FACTORS AFFECTING IMPLEMENTATION OF PERFORMANCE MANAGEMENT SYSTEMS ON THE STAFF OF TSC HEADQUARTERS IN NAIROBI

BY

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DECLARATION

This research project is my original work and has not been presented for examination in any university or other educational institution.

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Acknowledgement

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Above all, glory to God.
Dedication

This research project is dedicated to my Mum, my Husband and my children Virginia and Hansel with much love.
ABSTRACT

Performance management is a human resource practice aimed at directing and supporting employees to work effectively and efficiently so as to achieve the goals and objectives of an organization as a whole. However, in many organizations, it is not carried out effectively and it's done as a matter of formality without any consideration of its effects on the employee performance and the delivery of services in an organization. Because so many constraints have arisen in the past in the design and implementation of performance management systems, many have questioned their worth. With proper design and implementation, it is possible however to have an effective performance management system in place that can make a useful contribution to the organization by enhancing employee performance as well as ensuring that the goals and objectives of an organization are effectively achieved.

This study endeavored to analyze the factors affecting effective implementation of performance management systems such as training and sensitization of staff, employee involvement/participation, the structure and reporting positions, terms and conditions of services/employment contracts as well as change and its resistance. The study was carried out at the Teachers Service Commission, which is its headquarters based in Nairobi.

The target population was senior and middle-level staff in this commission, and the method of sample selection was stratified form of sampling. Questionnaires were used to collect information from the employees both the senior and the middle level staff, and to a small extent, oral interviews will be used.

Data analysis was done using descriptive statistical techniques which included frequencies, percentages, graphs, and charts. The information so analyzed was interpreted, and findings and recommendations were given accordingly.
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List of Abbreviations

TSC-Teachers Service Commission
HRM-Human Resource Management
M.B.O- Management by Objectives
TQM-Total Quality Management
PRP-Performance Related Pay
PM-Performance Management
DEFINITION OF TERMS

Performance Management-It is a continuous and flexible process that involves managers and those whom they manage acting as partners within a framework that sets out how they can best work together to achieve the required results.

Performance contracts-Are also known as performance agreements. They define expectations results to be achieved and the competencies required to achieve these results.

Performance-It is effective and efficient work which also considers personal data such as measures of accidents, turnover, absence and tardiness. It is simply a record of a person’s accomplishments.

Objectives-These concise statements of expected accomplishments measurable in quantifiable and qualitative sense.

Performance targets-These are short term actions which gauge the organization’s progress and when accumulated over result in achievement of its goals. They represent the intended outcomes of the organization’s efforts to meet the day to day needs of its customers and other direct stakeholders.
CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The idea of performance management is far from new—it has long been recognized that performance needs to be managed. This is true whether we are concerned with performance at the organizational, individual level or any level in between. Williams (2002). Performance management as defined by Armstrong (1994) is a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and attribute/competence requirements. He further explains that it's a process for establishing shared understanding about what is to be achieved and an approach to managing and developing people in a way which increases the probability that it will be achieved in the short and the long term. It is owned and driven by line managers.

Holden & Beardwell (2001) agree that performance management is not simply the appraisal of individual performance; it is an integrated and continuous process that develops, communicates and enables the future direction, core competence, and values of the organization, and helps to create a horizon of understanding. Hendry et al (1997) notes that it identifies who or what delivers the critical performance with respect to business strategy and objectives and ensures that performance is successfully carried out.

Armstrong, (1994) argues that effective performance management ensures that employees and managers understand each others expectations, and how corporate strategy and objectives impact on their own context—their roles, behaviours, relationships and interactions, rewards and futures. It also ensures that employees and managers know how to meet those expectations and goals, and are supported in doing so. Hence performance management is a holistic process that ensures the following are developed and effectively carried out: setting of corporate, department, team and individual
objectives, performance appraisal system, reward strategies and schemes, training and development strategies and plans, feedback, communication and coaching, individual career planning and mechanisms for monitoring the effectiveness of performance management system interventions.

Performance management incorporates the effective day to day management and support of people and is not simply concerned with appraisal forms, procedures and interviews, or the paternalistic evaluation by a superior of a subordinate’s performance. Connock (1991) argues that performance management aims to clarify the organization’s needs for business performance and setting up a process which ensures that it’s delivered. He further says that this can only be done with a high level of strategic alignment of all the processes involved in the management and development of people throughout the entire organization. Each policy, procedure, system and process which relates to the development of people must be mutually reinforcing if the organization is to ensure that a clear message goes out about the direction in which it’s going and the individual performance which is required to enable it get the. According to Williams (1995) performance management principles need to apply two concepts. These are: Performance-this is the achievement of agreed targets Competence-this is the development of skills and knowledge required to survive in the current and future business environment.

According to Campbell (1990) the essence of performance management is the development of individuals with competence and commitment working towards the achievement of shared meaningful objectives within an organization, which supports and encourages that achievement. Performance management processes have come to the fore in the recent years in management practice as a means of providing a more integrated and continuous approach to the management of performance than was provided by previous isolated and often inadequate merit rating and performance appraisal schemes. Performance management is based on the principle of management by agreement or contract rather than management by command. It emphasizes development and initiation of self-managed learning plans as well as the integration of individual and corporate objectives. It can play a major role in providing for an integrated and coherent range of H.R.M processes which are mutually supportive and contribute as a whole to improving organizational effectiveness.
1.2 The Teacher’s Service Commission

The Teacher’s Service Commission (T.S.C) is a body corporate established on 1st July 1967 by an Act of Parliament Cap 212, Laws of Kenya (Legal Notice No.2 of 1967). Sec (14) of the first schedule in the T.S.C Act provides that “the commission may with the consent of the minister, employ such officers, servants or agents as may appear to it to be necessary for efficient discharge of its functions.” The commission employs secretariat staff to perform teacher management functions which include: Registration, recruitment, deployment, remuneration, promotion and discipline of teachers. The body also maintains teaching standards.

When the T.S.C was established in 1967, it catered for 39725 teachers and had only 35 secretariat staff. The commission has now developed into a dynamic organization that manages 235,000 teachers serving in over 22,000 public institutions. It has 2,400 secretariat staff stationed at the Headquarter and at the at the 86 T.S.C units. In order to remain focused in the needs of its clients and respond to environmental changes, the commission has defined its mission and vision as:

Vision: Effective service for quality teaching

Mission: To establish and maintain, in partnership with all stakeholders a sufficient professional teaching service for educational institutions – responsive to environmental changes.

Just like any organization seeking to be efficient and effective in the services rendered to its clients, T.S.C has adopted performance management systems. Accordingly, the organization identifies some of the reasons for introducing performance management as: improving organizational effectiveness, motivating employees and improving training and development. However, in this respect the impetus for introducing performance management may be no different from that of many other changes that arise within organizations. With this the organization (T.S.C) has been faced by some unidentified challenges that hinder effective implementation of their performance management practice.
1.3 Statement of the problem
Managers in work organizations employ performance management as a means of improving organizational effectiveness as well as enhancing employee performance. According to Holden & Beardwell (2001) Management in a wider sense is a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements.

During the late 1990’s several surveys were carried out by the Institute of Personnel and Development (IPD) on performance management as carried out by a variety of organizations (reported in Armstrong and Baron1998). From the survey, it was evident that formal employee performance management of the holistic, comprehensive, integrative kind yielded good results. In other words firms that embraced ‘a formal performance management programme’ were shown to perform better than the ones that did not. It therefore follows that to be competitive; organizations need to embrace performance management principles as part and parcel of their systems of management.

Performance management as a concept is in a troubled state; it makes great theoretical sense but faults in practice. Most of what we know about performance management is how to do it but not how it is actually done. The performance management literature because of its narrow focus leaves practitioners fending themselves with many issues . It is with such underlying problems facing performance management that this research is carried out with the intention of uncovering the problems facing the implementation of performance management systems at the Teachers Service Commission in Kenya.

1.4 Objectives of the Study
The main objective of the study was to find out factors affecting effective implementation of performance practices on staff of T.S.C
Other objectives of the study included:
To evaluate the effectiveness of performance management as a tool for managing employee performance

To establish if training and sensitization affects the implementation of performance management practices at T.S.C

To determine if the structure and reporting procedures affects performance management at T.S.C

To determine if proper goal setting and involvement of staff affects the process of performance management in the organization.

1.5 Research questions

The study sought information to address the following research questions:

i. Is performance management an effective tool for managing employee performance?

ii. Does training and sensitization affect the implementation of performance management practices at T.S.C?

iii. How does the structure and reporting procedures affect performance management in the organization?

iv. Does proper goal setting and involvement of staff affect the process of performance management at T.S.C?

1.6 Significance of the study

This study is intended to benefit the following:

1. It will help human resource practitioners and consultants, managers and employees in understanding the important role that effective performance management plays in organizations. Moreover it will enable managers to re-examine and re-consider their approaches towards performance management process therefore become more sensitive to the appropriateness of the performance management schemes deployed in their organizations.

2. Through this study employees will gain a deeper insight into the performance management processes thereby appreciate the system which will in turn help them improve their performance as a whole.
3. This study will act as a motivating factor to various researchers and scholars who may as well be interested to carry out research in the same field.

1.7 Scope of the Study
This study was focused on analyzing factors that affect effective implementation of performance management practices in organizations. It specifically focused on The Teachers Service commission at its Headquarters located in Nairobi. This was due to limitation of time besides it will make the study deeper.
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION
This chapter contains a review of literature related to the implementation of performance management systems in organizations with particular attention to T.S.C. It covers areas like training and sensitization of staff, proper goal setting and involvement of staff, the structure and reporting positions as well as employment/ resistance of staff. Accordingly, this study begins by reviewing past studies on the area under study and proceeds to the literature overview and finally presents a conceptual framework on the study being carried out.

2.2 Main Review of Past Studies Done in the Area
2.2.1 Performance Management Systems and Policies
According to Holden & Bear dwell (2002) an individual’s performance in an organization is influenced by many variables most within the influence or control of management. Productivity, the quality of a working life, and individual satisfaction at work depend on the effectiveness of management’s efforts in managing performance. Mitrani, et al (1996) take note of the fact that performance management is a term that is widely used today but there is no commonly agreed definition. In some organizations it is regarded as another name for management by objectives (MBO). In others it is something to do only with the appraisal of individuals; others have interpreted it to mean an annual event related to performance related pay. They further argue that these are relatively narrow definitions of performance management. It’s a holistic process which can embrace these elements and much more.

Thus, Mitrani, et al (1996) describe performance management as a process or a set of processes for establishing shared understanding about what is to be achieved (and how it is to be achieved) and of managing people in a way that increases the probability that it will be achieved. According to Armstrong (2002) performance management processes have come to the fore in recent years as a means of providing a more integrated and continuous approach to the management of performance that was provided by various isolated and often inadequate merit rating or performance appraisal schemes. Performance management is
based on the principle of management by agreement or contract rather than management by command. Armstrong further argues that performance management emphasizes development and the initiation of self managed learning plans as well as integration of individual and corporate objectives.

Armstrong & Baron (1998) define performance management as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing capabilities of teams and individual contributions. Walter (1995) defines performance management as a way of directing and supporting employees to work effectively and efficiently in line with the needs of the organization. Armstrong & Baron (1998) take note of the fact that effective performance management ensures that employees and managers understand each other’s expectations and how corporate strategy and objectives impact on their own context—their roles, behaviours, relationships and interactions and rewards.

Hence performance management is a holistic process that ensures the following are developed and effectively carried out: Setting of corporate, department, team and individual objectives, Performance appraisal system, training and development strategies and plans, feedback, communication and coaching, individual career planning, as well as mechanisms for monitoring the effectiveness of performance management systems and interventions.

Lawson (1995) as quoted in Williams (2002) identifies the following as components of effective performance management: articulating your company’s vision, establishing key results, objectives and measures at key business unit level, identifying business process objectives and the key indicators of performance for those processes, identifying and installing effective departmental measures, monitoring and controlling four key performance measures which include quality, delivery, cycle time and waste. Effective performance management also involves managing the continuous improvement of performance in those key areas—benchmarking your performance against the best as well as being prepared for breakthrough improvements in performance when this is required by a significant shortfall in your performance measured against the performance of your major competitors.
During the 1990’s several surveys of performance management were carried out by a variety of organizations. For instance a survey carried out by the Institute of Manpower studies (IMS) and Institute of Personnel and Development (IPD) (Reported in Armstrong & Baron 1998). According to the IMS survey just under 20% of respondents had a formal performance management programme, 66% had other types of policies to manage employee’s performance and 14% had no policies at all. The IPD survey revealed that by 1998 the proportion of organizations claiming to have formal processes had increased to just over two-thirds. Further the surveys reported that performance management applies more to managerial levels than to, manual staff. From the findings the IMS researchers concluded that there was no consistent definition of performance management among those professing to operate it (IPD 1992).

According to the survey performance management organizations were more likely to: Have mission statements which are communicated to all employees, regularly communicate information on business plans and progress towards achieving these plans, implement policies such as Total Quality Management (TQM) and Performance Related Pay (PRP) as well as focus on senior manager’s performance rather than on manual and white collar employees. Such organizations also tend to express performance targets in terms of measurable outputs, accountabilities and training/learning targets, use formal appraisal processes and CEO presentations as ways of communicating performance requirement, set performance targets on a regular basis and also link performance requirements to pay particularly for senior managers (Source: Institute of Personnel Management).

From the survey evidence it is clear that formal employee performance management of the holistic, comprehensive, integrative kind that is advocated in much of the literature is rare. The dominant approach to managing employee performance still rests on objective setting and annual appraisal.

Ernest (2005) carried out a study on performance management a case of registry staff in Nairobi and revealed the following: That today’s performance practices are faced with two
key issues: The first one is that few performance practices are linked to the overall organization’s strategy or objectives. Unless there is a connection between personal and organizational goals, employees can easily feel that they do not make a difference to the overall goals and success of the employer. Secondly that too many performance management systems are focused on measurement rather than development. Emphasizing evaluation and expectations puts employees on the defensive and demotivates them. As a result the full benefits of an employee performance management systems are lost on both the employer and the employee.

Njagi (2003) on the other hand carried out a study on the application of performance management principles in the Kenyan commercial bank industry and recommended the following: that line managers should be actively involved in performance management process as a whole, that all staff should own the performance management system and also that in order for the performance management schemes to be effective there should be regular coaching of staff.

Lang ‘ at (2006) on her study focused on performance contracting which is one of the aspects within the wide framework of performance management. Her study sought to determine the extent to which the necessary conditions/factors for designing and implementing performance contracts were satisfied by state corporations in Kenya. Generally it was revealed from her study that not all conditions that were perceived to be necessary for the design and implementation of performance contracts were satisfied by state corporations.

From this review, it’s therefore clear that as much as performance management schemes are employed in various organizations they are not necessarily effective. This study is therefore intended to bridge the gap that exists by trying to find why this is so and what can be done to enhance performance management systems in organizations. The development, design and implementation of a performance management system naturally depends on how performance is defined and on the state and nature of the organization’s existing systems, structures etc Williams (2002).
Though it has several meanings, the most common interpretation of performance management is that it’s a set of activities directed at the individual so as to channel his or her performance in support of organizational performance. That said these set of activities exist within a broader framework of some kind. The integrative, holistic approach to performance management that is advocated in much of the literature sees this framework as involving the communication of the organization’s mission statement, goals etc to all employees. The intent here is to bring the individual goals in line with those expressed for the organization as a whole or in other words to align individual performance with organizational performance. This is of course a unitarist view which very often is at odds with organizational reality and which may be one of the reasons why performance management systems do not succeed as intended Williams (2002).

Williams goes further to say that once a performance management system has been designed, it may be tempting to introduce it across the whole organization straight away. This may be a mistake, if only because of the magnitude of the task; a phased approach may therefore be sensible. Moreover having been introduced it cannot just be left in the hope that it will just run smoothly and without any problem. For performance management to be effective it needs maintenance, monitoring and management. Where possible, such activity should be built in as an integral and routine part of the system itself. The implementation of performance management may well be organizational change in a large scale. The more wide ranging the scope of the system, the greater the scale of the task. Even if the system is relatively circumscribed as an employee-focused intervention implementation will be a big task and it should not be assumed that the system (or systems) as designed will run as intended. As far as implementation is concerned, training will be needed for parties actively involved in performances management.

Armstrong M, (2002) argues that one of the most important concepts of performance management is that it’s a continuous process which reflects normal good practices of setting direction monitoring and measuring performance and taking action accordingly. He goes on to say that performance management should not be imposed on managers as something
special they have to do. It should be treated as a natural process that all good managers follow. Mitrani A,(1996) assert that performance management is likely to be successful if it's operated as a single integrated process than a set of separate and sometimes unrelated processes.

Performance management process is an integrated cycle of performance planning (definition of job responsibilities, setting performance expectations, goal or objective setting at the beginning of the period); performance coaching (monitoring, feedback coaching development and performance review (formal performance appraisal at the end of the period) conducted between managers and employees to track and improve individual and corporate performance and to provide information for one or more personnel functions.
Table 2.1 The Performance Management Process-An Integrated Cycle

PERFORMANCE PLANNING

a) Definition of job responsibilities
b) Goal setting

PERFORMANCE COACHING

a) monitoring progress
b) Coaching
c) feedback

PERFORMANCE REVIEW

Performance result versus expectation

Source (Mitrani, A 1996)

Martin Haworth (2005) gives ten top performance management tips as follows:
First and foremost is to talk to your people often: By building a great relationship with your people you will bring trust, honesty and information. This gives you a head start in performance management of your people. Another important aspect is to build feedback in; on the job two-way feedback processes gets rid of the nasty surprises that give performance management such a bad name. By building in as a natural activity you take the edge way. As someone in charge of managing the employee performance you need to be honest. By being frank and honest, which the preparation work in building a great relationship has afforded you; both parties treat each other with respect and see each other as working for everyone's benefit. Another important step towards effective performance management is to notice great performance. When you see good stuff always appreciate and let people know about it; celebrate success and filter this into formal processes.

To attain effective performance management there must be a system in place. Performance management is a process and needs some formality especially for good personnel practice and record. This need not be complicated but it needs to be organized and have timescales.
Simplicity is also another important aspect in achieving effective performance management; but do keep it simple. If you have a relationship with your person that is strong anyway you already know what they are about. Formal discussions can be friendly and simple, with formality kept to a minimum. You also need to be positive; celebrate great performance! Focus on what is going well. It’s about successes and building on strengths, not spending ages on their weaknesses that serves no one. Go with the positives.

To get positive results as far as performance management is concerned one has to achieve the needs of the employees. Remember that we all have needs that we want fulfilling. By working with your people to create outcomes that will do this, you will strengthen your relationships and channel efforts in a constructive direction. Effective performance management also requires a great deal of discipline. Whilst it often happens, performance management is not about managing indiscipline. That has to be managed in a different way. By setting clear standards in your business that everyone understands and signs up to, discipline becomes much easier.

Finally you need to learn from mistakes. As part of regular on-the-job and informal review, mistakes will come to light, things will go wrong. By using the “what went well?” and “what could you do differently?” format, the unsatisfactory performance becomes controllable and a positive step. Best performance practice depends on the commitment, knowledge, training and integrity of managers and HR professionals, and the proactive participation of all employees. Whether it’s developing an individual performance plan, communicating throughout the year to develop employees’ skills or to keep them informed or making a final rating, performance pay matters.

2.2.2 Training and Sensitization of Staff

The importance of vision, mission and strategy as the framework for performance management is strongly emphasized in much of the practitioner-oriented-literature. Prominence is also given to organizational communication Williams (2002). Aspects of organizational communication include: Communication of organizational mission, communication of business plans and also communication of organizational
performance. In many organizations it's likely all this does exist and it operates in the way advocated. But this should not be assumed; for example the IMS survey on performance management practices (IPM1992) revealed that communication was one of those aspects of the policies which organizations found to be problematical. Furthermore, the survey evidence also revealed that the organizational framework is often deficient in various respects. So not all organizations have mission statements and even if they do there may be a failure to communicate those statements and other relevant information to all employees this in turn affects proper implementation of performance management.

According to Ainsworth & Smith 1993 some accounts of employee performance management assume that the organizational framework already exists. This assumes that the important corporate issues of mission and the setting of corporate goals have been addressed and resolved. It assumes that objectives for the sub-sections of the organization (the department, divisions' or business units) have been set within the key result areas and that the senior management group has identified just where the competitive advantage and value added dimensions of the business lie. It further assumes that all this has been communicated to and understood by those involved.

There are a number of reasons as to why communication programmes have been introduced. A number of similarities with performance management may be discerned. First there is a responsive aspect of organizational communication programme as with performance management external pressures are major stimuli. Second employee communication is seen as helping to improve organizational an individual performance-this clearly is consistent with the goals of performance management. Third, although a purpose of communication may be to inform, there is a broader intention to involve. Here again this last theme is evident in the advocacy about performance management for instance not just communicating the mission statement but creating a sense of mission. (William, 2002).

It seems likely that if these broader purposes are to be served, communication must at least be two-way. As well as receiving information about matters that affect them employees want to have some. As Marchington (1995) notes employees like to have the opportunity to find out why (certain) decisions have been made, plus the potential to influence those which
are felt within their own domain. As far as implementation is concerned, training will be needed for both parties most actively involved in performance management. If logistically feasible it may be beneficial to deliver the training on a department-by-department (or similar) basis.

Williams (2002) outlines the content of performance training as follows: participating in goal-setting and development goals, understanding competencies/behaviours—the particular ones in use in the organization, self review/self assessment, providing upward feedback as well as receiving feedback. Mitrani (1996) assert that thorough training is necessary for all staff involved in the performance management process. There are two objectives for the training phase—first, to develop the right skills involved in the performance management process such as objective setting, coaching and appraising. Second, to develop a sense of ownership and commitment in line managers to the process. Since they (line managers) play an active role in the training programme strong engagement form senior managers is vital—these influential people should drive and steer the programme and they should demonstrate a commitment to the process through their own behaviours.

2.2.3 Employee Involvement/Participation

Involvement of key players in performance management is one of the key factors that can lead to its successful implementation. These key players basically include: employees and their managers. Mohrman et al (1989) write of the need to “the right people involved”. A cardinal rule in any type of design effort is to get the people who will be using the system involved in its design and implementation. Who then is involved in an organization’s performance management system? Most obviously of course, the organization’s line managers and the employees who are on the receiving end of performance management. How might managers (and others) involved? Armstrong (1994) suggest project teams, Bernadin and Beatty (1984) propose a task force comprising representative of the that will be affected and Fletcher (1993) and Yeats (1990) suggest consultative/advisory groups: these groups are beneficial in that they help solve rare problems, investment of time in them helps demonstrate top management commitment and ensures that conflicts are aired and resolved. They also demonstrate management ownership of the scheme. Yeats (1990). Yet it
is these groups most directly affected that are frequently conspicuous by their absence when it comes to the development and implementation of performance management. However in their IPM research (1992) Fletcher and Williams found a higher level of involvement in only a couple of organizations, in most it was of a low order, commonly nonexistent.

2.2.3.1 Top Management Involvement

Though the groups at the sharp end are important, the design group has to bring in the organization's senior management and the personnel / HR function. As Mohrman et al point out, the former "set strategic and philosophical directions for the organization" (1989) and these must be captured by the performance management system. Such commitment and involvement are important for a number of reasons. For example, Bertsch and Williams (1994) studying the implementation of TQM showed that the involvement of top management helped to promote the legitimacy of the planned change. And Rodgers and Hunter (1991) have shown the positive effects of MBO are greater under conditions of high top management commitment - that is, a high level of support during implementation and active participation in operating MBO. In other words it's not enough for top management to be involved and supportive during system development, this must continue once the new system is in operation.

Necessary though it is the commitment of an organization's top most management does not guarantee that the performance management system will be accepted by those to whom it will apply. The danger is that schemes initiated at the top and developed by the centre will simply come to be seen as having been imposed. But if performance management is to stand any chance of succeeding the commitment of those on the receiving end is essential - involving those in the design and development process may help to bring this about.

2.2.3.2 Personnel/HR Management Involvement

Personnel/HR Department may be users of information generated by the performance management system (depending upon its purpose and nature) but aside from this, personnel specialists may have a facilitative role to play in the development process. Fletcher and Williams encountered this in their research for the IPM. ... The role of the HR department is
likely to remain very significant in effective performance management...it has a strong facilitating and supportive role to play that is essential if the policies) are to be developed and to function in an effective and equitable way...(IPM 1992)

The above remarks about the key players clearly imply a preferred approach to the design and implementation process, namely one that is participative and involving. In large organizations the direct involvement of everyone who will be affected is clearly unrealistic, but this need not be the argument for involving no one. Moreover a number of writers associate performance management with a particular set of values-including trust, openness, free communication and involvement.

2.2.4 Goals and Standards for Performance Management
The incorporation of individual goals within some system of performance management is hardly a new idea. Goal setting as a process is commonly seen as a means by which individual goals and objectives are aligned with organizational goals. In keeping with today’s interest in business processes, many (e.g. Rummler and Brache 1995) advocate that individual goals must be consistent not just with departmental or functional goals, but also with process goals. Low-level goals according to the theory of performance management ought to be consistent with those set at the top—Rummler and Brache (1995) refer to this as “performance logic” but such goal consistency can not be assumed.

They further argue that in setting goals members of departments, work team and so on may set goals consistent with their interests as they see them. Ensuring consistency of goals thus become one of the main challenges for performance management system—a participative and involving approach may help to bring this about. Goal setting often is presented in the literature as a top-down process and seems commonly practiced as such.

Whilst these sorts of structures and systems provide the framework individual performance management and the appraisal process are the key means by which performance requirements are communicated and this communication is more commonly one-way (downwards) rather than two way communication that is often advocated. Though some writers see a place for a bottom-up contribution to goal setting in practice it seems likely that the extent of employee involvement or participation is limited to reaching shared
agreement about their own job goals.

Williams et al (2002) spells out the aspects of goal and goal setting in relation to performance management as follows: How involved staff feel in setting their work goals, how clear and specific they feel their goals to be, how clear people feel their work group to be about its goals and how clear people are about the organization’s goals. Other aspects of goal setting encompasses: what sense people have of their work contributes to departmental and organizational goals, the perception of an emphasis on short term goals and also Perception of goal difficult.

2.2.5 Structure and Reporting positions
The immediate result of the organizing process is the creation of an organization structure. This structure is a framework of the formal relationships that have been established. Armstrong (2002) asserts that the purpose of the structure is to assist in regulating and directing the efforts put forth in an organization so that they are coordinated and consistent with organization objectives. All organizations have some form of more or less formalized structure which has been defined by Child (1977) as comprising "all the tangible and regularly occurring features which help to shape their members' behaviour". Structures incorporate a network of roles and relationships and are there to help in the process of ensuring that collective effort is explicitly organized to achieve specified ends.

Armstrong goes further to argue that the structure of an organization can be regarded as a framework for getting things done. It consists of units, functions, divisions and departments and formally constituted work teams into which activities related to particular processes, projects, product, markets, customers, geographical areas or professional disciplines are grouped together. The structure indicates who is accountable for directing, coordinating and carrying out these activities and defines management hierarchies-the chain of command thus spelling out, broadly, who is responsible to whom for what at each level of the organization.

Structures are usually described in the form of an organization chart. This places individuals in boxes that denote their jobs and positions in the hierarchy and traces the direct lines of
authority (command and control) through the management hierarchies. Organizational charts are vertical in their nature and therefore misrepresent reality. They do not give any indications of the horizontal and diagonal relationships that exist within the framework between people in different units or departments and do not recognize the fact that within any one hierarchy, commands and control information do not travel all the way down and up the structure as the chart implies.

The current organization structure at T.S.C is made up of departments of staffing, Finance, Human Resources, Administration and Internal audit. The organization structure combines both line and functional arrangements. Under the current arrangement some departments appear to have a very wide span of control. This has the effect reducing their effectiveness in supervision and control; and the general efficiency of their operations. This situation is exacerbated by the expanded scope of work and services of the commission. The increased number of teachers for example, and the addition of new service areas such as inspection, EMIS, HIV/AIDS, Human Resource Development, public relations and legal services further overloads this structure. Furthermore the workload does not appear to be equitably distributed across departments. In some cases, certain services are not appropriately placed at the divisional level. For example the office services division in the administration department handles the microfilming of payrolls and dispatch of pay rolls and dispatch of pay slips; and yet they could be better preformed under the finance department. Finally the auxiliary services such as cleaning, security and catering could be contracted in order to ease the management burden.

Furthermore the current establishment of secretariat does not match the functions and tasks of the various divisions and departments. In this regard the establishment has not rationalized in order to optimize staff utilization. In view of the changing approach to providing services including decentralization and introduction of new services for instance integrity assurance, planning and research, it becomes necessary to have a systematic approach to manning the different functions and tasks.
2.2.6 Terms and Conditions of Service/Contract of Employment

The employment contract can be fairly described as the focal point of all personnel activity. Thomason (1981) describes the employment contract as ' ...employment is established by agreement between the two parties, employer and employee, and this agreement is identified by the particular term 'contract of employment'. However it has to be stressed that this agreement is no a once-for-all phenomenon, but the start of a developing relationship between the two parties concerned. Cole (1997).

Traditionally the principle obligations acquired by each party to an employment contract are as follows. The employer is expected to pay wages, provide work, take reasonable care of the employee, indemnify the employee for expenses and liabilities incurred in the course of employment and treat the employee with courtesy. The employee is expected to render a personal service, take reasonable care in performance of his duties, to obey reasonable instructions from his employer and act in good faith towards his employer. Cole (1997)

The current code of regulations for the TSC secretariat was formulated in 1978 while that of the teachers was last revised in 1986 and have therefore outlived their usefulness. An updated code of regulations would ensure that staff is aware of what is expected of them and what the employer expects. In addition to incorporating new ways of managing the human resource. There is an urgent need to review the code of regulations to spell out the kind of behavioral conduct needed to enhance performance and create a good working environment. Currently the commission lacks an effective performance management system, which takes on board the various allowances due to staff. The staff welfare services which include medical care, recreational and employee support services exist. The main constraint in this area is the inability to provide efficient and effective services due to structural constraints. The major constraint is the lack of funds to finance and run the service. In order the commission introduced a new medical scheme for the secretariat staff that is however hampered by inadequate funding. The remuneration services in the commission face
constraints because there is no comprehensive remuneration policy. This has often lead to delays of staff pay packages.

The age structures in TSC manifest wide age differences between the senior managers and their deputies. Similar differences also exist in their professional qualifications and their abilities. This is as a result of the lack of a recruitment and deployment policy, succession management plan for succession in all the professional areas of the secretariat. As a result the commission has had to extend the services of retiring officers on contractual terms. This temporary measure does not address glaring succession gaps that exist in this areas and it is imperative that proper succession planning be undertaken at TSC. The performance contracting process among the secretariat at TSC is not properly linked to performance pay/promotion. In essence it involves line managers spelling out the expected targets to employees. These are then signed by employees against which they are evaluated. Performance contracts by themselves do not yield much in that their purpose is not clearly spelt out.furthermore no necessary action is taken based on information acquired from the performance. For instance the need for training if need be.

2.2.7 Change and its Resistance

Organizations are always changing. How we perceive those changes will depend on the perspective we take. Change is motivated and occurs in a complex context. To be effective it must occur in the minds of people. Much of what a manager intended as the change does not occur—these are inevitable, unintended consequences because the people’s model of cause and effect is invariably too simple. Cole (1997). Exactly what leads to specific changes and what factors were involved is very difficult to unravel. Whatever the cause of change it always affects the performance in any one organization because in most cases it’s met with resistance from employees. People are said to resist change and certainly there is a lot of evidence to support this view.

The Teachers Service Commission just like any other organization has undergone various changes in line with the modification in services offered by the commission. Such changes have not been effected in any systematic manner or logic because of resistance form it’s
staff; and as a result, the performance of some of the functions are skewed in certain areas. For instance the idea of signing performance contracts by its staff has always been perceived negatively. Some of the employees argue that their performance can not just be measured through signing employment contracts. Others view it as not rewarding due to the fact that it is not the determining factor for an employees’ pay as well as promotions.

In order to effectively manage performance, change must be managed. The transition of a firm from one state to another is a political process whereby individuals and groups are encouraged to learn and behave differently. Hunt (1992) Change must also be locked or stabilized. Stabilizing change involves consolidating the political processes in relevant strategies and structures.

2.3 Critical Review of Major Issues

Armstrong (2002) notes that performance management processes have come to the fore in the recent years as a means of providing a more integrated and a continuous approach to the management of performance than was provided by previous isolated and more often inadequate merit rating or performance appraisal schemes. However what needs to be noted is that by simply having performance in place it is not guaranteed that an organization will automatically achieve the desired goals and objectives. Winstanley & Stuartsmit (1996) define the following ethical principles of performance management as follows:

First of all there should be respect for the individual-people should be treated as “ends in themselves” and not merely as “means to other ends”. The second factor is mutual respect-the parties involved in performance management processes should respect each other’s needs and preoccupations Procedural fairness is also another important factor -the procedures incorporated in performance management should be operated fairly to limit adverse effect on the individuals. The last factor is transparency - people affected by decisions emerging from the performance management processes should have the opportunity to scrutinize the basis upon which decisions were made.

Nevertheless, to effectively manage performance there needs to be a way incorporate two
sets of needs into the process—the organization’s and the individual’s. First there needs to be a way to clearly define the exact expectations that are required of the individual and it needs to be presented in the context of the overall mission and goals so that it is thoroughly understood and to the individual who’s job is to enact them. There also has to be a component for the individual to express his/her needs and the goals back to the company (as represented by the manager). This is accomplished by the alignment of goals, focus of energy and reinforcement of care for the individual’s job satisfaction and personal accomplishment so that he/she is motivated to achieve the goals and priorities of the company. By clarifying the mission, priorities and goals and aligning them organizationally and individually, there is room for individual initiative, creativity and ownership because the purpose behind it all is understood and energy is channelled in the right direction without constant oversight.

2.4 Summary and Gaps to Be Filled By the Study

This literature reveals that performance management exists in many forms in most organizations. In some organizations, it exists as a low impact process concerned with objective setting and/or the annual appraisal. Other organizations particularly those looking to the future and those concerned with improving business performance by focusing on behavioural aspects of performance see the performance management as the vehicle of making it happen—a powerful high value-added process.

The literature further reveals that regardless of the potential benefits that organizations and individuals can derive from an effective performance management process many schemes seem to be ineffective. Therefore, this research is particularly important in that it is intended to investigate how various factors such as goal setting and involvement, communication and training as well as the structure of organizations all affect the implementation of performance management practices.
2.6 Conceptual Framework

TRAINING AND SENSITIZATION OF STAFF

STRUCTURE AND REPORTING POSITIONS

GOALS AND STANDARDS FOR PERFORMANCE MANAGEMENT

EMPLOYEE INVOLVEMENT/PARTICIPATION

INFLUENCE

IMPLEMENTATION OF P.M. PRACTICES IN TSC

Dependent variable

Independent variables

Source. Author (2009)
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
This chapter describes the procedures that were used in the study to collect and analyze data. It is divided into five parts namely: research design, target population, sampling design, and data collection procedures/instruments and data analysis techniques.

3.1 Research Design
The study adopted a descriptive research design. Mugenda & Mugenda (1999) defines a descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the status of the subjects in the study. They further observe that descriptive research determines and reports the way things are such as possible behavior, attitudes, values and characteristics that is when subjects are to be observed in their natural setups without manipulation of the environment. This approach was appropriate because it helped the researcher to gather information based on the opinions, attitudes, preferences, and perceptions of employees at TSC towards performance management systems. The descriptive survey design was also intended to produce statistical information, which was summarized and interpreted accordingly so as to come up with results as well as draw conclusions on the study.

3.3 Target Population
The population of interest was 164 top and middle level secretariat staff based at TSC headquarters in Nairobi. This is because they are the ones directly involved in the performance management exercise. The target population was therefore 164 employees as contained in the table below.
### Table 3.1 Target Population

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>STUDY POPULATION</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Audit</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Administration</td>
<td>80</td>
<td>48</td>
</tr>
<tr>
<td>Human resource</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Staffing</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

### 3.4 Sample Design

A sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population Orodha (2004). A sample of 82 secretariat staff out of the 164-targeted population was considered by use of stratified random sampling in conjunction with simple random sampling. This technique is normally used when it's possible to break a population of interest into sub groups. According to Wisker (2001) when taking a random stratified sample one would first stratify or use recognized stratification then randomly sample in each of the strata. This method was found appropriate because it provides a fair spread and reduces bias of choice. The researcher used a recognized stratification of 5 divisions at TSC and then picked items from each division using a ratio of 0.5. According to Kathuri (1993) a population proportion of 0.5 yields a reasonable possible sample size required. Below is a table showing the selected sample size.
Table 3.2: Sample size

<table>
<thead>
<tr>
<th>STRATA (DIVISION)</th>
<th>STUDY POPULATION</th>
<th>SAMPLE RATIO</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>40</td>
<td>0.5</td>
<td>20</td>
</tr>
<tr>
<td>Audit</td>
<td>6</td>
<td>0.5</td>
<td>3</td>
</tr>
<tr>
<td>Administration</td>
<td>80</td>
<td>0.5</td>
<td>40</td>
</tr>
<tr>
<td>Human resource</td>
<td>30</td>
<td>0.5</td>
<td>15</td>
</tr>
<tr>
<td>Staffing</td>
<td>8</td>
<td>0.5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>164</strong></td>
<td><strong>0.5</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher (2009)*

3.5 Data Collection Tools

The researcher used variable instruments like questionnaire and interviews to collect data. This will yielded primary data, which is considered suitable for a descriptive research design. Administering one questionnaire for both senior and middle level employees was used to collect primary data. The questionnaire was semi structured in nature having both open ended and closed ended questions. To a small extent oral interviews were used to collect general information from the HR and line managers concerning the implementation of performance management systems at TSC. Secondary data will also be sought from the heads of departments at TSC.

3.6 Data analysis Techniques

Data obtained was analyzed using descriptive statistics. Descriptive statistics enabled the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics Mugenda & Mugenda (1999). These included: frequency distribution tables, percentages, graphs and charts. The researcher also made use of appropriate computer packages especially the excel software. Appropriate interpretation, findings and recommendations were made accordingly.
3.7 Expected Output
At the end of the study the research established that training and sensitization, proper goal setting and involvement of staff, structure and reporting positions as well employment contract/resistance to change all influence the implementation of performance management systems at TSC. Furthermore it is expected that the same can be improved upon to enable the employee to effectively attain the goals of the organization as a whole.
CHAPTER FOUR
4.0 DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 INTRODUCTION
This chapter presents an analysis of the data that was collected on the study affecting the implementation of performance management systems at Teachers Service Commission. The researcher administered 82 questionnaires all of which were filled and returned by the respondents. The data is presented in form of tables, graphs, frequencies and percentages followed by interpretation of the data.

4.2 Background Information

Figure 4.1: Gender Distribution

![Pie Chart showing Gender Distribution at TSC](image)

Source: Researcher (2009)

The data shows that there is a good representation of both male and female although males were more than females. This is just a natural reflection of the working population.
The above data shows that the probable age was represented in the study with those above 35 years making a bigger representation. This indicates that at that age they had risen up the ladder to attain the expected goals and objectives set in their work areas.

Table 4.1: Educational Background

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>29</td>
<td>35.4</td>
</tr>
<tr>
<td>Diploma</td>
<td>26</td>
<td>31.7</td>
</tr>
<tr>
<td>Certificate</td>
<td>23</td>
<td>28.0</td>
</tr>
<tr>
<td>Any Other</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

The data shows that all the respondents had educational level that warranted them to understand and answer the questionaires. They were also able to understand the concept of performance management. Some had attained other professional courses and masters degree.
Majority of the respondents (75%) had served more than 10 years in the organization. This indicates that they had worked long enough and had an experience of performance management at the Teachers Service Commission (TSC).

4.3 Performance Management System

<table>
<thead>
<tr>
<th>Performance Evaluation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>78</td>
<td>95.12</td>
</tr>
<tr>
<td>NO</td>
<td>4</td>
<td>4.87</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the data, 95% of respondents indicated that there is a performance management system in place at the organization with only 5% saying there is no system. This shows that performance management systems are generally implemented at T.S.C. Generally the respondents pointed out that performance management is carried out by setting out targets and working towards achieving those targets.
Table 4.3: Effects of performance management on service delivery

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does performance management affect service delivery?</td>
<td>Yes</td>
<td>64</td>
<td>78.04</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>18</td>
<td>21.95</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

According to the data, 78% indicated that lack of performance management system affects service delivery while 21.9% said it does not. The employees felt that without a proper system in place, it would be difficult to achieve the goals and objectives of the organization.

4.4 Training and Sensitization of Staff

Table 4.4: Provision of adequate training on performance management

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you provided with adequate training on performance management?</td>
<td>Yes</td>
<td>34</td>
<td>41.4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>48</td>
<td>58.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

Although 41.4 of the respondents admitted being provided with adequate training on performance management, 58.5% said it is not adequately trained. The employees felt that enough training should be provided on their job areas for them to understand what is expected of them hence improving their performance.
87.8% indicated that lack of training and sensitization affect P.M. while only 12.19% said it does not. The employees suggested that in order to have effective performance management system, managers should measure deviation gap so as to provide proper and relevant training. The training should also be regular and continuous.

4.4. Employee involvement/ Participation

14.6% of the respondents indicated that they are involved in the performance management process, a large number of 85.3% admitted lack of involvement in the process. The employees felt that they should be involved continuously in the performance management process. They (employees) also pointed out that their participation in setting targets is important.
91.4% indicated that lack of involvement affects the implementation of performance management while only 8.5% said it does not. Employees felt that every process geared towards effective performance should involve the staff. The employees also asserted that communication should be ‘two way’. This will enable the management to know what affects the employees and avoid imposing unrealistic expectations upon them (employees).

4.5 Goals and Standards for Performance Management

Table 4.8: Involvement of employees in setting goals/standards related to work area

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you involved in goal setting/standards related to your work area?</td>
<td>Yes</td>
<td>9</td>
<td>10.97</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>73</td>
<td>89.02</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

89% of respondents admitted that they are not involved in setting goals/standards related to their work area although a small percentage of 9% said it is involved. The employees felt that they should be involved in crafting the areas of standards, targets and work plans. Furthermore, the targets should be harmonized with available resources.
Table 4.9: Effects of lack of involvement on goal setting on performance management

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does lack of involvement in goal setting affect performance management?</td>
<td>Yes</td>
<td>76</td>
<td>92.68</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>7.31</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

92.6% consented that lack of involvement in goal setting affects performance management whereas 7.3% said that it does not affect performance management. The managers are accused of imposing already set standards which employees do not understand and are unable to achieve. They further argued that the set targets are in most times unrealistic. Employees suggested that they should be involved in goal setting.

4.6 Structure and Reporting Positions

Table 4.10: Clearly defined structure that spells work position at TSC

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a clearly defined structure that spells out work position in your organization?</td>
<td>Yes</td>
<td>52</td>
<td>63.41</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>30</td>
<td>36.58</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Resource: Researcher (2009)

63.4% of the respondents were in agreement that there is a well defined structure that spells work position at TSC. However a substantial 36.5% stated that a well defined structure lacks in the organization.
Table 4.11: Effects of lack of a well defined structure on performance

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does lack of well defined structure affect</td>
<td>Yes</td>
<td>73</td>
<td>89.02</td>
</tr>
<tr>
<td>performance?</td>
<td>No</td>
<td>9</td>
<td>10.97</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>82</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

From the findings, 89% of the respondents readily agreed that lack of a well defined structure affects performance whereas a small percentage of 9% said it does not. The employees further felt that there should be proper chain of command so as to improve communication in the organization. They further suggested that their roles should be well defined to avoid duplication or an overlap in their job description.

4.7 Terms and Conditions of Service/ Resistance

Table 4.12: Clearly defined terms and conditions of service relating to employees

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there clearly defined terms and conditions</td>
<td>Yes</td>
<td>46</td>
<td>56.09</td>
</tr>
<tr>
<td>of service relating to employees at TSC?</td>
<td>No</td>
<td>36</td>
<td>43.90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>82</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

The data revealed that 56% of the respondents felt that the terms and conditions of service relating to employees are not well defined whereas 43.9% agreed that they are well defined.
Table 4.13: Effects of lack of clear terms and conditions of service on performance management

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does lack of clear terms and conditions of service affect performance management?</td>
<td>Yes</td>
<td>59</td>
<td>71.95</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>23</td>
<td>28.04</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2009)

71.9% of the respondents agreed that lack of clearly defined terms and conditions of service affect performance management whereas 28% consented that it does not. This therefore shows that proper remuneration is important for effective performance.

4.8 Managers Responses to Performance Management

From the oral interview carried out by the researchers with HR Manager and line managers, it was pointed out clearly that all the factors identified above affect performance management. These factors include training and sensitization of staff, structure and reporting position, set goals and standards and also employ involvement/participation.

The managers admitted that although there is a performance management system at their organization, it is faced with many challenges. The major challenge pointed out was lack of commitment and necessary resources required to implement it. In a nut shell the managers pointed out that by simply having a performance system in place it is not guaranteed that an organization will automatically achieve desired goals and objectives. They therefore expressed the need of commitment of the organization’s topmost management to see that the system succeeds.
CHAPTER FIVE

5.0 SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the findings related to the areas of the study, followed by a brief conclusion. The study was focusing on the factors affecting implementation of performance management at the Teachers Service Commission. The chapter will also give some recommendations that may be of interest to the organization (TSC), educators and other interested party. It also contains researcher’s suggestion for further studies.

5.2. SUMMARY OF MAJOR FINDINGS

5.2.1. Implementation of Performance management at TSC

The major finding was that there was a performance management system in place at TSC. 95% of the respondents clearly indicated that there is a performance management system in place at the organization whereas 5% indicate that there is no system. The employees pointed out that it is generally carried out by setting out targets and working towards achieving the targets.

5.2.2. Effects of Performance Management on Service Delivery

It was found out that performance management affects service delivery as 78% of the respondents indicated that without a performance management in place at the organization, it would be difficult for the employees to work towards achieving the goals and objectives of the organization.

5.2.3. Training and Sensitization of Staff

The research revealed that there is no adequate training for employees to enhance performance management. The employees felt that enough training should be provided on their job for them to understand what is expected of them hence improving their performance. The effect of inadequate training on performance management was accredited by 87.8% of the respondents.
5.2.4. Employee Involvement/Participation

The findings here revealed that 85.3% of the respondents admitted that lack of involvement in the process of managing their performance. The employees felt that they should be involved continuously in the performance management process. They also pointed out their participation in setting targets/goals is important. The effect of lack of involvement/participation on performance management was rated at 91.4%.

5.2.5. Goals and Standards for Performance Management

From the findings, it was clear that the employees to a large extent are not involved in setting goals/standards related to their work area. They (employees) were of the view that they should be involved in crafting standards and work plans. Furthermore, the targets should be harmonized with available resources. 92.6% of the respondents were of the view that lack of involvement in goal setting affects performance management.

5.2.6. Structure and Reporting Positions

The study revealed that there is a well defined structure that spells out work positions at the Teachers Service Commission. Majority of the employees (63.4%) were comfortable with the current structure. However, they felt that a proper chain of command should be put in place so as to improve communication in the organization. They further suggested that their roles should be well defined to avoid duplication or an overlap in their job descriptions.

5.2.7. Terms and Conditions of Service/Resistance

The employees generally felt that the terms and conditions relating to their jobs are not well defined. They clearly pointed out that there is no proper policy in place with regard to their remuneration packages. The employees further pointed out that promotion are difficult to come by, which is equally demotivating. The effect of lack of proper terms and conditions on performance management was rated at 71.9%.
5.3. CONCLUSIONS

5.3.1. Objective 1: Does training and sensitization of staff affect performance management at TSC?
Majority of the respondents (87.8%) agreed that training and sensitization of staff affects performance management.

5.3.2. Objective 2: Does employee involvement/participation affect performance management?
According to the most of the respondents (85.3%) employee involvement/participation affects performance management.

5.3.3. Objective 3: Does goal setting/standards influence performance management at TSC?
Most of the respondents (92.6%) were of the view that lack of involvement in goal setting affects performance management.

5.3.4. Objective 4: Does the structure and reporting position affect performance management?
89% majority respondents were in agreement that the structure and reporting position affects performance management.

5.3.5. Objective 5: Do terms/condition of service affect performance management?
71.9% of the respondents consented that terms and conditions of service affect performance management.

From the research that was carried out, it was found out that all factors identified affect the implementation of performance management systems at TSC. Further it was revealed that this is as a result of lack of commitment on the part of management to effect the necessary requirements in enhancing its implementation (performance management).
The researcher therefore concluded that the concept of performance management has not been given much emphasis rendering to its ineffectiveness.

5.4. RECOMMENDATIONS

In the light of this study, the researcher has deduced various recommendations that may draw the attention of policy makers at TSC and their employees and educators as follows:

5.4.1. Training and Sensitization of Staff

The employees should be trained as well as be sensitized so that they can understand their role in performance management. The staff needs to be guided on how to develop work plans, set targets and achievement standards. All the employees should be taken through an induction course so that they are able to understand what is expected of them hence improving their performance.

5.4.2. Employee Involvement/Participation

The employees should be involved in every process geared towards effective performance management. The communication process should be ‘two way’. This will enable the top management to know what affects their employees and avoid imposing already made decision upon them.

5.4.3. Setting Goals/Standards for Performance

The managers should not impose their own targets and work plans on employees but should involve them in setting performance targets and base evaluation on these targets. On the other hand, employees should set realistic work plans and targets. Furthermore the standards and targets set should be harmonized with available resources.

5.4.4. Structure and Reporting Positions

The organizational structure at the Teachers Service Commission should be streamlined. The various departments ought to narrow their span of control. This will reduce their effectiveness in supervision and control and the general efficiency of their operation. The workload should also be equitably distributed across departments. Furthermore, the
secretariat needs to match the functions and tasks of the various divisions and departments. In view of the changing approach to providing services including decentralization and introduction of new services for instance integrity assurance, planning and research, it becomes necessary to have a systematic approach to manning the different functions and tasks.

5.4.5. Terms and Conditions of Service/Contract of Employment
The Teachers Service Commission should revise their code of regulations hence improve the terms and conditions of service. An updated code of regulations would ensure that the staff is aware of what is expected of them and what the employer expects. This will also enhance performance and create a good working environment. There should also be a comprehensive remuneration policy to ensure that the staff is well remunerated as well as address recruitment, deployment and succession management plan.

5.6 SUGGESTIONS FOR FURTHER STUDIES
This study focused on factors affecting the implementation of performance management system at TSC. It was narrow on its focus due to limitation in time and other constraints. Further studies should be carried out to establish how performance management is generally done in the civil service.
REFERENCES


Leslie & Lloyd, L (1994). *Supervision-Key link to Productivity*
APPENDIX I: SPECIMEN LETTER TO RESPONDENTS

Dear respondents,

I’m a postgraduate student at Kenyatta University pursuing an MBA Degree-Human Resource Management. One of the requirements of the degree is to undertake a research in an area relevant to the course. I’m therefore researching on performance management systems as implemented at TSC. The information you will give will not be used for any other purpose apart from academic purpose.

Your cooperation will be highly appreciated.

Your researcher,
Isabella Nyamoita Ogato
APPENDIX II

QUESTIONNAIRE
This questionnaire is for educational research purposes only. The information provided will be treated with utmost confidence. Please provide answers to each question as instructed. Don’t indicate your name.

SECTION A: BACKGROUND INFORMATION

Indicate with a tick:

1. a) Your gender
   Male  
   Female  

b) Age in years
   Below 25 Years  
   25-30 Years  
   31-35 Years  
   36-40 Years  
   41 and above  

2. Designation…………………..

3) Educational background
   A. Certificate  
   B. Diploma  
   C. Bachelor degree  
   D. Postgraduate Diploma  
   E. Masters and above  

4) Years served

A. 0-5 Years  
B. 5-10 Years  
C. 10-15 Years  
D. Over 15 years

SECTION B: PERFORMANCE MANAGEMENT SYSTEMS

5. Do you have a performance management system in place at TSC?

Yes  
No

6. If yes, how is it generally carried out? (Give a brief explanation)

SECTION B. TRAINING AND SENSITIZATION OF STAFF

8. Are you provided with adequate training as far as performance management is concerned?

Yes  
No

9. Do you think lack of proper training and sensitization among employees affects the implementation of performance?

Yes
10. Suggest what should be done on training so as to improve effective implementation of performance management?

SECTION C: EMPLOYEE INVOLVEMENT / PARTICIPATION

11. Are you always involved in performance management process?
   Yes [ ]
   No [ ]

12. Do you think lack of employee involvement affects performance management?
   Yes [ ]
   No [ ]

13. Suggest what should be done on involvement/participation to improve the performance management practices at your organization.

SECTION D: GOALS AND STANDARDS FOR PERFORMANCE MANAGEMENT

14. Are you usually involved in setting goals/standards related to your work area?
   Yes [ ]
   No [ ]

15. Do you think lack of involvement on goal setting affects your performance?
   Yes [ ]
   No [ ]

16. In your view suggest what should be done on goal setting so as to improve performance management.
SECTION E: STRUCTURE AND REPORTING POSITIONS

17. Do you have a clearly defined structure that spells out work position in your organization?
   Yes [ ]
   No [ ]

18. In your view do you think lack of a well defined structure affects your performance?
   Yes [ ]
   No [ ]

19. Do you have any suggestion on how structure/reporting positions can be used to improve performance management?

SECTION F: TERMS AND CONDITIONS OF SERVICE/RESISTANCE

20. Are there clearly defined terms and conditions of service relating to employees at your organization?
   Yes [ ]
   No [ ]

21. If yes state in which ways.

22. Do you think the terms and conditions of service affects effective implementation of performance management practices? (Give a brief explanation)
23. Give any suggestions on what should be done on terms and conditions of service so as to improve the performance management practices at your organization.