



The Study of Relationships between Performance Appraisal
Outcomes and the Attitude towards Performance Appraisal

by

Ms. Narumon Wongleecharoen

A Final Report of the Three-Credit Course
CE 6998 Project

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science
in Computer and Engineering Management
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Name Ms. Narumon Wongleecharoen

Project Advisor Dr. Prapon Phasukyud

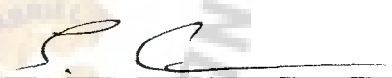
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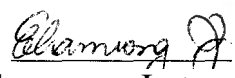
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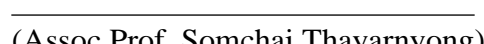
(Dr. Prapon Phasukyud)
Advisor



(Prof. Dr. Srisakdi Charmonman)
Chairman



(Dr. Chamnong Jitrapanich)
Dean and Co-advisor



(Assoc. Prof. Somchai Thayarnyong)
CHE Representative

March 2004

ABSTRACT

The purpose of this project is to study the relationships between performance appraisal outcomes and the attitude towards performance appraisal. The population sample of the study taken from the employees of the College of Innovative Education (CIE) at Thammasat University. At CIE, there is a performance appraisal system which is an important part of the human resource management system.

From the test of 9 hypotheses in the study, no relation is identified. The tests indicate that the performance appraisal outcomes do not relate to the attitude towards the performance appraisal on both appraisals conducted by employees and their direct bosses. However, the level of acceptance of performance appraisal attitude gives some useful information to human resource management. Performance appraisal attitude of employee signifies that employees accept and believe in the performance appraisal system. The advantage of performance appraisal relates to develop employee and organization.

At CIE, the employees have positive attitude toward performance appraisal in accordance to evaluate themselves lower than to be evaluated by their boss that indicates the acceptance of their performance evaluation and ready to develop their performance by using the feedback of performance appraisal.

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This study was completed as a result of contributions of many people who gave various valuable suggestions to do the study. First, I would like to thank my advisor, Dr. Prapon Phasukyud who suggested me this topic and gave me guidance throughout the project. . He serves as my project advisor and he is my boss in the office. At the College of Innovative Education, Thammasat University (CIE), he gave me a chance to study from the real HRM experience. Further thank to Mr. Thanongsak Skuldist who gave me concept to begin the study.

At CIE, I would like to thank all colleagues who contributed their time and gave opinions to the study. I would like to give appreciation to Personnel Department of CIE by giving the performance appraisal information of their employees. Moreover, I would like to thank Mr. Ulrich Werner who spent time to read and check the grammar and format of the report.

I would like to thank all of my teachers at ABAC who gave me knowledge and experiences that make it possible for me to integrate and relate to the topic I selected. I would like to thank to my dearest friend at ABAC who always helped and encouraged me to do the study.

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I. INTRODUCTION

1.1 Significance of the study

Human resource management is an important process in the organization. There are five key elements; which are selection, performance, appraisal, rewards, and development. They are quite equally important for organization management. Most organizations realize about the methods to manage employees aiming to have the effective performance. So the organization uses performance appraisal for measuring the employee performance and feedback to improve it. The performance appraisal facilitates the equitable distribution of rewards, motivating employees by linking rewards to high levels of performance and, thereby, developing employees.

Today most of the organizations have performance appraisal process but do not realize the performance appraisal attitude of the employee. By the performance appraisal, it gives many advantages to the organization besides the decision of salary increasing, promotion, and reward. It indicates what is the weakness or strength of each employees. The employees can improve their performance from the result of performance appraisal. It is an important tool for human resources management in all organization. There are both advantages and disadvantages resulting from the way or understanding to use it. Most advantages of the performance appraisal are to help employee and organization know what development should be arranged. However, the organization should be interested in the performance appraisal attitude as well. The performance appraisal attitude can tell about the acceptance of the employee in his own performance and leads to the performance development.

The study will find the relation between performance appraisal and performance appraisal attitude. If the organization builds the mind of employee towards a good

attitude about the performance appraisal, it will give the effective development for the employees because they accept and understand the advantage of the performance appraisal. The College of Innovative Education (CIE) at Thammasat University serves as a good example of an organization that gives the importance to performance appraisal and employee's development. CIE evaluates employee's performance twice a year. The performance appraisal form is designed suitable for the employee. Moreover, CIE uses the evaluation of employee and upward (boss) for the accuracy of the evaluation result. Additionally, CIE uses the performance appraisal as a tool to support decisions on increasing salary, award and promotion. By this method, it gives the accurate result for the study because all above are the important constraints of this study.

1.2 Statement of Problems

The performance appraisal is an effective method to clarify employees' performance. It provides information on weakness and strength of the employees. The information of performance appraisal and performance appraisal attitude can be brought together to study for more benefit. The study will find the relation between performance appraisal and performance appraisal attitude, and analyse the performance appraisal attitude of employees from the results of the significance of the relationships. The study will process along the hypotheses as follows:

Hypothesis 1: the relationship between performance appraisal and performance appraisal attitude

Hypothesis 2: the relationship between performance appraisal (evaluated by boss) and performance appraisal attitude

Hypothesis 3: the relationship between low performance appraisal (evaluated by boss) and performance appraisal attitude

Hypothesis 4: the relationship between medium performance appraisal (evaluated by boss) and performance appraisal attitude

Hypothesis 5: the relationship between high performance appraisal (evaluated by boss) and performance appraisal attitude

Hypothesis 6: the relationship between performance appraisal (evaluated by employee) and performance appraisal attitude

Hypothesis 7: the relationship between low performance appraisal (evaluated by employee) and performance appraisal attitude

Hypothesis 8: the relationship between medium performance appraisal (evaluated by employee) and performance appraisal attitude

Hypothesis 9: the relationship between high performance appraisal (evaluated by employee) and performance appraisal attitude

1.3 Objective of the Study

The purpose of this study is to analyse the relationship between performance appraisal outcomes and the attitude towards the performance appraisal of the employee at the College of Innovative Education (CIE). The objective set for the study is as follows:

- (a) To study the performance appraisal attitude of the CIE's employee
- (b) To study the significant relationships between performance appraisal and performance appraisal attitude.
- (c) To analyse the benefit of the performance appraisal attitude.

1.4 Scope of the Study

The scope of the study is as follows:

- (a) The study will focus on the survey by questionnaires from all employees of College of Innovative Education, Thammasat University (CIE).

- (b) This study will use performance appraisal of the employees, both evaluating by themselves and their boss as variables and finding the relation with the performance appraisal attitude.
- (c) This study will analyse the significant relationships of the performance appraisal and performance appraisal attitude
- (d) This project will use SPSS to process the data from questionnaire filled by the respondents.

1.5 Benefit of the Study

The study will provide the expected benefit as the following:

- (a) The result of the relation between performance appraisal and performance appraisal attitude.
- (b) The analysis of the performance appraisal attitude.
- (c) The project report summarise of the findings.
- (d) The Personnel Department of CIE knows about the employee's attitude towards the performance appraisal and apply it for using in the performance appraisal system of the college.
- (e) Expecting this study has usefulness when studying further about other factors such as tool and method of the performance appraisal system have any effect or relationship to the result of the study or not.

1.6 Study Framework

In order to accomplish the objective of the study, the study framework has been developed to provide guideline to find the relationship between performance appraisal outcomes and the attitude towards the performance appraisal.

The framework can be illustrated as follows:

- (1) To review literature regarding performance appraisal and performance

attitude.

- (2) To analyse the relation between performance appraisal and performance appraisal attitude.
- (3) To compare and analyse any changes between the 1st and the 2nd performance appraisals.
- (4) To conclude and give recommendations that can be used in developing human resources management system and for further study.



II. LITERATURE REVIEW

This chapter reviews some performance appraisal definition and theories.

2.1 Some Definition of Performance Appraisal

Some definitions of performance appraisal are presented below:

- (a) The evaluating process that presents how well employees perform their jobs when compared to a set of standards, and then communicating the result of performance appraisal to the employees.
- (b) The ongoing process of evaluating and managing both the behaviour and employee outcomes at the workplace.
- (c) A natural process, in that we make hundreds of judgements on a variety of variables each day
- (d) The systematic description of job-relevant strengths and weaknesses within and between employees or groups is one of the most delicate topics in HR management.
- (e) A measurement to determine if the person meeting the job specification is performing the work in the job description.

2.2 An Overview of Performance Appraisal

A necessary condition for the effective management of performance appraisal systems in any organization is the need to clarify and communicate to all concerned objectives which the system is intended to achieve. Typically, performance appraisal schemes are expected to serve multiple objectives. This can often be a strength, in which several purposes can be achieved, but it can also prove to be a disadvantage if it leads to a dissipation of effort and lack of focus. This is obviously of crucial importance, and everyone in an organization especially the key decision makers should

be fully aware precisely what objectives the system of performance appraisal is expected to achieve, and the priorities within these objectives. Many experts have stated about the performance appraisal as follows:

- (a) Farnsworth (1974) refers that the history of appraisal systems is one of confrontation and conflict, of poisoned relationships and frustrated hopes. Disagreements about performance, according to Farnsworth, are a major factor in employee turnover, and even when an employee does not leave he or she is frequently embittered by the experience.
- (b) Levinson (1970) believes that performance appraisal, especially when results-orientated approaches are used, is inherently self-defeating in the long run because it is based on a reward-punishment psychology that serves to intensify pressure on the individual.
- (c) McGregor (1957) expressed the view that managers are often reluctant to carry out appraisals, and Levinson reinforces this opinion by stating that managers perceive their appraisal of others as a hostile, aggressive act which, unconsciously, is felt to be hurting or destroying the other person.
- (d) Lawler (1994) has highlighted the problem that many performance appraisal systems do not motivate individuals or guide their development effectively. Some, though not necessarily all, of these criticisms have been overcome by the precise specification of appraisal objectives and wide consultation in the design process, together with considerable attention to ensure that implementation is carefully planned.
- (e) Twomey and Twomey (1992) state that the human resource function is increasingly important in shaping the new organization in which the quality and commitment of people is key to survival. Every aspect of human

resource management needs to be reassessed by none is more pivotal or difficult than performance appraisal.

- (f) Anderson (1980) says that performance appraisal should lead to the identification of the training and development needs of employees. Indeed, it can be argued that without an appraisal scheme, it would be only accidental if training and development efforts were aimed in the right direction.
- (g) Cameron (1982) declares that performance appraisal provides feedback to employees on job performance, creates a basis for improvement and development. A key feature of any appraisal system is to create a learning experience.
- (h) Latham and Wexley (1981) say that performance appraisal is centrally linked to the motivation of employees. It provides some of the essential components of effective motivational strategies; in particular, feedback that permits an employee to learn how well he or she is performing; goal or objective-setting that specifies what the person should be doing; team-building that allows the employee to participate with peers and their managers in solving problems that impede their productivity; and monetary incentives that reward good performance.
- (i) Cummings and Schwab (1973) say that the importance of performance appraisal to good HRM is highlighted in performance appraisal objectives. The objectives of performance appraisal schemes can be categorized as either evaluative or developmental.

(1) The evaluative purposes have a historical dimension and are concerned primarily with looking back at how employees have actually performed over a given time period, compared with required

standards of performance. In this respect, performance appraisal carries out a useful auditing function for HRM in providing a mechanism for periodically reviewing the effectiveness of employee performance.

(2) The developmental function of appraisal is concerned with improving the performance of people by identifying areas for improvement, setting performance targets for the future, and agreeing plans for follow-up action. This aspect also involves developing the capacity of people through formulating plans to develop their skills and careers, and helping individuals to reconcile their job and career aspirations with opportunities available in the organization.

- (j) Brinkerhoff and Santer (1980) contends that this function is both backward-looking- in the sense of evaluating past performance so as to establish standards- and forward-looking- in that the established standards serve as incentives for future performance improvement through generating peer competition and the desire to best one's own past record.
- (k) Mohrman et al. (1989) argue, however, that individual employees may have conflicting objectives in being appraised, especially where performance appraisal is strongly linked with the extrinsic rewards they receive, the argument is that employees will place great emphasis on presenting themselves and their performance in the most favorable way possible to their appraisers, because they realize that the results of performance appraisal will have a substantial influence on the extrinsic rewards (especially pay) which they will receive. They will tend to deny problems, attribute areas of deficient performance to others, and claim all aspects of successful

performance have been due to their own skills and efforts.

- (1) Meyer et al. (1965) says that employees being appraised will wish not only to maximize extrinsic rewards, but also to gain accurate and helpful feedback about their performance. They will recognize the benefit of constructive discussions with their appraisers to analyse performance problems, remove barriers to performance improvement and agree plans for personal development and higher levels of performance in the future.

2.3 Objectives of Performance Management

The objectives of performance management should be formulated to provide guidance for its development and implementation. The objectives could be derived from the reasons for introducing performance management, which might be summarized as follows:

- (a) To improve organizational, team and individual performance.
- (b) To provide for the closer integration of organizational, team and individual objectives.
- (c) To clarify expectations on what individuals and teams have to achieve.
- (d) To develop individuals' skills and competence.
- (e) To foster a closer relationship between individuals and their managers based on the agreement of objectives, feedback, counselling and coaching.
- (f) To provide for a more objective and fairer method of assessing performance.
- (g) To empower individuals to manage their own performance and learning.

Performance appraisals serve many purposes, but they can be sorted roughly into three categories: the administrative purpose, the informative purpose, and the developmental purpose.

(a) The Administrative / Operational Purpose

Performance appraisals are useful for management because they provide a method of allocating the resources of the organization. Specifically, they are or should be the means of deciding who is to be promoted, who is to be transferred, and who is to be terminated.

(b) The Informative Purpose

The informative purpose of a performance appraisal is to let the employee know whether management thinks that the employee is doing a good job or not, and what company expects, and what the employee can expect from the company, and what aspects of the work his or her supervisor feels need improvement. It is a way of helping each employee to perform his or her present job more efficiently and satisfyingly and also a way of helping each employee to prepare for possible advancement and promotion.

(c) A Developmental Purpose

Performance appraisal emphasizes to appraise more than to evaluate; appraisal suggests forward-looking, future development. The developmental purpose of performance appraisal is the most important from the employee's viewpoint. Individuals need-and want-to know how they are doing so they can continue to develop their strengths and work on their weaknesses.

A developmental plan should be an integral part of any performance appraisal, how strengths and weaknesses are discovered is the subject of the methods section.

2.4 Conducting Performance Appraisal

In the performance appraisal, the appraiser who conducts performance appraisal is the most important for employees. The appraiser will impact on individual feeling about the likely fairness of the appraisal process. There are a number of options as to who should conduct appraisals, and these are discussed in the following.

(a) The immediate manager

The person with direct line management responsibility for the employee being appraised. Since performance appraisal is an integral part of the managerial role it should be undertaken by the person with immediate management accountability.

(b) The manager's manager

It leads to more objective appraisal since the manager's manager should be better able to take a broader, more impartial view of an employee's performance but it tends to erode the position of the intermediate manager, and that the manager's manager may not have a detailed familiarity with the employee's work. The manager's manager should be as reviewer than the appraiser.

(c) Self-appraisal

Self-appraisal by the individual cannot use in single but it should be readily combined with either of the first two examples. It leads to the development of an extra stage in the appraisal process, with the employee initiating the appraisal through the completion of a self-assessment document, which is passed to the appraiser. The appraiser then responds, commenting on the views of the employee ('appraisee'), as well as providing independent input.

(d) Upward appraisal

It is the subordinate assessment as part of the appraisal process. The main advantages of upward appraisal are that a number of independent viewpoints are introduced. Managers are likely to take very seriously the feedback they receive from their staff, and are likely to make changes based on it. Disadvantages include the fact that subordinates may have a limited vision and understanding of the total role of their managers.

(e) Peer appraisal

Peers are willing to give objective evaluations of one another's performance, and where peers interact sufficiently frequently to be able to develop an informed view of the performance of colleagues. It gives a perspective different from manager. It also gives the negative factor such as; negative reactions towards those who, irrespective of this performance, are seen as unorthodox, and in contrast possible friendship rating, and reliance of peers on stereotypes in making evaluations.

(f) Multi-appraisal

It led to very specific, constructive feedback from the members of the job network and helped to distinguish between organizational and individual factors which affect performance.

(g) Towards 360-degree Appraisal

The concept based on multi-appraisal and refers to a situation where appraisal data is collected 'all around' and employee, from his or her manager, subordinates, peers and customers, internal and external (where appropriate) 360-degree appraisal may indicate the future direction of performance appraisal.

Good trust levels, clarity about the objectives of appraisal and a participative team-based culture are likely to be all-important for 360-degree appraisal to be effective. As Ward (1995) points out: 'One of the key principles of 360-degree feedback is that people see you differently.'

2.5 Method of Performance Appraisal

A wide range of methods and criteria for appraising performance is used by organizations. The various ways of measuring performance as follows:

(a) Openness in the appraisal process

The appraisal report and its contents being shown openly to the employee being appraised and emphasizing participation and feedback as a basis for development.

(b) Formal and Informal Appraisal

Formal appraisal is the processes of the organization's performance appraisal system. Informal appraisal should be part of the day-to-day management. And yet there is evidence from a variety of sources.

(c) The Appraisal Interview

The appraisal interview provides an opportunity for managers to inform employees about their performance and to develop plans for the future. It is one of the most difficult forms of interview, which a manager is asked to undertake because the interview can be extremely unpredictable, especially over matters relating to areas of deficient performance and the weaknesses of the individual. Moreover the manager must display a wide range of interpersonal skills in conducting effective appraisal interviews.

2.6 Advantages and Disadvantages of Performance Appraisals

2.6.1 Advantages of Performance Appraisals

- (a) Performance appraisal provides a basis on which the employee knows that he or she will be evaluated.
- (b) They motivate the employee by providing feedback on how he or she is doing.
- (c) They provide backup data for management decisions concerning merit increases, promotion, transfers, and dismissals.
- (d) They can be constructive rather than critical.
- (e) They allow for quicker discovery of good and bad performance.
- (f) Required periodic appraisal will force the supervisor to face up to and deal with the problems of poor performance.
- (g) Performance appraisal programs force superiors to communicate to subordinates their judgments of employee performance.
- (h) All parties, appraisers, appraisees and reviewers, take performance appraisal more seriously.
- (i) Many individuals feel that, for reasons of fairness, there should be a close link between performance appraisal and pay.
- (j) Organizations are likely to develop performance-orientated cultures, in which high performers are seen to receive extra rewards, and lower performers receive lower rewards.
- (k) The organization benefits from standard information about its employees; the facility to develop individuals based on appraisal information; and being able to plan its human resource needs more accurately.

- (l) The manager benefits from objective guidelines for assessing staff; gaining a better understanding of staff needs; and improved relationships with staff.
- (m) The individual benefits from an opportunity to discuss his or her work objectively; the ability to evaluate performance; consideration of future training and development needs; and improved relationships with his or her manager.

2.6.2 Disadvantages of Performance Appraisal

- (a) Performance appraisal programs may demand too much from supervisors, but then that's their job.
- (b) Standards and ratings tend to vary widely and often unfairly.
- (c) Personal values and biases can replace organizational standards.
- (d) Due to poor communications, employees may not know how they are rated.
- (e) Managers tend to resist and avoid the task of making formal appraisals, particularly when critical judgments are involved.
- (f) When pay and performance appraisal are closely linked, the pay issue may overshadow all the other purposes of performance appraisal.
- (g) There may well be a tendency for employees to withhold negative information about performance, leading to a less than frank appraisal discussion.
- (h) Employees may try to influence appraisers by seeking to set lower, more conservative goals.

- (i) Employees may adapt their behaviour to target on receiving good ratings, rather than to genuinely improve their overall performance.
- (i) Organizations have devoted a great deal of time, effort and resources to setting up performance appraisal schemes, the results have often been disappointing.



III. RESEARCH METHODOLOGY

3.1 Research Overview

This study focused on the relationship between performance appraisal outcomes and the attitude towards the performance appraisal of employees of college of Innovative Education (CIE). The significance of the relationship will be studied from the analysis of three variables as follows: performance appraisal by employees themselves, performance appraisal by their bosses, and performance appraisal attitude questionnaire.

3.2 Research Survey

The data was collected by using the performance appraisal attitude questionnaire, performance appraisal was conducted by employees themselves and by their bosses. The complete data, was obtained during the annual staff seminar by asking them to fill in a given limited time. For the third one, we give the bosses to evaluate their employees after the seminar.

3.3 Research Instrument

In this project, the performance appraisal questionnaire and performance appraisal result will be analysed in order to find the relationship. The research instruments are divided into two categories as follows:

(1) Performance appraisal questionnaire; is divided into two sections as follows:

- (a) Demographic items
- (b) Measurement of employee attitude toward performance appraisal questionnaire

(2) Performance appraisal; is divided into two sets as follows:

- (a) Performance appraisal; evaluated by employees themselves

- (b) Performance appraisal; evaluated by their bosses

3.4 Steps to Establish the Questionnaire

- (a) Determine general and specific research question

For the clear idea to establish the questions in the questionnaire is to begin with the study hard from expert theories and pull the advantages and disadvantages of performance appraisal to be the items for question establishing. Most items focus on the advantages that effect to the development.

- (b) Drafting the questions

All questions are carefully drafted and worded so that ambiguity is minimized. It is useful in drafting the question for questionnaire.

The questionnaire uses closed-end question. It is specific and frequently restricts the options available to the respondents. The advantages of close ended question are that it can save time, enable to classify and record easily. It has disadvantages as well. It is limited in that the respondent does not let us know how much information the respondent really has about the questions. The respondents may not like the available options and cannot easily respond.

The draft of the questionnaire was tried out and corrected the ambiguous words for this questionnaire.

- (c) Draft the scale used in the questionnaire

The common scale formats were served in questionnaire model. The Likert scale is one of the most useful question forms. The respondents are presented a sentence and are asked to agree or disagree. A clear statement is made and the respondents are asked to indicate whether the statement

reflected his or her views. For an effective Likert scale used to observe the sentence, and apply the following rules to adapted in the questionnaire construction as the statement should be short, the statement should cover the entire range of expected response, using single sentence, avoid the use of words that may not be understood by the intended responses.

While Likert scale can have many response points, the five-point scale is the most practical for most common purposes. It is easy to respond, to analyse and sufficient for most opinions. It was arranged in 5 levels as the following:

5	=	Strongly Agree
4	=	Agree
3	=	Neutral
2	=	Disagree
1	=	Strongly Disagree

The score ranges are divided into 5 intervals:

Strongly Agree	=	121-150 points
Agree	=	91-120 points
Neutral	=	61-90 points
Disagree	=	31-60 points
Strongly Disagree	=	1-30 points

(d) Design the questionnaire

The procedure was planned to write down the questionnaire. The questionnaire is prepared from the studies of book, documents and information by using the advantages and disadvantages of the performance appraisal to build up the questionnaire. The questions are divided in two

parts; one effects to organization and another effects to individual.

3.5 Research Methodology

(1) Population and sample

The population obtained in the study is all employees of CIE. There are totally 37 employees in different positions.

(2) Sampling Characteristics

To study the performance appraisal attitude of CIE's employees, a sample size of 37 is equal to population.

The sample size can be found by the formula

$$n = \frac{N}{1+Ne^2}$$

where n = the size of group to take samples from
 e = tolerance of sampling error for this research not more than 5%

N = total population

So $n = \frac{37}{1+37*0.05^2}$
34

3.6 Collection of the Data

The data are collected from the questionnaire that CIE employees filled in. This data present the performance appraisal attitude. Another one is the performance appraisal of CIE's employee that is the supported by CIE's personnel department. These data will be analysed in the study.

3.7 Statistical Measurement

The statistical program for computation in this study is the SPSS. The following statistical procedures were finished by SPSS.

Part 1: Status of the respondent

The study analysed the data in the form of table as the following:

The number of employees by gender

The number of employees by age

The number of employees by level of education

The number of employees by work experience

The number of employees by work experience at CIE

The number of employees who used to evaluate others

The number of employees who used to be evaluated

The number of employees who used to have the performance appraisal knowledge before

Part 2: The performance appraisal attitude of CIE's employees

This part is designed to measure the performance appraisal attitude of CIE employees which look at two issues:

Issue No.1: Evaluations effect the organization

- (1) Evaluation creates good changes to the organization
- (2) Evaluation influences the organization to have continuity in development
- (3) Evaluation will guide the organization development in the right direction
- (4) Evaluation pushes the organization to achieve the set goals
- (5) Evaluation is the tool to control employee work along the job description
- (6) Evaluation is the standard tool for adjusting salary

- (7) Evaluation is the standard tool for promotion
- (8) The organization should have continued evaluation
- (9) Evaluation introduces fairness in salary raise and promotion
- (10) Evaluation is the matter that wastes time and resources

Issue No.2: Evaluations effect employees

- (1) Evaluation is the tool to stimulate self-development
- (2) Evaluation helps to develop the weakness
- (3) Evaluation helps correct the mistakes in the past
- (4) Evaluation makes the employees to work with more enthusiasm
- (5) Evaluation can control work performance to be more efficiencies
- (6) Evaluation points out areas that employees need to develop
- (7) Evaluation makes work planning in the future more efficiency
- (8) Evaluation points out the performance weaknesses
- (9) Evaluation points out the performance strengths
- (10) Evaluation benefits the personnel in the organization
- (11) Evaluation indicates whether the work is suitable to the employees
- (12) Evaluation makes staff work correctly to the job description
- (13) Evaluation makes staff feel their works are suitable to the salary
- (14) Evaluation creates working pressure
- (15) Evaluation causes anxieties on the employee
- (16) Evaluation is fair for staff
- (17) Evaluation makes the bad effect to staff
- (18) The evaluator may evaluate with the involvement of personal opinion that leads to unfairness
- (19) The staff believe in fairness of the evaluator

- (20) The organization should have continued evaluating for employees



IV. RESULT AND DISCUSSION

The study for the relationship between performance appraisal outcomes and the attitude towards the performance appraisal of CIE employees were analysed by SPSS.

The finding is presented in the items as follows:

Part 1 Demographic items

Part 2 The performance appraisal of employees

Part 3 The performance appraisal attitude of employees

Part 4 The relationship between performance appraisal and performance appraisal attitude

Part 1: The personal data of the employees: gender, age, education, status, and working experience are shown in the form of number and percentage as follows:

Table 4.1. The Number of Employees and Percentage of Personal Data Classified by Gender, Age, Education, Status, Working Experience.

Demographic	Number of Employees	Percentage
Gender		
Male	16	43.2
Female	21	56.8
Age		
20-25	11	29.7
26-30	13	35.1
31-35	4	10.8
36-40	2	5.4
41-45	4	10.8
46-50	2	5.4
51 up	1	2.7

Table 4.2. The Number of Employees and Percentage of Personal Data Classified by Gender, Age, Education, Status, Working Experience. (Continued).

Demographic	Number of Employees	Percentage
Education		
Vocational	4	10.8
Bachelor's degree	26	70.3
Higher than Bachelor's degree	7	18.9
Status		
Staff	28	75.7
Supervisor	4	10.8
Manager	5	13.5
Working Experience (year)		
less than 1	4	10.8
1-2	5	13.5
2-3	4	10.8
3-4	3	8.1
4-5	7	18.9
more than 5	5	13.5
more than 10	9	24.3
Working Experience at CIE (year)		
less than 1	17	45.9
1-2	9	24.3
2-3	3	8.1
3-4	5	13.5
4-5	1	2.7
more than 5	2	5.4

As presented in Table 4.1, most employees are female (56.8%), age between 26-30 years (35.1%), the majority holds Bachelor's degree (70.3%) and work as staff (75.7%). One-fourth (24.3%) have working experience more than 10 years and almost half of them (45.9%) work with CIE less than 1 year.

Table 4.3. The Frequency and Percentage of Performance Appraisal Experience of Employees.

Statement	Used to		Never		Total
	Frequency	Percentage	Frequency	Percentage	
Used to evaluate others	18	48.6	19	51.4	37
Used to be evaluated	33	89.2	4	10.8	37
Have Performance Appraisal knowledge	33	89.2	4	10.8	37

As presented in Table 4-2, most employees used to be evaluated (89.2%) and have performance appraisal knowledge (89.2%). The numbers of employees who used to evaluate others (48.6%) and never used to evaluate others (51.4%) that is quite equal. So most employees have experience with the performance appraisal.

Part 2: The performance appraisal of employees; there are two performance appraisal, one is evaluated by employees themselves and another is evaluated by their boss. The performance appraisal result was divided into 3 intervals. The performance appraisal have been conducted twice, the results are shown in Table 4-3 and Table 4-4.

Table 4.4. The Result of the employee's performance appraisal (1st time).

Score Level	Performance Appraisal by Employees	Performance Appraisal by Bosses
High (90%up)	4 (10.8%)	10 (27%)
Medium (75-89%)	17 (46.0%)	20 (54%)
Low (less than 75%)	16 (43.2%)	7 (18.9%)
Total	37 (100%)	37 (100%)

As exhibited in Table 4-3, most employees are in the medium range that is between 75-89% both evaluated by employee (46.0%) and by boss (54%). At three level of performance appraisal, most of the employees evaluate their performance lower than their boss evaluation. It indicates that employees understand and accept the performance appraisal method.

Table 4.5. The Result of the employee's performance appraisal (2nd time).

Score Level	Performance Appraisal by Employees	Performance Appraisal by Boss
High (90%up)	5 (13.5%)	5 (13.5%)
Medium (75-89%)	22 (59.5%)	19 (51.4%)
Low (less than 75%)	10 (27.0%)	13 (35.1%)
Total	37 (100%)	37 (100%)

As exhibited in Table 4-4, most employees are in the medium range that is between 75-89% both evaluated by employee (59.5%) and by boss (51.4%).

The number of employee at three level of the performance appraisal is quite nearly both employee evaluation and boss evaluation. They have some difference from the first time evaluation that is at medium level; has the number of evaluation by employee more than evaluation by boss, and at low level; has the number of evaluation by employee less than evaluation by boss. Even though, it is not much different.

Part 3: The performance appraisal attitude of employees. The employee were asked to show the degree of attitude how much agree or disagree as shown in Table 4-5 and 4-6

Table 4.6. The Percentage of Each Performance Appraisal Attitude of the employees.

Statement	Percentage					Mean	Mode
	1	2	3	4	5		
Evaluations effect the Organization							
1. Evaluation creates good changes to the organization	-	-	10.8	51.4	37.8	4.27	4
2. Evaluation influences the organization to have continuity in development	-	-	10.8	64.9	24.3	4.14	4
3. Evaluation will guide the organization development in the right direction	-	-	13.5	56.8	29.7	4.16	4
4. Evaluation pushes the organization to achieve the set goals	-	-	27.0	56.8	16.2	3.89	4

Table 4.7. The Percentage of Each Performance Appraisal Attitude of the employees.
(Continued).

Statement	Percentage					Mean	Mode
	1	2	3	4	5		
5. Evaluation is the tool to control employee work along the job description	-	-	16.2	56.8	27.0	4.11	4
6. Evaluation is the standard tool for adjusting salary	2.7	13.5	18.9	54.1	10.8	3.57	4
7. Evaluation is the standard tool for promotion	-	13.5	24.3	48.6	13.5	3.62	4
8. The organization should have continued evaluation	-	-	8.1	56.8	35.1	4.27	4
9. Evaluation introduces fairness in salary raise and promotion	2.7	10.8	40.5	37.8	8.1	3.38	3
10. Evaluation is the matter that wastes time and resources	-	8.1	10.8	54.1	27.0	4.00	4
Evaluations effect the Employees							
11. Evaluation is the tool to stimulate self-development	-	2.7	5.4	56.8	35.1	4.24	4
12. Evaluation helps to develop the weakness to be better	-	-	5.4	59.5	35.1	4.30	4
13. Evaluation helps correct the mistakes in the past	-	-	10.8	67.6	21.6	4.11	4
14. Evaluation makes the employees to work with more enthusiasm	-	-	21.6	59.5	18.9	3.97	4
15. Evaluation can control work performance to be more efficiencies	-	-	18.9	73.0	8.1	3.89	4
16. Evaluation points out areas that employees need to develop	-	-	5.4	73.0	21.6	4.16	4

Table 4.8. The Percentage of Each Performance Appraisal Attitude of the employees.
(Continued).

Statement	Percentage					Mean	Mode
	1	2	3	4	5		
17. Evaluation makes work planning in the future that has more efficiency	-	-	13.5	73.0	13.5	4.00	4
18. Evaluation points out the performance weaknesses	-	2.7	16.2	64.9	16.2	3.95	4
19. Evaluation points out the performance strengths	-	2.7	16.2	64.9	16.2	3.95	4
20. Evaluation benefits the personnel in the organization	-	-	35.1	48.6	16.2	3.81	4
21. Evaluation indicates whether the work is suitable to the employees	-	-	27.0	67.6	5.4	3.78	4
22. Evaluation makes staff work correctly to the job description	-	5.4	21.6	64.9	8.1	3.76	4
23. Evaluation makes staff feel their works are suitable to the salary		8.1	43.2	43.2	5.4	3.46	3,4
24. Evaluation creates working pressure	10.8	16.2	18.9	45.9	8.1	3.24	4
25. Evaluation causes anxieties on the employee	8.1	13.5	21.6	45.9	10.8	3.38	4
26. Evaluation is fair for staff	2.7	8.1	54.1	32.4	2.7	3.24	3
27. Evaluation makes the mistake to you	-	2.7	40.5	32.4	24.3	3.78	3
28. The evaluator may evaluate with the involvement of personal opinion that leads to unfairness	2.7	5.4	29.7	48.6	13.5	3.65	4
29. The staff believes in fairness of the evaluator	2.7	2.7	48.6	40.5	5.4	3.43	3
30. Organization should have continuing evaluation for employees	-	-	-	62.2	37.8	4.38	4

As presented in Table 4-5, mean of all Performance Appraisal Attitude statement is more than 3 points which indicates that the employees quite agree with the performance appraisal or have a positive attitude.

Table 4.9. The Frequency and Percentage of Performance Appraisal Attitude Level.

Score	Number of Employees	Percentage
Strongly Agree (121-150 points)	14	37.8
Agree (91-120 points)	23	62.1
Neutral (61-90 points)		
Disagree (31-60 points)		
Strongly Disagree (1-30 points)		
Total	37	100

As presented in Table 4-6, most of the frequencies belong to the score 91-120 points with 23 employees (62.1%), which indicates the employees agree with performance appraisal. 14 employees (37.8%) are strongly agree with performance appraisal.

Part 4: The relationship between performance appraisal and performance appraisal attitude.

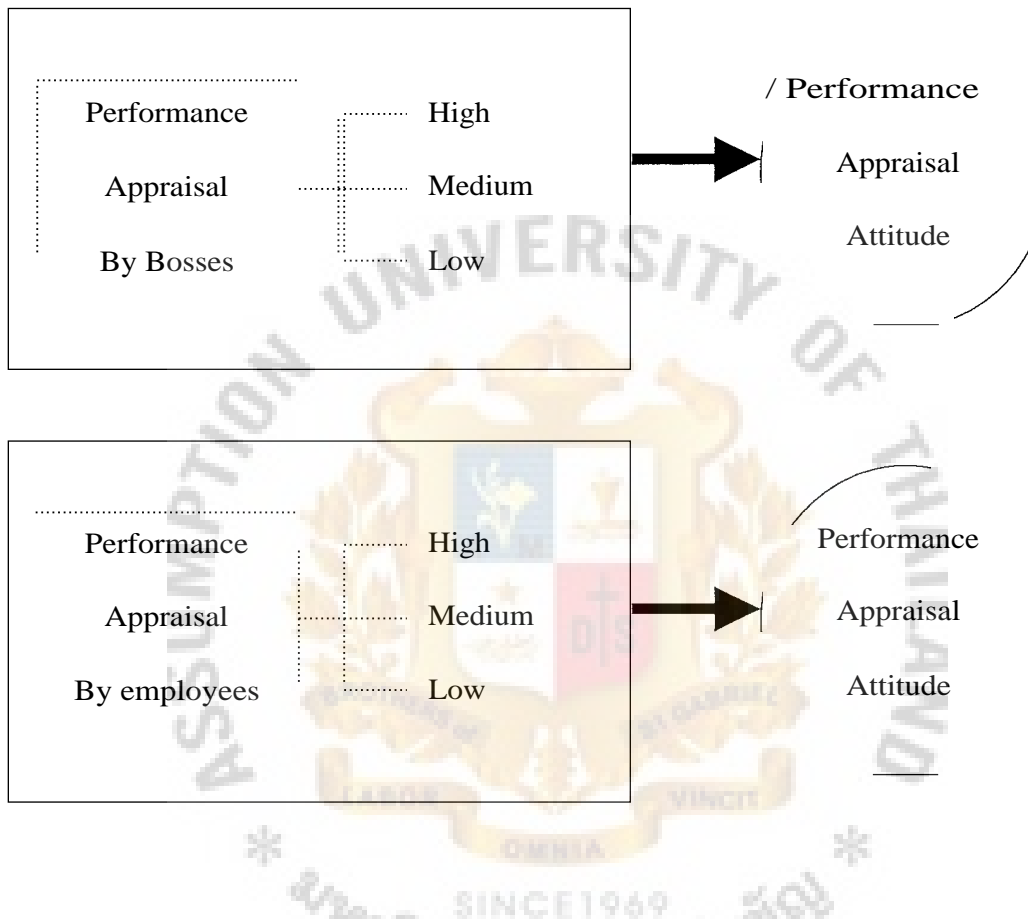


Figure 4.1. The Relationship between Performance Appraisal and Performance Appraisal Attitude Framework.

Table 4.10. The Result's Summary of Performance Appraisal and Performance Appraisal Attitude of each employee.

Case No.	Performance Attitude Level	Evaluated by Boss		Evaluated by Employees	
		1 st evaluation	2 nd evaluation	1 st evaluation	2 nd evaluation
1.	Agree	Medium	High	High	Medium
2.	Agree	Medium	Medium	Medium	Low
3.	Agree	High	Low	Low	Low
4.	Strongly Agree	High	Low	Low	Medium
5.	Agree	Medium	Low	Low	Low
6.	Agree	High	Medium	Medium	Medium
7.	Strongly Agree	High	Low	Low	Medium
8.	Strongly Agree	Medium	Medium	Low	Medium
9.	Agree	Medium	Medium	Medium	High
10.	Strongly Agree	Low	Low	Low	Low
11.	Agree	Low	Low	Low	Low
12.	Agree	Low	Medium	Low	High
13.	Strongly Agree	Medium	Medium	High	Medium
14.	Agree	High	Medium	Low	Medium
15.	Agree	Medium	Medium	Medium	Medium
16.	Agree	Medium	Medium	Medium	Medium
17.	Agree	Medium	Medium	Medium	Medium
18.	Strongly Agree	Medium	Medium	Medium	Medium
19.	Agree	Low	Low	Low	Low
20.	Agree	High	Medium	Low	Medium
21.	Strongly Agree	Medium	Medium	Low	Low
22.	Agree	Medium	Medium	Medium	High
23.	Agree	Medium	Low	Low	Medium
24.	Agree	Medium	Medium	Low	Low
25.	Strongly Agree	High	Medium	Medium	Medium
26.	Agree	High	High	Medium	Medium
27.	Strongly Agree	Medium	Low	Medium	Medium
28.	Agree	Low	Low	Low	Low
29.	Agree	Medium	High	Medium	Medium
30.	Agree	Low	Low	Low	Low
31.	Agree	Medium	Medium	Medium	Medium
32.	Strongly Agree	Medium	Medium	Medium	Medium
33.	Strongly Agree	High	High	High	High

Table 4.11. The Result's Summary of Performance Appraisal and Performance Appraisal Attitude of each employee. (Continued).

Case No.	Performance Attitude Level	Evaluated by Boss		Evaluated by Employees	
		0 evaluation	2 nd evaluation	1 st evaluation	2 nd evaluation
34.	Strongly Agree	Medium	Low	Medium	Medium
35.	Agree	High	High	High	High
36.	Agree	Low	Low	Medium	Medium
37.	Strongly Agree	High	High	Medium	Medium

The Table 4-7 shows the degree of performance appraisal attitude and the level of performance appraisal of each employee. This table shows the detail between performance appraisal attitude and performance appraisal (two time of evaluation). It indicates the comparison between 1st evaluation and 2nd evaluation which have some differences. However, the employees who strongly agree or agree with the performance appraisal, both have some changes in performance appraisal level evaluated both by employees and by boss. The changes of evaluation between 1st time and 2nd time are mostly in the same level in the evaluation by boss (59.5%) and the evaluation by employees (67.6%). The performance appraisal evaluated higher than at the 1st time can be shown by the percentage of the evaluation by boss (8.1%) and the evaluation by employees (24.3%). For the performance appraisal evaluated lower than at the 1st time can be shown by percentage as the evaluation by boss (32.4%), and the evaluation by employees (8.1%). It indicates that there are varied results.

The Bivariate Correlation Test (Pearson Correlation) was used to test this set of hypotheses. As the significance level of this study was set at 0.05, the null hypothesis would be rejected when Sig. (2-tailed) or p-value was less than 0.05 significance level or α .

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And the correlation results acquiring from the test were interpreted according to

Correlation Coefficient Range as follows:

<u>Correlation Coefficients</u>	<u>Correlation Level</u>
- 1.00	Perfect negative correlation
- 0.95	Strong negative correlation
- 0.50	Moderate negative correlation
- 0.10	Weak negative correlation
0.00	No correlation
+ 0.10	Weak positive correlation
+ 0.50	Moderate positive correlation
+ 0.95	Strong positive correlation
+ 1.00	Perfect positive correlation

Hypothesis 1: the relationship between performance appraisal and performance appraisal attitude

H₁₀: There is no relationship between performance appraisal and performance appraisal attitude.

H_{1a}: There is a relationship between performance appraisal and performance appraisal attitude.

Table 4.12. The Correlations between Performance Appraisal and Performance Appraisal Attitude.

Pearson Correlation	Performance Appraisal	Performance Appraisal Attitude
Correlation coefficient:		
Performance Appraisal	1.000	**0.178
Performance Appraisal Attitude	**0.178	1.000
2-tailed significance:		
Performance Appraisal		0.292
Performance Appraisal Attitude	0.292	

As the p-value of performance appraisal and performance appraisal attitude is equalled to 0.292, which is greater than the level of significance of 0.05, the null hypothesis was accepted. It was implied that there is no significant relationship between performance appraisal and performance appraisal attitude.

Hypothesis 2: the relationship between performance appraisal (evaluated by boss) and performance appraisal attitude

H2o: There is no relationship between performance appraisal (evaluated by boss) and performance appraisal attitude.

H2a: There is a relationship between performance appraisal (evaluated by boss) and performance appraisal attitude.

Table 4.13. The Correlations between Performance Appraisal (evaluated by boss) and Performance Appraisal Attitude.

Pearson Correlation	Performance Appraisal (evaluated by boss)	Performance Appraisal Attitude
Correlation coefficient:		
Performance Appraisal (evaluated by boss)	1.000	**0.196
Performance Appraisal Attitude	**0.196	1.000
2-tailed significance:		
Performance Appraisal (evaluated by boss)		0.245
Performance Appraisal Attitude	0.245	

From the table, the p-value was equalled to 0.245, which was greater than the 0.05 significance level, thus, the null hypothesis was accepted. It was implied that there was no significant relationship between performance appraisal (evaluated by boss) and performance appraisal attitude.

Hypothesis 3: the relationship between low performance appraisal (evaluated by boss) and performance appraisal attitude

H3o: There is no relationship between low performance appraisal (evaluated by boss) and performance appraisal attitude.

H3a: There is a relationship between low performance appraisal (evaluated by boss) and performance appraisal attitude.

Table 4.14. The Correlations between Low Performance Appraisal (evaluated by boss) and Performance Appraisal Attitude.

Pearson Correlation	Low Performance Appraisal (evaluated by boss)	Performance Appraisal Attitude
Correlation coefficient:		
Low Performance Appraisal (evaluated by boss)	1.000	**-0.414
Performance Appraisal Attitude	**-0.414	1.000
2-tailed significance:		
Low Performance Appraisal (evaluated by boss)		0.355
Performance Appraisal Attitude	0.355	

From the table, the p-value was equalled to 0.355, which was greater than the 0.05 significance level, thus, the null hypothesis was accepted. It was implied that there was no significant relationship between low performance appraisal (evaluated by boss) and performance appraisal attitude.

Hypothesis 4: the relationship between medium performance appraisal (evaluated by boss) and performance appraisal attitude

H4o: There is no relationship between medium performance appraisal (evaluated by boss) and performance appraisal attitude.

H4a: There is a relationship between medium performance appraisal (evaluated by boss) and performance appraisal attitude.

Table 4.15. The Correlations between Medium Performance Appraisal (evaluated by boss) and Performance Appraisal Attitude.

Pearson Correlation	Medium Performance Appraisal (evaluated by boss)	Performance Appraisal Attitude
Correlation coefficient:		
Medium Performance Appraisal (evaluated by boss)	1.000	**0.267
Performance Appraisal Attitude	**0.267	1.000
2-tailed significance:		
Medium Performance Appraisal (evaluated by boss)		0.255
Performance Appraisal Attitude	0.255	

Since the p-value was equalled to 0.255 that was greater than the 0.05 significance level, the null hypothesis was accepted. It was implied that there was no significant relationship between medium performance appraisal (evaluated by boss) and performance appraisal attitude.

Hypothesis 5: the relationship between high performance appraisal (evaluated by boss) and performance appraisal attitude

H5o: There is no relationship between high performance appraisal (evaluated by boss) and performance appraisal attitude.

H5a: There is a relationship between high performance appraisal (evaluated by boss) and performance appraisal attitude.

Table 4.16. The Correlations between High Performance Appraisal (evaluated by boss) and Performance Appraisal Attitude.

Pearson Correlation	High Performance Appraisal (evaluated by boss)	Performance Appraisal Attitude
Correlation coefficient:		
High Performance Appraisal (evaluated by boss)	1.000	**0.030
Performance Appraisal Attitude	**0.030	1.000
2-tailed significance:		
High Performance Appraisal (evaluated by boss)		0.935
Performance Appraisal Attitude	0.935	

Since the p-value was equalled to 0.935 that was greater than the 0.05 significance level, the null hypothesis was accepted. It was implied that there was no significant relationship between high performance appraisal (evaluated by boss) and performance appraisal attitude.

Hypothesis 6: the relationship between performance appraisal (evaluated by employee) and performance appraisal attitude

H6o: There is no relationship between performance appraisal (evaluated by employee) and performance appraisal attitude.

H6a: There is a relationship between performance appraisal (evaluated by employee) and performance appraisal attitude.

Table 4.17. The Correlations between Performance Appraisal (evaluated by employee) and Performance Appraisal Attitude.

Pearson Correlation	Performance Appraisal (evaluated by employee)	Performance Appraisal Attitude
Correlation coefficient:		
Performance Appraisal (evaluated by employee)	1.000	**0.090
Performance Appraisal Attitude	**0.090	1.000
2-tailed significance:		
Performance Appraisal (evaluated by employee)		0.596
Performance Appraisal Attitude	0.596	

Since the p-value was equalled to 0.596 that was greater than the 0.05 significance level, the null hypothesis was accepted. It was implied that there was no significant relationship between performance appraisal (evaluated by employee) and performance appraisal attitude.

Hypothesis 7: the relationship between low performance appraisal (evaluated by employee) and performance appraisal attitude

H7o: There is no relationship between low performance appraisal (evaluated by employee) and performance appraisal attitude.

H7a: There is a relationship between low performance appraisal (evaluated by employee) and performance appraisal attitude.

Table 4.18. The Correlations between Low Performance Appraisal (evaluated by employee) and Performance Appraisal Attitude.

Pearson Correlation	Low Performance Appraisal (evaluated by employee)	Performance Appraisal Attitude
Correlation coefficient:		
Low Performance Appraisal (evaluated by employee)	1.000	**-.112
Performance Appraisal Attitude	**-.112	1.000
2-tailed significance:		
Low Performance Appraisal (evaluated by employee)		0.679
Performance Appraisal Attitude	0.679	

As the p-value of low performance appraisal (evaluated by employee) and performance appraisal attitude is equalled to 0.679, which is greater than the level of significance of 0.05, the null hypothesis was accepted. It was implied that there is no significant relationship between low performance appraisal (evaluated by employee) and performance appraisal attitude.

Hypothesis 8: the relationship between medium performance appraisal (evaluated by employee) and performance appraisal attitude

H8o: There is no relationship between medium performance appraisal (evaluated by employee) and performance appraisal attitude.

H8a: There is a relationship between medium performance appraisal (evaluated by employee) and performance appraisal attitude.

Table 4.19. The Correlations between Medium Performance Appraisal (evaluated by employee) and Performance Appraisal Attitude.

Pearson Correlation	Medium Performance Appraisal (evaluated by employee)	Performance Appraisal Attitude
Correlation coefficient:		
Medium Performance Appraisal (evaluated by employee)	1.000	**0.079
Performance Appraisal Attitude	**0.079	1.000
2-tailed significance:		
Medium Performance Appraisal (evaluated by employee)	0.763	0.763
Performance Appraisal Attitude	0.763	0.763

From the table, the p-value was equalled to 0.763, which was greater than the 0.05 significance level, thus, the null hypothesis was accepted. It was implied that there was no significant relationship between medium performance appraisal (evaluated by employee) and performance appraisal attitude.

Hypothesis 9: the relationship between high performance appraisal (evaluated by employee) and performance appraisal attitude

H9o: There is no relationship between high performance appraisal (evaluated by employee) and performance appraisal attitude.

H9a: There is a relationship between high performance appraisal (evaluated by employee) and performance appraisal attitude.

Table 4.20. The Correlations between High Performance Appraisal (evaluated by employee) and Performance Appraisal Attitude.

Pearson Correlation	High Performance Appraisal (evaluated by employee)	Performance Appraisal Attitude
Correlation coefficient:		
High Performance Appraisal (evaluated by employee)	1.000	**-.584
Performance Appraisal Attitude	**-.584	1.000
2-tailed significance:		
High Performance Appraisal (evaluated by employee)		0.416
Performance Appraisal Attitude	0.416	

Since the p-value was equalled to 0.416 that was greater than the 0.05 significance level, the null hypothesis was accepted. It was implied that there was no significant relationship between high performance appraisal (evaluated by employee) and performance appraisal attitude.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The purpose of this study is to analyze the relationship between performance appraisal and performance appraisal attitude of the CIE employees. The study concludes with the following items:

(1) Demographic of CIE employees

Most employees are female (56.8%), age between 26-30 years (35.1%), the majority holds Bachelor's degree (70.3%) and work as staff (75.7%). One-fourth (24.3%) have working experience more than 10 years and almost half of them (45.9%) work with CIE less than 1 year.

(2) Performance appraisal experiences of CIE employees

Most employees used to be evaluated (89.2%) and have performance appraisal knowledge (89.2%). The numbers of employees who used to evaluate others (48.6%) and never used to evaluate others (51.4%) that is quite equal. So it indicates that most employees have knowledge and experience with the performance appraisal.

(3) The performance appraisal of CIE employees

At ^{1st} time of evaluation, most employees are in the medium range that is between 75-89% both evaluated by employee (46.0%) and by bosses (54%). At three levels of performance appraisal, the most employees evaluate their performance lower than their bosses evaluation. It indicates that employees understand and accept the performance appraisal method.

At 2nd time of evaluation is like the 1st time, most employees are in the medium range that is between 75-89% both evaluated by employee (59.5%)

and by bosses (51.4%). The number of employee at three level of the performance appraisal is quite near both employee evaluation and boss evaluation. They have some difference from the first time evaluation that is at medium level; has the number of evaluation by employees more than evaluation by bosses, and at low level; has the number of evaluation by employees less than evaluation by bosses, even though, it is not much difference.

By comparison, there are some changes of evaluation between 1st time and 2nd time, the performance appraisal that has been evaluated higher than at the 1st time can be shown by the percentage of the evaluation by bosses (8.1%) and the evaluation by employees (24.3%). For the performance appraisal that has been evaluated lower than at the 1st time can be shown by the percentage of the evaluation by bosses (32.4%), and the evaluation by employees (8.1%). However, most evaluation is consistent in the same level as in the 1st time of evaluation, that is the evaluation by bosses (59.5%) and the evaluation by employees (67.6%).

(4) The performance appraisal attitude of CIE employees

Mean of all statements of performance appraisal attitude is more than 3 points what indicates that the employees quite agree with the performance appraisal or have a positive attitude.

Most of the frequencies of employees belong to the score 91-120 points are 23 employees (62.1%) what indicates the employees agree with performance appraisal and 14 employees (37.8%) strongly agree with performance appraisal.

However, both groups of employees who agree or strongly agree with the performance appraisal, have some changes in performance appraisal level from the two times of evaluation; both evaluated by employees and by bosses. It indicates that there are varied results even though the employees agree or strongly agree with the performance appraisal which is like the no relation result shown in the hypothesis summary below.

The relation between performance appraisal and performance appraisal attitude that is tested to accept the null hypothesis are as follows:

H1o: There is no relationship between performance appraisal and performance appraisal attitude.

H2o: There is no relationship between performance appraisal (evaluated by boss) and performance appraisal attitude.

H3o: There is no relationship between low performance appraisal (evaluated by boss) and performance appraisal attitude.

H4o: There is no relationship between medium performance appraisal (evaluated by boss) and performance appraisal attitude.

H5o: There is no relationship between high performance appraisal (evaluated by boss) and performance appraisal attitude.

H6o: There is no relationship between performance appraisal (evaluated by employee) and performance appraisal attitude.

H7o: There is no relationship between low performance appraisal (evaluated by employee) and performance appraisal attitude.

H8o: There is no relationship between medium performance appraisal (evaluated by employee) and performance appraisal attitude.

H9o: There is no relationship between high performance appraisal (evaluated by employee) and performance appraisal attitude.

From all hypotheses, it shows that there is no relation between performance appraisal and performance appraisal attitude which is confirmed from the comparison of evaluation as above summary too.

5.2 Recommendations

The basic objective of this study is to find out the relationship between performance appraisal and performance appraisal attitude but the results are shown that there are no obvious correlations. This result indicates that the performance appraisal does not depend on the performance appraisal attitude. On the contrary, the employees who have positive attitude will have fairness to evaluate themselves and their subordinates. So the performance appraisal result will be lower than their bosses evaluate them. On the other hand, the organization should look back to consider about the performance appraisal form or the method to evaluate because it effects directly to performance appraisal.

Additionally, the organization should build the positive attitude to employees since it affects developing the employee's performance. This method is very useful to the human resource management in the organization, because the individual attitude will effect to the performance outcome and further development.

Education	<input type="checkbox"/> Vocational	<input type="checkbox"/> Bachelor's Degree	<input type="checkbox"/> Higher than Bachelor's Degree
Occupational status	<input type="checkbox"/> Staff	<input type="checkbox"/> Supervisor	<input type="checkbox"/> Manager
Working experience	<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> 2-3 years
	<input type="checkbox"/> 4-5 years	<input type="checkbox"/> more than 5 years	<input type="checkbox"/> more than 10 years
Working experience	<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> 2-3 years
	<input type="checkbox"/> 4-5 years	<input type="checkbox"/> more than 5 years	<input type="checkbox"/> more than 10 years

1. Gender	Male		Female	
2. Age	<input type="checkbox"/> 20-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-35	<input type="checkbox"/> 36-40
	<input type="checkbox"/> 41-45	<input type="checkbox"/> 46-50	<input type="checkbox"/> 51 up	
3. Education	<input type="checkbox"/> Vocational	<input type="checkbox"/> Bachelor's Degree	<input type="checkbox"/> Higher than Bachelor's Degree	
4. Occupational status	<input type="checkbox"/> Staff	<input type="checkbox"/> Supervisor	<input type="checkbox"/> Manager	<input type="checkbox"/> Executive level
5. Working experience	<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 1-2	<input type="checkbox"/> 2-3	<input type="checkbox"/> 3-4
	<input type="checkbox"/> 4-5	<input type="checkbox"/> more than 5 years	<input type="checkbox"/> more than 10 years	
6. Working experience at CIE	<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 1-2	<input type="checkbox"/> 2-3	<input type="checkbox"/> 3-4
	<input type="checkbox"/> 4-5	<input type="checkbox"/> more than 5 years	<input type="checkbox"/> more than 10 years	
7. You used to evaluate the others	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
8. You used to be evaluated	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
9. You used to know about the performance appraisal before	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

Opinion	Level of Agreement				
	Strongly Disagree	Disagree	No 72	Agree	Strongly Agree
15. Evaluation can control work performance to be more efficiencies					
16. Evaluation points out areas that employees need to develop					
17. Evaluation makes work planning in the future that has more efficiency					
18. Evaluation points out the performance weaknesses					
19. Evaluation points out the performance strengths					
20. Evaluation benefits the personnel in the organization					
21. Evaluation indicates whether the work is suitable to the employees					
22. Evaluation makes staff work correctly to the job description					
23. Evaluation makes staff feel their works are suitable to the salary					
24. Evaluation creates working pressure					
25. Evaluation causes anxieties on the employee					
26. Evaluation is fair for staff					
27. Evaluation makes the mistake to you					
28. The evaluator may evaluate with the involvement of personal opinion that leads to unfairness					
29. The staff believes in fairness of the evaluator					
30. Organization should have continuing evaluation for employees					

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