THE EFFECT OF PERFORMANCE APPRAISAL ON HUMAN RESOURCE DEVELOPMENT
FUNCTIONS IN THE KENYA POLICE SERVICE
(A CASE STUDY OF KENYA POLICE TRAINING COLLEGE, KIGANJO)

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The effect of performance appraisal on
DECLARATION

I declare that this is my original work and has not been submitted to any other university or institution of higher learning for examination. The research report is a result of my own effort and where other people's idea have been cited, they are duly acknowledged.

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This is to declare that this research report has been submitted for examination with our approval as university supervisors.

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DEDICATION

This project paper is dedicated to my wife Mary Muteti, son Alex, daughters Maureen and Joan without whose understanding, encouragement and motivation, I wouldn't have successfully carried out the study.
ACKNOWLEDGEMENT

This study would be incomplete without saluting the so many people whom without their direct and indirect input the research would have impossible. First and foremost I would like to extend my sincere thanks to Dr. Shadrack Bett my supervisor, whose intellectual depth and wealth of knowledge was a pillar during the research process. His scholarly and fatherly guidance enabled me to conceptualize the essence of this research and successfully carry it out.

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DEFINITION OF TERMS

**Performance appraisal** - the process by which a manager or consultant examines and evaluates an employee's work behavior by comparing it with preset standards, documents the results of the comparison, and uses the results to provide feedback to the employee to show where improvements are needed and why.

**Human Resource Development** - is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities.

**Human resource planning** - to estimate future human resources management needs by analyzing current job occupation, turnover, transfers, promotions (as well as the related skill levels) and retirements.

**Promotion** - the advancement of an employee from one job position to another job position that has a higher salary range, a higher level job title, and, often, more and higher level job responsibilities.

**Remuneration** - payment or compensation received for services or employment. This includes the base salary and any bonuses or other economic benefits that an employee or executive receives during employment. It also includes expense accounts and other forms of compensation.

**Training** - a learning process, that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees.

**Training needs analysis** - the assessment of the training requirements of a target group in terms of (1) number of trainees, (2) their educational and professional background, (3) their present level of competence, and (4) the desired behavior or skill level acquired at the completion of training.

**Placement** - the deploying and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness. It is the selection of the right mix of personnel for a particular job.

**Job analysis** - consists of determining the nature and responsibilities of various employment positions.
LIST OF ABBREVIATIONS

CD&E - Curriculum development and evaluation
ICT-LAB - Information and communication technology laboratory.
SSP 'A' - Senior superintendent in charge of administration
D.S/STW - Director of studies, junior training wing.
O.C.P.P.P.F - Officer in charge police practical procedure faculty.
C.M.I - Chief musketry instructor
C.D.I - Chief drill instructor.
C.P.T.I - Chief physical training instructor
O.C.DEV - Officer in charge development
D.L.S - Director of liberal studies
O.C.TR - Officer in charge traffic.
COD - Corps of drums
F.S.M - Force sergeant major
DS/JTW - Director of studies, junior training wing.
HRD - Human resource development
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ABSTRACT

The research report set to investigate the effect of performance appraisal on human resource development functions in the Kenya Police Service, A case study of Kenya Police Training College, Kiganjo. The objectives of the study were to investigate the effect that performance appraisal has to human resource development functions in Kenya Police Training College Kiganjo, while the specific objectives were: To investigate the relationship between performance appraisal and identification of skill gaps for training in Kenya Police College, To determine how performance appraisal relates to remuneration of the staff of Kenya Police College, To assess the extent to which performance appraisal is related to promotion of staff of Kenya Police College, To examine the extent to which performance appraisal relates with manpower planning at Kenya Police College, To find out how performance appraisal is related to placement of staff in Kenya Police College.

The research adopted a descriptive research design. The population of the study was 520 instructors of the Kenya Police College Kiganjo. From the above population a sample of 50% was obtained using a stratified random sampling method. Data was collected by use of questionnaire method which will have both closed and open ended questions. Data was analyzed using descriptive statistics including frequency distribution tables, means and charts. At the end of the study the researcher discovered that the relationship between performance appraisal and training (42%), remuneration (38%), promotion (49%), manpower planning (41%) and placement (46%) is weak. The following recommendations were made: encouraging staff to positively take the comments by their senior so as to aid them to improve in their duties, using the information obtained to aid in capacity building, the appraisal should be strictly based on the work performed and the result areas should be objective, the information obtained from performance appraisals used for developing training programs, the performance appraisal discussions should be open and a mutual agreement should be obtained between the appraiser and appraise and proper communication should be made to make staff clear understand the performance appraisal process.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Performance appraisal is broadly defined as a Process by which a manager or consultant examines and evaluates an employee's work behavior by comparing it with preset standards, documents the results of the comparison, and uses the results to provide feedback to the employee to show where improvements are needed and why. According to Armstrong (2006), a prominent personality in the field of human resources management, the main concerns of performance appraisal are: Aligning individual objectives to organizational objectives and encouraging individuals to uphold co-operate core values, Enabling expectations to be defined and agreed in terms of the role responsibilities and accountabilities (expected to do), skill (expected to have) and behaviors (expected to be) and Providing opportunities for individuals to identify their own goals and develop their skills and competencies. The appraisal systems provide both the employees and the organization with data about the current performance and at the same time serve as a medium through which organizations communicate future expectations. It is on this objective that the goals of employees are matched with those of the organization thereby pinpointing those who are best candidates for development in line with the organization’s objectives.

To effectively realize the human resource appraisal, many service delivering organizations have shifted their focus from individual assessment and reward allocation processes to a more comprehensive appraisal process which examines how the work system affects an individual or work group’s performance. Organizations have moved to analyze system factors such as organizational policies, politics, corporate objectives, spans of control and reward systems and how they affect performance because as Heland at. all (2006) sees it, the different management levels, people are appearing those who have multiple competencies rather than narrow specialties and work more towards providing a culture and the resources. The main objective of performance appraisals is to measure and improve the performance of employees and increase their future potential and value to the organization. Its essence and spirit is to give Performance feedback so as to calibrate, refine and reward the performance of the employee. Performance appraisal feedback must not be necessarily positive or pleasing to the
employee as Chellad {2006} points out, you may not feel comfortable concerning your employees’ performance especially when you have to convey criticism rather than praise. Nevertheless, giving performance feedback is one of the most important aspects of his manager's job.

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. It's the part of human resource management (HRM) which specifically deals with training and development of the employees. HRD includes training an individual after he/she is first hired, providing opportunities to learn new skills, distributing resources which are beneficial for the employee's tasks, and any other developmental activities. As a key aspect of Human Resource Management function includes a variety of activities, and key among them is responsibility for deciding what staffing needs you have and whether to use independent contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies (Chellad, 2006).

1.1.2 The concept of performance management

Performance Management is a process for establishing a shared workforce understanding about what is to be achieved at an organization level. It is about aligning the organizational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce. So, simply put, performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus on performance of the organization, a department, processes to build a product or service, and includes Developing clear job descriptions, Selecting appropriate people with an appropriate selection process, Negotiating requirements and accomplishment-
based performance standards, outcomes, and measures. Providing effective orientation, education, and training. Providing ongoing coaching and feedback. Conducting quarterly performance development discussions. Designing effective compensation and recognition systems that reward people for their contributions. Providing promotional/career development opportunities for staff. Assisting with exit interviews to understand why valued employees leave the organization.

Performance Management is used to ensure that employees’ activities and outcomes are congruent with the organization’s objectives and entails specifying those activities and outcomes that will result in the firm successfully implementing the strategy (Noe et al. 2000, p.55). An effective Performance Management process establishes the groundwork for excellence by: Linking individual employee objectives with the organization’s mission and strategic plans. The employee has a clear concept on how they contribute to the achievement of the overall business objective. Focusing on setting clear performance objectives and expectations through the use of results, actions, and behaviors. Defining clear development plans as part of the process, and Conducting regular discussions throughout the performance cycle which include such things as coaching, mentoring, feedback, and assessment.

1.1.3 The concept of human resources development

Human Resources Development (HRD) is a framework for the expansion of human capital within an organization. It is a combination of Training and Education that ensures the continual improvement and growth of both the individual and the organization. Human Resources Development is the medium that drives the process between training and learning. According to (Nadler, 1984), Human Resources Development is not a defined object, but a series of organized processes, with a specific learning objective and it is the structure that allows for individual development, potentially satisfying the organization’s goals.

The development of the individual will benefit both the individual and the organization. The Human Resources Development framework views employees, as an asset to the enterprise whose value will be enhanced by development, according to (Elwood, Holton, and Trott 1996) its primary focus is on growth and employee development and emphasizes developing individual potential and skills.
Human Resources Development can be in-room group training, tertiary or vocational courses or mentoring and coaching by senior employees with the aim for a desired outcome that will develop the individual's performance. An apprentice will step through the development process to become a tradesman in their field as will a white-collar trainee to become a professional in their field. Training will allow the individual to complete a task within their field today.

A successful Human Resources Development program will prepare the individual to undertake a higher level of work, organized learning over a given period of time, to provide the possibility of performance change (Nadler 1984). Human Resources Development is the framework that focuses on the organizations competencies at the first stage, training, and then developing the employee, through education, to satisfy the organizations long-term needs and the individuals' career goals and employee value to their present and future employers. In conclusion, Human Resources Development is simply developing the most important section of any organization, its human resource by, attaining or upgrading the skills and attitudes of employees at all levels in order to maximize the effectiveness of the enterprise (Kelly 2001).

The people within an organization are its human resource. As Elwood F. Holton II, James W. Trott, Jr., 1996, sees it, Human Resources Development from a business perspective is not entirely focused on the individual's growth and development, development occurs to enhance the organization's value, not solely for individual improvement.

Thomas and Bretz (1994) report that performance information is most likely to be used for employee development or to administer merit pay. They identified the main developmental uses as improving work performance, communicating expectations, determining employee potential and aiding employee counseling. Other common administrative uses included promotions, lay-offs, transfers, terminations, and validations of hiring decisions. In addition, Hall, Posner, and Hardener (1999) identified common objectives of performance appraisal as reviewing past performance, rewarding past performance, goal setting for future performance, and employee development.

Cleveland et al (1989) warned that organizations should exercise caution when using the same performance appraisal methods for multiple applications (e.g., counseling vs. evaluation), since different performance appraisal methods may yield different types of data (e.g., qualitative vs. quantitative). Employee performance is usually best evaluated by means
of a standard form followed by a superior-subordinate discussion. Through feedback provided during this discussion, the purposes of the performance appraisal are served. How effectively they are served depends on how the appraisal form is designed and how the discussions are conducted.

1.1.4 Background information of Kenya Police College.

The Kenya Police College is located in Kingajo town, Nyeri County about hundred and eighty kilometers from Nairobi. It’s the largest police training institution in Kenya and trains both fresh police recruits and serving officers on promotional and capacity building courses. The College is divided into four main sections. They are administration, development, training and health services. It has a staff capacity of around five hundred police officers of different ranks serving both training and administrative duties and around hundred civilian support staff.

Its vision is to be a centre of excellence for training and capacity development of all police officers while its mission statement is to offer training in policing programs geared towards crime prevention and detection and development of all police officers. The Main objectives are objectives of the Kenya Police College, Kiganjo are to offer capacity building courses to all police officers in liaison with other stakeholders, revise training programmes to be in tandem with the current challenges, formulate of training Policies, evaluate training programs, recruit of trainees joining the force as initial entrants and setting and administration of Police Examinations(Kiganjo,2010)
1.2 Statement of the Problem

Deluca (1993) pointed out some aspects that can make harm to the effectiveness of performance appraisals which include: exemptions to the highly visible employees, conduct of performance appraisal to punish the low performers, rewards on nonperformance, doubts in the mind of performers about appraisal's after effects, organization's politics that leads to disturb performance of targeted employee. The use of fundamentally flawed appraisals, focus on encouraging individual, which automatically discourages teamwork/collaboration, inconsistencies in setting and applying appraisal criteria, focus on extremes (exceptionally good or poor performance), appraisal's focus on achievement of short-term goals, support to autocrat supervisors, subjectivity of appraisal results and creation of emotional anguish in employees may affect the appraisal process (Segal, 2000).

The use of vague qualities and irrelevant measurement criteria, use of useless checklists for evaluation, monologues instead of dialogues in feedback sessions, reluctance of appraisers to offer feedback, supervisor’s misguidance to appraiser (Nurse, 2005).
It is critical that training institutions within the armed forces have human resources development programs that enhance the development of staff. In the Kenya police service for instance, there should be improved Human Resource Development in Kenya Police College, Kiganjo which is the largest single training institution for people interested in police sciences as a career. It's against this background that the purpose of this study was to investigate the relationship that exists between performance appraisal and human resources development functions in the Kenya Police College, Kiganjo.

1.3 objectives of the study

Broad Objective
To investigate the relationship that exists between performance appraisal and human resources development functions in the Kenya Police College, Kiganjo.

The specific objectives were:

1. To investigate the relationship between performance appraisal and identification of skill gaps for training in Kenya Police College.
2. To determine how performance appraisal relates to remuneration of the staff of Kenya Police College.
3. To assess the extent to which performance appraisal is related to promotion of the said staff of Kenya Police College.
4. To examine the extent to which performance appraisal relates with manpower planning at Kenya Police College.
5. To find out how performance appraisal is related to placement of staff in Kenya Police College.

1.4 Research questions.

The study aimed to answer the following questions:

1. Is there any relationship between performance appraisal and promotion of staff at Kenya Police College?
2. To what extent does performance appraisal relate to remuneration of staff at Kenya Police College?
3. How does performance appraisal relate to placement of officers at Kenya Police College?
4. To what extent does performance appraisal relate to manpower planning in Kenya Police College?
5. What is the relationship between performance appraisal and identification of skills gaps for training at Kenya Police College?

1.5 Significance of the Study

The study will benefit the management of the Kenya Police College, Kiganjo to understand the effect of performance appraisal to Human Resource Development functions. The study will benefit a number of people and institutions such as the government especially the Ministry of Provincial Administration and Internal Security will derive the benefit of using the study to improve human resource functions and create a viable link between performance appraisal and human resource practices, The management of Kenya police College Kiganjo will benefit by using this study to improve its human resource practices by tying them to performance appraisal finally, Other researchers will in future use this study to borrow ideas and bench mark their own research and studies.

1.6 Scope of the study

The scope of this study was Kenya Police College, Kiganjo. The study centered on staff and mainly employees of Kenya Police College, Kiganjo in Nyeri. The scope of the study was five hundred staff of the Kenya Police College in Kiganjo.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introductions to literature review

This chapter presents a review of literature pertinent to the study as presented by various researchers, scholars, analysts and authors. This chapter summarizes literature that has been reviewed and will be reviewed for the purpose of the study which is to investigate the effect that performance appraisal has to Human Resource Development functions in Kenya Police Training College, Kiganjo.

2.1 Performance appraisal

Performance appraisal continues to be a subject of interest and importance to human resource specialists. For decades, performance appraisal has received considerable attention in the literature, from both researchers and practitioners alike. Many authors (Bernardin & Klatt, 1985; Hall, Posner, & Hardner, 1989; Maroney & Buckley, 1992; Thomas & Bretz, 1994) maintain that there is a considerable gap between theory and practice, and that human resource specialists are not making full use of the psychometric tools available. To support their claim, these authors cite surveys of practitioners concerning current performance appraisal methods and use.

Nearly two decades ago, Taylor and Zawacki (1976) published the first of two articles that documented trends in performance appraisal usage among U.S. organizations. When comparing the results of two surveys taken five years apart, the authors noted a remarkable shift away from what they called collaborative approaches (e.g., MBO, BARS) and toward the more traditional performance appraisal techniques (graphic rating scales). Taylor and Zawacki (1984) hypothesized that managers, responding to the legal constraints prevalent in the 1980s, preferred techniques that were defensibile in court. Accordingly, managers tended to be more satisfied with the objective traditional approaches, whereas their subordinates seemed to prefer the developmental collaborative methods.
Through the 1980s, researchers continued to document performance appraisal practice. Bernardin and Klatt (1985) noted that small firms tended to rely heavily on trait-based approaches, while larger firms relied on a combination of trait, behavioral, and results-based techniques. They noted that one in five organizations did not give employees the opportunity to review the performance appraisal results. In another study, Locher and Teel (1988) identified graphic rating scales (57.1%), the open-ended essay (21.3%), and Management-by-Objectives (18.1%) as the most popular performance appraisal techniques. Unlike Taylor and Zawacki (1984) before them, Locher and Teel identified a trend toward the use of MBO as a popular technique. Performance appraisals have become a fact of organizational life. Recent research estimates that over 90% of all large organizations in the U.S. employ some form of systematic employee appraisal and review (Locher, Teal 1988). This widespread use can be attributed to human resource specialists, academics and consultants who proclaim that performance appraisal is a critically needed tool for effective human resource management. This is based on the belief that an effectively designed, implemented and administered performance appraisal system can provide the organization, the manager, and the employee a multitude of benefits.

Organizations continually struggle to find an "ideal system" that will be accepted by managers and subordinates alike and also fulfill the Organizations are run and steered by people. It is through people that goals are set and objectives realized. The performance of an organization is, thus, dependent upon the sum total of the performance of its members. An organization is like a tune. It is not constituted by individual sounds but by their synthesis. The success of an organization, therefore, depends on its ability to accurately measure the performance of its members and use it objectively to optimize them as vital resources (Drucker, 1985). The performance of an employee is his resultant behavior on task which can be observed and evaluated. It refers to the contribution made by an individual in the accomplishment of organizational objectives. Performance can be measured by combining quantity, quality, time and cost. People do not learn unless they are given feedback on the results of their actions. For learning to take place, feedback should be provided regularly and it should register both successes and failures. It should also follow soon after the relevant action or actions.

Performance appraisal systems aim to evaluate the job performance of employees, so that appropriate corrective action and management decisions can be taken. As performance
appraisal is part of organizational control, the components of the control system are indispensable in the appraisal system. In general, a basic control system consists of control standards, measurement, and corrective actions (Newman, Warren & McGill, 1987). Among these three phases, control standards are based primarily on organizational missions or departmental goals. Which reflects the role that performance appraisal plays in the organization. Measurement is concerned with the actual appraisal process, including the appraiser, appraisal criteria, appraisal methods, and appraisal timing. Corrective actions comprise the feedback processes after the performance appraisal is completed. If there is an evident gap between actual performance and performance standards, appropriate corrective actions should be taken to change the behaviors of the employees concerned (Farrell, and McKellin, 1993).

2.2 The relationship between Appraisal and Human resources planning

A human resource (HR) department carries on a number of different functions, all of which are related to a company's employees. This can include recruiting talent, hiring workers, finding candidates for promotions and keeping tabs on future potential hires. The department's role in securing employees for a company is called human resource planning. Human resource planning is used to estimate future human resources management needs by analyzing current job occupation, turnover, transfers, promotions (as well as the related skill levels) and retirements (Haasbroek et al 2008).

In order to carry out human resources planning effectively, HR managers and specialists must have the ability to forecast accurately, otherwise they will not know what jobs will open and who will be best to fill them. Obviously not every qualified candidate can be hired immediately, but HR workers must be able to organize employees and future job openings to keep tabs on top talent, especially in a competitive market place in which their skills will likely be in demand. There are two main components of human resource planning forecasting: requirements forecast and availability forecast.

Because managers and supervisors must take decisions concerning promotions, demotions, transfers and lay-offs, past performance appraisals normally help to determine which employee is most deserving of a promotion or other desirable job changes. Gomez-Meja et al (2001:226) as cited in Swanepoel et al (2003) writes that performance information can be
categorized under two main headings of administrative and developmental processes. Administrative purposes concern the use of performance data as a basis for personnel decision making, including human resources planning, for example compiling skills inventories, obtaining information regarding positions to be created, and developing succession plans.

Thus through performance evaluation organizations can use that feedback whether it is positive or undesirable to plan for future personnel needs. For example which employees will need training or which skills is the organization lacking so as to determine if external recruitment needs. The principal factor influencing the quality of performance and service delivery by the police service is the caliber of persons recruited into the service. However recruitment into the police service doesn’t seem to be driven by any estimation of future human resources management needs, proper analysis of current job occupation, turnover, transfers, promotions (as well as the related skill levels) and retirements.

This gap between recruitment and manpower needs is discernible from the fact that Kenyans have consistently demanded that the basic recruitments for entry into the police service be raised in order for the police to relate professionally and confidently with the Kenyans. The low academic level has been in the past also been seen to contribute to the incapacity of the police to embrace reforms along with other sectors of the public service. Although the academic level has improved over the last 10 yrs (from KCPE level to KCSE level), there is still need to attract and retain degree and diploma graduates in the police service. Although manpower planning is the bedrock of a solid and professional organization, there is no proper and functioning manpower planning department in Kenya police service. This has resulted to the service facing challenges of inability to attract and retain the best professionally and academically qualified Kenyans. The police service still remains, in the minds of Kenyans, a place for those with low education, whose employment options are limited. The tainted image of the service and lack of incentives makes it a last resort in employment options for many Kenyans. As a result, the level of professional commitment to police service is not as would be expected. Physical characteristics have continued to be a major criterion in the recruitment process. This has in some cases, limited the recruitment of potentially interested and more capable candidates, especially those from specialized professional backgrounds. This is mainly due to the fact that specialists recruited in the Kenya police are subjected to the same recruitment process as those recruited for general policing duties. This is attributable to the
fact that there is no reference to performance appraisal results to pick out man power needs of
the service.

2.3 The relationship between performance Appraisal and promotion

The advancement of an employee from one job to another job position that has a higher salary
range, a higher level job title, and, often, more and higher level job responsibilities, is called a
promotion. Sometimes a promotion results in an employee taking on responsibility for
managing or overseeing the work of other employees. Decision making authority tends to rise
with a promotion as well. Visually, a promotion moves an employee's job up one level on an
organizational chart. The new reporting relationships are displayed as vertical lines to boxes
below the new level of the employee following the promotion. A promotion is viewed as
desirable by employees because of the impact a promotion has on pay, authority,
responsibility, and the ability to influence broader organizational decision making (Burgess-

A promotion is a form of recognition for employees who make significant and effective work
contributions. Consequently, a dilemma arises in organizations since repeated promotions
generally place an employee in a management role. Employers are challenged to provide
alternative career paths for employees who deserve the benefits and recognition provided by a
promotion, but do not aspire to manage the work of other employees. Individual contributors
must be eligible for promotions that recognize and reward their role as contributors. A
promotion is a powerful communication tool about what is valued within an organization.
Thus, a promotion must be available to employees who play any role in the contribution of
work and value. If promotions are not fairly administered, low employee morale; high
turnover can be the order of days in an organization which will ultimately reduce productivity
and increase unnecessary costs. Performance evaluation can be used to increase and to
promote an individual as well as to improve employee performance. An effective performance
evaluation will also improve employee motivation (Burgess-1989:250).

In the Kenya police service, commissioner of Police has powers to make appointments and
promotions of subordinate officers. The powers to appoint persons in the Inspectorate Ranks
and above are vested in the public service commission of Kenya while powers to appoint
officers in the lower Ranks has been delegated to the commissioner of police who approves
the promotions after receiving recommendations from the national promotion board.
Promotions are ordinarily subject to attendance of promotional courses which are intended to
facilitate advancement of officers from one grade to another.

The selection for promotional courses is done internally by Divisional Selection Boards,
which interview recommended officers from the police stations. There has been a feeling that
there is a lot of favoritism as far as promotion is concerned. And that unless one has a god
father promotion hardly comes by. The officers are also concerned about chances of
progressing are nil. The officers are also concerned about officers who have cleared the police
law examination and have clean records but are never invited for promotion selection boards,
while others are called before they fulfill those conditions. Worse still some officers attend
promotion courses without attending promotion boards. The feeling among officers is that
there is a gap between promotion and professionalism. Worse still, results of performance
appraisal hardly feature as a factor in promotion.

2.4 The link between performance appraisal and Appraisal and remuneration

Remuneration refers to payment or compensation received for services or employment. This
includes the base salary and any bonuses or other economic benefits that an employee or
executive receives during employment it also which includes expense accounts and other
forms of compensation. If the decision is made to use a merit pay system which is based on
performance appraisal results, then it follows that appraisal must be done and done very well.
Even if performance appraisal results are not used for merit pay purposes, there is a good
reason to believe that appraisals should be done. The most common decisions based on
evaluative objectives concern compensation, which includes merit increases, employee
bonuses and other increases in pay. Thus the term merit review or merit evaluation can be
found in organizations using performance appraisal to determine pay increases. (Gobbler et
al 2001:265)
2.5 Appraisal and Training

Training is defined as a learning process that involves the acquisition of knowledge, sharp concepts, rules, or changing of attitudes and behaviors to enhance the performance of an employee. Training needs analysis is the assessment of the training requirements of a target group in terms of their behavior or skill level acquired at the completion of training.

Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display. Employee performance appraisals are especially appropriate for identifying individual training and educational needs. After all, an appraisal is intended to determine how well an individual is performing his or her job. Deficiencies stemming from the lack of individual knowledge or skill are appropriately used to identify traditional training needs; proficiencies are traditionally used to plan employee educational activities leading to promotion or other future career moves for individuals. Carrel et al. (2001:265) writes that the results of appraisals influence decisions about the training and development (T & D) of employees. To him below average evaluations may signal areas of employee behavior that may be strengthened through on- and away- from-the-job training. Of course, it is arguable that not all performance deficiencies may be overcome by T & D. It is therefore the role of managers and supervisors to distinguish problems resulting from the lack of a critical skill or ability from those caused by low morale or some form of job dissatisfaction.

The training period for the Kenya police is 9 months. Ransely (2009) points out that there seems not to be proper training needs analysis before recruitment and training since a significant part of this period is taken up by field drills and parades and limited time is allocated to intelligent police training. This is hardly enough to adequately train a competent police officer. There is a strong case for allocation of more time to subjects that support intelligence- led policing as opposed to drills and physical fitness. This is the trend in most countries that have effective police service. The training should aim at enhancing the technical and mental capacity of the recruits to handle the field challenges in modern day policing. Emphasis should therefore be placed on mental fitness and character formation of
the recruits for effective, responsive and preventive policing. Emphasis on paramilitary training and drills inculcates in the recruit psyche that policing is combative and confrontational. While the drills, physical fitness and paramilitary training are important in the training of police officers, there is need to balance between field craft and mental training to help the officers relate better with the community that they are intended to serve (Kenya Police, 2010).

2.6. Relationship between performance appraisal and placement

Placement is the deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness. It is the selection of the right mix of personnel for a particular job or placement in an organization. Ransley (2009) asserts that in many cases, deployment in the police service has been at the discretion of the senior officers without regard to specialist skills. The officers felt that there was favoritism in the deployment of officers. They felt that those in traffic had “roots” and were only being given an opportunity to go and collect money. Those who are not in traffic were demoralized because when they share accommodation with people in traffic they were ashamed because they cannot afford the luxury life style of meat, television, videos, like the traffic men. Moreover their wives and children lose confidence in them.

Specific complaint were made that police officers specialized in criminal investigations and traffic management have been abruptly deployed on general duties, even without consultation with the respective Heads of Departments but more specifically, without regard to their performance. Mwangangi (1999) noted Police officers without specialized training have in turn, been deployed to these departments, thus negatively impacting on the capacity of the departments. There has been concern that many police officers are deployed in non-core functions as receptionists, body guards/escorts, clerks, drivers, sentries, and domestic workers, catering staff, e.t.c. the deployment of police officers in such functions affects and compromises the ability of the police to discharge its mandate. Currently, the estimated number of such officers is approximately 3,000/= thereby compounding the problem of low police population ratio. Such deployment also contributes to idleness, resentment, indiscipline and lack of professionalism.
2.7. Human resources development

Human Resource Development (HRD) is the frameworks for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. It's the part of human resource management (HRM) which specifically deals with training and development of the employees. HRD includes training an individual after he/she is first hired, providing opportunities to learn new skills, distributing resources which are beneficial for the employee's tasks, and any other developmental activities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Organizations have many opportunities for human resources or employee development, both within and outside of the workplace. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases. Human resource management is concerned with the development of both individuals and the organization in which they operate. HRM, then, is engaged not only in securing and developing the talents of individual workers, but also in implementing programs that enhance communication and cooperation between those individual workers in order to nurture organizational development.

The primary responsibilities associated with human resource management include: job analysis and staffing, organization and utilization of work force, measurement and appraisal of work force performance, implementation of reward systems for employees, professional development of workers, and maintenance of work force. Job analysis consists of determining—often with the help of other company areas—the nature and responsibilities of various employment positions. This can encompass determination of the skills and experiences necessary to adequately perform in a position, identification of job and industry trends, and anticipation of future employment levels and skill requirements.
Job analysis is the cornerstone of HRM practice because it provides valid information about jobs that is used to hire and promote people, establish wages, determine training needs, and make other important HRM decisions," stated Thomas S. Bateman and Carl P. Zeithaml in Management: Function and Strategy. Staffing, meanwhile, is the actual process of managing the flow of personnel into, within (through transfers and promotions), and out of an organization. Once the recruiting part of the staffing process has been completed, selection is accomplished through job postings, interviews, reference checks, testing, and other tools. Reward systems are typically managed by HR areas as well. This aspect of human resource management is very important, for it is the mechanism by which organizations provide their workers with rewards for past achievements and incentives for high performance in the future. It is also the mechanism by which organizations address problems within their work force, through institution of disciplinary measures. Aligning the work force with company goals, requires offering workers an employment relationship that motivates them to take ownership of the business plan (Gubman 2002).

Employee development and training is another vital responsibility of HR personnel. HR is responsible for researching an organization's training needs, and for initiating and evaluating employee development programs designed to address those needs. These training programs can range from orientation programs, which are designed to acclimate new hires to the company, to ambitious education programs intended to familiarize workers with a new software system. After getting the right talent into the organization, the second traditional challenge to human resources is to align the workforce with the business—to constantly build the capacity of the workforce to execute the business plan. This is done through performance appraisals, training, and other activities. In the realm of performance appraisal, HRM professionals must devise uniform appraisal standards, develop review techniques, train managers to administer the appraisals, and then evaluate and follow up on the effectiveness of performance reviews. They must also tie the appraisal process into compensation and incentive strategies, and work to ensure that federal regulations are observed. Responsibilities associated with training and development activities, meanwhile, include the determination, design, execution, and analysis of educational programs. The HRM professional should be aware of the fundamentals of learning and motivation, and must carefully design and monitor training and development programs that benefit the overall organization as well as the individual.
2.8 Critical Reviews of Main Issues

Performance appraisal is the practice of assessing employee job performance and providing feedback to those employees about both positive and negative aspects of their performance. Performance measurements are very important both for the organization and the individual, for they are the primary data used in determining salary increases, promotions, and, in the case of workers who perform unsatisfactorily, dismissal. Reward systems are determined by the results of performance appraisal as well. This aspect of human resource management is very important, for it is the mechanism by which organizations provide their workers with rewards for past achievements and incentives for high performance in the future. It is also the mechanism by which organizations address problems within their workforce, through the institution of disciplinary measures. Employee development and training is another vital human resource development function that is informed by appraisal results. It enables the human resource manager to know the organization’s training needs, and for initiating and evaluating employee development programs designed to address those needs. These training programs can range from orientation programs, which are designed to acclimate new hires to the company, to ambitious education programs intended to familiarize workers with a new software system.

After getting the right talent into the organization, wrote Gubman (2002), the second traditional challenge to human resources is to align the workforce with the business—to constantly build the capacity of the workforce to execute the business plan. This is done through performance appraisals, training, and other activities. In the realm of performance appraisal, HRM professionals must devise uniform appraisal standards, develop review techniques, train managers to administer the appraisals, and then evaluate and follow up on the effectiveness of performance reviews.

Responsibilities associated with training and development activities, meanwhile, include the determination, design, execution, and analysis of educational programs. The HRM professional should be aware of the fundamentals of learning and motivation, and must carefully design and monitor training and development programs that benefit the overall organization as well as the individual. The importance of this aspect of a business’s operation
can hardly be over-stated. As Roberts, Seldon, (2007) indicated in Human Resources Management, the quality of employees and their development through training and education are major factors in determining long-term stability of an organization.

In Conclusion performance appraisal which is most concerned with the evaluation of an individual job strengths and weaknesses is not carried out in isolation. Rather the process is intertwined with other human resources functions such as human resources management planning, promotion, remuneration training and development and dismissals. Performance appraisals are of great value to any organization however the problems of subjectivity and political issues should always be taken into consideration for its effective execution for supervision.

2.9 Gaps to be filled by this Study


Locher and Teel (1988) concentrated on the common used methods of performance appraisal and identified graphic rating scales (57.1%), the open-ended essay (21.3%), and Management-by-Objectives (18.1%) as the most popular performance appraisal techniques. Since no scholar seem to have researched on The relationship that exists between performance appraisal and human resources development functions especially on disciplined forces, my research aims to bridge this gap.
2.9.1 Conceptual framework

Figure 2.1 Conceptual Framework

Performance appraisal at the Kenya Police college.

How does it relate to:

- Promotion
- Remuneration
- Placement
- Manpower planning
- Identification of skills gaps for training.

Independent variable.

Source: Study (2011)
CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals in the way the research will be carried out. These include Research Design, population of the study, sample and sampling design, and data collection tools, procedures and data analysis.

3.1 Research design

The Research design chosen is both quantitative and qualitative research methodologies. The population of the study will be instructors of the Kenya Police College Kiganjo. There are 520 such instructors. From the above population of 520, a sample of 50% will be obtained using a stratified random sampling method which is appropriate for this research since the interests of the target population are not homogenous.

3.2 Target population

The population of the study was the instructors of the Kenya Police College Kiganjo composed of gazette officers, members of the inspectorate and the other ranks of officers. This was as depicted in the table below:

Table 3.1 Target population

<table>
<thead>
<tr>
<th>Population</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gazette officers</td>
<td>20</td>
<td>3.8%</td>
</tr>
<tr>
<td>Members of inspectorate</td>
<td>200</td>
<td>38%</td>
</tr>
<tr>
<td>Other ranks</td>
<td>300</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>520</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Kenya Police (2011)
3.3 Sampling design

From the above population of 520, a sample of 50% was taken from the population. According to Mugenda & Mugenda (2003) a representative sample is one that is at least 10% of the population of interest. In addition to this, this sampling technique should be used when the population of interest is not homogeneous, in this particular case the population of interest is composed of the various respondents as depicted in the table above. These groups were mutually exclusive and were expected to give answers that were unique to the topic of the study. The sample was obtained as indicated in the table below:

Table 3.2 Sample size

<table>
<thead>
<tr>
<th>Population</th>
<th>Frequency</th>
<th>Sample ratio</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gazette officers</td>
<td>20</td>
<td>0.5</td>
<td>10</td>
</tr>
<tr>
<td>Members of inspectorate</td>
<td>200</td>
<td>0.5</td>
<td>100</td>
</tr>
<tr>
<td>Other ranks</td>
<td>300</td>
<td>0.5</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>520</td>
<td></td>
<td>260</td>
</tr>
</tbody>
</table>

Source: Kenya Police (2011)

3.4 Data collection methods

Data was collected mainly by use of questionnaire method. Oppenheim (2001) suggests that this method of data collection ensures a high response rate and accurate sampling. He also urged that greatest care is needed in briefing the respondents, or they may, with the best intentions, introduce fatal bias. The questionnaire was aimed at a representative sample of stakeholders, although it was stratified into clusters according to their position as shown in the table above. Questions were directed as brought out in the conceptual framework.

3.5 Data analysis

The data was analyzed quantitatively using descriptive statistics as the data concerning the population can be described and be easily interpreted using both visual and narrative form.
Nachmias and Nachmias (2006) says that descriptive statistics has an advantage to the researcher because it allows a researcher to organize information in an effective way and also allows information to be reduced to an understandable form. The presentation methods statistics to be used was to include frequency distributions, mean, pie charts, bar graphs and histograms.

3.6 Excepted output.

At the end of the study, the researcher found out that performance appraisal has effects on human resource functions specifically remuneration, manpower planning, placement and training/identification of training gaps within the staff of Kenya Police College, Kiganjo.
4.0 DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents an analysis of the findings of the research. Several descriptive analyses were made to achieve the objectives of the study.

Table 4.1: Response Rate

The study targeted 250 respondents with 186 respondents answering the questionnaires comprising a 74% response while the remaining 64 respondents comprising 26% did not answer. Mundy (2002) points out that a 60% response rate is acceptable but a 70-80% response rate is desirable for any research. This is as depicted in the table below:

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>186</td>
<td>74</td>
</tr>
<tr>
<td>Non-response</td>
<td>64</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Study Data (2011)*
The information in the table can also be represented as shown in the figure below:

**Figure 4.1 Response Rate**

![Response rate](image)

*Source: Study Data {2011}*

### 4.2 Demographic Information

The respondents were profiled using three different criteria that included their gender, the duration which they had been working in the construction industry and their education level.

**Table 4.2 Respondents Gender**

Only the questionnaires from the 186 respondents who filled in their questionnaires were analyzed. The table below represents the gender of the respondents.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>62</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>186</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Study Data*

The above table shows the respondents' gender. From the findings majority of the respondents were males as indicated by 62% of the response, while 38% were females. The great tendency of male respondents was noted to be due to the large number of recruits into the police force being male due to legislative reasons.
The information in the table can also be represented as shown in the figure below:

Figure 4.2 Respondents Gender

Source: Study Data (2011)

4.3 Experience of the respondents

The respondents were requested to indicate the length of time they had worked in the Kenya Police Force. The data in Table 4.3 indicates that majority of the respondents as shown by 32% had worked in the police force for 11-15 years, 27% of the respondents had worked for over 15 years, 25% for between 6-10 years and 5% for fewer than 5 years. The findings indicated that most respondents had worked in the police force for considerably long period thus had the relevant knowledge and experience on the undertakings within the police force.
This is as tabulated below:

Table 4.3 Experience of the respondents

<table>
<thead>
<tr>
<th>Years</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>6-10 years</td>
<td>47</td>
<td>25</td>
</tr>
<tr>
<td>11-15 years</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>51</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Study Data {2011}*

Figure 4.3 Experience of the respondents

The figure below gives a graphical representation of the respondents' experience.

*Source: Study Data {2011}*
4.4 Respondents’ level of education

The respondents were requested by the researcher to state their education levels. From the findings, the researcher found out that majority of the respondents had secondary education as shown by 46% of the respondents, 30% of the respondents had Bachelor's Degree, 24% of the respondents had other certificates mainly diplomas while 0% had primary education. The findings show that majority of the respondents are learned thus would be able to understand and answer the questionnaires. The levels of education would enable relevant information to be obtained from the respondents.

Table 4.4. Education level

<table>
<thead>
<tr>
<th>EDUCATION LEVEL</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secondary</td>
<td>85</td>
<td>46</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>56</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>45</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Study Data (2011)
The above information can also be represented as in the figure below:

**Figure 4.4 Level of Education**

![Bar chart showing level of education distribution.](image)

**Source: Study Data (2011)**

### 4.3 Performance appraisal

**Performance Appraisal and human resource development functions at Kenya Police**

The respondents were asked the kind of relationship that exists between performance appraisal and the human resource development functions at the Kenya Police Service. The data in Table 4.5 represents the answers received from the respondents.
Table 4.5 Performance Appraisal and human Development functions

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Scale (x)</th>
<th>FREQUENCY(f)</th>
<th>PERCENTAGE</th>
<th>Xf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Relationship</td>
<td>4</td>
<td>37</td>
<td>20</td>
<td>148</td>
</tr>
<tr>
<td>Little Relationship</td>
<td>3</td>
<td>67</td>
<td>36</td>
<td>201</td>
</tr>
<tr>
<td>No relationship at all</td>
<td>2</td>
<td>74</td>
<td>40</td>
<td>148</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>186</strong></td>
<td><strong>100</strong></td>
<td><strong>505</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Study Data (2011)

Majority of the respondents as shown by forty percent (40%) of the respondents indicated that there was no relationship between the human development functions and performance appraisal, thirty six percent (36%) of the respondents indicated that there was a little relationship, twenty percent (20%) indicated a strong relationship while four percent (4%) indicated that they were not sure of the relationship. The response shows that the relationship between performance appraisal and human development functions is weak and needs to be strengthened. The mean of 2.72 lies between No relationship at all (2) and little relationship (3) shows that the Human Resources department has a lot to do to improve the situation. It indicates the penetration of the human resources function in the police force is relatively low and is not felt by the staff of the police force.
The information in the table can also be represented as shown in the figure below:

**Figure 4.5 Performance Appraisal and human Development functions**

Source: Study Data (2011)
4.4 Training

Performance appraisal and training/identification of skills

The following table represents the response on the relationship that exists between performance appraisal and training/identification of skills in the Kenya Police College.

Table 4.6 Performance Appraisal and training/identification of skills

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Scale (x)</th>
<th>FREQUENCY(f)</th>
<th>PERCENTAGE</th>
<th>Xf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Relationship</td>
<td>4</td>
<td>35</td>
<td>19</td>
<td>140</td>
</tr>
<tr>
<td>Little Relationship</td>
<td>3</td>
<td>79</td>
<td>42</td>
<td>237</td>
</tr>
<tr>
<td>No relationship at all</td>
<td>2</td>
<td>58</td>
<td>31</td>
<td>116</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>14</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>186</strong></td>
<td><strong>100</strong></td>
<td><strong>507</strong></td>
</tr>
<tr>
<td>Mean (xf/f)</td>
<td></td>
<td>2.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Study Data*

Majority of the respondents as shown by forty percent (42%) of the respondents indicated that there was a little relationship between performance appraisal and training/identification of skills, thirty one percent (31%) of the respondents indicated that there was no relationship at all, nineteen percent (19%) indicated a strong relationship while eight percent (8%) indicated that they were not sure of the relationship. The response shows that the relationship between performance appraisal and training is weak and needs to be strengthened. The mean of 2.73 lies between No relationship at all (2) and little relationship (3) shows that the Human Resources department has a lot to do with regards to training so as to improve the situation. It indicates that the performance appraisal process at the Kenya Police does not play a role in contributing to the identification of skills for the staff. The above information can also be represented as shown in the figure below:
4.5 Promotion

Performance appraisal and promotion of staff

In the table below, the respondents were asked the relationship that exists between performance appraisal and promotion of staff in Kenya Police College, Kiganjo.

Table 4.7 Performance appraisal and promotion of staff

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Scale (x)</th>
<th>FREQUENCY(f)</th>
<th>PERCENTAGE</th>
<th>Xf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Relationship</td>
<td>4</td>
<td>49</td>
<td>26</td>
<td>196</td>
</tr>
<tr>
<td>Little Relationship</td>
<td>3</td>
<td>71</td>
<td>38</td>
<td>213</td>
</tr>
<tr>
<td>No relationship at all</td>
<td>2</td>
<td>59</td>
<td>32</td>
<td>118</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>186</td>
<td>100</td>
<td>533</td>
</tr>
</tbody>
</table>

Source: Study Data {2011}
Majority of the respondents as shown by thirty eight percent (38%) of the respondents indicated that there was a little relationship between performance appraisal and promotion of staff, thirty two percent (32%) of the respondents indicated that there was no relationship at all, twenty six percent (26%) indicated a strong relationship while four percent (4%) indicated that they were not sure of the relationship. The response shows that there is no clear relationship between performance appraisal and the promotion of staff. This may mean that not all the good performers are rewarded through promotions. The mean of 2.87 tends towards a little relationship (3) showing that there is need to set clear mechanisms for promotion that are tied to the performance of staff as brought out through performance appraisals.

The information in the table can also be represented as shown in the figure below:

**Figure 4.7 Performance appraisal and promotion of staff**

*Source: Study Data {2011}*
4.6 Remuneration

Respondents' information on remuneration

In the table below, the respondents were asked the kind of relationship between performance appraisal and remuneration in Kenya Police College, Kiganjo.

Table 4.8 Performance appraisal and remuneration

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Scale (x)</th>
<th>FREQUENCY (f)</th>
<th>PERCENTAGE</th>
<th>Xf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Relationship</td>
<td>4</td>
<td>35</td>
<td>19</td>
<td>140</td>
</tr>
<tr>
<td>Little Relationship</td>
<td>3</td>
<td>54</td>
<td>29</td>
<td>162</td>
</tr>
<tr>
<td>No relationship at all</td>
<td>2</td>
<td>91</td>
<td>49</td>
<td>182</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>186</strong></td>
<td><strong>100</strong></td>
<td><strong>490</strong></td>
</tr>
</tbody>
</table>

Mean (xf/f) 2.63

Source: Study Data (2011)

Majority of the respondents as shown by forty nine percent (49%) of the respondents indicated that there was a no relationship at all between performance appraisal and remuneration, twenty nine percent (29%) of the respondents indicated that there was a little relationship, nineteen percent (19%) indicated a strong relationship while three percent (3%) indicated that they were not sure of the relationship. The response shows that there is no relationship between performance appraisal and remuneration. This may indicate that performance appraisal does not contribute to a proportionate increase in remuneration within the Kenya Police force. The mean of 2.63 lies between No relationship at all (2) and a little relationship (3) between the variables showing that remuneration is not clearly tied to the performance of staff as brought out through performance appraisals as is the case in the private sector.
The information in the table can also be represented as shown in the figure below:

Figure 4.8 Performance appraisal and remuneration

Source: Study Data [2011]
4.7 Manpower Planning

Respondents' information on performance appraisal and man power planning

In the table below, the respondents were asked the kind of relationship of relationship that exists between man power planning and performance appraisal in the Kenya Police College.

Table 4.9 Manpower planning

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Scale (x)</th>
<th>FREQUENCY(f)</th>
<th>PERCENTAGE</th>
<th>Xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Relationship</td>
<td>4</td>
<td>27</td>
<td>15</td>
<td>108</td>
</tr>
<tr>
<td>Little Relationship</td>
<td>3</td>
<td>77</td>
<td>41</td>
<td>231</td>
</tr>
<tr>
<td>No relationship at all</td>
<td>2</td>
<td>73</td>
<td>39</td>
<td>146</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>186</td>
<td>100</td>
<td>494</td>
</tr>
</tbody>
</table>

Mean (xf/f) 2.66

Source: Study Data (2011)

Majority of the respondents as shown by forty one percent (41%) of the respondents indicated that there was a Little relationship between performance appraisal and man power planning, thirty nine percent (39%) of the respondents indicated that there was no relationship at all, fifteen percent (15%) indicated a strong relationship while five percent (5%) indicated that they were not sure of the relationship. The response shows that there is lack of an interface between manpower planning and performance appraisal meaning there is need for the Human resources to do more to improve the situation. This may indicate that performance appraisal results are not key towards contributing to manpower planning within the Kenya Police force. The mean of 2.66 lies between No relationship at all (2) and a little relationship (3) between the variables showing that manpower planning is not clearly tied to the performance of staff as brought out through performance appraisals.
The information in the table can also be represented as shown in the figure below:

**Figure 4.9 Manpower planning**

![Manpower planning diagram]

Source: *Study Data {2011}*

**4.8 Placement**

**Respondents’ information on performance appraisal and placement**

In the table below, the respondents were asked the kind of relationship that exists between placement and performance appraisal in the Kenya Police College.

**Table 4.10 Placement**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Scale (x)</th>
<th>FREQUENCY (f)</th>
<th>PERCENTAGE</th>
<th>Xf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Relationship</td>
<td>4</td>
<td>23</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Little Relationship</td>
<td>3</td>
<td>85</td>
<td>46</td>
<td>255</td>
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<td>No relationship at all</td>
<td>2</td>
<td>71</td>
<td>38</td>
<td>142</td>
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<tr>
<td>Not sure</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>186</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: *Study Data {2011}*
Majority of the respondents as shown by forty six percent (46%) of the respondents indicated that there was a little relationship between performance appraisal and placement, thirty eight percent (38%) of the respondents indicated that there was no relationship at all, twelve percent (12%) indicated a strong relationship while four percent (4%) indicated that they were not sure of the relationship. The response shows that the results of performance appraisal have not been used to aid in placement of employees within the various sections in the police force. The mean of 2.67 lies between No relationship at all (2) and a little relationship (3) between the variables showing that placement is not clearly tied to the performance of staff as brought out through performance appraisals.

The information in the table can also be represented as shown in the figure below:

**Figure 4.10 Placement**

![Graph showing the relationship between performance appraisal and placement]

*Source: Study Data (2011)*
4.9 Qualitative Analysis

4.9.1 Improvements on Performance appraisal

The respondents made the following suggestions on how to improve on performance appraisal: encouraging staff to positively take the comments by their senior so as to aid them to improve in their duties, using the information obtained to aid in capacity building, the appraisal should be strictly based on the work performed and the result areas should be objective, the information obtained from performance appraisals used for developing training programs, the performance appraisal discussions should be open and a mutual agreement should be obtained between the appraiser and appraise and proper communication should be made to make staff clear understand the performance appraisal process.

4.9.1 Improvements on training

The respondents made the following suggestions on ways in which performance appraisal can be used as a basis for identification of skills gaps: use of the performance appraisal information to develop specialized training for staff, staff should be given opportunities to further their studies, staff talent should be identified, weak and strong points of staff should form the main basis of the training, performance improvement plans should be developed for weak performing staff and the comments from the appraise should be taken into consideration.

4.9.2 Improvements on promotions

The respondents made the following suggestions on ways in which performance appraisal can be used as a basis for promotion of staff: honest comments should be made by the heads of departments to aid in the identification of key staff to be promoted, mentorship programmes to be developed for the staff, that promotions should not only be based on performance but also on other inherent abilities and that favoritism be avoided in the offering of promotions.

4.9.3 Improvements on remuneration

The respondents made the following suggestions on ways in which performance appraisal can be used as a basis for remuneration of staff: use of academic qualifications and rank to determine remuneration, regular review of remuneration in line with performance of staff, use of bonuses to reward performing staff, a mandate on remuneration to be formulated so as to give clear details on how remuneration is determined, follow up done on appraisals to ensure that they are fair thus enable fair remuneration and that a reward scheme should be formulated and documented.
4.9.4 Improvements on Manpower planning
The respondents made the following suggestions on ways in which performance appraisal can be used as a basis for manpower planning of staff: allocation of staff to roles with regards to qualifications, tribalism to be eliminated in allocation of roles, education and experience to be used in manpower planning, deployment of duties to be based on individual’s strengths as this will enable them deliver greater input, manpower planning should be done regularly , sending teaching instructors to the field to get a feel of what is happening in the field and using the information obtained to improve on manpower planning, removal of ghost workers and enabling a spirit of togetherness within the police force.

4.9.5 Improvements on placement
The respondents made the following suggestions on ways in which performance appraisal can be used as a basis for placement of staff within the Kenya Police College Kiganjo: use of a combination of performance, qualifications and experience to determine placement and that vacancies in the force be filled by suitable individuals within the force before sourcing elsewhere.
CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings to the study, and in the process, draws conclusions based on the finding of the study. The chapter subsequently makes recommendations arising from the conclusions of the study. Finally the chapter makes suggestions for further research in connection with certain specific areas of this study.

The purpose of the study was to investigate the effect that performance appraisal has to Human Resource Development functions in Kenya Police Training College Kiganjo. Data was analyzed according to the objectives of the study. Data from each of the respondents was compiled and subjected to analysis. The summary of the results areas are as represented in the previous chapter.

5.2 summary of findings and answers research objectives

The study sought to investigate the effect that performance appraisal has to Human Resource Development functions in Kenya Police Training College Kiganjo. Chapter one of the study discusses the background of the study, problem statement, research objectives and the research questions. It also outlines the significance of the study, assumptions and the scope of the study.

Chapter two attempted to review some of the studies that were carried out over the years on the topic of the study. The chapter discusses literature under the following headings: skills gap, remuneration, promotion, manpower planning and placement. It then gives an overview of the literature showing the research gap to be filled. Lastly, the conceptual framework of the study is provided.

Chapter three contains the details on the methodology that was adopted for this study. The chapter particularly deals with the research design, target population, sampling design, data collection procedures and the instruments of analysis that was used.

Chapter four presents the results of the data collected and further discusses these findings. It tackles both quantitative and qualitative analysis corresponding with the sections found in the questionnaires. The tables and figures in this chapter are derived from the findings of the study.
Chapter five presents a summary of findings to the study, and in the process, draws conclusions based on the finding of the study. The chapter subsequently makes recommendations arising from the conclusions of the study. Finally the chapter makes suggestions for further research in connection with certain specific areas of this study.

5.2.1 Performance appraisal and identification of skills gaps

Research question 1 sought to determine the kind of relationship that exists between performance appraisal and training/identification of skills gaps in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty percent (42%) of the respondents indicated that there was a little relationship between performance appraisal and training/identification of skills, thirty one percent (31%) of the respondents indicated that there was no relationship at all, nineteen percent (19%) indicated a strong relationship while eight percent (8%) indicated that they were not sure of the relationship. The response shows that the relationship between performance appraisal and training is weak and needs to be strengthened.

5.2.2 Performance appraisal and promotion

Research question 2 sought to establish the kind of relationship that exists between performance appraisal and promotion of staff in Kenya Police College, Kiganjo. Majority of the respondents as shown by thirty eight percent (38%) of the respondents indicated that there was a little relationship between performance appraisal and promotion of staff, thirty two percent (32%) of the respondents indicated that there was no relationship at all, twenty six percent (26%) indicated a strong relationship while four percent (4%) indicated that they were not sure of the relationship. The response shows that there is no clear relationship between performance appraisal and the promotion of staff. This may mean that not all the good performers are rewarded through promotions.

5.2.3 Performance appraisal and remuneration

Research question 3 sought the kind of relationship that exists between performance appraisal and remuneration of staff in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty nine percent (49%) of the respondents indicated that there was a no relationship at all between performance appraisal and remuneration, twenty nine percent (29%) of the respondents indicated that there was a little relationship, nineteen percent (19%) indicated a strong relationship while three percent (3%) indicated that they were not sure of
the relationship. The response shows that there is no relationship between performance appraisal and remuneration. This may indicate that performance appraisal does not contribute to a proportionate increase in remuneration within the Kenya Police force.

5.2.4 Performance and manpower planning
Research question 4 sought to establish the relationship that exists between performance appraisal and manpower planning in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty one percent (41%) of the respondents indicated that there was a little relationship between performance appraisal and manpower planning, thirty nine percent (39%) of the respondents indicated that there was no relationship at all, fifteen percent (15%) indicated a strong relationship while five percent (5%) indicated that they were not sure of the relationship. The response shows that there is lack of an interface between manpower planning and performance appraisal meaning there is need for the Human resources to do more to improve the situation. This may indicate that performance appraisal results are not key towards contributing to manpower planning within the Kenya Police force.

5.2.5 Performance and placement
Research question 5 sought to establish the relationship that exists between performance appraisal and placement in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty six percent (46%) of the respondents indicated that there was a little relationship between performance appraisal and placement, thirty eight percent (38%) of the respondents indicated that there was no relationship at all, twelve percent (12%) indicated a strong relationship while four percent (4%) indicated that they were not sure of the relationship. The response shows that the results of performance appraisal have not been used to aid in placement of employees within the various sections in the police force.

5.3 Conclusions
The result of the study insisted in shedding light on the effect that performance appraisal has on Human Resource Development functions in Kenya Police Training College Kiganjo. The findings of the study highlighted the weaknesses in the relationship between training, remuneration, promotion, manpower planning and placement with performance appraisal. This is highlighted below:

On the relationship that exists between performance appraisal and training/identification of skills gaps in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty
percent (42%) of the respondents indicated that there was a little relationship between performance appraisal and training/identification of skills. The response shows that the relationship between performance appraisal and training is weak and needs to be strengthened.

On the relationship that exists between performance appraisal and promotion of staff in Kenya Police College, Kiganjo. Majority of the respondents as shown by thirty eight percent (38%) of the respondents indicated that there was a little relationship between performance appraisal and the response shows that there is no clear relationship between performance appraisal and the promotion of staff. This may mean that not all the good performers are rewarded through promotions.

On the relationship that exists between performance appraisal and remuneration of staff in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty nine percent (49%) of the respondents indicated that there was a no relationship at all between performance appraisal and remuneration, twenty nine percent (29%) of the respondents indicated that there was a little relationship, nineteen percent (19%) indicated a strong relationship while three percent (3%) indicated that they were not sure of the relationship. The response shows that the relationship between performance appraisal and remuneration is not strong enough. This may indicate that performance appraisal does not contribute to a proportionate increase in remuneration within the Kenya Police force.

On the relationship that exists between performance appraisal and man power planning in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty one percent (41%) of the respondents indicated that there was a Little relationship between performance appraisal and man power planning while on the relationship that exists between performance appraisal and placement in Kenya Police College, Kiganjo. Majority of the respondents as shown by forty six percent (46%) of the respondents indicated that there was a Little relationship between performance appraisal and placement.

From the above it can thus be concluded that the relationship between the independent variables (training, promotion, placement, manpower planning and remuneration) and performance appraisal is weak therefore there is need for the Human resources has to put measures in place to improve the situation.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:
The respondents made the following recommendations on ways in which performance appraisal can be used as a basis for identification of skills gaps: use of the performance appraisal information to develop specialized training for staff, staff should be given opportunities to further their studies, staff talent should be identified, weak and strong points of staff should form the main basis of the training, performance improvement plans should be developed for weak performing staff and the comments from the appraise should be taken into consideration.

On ways in which performance appraisal can be used as a basis for promotion of staff the following recommendations were made: honest comments should be made by the heads of departments to aid in the identification of key staff to be promoted, mentorship programmes to be developed for the staff, that promotions should not only be based on performance but also on other inherent abilities and that favouritism be avoided in the offering of promotions.

On remuneration the following recommendations were made: use of academic qualifications and rank to determine remuneration, regular review of remuneration in line with performance of staff, use of bonuses to reward performing staff, a mandate on remuneration to be formulated so as to give clear details on how remuneration is determined, follow up done on appraisals to ensure that they are fair thus enable fair remuneration and that a reward scheme should be formulated and documented.

On ways in which performance appraisal can be used as a basis for manpower planning of staff, the recommendations were made: allocation of staff to roles with regards to qualifications, tribalism to be eliminated in allocation of roles, education and experience to be used in manpower planning, deployment of duties to be based on individual’s strengths as this will enable them deliver greater input, manpower planning should be done regularly ,sending teaching instructors to the field to get a feel of what is happening in the field and using the information obtained to improve on manpower planning, removal of ghost workers and enabling a spirit of togetherness within the police force.

On placement the following recommendations were made: use of a combination of performance, qualifications and experience to determine placement and those vacancies in the force be filled by suitable individuals within the force before sourcing.

5.5 Suggestion for further research

The study only focused on Kenya Police College, Kiganjo. Further research should be done on the other sections of the police force within the country on the topic of the study. This will widen the scope of information collected on the topic of the study.
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Hubert K. Ranipersad Dr., 2003, *Total Performance Score Card: Redefining Management To Achieve With Integrity*, Butterworth Heinemann, Amsterdam, Page 11.

Kenya police website:www.kenyaploice.co.ke

"http://en.wikipedia.org/wiki/Human_resource_development"

Categories: Human resource management


www.peoplestreme.com
APENDICES

APPENDIX 1: INTRODUCTORY LETTER

Kenyatta University
Institute of Business Studies

Dear respondent,

I am a postgraduate student at Kenyatta University conducting a study on the effect of performance appraisal on human resource development functions in the Kenya police Service: A case study of Kenya Police Training College, Kiganjo.

You have been selected to participate in this study. Kindly respond to all items in the attached questionnaire. Your name need not to appear anywhere in the questionnaire. The information you provide will be used for academic purposes only.

Your cooperation is highly appreciated.

Yours sincerely,

Reuben Muli

Reg. No. D53/OL/4482/04
APPENDIX 2

QUESTIONNAIRE

This questionnaire is being administered to determine the effect of performance appraisal on human resource development functions in the Kenya police service. A case study of Kenya Police Training College, Kiganjo, please answer the questions freely. The information you provide will be treated with utmost confidentiality and will only be used for research function.

Part A: general information {Tick where appropriate}

1. What is your gender?
   □ Male  □ Female

2. How long have you been in the force?
   □ Under 5 years
   □ 6-10 years
   □ 11-15 years
   □ Over 15 years

3. What is your rank?
   □ Gazetted officer
   □ Acting inspector
   □ Inspector
   □ Chief Inspector
   □ Other ranks

4. What is your highest level of Education?
   □ Primary Level
   □ Secondary Level
   □ Bachelors Degree
   Other; (please specify)..........................
PART B

SECTION A- PERFORMANCE APPRAISAL

1. Is there performance appraisal at the Kenya police college?
   A. Yes
   B. No
2. Do you undergo performance appraisal?
   A. Yes
   B. No
3. If, yes how frequently
   A. Monthly
   B. Quarterly
   C. Bi-annually
   D. Yearly
   E. Any other time
4. If your answer to the above questions {2&3} is yes, briefly explain how performance appraisal is administered in Kenya Police College, Kiganjo

5. Tick the kind of relationship that you think exists between performance appraisal and human resource development functions in Kenya Police College, Kiganjo.
   A. Strong relationship
   B. Little relationship
   C. No relationship at all
D. Not sure.

6. Suggest ways in which performance appraisal can be as a basis for human resources development of the staff of Kenya Police College, Kiganjo

SECTION B - TRAINING.

1. Is there training for members of staff of Kenya police college?
   A. Yes
   B. No

2. If, yes how frequently
   A. Monthly
   B. Quarterly
   C. Bi-annually
   D. Yearly
   E. Any other time

3. Have you ever undergone any form of training while in Kenya Police College?
   A. Yes
   B. No

4. If your answer to the above questions {1&3} is yes, briefly explain the courses offered and how selection to those courses is done

5. Tick the kind of relationship that you think exists between performance appraisal and training/identification of skills for training in Kenya Police College, Kiganjo.
A. Strong relationship
B. Little relationship
C. No relationship at all
D. Not sure.

6. Suggest ways in which performance appraisal can be as a basis for training/identification of skills gaps for training the staff of Kenya Police College, Kiganjo.

SECTION C-PROMOTION

1. Are members of staff of Kenya Police College normally promoted?
   A. Yes
   B. No

2. If, yes how frequently
   A. Yearly
   B. After two years
   C. After three years
   E. Any other time

3. As a staff of Kenya Police College, have you ever been promoted?
   A. Yes
   B. No

4. Tick the kind of relationship that you think exists between performance appraisal and promotion of staff in Kenya Police College, Kiganjo.
   A. Strong relationship
   B. Little relationship
   C. No relationship at all
D. Not sure.

5. Suggest ways in which performance appraisal can be as a basis for promoting the staff of Kenya Police College, Kiganjo

SECTION D-RENUMERATION

1. Are members of staff of Kenya Police College normally remunerated?
   A. Yes
   B. No

2. If, yes how frequently
   A. Monthly
   B. Quarterly
   C. Bi-annually
   D. Yearly
   E. Any other time .........................

3. Tick the kind of relationship that you think exists between remuneration and performance appraisal in Kenya Police College, Kiganjo.
   A. Strong relationship
   B. Little relationship
   C. No relationship at all
   D. Not sure.

4. Suggest ways in which performance appraisal can be as a basis for remuneration of the staff of Kenya Police College, Kiganjo
SECTION E-MANPOWER PLANNING

1. Is there manpower planning activities at the Kenya police college?
   A. Yes
   B. No

2. If yes how frequently
   A. Monthly
   B. Quarterly
   C. Bi-annually
   D. Yearly
   E. Any other time

3. If your answer to the above questions {1&3} is yes, briefly explain how manpower planning is carried out in Kenya police college, kiganjo

4. Tick the kind of relationship that you think exists between manpower planning and performance appraisal in Kenya Police College, kiganjo.
   A. Strong relationship
   B. Little relation ship
   C. No relationship at all
   D. Not sure.

5. Suggest ways in which performance appraisal can be as a basis for manpower plan in Kenya police college, kiganjo
SECTION F-PLACEMENT

1. As a staff of Kenya Police College, where are you placed?
2. Tick the kind of relationship that you think exists between placement and performance appraisal in Kenya Police College, Kiganjo.
   A. Strong relationship
   B. Little relationship
   C. No relationship at all
   D. Not sure.
3. Suggest ways in which performance appraisal can be as a basis for placing the staff of Kenya Police College, Kiganjo