PERFORMANCE MANAGEMENT PRACTICES AND PERFORMANCE OF
TEACHERS IN PUBLIC PRIMARY AND SECONDARY SCHOOLS, WAJIR
COUNTY, KENYA

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D53/OL/11713/2008

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS,
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REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS IN
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KENYATTA UNIVERSITY

NOVEMBER, 2022
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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This research project has been done by the Candidate and has been submitted with my approval as the University Supervisor.

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DEDICATION

The dedication of this research project goes to Almighty God and all my family members.
ACKNOWLEDGEMENT

My unlimited appreciation goes to Almighty God for granting a gift of life. I would like also to extend my unalloyed appreciation to my supervisor, Dr. James Kilika who ensured that the needful is done. Thank you very much sir. I would also like to appreciate all the staff of the Department of Business Administration, Kenyatta University for the significant roles they played which aided the completion of this research project. I say God bless you all.
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<td>Ministry of Education</td>
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OPERATIONAL DEFINITION OF TERMS

Effectiveness: This refers to the degree to which resources are deployed by employees in executing their responsibilities towards attaining the desired organisational objectives.

Efficiency: This refers to the degree to which the goals of the teachers service commission are achieved within the context of available resources.

Employee Recognition: This refers to the non-monetary practice aimed at signaling appreciation of quality work done and achievement by employees.

Fairness: This refers to the extent to which employees perform their duties and responsibilities in fairness without favour or prejudice.

Goal Setting: This refers to the extent to which goals are clearly set and become measurable.

Multisource Feedback: This refers to a practice that allows rating of employees to be done by different stakeholders.
Staff: The entire group of employees who work with TSC.

Performance management: The degree to which activities required to be performed at different levels are documented, monitored and level of achievement evaluated.

Performance Management Practices: This refers to the human resource management functions undertaken to ensure employees fulfill the requirements of their jobs in compliance with the performance contracts they have entered into with the employer. In this study, the human resource practices investigated were goal setting, training, recognition and multisource feedback.

Organizational Performance: This connotes the outcomes determining whether the stated organizational intended purposes have been achieved or not.

Organizational Management: This refers to the management of organizational resources towards achieving its objectives. It involves the process of managing business needs so as to make informed decisions and address issues so as to remain effective.

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ABSTRACT

Performance management practices are crucial for organizations such as Teachers Service Commission (TSC) to enhance improvement. However, performance in Teachers Service Commission has suffered decline occasioned by non-achievement of set targets and inefficiencies, non-compliances to the policy guidelines, non-compliance to the service charter and slow process of automation of core function. An attempt to enhance performance of employees of Teachers Service Commission birthed reforms that encompassed interventions such as performance management practices. While significant evidence of performance management practice and performance at various organisational levels has been registered in literature across contexts, such evidence is scant and remains anecdotal in the context of institution like Teachers Service Commission in Kenya. This study, therefore, examined the general effect of performance management practices of Teachers Service Commission in Wajir County, Kenya. Specifically the study sought objectives which included: to determine the significant effect of performance management training, multisource feedback, employee recognition, and goal setting on employee performance in Wajir County, Kenya. These objectives were guided using relevant theories. The study research design adopted both descriptive and explanatory designs. The population of the study was 2,034 personnel in the service of Teachers Service Commission in 8 sub-counties in Wajir County in Kenya. Using a Yamane statistics for proportion the population was sampled down to 334 participant selected using stratified sampling technique. A self-administered questionnaire, was used employing the pick and drop procedure and a Statistical Package for Social Science was used as a tool for analysing the collected data. To describe, draw conclusion and establish relationship, the study used both descriptive and inferential analysis. Both tables and graphs were used to the results of the analysis were presented. Ethical consideration governing research studies were adhered to in this study. Multiple regression model and the formulated hypotheses was test to investigate the significant effect at 0.05 level of confidence. The results of the composite construct of performance management practices had a significant effect on employee of the teachers service commission in Wajir County, Kenya. The study findings further showed that performance management training, multisource feedback, employee recognition and goal setting as latent variables were significant on teachers service commission in Wajir County, Kenya, but employee recognition and goal setting as latent variable investigated were found to be insignificant. Therefore drawing from study result conclude that the teachers service commission and academics can relay on the study findings to understand the perceived performance management practices.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The basic assumption in human resource management literature revolves round the notion that performance in the context of an organisation is tied to attained outcomes at employee level (Guest, 2011). The need to attain the desired organisational performance being contingent upon the employees has necessitated the need on the part of the management of organisations to implement performance management practices (Hainnes & St-Onge, 2012). Performance sought in organisations differs from one another and as a result the use of objective and subjective measures of performance has been acknowledged in literature (Kim, 2004). Performance can be either measured in objective term (financial) or subjective term (non-financial), and as stated in the literature that irrespective of the conceptualisation and measurement, it denotes success that is desired at various organisational levels (Karatepe & Olugbade, 2016).

According to Lawler and McDermott, (2003), the implementation of strategic initiatives and management and development of workforce rests on the basis of employee performance management. Performance management is referred to as a strategic approach adopted to attain success for a value creating entity via enhancement of the performance of employees and building the capacities of teams and that of individuals working in the organisation (Ovidiu-Iliuta, 2012). Despite the importance of performance management system, there have been widespread dissatisfaction on its usage and implementation across organisations. As posited by Morgan (2006), an increasing number of companies had stated that their performance management systems
did not result to desired expectations. In a similar vein, Hainnes and St-Onge (2012) averred that 80 – 90 per cent of HR professionals stated that their organisational performance suffers improvement as a result of the ineffective performance management systems. The reason for the ineffective performance management systems might be as a result of misalignment of good performance management practices.

Performance management practices refer to the various interventions designed and implemented at directing and supporting employees so as to be effective and efficient as possible in line with the needs of the organisation, (Kagaari, Munene, & Ntayi, 2010). The set of practices vary from one organisation to another but the result of significant relationship on performance management practices has been registered in the literature (Hainnes& St-Onge, 2012). There have been a lot of inconsistencies in the indicators of performance and performance management practices investigated in literature, and besides, the studies investigating if there exist a relationship between the said practices and performance of employees and scanty literatures on performance not being sufficient in the context of education sector in Kenya.

**I.1.1 Employee Performance**

The concept of employee performance has remained an important subject of discussion in literature mainly because of its non-uniform definitions. Scholars in literature have tried to conceptualise performance as either financial or non-financial performance (Savaneviciene&Stankeviciute, 2012). The financial performance is often identified and measured as objectives terms perhaps as a result of the availability of quantitative data, and in the other hand, non-financial performance is often measured subjectively due to its nature of non-availability of data (Kim, 2004). Performance in an
organisation, irrespective of its conceptualisation, denotes success that a firm or any institution desires (Kagaari, Munene, & Ntayi, 2010).

Financial performance as measured in literature encompasses metrics such as productivity, sales growth, returns on investments (ROI), market share leadership among others (Moduli, 2015). These indicators of performance can be quantified because of the available data but performance in a not-for-profit making organisation and institution has been argued to be difficult to measure (Kim, 2004). Scholar have therefore posited that subjective measures are a good metric of measuring performance in a public sector organisation using evidence from studies that have confirmed positive correlation between objective and subjective forms of measuring performance (Vermeeren, 2017).

In public sector organisations or institutions that seek to ensure provision of services at no cost or for financial gains, performance needs to be measured in such a way that reflects that the needs have been met. The basis of this argument is that performance should be measured beyond conventional means of profitability and efficiency but must include metrics that reflects the democratic needs of the society (Vermeeren, 2017). In line with the positions of scholars performance has therefore been measured in literature as perceived performance beyond conventional means of profitability to include effectiveness, efficiency, competency, legitimacy, and fairness (Kim, 2004). Drawing from the preceding explanation, this study intended to measure performance means by investigating employee performance in Teachers Service Commission using perceived metrics of performance such as effectiveness, efficiency, and fairness.
1.1.2 Performance Management Practices

Organisations are increasingly concerned on the means of improving the performance of their employees as the overall desired organisational performance hinged on the employees. The design and implementation of strategic performance management practices have therefore been identified as a means through which performance is enhanced by investing in employee characteristics (Moduli, 2015). According to Andrea (2015) performance management should lead to companies’ success, thereby ensuring that they have positive impacts on workers. Employees should understand their expectation and be able to give feedback to the management throughout the year on matters regarding the improvement of the company. Companies should be able to express clearly their expectations to their employees in order to ensure that both are able to enjoy motivation.

As posited by Armstrong and Baron, (1998), performance management entails a system that intends to utilise the capability and potential of human capital by eliminating barriers by motivating organisational members. Performance management leads to attaining competitive advantage by developing and getting employees motivated (Kandula, 2006). In an attempt to find whether performance management practices create the desired success in the organisations, scholars have investigated typologies of performance management practices, and these practices include: performance management training, employee recognition, multisource feedbacks, organisation culture, goal settings, employee involvement, and among others (Hainnes& St-Onge, 2012; Ovidiu-Iliuta, 2012). These practices have been employed in western contexts and a need to examine the significance of these practices on performance in the context of non-western economies is indeed wanting.
Performance management training is a practice designed and implemented to ensuring managers or supervisors get involved in the process of performance planning, coaching, assessment and review (Hainnes & St-Onge, 2012). The process of performance management rests on the shoulder of managers and other superiors in the organisation and the need for them to be trained becomes of utmost importance. As averred by performance training interventions improves justice perception and may make leaders to become more effective and this will lead to proper communication of performance messages or coaching to the subordinates in the organisations. Performance management training, according to Gorman and Rentsch, (2009), has the potency to improve the accuracy of supervisory performance rating.

Multisource feedback practices give the platform through which multiple sources of feedback is accorded different perspectives to performance management process. Multisource feedback as it is often called 360 degree practices allow rating of employees to be done by several stakeholders including the subordinates, superiors, and sometimes other external such as clients and suppliers (Brutus & Brassard, 2005). Evidence from empirical studies have shown that multisource feedback approach is associated with increased performance at various organisational levels (Maylett & Riboldt, 2007).

Employee recognition has been described as a non-monetary reward through which appreciation of work done is recognised in an organisation (Paré & Tremblay, 2007). Organisation implements recognition practices to induce and reinforce behaviours desired from the employees in the organisation (Hainnes & St-Onge, 2012). Employee recognition has been identified to a vector of motivation, and evidence from empirical studies has also shown that a positive relationship exist between employee recognition
and performance of organisational managers at different level of an organisation Pare & Trembaly, 2007; Kwamboka & Sang, 2019).

Clear and measurable goals have been identified in literature as a means through which ambiguities can be eliminated and avoided in an organisation. A clear and achievable goal should be set before the employees, and the goal set must be measurable. As posited by Ehtesham, Muhammad, and Muhammad (2011) clear and measurable goal should be among culture to be adopted in an organisation and it will endear the desired performance on the part of the organisational workforce.

The inventory of studies investigating performance management practices and performance at various organisational levels has shown both significant and insignificant relationships most especially in western context (Hainnes & St-Onge, 2012), however, such evidence has remained anecdotal in the context of non-western economies. It thus prompted a need to examine the effect that these practices according have on performance of employee level in Teachers Service Commission, Wajir County, Kenya.

1.1.3 Performance Management in TSC in Wajir County
Since 1999 the Teachers Service commission embraced performance management as a strategy aimed at transforming its management style. This led to the introduction of performance appraisal. However, the process has been slow and performance appraisal is still in its infancy. The commission emphasis on performance contracting as a measure of employee performance to enhance service delivery can be attributed to the belief that the desired level of performance is driven by employee ownership of the performance management system. This is in contrast to the previous attempts anchored
on performance appraisal that saw the commission register a general decline of its services.

The following surveys have since been undertaken as a result; the survey on the performance of the TSC unit, evaluation of the secretarial medical scheme, the employed customers satisfaction survey, the TSC also has internal audit as well as monitoring and evaluation surveys concluded in June 2009 which revealed that TSC customers satisfaction level stood at 56% while its employees rated it at 54%. Among the major issues that had emerged out of the above studies include; inefficiencies in processes and procedures leading to a large number of teachers visiting the headquarters due to poor service delivery and ineffective TSC units and the need to automate and integrate system processes and communication procedures to enhance processing storage accessibility and retrieval of information. The finding of the reengineering committee was summarized into the following four broad categories of poor supervision at all levels which has resulted in non-achievement of set targets and inefficiencies, non-compliances to the policy guidelines, non-compliance to the service charter and slow process of automation of core function. The manifestations of poor service delivery at the unit were highlighted as large number of teachers visiting the TSCHQs and fluent complaints from teachers and field officers. The impacts of poor servicedelivery at the units were seen as, ineffective service delivery, negative image, customer dissatisfaction, lack of customer responsiveness.

1.2 Statement of the Problem

It is widely acknowledged that the desired organisational performance is hinged on the performance of its employees, and this has therefore occasioned the need on the part of management to institute policies and strategies to enhance employee characteristics (Jiang, et al., 2012). Performance in public institution such as Teachers Service
Commission in Kenya has suffered decline, and this has been attributed to poor supervision at all levels which has resulted in non-achievement of set targets and inefficiencies, non-compliances to the policy guidelines, non-compliance to the service charter and slow process of automation of core function. In an attempt to address the issues of poor performance, the regulatory body of Teachers Service Commission has instated reforms and significant part of it embraces performance management policies. While several studies on performance management have been evidenced in several contexts, such studies have not been scholarly registered in public institution in the environment like Kenya. Therefore, this study poises to examine the effect that performance management practices have on employee performance in Kenya’s context.

Evidence of significant relationship between performance management practice and firm performance in empirical literature has been riddled with inconsistency (Kandula, 2006). As posited by Andrea (2015) performance management leads to success desired in organisations and in turn enhance workers motivation. Hainnes and St-Onge (2012) found positive relationship between these management practices and performance of employee. The significant effects were evidenced in western countries, however, empirical inquiries into the effect of performance management practices on employee performance have received scant attention from researchers in non-western countries such as Kenya (Korir, et al., 2015). There was therefore need for empirical examination of the effect that performance management practices have on performance at employee level in Kenya context.
1.3 Objective of the Study

1.3.1 General Objective
The general objective that this study investigated was to investigate the significant relationship between performance management practices and performance of teachers in public primary and secondary schools in Wajir County.

1.3.2 Specific Objectives
i To determine the effect of training on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

ii To establish the effect of multisource feedback on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

iii To access the effect of employee recognition on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

iv To determine the effect of goal setting on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

1.4 Research Hypotheses
H_{01}: There is no significant effect of training on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

H_{02}: Multisource feedback has no significant effect on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

H_{03}: There is no significant effect of employee recognition on performance of teachers in public primary and secondary schools, Wajir County, Kenya.

H_{04}: Goal setting has no significant effect on performance of teachers in public primary and secondary schools, Wajir County, Kenya.
1.5 Study Significance

There are many stakeholders that will benefit from the findings of this study including organisations, consultants, researchers, and governments at all levels in Kenya. The findings of this study provide information that can assist management on how to manage human resource elements so as to contribute meaningfully to the attainment of organisational goals. Consultant from the findings of this study will comprehend the ineffectiveness of the current management systems. The government at all levels, and therefore as policy makers will find the result of this study useful in making rational and effective decisions.

1.6 Limitation of the Study

The respondents of this study were randomly selected teachers in Wajir County, and there may be possibility of not wanting to part with information or responding to the instruments of this study due to fear of victimisation or otherwise. This limitation was therefore be addressed by presentation of authorisation letter to carry out research using the respondent and their institution as both the unit of analysis and observation.

The cross-sectional nature of this study therefore made the findings of significant correlation not be treated as causal effect. Therefore, future study investigating the present study construct can employ longitudinal design so as to find the causal effect of the link between the study variables of interest.

The range of respondents to be covered was spread throughout the county and travelling to interview them consumed plenty of time and it was also expensive. Respondents in job group A, R, S and T were not there in this county hence not include the entire scope of the employees. The researcher aimed to minimize this limitation by getting sufficient
information from the county headquarter and this included representation from the entire job group that are managed.

1.7 Scope of the Study

The study focused on performance management practices as understood and practiced in HRM. The literature used in supporting the conceptualisation was drawn from general management, organisation behaviour and human resource management. Four component of performance management practices were used and indicators were drawn from extant literature. The dependent variable of performance was operationalised using indicators that are suitable to HRM practices of efficiency, effectiveness and fairness. Contextually the study was done in the TSC in Wajir County. The county has a sufficient number of staff that provided the population from whom a sample of 334 was taken. The data was collected using structured questionnaire and it was analysed using descriptive and inferential statistics.

1.8 Organisation of the Study

This project work was arranged into five sections. Chapter one covered the background, statement of the problem, objective of the study, research hypotheses, significant of the study, and limitation of the study. Chapter two dwelled on the literature review with major areas of concentration being theoretical and empirical literature review. Chapter three emphasised on the methodology that the study used and this included study design, the target population, the method of data collection collection, the way data was analysed and interpreted, and ethical issues governing this research study were discussed. Chapter four covered data analysis and presentation and then the last chapter on chapter five presents summary, recommendation and conclusion.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the review of literature. The review covers theoretical and empirical review and thereafter the conceptual model to explain the construct of this study.

2.2 Theoretical Review

2.2.1 Social Exchange Theory

Social exchange theory has a foundation in the explanation of norms of reciprocity (Gouldner, 1960), and by extension Blau (1963) was of the view that the social interdependent relationship is formed based on the feelings of reciprocity. Social exchange theory is an important theory that has been well mobilised to explain the relationship between employer and employee within the organisation. The theory rests on the premise conditioned on the norms of reciprocity. Researchers and scholars in literature have been able to point out that positive perception of organisational events such as human resource management practice will generate feeling of reciprocity on the part of employees (Boselie, 2010). Therefore the theory of social exchange is anchored on both dependent and independent variable in the current study.

Performance management practices are part of HRM systems and positive perception of these practice may communicate to employees that if their organisations management is interested in investing in them beyond short-term basis (Pare & Tremblay, 2007), social exchange therefore becomes relevant in this study because employee that perceive positive implementation of performance management practice
in their organisation may see it as obligations to be reciprocated by exhibiting positive attitude and behaviour that may in turn lead to employee performance. Therefore, social exchange theory was employed to root the various relationships hypothesised in this study.

2.2.2 Resource-Based View Theory

Penrose (1959), in her book the ‘theory of the growth of wealth’ emphasised on the need to develop resources for achieving competitive advantage. According to Penrose, organisation itself is a bundle of resources and firm must utilize them to obtain competitive advantage. The contribution of Barney in 1961 added another impetus to the theory and posited that organisation is able to obtain a competitive advantage if it develops internal strength in term of resources and capabilities that are considered valuable, rare, inimitable, and non substitutable.

Resource-based view has remained an important theory that is well mobilised to explain how performance can be generated in the organisations. Existing studies have employed RBV and argued that human capital constitutes an important resource that possesses the attributes to offer economic value, very scarce, difficult to be copied, and difficult to be substituted by another resources. (Farouk, et al., 2016). therefore the constructs of the independent variables are supported by RBV theory in this study.

This study found RBV important because it assisted in underpinning the link between performance management practices and employee performance in Teaching Service Commission, Wajir County, Kenya. Performance management practices in this study accounted as interventions designed as a form of investment on employees (Teachers) of Teachers Service Commission to ensure that performance is attained.
2.3 Empirical Literature

2.3.1 Training and Employee Performance

Training has the potency of improving supervisor rating of employee performance or coaching activities within the organisation (Gorman & Rentsch, 2009). Korir, et al. (2015) investigated the influence that performance management had on public service delivery in Kenya. The study was an exploratory study and they found that performance management assisted organisation to better utilised its resources. The study also concluded that operational effectiveness can be attained through performance management. The study appeared to be a good pointer in understanding the influence of performance management in an organisation; however, the study lacked empirical justification. Moreover, impact of performance management practices on firm performance remains anecdotal. This present study therefore seeks to carry out empirical enquiry on the significant effect of management practices on employee performance in an organisation,

In a similar vein, Nzuve and Njeri (2013) established the perceived factors and their effects on performance management among local governance in a study carried out in the Kenya context, through a survey study and the findings was that performance management was determined by factors ranging from stakeholder participation, continuous monitoring, feedbacks, and training. The study provides understanding of determining factors of performance management, however it lack explanation of how these factors could generate employee performance. In addition, the determinant of performance management were not rooted in theoretical assumptions. This present study investigated whether performance management training had impact on employee performance.
2.3.2 Multisource Feedback and Employee Performance

Multisource feedback as it is often called 360 degree practices allows rating of employees to be done by several stakeholders including the subordinates, superiors, and sometimes other external such as clients and suppliers (Brutus & Brassard, 2005). Evidence from empirical studies has shown that multisource feedback approach is associated with increased performance at various organisational levels (Maylett & Riboldt, 2007). Judge and Ferris (1993) state that performance management helps in the development of a clear job descriptions as well as enabling in the process of the selecting the most appropriate people. As a matter of facts it can be noticed that it leads to a successful goal since jobs are clearly stated to the people performing them, at the same time with the people who are suited to do that particular job. More over requirements and accomplishment-based performance standards, outcomes and measures are able to be achieved thereby providing effective orientation, education and training.

Effective and timely feedback is critical in that it leads to a successful performance management programs (Thomas & Bretez, 1994). When employees are able to get feedback on their job progress towards their effort of achieving goals, they are always able to improve at the end of it all. Notable feedback works best when it is related to a specific goal since this will help employees in providing good outcome (Murphy & Clevaland, 1991). It needs to be made more effective through reinforcing what the employee did right and then improve where necessary. According to Biswanath (2010), feedback helps in improving employees’ timeliness in receiving information about how they are doing as timely as possible. In addition, when this is done as soon as possible problems are corrected as early as possible thus leading to a great improvement in jobs. Moreover
employees are able to reach or exceed their goals as planned thereby receiving positive feedback from their employers as well as rewards. Notably, feedback should be given in a manner that will best help in improving performance in jobs. This is because information that is provided and presented positively is always better responded to. Therefore an expression of feedback should be done in a positive manner so as to impress employees. In this regard, it should be accurate, factual, and complete.

2.3.3 Employee Recognition and Employee Performance

Empirical studies in literature have evidenced that the relationship between employee recognition and performance at different level of the organisation is linearly related (Pare & Tremblay, 2007). In a research conducted by Kwamboka and Sang (2019), recognition practices were registered to have effect on project performance across higher learning institution in Kenya. In a similar vein, Owoeye, Kiiru and Muli (2019) found positive linkage between employee recognition, work engagement and employee performance in Kenya. The evidence of positive relationships in empirical literature showed that employee recognition plays an important role in influencing attitudinal and behavioural outcomes that will eventually culminate to performance.

Ehtesham, et al. (2011) carried out an investigation to determine if there exist relationship between the culture of the organisation and performance management practices in Pakistan. The study carried out a survey research and the findings revealed from the study was that a positive relationship existed between organisational culture and clear and measurable goals as one among those factors that determine performance management practices. The study indicated that an organisation with good culture would likely have good performance management practices that entail clear and measurable goals. This study is however limited in the area of theoretical justification,
In addition, there is need to find out if performance management practice of clarity of goal setting can have a significant impact on performance at the micro level of an organisation.

Agreement was reached among researchers (Steers & Lee, 1983) that ratee’s participation remains a vital success factor in the performance management process. Participation brings about trust in the system and motivates raters to enhance their performance (Dobbins, et al., 1993). Through participation of both raters and ratees in designing a scheme, then it allows views to be respected and creates a space for catering the needs of parties involved (Campbell & Garfunkel, 1996). Employee strengths and weaknesses can also be detected via participation in the system within a setup; and it enhances communication (Nathan et al., 1991). It facilitates the process of understanding the link between assessment and organisational goals (Drucker, 1973).

2.3.4 Goal Setting and Employee Performance

A study by Longeneck and Nykodym (1996) revealed that performance appraisal that is hinged on clear standard goals make subordinates to view systems as being effective. Performance on the part of employees will be best achieved because they know what is expected of them especially when there are clear goals and objectives (Harris, 1998; Longenecker & Nykodym, 1996). As remarked in literature, ratee will achieve better standard if they participate or contribute to setting the standards (Harris, 1988; Swan & Margulies, 1991). Philip (1990) also remarked that for standards to be achieved, it should be monitored to ascertain what has been achieved. It has been documented in studies disagreement is always mitigated when rater shows the ratee the actual rating (assessing against standards) (Swan & Margulies, 1991). Herriot (1989) observes that assessing personality of an employee is not considered appropriate because the process
cannot change personality. Lansbury (1986) therefore supports the position that assessing traits may not culminate to improving productivity.

2.4 Summarized Literatures, Gaps, and Study Current Focus

From the various literature reviewed, there is not much to indicate how performance management practices can be achieved in regard to various aspects mentioned such as proper feedback and therefore, it is necessary to assess and fill the research gaps such as lack of proper feedback, lack of proper management, TSC secretariat staff not often participating in review, evaluation and decision-making, lack of department linkages and failure of conducting annual meetings for planning and decision making as well as lack of compliance in internal measures of carrying out various activities. By filling this gap, this will help in improving performance management practices in the County TSC.
2.5. Conceptual Framework

![Conceptual Framework Diagram]

Figure 2.1: Conceptual Framework
Source: Researcher (2022)
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology and the discussions in this section outlines the research design, empirical model, unit of observation and analysis, sample design, data collection instrument, data collection procedure, techniques for data analysis and presentation.

3.2 Research Design

Research design is a general plan for data collection which describes how a researcher intends to answer research questions or test research hypotheses (Jankowicz, 2006). In this study, both descriptive and explanatory designs were made use. From the position of Saunders, et al, (2009), descriptive design explains characteristics of survey data. While the causal relationship or association between the constructs of a study can be established via explanatory research design (Saunders, et al., 2009).

3.3 The Target Population

The targeted population of this study was the overall number of teachers in public primary and secondary schools in eight sub-counties in WajirCounty, Kenya. Wajir County is covering eight sub counties which are: Wajir South, Wajir North, WajirEast, Wajir West, Tarbai, Eldas, Buna and Habaswein. A total of 2,034 teachers from the sub counties (eight sub counties) will be involved in this study. It was difficult to deal with all members of the population; hence, there was need for sampling.
3.4 Sampling Technique and Procedure

The study population was considered big and accessing every members of the population would be difficult. There is therefore need to obtain a sample from the entire population frame. The study sample size obtained was therefore determined using Yammane Statistics for proportion. Using Yamane formula for sampling size proportion, the sample size was determined as follows;

\[ n = 1 + \frac{N}{N} \left( \frac{e}{2} \right)^2 \]

where:

- \( n \) = the sample size
- \( N \) = Population frame
- \( e \) = Level of precision

\[ n = 1 + \frac{2,034}{2,034} \left( \frac{0.05}{2} \right)^2 \]

\[ = 334 \]

The sample size for this study was 334 participants. The study participants were selected using stratified sampling method. The strata was the sub counties of Wajir County. Currently, Wajir has eight sub-counties. The distribution of respondents selected from each strata are itemised in Table 3.1.

Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Strata</th>
<th>Total population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wajir South</td>
<td>261</td>
<td>43</td>
</tr>
<tr>
<td>Wajir North</td>
<td>261</td>
<td>43</td>
</tr>
<tr>
<td>Wajir East</td>
<td>255</td>
<td>42</td>
</tr>
<tr>
<td>Wajir West</td>
<td>255</td>
<td>42</td>
</tr>
<tr>
<td>Tarbai</td>
<td>255</td>
<td>42</td>
</tr>
<tr>
<td>Eldas</td>
<td>249</td>
<td>41</td>
</tr>
<tr>
<td>Buna</td>
<td>249</td>
<td>41</td>
</tr>
<tr>
<td>Habaswein</td>
<td>249</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,034</strong></td>
<td><strong>334</strong></td>
</tr>
</tbody>
</table>

Researcher (2022)
3.5 Data Collection Procedures

The study source of data collection was through primary data and the platform through which the data were collected was structured questionnaire given that as a tool for data collection in management science is seen to be more superior as compared to other tools. The questionnaire had closed questions. The questionnaires was divided into two sections ‘‘Section ’A’ and section 'B'. Section A” sought to get data on attributes of the respondent. Section "B" focussed on the items establishing the effectiveness of the performance management practices at the TSC and is further divided into various parts to clearly measure the respective tenets of the performance management practices and employee performance under study. Data collected were analysed using quantitative procedures. The quantitative information obtained for this research was analysed using a tool statistical package for social sciences (SPSS).

3.5.1 Empirical Model

The stated hypotheses of this study sought to test whether there was a significant relationship between performance management practices and employee performance of TSC in Wajir County Kenya. The independent variable was a composite construct which was operationalised into four latent variables namely: employee performance training, multisource, employee recognition and goal setting. The hypotheses stated were tested using linear regression model as stated as follows:

\[ Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \]

Where:

\[ Y = \text{Employee performance of TSC} \]
\[ X_1 = \text{Performance management training} \]
\[ X_2 = \text{Multisource feedback} \]
\[ X_3 = \text{Employee recognition} \]
X4 = Goal Setting

\[ \beta_0 = \text{Regression intercept} \]

\[ \beta_1 - \beta_4 = \text{Regression coefficients} \]

### 3.7 Pilot Study

The essence of piloting any study is for ensuring that the study instruments are adequate in terms of what they are supposed to measure. In this study the pilot study was executed in two secondary schools at Nairobi City County prior the collection data in Wajir County, Kenya. The pilot test of the study was done using questionnaire through the pretested technique that involved two secondary schools in Nairobi who are also employees of the teachers service commission. This pilot test that involved the two schools that are outside the actual survey target, the draft questionnaire was presented to the teachers in the two schools respondents to establish whether the respondents were able to interpret and provide the required response. The pretest addressed editorial issues that had not been detected during the structuring of the questionnaire, highlighted, research questions that were not clear and pointed out the flow of the research items in all the sections of the instrument. The feedback from the pilot study enabled the researcher to further rephrase the research statements, add more questions where need was so as to ensure well representation of all the construct.

### 3.7.1 Validity of the Instrument

Validity of study instruments indicates adequacy of research items in terms of what they are supposed to measure. This study determined the validity of the items measuring the variable of interest in terms of face, content, and construct validities. To ascertain the validity of the instrument that is used in data collection process then these instrument to be process of ascertaining the validit and reliability as posited by
Kimberlin & Winterein, (2008) as an important process in statistical science. Furthermore, Knapp & Mueller, (2010) emphasize the importance of validity as a process that determine the extent to which the research instrument truly measures what it is supposed and projected to measure. As per the above aforementioned types of validities, face validity is a subjective measure that is used to evaluate the appropriateness the study constructs being measured. Therefore the study employed Saunders et al, (2009) that the models developed from various opinions and as well as adopting the previous extant scholars that designed and developed the research items. The second validity that the study relied on was construct validity. This technique involves the alignments of the questionnaire in a precise manner that will allow the measurement of the latent constructs as anticipated at the conception stage. To achieve this, Kimberlin & Winterstein, (2008), the study instrument was exposed through vigorous review and back and checks to ensure the the content ascertainment of the relevance and conceptual aspect of the study constructs was achieved as well as use of the opinions of the theoretical aspects and empirical literature of the existing research bodies. This constructs validity of relevance conducted in this study through result of the test scores that was obtained validating and interpreting the particulars of the items from the collected data. This study therefore used the research hypotheses and operationalization of the variables as reflected in the hypothesized relationship in the proposed conceptual framework so as to enable the ascertainment of both content and construct validity.

3.7.2 Reliability of the Instruments

Internal consistency of items in the study was ascertained using Crombas’s alpha coefficient. The threshold for the Cronbash alpha coefficient was 0.7 which has been constantly used as benchmarked threshold in previous studies. The extents to which an
instrument generate a consistent, constants and identical scores as posited, Crano and Brewer., (2002) is what is defined as reliability pointer of non fluctuating information as a measure of statistics indicators as a designed character in research tool. The theorized variables as designed in the conceptual relationships was exposed to the test of reliability and the pilot outcome scores adjusted where disparity was found to exist to enable compliance to the expected Cronbach alpha threshold score of 0.7 or above. The pilot study conducted through the primary data collected revealed that the instrument was satisfactory as per threshold with an overall Cronbach alpha score of 0.821.

Table 3.2: Reliability Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Items</th>
<th>Alpha Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Trainning</td>
<td>7</td>
<td>0.706</td>
<td>Reliable</td>
</tr>
<tr>
<td>Multisource Feedback</td>
<td>6</td>
<td>0.803</td>
<td>Reliable</td>
</tr>
<tr>
<td>Employee Recognition</td>
<td>6</td>
<td>0.878</td>
<td>Reliable</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>7</td>
<td>0.813</td>
<td>Reliable</td>
</tr>
<tr>
<td>Employee Performance of TSC</td>
<td>10</td>
<td>0.905</td>
<td>Reliable</td>
</tr>
<tr>
<td>Overall</td>
<td>36</td>
<td>0.821</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)

As shown in Table 3.2, the alpha coefficients for each of the construct generated a test reliability measure of an overall internal consistency score of 0.821 met the threshold of 0.70 set as a benchmark in this study in the main survey. The reliability score for the main survey, employee training had an alpha value of .706, multisource feedback had .700, employee recognition had .878, goal setting had .813, and employee performance of TSC had .905 alpha value score. The results of reliability test using the alpha coefficients was an indication of a reliable items in the research instrument of variable of interest in this study, being in consonance on what constitute a good reliable research tool (Field, 2009).
3.8 Data Analysis and Presentation

The questionnaires was administered to collect primary data, which was later prepared for statistical data analysis and presentation. The questionnaires was well labelled and referenced to ensure a clean, complete, clear accurate and consistent be analysed with the aid of Statistical Package for Social Sciences (SPSS) software. Then the result from both pilot study and main survey as shown in table 3.2. The study further conducted a descriptive analysis and the result presented in output tables summarized using frequency, means, percentages and stand deviationscores for meaningful and easy interpretation of the spread of scores through indices application, (Vetter, 2017).

The study further conducted an inferential analysis from the multiple regression model that was used as a way to make it possible to test the hypothesis used in this study. The test of hypotheses is important in facilitating the study to establish the extent of the effect and the type and strength of the relationship between the latent variable and the independent variable under study. The study inferential statistics was analysed and the output was presented as the model summary, coefficient of determination, and the ANOVA output to show the total composite index and the model fit respectively. The study used .05% confidence level to test the study hypothesis and adhered to the recommendation by various researcher on carrying out the diagnostic test as a way to ascertain whether the assumptions of multiple regression have been violated and also to establish if a relationship exist between the predictor variables and outcome variable, (Mugenda & Mugenda, 2003, Field, 2009). In order to ascertain that the assumptions of multiple regression have not been violated, several tests were conducted, as this is important on ensuring that no biasness on the estimates findings of the regression analysis, no untrusted levels of both confidence and significance test and also no inaccurate coefficient test.
The test for non-violation of multiple regression assumptions was carried out using the test for linearity, the normality test and test for multicollinearity just to mention a few. To ascertain the level to which the sampled data is distributed normally across the entire population parameter, this test was done given that the estimation of the regression analysis are anchored on the assumptions of normality test, (Field, 2013). The assumptions of linearity of data was also tested to ascertain whether the latent variable predict the outcome variables, using linear relationships, if there was little or no multicollinearity and also to ascertain if there was no auto correlation among the variable under investigation using Pearson’s correlation test.

3.9 Ethical Consideration

This study considered ethical issues such as confidentiality, privacy, anonymity, sensitivity to cultural differences as well as gender. In this regard the researcher ensured that the reason why this study was conducted was explained in advance to the participants, and were well informed on issues of confidentiality among other. To safeguard anonymity of the respondents’ identity the researcher applied coding. The researcher was honest in dealing with respondents as well. The information gotten from publications was highly acknowledged.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

Chapter four is organised into various sections, presents findings and discussions including pilot test, analysis of the responserate, descriptive analysis that describes the characteristics of the respondents and the degree of fitness of data that represents the interest of the population and tests of hypothesis.

4.2 Response Rate Analysis

The study employed a self-administered instrument of a total of 334 questionnaires given out to the respondents, and from the total administered, 231 were successfully filled and returned while 103 were not returned. The successful filled and returned represented 69.2% response rate and a total of 30.8 accounted for unretrieved questionnaires, and these unrespondent questionairers were due to the busy respondents schedule and the current pandemic on the world. As cited by Kinyua (2015) as from what was stated by Mugenda and Mugenda (2003), a 50% response rate was considered to be adequate for analysis and reporting, while at least 70% is assumed to be excellent. Further, Saunders, Lewis and Thornhill posit that a 50% response rate is considered justifiable for statistical analysis and in the same spirit Babbie (2004) echoes that 50% return rates is satisfactory. Therefore the response rate achieved of 69.8% is sufficient enough and recommendable for statistical analysis, for informed inferences and drawing conclusion from the research data as presented in Table 4.1.
Table 4.1 Results of the Analysis of Response Rate

<table>
<thead>
<tr>
<th>Items</th>
<th>Number of Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire Retrieved</td>
<td>231</td>
<td>69.2</td>
</tr>
<tr>
<td>Questionnaire Not Retrieved</td>
<td>103</td>
<td>30.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>334</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2021)

4.3 Reliability of Research Instrument

Cronbach alpha coefficient of 0.70 was used as threshold for testing how reliable the research instrument was and the results were shown in table. The main study was preceded by a pilot test randomly select from teachers services commission from the eight on the sampling strata and excluded from the investigation. The developed questions are tested for reliability through pilot study so that the inadequacies that can hinder data collection can be addressed. Therefore the data collected was coded, analysed and a test for internal consistency was done using Cronbach’s Alpha of 0.7 as suggested by Sekerani and Bougie (2009) as a good measure for reliability for social science research or a value above 0.7.

Table 4.2 Reliability Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Items</th>
<th>Alpha Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Training</td>
<td>7</td>
<td>0.706</td>
<td>Reliable</td>
</tr>
<tr>
<td>Multisource Feedback</td>
<td>6</td>
<td>0.803</td>
<td>Reliable</td>
</tr>
<tr>
<td>Employee Recognition</td>
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<td>Reliable</td>
</tr>
<tr>
<td>Goal Setting</td>
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<td>Reliable</td>
</tr>
<tr>
<td>Employee Performance of TSC</td>
<td>10</td>
<td>0.905</td>
<td>Reliable</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>36</strong></td>
<td><strong>0.821</strong></td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Source: Survey Data (2021)
4.4 Respondent Demographics

This section sought to present the profile of the respondents who participated in the research study analysed descriptively in terms of the respondents’ gender, age distribution, level of education qualification and years of experience in the teacher service commission. The biographic characteristics were assessed for purpose of analysing and providing the general information about the respondents, the results as per the analysis are presented below.

4.4.1 Gender Distribution of the Respondents

As shown in Table 4.3, the largest proportion of the respondents were male, being a majority the male were roughly as twice as much as female at 63.6% and 36.4% respectively. This difference in the respondent rate between the male and the female supported an existing belief that more male figures were recruited to the teacher service commission as opposed to their counterparts thus the third gender balance issues. The result indicated element of gender inclusivity in study hence the study did not suffer from the issue of gender bias.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>147</td>
<td>63.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>84</td>
<td>36.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>231</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.2 Age Distribution of the Respondents

The respondents age distribution showed that 50.6% were aged between 21-30 years, 37.7% aged between 31-40 years, and 11.7% accounted for respondents between the age of 41-50 years. The age distribution shows that a larger proportion of the respondents aged between 21-30 years composed of the active male and female in the teacher service commission, while those above 41 years are considered less active. Therefore
the age distribution supports the credence of the belief that the young and those in the middle age male and female employee in teacher service commission are visible and readily available as compared to the earlderlyonces.

**Table 4.4 Age Distribution of the Respondents**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30yrs</td>
<td>117</td>
<td>50.6</td>
<td>50.6</td>
<td>50.6</td>
</tr>
<tr>
<td>31-40yrs</td>
<td>87</td>
<td>37.7</td>
<td>37.7</td>
<td>88.3</td>
</tr>
<tr>
<td>41-50yrs</td>
<td>27</td>
<td>11.7</td>
<td>11.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**4.4.3 Education Qualification of the Respondents**

The employee of the teacher service commission as shown in table 4.5 are more educated in terms of the educational qualification showing 44.2% had a degree, and those with diploma and professional qualification tallied at 26%. The employees with the postgraduate degree accounted for 3.9% of the total respondents with the least score. The result supported the minimum entry qualification policy in the recruitment at the teachers service commissions as a diploma holder and also evidence the suitability of the reaserch respondents of the study given that the level of education was adequate enough to understand the research instrument content validity.

**Table 4.5 Education Qualification of the Respondents**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Diploma</td>
<td>60</td>
<td>26.0</td>
<td>26.0</td>
<td>26.0</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>102</td>
<td>44.2</td>
<td>44.2</td>
<td>70.1</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</td>
<td>3.9</td>
<td>3.9</td>
<td>74.0</td>
</tr>
<tr>
<td>Professional</td>
<td>60</td>
<td>26.0</td>
<td>26.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)
4.4.4 Descriptive results on Years of Experience of the Respondents

The result on the distribution of the respondents years of service showed that the larger part of the respondents at 63.6% had experience in relation to work between 1-10 years, 26.0% had experienced 11-20 years of service, 9.1% had 21-30 years of work experience and 1.3% had 31 years and above years of experience in the workforce. The result therefore showed that the distribution showed the majority of the respondents would benefit from the government four bigger agendas implemented during President Uhuru Kenyatta regime to improve the employment opportunities to the youths as they are absorbed after graduating and are likely to participate in the performance training of the employee as one of the interventions of the study objectives.

Table 4.6 Years of Experience Distribution of the Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>231</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>1-10yrs</td>
<td>147</td>
<td>63.6</td>
<td>63.6</td>
<td>63.6</td>
</tr>
<tr>
<td>11-20yrs</td>
<td>60</td>
<td>26.0</td>
<td>26.0</td>
<td>89.6</td>
</tr>
<tr>
<td>21-30yrs</td>
<td>21</td>
<td>9.1</td>
<td>9.1</td>
<td>98.7</td>
</tr>
<tr>
<td>31yrs and above</td>
<td>3</td>
<td>1.3</td>
<td>1.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)

4.5 Results of Descriptive Analysis

This section presents the result of descriptive analysis as per the constructs discussed in this study. This section discusses descriptive analysis for all the constructs of this study. The variables of this study included, Performance management training, multisource feedback, employee recognition, goal setting, and performance of teacher in Wajir County. The research instrument was on a five point likert scale and the analysis of the data was done using the mean and standard deviation, and presented the result of each of the variables both independent and dependent variable as shown below.
4.5.1 Training and Employee Performance

Training was the first variable of the study. The respondents were required to respond to the observed items regarding training and specify their level of agreement on a 5-point Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. Table 4.7 below presents the computed mean and standard deviation with an aggregate mean of 3.5455 and score of standard deviation as 0.9671. The aggregate overall mean of 4 on the Likert scale that was used implied that the respondent concurring to an agreement that events relating to training were undertaken by teacher in Wajar County in Kenya thus supporting the computed average score for each of the items.

Table 4.7 Descriptive Results on Training and Employee Performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution organises trainings for its employees</td>
<td>3.4026</td>
<td>.97258</td>
</tr>
<tr>
<td>There is coaching for the employees in this institution</td>
<td>3.4026</td>
<td>.91736</td>
</tr>
<tr>
<td>Employees are trained on how to answer performance appraisal documents</td>
<td>3.5584</td>
<td>1.00209</td>
</tr>
<tr>
<td>My supervisor is competent in handling performance appraisal exercise</td>
<td>3.7403</td>
<td>.90510</td>
</tr>
<tr>
<td>Performance appraisal documents are self-trained in nature</td>
<td>3.4286</td>
<td>.94770</td>
</tr>
<tr>
<td>Employees are often involved in training process in this institution</td>
<td>3.6364</td>
<td>1.04560</td>
</tr>
<tr>
<td>My skills have been enhanced via training in this institution</td>
<td>3.6494</td>
<td>.97935</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.5455</strong></td>
<td><strong>0.9671</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data(2022)

The first, second and fifty item with a mean of 3.4026 and 3.4286 neither agreed nor disagreed that institution organising training coaching or performance appraisal respectively were neutral to the statement on training and employee performance. The third item with a mean of 3.5584 agreed that employee training on how to answer
performance appraisal document while a standard deviation of 1.00209 showed a great deviation on their views.

The fourth item with an average mean of 3.7403(agree) and standard deviation of 0.90510 indicated that the participants agreed to the statement the supervisors competency in handling performance appraisal exercise and a lower score on the standard deviation an indication of a lower and reasonable variability among the respondents response thus an implication that the participants agreed significantly that supervisors competency enhance performance of the teacher service commission. A mean of 3.6364 and 1.0456 was scored on the sixth item respectively. The aggregate mean approximately 4- agree , on the five point likert scale indicates agreement by the respondents that employees are often involved in training process in the teacher service commission workforce contributing to training. The standard deviation score indicate a mild deviation or variability on the respondents response, however the approximate mean of 4- agree is an indication of agreement by the majority of the respondents thatemployee involvement in training process enhanced employee performance.

With the score of 3.6494 for mean and a score of 0.97935 for standard deviation for seventh item confirmed the larger proportion of the sampled participants agreed that their skills had been enhanced via training and a lower variability of the standard deviation of the respondents opinion. The findings in this section imply that the teachers service commission practice training with an intension to improve performance. The aggregate score of 3.5455 and score of 0.9671 of standard deviation indicate an agreement by the response of the respondent and a lower variability thus indicating that training were significantly measured by the metrics of organising management training, coaching, training on appraisal document, competentency in appraisal exercise, employee involvolment and skills. The result is in consonance with assertion in the
literature that training was determined by factors ranging from stakeholder participation, continuous monitoring, feedback, and training, improving supervisor rating of performance or coaching activities within the organisation (Gorman & Rentsch, 2009, Korir, Bengat, et al 2015, Nzuve & Njeri 2013).

4.5.2 Multisource Feedback and TSC Employee Performance

The study pursued as a specific objective was to determine the effect of multisource feedback on employees’ performance of teacher in Wajir County, Kenya. The multisource feedback were measured on six items in the research instrument, staff self rating, supervisor involvement in subordinates rating, performance rating among colleague and members of the public, provision on the appraisal document and feedback on appraisal exercise. The participant were tasked to applied a rate on a scale of 1-5 the items (strongly disagree to strongly agree).

Table 4.8 Multisource Feedback and TSC Employee Performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are allowed to rate themselves during the appraisal exercise</td>
<td>3.5844</td>
<td>1.25474</td>
</tr>
<tr>
<td>Supervisors are involved in the process of rating the performance of subordinate staff</td>
<td>3.5844</td>
<td>1.07563</td>
</tr>
<tr>
<td>Colleagues at work are often allowed to rate the performance of others at work</td>
<td>3.4675</td>
<td>.94984</td>
</tr>
<tr>
<td>Members of the public (students) are allowed to rate staff in this institution</td>
<td>3.0390</td>
<td>1.20262</td>
</tr>
<tr>
<td>Provision is made in the appraisal document for employer to rate the performance of employee</td>
<td>3.6234</td>
<td>.92838</td>
</tr>
<tr>
<td>Feedback on appraisal exercise is timely in this institution</td>
<td>3.9870</td>
<td>1.12474</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.5476</strong></td>
<td><strong>1.0893</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)

The overall mean and standard deviation scored 3.5476 and 1.0893 as values. The mean score being approximated to 4-agree on a five-point likert scale, the overall mean aggregate implies that there was an agreement among the employee of the teacher
service commission that multisource feedback were implemented in the workforce as also supported by the indices measuring multisource feedback. The self rating during appraisal exercise as one of the indicators of multisource feedback had a mean of 3.5844 approximated to 4-agree on a five–point likert scale and standard deviation of 1.25474 respectively. The result implied that the respondents in the teacher service commission agreed that staff allowed to rate themselves during the appraisal exercise improved multisource feedback on employee performance. Standard deviation “1.225474” indicated a moderate variability in terms of the participants response thus the average mean score suggested to be the the true measure of the population mean.

The second item on supervisors involvement in rating of the subordinate in the appraisal exercise stands at a mean and standard deviation of 3.5844 and 1.07563 respectively. The score indicate that the participant were in agreement that the supervisors are involved in rating the subordinate staff in the appraisal exercise while the standard error indicated a mild variability in the responses. A mean of 3.4675 and standard deviation of 0.94984 on the third item indicated that the respondents were neutral and showed a low variability in respect of the opinion of response on the statement that colleagues at work are allowed to rate their colleagues at workplace. Similarly the fourth item on involvement of members of the public in rating the staff during appraisal exercise scored a mean of 3.0390 and a moderate standard deviation of 1.20262 respectively. Lastly, provision made in the appraisal document for employer to rate the performance of employee and timely feedback on appraisal exercise stands at a mean of 3.6234 and 3.9870, with a standard deviation of .92838 and 1.12754 respectively. A mean approximated to 4-agree although varying in opinion of the response, indicate the true mean of the population mean.
The findings in this section are an indication that multisource feedback in the teachers service commission in Kenya enhances employee performance. The findings are consistent with the position that effective and timely feedback is critical in that it leads to a successful performance management programs (Thomas & Bretez, 1994) and that multisource feedback approach is associated with increased performance at various organisational levels (Maylett & Riboldt, 2007).

4.5.3 Employee Recognition and TSC Employee Performance

Employee recognition was measured using six items on the research instrument whereby the respondents were asked to select on a scale of 1 to 5 (as strongly disagree to strongly agree), and afterwards a mean and standard deviation computed and presented as shown below in table 4.9

### Table 4.9 Employee Recognition and TSC Employee Performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff suggestions are seriously taking into consideration.</td>
<td>3.4545</td>
<td>1.13688</td>
</tr>
<tr>
<td>In this institution, staff suggestions are followed up regularly.</td>
<td>3.6364</td>
<td>.83784</td>
</tr>
<tr>
<td>When staff do quality good job, his or her colleagues show appreciation.</td>
<td>3.5714</td>
<td>1.18059</td>
</tr>
<tr>
<td>In this institution, superior officer tangibly recognise staff in different ways.</td>
<td>3.5844</td>
<td>.96031</td>
</tr>
<tr>
<td>In this institution, members of staff received written recognition for the job well-performed.</td>
<td>3.5325</td>
<td>1.17122</td>
</tr>
<tr>
<td>In this institution, staff are regularly congratulated in recognition of their efforts.</td>
<td>3.7013</td>
<td>1.11976</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.5801</td>
<td><strong>1.0678</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)

The mean and standard deviation scores on aggregate were at 3.5801 and 1.0678. The approximated mean score of 4 for the meannon a likert scale of five as adopted therefore implying agreement by the employees at the teacher service commission that employee recognition are implemented in workforce.
Considering staff suggestion as one of the indicators of employee recognition had an average opinion that their suggestions were being considered seriously. The average aggregate mean score indicates a moderate agreement by the respondents that employee recognition is practiced at the teachers service commission. The second and third statement on follow up on staff suggestion and when staff do quality good job, his or her colleagues show appreciation stands at a mean value of 3.6364 and 3.5714 with a standard deviation of .83784 and 1.18059 respectively. On a five point likert scale, the mean approximate to 4-agree, indicating an agreement on the response from the participants that recognition through follow upon staff suggestion and appreciation of quality good job in teachers service commission. The fourth, fifth and sixth item, tangible recognition of staff by the superior, staff received written recognition for the job well-performed and staff regularly congratulated in recognition of their efforts scored a mean and standard deviation at 3.5844, 3.5325, 3.7013 and .96031, 1.17122, 1.11976 respectively. This indicates that the respondents had a fair opinion that they were being recognised.

The overall mean represents the true measure of the population mean while the standard error indicates a moderate variability of the participants responses. Therefore the result indicates parity with the literatures positing that between recognition practices and performance of project a relationship that is positive existed across higher learning institution in Kenya, Kwamboka & Sang, (2019) and also Owoeye, et al (2019) found positive relationship between employee recognition, work engagement and employee performance in Kenya.

4.5.4 Goal setting and TSC Employee Performance

It was investigated as fourth objective to determine whether goal setting had any effect on employees performance in the teachers service commission in Kenya. Goal setting
as the fourth independent variable was measured using seven items and the participant were required to rate their opinion, agreement or otherwise on a five-point likert scale ranging from strong disagree to strongly agree=5 and then the mean and standard deviation were computed as shown in Table 4.10.

**Table 4.10 Goal setting and TSC Employee Performance**

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this institution, goals are clearly stated</td>
<td>3.8182</td>
<td>1.05576</td>
</tr>
<tr>
<td>Goals in this institution are reasonable to be achieved</td>
<td>3.7532</td>
<td>.88695</td>
</tr>
<tr>
<td>The goals of this institution are easily measurable</td>
<td>3.6104</td>
<td>1.01067</td>
</tr>
<tr>
<td>Adequate resources are made available to pursue the goals of this institution</td>
<td>3.6883</td>
<td>.95907</td>
</tr>
<tr>
<td>The goals of this institution are realistic</td>
<td>3.7662</td>
<td>.85307</td>
</tr>
<tr>
<td>My own goal is subsumed into the general goals of this organisation</td>
<td>3.6104</td>
<td>1.06104</td>
</tr>
<tr>
<td>The goals of this institution give room to pursue personal goal.</td>
<td>3.8182</td>
<td>.93800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.7236</strong></td>
<td><strong>0.9664</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)

The overall aggregate mean and standard deviation scores was at 3.7236 and 0.9664 respectively, with overall mean approximated to 4- agree on a five point likert scale and therefore indicating that teachers service commissions task force agreed to the the constituted the indicators of goal setting in the workforce. The first and last item on clearly stated goals and giving room to pursue personal goals scored the highest score on average for mean at 3.8182 with a moderate and lower score of 1.05576 and 0.93800 respectively for standard deviation.

The second and fifth statement, on reasonable achievable goals and realistic goals had scores for mean and standard deviation of 3.7532, 3.7662 and 0.88695 and 0.85307 respectively the average standard deviation value indicated a lower variability or participants response and the mean representing the true mean of the population mean
thus implying that the respondents showed more on achievable and realistic goal and employee performance. Availability of adequate resources and own goal subsumed into the general goals of this organisation had a mean score value of 3.6883 and 3.6104, while the standard of .95907 and 1.06104. The average mean approximate to 4- agree on five point likert scale and the standard error indicating a lower and moderate variability of the participants response

This findings supports the remarks in literatures that clear stated objectives and goals agreements would enhance the best from employees because they understand what is required or expected of them (Harris, 1998; Longenecker & Nykodym, 1996).

4.5.5 Performance of TSC Employees

Performance of the teachers in Wajir County, Kenya was operationalised as a predictor variable and the indicators of performance were measured using the metrics of effectiveness, efficiency and fairness in this study. This section therefore analyses the performance of TSC employee in Wajir county in Kenya. The various items were constructed and designed to measure various level of employee performance. Those who participated were informed to rate the items on a likert scale of five items. The mean and standard deviations were therefore computed and present as below:
Table 4.11 Performance of TSC Employees

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity of work units in this institution for the past five years has increased.</td>
<td>3.8312</td>
<td>.90510</td>
</tr>
<tr>
<td>The quality of work performed by teacher is very high.</td>
<td>3.7532</td>
<td>.88695</td>
</tr>
<tr>
<td>Teachers are doing well in terms of instilling discipline in the society.</td>
<td>3.8442</td>
<td>.87076</td>
</tr>
<tr>
<td>The occurrence of goal achievement is very high in this institution.</td>
<td>3.7922</td>
<td>.84449</td>
</tr>
<tr>
<td>Members of staff make use of their knowledge and skills for ways to become more efficient.</td>
<td>3.8312</td>
<td>.78135</td>
</tr>
<tr>
<td>Members of staff make use of minimum resources to achieve more results while carrying out their responsibilities.</td>
<td>3.7532</td>
<td>.93002</td>
</tr>
<tr>
<td>Teachers show high responsiveness in terms of discharging assigned responsibilities.</td>
<td>3.8571</td>
<td>.78653</td>
</tr>
<tr>
<td>Teachers rarely make mistakes when carrying out their assigned responsibilities.</td>
<td>3.5974</td>
<td>.84328</td>
</tr>
<tr>
<td>Teachers appear to be fair and just in dealing with issues relating to students in schools.</td>
<td>3.8052</td>
<td>.79190</td>
</tr>
<tr>
<td>Teachers provide services delivery without consideration to any affiliation or background.</td>
<td>4.1299</td>
<td>.93275</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.8195</strong></td>
<td><strong>0.8573</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)

The aggregate mean and standard deviation scored 3.8195 and 0.8573 respectively on a five point likert scale, this mean was approximate to 4-agree implying an agreement on the participants response on various statements asper perceived indicators of performance.

Fairness as one of the perceived indicators of employee performance as shown in the tenth and ninth item scored highest mean of 4.1299, provide services delivery without consideration to any affiliation or background and 3.8052, teachers being fair and just in dealing with issues relating to students in schools and with a lower standard deviation of 0.93275 and 0.79190 respectively. The result reveled that the participants were in a greement that service delivery was provided with perceived fairness, no affiliation, fair and just in dealing with issues relating to students in school.
The workforce efficiency as shown in the first up to the fifth item had an average mean of 3.8312 increased productivity of work unit for the past five years, 3.7532 very high quality of work performed by teacher, 3.8442 teachers doing well in instilling discipline in the society, 3.7922 very high occurrence of goal achievement and 3.8312 staff making use of knowledge and skills for ways to become more efficient, and with a standard deviation of 0.9051, 0.88695, 0.87076, 0.84449 and 0.78135 respectively. This average mean is approximate to 4- agree, meaning that the response of the respondents were in agreement with the items on efficiency of the teachers in Wajir County. The sixth, seventh and eighth items on effectiveness as an indicator of performance scored a mean of 3.7532 use of minimum resources to achieve more results, 3.8571 high responsiveness in terms of discharging assigned responsibilities and 3.5974 teachers rarely make mistakes when carrying out their assigned responsibilities, while the standard deviation stands at 0.93002, 0.78653 and 0.84328 respectively. This indicates that the participants agreed that the commission was effective in carrying out its mandate.

From the low aggregate standard deviation, it shows that there is a narrow variability on the way the respondents were responding to the research items and the aggregate mean indicates that the sample mean is a reliable evaluator and a true mean of the population mean. Therefore the results are contrary to the literature assertion that employee performance as per an internal audit as well as monitoring and evaluation surveys concluded in June 2009 which revealed that TSC customers satisfaction level stood at 56% while its employees rated it at 54% and impacts of poor service delivery at the units were seen as, ineffective service delivery, negative image, customer dissatisfaction and lack of customer responsiveness.
4.6 Inferential Statistics

To draw inferences from the population based on sample parameter. This study required various hypotheses testing using multiple regression. There was also need for testing suitability and appropriateness of the model fit subject to diagnostic test so as avoid violating the assumptions of multiple regression.

4.6.1 Test of Goodness Fit

Table 4.12 shown below has an adjusted R-squared of 0.473 to indicate that the independent variable when jointly put together explains 47.3% variation in the outcome variable while 52.7% was elucidated by factors not considered in the study as explained by the error term. R Square and Adjusted R Square are very low as such low values are associated with primary data and has no course of worrying as its taken care of by the ANOVA.

Table 4.12 Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.694*</td>
<td>.482</td>
<td>.473</td>
<td>4.31567</td>
<td>1.539</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Goal setting, Feedback, Training, Recognition
b. Dependent Variable: Performance

The study as shown in table 4.13 further tested the model fitness by computing the F-calculated and comparing with F-critical.

Table 4.13 ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>3920.980</td>
<td>4</td>
<td>980.245</td>
<td>52.631</td>
<td>.000*</td>
</tr>
<tr>
<td>Residual</td>
<td>4209.253</td>
<td>226</td>
<td>18.625</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8130.234</td>
<td>230</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2022)
The F-score cal.(52.631) was greater than F-critical value hence indicating statistically significant model fit as further supported by the t-statistic for all predictor variable significant at p<0.05, that is the p-value of .000 was less than the significant level adopted by the study of .005. The t-statistics and the p-value can be reliably and adequately used to test the significance of the regression coefficient model; \( Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \). The study implication is that the performance management practices significantly predicts the performance of employee in the teacher service commission in Kenya.

4.6.2 Results of Hypotheses Testing

Table 4.14 below presents the analysis of the regression coefficients of the model fit used to test the effect of performance management of practices on employee performance in the teachers service commission in Kenya.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>17.750</td>
<td>1.562</td>
<td>11.360</td>
</tr>
<tr>
<td></td>
<td>Performan</td>
<td>0.286</td>
<td>0.134</td>
<td>0.237</td>
</tr>
<tr>
<td></td>
<td>Mgt.training</td>
<td>.547</td>
<td>0.109</td>
<td>0.450</td>
</tr>
<tr>
<td></td>
<td>Multisource feedback</td>
<td>-.147</td>
<td>0.125</td>
<td>-.132</td>
</tr>
<tr>
<td></td>
<td>Employee recognition</td>
<td>0.187</td>
<td>0.115</td>
<td>0.168</td>
</tr>
<tr>
<td></td>
<td>Goal setting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2021)

Performance of TSC = 17.750+ 0.286 Performance management training + 0.547 Multisource feedback -0.147 Employee recognition + 0.187 Clear and measurable goals.
From the table, performance management training and multisource feedback are significant at p<0.05 while employee recognition and goal setting, the p>0.05.hence insignificant.

**H01: Performance management training has no effect on employees performance in the teachers service commission in Kenya**

The model coefficient in Table 4.14 shows that by holding other factors constant, performance management training has a positive and significant effect on employee performance in the teachers service commission in Kenya (Beta=0.286, Sig=.035), therefore the study rejects the null hypothesis. The result also shows that a unit increase in performance management training results to a value of 0.286 increase in employee performance hence conclude that there is a significant positive relationship between performance management training and employee performance in the teachers service commission in Kenya.

**H02: Multisource feedback has no relationship with employee performance of teachers service commission in Kenya.**

The study second objective was to determine the effect that multisource feedback had on employee performance in Teachers service commission in Kenya. As shown in Table 4.14 multisourcing feedback was statistically significant at (β = .547, p =.000), at 95% level of significance, multisource feedback has a statistically significant relationship with employee performance in TSC in Kenya. The result therefore indicates that an increase unit of multisource feedback is responsible for an increase in employee performance in TSC by 0.547 hence the conclusion posited by this study is that a
significant relationship characterised multisource feedback and employee performance of TSC in Kenya.

**H₀₃: Employee recognition has no positive relationship with employee performance of teachers service commission in Kenya**

The third objective of study was to determine the effect that employee recognition has on performance of Teachers Service Commission in Kenya. The results of the hypothesis test, as shown in Table 4.14, that the regression coefficients had values of \( \beta = -1.147 \), \( t = -1.132 \), and \( p = -1.177 \) respectively. These results indicate that the null hypothesis of significant effect of employee recognition on performance of Teachers Service Commission was not rejected. Though the result of hypothesis test was not statistically significant, the regression coefficient explaining the contribution of employee recognition shows negative contribution to performance of teachers in the Teachers Service Commision. It can therefore be concluded that in Kenya, employee recognition does not have any significant effect on performance of teachers.

**H₀₄: There is no effect of Goal setting on performance of Teachers Service Commision in Kenya**

This study fourth objective was to determine whether the practice of setting goal has any effect on performance of Teachers Service Commission in kenya. Drawing from the results of the analysis on data collected in this study, the regression parameters showed values of \( \beta = 0.187 \), \( t = 0.168 \), and \( p = 1.631 \) (see Table 4.14). These results indicate that the between goal setting practice and performance was not statistically significant because at t test (0.163), the p-level is greater than the 95 percent accepted level of significance (\( p > 0.05 \)). Since the the relationship between goal setting practice and performance, it can be concluded that goal setting does not have any effect on
performance of teachers at Teachers Service Commission in Kenya. The findings of non-significant effect of goal setting on performance outcome in Kenya is variance with previous studies that found evidence of significant effect (Ehtesham, et al., 2011).
CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction
In this chapter, summary, conclusion and recommendation as deduced from study findings, knowledge contribution and policy recommendation and future research area as put forward are presented.

5.2 Summary of the Findings
The general objective of this study was to investigate the effect of performance management practice on performance of teachers in the teachers service commission in Kenya. The particular areas that the study examined were: the effect of performance management training, multisource feedback, employee recognition and goal setting on performance of teacher service commission in Kenya. The study targeted 2,034 employees of the teachers service commission in Wajir County, Kenya from the eight sub-counties where a sample size of 334 was selected. An adopted self-administered structured questionnaire was employed as a data collection instrument and the pilot study preceded the main study with a purpose of testing reliability of the research instrument. The study employed both descriptive and inferential analysis and multiple linear regression model to test the study hypotheses.

As it was documented in literature, performance management practices are crucial for organizations to enhance improvement. Based on the available literature, performance in Teachers Service Commission has suffered decline occasioned by non-achievement of set targets and inefficiencies, non-compliances to the policy guidelines, non-compliance to the service charter and slow process of automation of core function.
Employing data findings from different literatures, an attempt to enhance performance of employees of Teachers Service Commission has occasioned reforms that encompassed interventions such as performance management practices. Various reforms have therefore prompted the teacher service commission to employ various interventions to induce positive employee behavioural and attitudinal outcomes. While significant evidence of effect of performance management practice on performance at various organisational levels has been registered in literature across contexts, such evidence is scanty and remains anecdotal in the context of institution like Teachers Service Commission in Kenya.

Drawing from the preceding evidence that, this study investigated the significant effect that performance management practices had on performance of Teachers Service Commission in Wajir County. The objectives that were specifically sought were to investigate the effect of performance management training on performance of teachers service commission, to determine the effect of multisource feedback on performance of teachers service commission, to investigate the effect of employee recognition on performance of teachers service commission, and to establish the effect of goal setting on performance of teachers service commission in Wajir County, Kenya. The study found that both performance management training and multisource feedback significantly affect performance in Teachers Service Commission. Employee recognition and goal setting were not statistically significant.

Therefore this study contributed to existing body of empirical literature in performance management practices by revealing a significant and positive effect of the components of performance management practices, performance management training, multisource feedback, employee recognition and goal setting on performance outcomes of teachers service commission in Kenya.
This study also adds to existing theoretical literatures by paving way for testing hypothesis empirically as rooted in the preposition in the theoretical lense. Therefore the study is in support of Social Exchange Theory (SET) framework that employee that perceive employee positive implementation of performance management practices in their organisation may see it as an obligations to be reciprocated by exhibiting positive attitude and behaviour that may in turn lead to performance. The findings also give support to the theoretical preposition of Resource Based View (RBV) that human capital constitutes an important resource that possesses the attributes to offer economic value, very scarce, difficult to be copied, and difficult to be substituted by another resources.

5.3 Conclusion

The focus of the study was investigating the effect of the composite of performance management on performance of Teachers Service Commission and various conclusions were drawn from the study. Based on the study findings, the composite construct of performance management practices decomposed into four areas that formed hypotheses to address the four specific objectives of this study. From the first objective, the descriptive statistics confirmed existence of performance management training, and hypothesis testing of the effect of performance management on performance of teachers was statistically significant in the Kenyan context. The descriptive analysis in the second objective revealed that multisource feedback were implemented in the teachers service commission and hypothesis testing of the effect of multisource feedback on performance of teachers was found to be positive and statistically significant.

The third objective, descriptive statistics revealed the implementation of employee recognition and hypothesis testing of the effect of employee recognition on performance of teachers was found negative and statistically insignificant, and lastly
in respect to the fourth objective, the descriptive analysis showed the reality of implementation of goal setting and hypothesis testing of the effect of goal setting on performance of teachers in the teachers service commission was found positive and insignificant.

5.4 Policy Recommendation

Performance management trainning and multisource feedback were found to be positively and significantly related to performance of teachers in the teacher service commission, while employee recognition had a negative but significant relation with performance and on goalsetting the result was positive but insignificant. Therefore the study findings have significant implications on current and future performance of employee in the teachers service commission in terms of appraisal process, timely feedback of personnel in the commission, recognition for work well done and clear reasonable and achievable goals. This therefore call for management to improve and sustain the current state of performance management practices by shifting their lenses from the traditional way through rigorous performance management practices. To ensure continuous improvement on employee performance of the teachers service commission, the commission management needs to inculcate performance management practices policies that promote performance management trainning, multisource feedback, employee recognition and goal setting in order to involve the employee in decisions that impact, empower and motivates them towards achieving the organisational goals.

5.5 Suggestion For Further Research

Future resercher should endeavour to conduct a longitudinal research given that this study is a cross sectional study, so as to investigate the causal effect of performance management practices on employee performance in the Kenyan context. The study was
testing the direct relationship and therefore future research should be able to unearth the mystery on direct relationship between performance management practices and performance linkages.

The research study was conducted in the context of teachers service commission in Wajir, County, Kenya, and therefore the findings might not be generalised in other counties in Kenya, due to the differences in terms of economical, geographical, and social-cultural factors that are very vital in shaping behavioural and attitudinal outcomes of people. This therefore create room for an additional study in the future in other counties to give a better understanding of performance management practices-performance linkages for purpose of aiding generalisation of this study findings.
REFERENCES


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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Sir/Madam

PERFORMANCE MANAGEMENT PRACTICES AND PERFORMANCE OF TEACHERS IN TEACHING SERVICE COMMISSION IN WAJIR COUNTY, KENYA

My name is Hussein Ugas Ali. I am a postgraduate student pursuing a Master Degree in business Administration at Kenyatta University.

I am carrying out a research study titled ‘performance management practices and performance teachers at TSC in Wajir County.’ This study is part of the requirement for the award of the Degree of Master of Business Administration, and therefore, your participation and assistance will be of great importance.

It is important to intimate you that your confidentiality and anonymity will be adhered to in this research and the research outputs will be strictly used for academic purpose.

Thanks very much.

Hussein Ugas Ali
D53/OL/11713/2008
APPENDIX II: RESEARCH QUESTIONNAIRE

Instructions: Please complete the appropriate items of questionnaire below by ticking the appropriate box provided as it reflects your opinion.

Section A: Respondents Demographics
1. Gender:
   - Male ( )
   - Female ( )
2. Age:
   - 21-30 ( ), 31-40 ( ), 41- 50 ( )
   - 51 and above ( )
3. Educational Qualification:
   - Diploma ( )
   - Undergraduate Degree ( )
   - Postgraduate Degree ( )
   - professional qualifications certificate ( )
4. Years of Experience:
   - 1-10 yrs ( )
   - 11-20 yrs ( ), 21-30 yrs ( ), 31 yrs and above ( )
5. Does TSC operate a formal performance management practices?
   - Yes ( )
   - No ( )

Section B:
This section contains questions relating to the performance management practices and how those practices enhance your performance in teaching Service Commission in Wajir County. The questions are rated in 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree). Please attend to these questions by ticking the scale that reflects your opinion.

1. Training and TSC Employee Performance

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This institution organises trainings for its employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. There is coaching for the employees in this institution</td>
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<tr>
<td>3. Employees are trained on how to answer performance appraisal documents</td>
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<tr>
<td>4. My supervisor is competent in handling of performance appraisal exercise</td>
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<tr>
<td>5. Performance appraisal documents are self-trained in nature</td>
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</tbody>
</table>
6. Employees are often involved in training process in this institution

7. My skills have been enhanced via training in this institution

2. **Multisource Feedback and TSC Employee Performance**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff are allowed to rate themselves during the appraisal exercise</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Supervisors are involved in the process of rating the performance of subordinate staff</td>
<td></td>
</tr>
<tr>
<td>3. Colleagues at work are often allowed to rate the performance of others at work</td>
<td></td>
</tr>
<tr>
<td>4. Members of the public (students) are allowed to rate staff in this institution</td>
<td></td>
</tr>
<tr>
<td>5. Provision is made in the appraisal document for employer to rate the performance of employee</td>
<td></td>
</tr>
<tr>
<td>6. Feedback on appraisal exercise is timely</td>
<td></td>
</tr>
</tbody>
</table>

3. **Employee Recognition and TSC Employee Performance**

<table>
<thead>
<tr>
<th>ITEM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff suggestions are seriously taken into consideration.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. In this institution, staff suggestions are followed up regularly.</td>
<td></td>
</tr>
<tr>
<td>3. When staff do quality good job, his or her colleagues show appreciation.</td>
<td></td>
</tr>
<tr>
<td>4. In this institution, superior officer tangibly recognise staff in different ways.</td>
<td></td>
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<tr>
<td>5. In this institution, members of staff received written recognition for the job well-performed.</td>
<td></td>
</tr>
<tr>
<td>6. In this institution, staff are regularly congratulated in recognition of their efforts.</td>
<td></td>
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</tbody>
</table>

4. **Goal Setting and TSC Employee Performance**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In this institution, goals are clearly stated</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Goals in this institution are reasonable to be achieved</td>
<td></td>
</tr>
<tr>
<td>3. The goals of this institution are easily measurable</td>
<td></td>
</tr>
</tbody>
</table>
4. Adequate resources are made available to pursue the goals of this institution

5. The goals of this institution are realistic

6. My own goal is subsumed into the general goals of this organisation

7. The goals of this institution give room to pursue personal goal.

8. The quality of work performed by teacher is very high.

9. Teachers are doing well in terms of instilling discipline in the society.

10. Teachers show high responsiveness in terms of discharging assigned responsibilities.

11. Teachers rarely make mistakes when carrying out their assigned responsibilities.

12. Teachers appear to be fair and just in dealing with issues relating to students in schools.

13. Teachers provide services delivery without consideration to any affiliation or background.

5. TSC Employee Performance

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Productivity of work units in this institution for the past five years has increased.</td>
<td></td>
</tr>
<tr>
<td>2. The quality of work performed by teacher is very high.</td>
<td></td>
</tr>
<tr>
<td>3. Teachers are doing well in terms of instilling discipline in the society.</td>
<td></td>
</tr>
<tr>
<td>4. The occurrence of goal achievement is very high in this institution.</td>
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<tr>
<td>5. Members of staff make use of their knowledge and skills for ways to become more efficient.</td>
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</tr>
<tr>
<td>6. Members of staff make use of minimum resources to achieve more results while carrying out their responsibilities.</td>
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</tr>
<tr>
<td>7. Teachers show high responsiveness in terms of discharging assigned responsibilities.</td>
<td></td>
</tr>
<tr>
<td>8. Teachers rarely make mistakes when carrying out their assigned responsibilities.</td>
<td></td>
</tr>
<tr>
<td>9. Teachers appear to be fair and just in dealing with issues relating to students in schools.</td>
<td></td>
</tr>
<tr>
<td>10. Teachers provide services delivery without consideration to any affiliation or background.</td>
<td></td>
</tr>
</tbody>
</table>

Thank You!