FACTORS AFFECTING PERFORMANCE APPRAISAL IN PUBLIC SERVICE ORGANISATIONS IN KENYA
(A Case of Teachers Service Commission)

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A research project presented in partial fulfilment of the requirement for the award of the Degree of Masters of Business Administration (MBA-HRM), Kenyatta University

AUGUST 2005
DECLARATION

I declare that this is my original work and has not been submitted for examination in any other University.

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DEDICATION

This work is especially dedicated to my beloved husband, Joe Mutua and my two sons Leonard Musyoki and Jonathan Mwangangi and Victoria Nthambi, my only daughter. I pray all will enumerate their mother and will be great scholars and hard working better than Mummy and Daddy.
ABSTRACT

Performance appraisal is a method of evaluating the behaviour of employees in the work sport, normally it includes both quantitative and qualitative aspect of job performance. The purpose of this study is to investigate the factors that have hindered the implementation and acceptance of performance appraisal in the public service organisations with particular reference to the employees of the Teachers Service Commission. Every organization has its ultimate aim to achieve set goals and objectives. In pursuit of these goals and objectives, efficiency and effectiveness are closely monitored in utilization of both human and non-human resources.

The scope of the study will be only the employees (secretariat) of the Teachers Service Commission. Although teachers in public, both primary and post primary are employees of Teachers Service, they will not be covered by the study.

Factors such as employee involvement in the appraisal system, training of appraisees and the appraisers, time factor, the process of the appraisal system and feedback all affect the performance appraisal within the organisation. Teachers Service Commission has 2,400 employees both at the headquarters Nairobi and units throughout the country. The research will target only those at the headquarters totalling to 1,700. The researcher will adopt a stratified random sample of 10% which will yield a sample of 170.

The design will be descriptive in nature and data will be collected by use of questionnaire, both structured and unstructured. The questionnaires will be distributed to the target group, completed and collected for data analysis.

The researcher will analyse the data by use of frequency distribution, cross tabulation and chi-squared to arrive at pragmatic recommendations. Statistical package SPSS will be used. The researcher anticipates greater implementation and achievement and acceptance of performance appraisal among the employees of the Teachers Service Commission.

The Teachers service Commission whose vision is effective for quality teaching is guided by a service charter, a commitment to improve service delivery to all teachers and all other stakeholders in the education sector.
LIST OF ABBREVIATION

T.S.C  Teachers Service Commission
P/A   Performance Appraisal
P.S.C  Public Service Commission
M.B.O  Management By Objectives
M.B.W.A.  Management By Walking Around
SMART  Model – Specific – must state clearly what must be measurable – they must be qualifiable/for example put in terms of cost saving, productivity improvement or profitability that is specific, measurable, achievable, realistic and timely.

Attainable – They may require “sketch” but they should be within reach.

Realistic – After discussion, both you and the employee have to believe that the objectives can be attained. If an employee has doubts, hear him out, together you may find a way around the problem.

Time sensitive – Set a date by which objectives or outcome will be achieved.

D.P.M  Directorate of Personnel Management
ROM   Result Oriented Management
DEFINITIONS OF TERMS

Service Charter
Is a public statement of "contract" that sets what an organisation does, what services users can expect what standard of service will be provided. Details of any users charges (for T.S.C. services are free of charge) and how users may seek redress if they are dissatisfied.

Training
Training is a short-term process utilising a systematic and organised procedure by which non-managerial personnel acquires technical knowledge and skills.
It is a process of learning a sequence of programmed behaviour. It gives people an awareness of the rules and procedures to guide their behaviour, or attempts to improve their performance on the current job or prepare them for an intended job.

Development
It is related to process, it covers not only those activities, which improve job performance but also those which bring about growth of personality, helps individuals in the progress towards maturity and idealisation of their potential capacities so that they become not only good employees but better men and women.

Motivation
Incitement or inducement to act or move. To motivate is to induce, persuade, stimulate and even compel (as when fear becomes the motivation) an employee to act in a manner which may help in attaining organisational objectives.
Communication
Refers to sharing ideas, facts, opinions, information and understanding – it is a passing of information and understanding from one person to another. Encoding, decoding – feedback.

Public Service Organisation
It is a constitutional body charged with the responsibility of managing the entity, stay and exit of its employees, for example Teachers Service Commission, Public Service Commission.

Performance
Performance is the act of doing or accomplishing something or task or a description of what is expected of employees, plus the continuous orientation of employees towards effective job performance.

Performance Appraisal
A systematic assessment of an individual’s performance in order to assess the changing needs potential for promotion or salary review. It is an evaluation of an employee work performance over a given period of time. It is a formalised review of the way in which an employee has been performing on the job.

It is also a process by which a superior evaluates and judges the work performance of a subordinate. Performance appraisal systems include processes and procedures involved in implementing, managing and communicating the events involved in performance appraisal. In many cases it is a formal process and is a part of the personnel management policy.
1.0 INTRODUCTION

1.1 Background of the Study

By 1990s in the Kenyan public service the government operations were mainly on provision of services which was on administrative procedures. Much emphasis was to provide services according to rules and regulations. Performance management and measurements were not being emphasized upon, and it is a well-known fact one cannot manage what has not been measured, and that which is measured gets done. Emphasis was not made on set targets or standards. Outputs or tangible outcomes were not the main concern.

However by 1991, the Government of Kenya realized that much was not being achieved. Faced with problems with financial crisis worldwide it was very necessary to introduce measures that would lead to performance, production and cost containment measures were also to be taken. This led to introduction of public service reform programs. In its (Government) efforts to improve performance in the public service it introduced action plan, which led to many meetings and seminars being held. This led to ministerial rationalisation, redefinition of core functions, policy prioritisation, and strategic objectives. There was elimination of overlapping/duplication functions and transfer of non-core functions.
Staff rationalisation was done which led to the very first mass retrenchment of civil servants. Offices were merged and those that were not core were abolished.

Other issues in the action plan included training and capacity building in the public service. Performance improvement programs, reform of statutory organisation, management of the current budget, other public sector reform and general reform areas.

To achieve the entire objectives, employees (all) had to perform. Performance here is the key issue and the government has to put more emphasis on civil service performance. This led to the introduction of performance management and measurement. Performance appraisal is therefore the aspect and tool of performance reform programs.

Performance management comprises of a set of techniques used by a manager to plan, direct and improve the performance of the subordinates in the line with achieving the overall objectives of the organisation. It comprises, performance, planning, designing or redesigning of structures, ongoing management of performance and review of performance.

Performance management is the record of outcomes on specific job functions or activities during a specified period/time. According to Noelle (2000) performance management is the examination or process in place to ensure that employees know their roles contributing to developing rules and goals and obtained firmly and effective feedback on their performance.
In the effort of performance reform programs, performance measurement was also emphasised on. Armstrong (2001) states that performance measures are agreed on when setting the objectives. It is quite necessary to define not only what is to be achieved, but also how those concerned will know that it has been achieved. Parameters should provide evidence of whether or not the intended results have been achieved and the extent to which the jobholder has produced results.

The Directorate of Personnel Management (DPM) whose mission is to provide policy directions in resource management and development, advice on appropriate organisational structures and initiate reform measures for enhancing service delivery in the public service for sustainable socio-economic development in Kenya has developed general guidelines on annual staff appraisal report.

This led to introduction of performance appraisal in government organisation in the government efforts towards achieving performance as well as result-oriented management (ROM).

Performance appraisal replaces casual assessment with formal systematic procedures. Initially the assessment was done confidentially (behind closed doors) and the appraiser never discussed anything with the appraisee. Managers frequently made adhoc judgment about the employees but were loath to discuss the grounds on which opinions were based.
Performance appraisal is a tool of evaluating the behaviour of employees on the work spot, normally including both the quantitative and qualitative aspect of job performance. Performance appraisal information may be used by supervisors to manage the performance of the employees. Appraisal data reveals performance weakness and strength which managers can use or refer when setting goals or targets for levels of improvement.

Appraisal can either be person oriented (focusing on the person who performed) or work oriented (focusing on the record of outcomes) the person achieved on the job. Performance appraisal is a continuous process involving keeping daily records of the employees.

Performance appraisal helps in identifying the individual’s current level of job performance, employee strength and weaknesses. It also enables the employees to improve their performance. It provides the basis for rewarding the employees in relation to their contribution to the organisational goals, motivate individual, identifies training and development needs, identifies potential performance and provide information for succession planning.

The purpose of performance appraisal according to Bruns (1992) is to measure and judge performance, to relate individual performance to the organisational goals, to foster the increasing competence and growth of subordinate, to stimulate the subordinate motivation, to enhance communication between superior and subordinates, to serve as a
basis for judgement about salary and promotions and to serve as a device for organisational control and integration.

The public service organisation is a constitutional body charged with the responsibility of managing the entity, stay and exist of its employees. For instance the Public Service Commission manages the local authorities. Teachers Service Commission on the other hand manages the entity, stays and exit of all teachers in public schools totalling to 240,000 and its secretariat 2,400. The Public Service Commission of Kenya serves over 190,000 employees. It was established in 1954, its membership of commission consists of chairman, deputy chairman 15 members appointed by president. It is supported by a secretariat headed by commission secretary with staff (secretariat) to discharge functions appointed in accordance with Service Commission act cap 185 of the laws of Kenya.

Teachers Service Commission is a public organisation that provides services to its clients. Established under an act of parliament (cap 212) of the laws of Kenya in 1967, it was mandated to establish and keep register of Teachers, establish and maintain service adequate to needs of public schools in Kenya.

Teachers Service Commission is under the leadership of the commission secretary, deputy chairman and 24 commissioners composes of secretariat that has 2400 employees, who serve all teachers in public schools both primary and post primary totalling to 240,000.
Decentralisation of services has led to establishment of units in almost all districts in Kenya. The secretariat is therefore stationed in all the units but the largest number is at the headquarters Nairobi. Although the employees of Teachers Service Commission are both secretariat and all teaching fraternity (all teachers) the research will be carried out on only the secretariat.

1.1.1 Purpose of Performance Management

Armstrong (2001), Cole (2002) and Aswathappa (2000) have identified the following as reasons for performance management:

1. To identify and improve the individual’s current level of job performance
2. To assess the training and development needs of the employees
3. To form the basis for rewarding the employees in relation to their contribution to organization goals
4. To identify employees’ strengths and weaknesses and enable them to improve their performance through Constructive criticism and guidance for purpose of their development
5. To improve communication and involvement through dialogue between supervisor and subordinate
6. To identify potential performance, to provide information for HR planning as well as succession planning and to increase staff motivation.
7. To let individuals know what is expected of them
8. To solve job problems and to assess the effectiveness of the selection process and it is a reward or punishment in itself.
According to Fletcher and Williams (1992), where the appraiser is supposed to be used to improve the current performance, appraiser will be called upon to play both judge and helper at the same time. As a helper, the appraiser will be under obligation to issue the appraisee with a job description as a performance guide. He will also ensure that appraisee is continuously assisted and coached in the course of his duties. More so, the appraiser plays the vital role of ensuring that the appraisee is adequately facilitated towards attainment of agreed objectives. At the end of the review period, the appraiser takes on the role of the judge. During the appraisal interview, he evaluates and rates the appraisee in comparison with others. He finally makes recommendations for appropriate action based on the appraisal results. Such recommendations may include promotions, salary increase, transfer or disciplinary action, among others.

Randall (1981) observed that uses of performance management can be divided into three categories yet appraisal system is supposed to satisfy only one of these, such as, reward reviews, potential reviews and performance reviews. He goes on to state that to achieve the above, HR should ensure that procedures, training and individual expectations do not conflict. He concludes by stating that greatest advantages are by use of performance reviews which include appraisal of past performance, meeting objectives, identification of training needs and problems preventing better performance.
1.1.2 Scope of Performance Management

Performance management is management is within the context of the business. It concerns everyone in the system as it rejects the assumption that only managers are responsible for the performance of the teams. It thus recognizes that within the business context, there is share responsibility. Performance management is also holistic. This means that it looks at performance constituents and their contribution to desired outcomes. Further, it is concerned with what people do, how they do it and what they achieve (Armstrong, 2001).

Performance management can also be seen as an integrating force both vertically and horizontally (Armstrong 2001). Vertically, performance management integrates with business strategy and business plans and goals. It also looks at agreements on individual and team goals and the process of agreeing on corporate objective. Horizontally, performance management aligns performance management strategies with other human resources strategies concerned with valuing, paying, involving and developing people.

In the case of the three state corporations, performance management is intended to vertically integrate with performance contracts signed between them and the government on an annual basis. Horizontally, it is hoped that the program will be linked to rewards and other incentives that the organisation may wish to introduce and administer in recognition of good performance as reflected through the performance appraisal programs.
1.2 Statement of the Problem

Performance appraisal was introduced to the employees of the Teachers Commission in the year 2000. Its purpose was evaluating employees in order to identify the weaknesses and potentialities of the secretariat employees. Employees would be trained and developed to acquire more skills; others rewarded through various ways like salary increments, promotion as well as added responsibilities, establishment of personnel inventory control for succession plan.

Under this system, the appraisal is mainly based on qualifications, length of service and behavioral traits of the employee. To a large extent, the output part of the program does not receive much attention. As a result qualification, character and longevity of service determine progression to seniority. This was criticized by Mc Gregor a far way back as 1957 (Weihirich et al, 1994). Prudent performance appraisals programs need to be put in place to address the performance needs of organisations and to assist them meet their obligations towards their clients.

Employees fear the process of performance appraisal, they fear to be victimised by the management and argue that there is favouritism and subjectivity from the appraisers. Employees complain that they do not receive feedback and that the criterion of choosing the best performer is biased and subjective. Feedback if any comes long after employees have forgotten whether they were appraised at all. This study will try to establish why
performance appraisal is not widely accepted by the employees and how this exercise can be improved to achieve high employee performance.

In effect, introduction of effective performance appraisal performance program may mean reviewing the organisation current vision, mission statement, objectives, strategies and information communication technology. Improve performance may also mean that the organisation will experience increased productivity, efficiency and effectiveness in delivery of service to clients. The likely net effect is a satisfied clientele, which may also have a positive impact on prospective clients within the potential market.

There are problems and gaps relating to staff involvement, improper implementation lack of time allocated to the exercise subjectivity (in relating or determining the best performers and the parameters on determining on whom should be rewarded). The researcher therefore investigated on factors that affect performance appraisal in public service organizations in Kenya, with a special reference to the Teachers Service Commission.

1.3 **Objectives of the Study**

1.3.1 **General Objective**

The main objective of this study was to examine the factors affecting performance appraisal in public service organizations in Kenya, with a special reference to the Teachers Service Commission.
1.3.2 Specific Objectives

a) To find out whether employee involvement has affected the implementation of performance appraisal.

b) To determine how the performance appraisal tool has affected performance appraisal system.

c) To examine the role that performance appraisal feedback plays in successful implementation of performance appraisal.

d) To establish whether employees’ involvement affect the implementation of performance appraisal.

e) To determine appropriate measures to be put in place to enable proper implementation of performance appraisal on Teachers Service Commission.

1.4 Research Questions

1. What are the factors that affect performance appraisal in public service organizations in Kenya?

2. Does employee involvement affect the implementation of performance appraisal?

3. How do the performance appraisal tools affect the performance appraisal system?

4. What is the role played by performance appraisal feedback in the successful implementation of performance appraisal?

5. Does employees’ involvement affect the implementation of performance appraisal?

6. Which are appropriate measures that need to be put in place to enable proper implementation of performance appraisal on Teachers Service Commission?
The directorate of personnel management will use the findings to carry out further and extensive research in this area. The teachers and other clients will also benefit by receiving effective service delivery from the well-motivated secretariat staff of the Teachers Service Commission.

1.5 Scope of the Study

The scope of the proposed study was the employees (Secretariat) of the Teachers Service Commission (TSC) at the headquarters in Nairobi. The headquarters was considered since it is the decision making body as far as performance appraisal is based where the management of the TSC operates from. Employees of the Teachers Service Commission constitute of the secretariat (who are stationed throughout the country Kenya in all the districts) and teachers in public schools plus training institutions like teachers training colleges.
CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Performance management comprises a set of techniques used by a manager to plan, direct and improve the performance of subordinates in line with achieving the overall objectives of the organisation. It comprises performance planning design or redesign of structures, ongoing management of performance and review of performance. In performance management, one should set and measure goals aimed at planning and improving the system – these should be used of customer and mission stated criteria.

Armstrong (2001) said that performance measures are agreed when setting objectives. It is quite necessary to define not only what is to be achieved but also how those concerned will know that it has been achieved. Parameters should provide evidence of whether or not the intended result has been achieved and the extent to which the jobholder has produced that result.

A “career board” to help you develop your plan of action by assembling individuals who know your strengths and potential, believe in you and are willing to offer their insights, connection and support.
2.2 Performance Appraisal

Performance appraisal is an aspect or product of performance management system, one of the instruments considered necessary for checking mechanisms because it essentially contributes to the promotion and maintenance of good governance. Performance appraisal is therefore an instrument of measuring performance and one of the mechanisms for enforcing good governance, efficiency and effectiveness.

However, for performance appraisal to be effective and meaningful, it must operate in conducive policy, economic and political environment. Since performance appraisal measures the extend to which objectives, tasks and duties have been executed but public officials for the good of the public, it must itself be equally transparent, objective and open to scrutiny.

Performance appraisal is not only a central component of any performance management system by also the main, formal method of setting, measuring and achieving performance expectations. This includes systematic review of performance, staff on a written basis at regular time interval and holding of appraisal interviews at which staff have the opportunity to discuss performance issues, past, present and future on a one-to-one basis with their immediate line managers. This requires various activities namely, appraisal reviewing the past performance appraisal interview, performance planning and future action. The manager must appraise and review the past conduct performance appraisal interview plan the future, and agree performance targets and development plans and follow up the interview with future action (Pinington and Tony 2000).
2.3 Strategic planning

Strategic planning is so important that at one time Socrates wondered whether his friend had learned strategy and planning while at training college. He asked of his friend "has he done strategy" when the young man said no, Socrates could not find better answer than tell him "Go back and learn strategy and planning or ask for your money back" (Sunday Nation July 17th 2005). This is because the study of planning, statistics and strategy sits at the centre of the execution of generalship. Socrates went on to say that consider forming

2.3 Employee involvement

Employees tend to adhere more to decisions that they participated in making (management by objectives) or participative management. It is therefore very important for the management to have employees to participate and more so in the area of performance appraisal. They may not make decisions yes, but the ideas generated and creative thinking has on many occasions given the organisation the way forward. One may give a suggestion on how to increase production.

In this connection, it is important for the management to introduce a system of documenting the incidents (documentation). For instance, every time an employee introduces or suggests a new idea, let there be a way of recognising this. That would be termed as performance memo, indicating what happened, its impact to the organisation, congratulating this particular employee and putting it into record which may, at a later date serve as a testimonial for ones promotion or recommendation.
Employees should participate with their supervisors in the creation of their own performance goals and development plans. Muthera (2002) says mutual agreement is okay to success. A plan where the employee feels some degree of ownership is more likely to be accepted than that which is imposed. This does not mean that employees do not desire guidance from supervisors in deed they need this very much.

2.4 Setting Targets

In practice there is a good measure of rational thought and emotion intelligence involved in setting the system into motion. The key targets to be achieved need to be discussed between the employee and manager or supervisor so that the employee is genuinely able to commit to the challenge.

According to Kreitner (2002) the criteria to be used need to be understood by both parties because it is oftenly the major source of discontent. It should be achievable as well as measurable and contingency consideration taken into account in case of totally unexpected events affecting the employee's performance.

The criteria used should be such as to encourage the employee to rise to the challenges and be neither irrelevant nor over enthusiastic, both of which can be demotivating. This may be so because if one is not able to achieve or meet challenges, they are likely to loose hope or give up.
2.5 Nature/Time

The process/exercise of performance appraisal should be allocated enough time. Saunders (2000) states that critical to the process of completing appraisal is allocating sufficient time to do a good job. It feels very offending if the boss just sums up the results of twelve months (the whole year) of ones or individual work on an appraisal form done in fifteen minutes between Phone calls. Managers should set aside sufficient time to think about the ratings and such memos and files for specific job situations, that support the rating they give and to write to them (employees).

Sufficient time is needed even to prepare the employees and explain to them why the performance appraisal. It is not a wonder then; some managers just wake up from nowhere, pass around or give supervisors forms for completion giving very little time. The scenario that takes place is that some employees may fail to complete such performance appraisal forms due to lack of knowledge as to how to go about them. In some cases the performance appraisal form is too difficult even for the supervisors themselves to complete, what follows is that the forms are never completed or are completed halfway.

They are hurriedly done because the management gets very little time, and gives deadlines. This in many organisations leads to conflicts because of the deadlines, the supervisor’s most likely fill in the performance appraisal forms at face value rating individuals averagely or with a lot of subjectivity and biasness.
2.6 Employee Preparedness to the performance appraisal

It is very crucial to prepare both the appraiser and the appraisee. In a situation where both parties are not prepared/trained, there is a likelihood of resistance, misconception and reluctance towards performance appraisal system. Resistance to the performance appraisal also comes from the labour unions. The union’s source of resistance stems from their understandable motivation to provide the greatest degree of job security possible from their members and according to the unions, security remains the ultimate context within personnel decisions must be made (Duane and Sydney, 1999).

Every organisation has to decide upon what is to be appraised as well as who is to be appraised before the approval of the program. Munyali (2005) says that the performance appraisal before being done must have blessings from the senior management who should own it.

2.7 Performance appraisal Tool/Methods

Several methods on performance appraisal include Graphic-rating, checklist, forced choice ranking, pained compassion, forced distribution, behavioural rating scales, management by objectives, critical methods, essay and field reviews. Increasing attention is being given to broader and more flexible form of performance appraisal with greater emphasis on meaningful feedback (Ferdinand, 2000).
The concept of 360° feedback and upward appraisal. The idea of 360° feedback involves an appraisal and feedback from different groups within the work station, peers, and subordinates as well as bosses and possibly internal and external customers.

The idea to promote a broader appraisal covering good working relationships, team work and leadership decision making and quality service provision. It is also necessary to be clear about what the feedback data are to be used for assessment, development or both.

Respondents feel a deep sense of mistrust if they are asked to provide data for management development for instance which are then used to assess his or her suitability for an enhanced post in the organisation.

An upward review system involves subordinate appraisal of managers. This can help to judge among other things, managers’ ability to accept constructive criticism.

According to Armstrong (2001) 360° are used to help people develop professionally rather than for personal gains of decisions like pay rise, or promotions.

2.8 Linking of Performance appraisal with Pay/Rewards

Research has shown that employees that see a link between results and pay decision are more likely to prepare for appraisal interview to actively participate and be satisfied with the appraisal system as seen by Shoenfelt (2003).
It's therefore very crucial for the organisation rewards to be contingent on performance result; however Robert (2002) says that “on tying employees pay to appraisal/result puts employees and managers on the opposite sides. The employees in such systems tend to squeeze as much increase out of the organisation while the managers on the other side try as much to keep increases as small as possible. It becomes totally impossible to focus on what ultimately matters over a long term, which is continuous improvement and success for everyone.

2.9 The process of Performance Appraisal

Performance appraisal is a process that involves the assessment of an individual performance on a regular basis. It is the capability to modernise culture by developing and unifying best business practice and then by providing the energy needed to fashion the organisational development (Mc Gregor, 1957).

Performance appraisal is a formalised review of the way in which an employee has been performing on the job, for its in human nature to build hopes or to have expectations and want to know how they are doing their job (Nzuve, 1997).

Annual appraisal report, the basic purpose of the staff appraisal is to assess on officers performance in the job as comprehensively and objectively as possible with the help of full knowledge and understanding of descriptions and job requirements (DPM, 1999).
The information in the appraisal report will be used in assessing the training needs and determining the officers' potential for promotion. It is therefore important to provide accurate information on the officer.

The process of performance appraisal determines the overall effectiveness of this very crucial exercise. The exercise works most appropriately when both the appraiser and the appraisee openly and freely participate actively, expressing views and opinions concerning performance appraisal.

2.10 Performance Appraisal Feedback

According to Kreitner (2002) “employees have a hearty appetite for feedback”.

Feedback is quite simply any information that answers those how am I doing questions, good feedback answers them truthfully and productively. Its information people can use either to confirm or correct their performance. Feedback comes in many forms and from variety of success. Subjective assessment such as “you are doing a poor job, you are too lazy or we really appreciate your good work does not qualify as objective feedback”.

2.11 Performance Appraisal Method

In every activity carried out by either individual, group or organisational, these are ways or methods of doing them. Performance appraisal has the following methods.
Performance Appraisal Methods

Figure 2.11

Category of Rating Methods
- Graphic Rating
- Check List
- Forced Choice

Comparative Method
- Ranking
- Paid Comparison
- Forced Distribution

Performance Appraisal

Special methods
- Behavioural anchored rating scale
- Management by objective objectives

Written methods
- Critical incidents
- Essays
- Field reviews

Source: Robert (1989)
Goals/Targets are set and the appraiser and appraisee prepared through training. Performance appraisal meetings generalise written record during face to face meetings between the appraiser and appraisee.

Completion of an appropriately designed form evaluation (tool). Common understanding is established between the manager and employee regarding organisation’s, expectations for instance when future work is to be accomplished, what has already been accomplished and the standard required. Assessment of progress against organisational expectations including where performance has been good, how future work, objectives and standards can be best realised.
Extensive discussion and agreement of an action to deliver (SMART) based objectives covering the organisational expectations and the appraisee’s development plans and other needs.

2.13 Critical Review of the Main Issues

Obstacles to the success of formal performance appraisal programs should be familiar to most managers and more so from the growing critical literature.

Performance appraisal programs demand too much from supervisors, formal performance appraisal require at least periodic observation of the appraisee’s performance. However the typical first line appraiser/supervisor can hardly know, a very adequate way just what each of the ten or twenty or more appraisee is doing.

Out of experience, standards and ratings have led to lots of complain from the appraisees and a big difference tends to vary so much and oftenly are unfair. Some raters are tough, others are lenient, and some departments have highly competent people, others less competent.

Consequently, employees subjected to less competition or lenient ratings may receive higher ratings than the equally competent superior colleagues.

Appraisal techniques used also tend to influence the appraisal. If an employee/appraisee lacks the basic ability or has not been trained for the job, it is neither reasonable to try
and stimulate adequate performance through performance appraisal, nor fair to base salary, dismissal, or other negative decisions on such an appraisal. Poor performance represents someone else's failure.

Personal values and bias can replace organisational standards. An appraiser may not lack standards but the standards he uses are sometimes the wrong ones, for instance unfairly low rating may be given to valued appraisees in order to have them not promoted and consequently transferred from the raters department. More often however, outright bias dictates favoured treatment for some appraisees.

Due to lack of communication, employees may not know how they were rated; therefore it is very crucial to give feedback. No performance appraisal system can be very affective for management decision, organisations development or any other purpose until the appraisees know what is expected of them and by what criteria they are being judged. Performance appraisals interfere with the more constructive coaching relationship that should exist between the appraiser and the appraisee. The interviews tend to emphasise the supervisor position of the appraiser by placing him in the role of judge thus countering their (appraisees) equally important role of a teacher and coach.

Staffs fail to see a clear linkage between the individual worker and the organisation performance excellence. In addition performance evaluation is focused on past actions rather than actions to improve or advance the future performance. For instance appraisal focuses on such questions like “did you achieve? And not will you achieve next time?”
The staff development aspect of the current performance management system is too subordinated to evaluation of past performance that few managers and staff focus on how to improve future performance through staff development.

Managers and staff receive little information on the current performance (feedback) and little training in the skills needed to manage or evaluate performance. There is no linkage between rewards such as merit promotion and individual performance.

However, performance appraisal is very important aspect in all organisations and it is widespread and will continue or rather is there to be done. According to results by a survey by Hays and Kearny (2001), conducted among members of (IPMA) International Personnel Management Association and American Society, for public administration, it was suggested that the importance of performance appraisal in the current and in future in the public sector will not diminish. The aim of the survey was to find out the respondent perception on the relative importance of various personnel techniques, activities, and values respondents suggested that the widespread use of the performance appraisal will continue and it was ranked first in importance among human resources management issues as the time of the survey and in future years.
2.14 Conceptual framework

To explain the relationship between independent and dependant variables, the researcher has developed a model as shown below in figure 2.3.

Figure 2.3 Conceptual Framework

- Performance Management and
- Performance Appraisal
- Standards/Targets
- Time
- Process of Performance Appraisal
- Feedback

Independent Variable

Individual/Employee Attitude

Intervening Variable

Performance Appraisal in Public Service Organisations

Dependent Variable

Source: Researcher 2005

2.15 Conclusion

Researches carried out have shown the great importance concerning performance appraisal. According to a survey carried out by Hays and Kearny (2001) performance appraisal in current and in future in the public sector will not diminish.
Formal systems for appraising performance are neither worthless nor evil. By improving the probability that good performance will be recognised and rewarded and poor performance corrected a sound appraisal system can contribute both to organisational morale and organisational performance. More over, the alternative to a bad appraisal program need not be no appraisal at all. It can and ought to be a better appraisal program.

The importance of “performance” has been fully and clearly embraced by recent introduction of performance contracts (2005) for instance the one between the commission (Teachers Service Commission) and the Chief Executive Officer. In the contract the parties recognise the need for adequate and reasonable marginal and optional autonomy to facilitate achievement by the Chief Executive Officer of the Teachers Service Commission of the agreed and freely negotiated “performance targets” sought out in the contract. The parties are also desirous of enhancing transparency in the management of public resources and accountability for the resources hence achieving the very reason as to why the government of Kenya in the 1990’s resulted to performance reform management.

It is on this basis that the researcher, having found out that very little has been done on the factors affecting performance appraisal to the employees of the Teachers Service Commission intends to carry out this study.

The study intends to investigate on the factors that have hindered the implementation and purpose for which performance appraisal was intended and the way the employees
behave, perceive and respond to performance appraisal, an activity which determines employees future careers, pay decisions, promotions, training and development decisions.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design
In this study, the following types of procedures or methods were considered suitable due to the nature of investigation. Exploratory research study was adopted, as it was imperative to gathering important primary data. A survey design was incorporated based on a descriptive study. This method was used to describe the area of interest by bringing out the facts on the ground as they were without alterations. The descriptive study described the current status of the different departments and the organization, TSC as a whole.

3.2 Target Population
The target population was the secretariat employees of the Teachers Service Commission headquarters in Nairobi whose number is 1700. Although teachers are employees of the Teachers Service Commission, the researcher did not include them in the study.

3.3 Sampling Design
A sample from every department was interviewed. The researcher used stratified random sampling which aims at achieving desired representation from various sub-groups in the population. In stratified random sampling, the subjects are selected in such a way that is more or less reproduced in the sample as shown below in table number 3.1. From the
above population of 1700, the focus of this study was 10% of the population of each department as follows;

Table 3.1a

<table>
<thead>
<tr>
<th>Department</th>
<th>Population</th>
<th>Focus Population (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION</td>
<td>600</td>
<td>60</td>
</tr>
<tr>
<td>FINANCE/ACCOUNTS</td>
<td>500</td>
<td>50</td>
</tr>
<tr>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>STAFFING</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>AUDIT</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1700</strong></td>
<td><strong>170</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

Out of the total population, a sample of 170 was stratified according to levels or cadres e.g.

Senior management __________ 10 – 2 from each department

Mid-level management __________ 40 – 8 from each department

Clerical officers __________ 100 – 20 from each department (these are the majority.

Subordinate staff and others __________ 20 – 4 from each department

3.4 Data Collection Instrument/Procedure

Data for this study was collected by means of both open and closed ended questionnaires.

These were administered via personal contacts. The use of this instrument was
advantageous because it requires less manpower and is convenient and cheap. It also enabled the researcher to gather in-depth information on the phenomenon under investigation with a view to achieving the research objectives and in answering the research questions. However, this method has a limitation of low response rate. Nevertheless, the method was appropriate because it eliminated any bias or personal opinion on the respondents and also gave them ample time to fill the questionnaires.

3.5 Data Analysis

Data collected was analyzed using descriptive statistics like, tables, frequencies, percentages, pie charts and graphs using measures of central tendency. These were analyzed using the Statistical Package for Social Sciences (SPSS). The rest of the data was analyzed qualitatively.
TSC are female calling for some gender balancing. This is well elaborated in the figure below.

Figure 4.1.2

Gender 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>15</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Between 18-26</td>
<td>72</td>
<td>42.4</td>
<td>42.4</td>
<td>51.2</td>
</tr>
<tr>
<td>Between 27-35</td>
<td>59</td>
<td>34.7</td>
<td>34.7</td>
<td>85.9</td>
</tr>
<tr>
<td>Between 36-44</td>
<td>24</td>
<td>14.1</td>
<td>14.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Above 45</td>
<td>24</td>
<td>14.1</td>
<td>14.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The age of the respondents ranges from 18 years to above 45 years, with most of them (42.4% and 34.7%) aged between 27-35 years and 36-44 years respectively. 14.1% of them were above 45 years and a small percentage of 8.8% of the respondents were between 18-26 years. This indicates a situation where majority of the employees are between the ages of 27 and 44.
4.1.4 Department

Table 4.1.4

<table>
<thead>
<tr>
<th>Current department?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Administration</td>
<td>42</td>
<td>24.7</td>
<td>24.7</td>
</tr>
<tr>
<td></td>
<td>Finance/Accounts</td>
<td>51</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
<td>50</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td></td>
<td>Staffing</td>
<td>27</td>
<td>15.9</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 4.1.4

From the analysis, 30.0% of the respondents were in finance or accounts department, while 29.4% were in Human Resource Management department. 24.7% and 15.9% were in administration and staffing departments respectively. This is an indication that most of the employees are in the administration and finance departments.

4.1.5 Academic/Professional qualification

Table 4.1.5

<table>
<thead>
<tr>
<th>What is your current academic/professional qualification?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Masters</td>
<td>10</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Degree</td>
<td>55</td>
<td>32.4</td>
<td>32.4</td>
<td>38.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>31</td>
<td>18.2</td>
<td>18.2</td>
<td>56.5</td>
</tr>
<tr>
<td>Certificate</td>
<td>74</td>
<td>43.5</td>
<td>43.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
While 53.5% of the respondents were Certificate holders, 18.2% were Diploma holders. Degree and Masters holders were 32.4% and 5.9% respectively. This calls for further training of employees to enhance efficiency and performance.

4.1.6 Appraisal

Table 4.1.6

<table>
<thead>
<tr>
<th>Have you ever been appraised?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the respondents (100%) indicated that they have been appraised. The organization is concerned with employee monitoring and evaluation since all of their employees have been appraised.
4.1.7 Training before Exercise

Table 4.1.7

<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 Yes</td>
<td>15</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>No</td>
<td>155</td>
<td>91.2</td>
<td>91.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Whereas only 8.8% of the respondents confirmed that they and their appraisers were trained before the appraisal exercise, up to 91.2% of them indicated they were not trained. The analysis can be presented as below;

Figure 4.1.7

Were you and your appraiser trained before the exercise?

9%

Yes

91%

No
1.8 Frequency of Appraisal


<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Once</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the respondents (100.0%) indicated they were appraised once a year. This is a good appraisal system.

1.9 Basic of Assessment/Appraisal


<table>
<thead>
<tr>
<th>State on which bases the assessment was done?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid From planned work/targets</td>
<td>129</td>
<td>75.9</td>
<td>75.9</td>
<td>75.9</td>
</tr>
<tr>
<td>Emerging work during period under review</td>
<td>41</td>
<td>24.1</td>
<td>24.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1.9

State on which bases the assessment was done?
Majority of the respondents (75.9%) indicated that the appraisal was on the basis of planned work/ targets, whereas 24.1% of them indicated that it was based on emerging work during the period under review. This shows that much emphasis should be put on appraisal based set targets.

4.1.10 Satisfaction with appraisal

Table 4.1.10

<table>
<thead>
<tr>
<th>Were you satisfied with the way you were appraised?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

While only 38.2% of the respondents were satisfied with the appraisal, 61.8% indicated that they were not satisfied. This calls for simplification of the appraisal tools like the performance appraisal profomas to enable the employees to understand the purpose of the appraisal.
4.1.11.0 Degree of Your Feeling about the Following Statements

Variables

- Employees are satisfied with the way performance appraisee’s is conducted?
- Employees/Appraisee is involved in setting targets/standards?
- There is always training sessions for the appraiser’s?
- The current performance appraisal form in use is adequate for all employees?
- Employees are regularly appraised
- All the employees participate in the performance appraisal exercise?
- After every performance appraisal exercise, the appraisee's always get feedback?
- Employees should be appraised more than once a year?
- The process of performance appraisal is allocated enough time?
- The management has put appropriate measure for the process of performance appraisal?

4.1.11.1 Performance Appraisal

Regarding the opinion that employees are satisfied with the way performance appraisal is conducted, only 8.8% of the respondents strongly agreed while 34.1% agreed. 40.6% disagreed while 10.0% strongly disagreed.
4.1.11.2 Setting Targets/ Standards

Regarding the opinion that employees/appraisee are involved in setting targets/standards, 10.0% of the respondents strongly agreed while 17.1% agreed. 28.8% and 10.6% of the respondents disagreed and strongly disagreed respectively.

4.1.11.3 Training sessions for the appraisees

Only 5.3% of the respondents agreed that there was always training sessions for the appraisees. 37.6% disagreed and 35.3% strongly disagreed.

4.1.11.4 Adequate Appraisal Form

Whereas 25.3% of the respondents agreed and 10.0% strongly agreed that the current performance appraisal form in use is adequate for all employees, 22.4% and 24.1% of them disagreed and strongly disagreed respectively.

4.1.11.5 Improvement of Overall Performance

Regarding the opinion that performance appraisal contributes a lot to improvement of overall performance, only 2.4% of the respondents strongly agreed. 38.2% agreed whereas 14.1% and 10.6% disagreed and strongly disagreed respectively.

4.1.11.6 Employees are regularly appraised

While 18.2% strongly agreed with the opinion that employees are regularly appraised, 24.7% agreed. However, up to 54.7% disagreed.

4.1.11.7 Participation in the performance appraisal

With regard to the opinion that all the employees participate in the performance appraisal exercise in the organization, 35.5% strongly agreed, 38.8% agreed while 2.4% disagreed.
4.1.11.8 Feedback after every Exercise

While 16.5% of the respondents agreed and 7.6% strongly agreed to the opinion that the appraisees always get feedback after every performance appraisal exercise, 17.6% disagreed and 35.9% strongly disagreed.

4.1.11.9 Appraisal more than once a year

Most of the respondents agreed to the opinion that employees should be appraised more than once a year, with 30.6% of them agreeing strongly. However, 11.2% and 10.6% of them disagreed and strongly disagreed respectively.

4.1.11.10 Time Allocation

30.0% of the respondents strongly agreed that the process of performance appraisal is allocated enough time. 34.1% however, disagreed while 13.5% disagreed strongly.

4.1.11.11 Improvement of appraisal system

While 37.1% of the respondents agreed, 21.2% strongly agreed that the performance appraisal system can be improved. However, 28.2% strongly disagreed.

4.1.11.12 Appropriate Measure for the Process

Most of the respondents agreed, with 29.4% of them strongly, with the opinion that the management has put an appropriate measure for the process of performance appraisal. However, 11.8% of them agreed and 10.6% strongly agreed.
4.2 EMPLOYEES

4.2.1 Gender

Table 4.2.1

<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td>45.3</td>
<td>45.3</td>
<td>45.3</td>
</tr>
<tr>
<td>Female</td>
<td>82</td>
<td>54.7</td>
<td>54.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.1

A total of 150 management staff was interviewed. These consisted of 68 males (45.3%) and 82 females (54.7%).

4.2.2 Age

Table 4.2.2

<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between 18-26</td>
<td>27</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Between 27-35</td>
<td>115</td>
<td>76.7</td>
<td>76.7</td>
<td>94.7</td>
</tr>
<tr>
<td>Between 36-44</td>
<td>8</td>
<td>5.3</td>
<td>5.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The ages of the respondents varied from 18 years to 44 years, with a big majority of them (76.7%) aged between 27-35 years. 18.0% of them were aged between 18-26 years, while 5.3% were aged between 36-44 years. Unlike the management staff that has a majority of employees who stretch between 27 to 44 years, the other majority of junior employees are only between 27 and 35.
4.2.3 Current Department

Table 4.2.3

<table>
<thead>
<tr>
<th>Current department</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>27</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Finance/Accounts</td>
<td>51</td>
<td>34.0</td>
<td>34.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>30</td>
<td>20.0</td>
<td>20.0</td>
<td>72.0</td>
</tr>
<tr>
<td>Staffing</td>
<td>42</td>
<td>28.0</td>
<td>28.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.3

The respondents were drawn from various departments as shown in the table and figure above. 18.0% were from administration while, 34.0% were from accounts/finance departments. 20.0% and 28.0% were from Human Resource management and staffing respectively.
### 4.2.4 Academic/Professional qualification

**Table 4.2.4**

<table>
<thead>
<tr>
<th>What is your current academic/professional qualification?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid Masters</td>
</tr>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>Certificate</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Figure 4.2.4**

40.7% of the respondents were Certificate holders, 27.3% and 10.7% were Diploma and Degree holders respectively. 21.3% were Masters holders.
4.2.5 Appraisal

Table 4.2.5

<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 Yes</td>
<td>141</td>
<td>94.0</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>6.0</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.5

Have you ever been appraised?

A big majority of the respondents (94.0%) indicated that they have been appraised with only 6.0% indicating that they have never been appraised.
4.2.6 Training before the Exercise

Table 4.2.6

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>66</td>
<td>44.0</td>
<td>44.0</td>
<td>44.0</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>56.0</td>
<td>56.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.6

While 44.0% of the respondents admitted that they and their appraisers were trained before the exercise, 56.0% of them responded that they were not trained. This shows that before any appraisal exercise, the appraisee and the appraiser should be well trained to prepare them for the exercise.
4.2.7 Appraisal Frequency

Table 4.2.7

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Once</td>
<td>114</td>
<td>76.0</td>
<td>76.0</td>
<td>76.0</td>
</tr>
<tr>
<td>Twice</td>
<td>7</td>
<td>4.7</td>
<td>4.7</td>
<td>80.7</td>
</tr>
<tr>
<td>Thrice</td>
<td>9</td>
<td>6.0</td>
<td>6.0</td>
<td>86.7</td>
</tr>
<tr>
<td>Any other</td>
<td>20</td>
<td>13.3</td>
<td>13.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.7

How many times are you appraised per year?

A big majority of the respondents (76.0%) admitted they were appraised only once per year. 4.7% and 6.0% of them indicated they were appraised twice and thrice a year respectively.
4.2.8 Basis of assessment

Table 4.2.8

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>From planned work/targets</td>
<td>87</td>
<td>58.0</td>
<td>58.0</td>
<td>58.0</td>
</tr>
<tr>
<td>Emerging work during period under review</td>
<td>41</td>
<td>27.3</td>
<td>27.3</td>
<td>85.3</td>
</tr>
<tr>
<td>Any other</td>
<td>22</td>
<td>14.7</td>
<td>14.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.8

While 58.0% of them admitted that their assessment was based on planned work/targets, 27.3% of them indicated that it was based on emerging work during the period under review.
4.2.9 Satisfaction with Appraisal

Table 4.2.9

<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 Yes</td>
<td>63</td>
<td>42.0</td>
<td>42.0</td>
<td>42.0</td>
</tr>
<tr>
<td>No</td>
<td>87</td>
<td>58.0</td>
<td>58.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.9

Were you satisfied with the way you were appraised?

Only 42.0% of the respondents admitted that they were satisfied with the way that they were appraised while 58.0% of them were not.
4.2.10 Degree of Your Feeling about the Following Statements

Table 4.2.10

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Performance appraisal has a full support from top management</th>
<th>Performance appraisal gives opportunity to discuss employee’s aspirations</th>
<th>There should be two performance appraisal tools, one for the seniors and another for subordinates?</th>
<th>I am always given the opportunity to discuss my ratings</th>
<th>The time allocated for the appraisal exercise in my opinion is adequate?</th>
<th>The appraisal is normally based on the work plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>23.33333</td>
<td>22</td>
<td>44.66667</td>
<td>31.33333</td>
<td>26.66667</td>
<td>33.33333</td>
</tr>
<tr>
<td>Agree</td>
<td>26.66667</td>
<td>45.33333</td>
<td>12.66667</td>
<td>28</td>
<td>45.33333</td>
<td>37.33333</td>
</tr>
<tr>
<td>Undecided</td>
<td>21.33333</td>
<td>4.66667</td>
<td>14</td>
<td>5.33333</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>16.66667</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.10: Degree of Your Feeling about the Following Statements

- Performance appraisal has a full support from top management
- Performance appraisal gives opportunity to discuss employee’s aspirations
- There should be two performance appraisal tools, one for the seniors and another for subordinates?
- I am always given the opportunity to discuss my ratings
- The time allocated for the appraisal exercise in my opinion is adequate?
- The appraisal is normally based on the work plan?
4.2.10.1 Support from top Management

Regarding the opinion that performance appraisal has a full support from top management, 26.7% of the respondents agreed and 23.3% strongly agreed. While 21.3% were undecided, 28.7% of them disagreed.

4.2.10.1 Employees aspirations

While 45.3% of the respondents agreed that performance appraisal gives opportunity to discuss employees' aspirations, 22.0% of them strongly agreed. However, 11.3% and 16.7% of them disagreed and strongly disagreed respectively.

4.2.10.2 Two Performance Appraisal Tools

With regard to the opinion that there should be two performance appraisal tools, one for the seniors and another for subordinates, 12.7% of the respondents agreed while, 44.7% strongly agreed. 14.0% of them were undecided and only 28.7% disagreed.

4.2.10.3 Ratings

31.3% of the respondents strongly agreed that they were always given an opportunity to discuss their ratings. 28.0% agreed while, 16.7% and 18.7% disagreed and strongly disagreed respectively.
4.2.10.14 Time allocation for appraisal

Most of the respondents agreed, 26.7% of them strongly that the time allocated for the appraisal exercise was adequate. However, 10.7% and 5.3% of them disagreed and strongly disagreed respectively.

4.2.10.5 Basis of Work Plan

Most of the respondents agreed 33.3% of them strongly, that the performance appraisal is normally based on the work plan. However, 22.0% of them disagreed while 7.3% strongly disagreed.

4.2.11 Appraisal Feedback

Table 4.2.11

<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 Yes</td>
<td>97</td>
<td>64.7</td>
<td>64.7</td>
<td>64.7</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
<td>35.3</td>
<td>35.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

While 64.7% of the respondents said they have received performance appraisal feedback, 35.3% of them said they have not. Feedback is always very important and TSC should try to provide feedback whenever they carry out appraisal of employees. The analysis can be presented in figure 4.2.11;
The form of feedback varied as shown in the table and the figure above, with 22.7% of them citing salary increase or promotion (6.0%), majority of the respondents (60.7%) however, cited retreat.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter deals with the summary of what has been found as the factors affecting performance appraisal in public service organisations in Kenya. It tries to put forward implications, conclusions and recommends on what should be done.

5.2 Findings, Summary and Conclusions
From the sample taken from the study, almost the same number of men and women were drawn. Majority of them were of mature age and from various departments. This justifies the validity and reliability of the information reached upon. Above all, majority were highly educated, that is above form four. This is also a clear indication that the generated views and opinions are highly reliable.

These employees do understand this current phenomenon, “performance appraisal”.
Almost all have been appraised within the organization. This is a reflection of weakness of the process of performance appraisals. The appraisal system in these organizations is done once a year; this has also been approved by other competitive organizations. However, it shouldn’t be only once a year.

Planned work targets formed the major part, as a basis of assessment this was to allow freely the weaknesses and strengths of the process and individual employees, hence the room for adjustment.
There was lack of consensus as to the satisfaction level of these employees, somehow, methods used were not the best; or the procedure adopted was not the best. Majority expressed their disagreement with the methods and procedures adopted. This is the reason as to why they were not keen on appraisal being the setting of standards as if it is supposed to be.

They expressed that there should be two performance appraisal systems for both seniors and juniors. There also seem to be some freedom to allow employees discuss their ratings. However a reasonable number of these employees still expressed some disagreement with the same.

A majority expressed their agreement that they have been receiving appraisal feedback. It can be therefore concluded that, the trend on good governance is improving and hence performance is likely to improve. This can also be attributed to higher level of awareness, those newly employed are professionals, and others are graduates. They understand good Human Resource concepts.

Teaching profession somehow has taken the lead towards what they preach. They have employed educated people who understand the human rights issues. They want to uphold some good standards in the society. They have been promoting teachers to Human Resource department at their head office, Nairobi. These people have proved to be on the right path towards improving employees’ performance.
5.3 Limitations

The researcher anticipated to encounter some problems in the course of undertaking this research study. However, it was hoped that these factors would be experienced as necessary challenges that the researcher was bound to face, but they were dealt with so that they had little impact on the research project as a whole. These anticipated problems emanated from;

(i) **Financial Constraints** – Due to the inadequate financial resources at hand, the research was limited only to the headquarters of TSC. However, since all insurance companies are located in Nairobi, which was quite representative, the findings were anticipated to be reliable.

(ii) **Time constraints** – The time frame set for this research study was short and it was anticipated that the researcher might not be able to study a larger sample. Nevertheless the researcher created more time and commitment in order to come up with a well-researched paper.

(iii) **Co-operation of respondents**- It was anticipated that some respondents might not be fully co-operative thus giving insufficient information. The researcher tried to minimize this by designing a suitable questionnaire.

5.4 Recommendations

The appraisal methods should be improved by training the employees in advance.

There should be two sets of appraisal systems. One for the seniors and the other for the juniors.
They should employ and train their personnel, to allow easy understanding of these concepts of performance appraisal system.

They should improve on the procedure of conducting the work. This should include timely feedback of performance appraisal conducted.

The performance appraisals should have a proper work plan, to enhance consistency and better understanding of the whole process.

Take employees for both on the job and off the job training process. This is to uplift standards of awareness amongst them hence ease of work and profitability. Adopt suitable methods of performance appraisals.

Make the system a bit simple, to be understood by the common man and woman.

It should be done, not for firing purpose but for improvement purpose.

5.5 Suggestions for further Research

The researcher would like to suggest the following areas that need further research;

- Compare Teachers’ Service Commission and any other organizations.
- To study the other factors which also contributes to good performance
- Study correlation between performance appraisals and performance.
REFERENCES


Annual Staff Appraisal Report G.P.247 (Revised 1999)


Harvard Business review, (February 2002).


Sunday Nation July 17\textsuperscript{th} 2005. *On Strategic Planning*.


APPENDIX 1

Mary Nduku Mutua
Private Bag
TSC Headquarters
Nairobi.

Dear Respondents,

RE: RESEARCH QUESTIONNAIRE

I am a post graduate student in the Masters of Business Administration program of Kenyatta University. As a part of my course requirement I am currently writing a research project in the relevant field.

Performance appraisal is a continuous process that aims at identifying the employees weakness and strengths. The purpose of this research is to collect information that will enable the Teachers Service Commission employees to understand the performance appraisal and its benefits. This will lead to improved performance and especially at this time of performance contract.

Attached here is a copy of the questionnaire that I kindly request you to take some time and complete. The information you will provide in the questionnaire is for academic purpose and the results will lead to improved performance appraisal system.

I thank you in advance for your co-operation and active participation to this academic effort. Thank you.

Mary Nduku, MBA Student
RESEARCH QUESTIONNAIRE FOR MANAGEMENT

Background information

1) Sex
   Male □  Female □

2) Age
   Between 18-26 □
   Between 27-36 □
   Between 37-45 □
   Above 45 □

3) Current position/job description .............................................................

4) Current department
   Administration
      Finance/Accounts □
      Human Resource Management □
      Staffing □
      Audit □

5) Length of service in the organisation in years □

6) What is your current academic/professional qualification?
   A Masters Degree □
   B Degree □
   C Diploma □
   D Certificate □  Please specify .............................................................
Involvement in the performance appraisal

1) Have you ever been appraised

Yes [ ]
No [ ]

2) Were you and your appraiser trained before the exercise?

Yes [ ]
No [ ]

3) How many times are you appraised per year?

Once [ ]
Twice [ ]
Thrice [ ]
Any other [ ]

4) Please state on what basis the assessment was done

A From planned work/targets [ ]
C Emerging work during period under review [ ]
D Any other [ ]

5) Were you satisfied with the way you were appraised?

Yes [ ]
No [ ]

6) If NO please give reasons for your answer.

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
Please show the degree of your feeling about the following statements by ticking the answer that best suits you.

1- Strongly Agree  2- Agree  3- Undecided  4 – Disagree  5-Strongly Disagreed

Tick appropriate answer

1) Employees are satisfied with the way Performance Appraisal is conducted

2) Employees/ Appraisees are involved in the setting targets/ standards

3) There is always training sessions for the appraisees

4) The current Performance Appraisal form in use is adequate for all employees

5) Performance Appraisal contributes alot to improvement of overall performance

6) Employees are regularly appraised

7) All the employees participate in the Performance Appraisal exercise

8) After every Performance Appraisal exercise, the appraisees always get feedback

9) Employees should be appraised more than once a year

10) The process of Performance Appraisal is allocated enough time

11) The P/A system can be improved

12) The management has put appropriate measures for the process of P/A
13) What do you think can be done to improve the process of Performance Appraisal?

14) What measures can be put in place to

15) In what ways has the P/A influenced the organisation's performance?

   i) 

   ii)
### Appendix III: Budget

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item Description</th>
<th>Amount Khs.</th>
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<tbody>
<tr>
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<td>Proposal writing: Consultative meetings with supervisors</td>
<td>1,500</td>
</tr>
<tr>
<td></td>
<td>Stationery, computer, photocopy, printing and bidding</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>6,500</strong></td>
</tr>
<tr>
<td>2)</td>
<td>Research instruments, questionnaire typing and other materials</td>
<td>5,000</td>
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<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>5,000</strong></td>
</tr>
<tr>
<td>3)</td>
<td>Booking, telephone services (phone cards)</td>
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</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>4,000</strong></td>
</tr>
<tr>
<td>4)</td>
<td>Data collection, research and assistant phone calls</td>
<td>3,000</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
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<tr>
<td>5)</td>
<td>Data management and analysis (use of SPSS)</td>
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<td></td>
<td><strong>Subtotal</strong></td>
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<td>6)</td>
<td>Project preparation, computer services, stationery, Photocopy and bidding</td>
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</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>4,000</strong></td>
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<td>7)</td>
<td>Transport/Miscellaneous</td>
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<td></td>
<td><strong>Grand Total</strong></td>
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Appendix IV

Work plan

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<th>JUNE</th>
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<th>AUGUST</th>
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<td>Data Analysis</td>
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<tr>
<td>Report Writing</td>
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<tr>
<td>Submission of Final Report</td>
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