AN INVESTIGATION OF THE CHALLENGES FACING IMPLEMENTATION OF PERFORMANCE APPRAISAL SYSTEMS IN KENYAN PUBLIC SERVICE IN THE MINISTRY OF YOUTH AFFAIRS AND SPORTS IN GATANGA DISTRICT

BY

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KENYATTA UNIVERSITY.

Mundia Paul Wachira
An investigation of the challenges facing

NOVEMBER 2012

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DECLARATION

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

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D53/ RI/11723/2004

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DEDICATION

I would like to dedicate this study to my wife Sarah, and to my children, Maurice, Wairimu, Teddy and Jewel. May it be a source of inspiration and motivation to them.
ACKNOWLEDGEMENT

I would like to acknowledge the contribution of my supervisor Mr. J.R. Maina and Ms Ann Muchemi for their valued input without which the project would not have been finalized within the stipulated time.
The application of Performance Appraisal Systems as a technique of contemporary public sector reforms has in the recent past gained prominence in most countries. These reforms usually encompass profound restructuring so as to provide improved services with few resources. For effective development and utilization of the human talent, performance appraisal plays a key role since it enables an organization to objectively identify the employee’s strengths and weaknesses. The organization will then counsel the employees to improve on the weak areas in order to positively contribute in the attainment of organizational goals and objectives. However, since performance appraisal is considered to be a controversial management practice, the successful implementation of such a system faces numerous handles and challenges. The purpose of this study was to investigate the challenges facing implementation of performance appraisal systems in Kenyan Public Service in the Ministry of Youth Affairs and Sports in Gatanga District. The objectives of the study were to establish if: Performance standards are a challenge facing implementation of the performance appraisal system in Kenyan public service; appraisal techniques are a challenge facing implementation of the performance appraisal system in Kenyan public service; leadership is a challenge facing implementation of the performance appraisal system in Kenyan public service, communication and feedback is a challenge facing implementation of the performance appraisal system in Kenyan public service and motivation and rewards is a challenge facing implementation of the performance appraisal system in Kenyan public service. The findings of the study will be useful to governmental policy makers in identifying the shortcomings of performance appraisal systems and finding-out ways of improving it. This study adopted descriptive research design. The study was conducted in Gatanga District, Central Kenya which was the locale of the study. The study population was all the employees of the Ministry of Youth Affairs and Sports in Gatanga district. Data was collected using a questionnaire. Qualitative data was analyzed using content analysis whereas quantitative data was analysed using descriptive statistics and regression analysis. Data collected was presented using tables, charts and graphs. The findings from the study established that a large number of employees felt that the performance appraisal system was not fair in measuring performance. They also had the opinion that goals, objectives and targets set during the appraisal process do not motivate employees to perform better. Conclusively, because the performance appraisal systems used in the public service are not effective and that they exist just as a matter of formalities, it is important to institute reforms geared towards improvement of the system. The pay system for example, badly needs to be reviewed to reflect individual performance and hence encourage better performance.
<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>AAPAM</td>
<td>African Association for Public Administration and Management</td>
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<tr>
<td>BARS</td>
<td>Behaviourally Anchored Rating Scales</td>
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<td>BOS</td>
<td>Behavioural Observation Scales</td>
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<td>DYO</td>
<td>District Youth Officer</td>
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<td>E-P</td>
<td>Effort-Performance</td>
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<td>ERS</td>
<td>Economic Recovery Strategy</td>
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<td>FTSE</td>
<td>Financial Times Stock Exchange</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>HR</td>
<td>Human Resource</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MF</td>
<td>Motivational Force</td>
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<td>MTEF</td>
<td>Medium Term Expenditure Framework</td>
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<td>NYS</td>
<td>National Youth Service</td>
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<td>PAS</td>
<td>Performance Appraisal System</td>
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<td>YEDF</td>
<td>Youth Enterprise Development Fund</td>
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<td>PA</td>
<td>Performance Appraisal</td>
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<td>Performance-Outcome</td>
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<td>PRP</td>
<td>Performance - Related Pay</td>
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<td>PS</td>
<td>Permanent Secretary</td>
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<td>PSRP</td>
<td>Public Sector Reforms Program</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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DEFINITION OF TERMS

The following definitions have been chosen which could be regarded as most relevant to this study:

**Appraisals**: Refers to a form of judging an employee’s performance in a given job.

**Bonuses**: Refers to additional payments made on either a monthly or an annual basis, as a reward for good work, as compensation for dangerous work, or as a share of the profits.

**Competencies**: Refers to the skills, knowledge, and behaviours which are identified as being crucial to the fulfilling of a particular role by an employee.

**Discrimination**: Implies differential treatment on the basis of gender, race, colour, nationality, ethnic, or natural origins, marital status, sexual orientation, pay, or disability.

**Dismissal**: Refers a disciplinary procedure when employees fail to improve their conduct or behavior, then they are likely to be discharged from their job.

**Downsizing**: Refers to an organization’s need to streamline its activities, perhaps involving the closure of certain operations, along with the associated loss of employees engaged in those areas.

**Participation**: Implies employee involvement, commitment, empowerment, participative management, quality circles, team working and total quality management (TQM).

**Performance Management**: Refers to a systematic and data oriented approach to managing employees based on positive reinforcement as the primary driver to maximize their performance.

**Performance - Related Pay (PRP)**: Refers to a remuneration system used by employers to reward employees on an individual or a team basis.

**Results Based Management**: Implies institutional as well as individual performance, both in quality and quantity which entails performance target setting, planning, monitoring and reporting.
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CHAPTER 1: INTRODUCTION

1.1 Background of the Study

The public sector in most countries is going through profound restructuring, trying to provide improved services while at the same time having to drastically downsize in the face of major fiscal constraints. “A significant element of such reforms in the public sector is the initiatives underway to reform public administration, to reinvent government to use a popular expression” (Mayne and Zapico-Goni 1997). This process of reforming public administration is seen as necessary to meet the dual challenges of improved services with fewer resources. “Strengthening government performance improving the productivity, quality, timeliness, responsiveness, and effectiveness of public agencies and programs – is important to all, as beneficiaries of public service and as taxpayers” (Wholey 1989).

Public services in many African countries are confronted with many challenges, which constrain their delivery capacities (Lienert, 2003). These challenges include shortages of man power in terms of quantity and competency levels, lack of appropriate mindsets, and social-psychological dispositions (AAPAM, 2006). The shortage of financial and material logistics and lack of ethics and accountability also negatively affect the public sector in delivering public services to the people effectively. Public sector reforms meant to address these challenges have achieved minimal results though the reforms have become a common phenomenon around the globe, especially in developing countries (AAPAM, 2005).
One of the key priorities of the Kenyan Government is to implement and institutionalize public sector reforms that would lead to an efficient, effective and ethical delivery of services to the citizens. The Kenyan government started implementing public sector reforms in 1993 with the aim of improving service delivery. The program implementation was in three phases. The first phase focused on cost containment, which entailed staff rightsizing initiatives and rationalization of government functions and structures. Under the first phase, a Voluntary Early Retirement Scheme was put in place that targeted civil servants in job group A-G in which 42,132 civil servants retired. The second phase of the reform program focused on rationalization of government ministries and departments to determine appropriate structures and optimal size of the civil service for effective performance of the government’s core functions within the budgetary limits. As a result of the rationalization exercise, a retrenchment scheme was put into place where 23,448 civil servants occupying posts that were no longer required were retrenched by the year 2000. Both phases of the reform coupled with the embargo recruitment reduced the civil servants size from 272,000 in 1992 to 191,670 in 2003 (GOK, 2004).

With about 30% reduction in the size of the core civil service, it was noted that productivity and performance in the public service would not be achieved as expected (Opiyo, 2006). This led to further reform initiatives targeting performance improvement and management in the public service and this led to the introduction of the third phase of the public sector reforms guided by Economic Recovery policy direction (DPM, 2004). In the Economic Recovery Strategy for Wealth and Employment Creation policy document, the government accorded high priority to economic recovery and improving
the performance of public service to deliver results to the people (ERS 2003-2007). In an effort to achieve the objectives and targets of ERS to manage performance challenges in public service, the government adopted performance management in public service as a strategy for improving staff productivity and service delivery to Kenyans. The performance appraisal system is one of the processes of performance management systems that were adopted. It aims at managing and improving performance of the civil service and Local Authorities by enabling a higher level of staff participation and involvement in planning, delivery and evaluation of work performance which is meant to manage the performance of an individual for the improvement of the performance of the public service (GOK, 2006). Cash (1993), indicates that from the employee’s point of view, the purpose of performance appraisal is in three folds namely: Tell me what you want me to do, help me improve my performance and reward me for doing well.

Private Universities in Kenya have administrative and professional faculty performance appraisal system designed to provide documented, constructive feedback regarding performance expectations, spur growth and development as well as provide a fair and equitable means to determine rewards for contributions to the university. The ‘senior staff’ and faculty staff are measured by their breadth of knowledge, understanding of roles and contributions to the university’s strategic plan. The appraisal process therefore offers a valuable opportunity to focus on work activities and goals as well as identify and correct existing problems, and to encourage better future performance. Thus the performance of the whole organization is enhanced (Roger, 1995).
1.1.1 The Ministry of Youth Affairs and Sports in Gatanga District

Gatanga District is one of the thirty (37) seven districts found in Central Province in Kenya. It was curved out of the larger Kiambu and Murang’a Districts in year 2008. The district covers an area of 312.4 Km² and borders Gatundu District to the South; Kinangop District to the West; Thika West District to the East and Kandara District to the North.

According to 1999 census, the district population stood at 103,048 persons and grew to 113,094 persons as per the 2009 census report. The district population has various age-cohorts with youthful population in the age-bracket of (15-30) making 26.3 per cent of the district projected population. The Ministry of youth Affairs and Sports office in the district serves this population.

The Ministry of Youth Affairs was established on 7th December 2005 to represent and address youth concerns in Kenya. This was found necessary against the backdrop that despite the numerical strength of the youth, they are not well represented in the national, political, social economic and development processes. The core functions of the Ministry include; formulating and implementing youth development policies; facilitating youth participation in the development processes; advocating and promoting youth led initiatives; developing youth resource centres and developing and promoting sports at all levels. The Permanent Secretary (PS) is the head of the Ministry and is tasked with managing the ministry’s mandate, policy framework, strategic focus and ensuring its integrity. He is the link between administration and the Government and co-ordinates Inter-Ministerial functions. The primary responsibility of implementing performance appraisal system lies with PS.
1.2 Statement of the Problem

Performance Management is based on the belief that everything that people do at work at any level contributes to achieving the overall purpose of the organisation. It embraces all formal and informal measures adopted by an organisation to increase corporate, team and individual effectiveness and to continuously develop knowledge, skills and competences (Armstrong, 2001). The reform agenda of performance appraisal intends to strive on these aspects. Although the need for establishing a formal Performance Appraisal System (PAS) for the Kenyan Public Service has been felt since the launch of various administrative reform programmes in 1993, it was not until 2006 that a formal Performance Appraisal System came into effect. The system being part of an integrated performance management system links individual performance to national goals. It is predicated upon the principal of work planning, setting of agreed targets, feedback and reporting (GOK, 2006). The implementation of the PAS has been closely monitored since 2006 and the process of gathering data has continued from that time. A survey conducted by the researcher by reviewing periodic individual and departmental reports, revealed that the approach, its supporting tools and process is an annual routine exercise thus making employees attach diminutive value to the system. This implies that the ongoing efforts to improve the services provided to the public and making the public service goal-oriented are not being accurately evaluated through the process of individual performance appraisal. This is made further complicated by issues of the instrument design, concept clarity, feedback and link to rewards among other factors that have positively or negatively impacted its success. Devoid of the appropriate environment for accountability, support and commitment by top managers and other public servants, the
performance appraisal reform initiative will have limited impact towards improved
service delivery. Cleveland and Murphy (1995), note that organizations continue to
express disappointment in performance appraisal systems despite the advances in
appraisal techniques. They further note that effective performance appraisal in
organizations continue to be compelling but unrealized goal. The above facts triggered
this study that intends to investigate the challenges facing implementation of
Performance Appraisal System in Kenyan public service and subsequently develop
realistic and pragmatic suggestions on how this reform initiative can be enhanced.

1.3 Objectives of the Study

The general objective of the study is to investigate the challenges facing implementation
of performance appraisal systems in Kenyan Public Service in the Ministry of Youth
Affairs and Sports in Gatanga District.

The specific objectives of this study are:

i. To establish if performance standards are a challenge facing implementation of
   the performance appraisal system in Kenyan public service.
ii. To determine if the appraisal techniques are a challenge facing implementation of
    the performance appraisal system in Kenyan public service.
iii. To find out if leadership is a challenge facing implementation of the performance
     appraisal system in Kenyan public service.
iv. To determine if communication and feedback is a challenge facing
    implementation of the performance appraisal system in Kenyan public service.
v. To find out if motivation and rewards is a challenge facing implementation of the performance appraisal system in Kenyan public service.

1.4 Research Questions

The study aimed at answering the following research questions:-

i. Do performance standards pose challenges in implementation of the performance appraisal system in Kenyan public service?

ii. Do appraisal techniques pose challenges in implementation of the performance appraisal system in Kenyan public service?

iii. Is leadership a challenge in implementation of the performance appraisal system in Kenyan public service?

iv. Is communication and feedback a challenge in implementation of the performance appraisal system in Kenyan public service?

v. Do motivation and rewards pose challenges in implementation of the performance appraisal system in Kenyan public service?

1.5 The Significance of the Study

The findings of this study will be useful to governmental policy makers, in identifying the shortcomings of performance appraisal systems and ways of improving its implementation and effectiveness. The findings of the study will also assist human resource managers in making sound HR decisions regarding recruitment and selection; promotion/demotion; compensation; training and development. The findings of the study
will also contribute to the existing body of knowledge on public sector reforms and in particular on employee performance appraisal reforms.

1.6 Limitations of the Study

The research study was affected by the following limitations:

a) The unwillingness of the respondents to fill-in the questionnaires or give accurate and honest responses.

b) Inadequate resources were major limitation. The researcher as much as possible adhered to the budget.

c) Due to the limitation of time the researcher took leave of duty in order to conduct the research.

1.7 Scope of the Study

The study was conducted in Gatanga District, Central Kenya. Responses were sort from all the 45 employees of the Ministry of Youth Affairs and Sports in the district. Gatanga district was selected because it was accessible and familiar to the researcher. Familiarity with the research locale helps in gaining acceptance (Karugu & Olela, 1993).

1.8 Assumptions of the Study

During the study it was assumed that:

a) Public service ministries have similar management practices and structures and are governed by the similar mandate and mission in regard to performance appraisal.
b) The challenges facing public service ministries in regard to performance appraisals are similar

c) The respondents will be honest when filling-in the questionnaire

d) Public service employees face similar work related challenges.
CHAPTER 2 : LITERATURE REVIEW

2.1. The Concept of Performance Appraisal

With the growing number of challenges faced today, there are now, more than ever, increased demands on managers, supervisors and all other employees to achieve higher levels of efficiency and productivity. The continuously changing nature of most public services today and the high expectations from the general public have increased pressure on public servants to re-evaluate their contributions in the workplace and the way in which they work. The introduction of performance appraisal systems has been one strategy adopted to meet these challenges.

Performance has been regarded by various scholars as the “accomplishment, execution, carrying-out, and working out of anything ordered or undertaken”. Armstrong and Baron (2005) argue that performance is a matter not only of what people achieve, but how they achieve it. Bates and Holton (1995) imply that performance is a multidimensional construct, the measurement of which depends on a variety of factors. Brumbach (1988) states that, “Performance means both behaviours and results. Behaviours are also outcomes in their own right and can be judged apart from results”. From the definition, and interpretations above, it can be argued that performance is not just about outputs, it is also concerned with actions and behaviours demonstrated to achieve given targets. It is therefore imperative to manage performance.
Performance management has become something of an industry in its own right, dominated by “industry experts” and management consultancies (Audit Commission, 1995). Performance management is considered an essential part of normal management (Rose and Lawton, 1999). It is increasingly accepted as an integral part of public sector management (Wisniewski and Olafson, 2004). Armstrong (2000) defines performance management as a strategic and integrated process that delivers sustained success to organisations by improving the performance of people who work in them, and by developing the capabilities of individuals and teams. Performance Management is about the arrangements organisations make to get the right things done successfully. The essence of Performance Management is the organisation of work to achieve optimum results and this involves attention to both process and people. When it is used well, performance management would contribute to organisation success, and as such, is a vital management function (Armstrong, 2000; Radnor and McGuire, 2004).

The expression Performance Management (PM) appeared in late 1980s as an extension of performance appraisal, a practice used to evaluate an individual employee’s past performance. Today the appraisal is seen as a one of several elements of PM (Tahvanainen, 1998). Others are the communication of company strategy through individual objective setting, job design, feedback and monitoring, linking it to training and development planning and possibly compensation (Vance & Paik, 2006). As Tahvanainen, 1998 points out strong goal setting and more traditional appraisal are key elements of performance management system that might also include training and development and performance related-pay. Performance appraisal can be defined by three
key elements; goals, measures and assessment. Included is also feedback to employees at all levels and development of skills. (Cascio, 2006)

2.2 Performance Management

The public sector reform drive was initiated under several names, one of which is Performance Management (PM). These reforms came into existence during the 1980s in the advanced capitalist democracies as a response to the economic constraints. Gregory (2001) highlighted five main factors that have led to this change in perspective. They are re-bureaucratization; lack of trust in government; lack of legitimacy of the government; politicization of public administration; and redefining the recipients of service as customer of citizen. In addition to this, Lane (1997) has expressed on how the growing size of the public service contributes to these changes. According to him “in the early 1980s there was a realization that the public sector had a profound problem in relation to how well its various programmes were operating. The adoption of PM means the application of private sector practices and solutions to the problems of the public sector. While many appraisal systems are still in existence and continue to be updated, performance management systems are increasingly seen as the way to manage employee performance, and have incorporated the appraisal/review process into this. Clark (2005) provides a useful definition of performance management, stating that the essence of it is: “Establishing a framework in which performance by human resources can be directed, monitored, motivated and refined, and the links in the cycle can be audited”.

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Bevan and Thompson (1992) found that 20 per cent of the organisations they surveyed had introduced a performance management system. Armstrong and Baron (1998) report that 69 per cent of the organisations they surveyed in 1997 operated a formal process to measure manager performance. Such systems are closely tied into the objectives of the organization, so that the resulting performance is more likely to meet organizational needs. The systems also represent a more holistic view of performance. Performance appraisal or review is always a key part of the system, but is integrated with performance planning, which links an individual's objectives to business objectives to ensure employee effort is directed towards organizational priorities: support for performance delivery (via development plans, coaching and ongoing review) to enable employee effort to be successful, and that performance is assessed and successful performance rewarded and reinforced.

The conceptual foundation of performance management relies on a view that performance is more than ability and motivation. It is argued that clarity of goals is key in enabling the employee to understand what is expected and the order of priorities. In addition goals themselves are seen to provide motivation, and this is based on goal setting theory originally developed by Locke in 1968 and further developed with practical applicability (Locke and Latham 1990). Research to date suggests that for goals to be motivating they must be sufficiently specific, challenging but not impossible and set participatively. Also the person appraised needs feedback on future progress.
The other theoretical base of performance management is expectancy theory, which states that individuals will be motivated to act provided they expect to be able to achieve the goals set, believe that achieving the goals will lead to other rewards and believe that the rewards on offer are valued (Vroom 1964). Given such an emphasis on a link into the organization’s objectives it is somewhat disappointing that Bevan and Thompson found no correlation between the existence of a performance management system and organizational performance in the private sector. Similarly, Armstrong and Baron (1998) report from their survey that, no such correlation was found. They do report, however, that 77 per cent of organizations surveyed regarded their systems as effective to some degree and Houldsworth (2003), using the Henley and Hay group survey of top FTSE companies and public sector respondents, reports that 68 per cent of organizations rated their performance management effectiveness as excellent. While Houldsworth et al. (2005) propose that performance management practice is now more sophisticated and better received by employees, we suggest that it still remains an act of faith.

2.3 History of Performance Appraisal

Although the use of performance appraisal has increased over the last few decades, the practice of formally evaluating employees has existed for centuries. As early as the third century A.D., Sin Yu, an early Chinese philosopher, criticized a biased rater employed by the Wei dynasty on the grounds that “the Imperial Rater of Nine Grades seldom rates men according to their merits but always according to his likes and dislikes” (Patten 1997).
Systematic employee appraisal techniques came into prominence just after the end of World War I. During the war, Walter Dill Scott succeeded in persuading the United States Army to adopt 'man-to-man' rating system for evaluating military officers, although formal performance appraisal probably began in the United States in 1813 (Bellows and Estep, 1954) when army General Lewis Cass submitted to the War Department an evaluation of each of his men using such terms as 'a good-natured man' or 'knave despised by all' (Murphy and Cleveland, 1995).

Most of the merit rating plans from 1920 to the mid-1940s were of the rating scale type with factors, degrees and points. Indeed the analogy between a point plan of job evaluation and a rating scale plan of merit is very close. From the early 1950's greater interest was devoted in the performance appraisal of technical, professional and managerial personnel. However it has to be pointed out that with the changing nature on the emphasis, the terminology has also been changing over the years. Some of the other terms currently being used include personnel appraisal, personnel review, progress report, service rating, and performance evaluation and fitness report.

2.4 The “WHY” in Performance Appraisal

Meyer (1972) states that, performance management is a joint process that involves both the supervisor and the employee, who identify common goals, which correlate to a higher goal of the institution. Levinson (1902) stresses the importance of the processes of identification of the employee with manager. He also states several barriers which may come in the way of such legitimate process of identification as; lack of time; intolerance
of mistakes, complete rejection of dependency needs repression of rivalry, and unexamined relationship. Levinson also suggests that to help the development of the process of identification it is necessary for the manager to also examine his own process and needs of interacting with the subordinates.

Performance appraisal has become a key feature of an organization’s drive towards competitive advantage through a continuous performance improvement and that it has resulted in the development of integrated performance management systems (PMS) based on a competency framework (Strebler 1997).

Ouchi (1979) indicates that many companies in Kenya conduct performance appraisals, regardless of their levels of sophistication. But a number have not actualized the process. They are still learning the ropes. Start by delinking the results of the appraisal from salary reviews. Put in place structures to manage the process. Get policies and procedure manuals and train the entire organization on target setting, monitoring and review.

The Directorate of Personnel Management (DPM) states that, conducting employee performance appraisal on regular basis will balance the employees work overload or under load, thus ensuring appropriate employee placement (GOK, 2002).

Mbiti (1974) gave the human temperaments as the reasons why we need to appraise employees. He classifies employee into four major vegetations and rejecters. Mbiti describes vegetators as people who care for nothing except their pay at the end of the
month. They have no initiative; they will take the slightest excuse to be off duty, because this gives them more pleasure than working. They require constant supervision without appraising them; they will try to hide amongst others while they do nothing. Design an acceptable, easy-to-use but reliable appraisal instrument. Insist on support and sponsorship by the highest office in the organization. One will most likely succeed where the process is tied to performance improvement and employees development. Appraisals should not be footnotes in corporate calendar. Companies that have moved to quarterly appraisals get more objective results. Managers may easily get away with subjectivity if discussions on performance are not based on recorded facts and figures. This needs to be discouraged. The training required must come as often as the appraisal. Where there is likelihood of bias, encourage a third party to attend such performance discussions.

Mzenge (1983) revealed that performance reports in Kenya play a relatively minor role in influencing decisions regarding the general management of the human resources. Mzenge found appraising to be based on personality traits, while actual job performance and ability to achieve goals was given little emphasis. Thus it is important that performance appraisal roles be understood by the organizational managers.

Gary (1991) establishes that change in behavior cannot be brought about in human beings through punishment or negative reinforcement, but only through positive reinforcement, influencing would involve providing encouragement and reinforcing success so that the person take more initiative and is able to experiment with new ideas. Change cannot take
place without experiment and risk taking. These are encouraged through positive reinforcement.

MC Gregor (1957) indicates that managers experienced the appraisal of others as a hostile and aggressive act against employees which resulted in feelings of guilt of employees. He asserted that the tension between appraisal as a judgment process and a supportive development process has never been resolved and is likely to continue for some time to come. MC Gregor further says that making judgment about an employees' contribution, value, worth, capability, and potential has to be considered as a vital dimension of a manager's relationship with employees, as it will influence the employees' performance or output. He said that the occasion may be formally separated from the ongoing relationships and appraisal activities and decisions should be interpreted by an employee as feedback. This will have a potentially strong impact on an employee's view of self-belief and self-esteem.

Edwards Deming, a pioneer in Total Quality Management (TQM), identified performance appraisal as one of the seven deadly diseases of U.S. Management. While most managers still recognize the benefits of performance appraisal, TQM challenges some long-standing assumptions about how it should be conducted. Most companies have modified their appraisal systems to better acknowledge quality of performance in addition to teamwork and process improvement, (Fowler 1990). Harper (1993) suggests dropping the word 'appraisal' because it puts employees on the defensive. He further recommended a shift towards future – orientated review and development which actively
involve employees in continuously developing ways of improving performance in line with needs for attainment of organizational objectives.

The outcome could be a set of objectives to be achieved by individual employees such objectives may be concerned with immediate performance against current tasks and standards, but they might also be concerned with a variety of work and personal changes. He said that once employees are encouraged to pay attention to their progress at work then the organization must be able to respond to their medium – and long term career aspirations, and the manager’s role will be resolve the inevitable tension that will result between individual goals and the Manager’s interpretation of organization goals.

2.5 The Process of Performance Appraisal System in Kenyan Public Service as a Strategy for Performance Improvement.

In order to move the improvement of the Public Sector Reforms Program (PSRP) forward, the Government developed and launched the strategy for performance improvement in the public service in 2001. The strategy sought to increase productivity and improve service delivery. It outlined the actions that were necessary to imbed long lasting and sustainable change in the way public services are offered. Underpinning this strategy was the Results-Based Management (RBM) approach, which makes it necessary to adjust operations to respond to predetermined objectives, output and results. This called for a transformation from passive, to one that seeks “customer satisfaction” and “value for money”. Consequently the ministries and departments were required to develop strategic plans which reflected their vision, mission, objectives and values derived from the 9th National Development Plan. and the Poverty Reduction Strategy
Paper and based on the Medium Term Expenditure Framework (MTEF), Sectorial Priorities, Millennium Development Goals (MDGs) and Vision 2030.

The assumption was that before it is able to plan and manage individual performance the organization (government ministry or department) will have made significant steps in identifying the performance required of the organization as a whole. In most cases this involves a mission statement so that performance is seen within the context of the overriding theme. In addition the organisation will identify the strategic objectives that are required within the current business context that align with the organization’s mission. Each ministry or department also identifies core values of the organization and the key competencies required. Each of these has a potential role in managing individual performance.

To assess each individual’s performance in the Kenyan public service, the New Performance Appraisal System, PAS GP. 247 (Revised 2006), or simply, New PAS, was introduced in the public service with effect from 1\textsuperscript{st} July, 2006 replacing the 1999 version. Authority to implement the new PAS was conveyed by letter Ref. OP.CAB. 13/1/1A dated 13\textsuperscript{th} June 2006 from the Permanent Secretary, Secretary to the Cabinet, and Head of Public Service. All Ministries/Departments as well as Local and Regional Development Authorities were required to implement the New PAS with effect from 1\textsuperscript{st} July 2006. Initially evaluation covered officers on job group ‘H’ and above in the civil service and salary scale ‘9’ and above in Local Authorities. However, the current system (PAS – Revised 2008) covers all officers regardless of their job groups.
The new Performance Appraisal System has been designed to evaluate the employee’s performance based on the tasks assigned to each employee. The Strategic Plan and the Annual Plan of each organization is used to delegate specific tasks for each employee in the organization. Combining these tasks with individual job descriptions, each employee is assigned a maximum of five work targets for the year (i.e. to carry out a specific task in a pre-assigned time frame with a certain degree of efficiency and effectiveness. For example one work target could be to conduct 7 training sessions during the year and at the participant’s evaluation after each session, the trainer should receive more than 100% excellent rating.

A mid-year review is carried out to assess whether the targets should be revised and also to review how the work is progressing. Mid-year performance review sessions are mandatory. At the end of the year a final evaluation is carried out to determine the extent to which those targets were achieved. Based on the assessment, marks are given on five major ratings; 1) excellent performance 101%+, 2) Good performance 100%, 3) fair performance 80%-99%, 4) poor performance 70%-79%, and 5) very poor performance below 70%.

To differentiate between the different levels of employees, two separate forms are used, only with minor differences (note: The first level includes all employees on job group ‘H’ and above in the civil service and salary scale ‘9’ and above in Local Authorities. The second level includes all employees below job group “G” and level “10” in the civil
service and local authorities respectively). These forms are also used to determine the extra training and education the employees need, (GOK 2008).

However, since 1st July 2006, the implementation of the New PAS has been closely monitored with the feelings and suggestions of officers being captured in individual and departmental monthly reports. Experiences based on this feedback indicate that the current appraisal system faces fundamental challenges across the public service.

2.6 Effects of Performance Standards on Implementation of Performance Appraisal System

Imagine the following scenarios: An organization already has an appraisal system but it is flawed in some way or deemed to be under-delivering; an organization does not have an existing appraisal system and has little by way of performance management processes; an organization does not have an appraisal system but many components of performance management are in place (coaching, objective setting, good performance information, etc.); some, or all, of the workforce have had experience of an appraisal process with different employers. These experiences may be largely positive, largely negative or a mixture of both and therefore a challenge to appraisal system’s designer. However, according to Havard (2001), ‘it is difficult to conceive of an organization surviving for very long without a performance management process, even one that is not elaborate or even conscious’.

Havard (2001) continues to say that, ‘Many appraisal processes fail because those responsible for getting them off the ground do not think through what they are doing.
They copy another organization’s scheme, without necessarily finding-out what it offers its host. Some start by designing forms and then design a process to get the forms completed. Some base the process on job descriptions, often out of date, or on badly conceived objectives or inadequately developed competencies.

As such, in understanding and judging the effectiveness or success of a performance appraisal system, the role played by the organization is crucial (Daley, 1992; Hyde, 1982; Gilbert, 1982; Murphy and Cleveland, 1990). Raymond J. Stone (2005) supports this assertion and says that, appraising and managing performance are critical management responsibilities and a vital part of the organizations’ strategic management process. One major role of the organization in managing performance is in setting standards or goals against which performance is judged. Performance appraisal is linked to the organization’s strategy by setting down at the beginning of a fiscal year or other evaluation period, the results, and the types and levels of performance that must be achieved if company goals are to be met (Noe, Hollenbeck, Gerhart and Wright, 1994). Performance standards or goals state what behaviors or results are expected for performance to be considered satisfactory. Standards should be attainable, specific, observable, measurable and stated in terms of quality, quantity, timeliness, or cost. They are the basis for performance evaluation and should clearly state how you and the employee will recognize when expectations have been met, exceed, or not met. The usefulness of goals as a stimulus to human motivation is one of the best supported theories in management. ‘Goals can stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work’ Locke, et al
(1981). It is also quite clear that goals which are "... specific, difficult and acceptable by employees will lead to higher levels of performance than easy, vague goals (such as do your best) or no goals at all" (Harris and DiSimone 1994). However, some writers such as Bolton (1997) and Markowish (1994) argue that there is no consensus on what aspects of performance that must be assessed and even when there are standards, these are based on subjective traits, raters own perspective, personal values and prejudices.

2.7 Effects of Appraisal Techniques on Implementation of Performance Appraisal System.

Traditionally performance appraisal systems have provided a formalized process to review employee performance. They are centrally designed, usually by the Human Resource (HR) function, requiring each line manager or supervisor to appraise the performance of their staff, usually each year. This normally requires the manager/supervisor and employee to take part in a performance review meeting. Elaborate forms are often completed as a record of the process, but these are probably not living documents, they are generally stored in the archives of the HR department, and the issue of performance is often or perhaps neglected until the next round of performance review. What is being appraised varies and might cover personality, behavior or job performance, with measures being either quantitative or qualitative. Qualitative appraisal is often unstructured narrative on the general performance of the appraisee, although some guidance might be given as to areas on which the appraiser should comment. The problem with qualitative appraisals is that they may leave important areas not appraised, and that they are not suitable for comparison.
Coates (1994) argues that what is actually measured in performance appraisal is the extent to which the individual conforms to the organization. Some traditional appraisal was based on measures of personality traits that were felt to be important to the job. These included traits such as resourcefulness, enthusiasm, drive, application, and other traits such as intelligence. One difficulty with these is that everyone defines them differently. Raters, therefore, are often unsure of what they are rating, leaving more scope for bias and prejudice. Another problem is that since the same scales are often used for many different jobs, traits that are irrelevant to an appraisee’s job may still be measured. Other approaches link ratings to behavior and performance on the job. So performance may be reviewed against key aspects of the job or major headings on the job description. Behaviourally anchored rating scales (BARS) and behavioural observation scales (BOS) are specific methods of linking ratings with behavior at work, although evidence suggests that these are not widely used (Williams 2002).

Another method of making appraisal more objective is to use the process to set objectives over the coming year and, a year later, to measure the extent to which these objectives have been met. The extent to which the appraisee is involved in setting these objectives varies considerably. When a competency profile has been identified for a particular job, it is then possible to use this in the appraisal of performance. Many appraisal systems combine competency assessment with assessment against objectives or job accountabilities. IRS (2005b) report that 89 percent of their respondents that used appraisals measured employees against objectives or goals, with 56 per cent measuring
against competencies and 53 per cent measuring against pre-set performance standards, as might be used in a harder approach to performance improvement.

Lastly, performance may be appraised by collecting primary data via various forms of electronic surveillance system. There are increasing examples of how activity rates of computer operators can be recorded and analysed, and how the calls made by telephone sales staff can be overheard and analysed. Sewell and Wilkinson (1992) describe a Japanese electronics plant where the final electronic test on a piece of equipment can indicate not only faults but the individual operator responsible for them. On another level some companies test the performance of their sales staff by sending in assessors acting in the role of customer (Newton and Findlay 1996), often termed ‘mystery shoppers’.

But while performance appraisal has gradually been applied to wider groups of employees, beyond managers and professionals, there are also concerns that appraisal systems are treated as an administrative exercise are ineffective, and do little to improve performance of employees in future. A further problem with such systems is the lack of clarity of purpose. The Employment Studies Institute (IRS 2001) suggests that appraisal is a victim of its own expectations, in that it is expected to deliver in too many areas. Systems may focus on development, identifying future potential, reward, identifying poor performance or motivation.
2.8 Effects of Leadership on Implementation of Performance Appraisal System

According to Van Wart (2003), "effective leadership provides higher-quality and more efficient goods and services; it provides a sense of cohesiveness, personal development, and higher levels of satisfaction among those conducting the work; and it provides an overarching sense of direction and vision, an alignment with the environment, a healthy mechanism for innovation and creativity, and a resource for invigorating the organizational culture". For successful implementation of the appraisal system, such leadership attributes can play a pivotal role in mobilizing and gaining the support of the employees.

When the leaders are able to command the desired behaviour from organizational members, organizational goals and targets can be achieved in a more effective and efficient manner. In this regard, when the leaders are able to convince the employees that the implementation of the performance appraisal system is a prerequisite to achieve the organizational objectives, then the likelihood that the organizational members accept and take ownership for the appraisal system will be higher. To demand the desired behaviour for the successful implementation of the appraisal system, the leaders need to acquire certain qualities and show certain behaviours in order for others to follow the leaders. Although there are no 'must-a-acquire' set of attributes that certainly needs to be present in a leader, different leaders gain the support of the followers using different techniques and by showing different behaviours. One set of approach of describing leadership is given by Kouzes and Posner, 1995, who identified five fundamental practices of exemplary leadership. They are: one, challenge the process (i.e. challenge the status quo);
two, inspire a shared vision (i.e. have a vision for the future which is shared by everyone); three, enable others to act (i.e. the ability to make others follow him); four, model the way (i.e. leaders practice what they preach thereby showing an example to others) and finally, encourage the heart (i.e. the ability to carry on even with challenges and hurdles). Such attributes are essential even in the implementation of reforms such as performance appraisal. As Lawler III, 2001 has expressed, "without leadership at the top, and a senior management group that models good performance appraisal behavior, it is impossible to have an effective performance management system". Therefore, the leaders' disposition and contribution towards the appraisal system can play a vital role in the success of the appraisal system.

It may seem obvious to say that top management must strongly support the performance appraisal system and be firmly committed to seeing it succeed. Experience indicates that such support is perhaps the most important requirement for success. Without strong top management backing the system, no matter how designed, is doomed to fail. And top management cannot only give lip service to the system but also be perceived as lukewarm in its support. Supervisors and subordinator alike can sense when management is not really interested in a system and are quick to take their cue from the top (Schuler and Huber, 1993).

Top management must demonstrate clearly and unequivocally, through words and actions that it is behind the system and is determined to see it succeed. Management commitment may be manifested through strong policy statement backed by incentives that reward
managers who help make the system a success and by penalties for those who are uncooperative or obstructive. In addition, management’s declaration of support cannot be a onetime event. There must be periodic reminders of management’s endorsement of the system. “Experience has shown that system that started out promisingly because of initial top management support subsequently failed when the support waned” (Armstrong, 2001).

Clinton (1992) notes that; formal performance appraisal programs sometimes yield disappointing results. The primary reasons includes, lack of top management information and support, unclear performance standards, rater bias, too many forms to complete, and use of the programme for conflicting purposes.

Furthermore, the system must be seen as top management’s, not as a project of human resource management department. It should also be viewed as an integral part of the organization’s on-going management system rather than as a mere appendage without purpose or effect.

2.9 Effects of Communication and Feedback on Implementation of Performance Appraisal System

Performance Appraisal is largely about communication and employees deserve to know how well or how poorly they are doing in their jobs. They deserve regular and constructive feedback about how to succeed at work, improve their performance and lead
successful careers. For the employee a lack of attention to performance problems can lead to dissatisfaction and apathy and eventually to job failure or withdrawal.

It is very important that employees recognize that negative appraisal feedback is provided with a constructive intention, i.e. to help them overcome present difficulties and to improve their future performance. Employees will be less anxious about criticism and more likely to find it useful, when they believe that the appraisers’ intentions are helpful and constructive (Fedor et al; 1989).

In contrast, other studies (e.g. Baron, 1988) have reported that “destructive criticism” which is vague, ill-informed unfair or harshly presented – will lead to problems such as anger, resentment, tension and workplace conflict, as well as increased resistance to improvement, denial of problems and poorer performance.

Nevertheless, provision of timely feedback of the appraisal process is an important aspect of an effective performance appraisal system. One of the problems with annual appraisal is that employees do not receive the consistent frequent feedback considered critical in order to maintain or improve their performance (Dowling P.J et al; 2008).

The performance literature also suggests that regular feedback is an important aspect in terms of meeting targets and revising goals, as well as assisting in motivation of work efforts.
Motivational models developed in the organizational psychology literature are commonly divided into two categories: one focuses on an individual’s internal attributes (content theories) and the other focuses on the individual’s interactions with the environment (process theories). One such theory is the expectancy theory, as first developed by Vroom (1964). This is a process theory of motivation which according to Eerde and Thierry (1996), has held a major position in the study of work motivation and has served as a rich source for theoretical innovations in various domains, such as organizational behavior and compensation (Lawler 1971, George and Jones 2005; Rollinson (2005)). Expectancy theory identifies three factors, which play an interactive role in motivation. The first of these factors, effort-performance (E-P) expectancy, concerns the individual’s perception that effort is positively correlated with performance. The higher this E-P expectancy is, the more motivated the individual will be to exert effort. To be more precise, Vroom (1964) defines E-P expectancy as the subjective probability that an action or effort (E) will lead to an outcome or performance (P). As we will discuss below, it is this factor that distinguishes expectancy theory from the commonly used theoretical model in economics and is therefore the focus of this study. The second factor is the so-called +performance-outcome (P-O) expectancy, also referred to as instrumentality. It concerns a person’s expectation that his remuneration is closely tied to his level of performance. This factor also has a positive effect on motivation to exert effort. The third factor is called valence, and is a measure of the degree to which an individual values a particular reward. Again, the higher this factor is, the more motivated the individual will be.
as taken from Fudge and Schlacter (1999) depicts the basic expectancy theory model constructed from E-P expectancy, instrumentality and valence.

**Figure 2.1: Expectancy Model**

Source: Fudge and Schlacter (1999), motivating employees to act ethically, an expectancy theory approach, Journal of business ethics

It is worth to note that in many organizations but not all – appraisal results are used either directly or indirectly, to help determine reward outcomes. That is, the appraisal results are used to identify the better performing employees who should get the majority of the available merit pay increases, bonuses and promotions. On the same token, appraisal results are used to identify the poorer performers who may require some form of counseling or in extreme cases demotion, dismissal or decrease in pay. Whether this is an appropriate use of performance appraisal – the assignment and justification of rewards and penalties is a very uncertain and contentious matter. There are those, for
instance who believe that performance appraisal has many important employee
development uses, but scorn any attempt to link the process to reward outcomes – such as
pay rises and promotions.

Nykodym, 1996, says that few managers and subordinates believe the system[PAS]
effectively links pay to performance. If a performance appraisal is to be used as a vehicle
to administer merit pay, managers and subordinates must perceive that sufficient funds
are available to reward actual differences in performance and the administration of the
plan is done in a fair and equitable manner.

Sufficient research also, exists to suggest that the introduction of appraisal – based merit
pay into the public sector needs to be considered very carefully, as it requires major
conceptual shifts in individual thinking and behavior and organizational culture. This
group believes that the linkage to reward outcomes reduces or eliminates the
developmental value of appraisals. Rather than an opportunity for constructive review
and encouragement, the reward linked process is perceived as judgmental, punitive and
harrowing. On the other hand, there is a strong rival argument which claims that
performance appraisal must unequivocally be linked to reward outcomes.
The advocates of this approach say that organizations must have a process by which
rewards – which are not unlimited resource – may be openly and fairly distributed to
those most deserving on the basis of merit effort and results.
There is a critical need for remunerative justice in organizations. Performance appraisal – whatever its practical flaws – is the only process available to help achieve fair, decent and consistent reward outcomes. It has also been claimed that appraisees themselves are inclined to believe that appraisal results should be linked directly to reward outcomes – and are suspicious and disappointed when told this is not the case. Rather than feeling relieved, appraisees may suspect that they are not being told the whole truth, or that the appraisal process is a sham and waste of time.

Research (Bannister & Balkin, 1990) has reported that appraisees seem to have greater acceptance of the appraisal process, and feel more satisfied with it, when the process is directly linked to rewards. Such findings are a serious challenge to those who feel that appraisal results and reward outcomes must be strictly isolated from each other. There is also a group who argues that the evolution of employees for reward purposes, and frank communication with them about their performance, are part of the basic responsibilities of management. The practice of not discussing reward issues while appraising performance is, say critics, based on inconsistent and muddled ideas of motivation.

2.11 Performance Appraisal in Singapore and Japan

Performance appraisals in most Singapore’s companies involve supervisors filling out confidential forms for the last two years. The National Production Board of Singapore started promoting open appraisal systems through a series of seminars. In spite of this, it appeared that several organizations continued to have a closed system of performance appraisal system. Ghorpade (1995) states that, performance appraisals in Japan are so
integrated into organizational life that it is difficult to isolate and talk about appraisal systems and mechanisms. The appraisal of individual performance is undeveloped in Japanese organizations and team work and organizational identity are promoted. Performance feedback is smooth and indirect. The Japanese make more great investment in people and in the skills necessary to be effective with others. It is also used for linking training, development, performance planning, and a tool to encourage employees.

Conger (1998) carried out an exploratory study to review the purposes and practices of performance appraisal. The study indicated the trend in US, as giving high focus on documentation, development and linking performance appraisals with pay and promotion purpose. In Korea, performance appraisal is used for development and promotion purposes. In Canada it is used much less for compensation and pay. In Australia performance appraisal is used for development and promotion purposes. At University of Minnesota, performance appraisal policy statement indicates that, employees performance appraisal is done on an annual basis. This is in a form of a written evaluation prepared by the responsible administrator. The policy establishes general procedures for such evaluations and delegates’ oversight on specific formats and detailed procedures to the senior administrator of the campus. The criteria for such reviews will vary according to the nature of the unit in which it is located (www.umn.edu/performance, March 2012)
Figure 2.2: Conceptual Framework

Independent variables

- Performance standards
- Appraisal techniques
- Leadership
- Communication and feedback
- Motivation and Rewards

Dependant variable

Challenges facing implementation of performance appraisal systems

Source: Author 2012
CHAPTER 3 : RESEARCH METHODOLOGY

3.1 Research Design

This study adopted descriptive research design, a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Descriptive research design is the best method to social scientists who are interested in collecting original data for the purpose of describing a population (Mugenda and Mugenda, 1999). This design was applied since it is set to find out the challenges facing successful implementation of performance appraisal system in public service in Kenya and devise ways of how the situation can be improved. This was done by seeking opinions of the respondents about the phenomenon.

3.2 Study Population

The study population was all the employees in the Ministry of Youth and Sports in Gatanga District. In the district there are 45 employees in that ministry.

Table 3.1: Total number of respondents

<table>
<thead>
<tr>
<th>Categories (strata)</th>
<th>Study population</th>
<th>Respondents Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Youth Training Officer</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>District Youth officer</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Senior Support Staff</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Other Officers</td>
<td>42</td>
<td>42</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.3 **Data Collection Method**

Data was collected using a questionnaire. The questionnaire had both close and open ended questions. The questionnaire was administered using drop and pick method.

3.4 **Validity of Research Instruments**

To determine the validity of the items in the questionnaire a pilot study was conducted to the respondents from each category of the subjects. Each item of the completed questionnaire was discussed with the respondents to find out and correct difficult and ambiguous questions. The researcher also applied content validity by seeking experts’ opinions from which some items were modified or disregarded.

3.5 **Reliability of Research Instruments**

Reliability of the research instruments was ascertained and suggestions developed to improve them. The split-half method was used to establish the coefficient of internal consistency of the questionnaires.

3.6 **Data Analysis and Presentation**

After collecting data the instruments were edited, coded and categorised as a way of organizing it according to particular research questions the data was both qualitative and quantitative. Qualitative data was analyzed using content analysis whereas quantitative data was analysed using descriptive statistics and regression analysis. The data was presented using tables, charts and graphs.
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Response Rate

This chapter deals with the analysis of the data derived from the responses to the research instruments using Statistical Package for Social Sciences (SPSS) and a descriptive analysis of the five research questions raised in the study. The purpose of the study was to investigate the challenges facing successful implementation of performance appraisal systems in Kenyan public service in the Ministry of Youth Affairs and Sports in Gatanga District. The analysis involved a population of 45 (100 percent) respondents who were involved in the process of data collection. The response rate was 40 respondents (88.8%) who filled and returned the questionnaire while 5 (11.1%) were non-responsive; this therefore means that the response was good. The study aimed at answering the following questions:

i. Do performance standards pose challenges in successful implementation of the performance appraisal system in Kenyan public service?

ii. Do appraisal techniques pose challenges in successful implementation of the performance appraisal system in Kenyan public service?

iii. Is leadership a challenge in successful implementation of the performance appraisal system in Kenyan public service?

iv. Is communication and feedback a challenge in successful implementation of the performance appraisal system in Kenyan public service?

v. Do motivation and rewards pose challenges in successful implementation of the performance appraisal system in Kenyan public service?
The findings of the study have been presented under the following sub themes which formed the objectives of the study; Demographic information of the respondents, effects of: performance standards; appraisal techniques; leadership; communication and feedback and motivation and rewards on performance appraisal systems in Kenyan public service.

4.2 Respondent Demographics

In this section the researcher sought to establish the demographics of the respondents in terms of department, gender, age, level of education and years of service. This being a sample study, all the views from respondents were merged.

4.2.1 Respondents Departments

Out of the 40 respondents, 27 (67.5 percent) works in the department of youth training and 13 (32.5 percent) works in the department of youth development as shown in Table 4.1 below.

Table 4.1 Distribution of Respondents by Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>27</td>
<td>67.5</td>
<td>67.5</td>
<td>67.5</td>
</tr>
<tr>
<td>Development</td>
<td>13</td>
<td>32.5</td>
<td>32.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The same information is presented in form of a graph in Figure 4.1 below for clarity.
4.2.2 Gender of Respondents

The analysis of the data indicated that out of 40 respondents 25 (62.5 percent) were male and 15 (37.5 percent) were female. This implies that more males than females participated in the study as shown in Figure 4.2 below.
4.2.3 Ages of Respondents

Figure 4.3 below shows the respondents’ age distribution. Out of the 40 respondents, 2 (5 percent) were in the ages of between 21 and 25 years; 17 (42.5 percent) were in the ages of between 26 and 30 years, 19 (47.5 percent) were between 31 and 35 years and 2 (5 percent) between the ages 41 and 50 years.

Figure 4.3 Distributions of Respondents by Age

4.2.4 Education Level

The analysis on the respondents’ levels of education indicates that 16 (40 percent) had college (Diploma) level of education, 18 (45 percent) with University education and 6 (15 percent) with a post graduate education.
4.2.5 Respondents Years of work Experience

The table 4.5 shows the years of service in the Ministry of Youth Affairs and Sports. Out of the 40 respondents 11 (27.5 percent) respondents had served below 3 years, 16 (40 percent) had served for 4 to 5 years, and 13 (32 percent) over 8 years. This therefore indicates that 73 percent of the respondents had served more than five years hence their views were current and factual.
4.3 Effects of Performance standards on successful implementation of performance Appraisal Systems

The respondents were requested to give opinion on whether setting of performance standards affects performance appraisal in the ministry. 87.5 percent of the respondents (35 respondents) agreed to the fact that the setting of performance standards affects performance appraisal in the ministry while 12.5 percent (5 respondents) disagreed as shown in figure 4.6 below.
Figure 4.6 Effects of setting performance standards on performance appraisal effectiveness

![Pie chart showing 13% affect and 87% do not affect.]

4.3.1 Extent to which performance standards affects performance appraisal.

The respondents were requested to rate the extent to which performance standards affects performance appraisal using a 5-point likert scale as represented in the table 4.2 below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Very High</td>
<td>14</td>
<td>35.0</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Average</td>
<td>20</td>
<td>50.0</td>
<td>50.0</td>
<td>85.0</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2 above shows that 14 respondents (35 percent) rated performance standards to have had a very high effect on performance appraisal, 20 respondents (50 percent) rated Performance standards to have an average effect on performance appraisal while 6 respondents representing 15 percent to have a low effect.

4.3.2 Performance standards and performance appraisal systems.

The respondents were further requested to rate the degree to which certain factors of performance standards affect performance appraisal using the 5-point likert scale. The questionnaire comprised four options which the respondents were required to rate. The options were captioned as represented in table 4.3 below.

Table 4.3 Performance standards and performance appraisal systems

<table>
<thead>
<tr>
<th>Performance standards elements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am clear about the standards of performance I am expected to achieve.</td>
<td>40</td>
<td>3.0250</td>
<td>.57679</td>
</tr>
<tr>
<td>The process of setting objectives and targets and reviewing achievements is fair.</td>
<td>40</td>
<td>2.8500</td>
<td>1.07864</td>
</tr>
<tr>
<td>Organizational objectives are well integrated with Individual objectives</td>
<td>40</td>
<td>3.4750</td>
<td>.75064</td>
</tr>
<tr>
<td>The goals, objectives and targets set motivate me to perform better.</td>
<td>40</td>
<td>2.6250</td>
<td>1.61325</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>40</td>
<td>2.9938</td>
<td></td>
</tr>
</tbody>
</table>
Results obtained from the survey on the respondents' level of agreement on performance standards elements indicate that the average mean response was 2.99. This implies a relative level of agreement given the scale range from 5 to 1, with 5 being strongly agree and 1 being strongly disagree.

Means for each questions ranged from 3.47 to 2.62. From table 4.3, the question on whether organizational objectives are well integrated with Individual objectives was ranked highest with a mean of 3.47 while on whether goals, objectives and targets set motivate employees to perform better, was rated the least.

4.4 Appraisal techniques and performance appraisal.

The respondents were required to specify the appraisal techniques applied in appraisal systems in the ministry. Figure 4.7 below indicates that out of the 40 respondents, 18 (45 percent) believed that the ministry used Management by objectives (Result based Management) technique, 13 respondents (32.5 percent) used Confidential report technique, 4 respondents (12.5 percent) used graphic rating and 5 respondents believed the ministry used Behaviorally Anchored Rating scale (BARS) technique.
Appraisal with input from user

The respondents were further requested to state whether the appraisal technique was designed with input from employees. Figure 4.8 below shows that 18 respondents (45 percent) had appraisal systems designed with their input while 22 respondents (55 percent) were not involved in the design of the technique.

Figure 4.8: Appraisal and user input
4.4.1 Fairness of appraisal in measuring performance

The respondents were required to state whether the appraisal system was fair in measuring performance. The analysis in the figure below shows that only 11 respondents (27.5 percent) felt that the performance appraisal system in use was fair in measuring performance. A majority of those interviewed 72.5 percent were of the view that the system was not fair.

Figure 4.9: Fairness of the Appraisal system in performance measurement

4.4.2 Frequency of performance appraisal

Figure 4.10 below shows the analysis of the respondents views on how often they are appraised. Out of the 40 respondents, 6 respondents (15 percent) rated the frequency of appraisal as being done half annually while 34 respondents (85 percent) rated the frequency as annually.
4.4.3 The impact of periodic rating on performance appraisal effectiveness

On the impact of period performance appraisal, a majority of 24 respondents (60 percent) were of the view that periodic rating impact on performance, while 16 respondents (40 percent) had the believe that periodic rating do not affect performance appraisal effectiveness as shown in the diagrams below.
Figure 4.11 Respondents views on whether periodic performance rating has impact on performance appraisal effectiveness

![Pie chart showing 60% impact and 40% no impact.]

4.4.4 Respondents views on how often they would you like to be appraised

When asked how often they would like to be appraised 85 percent (34 respondents) said that they would wish to be rated on annual basis while 6 wished to be rated semi-annually as shown in the diagram below.

Figure 4.12 Frequency of appraisals activity

![Bar chart showing percentage distribution of annual and semi-annual appraisals.]

- Annually
- Semi-annually
4.5 Leadership and successful implementation of performance appraisal system.

The respondents were requested to rate their opinions on leadership and successful implementation of appraisal system using the 5-point Likert scale. The questionnaire comprised 5 options which the respondents were required to rate. The options were captioned as in the table 4.4 below.

Table 4.4 Effects of Leadership on performance appraisal.

<table>
<thead>
<tr>
<th>Leadership Element</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management Supports development and implementation of performance appraisal</td>
<td>40</td>
<td>2.9500</td>
<td>.90441</td>
</tr>
<tr>
<td>The ministry allocates funds for performance appraisal reviews and training</td>
<td>40</td>
<td>3.6500</td>
<td>1.23931</td>
</tr>
<tr>
<td>The leadership use performance appraisal results in making human resource decisions such as recruitment, training and development, promotion, sanctions, rewards, etc</td>
<td>40</td>
<td>3.9000</td>
<td>1.25678</td>
</tr>
<tr>
<td>The Leadership is totally committed to performance appraisal system</td>
<td>40</td>
<td>3.5500</td>
<td>1.06096</td>
</tr>
<tr>
<td>Performance appraisal helps the management in conflict resolution and reducing grievances.</td>
<td>40</td>
<td>3.4250</td>
<td>1.00989</td>
</tr>
<tr>
<td>Valid N (list-wise)</td>
<td>40</td>
<td>3.495</td>
<td></td>
</tr>
</tbody>
</table>
From table 4.4 the results obtained from the survey on the respondents' level of agreement on leadership elements show that the average mean response was 3.49 which implies a level of agreement given the scale range from 5 to 1, 5 being strongly Agree while 1 being strongly Disagree.

Means for each question ranged from 3.90 to 2.95. Table 4.15 indicates that the leadership use performance appraisal results in making human resource decisions such as recruitment, training and development, promotion, sanctions, rewards because it was rated highest with a mean of 3.9 while Senior Management Supports development and implementation of performance appraisal system was rated lowest with an individual mean of 2.95.

4.6 Effects of Communication and feedback on successful implementation of performance appraisal system.

On the effects of communication and feedback on performance appraisal system 27 respondents (67.7 percent) believed that communication and prompt feedback is important in performance appraisal while 13 respondents (32.5 percent) believed that communication and prompt feedback is not important in performance appraisal. This is illustrated well on the diagram below.
4.6.1 Respondents views on the effects of communication and feedback on performance appraisal effectiveness

The respondents were requested to rate their views on the effects of communication and feedback on successful implementation of performance appraisal system using the 5-point Likert scale. The questionnaire comprised 5 options which the respondents were required to rate. The options were captioned as in the table 4.5 below.
### Table 4.5 Communication and Feedback on performance appraisal effectiveness

<table>
<thead>
<tr>
<th>Communication and feedback Elements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All appraisers have a chance to discuss their performance with their supervisor</td>
<td>40</td>
<td>1.1750</td>
<td>.38481</td>
</tr>
<tr>
<td>We always schedule formal group meetings with other members of the department to discuss work plans together with our supervisor</td>
<td>40</td>
<td>3.2750</td>
<td>1.51890</td>
</tr>
<tr>
<td>The Communication is always top-down and helpful.</td>
<td>40</td>
<td>3.3750</td>
<td>1.07864</td>
</tr>
<tr>
<td>There is transparency and understandability of employee appraisal</td>
<td>40</td>
<td>2.4750</td>
<td>.78406</td>
</tr>
<tr>
<td>I receive good feedback from my manager on my performance</td>
<td>40</td>
<td>2.9500</td>
<td>1.55167</td>
</tr>
<tr>
<td>Valid N (list-wise)</td>
<td>40</td>
<td>2.65</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.5 the results obtained from the survey on the respondents level of rating on effects of communication and feedback on successful implementation of performance appraisal system show that the average mean response was 2.65 which implies a level of neither agreeing or disagreeing given the scale range from 5 to 1, 5 being strongly agree while 1 being strongly Disagree. Means for each questions ranged from 1.17 to 3.37. Table 4.5 indicates that all appraisers have a chance to discuss their performance with their supervisor and there is transparency and understandability of employee appraisal were rated last with individual means of 1.17 and 2.47 respectively. While Communication is always top-down and helpful and we always schedule formal group meetings with other members of the department to discuss work plans together with our supervisor were rated the highest with individual means of 3.37 and 3.27 respectively.
4.7 Effects of Motivation and reward on successful implementation of performance appraisal system.

The respondents were requested to rate the effects of motivation and reward on successful implementation of performance appraisal system using the 5-point Likert scale. The questionnaire comprised 6 options which the respondents were required to rate. The options were captioned as in the table 4.6 below.

**Table 4.6 Impact of Motivation and Rewards on performance appraisal effectiveness**

<table>
<thead>
<tr>
<th>Motivation and rewards elements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Pay adequately rewards me for my Contribution</td>
<td>40</td>
<td>3.7500</td>
<td>1.25576</td>
</tr>
<tr>
<td>Highly Competent and excellent performing staff should be paid more</td>
<td>40</td>
<td>2.5000</td>
<td>1.55250</td>
</tr>
<tr>
<td>and poorly performing staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The current pay system encourages better performance</td>
<td>40</td>
<td>3.8000</td>
<td>1.38119</td>
</tr>
<tr>
<td>I am motivated by my performance review meeting</td>
<td>40</td>
<td>2.3250</td>
<td>1.04728</td>
</tr>
<tr>
<td>The pay system badly needs to be reviewed to reflect individual</td>
<td>40</td>
<td>4.3000</td>
<td>1.20256</td>
</tr>
<tr>
<td>performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The performance appraisal scheme is helpful</td>
<td>40</td>
<td>2.8000</td>
<td>1.13680</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>40</td>
<td>3.2458</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.6 the results obtained from the survey on the respondents' level of agreement on the effects of motivation and reward on successful implementation of performance appraisal system.
The appraisal system had an overall mean of 3.24 which shows a neither agreeing nor disagreeing response.

Means for each question ranged from 4.3 to 2.32. Table 4.6 indicates the pay system badly needs to be reviewed to reflect individual performance and the current pay system encourages better performance were ranked the highest with means of 4.3 and 3.8. While respondents are motivated by performance review meeting and highly Competent and excellent performing staff should be paid more than less competent and poorly performing staff were ranked the lowest with a mean of 2.3 and 2.5 respectively.
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The research study sought to investigate the challenges facing implementation of performance appraisal systems in the Kenyan public service in the Ministry of Youth Affairs and Sports in Gatanga District. Specifically the study explored the research objectives provided in chapter one. The study employed descriptive data analysis. The sample under study comprised all the employees in the Ministry of Youth Affairs and Sports in Gatanga District. In the district there are 45 employees in that ministry. The study used primary and secondary data that was collected using a 5-point Likert scale questionnaire that was served on the respondents and findings presented using tables, graphs and pie-charts.

The first part of the objective was to determine whether Performance standards are a challenge facing implementation of the performance appraisal system. A large number of the respondents agreed that setting of performance standards affects performance appraisal in the ministry with a high extent. The respondents also had the opinion that goals, objectives and targets set do not motivate employees to perform better.

The second part of the objective was to find out if appraisal techniques are a challenge facing implementation of the performance appraisal system in Kenyan public service. Most of the respondents noted that the technique used during the appraisal was management by objectives (result based Management), with three quarters of the
respondents having appraisal systems designed with their input or their representatives. However, a majority of the respondents felt that the system was not fair in measuring performance suggesting that the evaluation be done annually. They noted that periodic performance rating impact on performance,

The third part was to evaluate the effects of leadership on implementation of performance appraisal system. Most respondents noted that leadership use performance appraisal results in making human resource decisions such as recruitment, training and development, promotion, sanctions and rewards. The Senior Managements' support on development and implementation of performance appraisal system was rated lowest.

The fourth part was to evaluate whether communication and feedback is a challenge facing implementation of the performance appraisal system in Kenyan public service. Majority of the respondents agreed that communication and prompt feedback is important in performance appraisal. The respondents also noted that all appraisers should have a chance to discuss their performance with their supervisor and there should be transparency and understandability of employee appraisal.

The last part was to evaluate the effects of motivation and rewards on implementation of performance appraisal system. There was an overwhelming respondents' support that the pay system badly needs to be reviewed to reflect individual performance and that the pay system should encourage better performance.
5.2 Conclusion

The broad research questions relating to the challenges facing implementation of performance appraisal systems in Kenyan Public Service were studied and the findings analyzed so as to draw conclusions. From the findings it is evident that implementation of the system is facing numerous handles and challenges. The pay system for example, badly needs to be reviewed to reflect individual performance and hence encourage better performance. It can also be concluded that the Senior Managements’ support on development and implementation of performance appraisal system is wanting and needs to be reviewed. However performance appraisal system is the only tangible metric way by which an organization can know the level of performance of its diverse employees. In fact leadership use performance appraisal results in making human resource decisions such as recruitment, training and development, promotion, sanctions and rewards. Conclusively, because the performance appraisal systems used in the public service are not effective and not to fair in measuring performance and that they exist just as a matter of formalities, it is important to institute reforms geared towards improvement of the system.

5.3 Recommendations

From the findings and conclusion of this study, the following recommendations are very crucial for developing effective performance appraisal systems in Kenyan public service.

- The employees should be more involved in designing the appraisal system. This will lead to more acceptance of the system.
• There is need to train and assist employees to set individual goals that are specific, measurable, achievable, realistic and time bound. Such goals should be in congruent with the organizational vision and mission statements. The goals will not only help in attainment of the organizational objectives but may also motivate the employees for better performance.

• Managers and supervisors should as much as possible be fair in evaluating performance. There is need to document achievements and milestones throughout the appraisal period which should form a basis for annual appraisal reviews.

• It is also important for top level management to support the development and implementation of the performance appraisal system by proving adequate resources. Appraisers should also be well trained on how to conduct appraisal reviews.

• In order to enhance performance appraisal effectiveness, effective communicate and provision of prompt feedback is necessary if not sufficient. Employees should be made aware of their strengths and weaknesses and ways to enhance and/or overcome them devised.

• The pay system badly needs to be reviewed to reflect individual performance and encourage better performance.
5.4 Suggestions for Further Research.

This study has implications for future research. The following related areas can be researched on to add up to the knowledge of what this study has achieved. First, there is a need to carry out a comparative evaluation of the effectiveness of performance appraisal system in both public and private sector organizations in Kenya. Secondly, a research should be done to evaluate the impact of computerizing performance appraisal system both in public and private sector organizations in Kenya. This will help human resource managers understand the role of modern technology in designing performance appraisal system. Lastly, a study should be done to establish integration of performance appraisal system with other sub-systems such as financial management systems in the organization. Such a study will help organizations learn and understand the integration of all the systems meant to run their activities.
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Appendix I: Introduction Letter

Mundia Paul Wachira
Department of Business Administration
Kenyatta University
P.O. Box 43844, Nairobi

Dear Respondent

I am a postgraduate student of Kenyatta University. I would like to collaborate with you in identifying ways of how the performance appraisal system in public service can be enhanced in Kenya. The goal of this project is to devise ways and come up with strategies of improving output in the public sector.

I sincerely request for your support through filling the questionnaire provided to you. The information you will give will assist highly in the above goal, which would be very vital in enhancing public service performance.

The information provided will be treated with utmost confidentiality and is purely for academic purposes.

Your contribution and sincerity will be highly esteemed.

Thank you,

Mundia Paul Wachira.
Appendix II: Questionnaire

The purpose of this survey is to obtain your opinion on the challenges facing the successful implementation of Performance Appraisal System in the Ministry of Youth Affairs and Sports (MOYAS). Your answers to the questionnaire will be completely confidential.

Section A: Personal Data

i. Department .................................................................

ii. Gender (Indicate with a tick) ( ) Male [ ] Female [ ]

iii. Age (Indicate With Tick) ( ) 21 - 25 yrs [ ] 26 - 30 yrs [ ]

31 - 35 yrs [ ] 36 - 40 yrs [ ] 41 - 50 yrs [ ]

above 50 yrs [ ]

iv. Level of Education (indicate with a tick) ( )

Primary [ ] Secondary [ ] College (diploma) [ ]

University Degree [ ] Post Graduate (Masters Degree) [ ]

Other specify .................................................................

v. Period you have worked in MOYAS (Tick) ( )

Less than one year [ ]

2 - 3 yrs [ ]
SECTION B: Effects of Performance Standards on successful implementation of performance appraisal system

vi. Do you think that the setting of performance standards affects performance appraisal in the ministry?

Yes [ ] No [ ]

7. If yes, to what extent do you think performance standards affect performance appraisal system:

<table>
<thead>
<tr>
<th>Rating</th>
<th>✓ (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Very Low</td>
<td></td>
</tr>
</tbody>
</table>
Please indicate your views about the statements overleaf by placing a round ring around the number which most closely matches your opinion.

<table>
<thead>
<tr>
<th>I believe that:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am clear about the standards of performance I am expected to achieve.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The process of setting objectives and targets and reviewing achievements is fair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organizational objectives are well integrated with Individual objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The goals, objectives and targets set motivate me to perform better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Section C: Effects of appraisal techniques on successful implementation of performance appraisal system

12. Please Tick (☐) in the correct bracket [ ] to show the appraisal techniques that you believe is applied in appraisal system in your ministry.

[ ☐ ] Management by objectives (Result based Management)
13. Was the appraisal technique designed with input from employees or their representative?

Yes ☐ No ☐

14. Do you think the appraisal technique used is fair in measuring your performance?

Yes ☐ No ☐

15. How often does performance appraisal take place in the ministry?

I) Quarterly ☐
II) Half Yearly ☐
III) Annually ☐
IV) Every two years ☐
V) Other (specify) ☐

16. In your opinion, do you think that periodic performance rating impact on your performance?

Yes ☐ No ☐

17. If yes, how often would you like to be appraised?

I) Annually ☐ II) Semi-annually ☐
III) Quarter Yearly ☐ IV) Monthly ☐
VI) Any other (Specify)
Section D: Effects of leadership on successful implementation of performance appraisal system.

<table>
<thead>
<tr>
<th>I believe that</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Senior Management Supports development and implementation of performance appraisal system</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19 The ministry allocates funds for performance appraisal reviews and training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20 The leadership use performance appraisal results in making human resource decisions such as recruitment, training and development, promotion, sanctions, rewards, etc</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21 The Leadership is totally committed to performance appraisal system</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22 Performance appraisal helps the management in conflict resolution and reducing grievances.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Section E: Effects of communication and feedback on successful implementation of performance appraisal system

23. According to your opinion, is communication and prompt feedback important in performance appraisal?

Yes □  No □

24. If your answer is yes in question 39 above, please indicate your views on the following statements:

<table>
<thead>
<tr>
<th>I believe that:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 All appraisers have a chance to discuss their performance with their supervisor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26 We always schedule formal group meetings with other members of the department to discuss work plans together with our supervisor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27 The Communication is always top – down and helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28 There is transparency and understandability of employee appraisal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29 I receive good feedback from my manager on my performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Section F: Effects of motivation and rewards on successful implementation of performance appraisal system

<table>
<thead>
<tr>
<th></th>
<th>I believe that:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>My Pay adequately rewards me for my Contribution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31</td>
<td>Highly Competent and excellent performing staff should be paid more than less competent and poorly performing staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32</td>
<td>The current pay system encourages better performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>I am motivated by my performance review meeting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34</td>
<td>The pay system badly needs to be reviewed to reflect individual performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35</td>
<td>The performance appraisal scheme is helpful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

End

Thank You for Completing the Questionnaire.
## Appendix III

### Time Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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## Appendix IV

### Research Budget

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