his/her employees in the academy.					
6	Field review method evaluated fairly to affects employee's motivation in the academy.					
7	By appraising Critical incident method academies affects employee's motivation.					
	Motivation Factors					
1	The Academy promotes employee based on their performance to motivate them.					

2	The Academy gives opportunity for advancement to motivate employees.					
3	My rater takes responsibility for my performance evaluation.					
4	The Academy's salary or payment I earn motivates me to improve my performance.					
5	Employees are motivated by academy's Working environment/condition/.					
	Challenges of Performance					
1	The supervisors appraise my performance by his/her First impression.					
2	My supervisor appraises me by Recent Behavior bias.					
3	Supervisors evaluate employee's performance by central tendency.					
4	The academy commands appraise employees' performance by Halo effects to motivate them.					
5	My rater has lack of objectivity about academy's goal and performance evaluation system.					
6	Supervisors appraise employee's performance improperly, if he/she disagrees with the employees.					
7	The Academy rater appraises my performance without any bias.					

2.2. -Please describe the following questions

1. What kind of performance appraisal practice do you think is important for the academy

.....

2. Describe the strengths and weaknesses of the performance appraisal system in the academy.

Strengths.....

Weaknesses.....

Appendix A
ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

Dear Respondent

These interview questions are prepared for higher officer/Academy's commands/ to the study of effects of performance appraisal on employees motivation in the case of Major General Hayelom Araya Military Academy in partial fulfillment for Second Degree in Human Resource Management. Your individual response would be kept confidential. This questionnaire is about Academy's performance evaluation systems then you should answer for each interview questions based on reality measurement. Your personal information is important for this research

2.3. Interview questions For Command Members

1. Do you agree that motivation serves as a factor to measure employee performance?
2. Mention some of the factors that motivate employees in your work.
3. Do the appraisers know what is expected of them and how they accomplish their job?
4. What type of decision is made based on the performance appraisal results of employees?

Thank you again!!