

**EFFECTS OF JOB PERFORMANCE APPRAISAL ON EMPLOYEE MOTIVATION  
AND CAREER ADVANCEMENT: A CASE OF PKF AUDIT FIRM**

**BY**

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## DECLARATION

### Declaration by the Student

I declare that the research work presented here is my original work and has not been presented to any other examiner for other awards.

Signed  \_\_\_\_\_

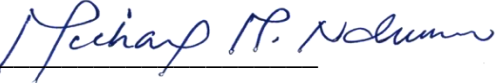
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### Declaration by the Supervisor

This project is presented for examination purpose with my knowledge and approval as the university supervisor.

Signed  \_\_\_\_\_

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## **DEDICATION**

I dedicate this work to my guardian parents Mr. & Mrs. Samuel and Annah Macharia, all my siblings Elizabeth, Esther, Joyce, Emily, Daniel, and Hellen, my beautiful nieces and nephews, Cecilia, Faith, Theo, Sam, Abigail, Vania, Favour Anne, Hope, Matthew, Neema, and Steve, and my uncles and aunties for the many years of love, support, and encouragement. I love you all very much.

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This is proof that by the grace of the Almighty God, anything is possible.

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## **ABSTRACT**

Performance appraisal is a vital Human Resource Management constituent and an essential component that impacts the organizational and employee effectiveness and efficiency, hence the necessity for the organization to incessantly evaluate and measure employee performance through performance appraisal. The general objective of the study was to examine the effect of job performance appraisal on employee motivation and career advancement in PKF audit firm. Four hypotheses were developed. The hypotheses encompassed “there is no significant relationship between job performance appraisals and employee motivation,” “there is no significant relationship between intrinsic and extrinsic motivation and career development,” “there is no significant relationship between employee motivation and career advancement,” and “there is no significant relationship between job performance appraisal, career advancement, and employee motivation.” Stratified random sampling was used to select 112 respondents from a target population of 372 employees. The analysis was done using the Statistical Package for Social Sciences (SPSS). The study found a significant relationship between job performance appraisal, employee motivation, and career advancement at the PKF audit firm. The study findings concluded that there was a relationship between job performance appraisal and employee motivation; a positive relationship existed between intrinsic and extrinsic motivation and career development; a significant relationship existed between employee motivation and career advancement; and that there was a significant effect on the overall relationship between job performance appraisal, career advancement, and employee motivation.



## **ABBREVIATIONS AND ACRONYMS**

PA	-	Performance Appraisal
PKF	-	Panell Kerr and Forster
CA	-	Career Advancement
KPMG	-	Klynveld Peat Marwick Goerdeler
HRM	-	Human Resource Management
NACOSTI	-	National Council of Science and Technology

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Performance evaluation is one of the great paradoxes of successful human resource management, as its primary aim is to increase the job performance quality and effectiveness. Miller (2007) suggested that there are diverse results that can be obtained from the performance assessment program, including ongoing open contact, enhanced morale of workers, job satisfaction, decreased employee turnover, increased employee participation, increased motivation for both individuals. Beardwell and Thompson (2014) described performance appraisal as a performance measurement toolkit that is employed to acquire an individual's performance information and compares them with the already established standards. DeNisi (2000), alternatively, saw performance assessment as a company-wide practice that assigns individuals scores to indicate their performance against pre-determined goals in order to improve job performance. Fletcher (2001) delineated performance appraisal as "the actions through which personnel in a company are evaluated in order to provide rewards, elevate their performance, and enhance their competence." Aquinas (2009) states that performance appraisal as a mechanism assesses the employees' contribution in all levels of the organization in the course of certain performance duration, and they are able to know their performance strengths and weaknesses.

Annual work performance assessments are conducted by companies to delineate an employee's overall contribution to the company's success (Bezerra et al., 2015). Performance is assessed using elements like time management at work, job quality, amount generated, and cost to produce outcomes, and any other practical and mutually agreed-upon standard or criterion (Invancevich, 2003). According to Mutsuddi (2012), performance evaluation is an organized and formal approach that is employed to assess an employee's current performance and formulate strategies for them to improve in the future so that both the person and the business benefit. According to Mutsuddi (2012), performance appraisal also evaluates employees' performance and then provides comments on past performance, current performance, and future performance objectives. Poor performance can occasionally be improved through performance appraisal, which answers numerous concerns about the job and provides solutions and a path to follow.

Bernadin and Wiatrowski (2013) asserted that an increase in an organization's efficiency occurs when its workers are professional and perform at an acceptable level. Complementarily, Walker, Damanpour, and Devece (2011) posited that the current interest in human resources as a strategic lever has a major economic impact on the business and the emphasis on value creation needs to be changed. The core of organizational development is performance assessment and management. A performance assessment is a systematic procedure in which managers, in recognition, observation, measurement, and development, evaluate job-relevant strengths (Kuvaas, 2006). It helps to recognize, assess and then improve employee vulnerabilities by combining human resource practices with the business strategy of the company, an effective evaluation assists in diagnosing the level of job efficiency. Performance reviews help managers to make necessary changes to the existing degree of performance. Cameron (2001) perceived performance management as a vital instrument for managers to enhance their firm's productivity by establishing a competitive advantage with a highly trained workforce. Employees can perform effectively and plan for future challenges through training and growth (Thurston, Wells, & McNall, (2010). Managers may also formulate decisions on salary changes and promotion for their human resources through performance evaluations (Walker et al., 2011). These findings infer the influence of job performance appraisal to career advancement.

A defined path of development through the ranks of an organization is what career advancement includes (Mullins, 2007). Regardless of race, gender, age, or ethnicity, career advancement is merit-based (Mullins, 2007). Priority is given to cases that deserve to be developed. Job performance appraisal utilizes merit-based evaluations to assist in determining the ideal candidates for career advancement. Murerwa (2017) asserted that organizations use job performance appraisal data regarding current performance to aid in plans for future career development. From these career development opportunities, some employees obtain career advancement chances. Additionally, the career development process enhances the employees' motivation (Murerwa, 2017).

The word motivate is employed as a transitive verb in the realm of management, meaning that it is something done by one entity or group to another by inference (Khraim et al., 2011). Another consequence of this application is that it is critical to convince motivated parties to do any action or exert a level of effort that they would not otherwise desire (Marraccini, 2018). It is stressed that this is a question of critical importance to commercial organizations' prosperity (Armstrong, 2006). Motivated employees have their priorities aligned with those

of the company, as Kalimullah (2010) suggests, and guides their efforts in that direction. Moreover, these companies are more effective because their workers are actively searching for ways to better their jobs (Mwaniki, 2017).

When employees recognize that they all have an equal chance of succeeding, they become more motivated; it is much easier for them to give it their all (Halachmi, 2011). Mullins (2007) also demonstrates that employees want to advance consistently in their company. Career advancement, according to popular opinion, would entail the presence of many career pathways based on the individual employee's and the organization's needs. As Saari and Judge (2004) point out, a manager's chances of rising through the ranks within an organization might be harmed by a lack of progression for any cause. This study and the employees engaged value career advancement because it provides them with the chance for long-term success, higher income, job stability, and job happiness. A commitment to professional development will result in a more engaged workforce and a high-performing company. It also gives employees the opportunity to further their education and training.

While research infers that performance appraisal systems can be employed in boosting motivation, it focuses on performance appraisal as a motivational technique (Appelbaum et al., 2011; Chen & Eldridge, 2010). Because the relationship between employee motivation and performance appraisal has been investigated in a conventional or broad manner, the link is often confusing. Rowland and Hall (2012) criticize traditional performance appraisal for rewarding win-lose outcomes instead of win-win ones, where the system encourages helpful and collaborative conduct. In spite of the aforementioned performance appraisal methodologies' shortcomings, existing performance management literature posits that, when done appropriately, performance appraisal can greatly boost employee motivation (Tuytens & Devos, 2012). When done without clear goals, however, Maley (2013) asserted that performance appraisal can generate major consequences in relation to employee unhappiness and, as a result, a decrease in productivity and organizational commitment. On the plus side, Maley (2013) stated that performance appraisal is a vital tool for recognizing employees' efforts at work. In this scenario, employee recognition has long been regarded as a crucial motivator. Its significance is highlighted by Samarakone (2010), who claims that humans prefer negative recognition over no recognition in a variety of situations. Therefore, the significance of job performance appraisal and its impact on employee motivation justifies the need for a current study to find the relationship between the two variables. Besides finding a correlation between job performance appraisal and employee motivation, there is also a need

for an up-to-date study investigating the link between career advancement and motivation. However, more importantly, there is a need for a study examining the link between the three variables (job performance appraisal, employee motivation, and career advancement).

## **1.2 Statement of the Problem**

Invancevich (1998) states that in order for employees to be inspired to succeed, to build their personal skills and to enhance their future performance, continuous feedback on their performance is imperative. Employees are encouraged to anticipate a certain course of action to result in the achievement of an objective and therefore a valued reward –one that meets their needs and wants to fulfil them (Armstrong, 2009). It is only when workers are inspired to accomplish suitable targets that the probability of organizational success is increased. Since productivity is affected by the level of motivation of employees, organizations and especially their line managers have to understand what motivates employees to achieve the highest level of their efficiency (Beardwell & Claydon, 2007).

Skills and abilities acquired throughout one's life, irrespective of how they were acquired, are equally significant and serve as the foundation for a person's growth and development. The education system thus offers a framework for identifying expertise and skills learned outside the formal education system, thereby increasing the advancement of personal careers and mobility opportunities, thus saving time and financial resources for individuals (Armstrong, 2009: 407). In addition to productivity and growth, lifelong learning is fundamental to social inclusion, employability and personal fulfilment. Throughout life, individuals must be able to refresh and complement their awareness, skills and abilities. When they pass through the early, middle, and late stages of their employment, workers' priorities change.

## **1.3 Purpose of the Study**

The research purpose was to explore the effects of job performance appraisal on employee motivation and career advancement among employees at a PKF, an international audit firm based in Nairobi, Kenya. Contrary to other studies, the current research focuses on an organization with renowned performance ethic, PKF, by concentrating on the effects of performance appraisals on employee motivation and career advancement.

## **1.4 Objectives of the Study**

The objectives for this study were to:



1. Determine whether performance appraisal has effect on employee motivation and career advancement.
2. Determine the effectiveness of intrinsic and extrinsic motivation on career growth among employees at PKF.
3. Identify the relationship between employee motivation and career advancement among employees at PKF.
4. Identify the overall relationship between job performance appraisal and career advancement and employee motivation among employees at PKF.

### **1.5 Research Questions**

The research sought to answer the following questions:

1. What are the effects of performance appraisal on employee motivation and career advancement?
2. What is the effectiveness of intrinsic and extrinsic motivation on career advancement at PKF?
3. Is there a relationship between employee motivation and career advancement among employees at PKF?
4. What is the overall relationship between job performance appraisal and career advancement and employee motivation at PKF?

### **1.6 Hypotheses of the Study**

The following were the hypotheses of the study:

1. There is no significant relationship between job performance appraisals and employee motivation.
2. There is no significant relationship between intrinsic and extrinsic motivation and career development.
3. There is no significant relationship between employee motivation and career advancement.
4. There is no significant relationship between job performance appraisal, career advancement, and employee motivation.

### **1.7 Justification of the Study**

Organizations utilize performance appraisal as a technique for achieving better results. It can also be utilized to help employees grow regarding their professional growth and role within the firm. Employees feel undervalued when there lacks effective performance appraisal

mechanism in place, resulting in restricted organizational achievement (Jabeen 2011). Employees get motivated when they have expectations that specific course of action will result to the attainment of goals that will result to rewards. When employees are motivated towards their goals, their productivity goes high. The opportunity to unleash immense latent physical and mental talent in the workforce is a vital human resource practice. Various studies (Ndemo, 2016; Oloo & Macharia, 2014; Saleem & Rashid, 2011) have shown that in determining the degree of job execution, inspirations assume considerable importance in any framework. According to Mwaniki (2017) firms develop the capacity to increase employee engagement, understand better use of assets and reduce the cost of conducting business by meeting employee expectations through an evaluation performance framework.

To achieve the appropriate level of performance, any firm must generate better motivation in the minds and spirits of their workers through an efficient performance appraisal system. Jabeen (2011) states that there is little incentive at all for workers without an appropriate performance appraisal mechanism and thus no organizational success. Employees are motivated to believe that a specific undertaking is probable to result in the achievement of the organizational objectives and thus an esteemed reward, one that meets their needs and desires. There is an increased chance of organizational success only when workers are driven towards suitable targets. Paarlberg and Lavigna (2010) posited that since productivity is affected by organizations at the level of employee motivation, and especially their line managers, they have to understand what motivates employees to achieve the highest degree of efficiency. This research therefore justifies the need for examining the effects of job performance appraisal on employee motivation and career advancement at PKF.

### **1.8 Significance of the Study**

The results of this study will benefit academicians, researchers, policymakers, are the industrial-organizational psychologists, human resource managers, and audit firms. For instance, to educators and researchers, it will help assess the awareness of the public and the facts the researcher would want to communicate to the audience and stress. The analysis helps to assess whether previous studies endorse the ideas put forward in this research. In addition, the research will benefit policy makers and human resources will provide data on performance evaluation and organizational performance assist in strengthening current policies and their functions. In relation to audit firms, the findings will play a critical role in organizational progress. By increasing the available data on job performance appraisal results

in motivation and job advancement will boost the organizations efficiency, thus increasing their competitive edge in the market. This will translate into the company's operational efficiency and increase in profit margins and the company's reputation.

### **1.9 Scope and Delimitations**

According to Best and Khan (1998), delimitations are the boundaries of the study. The research established effects of job performance appraisal on employee motivation and career advancement. The areas covered under job performance are process and methods of performance appraisal, while motivation focuses on intrinsic and extrinsic motivation. Career advancement was limited to succession planning, performance and feedback management and training.

### **1.10 Limitations of the Study**

The study was conducted at PKF, an audit firm based in Nairobi, Kenya. Thus, the research findings can be limited to the firm. The firm 372 has employees. However, the research findings can be generalized to other audit firms and organizations that have similar organizational structures.

### **1.11 Operational Definition of Terms**

**Performance appraisal:** it is a structured and systematic evaluation by director's managers of the performance of employees to understand the skills of the workforce to encourage talent growth improving the growth of the business. The assessment takes a standardized approach where applicable Supervisors assess the remuneration of workers against the goals and strategies set (Walker, Damanpour & Devece, 2011).

**Motivation:** Motivation, in this research, denoted employees' goals and alignment to firm goals, direction and strength of their behaviour, and the elements that drive them to alter their conduct to realization organizational goals. The construct was classified into intrinsic and extrinsic motivation.

**Intrinsic motivation:** the concept denoted the employees' conduct that is driven by internal rewards. The research identified the feeling of personal achievement and recognition, relatedness, and competence as intrinsic motivators influencing the employees' behaviour.

**Extrinsic motivation:** the concept denoted employees' behaviour as driven by avoiding punishment or external rewards. The research perceived promotion, good company practice,

good work environment, pay increase, and training and development as the primary extrinsic motivators at PKF.

**PKF** (previously known as Pannell Kerr Forster). Is a multinational accounting company network. The PKF network's 224 member enterprises operate in 150 countries across five regions under the PKF name. International Accounting Bulletin now ranks PKF International as the 14th largest international accountancy network, with 20,000 practitioners.

**Career Advancement.** The progression of a person's career, such as progressing from an entry-level position to a managerial status within the same industry (Lin, 2007).

**Goal Setting.** It entails the formulation of an action plan to inspire and steer a group or an individual toward a specific goal (Pintrich, 2004).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses the literature review corresponding to the study's objective of exploring the impact of work performance assessments on the organizational motivation of employees. To enrich and sustain the research, the analysis helps to classify, locate and analyse information from a range of publications. In areas where there has been an "awareness void" that this study seeks to meet, it will also support the researcher.

#### **2.1 The Performance Appraisal Concept**

The performance appraisal concept is among the broadly discussed concepts in the performance management field (Idowu, 2017). Various existing studies interpret the performance appraisal concept differently. Consequently, there exist numerous definitions for the concept. The notion was defined by Alfes et al. (2013) as the periodic evaluation of a representative's performance in relation to the activity specified or presumed necessities. From this perspective, performance appraisal is perceived as one of the scores of devices employed to oversee performance. Alfes et al. (2013) also attributed performance appraisal to successful provision of insight into several elements of the performance administration procedure.

Alternatively, Rowley and Jackson (2010) defined performance appraisal as a means for motivating workers, improving their positions, and improving their behavior; converse directional goals, and cultivating positive relationships between supervisors and employees. The report also said that in the past, appraisals would mostly focus on the traits, inadequacies, and capacities of employees. On the contrary, due of recent breakthroughs in our knowledge of worker-association connections, current evaluation now prioritizes current and future goals.

Hassanzadeh and Mahdinejad (2013) described performance appraisal as the process of gauging an employee's capacity to manage their time at work (punctuality), their work quality, the quantity of work produced, and the cost of producing outcomes, and any other reliable and mutually agreed upon standards or measures. Similarly, Mutsuddi (2012) defines performance evaluation as an organized and formal approach that is employed to assess an employee's current performance and generate strategies for them to improve in the future so the extent that both the employees and the business benefit. He explains that a performance

assessment appraises an employee's performance and then generates comments on past, current, and future performance requirements. Similarly, Chen and Eldridge (2012) stated that the significance accorded the concept and the performance appraisal systems partially emerge from the nature of the contemporary business environment that is characterized by the need to remain relevant and attain organizational goals through exceptional employee performance in extremely competitive markets.

Cintron and Flaniken (2011) consider the performance appraisal concept an unavoidable component of organizational life because it is extensively utilized in most organizations. Also, there are multiple decisions in modern firms that rely on performance appraisals (Cintrom & Flaniken, 2011). The study also posited that performance appraisal facilitates organizations informing their employees about their potentials, competencies, and growth rates. Complementarily, Rao (2015) identified the performance appraisal as an essential component in understanding employees' performance through human resource development. Notably, the study perceives the performance appraisal as the grounds for human resource development, for it plays a role in salary increase, promotion, training and development, employee feedback, and puts a certain pressure on employees for enhanced performance. Comprehensively, an evaluation of the descriptions of the concept shows performance appraisal as a formal and structured process of understanding employees' past, present, and future performance to inform their potentials, competencies, and rates of growth for enhanced human resource development.

## **2.2 Types of Performance Appraisal**

There are three well-known and widely utilized performance evaluation methods. The 360-degree/multi-rater performance appraisal is one of them, and it's become increasingly popular in both small and large enterprises in recent years (Deb, 2009). It entails a system of evaluation that incorporates the perspectives of several groups of testers who, by definition, share information with the organization's personnel (Lepsinger & Lucia, 2009). Superiors (managers and supervisors), coworkers/coworkers, and employees' clients are among the reviewers. As a multi-source, multi-rate, and full-circle assessment framework, the technique also demands the employee's view on himself and, as a result, his acceptance (Grund & Przemeck, 2012). The basic idea underlying 360-degree performance review is that by combining numerous sources, a large amount of performance data may be generated from a single individual (Sahoo & Mishra, 2012). To put it another way, 360-degree evaluation systems allow data on a person to be collected from various angles and degrees.

Oz and Seren (2012) perceived a 360-degree performance appraisal system as useful in modern organizations where employee development and teamwork are important. The system improves teamwork by involving the employees in the performance appraisal process and developing employees by providing feedback to enhance their productivity and performance (Oz & Seren, 2012). Additionally, Oz and Seren (2012) also posited that the 360-degree performance appraisal system could be utilized in modern organizations to facilitate cultural change and reinforce business strategies, core values, executive development, succession planning systems, and organizational development. Contrarily, Hosain (2016) found some drawbacks of utilizing the 360-degree performance appraisal system for appraisal purposes. The study found that when 360-degree feedback has administrative consequences such as possible layoffs, bonuses, promotions, or pay rise, the employees might be more aggressive to the appraisal system instead of accepting it. Besides, the feedback providers' knowledge that the 360-degree feedback might impact the promotion or pay of an individual they are close to reduces their likelihood of giving fair, impartial, and honest feedback (Hosain, 2016). In this context, the appraisal system might be considered a biased process. Also, Zondo (2018) found that the appraisal system had no influence on improving labour productivity, implying that the system does not resolve innate labour productivity issues. Nonetheless, Zondo (2018) also confirmed that the 360-degree performance appraisal system develops a working environment that fosters worker participation and offers a suitable professional development, training, and succession planning system.

The second is Graphical Rating Scales which provides a performance evaluation rating checklist. The management just assigns a score to the employee ranging from average to outstanding using the checklist, depending on the assessed factor. The graphical rating scales' popularity is attributed to the capacity to utilise such scales for various occupations. Scales of this type are frequently thought to be low-cost, low-effort, and low-time. Panari, Guglielmi, Simbula, and Depolo (2010) define several performance variables that can effectively be measured using graphical rating scales. Moreover, the employee's understanding of the task may be tested. Work-related skills acquired through preparation, practice, and on-the-job training are among them (Panari et al., 2010).

After assessing the effectiveness of performance appraisal approaches, Majid (2016) found graphical rating scales as the oldest and the most commonly utilized method in organizations for employees' appraisal. Similarly, Debnath, Lee, and Tandon (2015) identified the graphical rating scales as the most commonly employed appraisal method in organizational settings.

However, the graphic rating scales have experienced scrutiny over the years due to numerous problems related to their application in performance appraisal (Aeltermann & Findley, 2011). The strictness and halo of the rating scales are the most cited issues with the method. The halo effect problem transpires when a rating on a single job dimension influences the rating on another job (Aeltermann & Findley, 2011). The strictness issue emerges when a rater develops an inclination to rate all ratees respectively high or low (Aeltermann & Findley, 2011). Majid (2016) also found that the graphic rating scales had failed to withstand legal scrutiny because of vague performance dimensions. Mufeed and Jenifur (2015) attributed the vague performance dimensions urge the rater to associate observed behaviour with the suitable personality trait, which increases the probability of rater errors. Nevertheless, despite the drawbacks, graphical rating scales remain commonly used appraisal methods in organizational settings because they facilitate comparison and quantitative analysis and are less time-consuming. Notably, Majid (2016) found graphical rating scales to be inexpensive and easy to administer and develop. Besides, graphical rating scales are standardized, where the rater evaluates multiple performance dimensions and generates quantifiable results, facilitating the comparison of results across divisions and individuals.

The third is Management by Objectives (MBO), which begins with creating specific objectives for employees. An action plan is drawn up detailing how the targets are to be achieved. The worker is subsequently given permission to carry out the action plan that has been prepared. It makes objective performance evaluation possible. In conditions deemed necessary and new future targets are set, corrective steps are taken (Sillup & Klimberg, 2010). Peter Drucker, who remarked that goals play a vital role in all fields where performance and outcomes directly impact the sustainability of the business, popularized MBO as a concept (Armstrong, 2009). As Armstrong (2009) points out, as one of the most critical aspects of MBO, Drucker emphasized the need for a participatory goal setting and self-assessment. In terms of productivity, it has been found that the MBO approach offers major benefits both to the business and to staff (Armstrong, 2009). In particular, the MBO approach reinforces objectivity, permitting for two-way reviews, and allows workers to improve results.

Empirical testing of the MBO approach indicates the efficacy of the method as a performance appraisal tool. Econometric results from Islami, Muloli and Mustafa (2018) signified that the MBO approach should be employed as a performance appraisal method because it enhances employees' effectiveness. Notably, Islami et al. (2018) found that the MBO approach boosts



employees' satisfaction and motivation by presenting a clear definition of results, informing the employees what is required of them, and notifying them of the criteria that their work will be evaluated. Similarly, Hoffmann- Burdzinska and Flak (2015) attributed a strong connection to the MBO method with a positive management philosophy. In this regard, the study found the MBO approach as in itself a system of motivating workers through managerial practices. As a successful approach in motivating employees, Hoffmann- Burdzinska and Flak (2015) also stated that the MBO method fosters the realization of other management functions, comprising controlling, organising, and planning by supporting positive relationships between managers and their subordinates.

### **2.3 The Concept of Employee Motivation**

Motivation is a psychological term that deals with the internal forces that drive an employee to act or not act in a specific manner (Mwendwa et al., 2016). It is also a never-ending process. because it deals with humans, a constantly changing entity that modifies itself at all times (Mwendwa et al., 2016). People must be stimulated to work at all times because satisfying one need leads to the fulfilment of another (Saleemi, 2009). This will be confirmed by the study, which will administer the same questionnaire to various levels of PKF Audit Firm employees. To motivate people, a manager must understand and meet a broad extent of employee needs that cannot be accurately described or measured. Human needs are ambiguous and subjective, and can only be deduced from external behaviour. Every person approaches his or her need in a unique way, and one particular need may result in different behaviour on the part of different people.

Miao, Evans, and Shaoming (2007) posited that a variety of causes that can be generally classified as intrinsic and extrinsic motivational causes are inspired by the study of motivational literature. Intrinsic motivation, as Miao et al., (2007) further points out, involves the internal atmosphere responsible for causing actions alongside the factors that set off change. Intrinsic motivation, from a human resource point of view, is seen as a form of motivation that captures the elements of doing work itself (Osterloh & Frey, 2004). In addition, Lee and Whitford (2007) described the underlying motivation as one that gives staff psychological wellbeing benefits, self-actualization, increased responsibility and self-sustaining.

### **2.3.1 Intrinsic and Extrinsic Motivation**

Ryan and Deci (2000) asserted that humans' natural inclination to integrate and learn is reflected in intrinsic motivation, which is explained as performing an action for its inherent joys rather than for a separate outcome. Complementarily, Lin (2007) stated that the motivation occurs when employees engage in an activity out of curiosity, for the sake of the activity, and for the gratification that engaging in that activity will provide them. Intrinsically motivated behaviors are thus carried out just for the sake of carrying them out and not for any other intention (Cerasoli et al., 2014). Improved intrinsic motivation has been connected to an employee's willingness to create a happy mood, which results in increased information sharing and learning, according to previous studies (Lin, 2007). Some activities are intrinsically motivating for employees, while others are not, and not everyone is motivated by the same activities (Ryan & Deci, 2000). Many studies and theories support the idea that intrinsic motivators are more effective in inspiring employees than extrinsic motivators (Nasri & Charfeddine, 2012; Giancola, 2014). Previous study has demonstrated that intrinsic rewards are superior than extrinsic rewards because employees perceive them as a more reliable source of motivation.

Similar to Nasri and Charfeddine (2012), Singh (2016) found intrinsic motivators as superior to extrinsic rewards. Notably, Singh (2016) found that intrinsic factors have a higher contribution to employee motivation and focus and exert more effort into establishing a culture of autonomy, trust, recognition, and respect, thus making intrinsic motivators of greater essence to employees than extrinsic motivators. In an empirical study regarding intrinsic motivators, Beqiri (2019) found job recognition, job satisfaction, and competence as the primary intrinsic factors that motivate employees. The study also established that public institution employees had higher odds of being intrinsically motivated than private businesses employees. Besides, Gribanova (2021) associated intrinsic motivation levels to age, where older employees are more intrinsically motivated than younger employees. The study described younger workers as not having their material needs fully satisfied, hence making extrinsic motivators vital to them. Contrarily, material stimulation and extrinsic motivators become less effective in motivating older workers, over time, thus making intrinsic rewards the best choice for these employees. Similarly, Catonia (2013) found employees from diverse age groups to be motivated by dissimilar intrinsic motivators. However, the study also linked specific cultural characteristics, including a strong overall economic wealth and state benefits system, low power distance, and individualism to high intrinsic motivation, regardless of age.

These findings imply that cultural factors present strong predictors of intrinsic motivation in employees across age groups. Nonetheless, despite the discrepancies in findings on the degree to which various factors affect intrinsic motivation across diverse employees, intrinsic factors still remain significant employee motivators, as does extrinsic motivators (Hashiguchi et al., 2019).

Extrinsic motivation, as opposed to intrinsic motivation, comes when a task is completed in order to get a distinct result (Ryan & Deci, 2000). Extrinsic motivation can take many forms; some are active states in employees, while others are inactive (Ryan & Deci, 2000). Employees may undertake a work out of fear of being reprimanded or dismissed, or they may perform an activity because it will lead to a future promotion, bonus, or raise (Ryan & Deci, 2000). Both actions include external instruments, but they differ in terms of autonomy; the one entails a greater duty to an external control, whilst the second entails personal endorsement and the employee's choice (Ryan & Deci, 2000). According to extrinsic motivation, an employee's behavior is driven by the anticipated rewards of the action he or she will execute, or the anticipation of instrumental gain or loss (Lin, 2007; Cerasoli et al., 2014). Extrinsic motivation, on the other hand, has been claimed to have a wide range of meanings and can indicate either external control or actual self-regulation (Ryan & Deci, 2000).

On the contrary, extrinsic motivation is characterized in the field of human resources as the focus put on external rewards by employees, which may include promotions and pay increases (Lin, 2007). Negative factors, such as the risk of dismissal, can also be included (Van Herpen, Van Praag, & Cools, 2005). The Agency Theory suggests, from a theoretical point of view, that incentives offered by organizations as a means of enhancing the inner morale of workers are usually indispensable. The rationale in this situation is that employee behaviours are either rewarded or disciplined, thereby determining the staff's actions and outcomes (Jensen & Murphy, 2004). Similarly, the theory of expectation postulates that the employee is driven to increase both effort and efficiency by associating rewards with an employee's success (Cullen, 2005). While extrinsic variables of motivation such as pay are widely believed to have a beneficial impact on employee motivation, a variety of scientists claim that performance can be compromised to some degree. For example, Lee and Whitford (2007) note that excessive emphasis on extrinsic motivating factors can distract the worker from focusing on the job. The two writers consider this impact as the hidden reward expenses.

Complementarily, Cheboi (2014) stated that some extrinsic motivators have little to no contribution to an increment in employee performance and in some cases can minimize intrinsic motivational factors. Oppositely, the study also found that other extrinsic motivators increase employee performance. Job security, commitment to peers and supervisors, and salary were identified as positively impacting performance such that providing one or more of these factors a higher performance is realized (Cheboi, 2014). However, Wafula (2016) found that no single set of extrinsic motivation results in effective performance. Rather, effective performance can only be realised by combinations of extrinsic motivators, meaning that while extrinsic motivators are capable of improving performance, they are more effective when two or more extrinsic motivators are combined and implemented in a firm. Alternatively, numerous studies recommend the use of a mix of extrinsic and intrinsic motivators for increased employee productivity and performance (Nyambegera & Gicheru, 2016). Edrak et al. (2013) found a correlation between a combination of intrinsic and extrinsic motivations with increased job satisfaction. Thus, the management should develop and implement a proper mix of extrinsic and intrinsic motivations for increased employee performance and job satisfaction.

### **2.3.2 Influence of job performance on Intrinsic and Extrinsic Motivation**

Organizational performance is dependent on the link between motivation and management practice. The most precious single asset of any company is its people. In reality, an organization is made up of people, and its people are the only asset that can work against its objectives. Collaboration is the only way for people's latent energy and creativity to be released in the service of the organization. The process through which people select between various sorts of behavior in order to achieve personal goals is known as motivation (Cole, 2002). Individuals' objectives can be both tangible and intangible, such as monetary rewards or promotions, or they might be intangible, such as self-esteem or job satisfaction. Despite the fact that motivation is largely a personal experience, managers, in particular, are anxious to establish reliable linkages between individual motivation and successful performance. They're also concerned with developing conditions that allow for the alignment of corporate and personal goals. The major attribute of motivation is that it influences an individual's desire to share his or her knowledge and abilities with others, as well as his or her ability to overcome hurdles and challenges in doing so.

Performance evaluation, according to Rue and Byars (2005), is a procedure that determines and communicates how people execute their duties, as well as establishing a strategy to

improve the process of carrying out work obligations. A system for determining employee performance is often known as the performance appraisal process. It's necessary because it keeps track of employee performance, detects training gaps, and creates staff development plans (Livy, 2007). Employee motivation is often viewed as a vital component of a performance appraisal system (Selvarajan & Cloninger, 2011). The performance appraisal system is a significant endeavor that aims to find better, more accurate, and cost-effective ways to evaluate work performance and employee motivation. A performance appraisal system is a critical tool for enhancing employee performance in a company (Vasset, Marnburg, & Furunes, 2011). One of the most important human resource management functions is performance appraisal (Selvarajan & Cloninger 2008), and a successful performance appraisal and management system is a vital component of an organization's human resource management effectiveness (Guest 1997 cited in Selvarajan & Cloninger, 2011).

Research findings on the relationship between intrinsic and extrinsic elements in moderating employee motivation are varied (Huang et al., 2011). According to Gagne and Deci (2005), when a particular task is fundamentally appealing to the worker, in a circumstance where extrinsic advantages are frequently linked to the assigned mission, the good results are likely to be undercut. Employee productivity suffers as a result (Deci & Ryan, 2008).

Some research, on the other hand, imply that intrinsic and extrinsic motivation have a positive link with the performance effect that results (Miao et al. 2007; Huang et al., 2011). Herzberg's (2003) motivational hygiene theory elucidates this positive link. Intrinsic motivation is attributed to the task itself, thankfulness, and personal achievement, according to this idea. On the other hand, hygiene issues like remuneration and supervision are external variables. When intrinsic and extrinsic motivation are combined, Herzberg adds that hygienic elements contribute to job satisfaction because they meet people's innate urge for self-actualization.

#### **2.4 Function of Performance Appraisal in Improving Employee Motivation**

The performance appraisal of the manager is the basis for many businesses' award schemes. The process of creating standards, analyzing employee performance against those standards, offering feedback to employees on their performance, and formulating strategies for performance improvement (Byars & Rue, 2000) is referred to as performance evaluation. Employee performance is evaluated with the goal of motivating and increasing commitment,

which leads to higher productivity, as well as guiding the employee in the right direction. Motivation in a company indicates that operations and activities are on track. The efforts of a person maximize profits, giving a business a competitive advantage in the market. Employees that are motivated and excited are more focused and satisfied with their achievements, and as a result, they will spend the bulk of their time doing what makes them happy, lowering labor turnover (Krietner, 1995).

As part of the performance review process, the assessors examine the employee's performance and generate a performance number (Kumar, 2012). In addition, the performance number aids in the development of the Level Performance Number (LPN), that is used by management to assess incentives as part of the incentive process. Managers may use the LPN as a reference point for internal promotions if there are new job openings above the entry level (Kumar, 2012). Such promotions, according to Maana (2008), not only serve as a reward for an employee's past achievements, but also send a message to coworkers that their hard work would be rewarded in the future.

#### **2.4.1 Salary raises and bonus payments**

Financial incentives and awards have a favorable impact on employee engagement and loyalty. Employees stay with a company because the advantages of working there outweigh the costs of quitting (Saleem, 2011). Because money is necessary for survival in an economy, employees' fear of losing their jobs makes money a highly effective incentive (Cole, 2000). Money is the most significant factor in driving industrial workers to boost output, according to Fredrick Taylor (Steers & Porter, 2011). As a result, businesses must think carefully about the compensation packages they offer their workers. By giving financial incentives, employers can improve their employee-employer relationships. Indeed, according to some authors, the primary goal of incentives is to boost intrinsic motivation by indirectly addressing an individual employee's requirements through remuneration and bonuses (Anthony & Govindarajan, 2007). Offering monetary incentives to employees at all levels is a natural way to motivate them; however, connecting compensation to performance boosts the money's motivation value (Kinicki & Kreitner, 2016). Many jobs require financial incentives to motivate employees, and many people work primarily for the money or the recognition that financial incentives offer (Giancola, 2011). Assessing which rewards are most appealing to people and organisations is a central tenet of using financial incentives.

Performance evaluations are vital in establishing the amount of bonus payment for a salary rise. Workers are then reimbursed based on their capacity to meet these goals. Extrinsic motivation to gain greater power in this situation motivates workers to put in more effort and produce better results. Performance evaluations are crucial in deciding the amount of compensation awarded for a raise in salary. According to Stringer et al. (2011), the sales and HR departments will determine the expected performance level of an employee, such as the number of units sold, when calculating incentive payments. Employees that exceed the established sales targets for a particular number of sales figures are rewarded.

Managers must clarify to employees how performance is linked to pay, as well as that unethical behavior will not be tolerated in the pursuit of a performance goal (Steers and Porter, 2011). Managers and compensation experts are increasingly attempting to link pay to performance, with workers receiving monetary incentives for performing in ways that support the company's goals (Aguinis, 2012). Remuneration difficulties are critical in organizations, according to the research. Businesses, on the other hand, have had little direction on when various incentive system designs are more (or less) appropriate (Dubrin, 2012). Compensation-for-performance schemes are becoming increasingly common (Kepner, Wyoski, McKenzie, & Ballentine, 2003), and variable pay as a percentage of total salary is on the rise (McChilloh, 2001). Compensation is one of the physical demands that drives motivation, which influences employee performance (Hersberg, 2009). Employee recruitment, motivation, productivity, and turnover are all influenced by compensation (Steers and Porter, 2011). Financial incentives are commonly considered as a powerful tool for motivating and boosting employee performance (Smith & Hitt, 2005).

#### **2.4.2 Performance and employee recognition assessment**

Employees have also discovered that performance evaluations serve a useful purpose in motivating them by giving a reward platform for achievement (Brun and Dugas, 2008). In this case, acknowledgment necessitates the distribution of non-monetary personal awards that aid in reinforcing an employee's desired behaviors. This includes activities such as public celebrations and speeches, as well as gratitude shown through compliments, awards such as certificates of achievement and private budgets, and prizes such as certificates of achievement and private budgets (Long & Shields, 2010). Managers and other supervisors should acknowledge their employees' contributions, according to previous research, because such actions can foster creativity and behavioral application.

While it is widely assumed that employee recognition as a result of performance assessments is a motivating element, a number of research based on social comparison theory demonstrate that recognition might have negative consequences (Pearson & Porath, 2005). Employees not only receive acknowledgment from their peers in the workplace, but they also receive appreciation from others. The ability to recognize others may have an impact on one's own emotions as well as reactions to others (Feys et al., 2013) that is attained by counter-productive interpersonal behaviour. In this scenario, acknowledgment is considered to build an environment of losers and winners (Long & Sheilds, 2010; Feys et al., 2013).

#### **2.4.3 Use of performance appraisal to provide support for supervision**

Performance assessments are also acknowledged as motivational tools because of their capacity to help workers identify and build on their strengths through reinforcement (Sutton & Watson, 2013). Simultaneously, flaws and efforts are recognized and implemented in the form of supervisory support required to improve the staff. Workers who receive assistance during an evaluation process, according to Cory, Ward, and Schultz (2007), demonstrate that such assistance considerably contributes to the growth and invention of ideas. However, it has been discovered that the ability of performance evaluation to inspire is highly contingent on how the procedure's conclusions are employed. When the findings are used to punish errors, innovative behavior is highly discouraged (Jong, Deanne, & Hartog, 2007). Performance evaluation findings that view failures as learning opportunities, on the other hand, have been found to boost employee inventiveness (Jong et al., 2009). These ideas are supported by Krause's (2004) empirical study, which looked at the influence of positive supervisory actions on innovation-based companies like manufacturing plants and R&D groups. Workers are more inclined to vary from regular or usual behavior, as well as embrace a novel strategy, according to the study.

#### **2.4.4 Use of Performance Appraisal in Giving Feedback**

The purpose of performance assessments is to offer employees with feedback on their performance so that they can remedy any flaws and expand their prospects. Employees aren't always happy with how their performance is evaluated. However, some type of assessment is essential in order to provide feedback for future enhancements. Employees may be motivated to seek for higher levels of performance or more creative solutions to challenges if their performance levels are recognized. As part of the overall appraisal process, 360-degree feedback is a strategy for collecting both positive and negative input on employee performance. The typical way is to ask the employee's management for comments. This



strategy, on the other hand, gathers information from a range of sources, including the employee's peers, external stakeholders/clients, direct line manager, and subordinates, if needed. This information can be collected in a variety of methods, including verbally, via a paper or electronic form, or via an automated system. The fundamental purpose of introducing a 360-degree feedback system is to allow employees to receive relevant and constructive feedback from a variety of sources other than their direct line management. The individual may work closely with a colleague depending on their job capacity.

Employees learn exactly what they have done over the employment cycle through the performance appraisal process, according to Swan (2012), and utilize this information as a reference point to better their future performance. In this way, the performance evaluation feedback guarantees that the employer's priorities are clearly stated. In this scenario, providing feedback is seen as a crucial way for enhancing employee morale and motivation by highlighting areas where individuals have excelled. Positive feedback, in particular, motivates employees to improve. Fair feedback criticism aids in the correction of flaws and weaknesses in situations where an employee's performance falls short of expectations, and so encourages acceptable behavior in terms of improved performance (Cardy & Leonard, 2011).

## **2.5 Career Advancement**

An organized effort that results in mutually advantageous career progression between the employer and the employing organization is known as career advancement (Gilly & Egglund, 1989). It is a shared obligation between the employer and the employee, with the employee planning career advancement and the employer overseeing employee development (Gutteridge & Otte, 1983, p.7). Early psychological career development theories centered on the more active involvement of organizations in influencing individual career advancement when Hughes and the Chicago School of Sociology developed the notion of career advancement in 1937. The more obvious components of a person's career circumstance, such as profession, job function, remuneration, type of work, career progression, and status or prestige associated with a position or level on a hierarchy, were used to define career advancement pretty objectively (Van Maanen, 1977). Extrinsic metrics such as wage, managerial level, and frequency of promotions are used to gauge accomplishment in society (Whitely, Dougherty, & Dreher, 1994; Melamed, 1996).

Later, as career theories developed, especially in the early 1970s, the notion of professional growth evolved to include the element of subjectivity. Subjective career advancement refers to a person's personal assessment of their profession and excludes social norms from

consideration (Heslin, 2005). Judge et al. (1995), Seibert et al. (2001), Heslin (2003), Ng et al. (2005), and Breland et al. (2007) describe career development as the positive psychological or work-related consequences or personal and professional successes achieved from one's working experience.

As new definitions of career development have embraced both objective and subjective parts of career advancement, more research have studied the interdependence between objective and subjective elements of career progress (Arthur et al., 2005; Hall & Chandler, 2005). Furthermore, rather than attempting to explain objective or social career advancement, the importance of subjective career advancement as a psychological career advancement encompassing hopes and desires, values and beliefs that indicate individuals' psychological well-being and working life quality was emphasized. Both are thought to aid in overall person development at work (Ashforth, 2001; Hall, 2002; Hall & Chandler, 2003).

### **2.5.1 Career advancement and succession planning**

The process of identifying and developing internal individuals with the potential to fill key business leadership positions in an organization is known as succession planning. The availability of experienced and capable workers who are ready to take on responsibilities when they become available is increased through succession planning. The process of identifying and developing internal individuals with the potential to fill key business leadership positions inside an organization is known as succession planning. As new roles become available, succession planning widens the pool of experienced and skilled people who are ready to fill them.

An effective succession plan focuses on creating a series of groups up and down the whole leadership pipeline or progression. Succession planning is the process through which an organization guarantees that individuals are hired and trained to fill each key position within the company. Through the succession planning process, you recruit top personnel, improve their knowledge, skills, and abilities, and prepare them for progress or promotion into increasingly difficult responsibilities. Organizational success hinges on succession planning, which is crucial in setting a company's short- and long-term business strategy.

### **2.5.2 Career advancement and training**

Not only do people benefit from training, but so do the companies for which they work (Khumalo, 2001). Employee training equips employees with the knowledge, skills, and attitudes they need to improve their careers and the company's goals (Kulkarni, 2013). As a

result of training, the most important entity in the organization, the employee, improves his or her work proficiency and performance level (Falola et al., 2014; Ismail, 2016; Khumalo, 2001, Truitt, 2011). As an employee's abilities and performance improve, his or her chances for promotion, which are generally connected with greater pay, increase (Khan, 2012).

Organizations, on the other hand, spend in training with the prospect of significantly higher returns. Organizations around the world spent more than 130 billion dollars on training in 2013. (Ismail, 2016). This demonstrates the crucial relevance of training for businesses (Ismail, 2016). This demonstrates the crucial relevance of training for businesses (Ismail, 2016). Training is a method employed by organizations to recruit high-caliber personnel who are always seeking growth since it refreshes existing skills and stimulates the development of new ones (Khumalo, 2001; Kulkarni, 2013). As a result, training and development help firms improve their performance and productivity.

Organizations that aspire for excellence commonly employ the “productivity through people” career development method (Khumalo, 2001). They promote a culture of lifelong learning and ensure that the organization's objectives are aligned with those of its personnel at all levels (Ganesh, 2012; Khumalo, 2001). They promote a culture of lifelong learning and ensure that the organization's objectives are aligned with those of its personnel at all levels (Ganesh, 2012; Khumalo, 2001). However, the primary risk for businesses is losing personnel who have been invested in and trained by them to competitors (Ismail, 2016). Training, according to Eisenberger et al., (2002), comprises a professional working with students to impart particular skills.

Training programs focus training and behavior, which participants apply to their daily activities and future plans. Abramo, D'Angelo, and Rosati (2018) conducted research on university career development and scientific performance. The study discovered that it gives an empirical analysis of associate professor recruiting methods in the Italian university system. According to the findings of a bibliometric survey of hard scientific disciplines, new associate professors are on average more prolific than their predecessors. However, a number of serious issues have surfaced, particularly about the occurrence of non-winner candidates who are more productive than the winners.

Kabu (2018) investigated the impact of job performance appraisals on employee motivation and how it affects employee productivity and the firms' prospective outcomes in Kenya. Data from two companies' face-to-face interviews was used in the study. Data was analyzed by

categorizing participant replies and used them to generate themes in order to answer the study objectives. The study's findings revealed that performance appraisals had an impact on employee motivation and, as a result, on the firm's prospective productivity. The study found that intrinsic/personal motivation had the greatest impact on the effectiveness of extrinsic incentive.

In Kenya's Department of Tourism, Were and Nyakwara (2018) investigated the impact of performance appraisal methodologies on civil worker motivation. The impact of 360-degree performance appraisals on civil servant motivation was investigated. With a target population of 174 employees in Job Group H and above, the study used a descriptive survey research approach. The Krejcie and Morgan table was used to establish the sample size, which was 123 people (1970). The responders of the instruments were identified using a stratified random sample technique. The study's primary data collection tool was structured questionnaires. The instrument was put to the test. A pilot study was used to determine the instrument's reliability. Following that, the instruments yielded a Cronbach alpha coefficient of 0.801, 360 Degree Performance Appraisals on civil servant motivation. This suggested that the device was trustworthy. Quantitative data was analyzed and presented in tables using descriptive and inferential statistics. The study found that the 360 Degree Performance Appraisals technique had a substantial impact on public servant motivation ( $p=0.000$ ). It is concluded that the performance appraisal technique (360-degrees) has an impact on public servant motivation.

## **2.6 Job Performance, Motivation, and Career Advancement**

Career development is used in Kenyan organizations to bridge the gap between current and predicted future performance, according to Kakui and Gachunga (2016). However, despite the fact that a huge number of public sector personnel have received training, they have remained stuck in their jobs with no evidence of advancement. As a result, low motivation, poor service delivery, and bad work performance have become the norm in Kenyan businesses. As a result, the study found a link between career progress, motivation, and job performance, with career advancement leading to motivation, and motivation leading to an increase in job performance.

Similarly, Pillay, Dawood, and Karodia (2015) found that in modern firms, the absence of career advancement after training is a major source of worry for both management and employees. The absence of opportunities for growth had a negative influence on both job performance and motivation. Notably, following training, the study participants showed a

lack of enthusiasm, as training did not always result in professional advancement. The study found that career advancement has a powerful motivating effect on employees, with the mere potential or concept of advancement motivating them to work more. Pillay, Dawood, and Karodia's (2015) findings, like those of Kakui and Gachunga (2016), depicted that career advancement increased motivation and motivation resulted in a job performance improvement.

According to Anthony and Weide (2015), there is a strong link between career progression, motivation, and job performance, with career advancement favorably impacting both motivation and job performance. Similarly, Manggis, Yuesti, and Sapta (2018) discovered that advancement in one's profession has a significant and favorable impact on one's motivation at work. Career development has a good and significant impact on employee performance, according to the study. These data suggest that the intervening variable between job performance and work motivation is career development. Furthermore, the study discovered a limited impact of motivation mediation on the indirect effect of career advancement on job performance.

Unlike the other studies, Napitupulu et al. (2017) looked at how affective commitment, work motivation, and perceived organizational support mediated the influence of career progression on public sector employees' job performance. The study discovered that advancement in one's career has a direct impact on motivation. Career progression, on the other hand, had no direct effect on work performance, but the mediating variables had a significant impact on the relationship's strength. These data suggest that in the public sector, a combination of career development and motivation had a considerable impact on job performance.

Kurniawan, Rivai, and Suharto (2018) found that motivation and career advancement simultaneously impacted job performance. The study posited that motivation and career advancement partially affect the employees' performance. The study concluded that although it was not proven in the study, motivation can be a significant intervening variable in the correlation between career advancement and job performance. Suyanto, Sapta, and Sudja (2018) looked at the effect of career promotion on employee performance, with motivation as an intervening factor. The research discovered a link between professional advancement and job motivation. The impact of work motivation as a mediator on the indirect effect of career

advancement on job performance was also established, demonstrating motivation as a key intervening variable in the link between career advancement and job performance.

Similar to Rivai, and Suharto (2018), Novitayanti, Doddy, and Nasution (2020) found that motivation and career advancement affected employee performance. The study asserted that the provision of motivation and career advancement opportunities within a firm improve job performance. Saleem et al. (2013) also supported these findings by stating that organizations should implement effective career advancement opportunities and motivate their employees for enhanced job performance.

## **2.7 The Effects of Demographic Variables on Job Performance Appraisal, Motivation, and Career Advancement**

Demographic variables have different effects of job performance appraisal, motivation, and career advancement. Concerning demographic variables and motivation. Urosevic et al. (2016) found that individuals' amount of personal income, age, years of work experience, level of educational attainment, and gender affect motivation. Similarly, Heidarian et al. (2015) found that years of service, age, gender, marital status, and academic degree influence motivational factors like working conditions, organizational policies, attractiveness of job supervision, recognition, job security, pay, equity, interpersonal relations, education and development, responsibility, recognition, and advancement. Hatinoglu and Ergun (2020) found that motivational factors and their order of importance change based on variations in demographic status. The study found that the demographic variables of working position, weekly and daily working times, income status, occupation, and age affected extrinsic and intrinsic motivation.

An exploration of studies on of job performance appraisal, motivation, and career advancement found that a majority of the researches focused on the effects of demographic variables on motivation. However, to my knowledge, there lacks studies focusing on the other two variables job performance appraisal and career advancement in relation to demographic variables. Also, there lacks studies investigating the demographic variables on the effects of job performance appraisal, motivation, and career advancement.

## **2.8 Theoretical Framework**

The study is premised on the Lotham and Locke's (1979) goal setting theory and Vroom's (1964) expectancy theory.

### **2.8.1 Goal Setting Theory**

Employee targets, according to Lotham and Locke (1979), might inspire them and so improve their efficiency. Employees link the goal to the company's objectives, against which they judge themselves and adjust their behavior to fulfill specified objectives. When goals are clear, performance and motivation improve. This improvement can also transpire when demanding but realizable goals are set and feedback on their achievement is provided. This can also happen when high-stakes but attainable goals are created, and feedback on their achievement is provided. Workers can also define goals in order to own them, according to the authors. Feedback is also crucial since it inspires employees to pursue lofty goals. Pintrich (2004) infers that in different job environments, workers set different targets and we can not necessarily presume that goals are always attainable. Locke and Lotham (2002) suggest that setting demanding and realistic targets does not guarantee success for workers, but it must inspire them to achieve those targets. They accept that when targets are made open and they are not placed on people, adherence to targets is likely to be high. Newstrom (2011) suggests that the setting of targets is driven by a deficit between current and future results. It causes friction and the worker minimizes it by achieving the objectives. This in turn increases the motivation of workers, provides job skills and increases self-esteem, further stimulating the desire for personal growth. According to Luthans (2011), these priorities direct employee behavior and align their efforts with actual performance. All of the goals set should have clarity of ideas, according to goal setting philosophy. Goals should also be specific and well-directed. The theory goes on to say that setting difficult goals will lead to high expectations of success. Goals that are vague in nature may be difficult to fulfill since an organization cannot pinpoint the precise actions that ought to be implemented for the realization of the stated goals. Furthermore, if the defined goals are difficult, individuals in an organization are more inclined to put forth maximum effort, commitment, and dedication to their various jobs. Employees frequently maintain an optimistic attitude when pursuing difficult objectives. In fact, because of the expected benefits, motivation is frequently associated with the battle to achieve difficult goals. Employees, for example, find satisfaction in knowing they completed a task successfully. They also see the tough activity as a method to get away from the potential tedium that comes with tedious responsibilities in the workplace. Extrinsic motivation will include things like a higher salary and the safety of their home.

The goal-setting approach also emphasizes the need of having a clear, distinct, or unambiguous aim. Such general assertions can be used to tasks that are clearly complicated

and may still be in the experimental phase. Furthermore, performance and goal-setting necessitate people's commitment to their various jobs. Employees who lack dedication will struggle to meet even the most basic objectives. As a result, making goals without putting in a lot of work could be a waste of time (Marsh et al., 1995). After goals have been determined, it is vital to look into ways to increase commitment.

### **2.8.9 Expectancy Theory**

The theory is also known as the anticipated valence theory. Anticipation Theory, which resembled and created the framework for expectancy theory, was established by Vroom (1964), and its notion is that individuals' aspirations in their achievement impact their actions and the reward they desire. It claims that motivation is derived from the expected outcome of achievement as well as the importance assigned to the individual's outcome. According to Vroom, evaluating organizational behavior is critical. People's motivation, he claims, is determined by their expectations in regards to the likelihood that effort will lead to success, instrumentality, or the believed relationship between rewards and performance, and valence, or the presumed worth linked to the reward. Vroom (1964) also says that individuals will be motivated to achieve a goal if they perceive its significance and believe they can achieve it through their activities. According to Vroom's idea, people are motivated to achieve something because they place a high regard on the objective and the likelihood of reaching it. Executives can also use the theory to evaluate the relationship between compensation, achievement, and motivation. Motivation, according to Vroom, is based on the notion that success may be achieved via hard work.

### **2.9 Summary**

The literature review identified the multi-rater performance appraisal (360-degree performance appraisal system), graphical rating scales, and management by objectives (MBO) as the three commonly utilized performance appraisal systems in modern organizations. Of the three performance appraisal systems, the MBO approach was identified as enhancing employees' effectiveness, graphical rating scales were found to be inexpensive, less time consuming, and easy to administer and develop. The review also found a correlation between the independent variable (performance appraisal) and the dependent variables (motivation and career advancement). However, there lacked studies investigating the effects of demographic variables on job performance appraisal, motivation, and career advancement meaning there lacks adequate research to support the impact of extraneous variables on job performance appraisal, motivation, and career advancement variables.

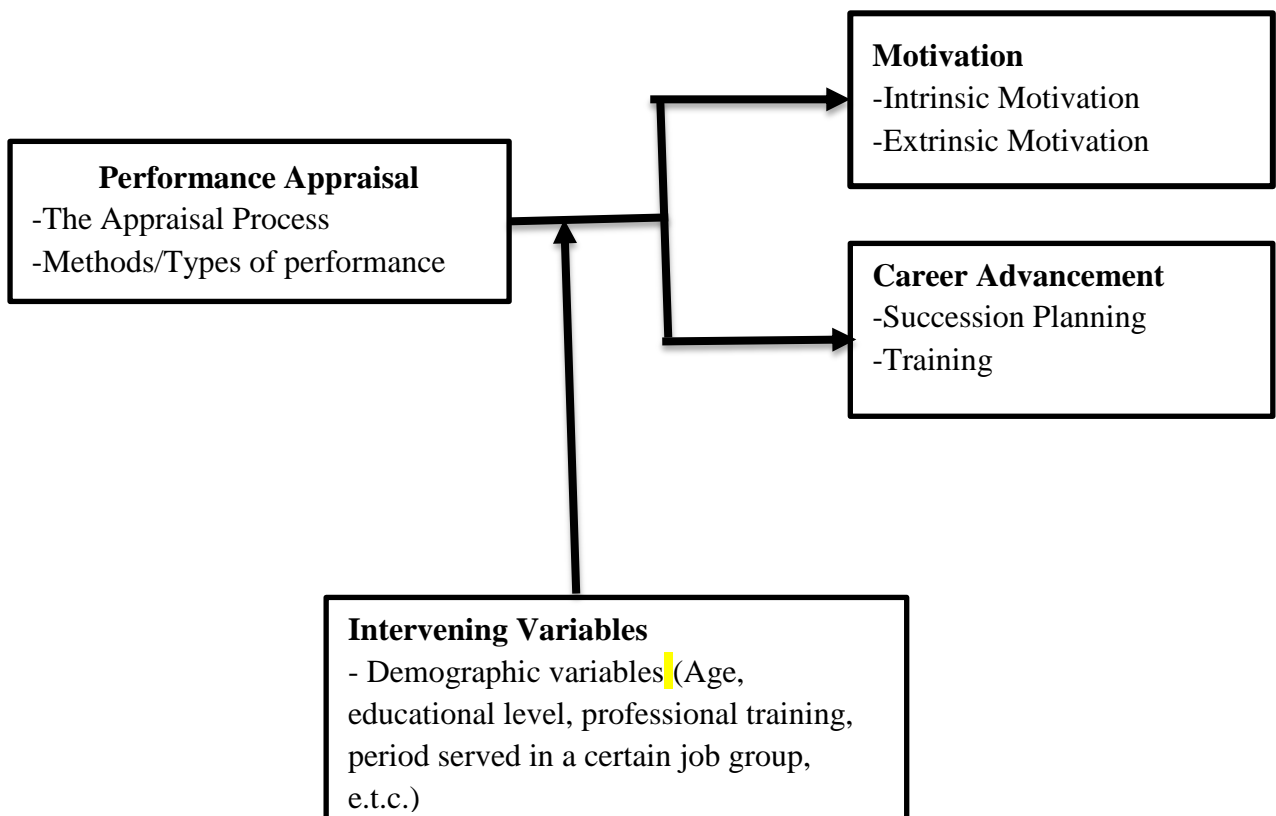


## 2.10 Conceptual Framework

The current research intended to explore the effects of job performance appraisal on employee motivation and career advancement among employees at PKF, an international audit firm based in Nairobi, Kenya. The research had one independent variable (performance appraisal) and two dependent variables (motivation and career advancement). Figure 2.1 below depicts the relationship between the independent variable (performance appraisal) and the dependent variables (motivation and career advancement).

### Independent Variable

### Dependent Variables



**Figure 2.1: Conceptual Framework** 

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the techniques that the researcher will use to gather the study data. It involves study design, target population, sampling design, methods for data collection, data collection and procedures for data analysis.

#### **3.2 Research Design**

The descriptive research design is a research method that takes a problem with little to no pertinent information and provides it a suitable description using quantitative and qualitative research methods (McCombes, 2020). The descriptive research design is very beneficial when conducting studies aimed at identifying categories, correlations, trends, frequencies, and characteristics. The research design's capacity to identify correlations and frequencies justified its use in the current research for the study sought to determine the effect of job performance appraisal on career advancement and employee motivation. Descriptive research design was used in the study because it used questions such as who, how, when, which, when and how much need to be answered (Cooper & Schindler, 2001).

#### **3.3 Population**

The population for this study consisted 12 senior management employees, 26 middle management employees, and 74 lower /subordinate staff. According to the Regional Human Resource Development Manager (2021), there are 372 employees working at PKF Kenya Audit Firm. Out of this, the researcher used 30 percent of the population, comprising 112 PKF employees to form the sample size.

#### **3.4 Sampling Procedures**

Sampling is a process that permits researchers to infer information regarding a population based on a subset of the population's results (Levy & Lemeshow, 2013). The researcher utilized the stratified random sampling method in determining the population sample. Cooper and Schindler (2003) identified stratified random sampling as a process by which elements from each segment are limited to the sample and it is relevant when the researcher wants to obtain the characteristics of a specific population's subgroups. The technique's capacity to permit the division of a population into layers and guarantee that all levels are reflected justified its selection for the research. Thus, the research divided the study's sample size of

112 employees (30 percent of the target population) into three stratifications comprising senior management, middle management and lower support workers as depicted in table 3.1 below.

<b>Departments</b>	<b>Target Populations</b>	<b>Sample Size (30%)</b>
Senior Management	40	12
Middle Management	87	26
Lower/support Staff	245	74
Total	372	112

**Table 3.1: Sample Size**

### **3.5 Location of the Study**

The study was undertaken at PKF Audit Firm Nairobi Branch. PKF is a professional services firm and is one of the "Big Five" professional services firms, along with Deloitte, Ernst & Young, KPMG, and PWC. The firm offers auditing, taxation, and consulting services. The company works with their clients to reduce financial risk and capitalize on opportunities. The Nairobi Office in Kenya serves as a regional coordinating headquarters, providing networking and technical support to ensure that services are delivered on time and exceed client expectations.

### **3.6 Data Collection Methods and Instruments**

#### **3.6.1 Questionnaires**

The questionnaires were structured into four parts, the first to obtain background information and then the research questions in open-ended and close-ended questions, and finally an opportunity for participants to give their performance assessment opinion and recommendation. A standardized way that makes the answers objective and also to collect information from a significant portion of the respondents. The first section intended to obtain the respondents' background information, comprising the respondents' gender, marital status, current salary, area of specialization, number of years that they have worked with the firm, and department of work.

The second section sought to acquire information on the effects of job performance appraisal on employee motivation. The information obtained in the second section aimed to determine whether performance appraisal systems at PKF audit firm impacted the employees' motivation. The third section intended to identify the extrinsic and intrinsic motivation factors at the PKF audit firm. The extrinsic motivation factors that the questionnaire sought to

identify included training and development, pay increase, good work environment, good company practice, and promotion. The examined intrinsic factors consisted of competence (drive to do the best), relatedness (feeling of belonging to the organization), feeling of recognition, and feeling of personal achievement. The final section focused on the career advancement variable by determining the career advancement opportunities at PKF Audit Firm.

### **3.6.2 Reliability**

Reliability in research denotes a measurement's stability over a range of numerous conditions in which a researcher intends to obtain results (Kubai, 2019). There exist four primary types of reliability consisting of internal consistency, parallel forms, inter-rater, and test-retest reliability. The internal consistency assesses the degree to which a measure is dependable in itself. Parallel forms comprise the performance of various versions of a test that are devised to be equivalent. The inter-rater type of reliability assesses the extent to which various raters provide consistent estimates of the same behaviour. Test-retest evaluates a test's stability over time.

The current research tested the test-retest and internal consistency types of reliability. For the test-retest reliability, the researcher conducted a pilot study, one week before the administration of the study questionnaires. The pilot study comprised an administration of 12 questionnaires, representing 10 percent of the sample study. During the study's pilot phase, the researcher examined the responses provided to see if they were in line with what the research was attempting to measure by analyzing the answers provided to see if they represented relevant information. If questions appeared to be misunderstood or misinterpreted, the researcher edited the questions that failed to produce reliable measurements.

A week after the pilot study, the researcher administered the second round of questionnaires to the sample size of 112 PKF employees and computed the Pearson correlation coefficient to compare the correlations of the scores from the two testing periods. The first testing's correlation coefficient was .79 and the second was 0.86, indicating that the questionnaire was reliable. For the internal consistency reliability, the research utilized the Cronbach's  $\alpha$  statistic in measuring internal consistency, where a value of  $+0.80$  or greater signified a good internal consistency. The study found a Cronbach's  $\alpha$  statistic value of  $.92$  indicating a good internal consistency.

### **3.6.3 Validity**

Validity describes how satisfactory gathered data covers the actual investigation area (Taherdoost, 2016). There exist four primary types of validity, including construct, content, face, and criterion validity. Construct validity describes how fitting a researcher transforms or translates a behaviour, idea, or concept that is a construct into an operating and functioning reality (Taherdoost, 2016). The construct validity comprises two elements, discriminant and convergent validity. The suggested research will demonstrate construct validity by demonstrating that the collected data supports the theoretical framework and that the research theory has some relevance to reality. Face validity assesses how reliable research findings appear to be in terms of measuring the construct of interest (Taherdoost, 2016). In measuring the face validity of the effects of job performance appraisal on employee motivation and career advancement, the questionnaires comprised sections dedicated to the three variables and the relationship between the variables.

Content validity describes the extent to which a test's items fairly represent the whole domain the test intends to measure (Salkind, 2010). In ensuring content validity, the questionnaire utilized a five-point Likert scale to ensure that the tool represents the highest possible range of responses for each question. On the other hand, criterion validity denotes how appropriately one measure predicts another measure's outcome (Salkind, 2010). For instance, validity measures the capacity of a test to predict behaviour or performance in another situation, such as the future, present, or past. However, contrary to the other tests, the current research did not measure the research instrument's criterion validity.

### **3.7 Data Collection Procedures**

The researcher obtained an introductory letter from the Department of Psychology. Permission was sought from the Regional Manager Human Resource Department, PKF Kenya in Eastern Africa, before embarking on collection of data. Research permit to conduct the study was also sought from National Commission for Science, Technology, and Innovation. The researcher used the drop and pick method to administer the questionnaires in which the researcher left the questionnaires to ensure that participants enjoy the privacy of the information given, maintaining confidentiality and impartiality (Hinkin, 2008).

### **3.8 Ethical Considerations**

The researcher followed the key clauses of social research ethics. To begin, the researcher obtained an introduction letter from the University of Nairobi after the research proposal was

approved, which served to validate the study and aid in gaining the trust of the study participants during the data collection process. Second, the researcher obtained a research permission from the National Commission for Science, Technology, and Innovation for ethical approval (NACOSTI). Finally, the researcher assured all study participants of confidentiality, both verbally and in writing, by encouraging them not to write their names in the questionnaires. The participants were also told that their participation in the study was voluntary.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.1 Introduction

This chapter provides a comprehensive presentation and interpretation of the data collected from the PKF Kenya Audit Firm. The obtained information comprised background information, job performance appraisal, employee motivation, and career advancement data. Also discussed is the relationship between the three variables.

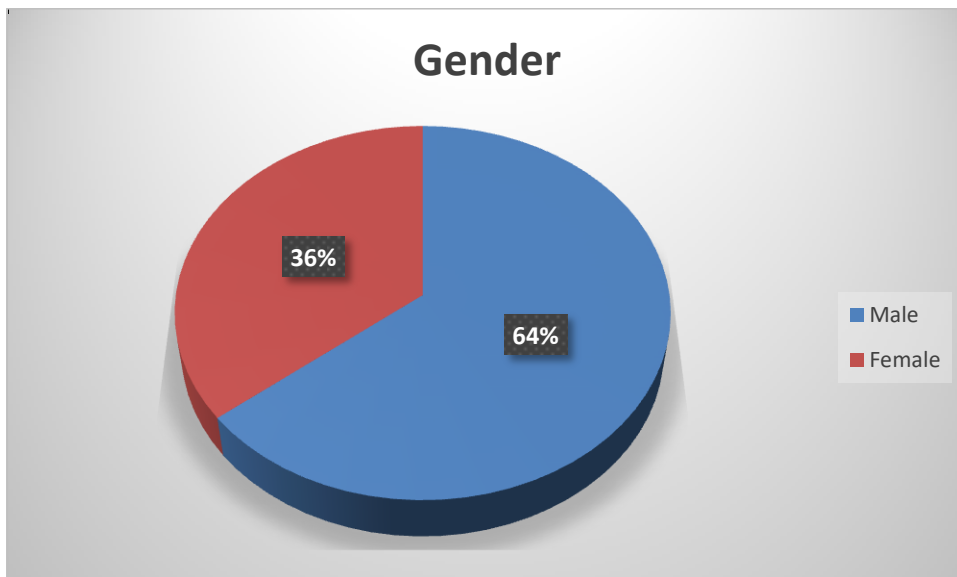
#### 4.2 Response Rate and Respondents' Background Information

The current study's sample size comprised 112 respondents. The researcher administered 112 questionnaires at PKF Kenya Audit Firm. Of the 112 administered questionnaires, 71 were returned in time, inferring a 64% response rate. Of the 71 collected questionnaires, one was incomplete. The remaining 70 questionnaires formed the basis for this study and were analysed to inform the study findings.

#### 4.3 Respondents Demographic Characteristics

##### 4.3.1 Respondents Gender

Of the 70 respondents, 45 were male, whereas 25 were female. As shown in figure 4.1 below, 64% of the respondents were male and 36% were female.

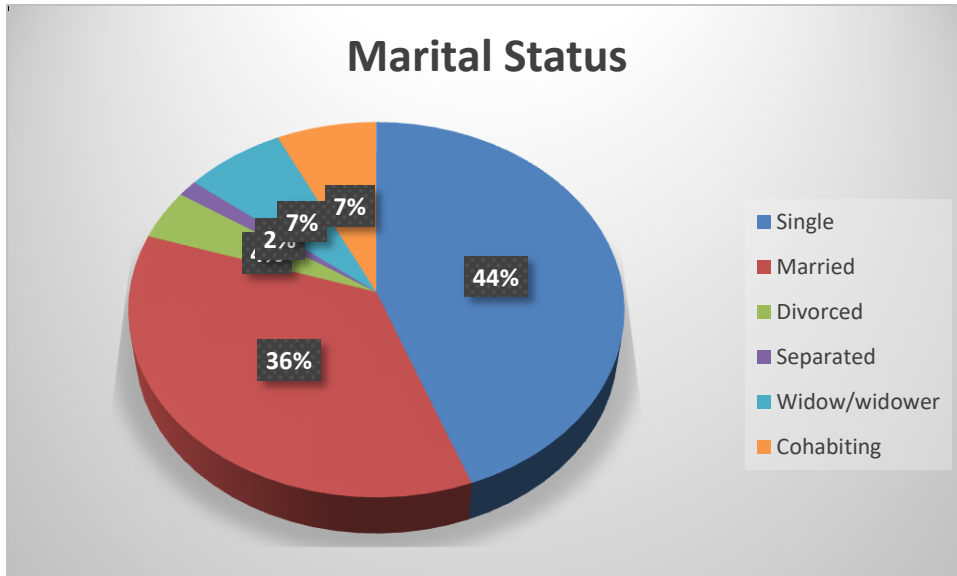


**Figure 4.1: Respondents' Gender**



### 4.3.2 Respondents Marital Status

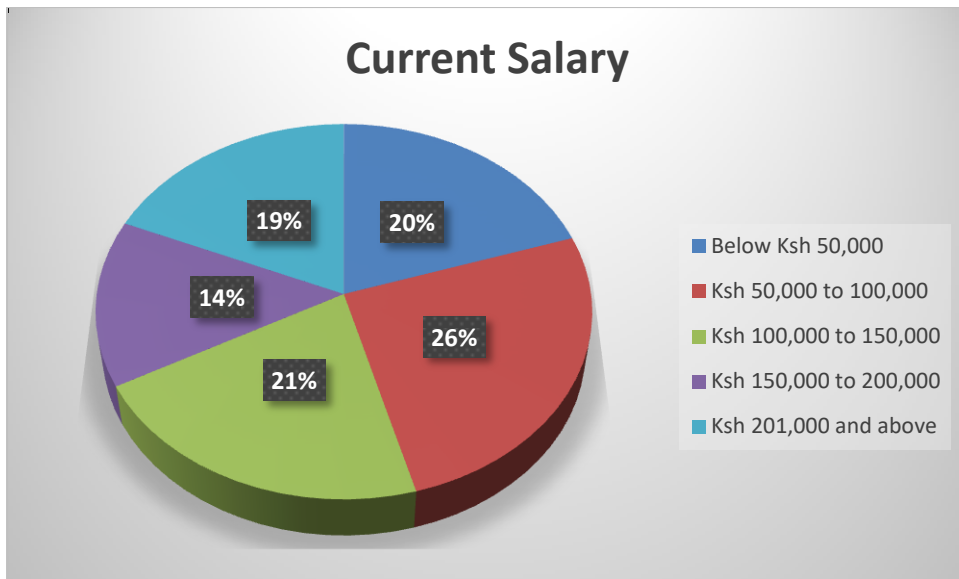
Most of the respondents were single and the least were separated. Of the 70 respondents, 31 (44%) were single, 25 (36%) married, three (4%) divorced, one (1%) separated, five (7%) widowers and widows, and five (7%) cohabiting as shown in Figure 4.2.



**Figure 4.2: Respondents' Marital Status**

### 4.3.3 Respondents Current Salary

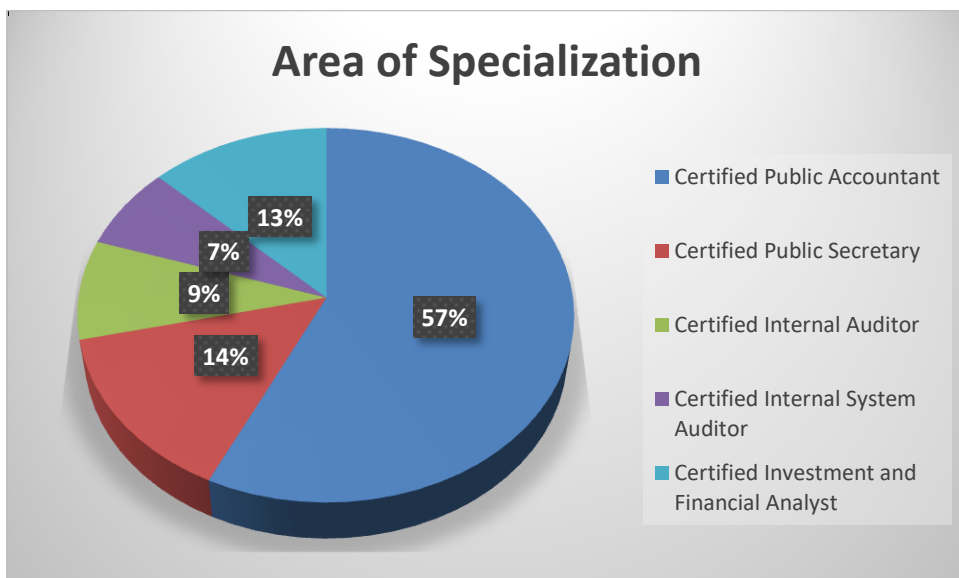
The respondents' salaries ranged from below 50,000 shillings to above 201,000 shillings. Of the 70 respondents, 14 (20%) made a salary of below 50,000 shillings, 18 (26%) had a salary of between 50,000 and 100,000 shillings, 15 (21%) between 100,000 shillings and 150,000 shillings, and 10 (14%) between 150,000 shillings and 200,000 shillings. Lastly, the remaining 13 respondents, representing 19 percent of the study participants had a salary of above 201,000 shillings. Refer to figure 4.3 below.



**Figure 4.3: Respondents' Current Salary**

#### 4.3.4 Respondents Area of Specialization

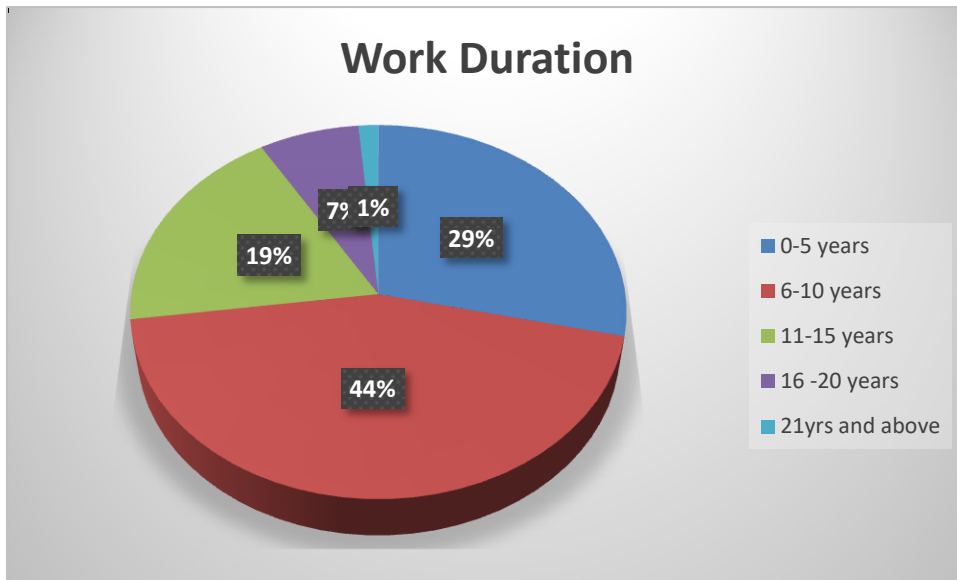
A majority of the respondents, 40 representing 57 percent of the respondents, were Certified Public Accountants. The Certified Internal System Auditor area of specialization had the least number of representatives, five respondents (7%). For the remaining respondents, ten (14%) specialized as Certified Public Secretaries, nine (13%) as Certified Investment and Financial Analysts, and six (9%) as Certified Internal Auditors, as depicted in figure 4.4 below.



**Figure 4.4: Respondents Area of Specialization**

#### 4.3.5 Respondents Work Duration

When asked how long they had worked for the PKF Kenya Audit Firm, the respondents' answers ranged from less than five years to more than 21 years. Twenty respondents (29%) answered that they had worked for the firm for five years or less, 31 (44%) had worked for between six and ten years, 13 (19%) for between 11 and 15 years, five (7%) for between 16 and 20 years, and one for more than 20 years, as shown in figure 4.5 below.

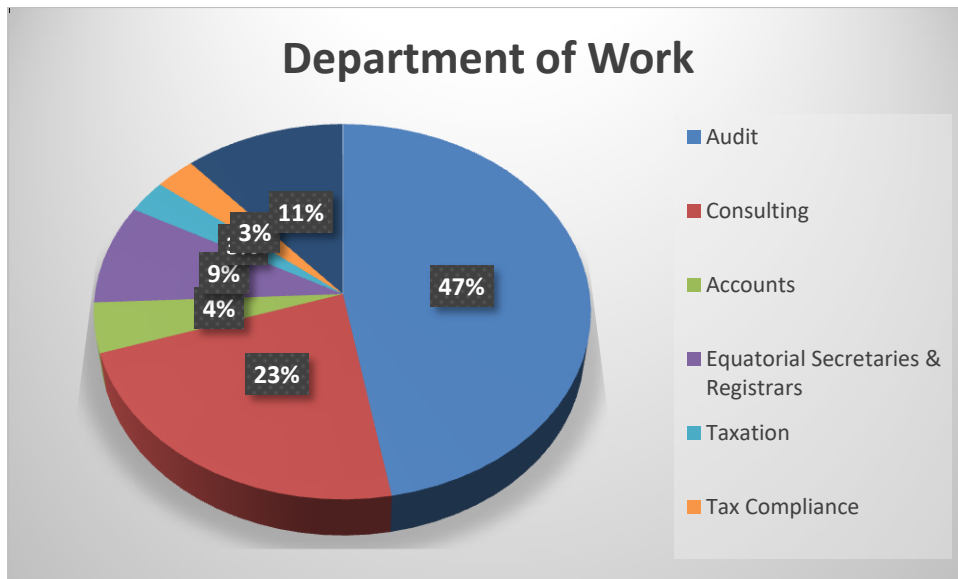


**Figure 4.5: Respondents Work Duration**

As depicted in figure 4.5 below, a majority of the respondents have worked for the firm for six to ten years indicating a good knowledge of the firm's job appraisal systems.

#### 4.3.6 Respondents Department of Work

When asked to state their department of work, 33 respondents (47%) answered the audit department, 16 (23%) answered the consulting department, three (4%) the Accounts department, and six (9%) the Equatorial Secretaries and Registrars department. For the remaining 12 respondents, two (3%) worked in the taxation department, eight (8%) in the administration department, and the last two (3%) in the tax compliance department. Refer to figure 4.6 below.



**Figure 4.6: Respondents Work Department**

As shown in the figure above, the consulting and audit departments had the most respondents, whereas the taxation and the tax compliance departments had the least number of respondents.

#### 4.4 Job Performance Appraisal

Table 4.1 shows the data collected on the job performance appraisal systems within the PKF Kenya Audit Firm.

<b>B1. Performance Management</b>	<b>Mean</b>	<b>Standard Deviation</b>
The firm sets clear objectives and I work towards their achievements.	3.93	0.67
I adhere to the realistic job plans established by my manager, department and the firm.	4.06	0.56
I improve my work through better planning, on-going discussion and participatory appraisals.	4.09	0.56
My performance is defined in my individual work plan and job description.	3.99	0.55
The firm involves employees in planning for the performance.	3.74	0.88

**Table 4.1: Job Performance Appraisal**

Table 4.1 above shows that the respondents worked towards the firm-set objectives, adhered to the realistic job plans set by the firm, the department, and managers, improved their work through better planning, on-going discussion, and participatory appraisals at the means of 3.93, 4.06, and 4.09. The respondents also reported that their performance was defined by their individual work plan and job description and the firm involved employees in planning for the performance at the means of 3.99 and 3.74.

#### **4.5 Effect of Performance Appraisal on Employee Motivation**

The first hypothesis stated that there is no significant relationship between job performance appraisals and employee motivation. Table 4.2 is a depiction of the data obtained on the effect of performance appraisal on employee motivation at PKF Kenya Audit Firm.

<b>B2. Effects of performance appraisal on employee motivation</b>	<b>Mean</b>	<b>Standard Deviation</b>
Performance appraisal is a critical component in the firm.	3.96	0.69
Performance appraisal is based on my roles as an employee.	4.06	0.68
There are predetermined objectives for my evaluation.	3.99	0.69
Performance appraisal process motivates me as an employee of the firm.	4.00	0.59
Performance appraisal has helped me improve my job performance.	4.06	0.61

**Table 4.2: Effects of Job Performance Appraisal on Employee Motivation**

Table 4.2 indicates that the respondents agreed performance appraisal has assisted the, improve their job performance. This statement has the highest mean score, 4.06, compared to the other statements, indicating that, on average, a high proportion of the respondents agreed with the statement. The respondents also agreed that performance appraisal was a vital component in the firm (3.96), the firm’s performance appraisal was based on the respondents’ roles as an employee (4.06), the firm had predetermined objectives for my evaluation (3.99), performance appraisal process motivated the respondents as employees of the firm (4.00), and performance appraisal has helped them improve their job performance (4.06). The findings also indicated a relationship between job performance appraisal and employee motivation among employees at PKF Kenya Audit Firm. The five statements also had a low standard deviation of below one, meaning that the data set values converge at the mean.

#### 4.6 Employee Motivation

Table 4.3 is a portrayal of the data collected on extrinsic and intrinsic motivation factors at PKF Kenya Audit Firm.

<b>C1. Extrinsic Motivation</b>	<b>Mean</b>	<b>Standard Deviation</b>
Training and Development	4.21	0.68
Pay Increase	4.23	0.62
Good Work Environment	4.26	0.58
Good Company Practice	4.27	0.56
Promotion	4.21	0.68
<b>C2. Intrinsic Motivation</b>		
Competence – Drive to do the best	4.03	0.72
Relatedness – Feeling of the belonging to the organization	3.99	0.60
Feeling of recognition	3.97	0.64
Nature of work	4.11	0.55
Feeling of personal achievement	4.20	0.50

**Table 4.3: Employee Motivation Factors**

The respondents identified the availability of extrinsic motivation factors, including training and development, pay increase, good work environment, good company practice, and promotion at the means of 4.21, 4.23, 4.26, 4.27, and 4.21 respectively at PKF Kenya Audit Firm. The respondents also pinpointed competence (drive to do the best), relatedness (feeling of belonging to the organization), feeling of recognition, nature of work, and feeling of personal achievement at means of 4.03, 3.99, 3.97, 4.11, and 4.20, respectively as available intrinsic motivation factors at PKF Kenya Audit Firm. The low standard deviations for both extrinsic and intrinsic motivation factors infer a low variability in the obtained data.

#### 4.7 Career Advancement and Planning

Table 4.4 below indicates the data obtained from training-related statements.

<b>D1. Training</b>	<b>Mean</b>	<b>Standard Deviation</b>
I have received adequate training of on-the-job training in the firm.	4.19	0.64

There are technical resources to support learning and growth in the firm.	4.27	0.61
The training received has impacted my motivation to perform.	4.26	0.53
I consider training as one of the conditions for performance appraisal in my department.	4.26	0.58
My performance gaps are identified for appropriate training programme.	4.10	0.68

**Table 4.4: Training**

The respondents agreed that they had received training of on-the-job training in the firm, there were technical resources to support learning and growth in the firm, and the training received impacted their motivation to perform at the means of 4.19, 4.27, and 4.26, respectively. The respondents also agreed that they considered training as among the conditions for performance appraisal in their departments (4.26), and their performance gaps were identified for the appropriate training program (4.10). The low standard deviation scores suggest that the collected data had a low spread from the mean. Generally, these findings suggest that the respondents agreed that PKF Kenya Audit Firm offered adequate on-the-job training, technical resources to foster learning and employee growth, utilized training as among the conditions for performance appraisal, and identified performance gaps for the adequate training programme. Finally, they also agreed that the training they received impacted their motivation to perform.

Besides training, the respondents also reported that the firm offered their employees' career advancement opportunities. Table 4.5 shows the obtained responses.

<b>D2. Career Advancement</b>	<b>Mean</b>	<b>Standard Deviation</b>
The firm supports my development and career aspirations.	4.10	0.59
My manager coaches and mentors me to raise my level of competence.	4.09	0.61
I continuously seek to develop myself professionally.	4.41	0.58
I am involved and consulted in career development by my superiors/managers.	4.23	0.75
The firm sponsors staff for further studies or personal development programs.	4.19	0.64

**Table 4.5: Career Advancement**

The respondents agreed that the firm promoted their development and career aspirations, and their managers mentored and coached them to raise their level of competence at the means of 4.10 and 4.09, respectively. The respondents also agreed that they continuously sought to develop themselves professionally, were involved and consulted in career development by their managers or superiors, and that the firm sponsored staff for further studies or personal development programs at the means of 4.41, 4.23, and 4.19, respectively. The low standard deviation across the data indicates a low variability on the obtained data from the mean.

#### **4.8 The Relationship Between Intrinsic and Extrinsic Motivation and Career Development**

The second hypothesis sought to test whether there was a relationship between intrinsic and extrinsic motivation and career development. The researcher utilized regression analysis in determining the relationship between intrinsic and extrinsic motivation and career development. Table 4.6 below shows the regression statistics for the intrinsic motivation and career development variables.

##### **SUMMARY**

##### **OUTPUT**

<i>Regression Statistics</i>	
Multiple R	0.305843885
R Square	0.093540482
Adjusted R Square	0.080210195
Standard Error	0.569144951
Observations	70

##### **ANOVA**

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	2.273033708	2.273034	7.017139	0.010029301
Residual	68	22.02696629	0.323926		
Total	69	24.3			



	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	2.973033708	0.430836979	6.9006	2.14E-09	2.113311902	3.8327555
Intrinsic Motivation	0.26741573	0.100950134	2.648988	0.010029	0.065972874	0.4688586

**Table 4.6: The Relationship Between Intrinsic Motivation and Career Development**

The regression statistics, in Table 4.6 above, depicted a correlation coefficient (Multiple R) value of 0.31, which indicated a moderate to strong positive relationship existed between intrinsic motivation and career development. Additionally, the Significance F value of 0.01 showed that the results were statistically significant because the acquired value was less than 0.05. Thus, the regression statistics found a significant positive relationship between intrinsic motivation and career development.

Table 4.7 below comprise the regression analysis results between extrinsic motivation and career development.

#### SUMMARY

#### OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.029348364
R Square	0.000861326
Adjusted R Square	-0.013831889
Standard Error	0.502715935
Observations	70

#### ANOVA

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.014814815	0.014815	0.0586207	0.809418147
Residual	68	17.18518519	0.252723		
Total	69	17.2			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper</i>
--	---------------------	-----------------------	---------------	----------------	------------------	--------------

						95%
Intercept	4.098765432	0.422417594	9.703112	1.844E-14	3.255844247	4.941687
Extrinsic Motivation	0.024691358	0.101981058	0.242117	0.8094181	0.178808676	0.228191

**Table 4.7: The Relationship Between Extrinsic Motivation and Career Development**

According to the regression analysis results in table 4.7 above, a weak positive relationship existed between extrinsic motivation and career development as indicated by Multiple R value of 0.03. The Significance F value of 0.05 indicated the statistical significance of the results. Therefore, both regression statistic results indicated that a positive relationship existed between intrinsic and extrinsic motivation and career development. These findings supported the rejection of the null hypothesis, “There is no significant relationship between intrinsic and extrinsic motivation and career development.”

#### 4.9 The Relationship Between Employee Motivation and Career Advancement

The third hypothesis tested whether there was a significant relationship between employee motivation and career advancement. The researcher utilized the regression analysis statistical tool in determining the relationship between employee motivation and career advancement. Table 4.6 below shows the regression statistics results depicting the relationship between employee motivation and career advancement at PKF Kenya Audit Firm.

<i>Regression Statistics</i>	
Multiple R	0.522285
R Square	0.272781
Adjusted R Square	0.262087
Standard Error	0.373363
Observations	70

#### ANOVA

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	3.555663	3.555663	25.50693	3.52827E-06
Residual	68	9.479194	0.1394		
Total	69	13.03486			

	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
<i>Coefficients</i>					

Intercept	1.911227	0.457064	4.18153	8.48E-05	0.999169627	2.823284
Employee						
Motivation	0.553768	0.109647	5.050438	3.53E-06	0.334969594	0.772566

**Table 4.8: Regression Statistics Results**

The Multiple R value of 0.5 means a strong positive relationship between the two variables (employee motivation and career advancement). The significance value is below 0.05 showing that the results were statistically significant. The p-value is lower than the significance level of 0.95, meaning that the data offers adequate evidence to reject the null hypothesis, “there is no significant relationship between employee motivation and career advancement.” These findings suggest that there is a significant relationship between employee motivation and career advancement.

#### **4.10 The Overall Relationship Between Job Performance Appraisal and Career Advancement and Employee Motivation**

The fourth hypothesis aimed to test the relationship between job performance appraisal, career advancement, and employee motivation. Table 4.7 below shows the ANOVA results obtained after the analysis of the relationship between job performance and career advancement and employee motivation.

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.26596	2	0.13298	12.06	0.00018	3.35413
Within Groups	0.29771	27	0.01103			
Total	0.56367	29				

**Table 4.9: ANOVA Results**

The ANOVA results in table 4.6 above indicate a low p-value of 0.00018. The obtained p-value is less than the significance value (0.05), signifying that the null hypothesis, “there is no significant effect on overall relationship between job performance appraisal, career advancement and employee motivation,” should be rejected. Thus, the study concluded that there was a significant relationship between job performance appraisal, career advancement and employee motivation.

#### 4.11 Correlation between Demographic Variables, Performance Appraisal, Motivation, and Career Advancement

Table 4.10 depicts the correlation matrix between demographic variables (gender, marital status, current salary, specialization, work years, and department), employee motivation, performance appraisal, and career advancement to determine whether extraneous variables had influence.

	<i>Gender</i>	<i>Marital Status</i>	<i>Current Salary</i>	<i>Specialization</i>	<i>Work Years</i>	<i>Department</i>	<i>Performance Appraisal</i>	<i>Motivation</i>	<i>Career Advancement</i>
<b>Gender</b>	1								
<b>Marital Status</b>	0.035014	1							
<b>Current Salary</b>	0.162807	0.232322	1						
<b>Specialization</b>	-0.04264	0.172623	0.159535	1					
<b>Work Years</b>	0.122702	0.313053	0.372209	0.239326	1				
<b>Department</b>	0.162802	0.190478	0.020918	0.306693	0.171163	1			
<b>Performance Appraisal</b>	0.230488	-0.00159	0.236163	-0.02709	0.256351	-0.16426	1		
<b>Motivation</b>	0.101511	-0.07934	0.255327	0.124901	0.262488	-0.18661	0.498085661	1	
<b>Career Advancement</b>	-0.09771	-0.04958	-0.01467	0.045122	0.132411	-0.26458	0.16725319	0.522285	1

**Table 4.10: Correlation Matrix Results**

According to Table 4.10, gender (0.101), current salary (0.255), specialization (0.125), and work years (0.262) are slightly positively correlated to employee motivation. Contrarily, the marital status and department variables are slightly negatively correlated to employee motivation. However, all the correlation variables are so close to zero signifying there is no strong evidence for a significant relationship between demographic variables and employee motivation. Similarly, the correlation variables of the demographic variables and career advancement and performance appraisal are very close to zero indicating that is no strong evidence for a significant relationship between demographic variables and career advancement or performance appraisal. Contrarily, a strong correlation existed between performance appraisal and motivation as well as between motivation and career advancement. These results indicate that the demographic variables had no influence on performance appraisal, employee motivation, and career advancement.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS, AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter synthesises the study findings and the results of existing literature on the topic. Also discussed are the conclusions and recommendations to improve PKF Kenya Audit Firm's job performance appraisal, employee motivation, and career advancement systems. The final segment is the suggestions for future studies.

**5.2 Study Findings**

The study aimed to explore the effects of job performance appraisal on employee motivation and career advancement among employees at a PKF, an international audit firm based in Nairobi, Kenya. Four hypotheses were developed. The hypotheses encompassed "there is no significant relationship between job performance appraisals and employee motivation," "there is no significant relationship between intrinsic and extrinsic motivation and career development," "there is no significant relationship between employee motivation and career advancement," and "there is no significant relationship between job performance appraisal, career advancement, and employee motivation."

Concerning the first hypothesis, the study found that performance appraisal had an effect on employee motivation. The respondents recognized performance appraisal as a vital component of the firm. They also reported that performance appraisal motivated them as employees to improve their job performance. Thus, the findings determined that performance appraisal had an effect on career advancement and employee motivation. Hence, the study findings concluded that there is a relationship between job performance appraisal and employee motivation.

The second hypothesis sought to determine the relationship between intrinsic and extrinsic motivation and career development among employees at PKF. The study findings identified several types of extrinsic and intrinsic motivation utilized at PKF Kenya Audit Firm. The extrinsic motivation factors comprised training and development, pay increase, good work environment, good company practice, and promotion. The identified intrinsic motivation factors included competence (drive to do the best), relatedness (feeling of belonging to the organization), feeling of recognition, nature of work, and feeling of personal achievement. The respondents also reported that they sought to continually develop themselves professionally, implying the employees' drive to realize career growth. The researcher

utilized regression analysis in determining the relationship between the variables. The regression statistics found a significant positive relationship between intrinsic motivation and career development. The regression analysis results also indicated a weak positive relationship existed between extrinsic motivation and career development. Therefore, the researcher concluded that a positive relationship existed between intrinsic and extrinsic motivation and career development, thus supporting the rejection of the null hypothesis, “There is no significant relationship between intrinsic and extrinsic motivation and career development.”

The third hypothesis intended to determine the relationship between employee motivation and career advancement among employees at PKF Kenya Audit Firm. The researcher utilized the regression analysis statistical tool in determining the relationship between employee motivation and career advancement. The regression statistic results found a strong positive relationship between the two variables, employee motivation and career advancement. The research findings also offered enough evidence to reject the null hypothesis. Therefore, the study concluded that there is a significant relationship between employee motivation and career advancement.

The fourth hypothesis sought to determine the overall relationship between job performance appraisal and career advancement and employee motivation among employees at PKF. The descriptive study found that the firm promoted their development and career aspirations, and their managers mentored and coached them to raise their level of competence. The respondents also agreed that they continuously sought to develop themselves professionally, were involved and consulted in career development by their managers or superiors, and that the firm sponsored staff for further studies or personal development programs. Alternatively, ANOVA was utilized in determining the relationship between job performance appraisal, career advancement, and employee motivation. The ANOVA findings supported the rejection of the null hypothesis, “there is no significant effect on overall relationship between job performance appraisal, career advancement and employee motivation.” Therefore, the study determined that there was a significant effect on the overall relationship between job performance appraisal, career advancement, and employee motivation.

Finally, the researcher conducted a regression analysis to determine whether extraneous variables affected the study results. The study used a correlation matrix between demographic variables (gender, marital status, current salary, specialization, work years, and department), employee motivation, performance appraisal, and career advancement to determine whether extraneous variables had influence on the study findings. All the demographics’ correlation

variables were so close to zero indicating that there was no strong evidence for a significant relationship between demographic variables and career advancement, employee motivation, or performance appraisal. The study concluded that the demographic variables had no influence on performance appraisal, employee motivation, and career advancement.

## **5.3 Discussion**

### **5.3.1 The Relationship Between Performance Appraisal and Employee Motivation**

The first hypothesis stated that “there is no significant relationship between job performance appraisals and employee motivation. The study findings found that was relationship between job performance appraisal and employee motivation. The study findings determined that performance appraisal had a significant effect on employee motivation at PKF Kenya Audit Firm. The study found that the firm set clear objectives and realistic job plans. The employees also improved their work through better planning, ongoing discussion, and participatory appraisals, their individual job description and work plan defined their performance, and the firm engaged employees in planning for the performance appraisal. The findings also demonstrated that performance appraisal motivated the PKF Kenya Audit Firm employees. Thus, the study determined that performance appraisal had a significant effect on employee motivation at PKF Kenya Audit Firm.

Alfes et al. (2013) described performance appraisal as the intermittent evaluation of an employee’s performance assessed against assumed necessities of the activity expressed. The literature review section identified three commonly used and recognized performance appraisal systems. These systems include the multi-rater or 360-degree performance appraisal, graphical rating scales, and management by objectives (MBOs). However, the three systems differed in their applicability and effectiveness in enhancing employee motivation. Oz and Seren (2012) identified the 360-degree performance appraisal system as applicable in contemporary organizations in facilitating cultural change and reinforcing business strategies, core values, executive development, succession planning systems, and organizational development. The literature review also found several drawbacks linked to the 360-degree performance appraisal system including the introduction of a bias element. Majid (2016) identified the graphical rating scales as the oldest and the most commonly utilized method in organizations for employees’ appraisal. Their increased usability was because of the graphical rating scales’ inexpensiveness and ease of administration and development. Alternatively, the graphical rating scales were also attributed to numerous drawbacks including failure to withstand legal scrutiny because of vague performance dimensions and

strictness and halo issues. Of the three performance appraisal systems, the MBO approach was the most recommended because its empirical testing demonstrated the efficacy of the method as a performance appraisal tool. Econometric results endorsed the use of the MBO approach because enhances employees' effectiveness and motivation by presenting a clear definition of results, informing the employees what is required of them, and notifying them of the criteria that their work will be evaluated (Islami, Muloli, & Mustafa, 2018). Nonetheless, despite the form of performance appraisal system used, performance appraisal was attributed to improved employee motivation.

Complementarily, Swan (2012) explained the correlation between performance appraisal and motivation as caused by improved employee morale for performance appraisal systems ensure the clear articulation of the employer's priorities and pinpointing of areas that employees have done extremely well, thus motivating them to do better. Alternatively, Cardy and Leonard (2011) posited that performance appraisal also assists employees in correcting deficiencies and flaws in cases where their performance is below expectations, hence encouraging enhanced performance.

Additionally, Khan (2012) asserted that as the employee's performance and skills develop, their prospects for promotion increase, and they gain improved abilities to perform their jobs effectively and efficiently. The connection between skills development and improved performance explains the reason why organizations conduct training exercises. In PKF's context, the study findings identified training as among the conditions for performance appraisal. The findings also found that the firm offered technical resources to foster growth and learning and identified performance gaps as essential components in creating appropriate training programs. The offered training programmes also impacted the employees' motivation to perform, which in turn enhances career advancement. Therefore, the study determined that performance appraisal had an effect on employee motivation at the firm.

### **5.3.2 The Relationship Between Intrinsic and Extrinsic Motivation and Career Development**

The second hypothesis sought to determine the relationship between intrinsic and extrinsic motivation and career development. The regression statistics found a significant positive relationship between intrinsic motivation and career development. The regression analysis results also indicated a weak positive relationship existed between extrinsic motivation and career development. Therefore, the study findings concluded that a positive relationship existed between intrinsic and extrinsic motivation and career development, thus supporting



the rejection of the null hypothesis, “There is no significant relationship between intrinsic and extrinsic motivation and career development.”

The study findings determined that the PKF Kenya Audit Firm had numerous extrinsic and intrinsic motivation factors. The obtained extrinsic motivation factors comprised training and development, pay increase, good work environment, good company practice, and promotion. Ryan and Deci (2000) established that extrinsic motivation could vary depending on how autonomous it is and can represent either external control or true self-regulation. Nonetheless, while extrinsic variables of motivation such as pay are widely believed to have a beneficial impact on employee motivation, Lee and Whitford (2007) noted that excessive emphasis on extrinsic motivating factors could distract the worker from focusing on the job.

On the other hand, Lin (2007) defined intrinsic motivation as when employees participate in an activity out of curiosity, for the sake of the activity, and for the satisfaction that the experience of participating in that activity will bring them. The study findings determined intrinsic motivation factors in PKF Kenya Audit Firm as consisting competence (drive to do the best), relatedness (feeling of belonging to the organization), feeling of recognition, nature of work, and feeling of personal achievement. Nasri and Charfeddine (2012) also asserted that intrinsic motivators could be more effective than extrinsic motivators in motivating employees because employees perceive them as a more certain outcome of performing a task than extrinsic outcomes. These findings infer intrinsic motivators are more effective than extrinsic motivators in enhancing employees’ performance, suggesting that extrinsic and intrinsic motivation impacts career development.

### **5.3.3 The Relationship between Employee Motivation and Career Advancement**

The third hypothesis intended to determine the relationship between employee motivation and career advancement. The regression statistic results found enough evidence to reject the null hypothesis, “there is no significant relationship between employee motivation and career advancement.” The study concluded there was a strong positive relationship between the two variables, employee motivation and career advancement.

The study findings determined that a significant relationship between employee motivation and career advancement existed. Similarly, Edrak et al. (2013) found a correlation between employee motivation and career advancement. Cole (2002) identified people as an organization's most valuable single asset and people as capable of releasing their latent energy and creativity in the service of the enterprise through collaborative efforts.

Saleemi (2009) also posited that motivation was a continuous process because it dealt with humans, a constantly changing entity that modifies itself at all times. The study also asserted that people must be stimulated to work at all times because satisfying one need leads to the fulfilment of another. In this context, stimulation occurs through motivation, which translates to enhanced career growth. Additionally, the study found that the PKF Kenya Audit Firm offered their employees' career advancement opportunities. The study findings established that the firm promoted their development and career aspirations, and their managers mentored and coached them to raise their level of competence. The employees also agreed that they continuously sought to develop themselves professionally, were involved and consulted in career development by their managers or superiors, and that the firm sponsored staff for further studies or personal development programs.

#### **5.3.4 The Overall Relationship between Job Performance Appraisal, Employee Motivation, and Career Advancement**

The fourth hypothesis sought to test the relationship between job performance appraisal, career advancement, and employee motivation. ANOVA results supported the rejection of the null hypothesis, “there is no significant effect on overall relationship between job performance appraisal, career advancement and employee motivation.” Thus, the study findings determined that there was a significant relationship between job performance appraisal, career advancement and employee motivation. Similarly, Anthony and Weide (2015) found a significant relationship between career advancement, motivation, and job performance, where career positively impacted both motivation and job performance. Manggis, Yuesti, and Sapta (2018) found that career advancement had a positive and significant influence on employee performance and career advancement had a significant and positive impact on employee motivation.

Complementarily, Kabu (2018) found that job performance appraisals influenced the output of employees and the potential outcome on the firms. Huang et al. (2011) backed up these findings by positing that employee motivation enhanced career development in employees. Besides the in-group relationships, the study also found a significant relationship between the three variables because job performance appraisal impacted both employee motivation and career advancement. Alternatively, Kurniawan, Rivai, and Suharto (2018) linked motivation and career advancement as simultaneously affecting job performance. Suyanto, Sapta, and Sudja (2018) found a positive correlation between career advancement and employee performance as well as an impact of work motivation as a mediator on the indirect effect of

career advancement on job performance proving motivation as a significant intervening variable in the relationship between career advancement and job performance. Novitayanti, Doddy, and Nasution (2020) found that motivation and career advancement affected employee performance.

In the Kenyan context, Kakui and Gachunga (2016) found that Kenyan companies utilized career development to bridge the gap between current and expected future performance. The study further posited that the Kenyan public sector employees despite training remained stagnant with no proof of career advancement and the prevailing work situation was one of low motivation, poor service delivery, and low work performance. Similarly, Pillay, Dawood, and Karodia (2015) identified the lack of career advancement after training as a significant concern for both management and employees in modern organizations across the global context. Nevertheless, the combination of the literature review and the study findings indicated that there was a significant relationship between the three variables, job performance appraisal, employee motivation, and career advancement.

#### **5.4. Correlation between Demographic Variables, Job Performance Appraisal, and Career Advancement**

In determining whether extraneous variables influenced the study, the researcher conducted the correlation matrix between demographic variables (gender, marital status, current salary, specialization, work years, and department), employee motivation, performance appraisal, and career advancement. The study findings found that the demographics' correlation variables were so close to zero indicating that there was no strong evidence for a significant relationship between demographic variables and career advancement, employee motivation, or performance appraisal. The study concluded that the demographic variables had no influence on performance appraisal, employee motivation, and career advancement.

Contrarily, Urosevic et al. (2016) found that individuals' amount of personal income, age, years of work experience, level of educational attainment, and gender affect motivation. Complementarily, Heidarian et al. (2015) found that years of service, age, gender, marital status, and academic degree influence motivational factors like working conditions, organizational policies, attractiveness of job supervision, recognition, job security, pay, equity, interpersonal relations, education and development, responsibility, recognition, and advancement. Hatinoglu and Ergun (2020) found demographic variables of working position, weekly and daily working times, income status, occupation, and age affected extrinsic and intrinsic motivation.

Despite the association of demographic variables to employee motivation, an examination of existing literature on the subject matter found a lack of studies on of job performance appraisal, motivation, and career advancement. Nevertheless, the current study explored this research gap. Thus, the study concluded that there was no strong evidence for a significant relationship between demographic variables and career advancement or performance appraisal, indicating that the demographic variables had no influence on performance appraisal, employee motivation, and career advancement.

#### **5.4 Conclusions**

The current research aimed to explore the effects of job performance appraisal on employee motivation and career advancement among employees at a PKF, an international audit firm based in Nairobi, Kenya. The research also intended to test four hypotheses. Regarding the first hypothesis, the study found that there was a significant relationship between job performance appraisal and employee motivation. The literature review also confirmed that job performance appraisal had an effect on employee motivation by providing the employees information on what they had done over their employment cycle, thus motivating them to utilise the information as a reference point to enhance their future performance.

The second hypothesis sought to determine the relationship between intrinsic and extrinsic motivation on career development among employees at PKF. The study found that there was a significant relationship between intrinsic and extrinsic motivation and career development. Complementarily, existing studies found a significant correlation between intrinsic and extrinsic motivation on career development.

The third hypothesis intended to determine the relationship between employee motivation and career advancement among employees at PKF Kenya Audit Firm. The found that there was a significant relationship between employee motivation and career advancement. The literature review established that career advancement served as a strong motivator for employees.

The fourth hypothesis sought to determine the overall relationship between job performance appraisal and career advancement and employee motivation among employees at PKF. The study found that there was a significant relationship between job performance appraisal, career advancement, and employee motivation. Besides, the study also found that demographic variables had no influence on performance appraisal, employee motivation, and career advancement. Therefore, the study concluded that extraneous variables had no impact

on the study, thus indicating that demographic variables did not affect the current study's results.

### **5.5 Recommendations**

The current study found that job performance appraisal had a significant effect on employee motivation and career advancement at PKF Kenya Audit Firm. These findings suggest that PKF Kenya Audit Firm should continue implementing an effective job performance appraisal system to improve employee motivation and career advancement. The study also found a significant relationship between employee motivation and career advancement. These findings indicate that PKF Kenya Audit Firm should implement diverse motivating factors, ranging from intrinsic and extrinsic factors, based on employee expectations and needs. The study also established that intrinsic motivators were more effective than extrinsic motivators in enhancing career growth. As such, the firm should consider focusing more on employing intrinsic motivators in enhancing their employees' performance and career advancement.

### **5.6 Suggestions for Future Study**

The current study's findings stemmed from a sample size of 70 respondents. The low sample size reduces the results' generalizability. For increased generalizability, future studies should consider using larger sample sizes. Besides, the study parameters were limited to the PKF Kenya Audit Firm meaning that the obtained findings are only applicable in explaining the effect of job performance appraisal on employee motivation and career advancement. Future studies should contemplate broadening their study parameters past one company to include numerous companies within a certain industry.

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Walker, R. M., Damanpour, F., & Devece, C. A. (2011). Management innovation and organizational performance: The mediating effect of performance management. *Journal of Public Administration Research and Theory*, 21(2), 367- 386.

## APPENDIX I: QUESTIONNAIRE

INSTRUCTIONS: please put 'x' in the appropriate box

### SECTION A: BACKGROUND INFORMATION ABOUT THE RESPONDENTS

1. What is your gender?

1.1	Male	
1.2	Female	

2. Marital Status?

2.1	Single	
2.2	Married	
2.3	Divorced	
2.4	Separated	
2.5	Widow/Widower	
2.6	Cohabiting	

3. Current Salary

2.1	Below Ksh 50,000	
2.2	Ksh 50,000 to 100,000	
2.3	Ksh 100,000 to 150,000	
2.4	Ksh 150,000 to 200,000	
2.5	Ksh 201,000 and above	

4. What is your area of specialization?

4.1	Certified Public Accountant	
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4.2	Certified Public Secretary	
4.3	Certified Internal Auditor	
4.4	Certified Internal System Auditor	
4.5	Certified Investment and Financial Analyst	

5. How long have you worked with the firm?

4.1	0-5 years	
4.2	6-10 years	
4.3	11-15 years	
4.4	16 -20 years	
4.5	21yrs and above	

6. Please state your department of work.

5.1	Audit	
5.2	Consulting	
5.3	Accounts	
5.4	Equatorial Secretaries & Registrars	
5.5	Taxation	
5.6	Tax Compliance	
5.7	Administration	

## SECTION B: JOB PERFORMANCE APPRAISAL

Please indicate the extent to which you feel that the indicated statements apply to you by putting an ‘X’ in the appropriate block

5= Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2= Disagree, 1= Strongly Disagree

B1	Performance Management	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Disagree Strongly
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1.	The firm sets clear objectives and I work towards their achievements					
2.	I adhere to the realistic job plans established by my manager, department and the firm					
3.	I improve my work through better planning, on-going discussion and participatory appraisals					
4.	My performance is defined in my individual work plan and job description					
5.	The Firm involves employees in planning for the performance					
B2	Effects of performance appraisal on employee motivation	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Disagree Strongly
1.	Performance appraisal is a critical component in the firm					
2.	Performance appraisal is based on my roles as an employee					
3.	There are predetermined objectives for my evaluation					
4.	Performance appraisal process motivates me as an employee of the firm					
5.	Performance appraisal has helped me improve my job performance					



### SECTION C: EMPLOYEE MOTIVATION

Please indicate the extent to which you feel that the indicated statements apply to you by putting an X in the appropriate block

5= Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2= Disagree, 1= Strongly Disagree

C1	Extrinsic Motivation	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Disagree Strongly
1	Training and Development					
2	Pay Increase					
3	Good Work Environment					
4	Good Company Practice					
5	Promotion					
C2	Intrinsic Motivation	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Disagree Strongly
1	Competence – Drive to do the best					
2	Relatedness – Feeling of the belonging to the organization					
3	Feeling of recognition					
4	Nature of work					
5	Feeling of personal achievement					

**SECTION D: CAREER ADVANCEMENT & TRAINING**

Please indicate the extent to which you feel that the indicated statements apply to you by putting an X in the appropriate block.

5= Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2= Disagree, 1= Strongly Disagree

D1	Training	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Disagree Strongly
1	I have received adequate training of on-the-job training in the Firm					
2	There are technical resources to support learning and growth in the firm					
3	The training received has impacted my motivation to perform					
4	I consider training as one of the conditions for performance appraisal in my department					
5	My performance gaps are identified for appropriate training programme					
D2	Career Advancement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Disagree Strongly

1	The firm supports my development and career aspirations					
2	My manager coaches and mentors me to raise my level of competence					
3	I continuously seek to develop myself professionally					
4	I am involved and consulted in career development by my superiors/managers					
5	The firm sponsors staff for further studies or personal development programs					

## APPENDIX II: INTRODUCTION LETTER



**UNIVERSITY OF NAIROBI**  
**FACULTY OF ARTS**  
**DEPARTMENT OF PSYCHOLOGY**

Telegrams: Varsity Nairobi  
Telephone: 318262 ext.28439/28194  
Telex: 22095

P.O. BOX 30197  
NAIROBI  
KENYA  
EAST AFRICA

June 25, 2021

The Chief Executive Officer  
National Commission for Science Technology and Innovation  
P. O. Box 30623-00100  
Nairobi

Dear Sir/Madam:

**RE: INTRODUCTION- LYDIA WAMBUI MACHARIA (C50/24111/2019)**

The above mentioned is a student in the Department of Psychology pursuing a Master of Psychology (Organizational/Industrial Psychology). She has completed the coursework and defended her research proposal.

This letter therefore is to introduce her to you to enable her to collect data on "Effects of Job Performance Appraisal on Employee Motivation and Career Advancement: A Case of PKF (Kenya) Audit Firm."

Your support is highly appreciated.

Yours sincerely,

A handwritten signature in blue ink that reads "Michael M. Ndurumo".

Prof. Michael M Ndurumo, Ph.D., HSC, SIOP  
Acting Chairman  
Department of Psychology

### APPENDIX III: RESEARCH CONSENT FORM

 REPUBLIC OF KENYA	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: 316666	Date of Issue: 12/July/2021
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Miss. Lydia Wambui Macharia of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: Effects of Job Performance Appraisal on Employee Motivation and Career Advancement for the period ending : 12/July/2022.</b>	
License No: NACOSTI/P/21/11748	
316666 Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code 
<b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR. Code using QR scanner application.</b>	