EMPLOYEE PERCEPTION OF PERFORMANCE APPRAISAL: THE CASE OF UNIVERSITY OF NAIROBI

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A Management Research Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration, School of Business, University of Nairobi.
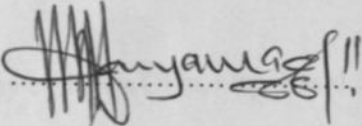
OCTOBER, 2007

DECLARATION

I declare that, this project work is my own original work and has not been presented for award of any degree in any University.
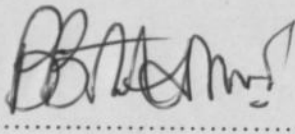
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This research has been submitted for examination with my approval as the University Supervisor.

Signature: ....Date:...15thNov 07.............................

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DEDICATION

To my late parents Jacob Wangwe Obwete and Tessy Juma Obwete who taught me that "it's not where you start but where you finish that counts".

To my dear wife Mildred whose wholehearted support and encouragement enabled me pursue higher education.

To my children Olga, Orpah and Jacob.

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My appreciation goes to my employer, the University of Nairobi for awarding me partial sponsorship that enabled me pursue the course.

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The Professional assistance and guidance of the MBA Co-ordinating office can not be forgotten.

I am greatly indebted to my wife Mildred for her encouragement and assistance in typing my work. To my children; Olga, Orpah and Jacob for proof-reading the document.

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ABSTRACT

The topic of this study was employee perception of performance appraisal: the case of the University of Nairobi. Despite the fact that various people had studied performance appraisal, none had touched specifically employee perception of performance appraisal at the University of Nairobi.

A sample of 239 respondents was selected. The respondents were drawn from the six colleges and central Administration of the University of Nairobi. Semi-structured questionnaires were administered to the respondents. Primary data was collected which was summarized and analysed using descriptive statistics and presented in tables, pie charts and bargraphs.

The study established that whereas there is a performance appraisal system in place, it faced various challenges and among the factors found to influence employee perception include the following: lack of clarity on purpose of staff performance appraisal, no link between performance appraisal results and reward system, lack of communication on problem areas that require improvement and the none existence of performance standards among others.

From the foregoing it is concluded that the University of Nairobi's performance appraisal process is yet to be effective to serve the intended purpose. It is thus recommended that there should be clarity about the purpose of performance appraisal and reward system be linked to the performance appraisal results.

CHAPTER ONE: INTRODUCTION

1.1 Background

In their efforts to strengthen frame work for managing of results, organizations have developed performance appraisal systems. These performance appraisal systems are basically aimed at improving the performance of employees by enhancing staff participation and involvement in planning and evaluation of work performance. The importance of people management has an influence on the bottom line, even more than quality, technology, comparative advantage, research and development (Muthaura 2006).

Employees' performance may be viewed as a behaviour or an activity. Performance is what the workers do and can be observed. Performance entails those actions and behaviours that are relevant to the organizational goals and which are measurable as per the individual employee contribution. As an activity, performance is a record of specified outputs on specified activity or job function during a specified period of time (Williams 1998). For organizations to be able to achieve and sustain goals, it is important that employees perform satisfactorily in their current positions and also develop others for future assignments.

1.1.1 Performance appraisal

Dessler (2003) defines performance appraisals as a means of evaluating employees' current or past performance relative to the performance standards set by the organization. Appraisal involves the setting of standards, and assessing the employees' past and current performance in relative to these standards. Performance appraisals also involve the provision of feed back on employees' actual work performance in relation to the standards set. It is also referred to as merit rating, especially when the sole objective is to discriminate between employees in a awarding salary or wage increments. All managers are therefore forming judgments of the subordinates and are in a way continuously making appraisals (Graham 1998).

Performance appraisal is important because it allows for the continuous communication between the supervisor and an employee about job performance, as a result this provides

appropriate information to the management which can lead to appropriate managerial action for the improvement of the organizational standards. Good performance appraisals benefit both employees and the organization. They promote common understanding of individual needs, work objectives and standards of acceptable performance, thus giving employees and managers a useful tool for employee development. In most organizations that appraise staff, performance appraisals can provide some valuable information to a number of important human resource issues such as: deciding promotions, determining transfers, making terminations, identifying training needs, identifying skill and competency deficits, providing employee feedback and determining reward allocations (Dessler 2003). Performance appraisal can therefore be viewed as a vehicle to validate and refine organizational actions such as selection, promotion and provide feedback to employees with the intention of improving future performance.

The various approaches used to appraise employees performance include: Essay, Graphic rating scale, Forced Choice distribution, Management by Objectives (MBO), rating and assessment centres. Essay appraisal approach requires the rater to write a paragraph or more covering the individual's strengths, weaknesses, potentials among others (Miller 1959). On the other hand Graphic rating scale is used to assess employees on quality and quantity of work done (Bashire and Highland 1953). In cases of suspicion of rater bias, then graphic scale and essay approaches are combined which helps each rater to appreciate the standard similarities. In forced –choice technique employees are rated and better employees, are those with higher scores while the poor get low scores. Management by Objectives (MBO) involves employees helping in setting their own work standards and targets (Lavinson 1970). To rank people working under different supervisors or departments, Alternation ranking and paired ranking techniques are used. In assessment centres, individuals from different departments are brought together to spend days working on individual and group assignments similar to the ones they will handle if they are promoted. The pooled judgment of observers leads to an order of merit ranking each participant (Byham 1970).

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1.1.2 Perception

Rhodes and Eisenberger (2002) note that staff perceptions in any organization is important as these perceptions influence organizational performance and output. It is therefore important to investigate what influences employee perception of the performance appraisals carried out by organization(s). Employees' perception of unfairness or fairness is determined by how well particular event (s) or incident(s) reflect on widely held believes expectations and norms.

Perception varies from person to person and thus we may assign different meanings to what we perceive. Perception is the process by which we create a meaningful picture of the World (Kotler 2003). The perception of performance appraisal by employees of an organization is of strategic importance, as employees are the driving force behind any successful productivity. This requires that raters and ratees must agree on the purpose, importance, feedback and reward system to be put in place, otherwise the results will be confrontations and defensiveness leading to negative impact on productivity of the organization in question (Fletcher 1997). Both the raters and the ratees must share the perceived purpose and need for performance appraisals – this is so because the two parties have different interests and expectations. From the foregoing it is imperative that the rater and ratees views of performance should be similar, so as to lead to increased acceptance of appraisal [Longenecker and Goff 1992].

Nzuve (2007) has articulated the importance of perception by stating that people's behaviour is based on their perception of the reality. According to Arnold and Feldman (1996) if staff perception of what is expected of them is consistent with the actual expectations of the organization, then the result is effective performance. The Authors further note that if staff perception is distorted or inaccurate picture of reality, then the outcome will be inappropriate behaviour and ineffective performance. Bradly (2006) notes that if employees perceive low level of justice, favouritism, nepotism they will change their behaviour contrary to what is beneficial to the organization. Hackett (1998) concurs that employees who perceive that there is hardly any evidence that decision on training needs, promotions among others are not related to the performance appraisal

system, the system will not then win the trust of those it is supposed to serve. The appraisal system would therefore not appear to form a facet for organizational efficiency or effectiveness.

Perception is psychological and can be measured by qualitative factors such as people's attitudes, emotions, previous experiences and their needs. People's attitude have a powerful influence upon what they pay attention to, what they remember and how they interpret information (Arnold and Feldman 1986) People's perception of organizations are strongly influenced by their attitude towards the organization. Employee's emotional state strongly influence perception process. When staff are highly agitated, frustrated or angry, their perceptual process becomes impaired. The people's previous experience with similar circumstances do also influence perception. The Authors add that existence of stress impedes the person's capability process and perceive information they receive. Arnold and Feldman (1986) further state that employees may have been consumed by receiving certain information at certain times or under certain circumstances, which distort perception, resulting in behaviour that is inappropriate or undesirable from the organization's standpoint. Organizations therefore, should ensure that their members perceive what is expected of them if they are to perform effectively.

1.2   University of Nairobi

In 1947, the colonial Government conceived the plan for establishing an Institution of Higher learning in Kenya. The concept was, in 1949 granted a royal charter for establishment of the Royal Technical College of East Africa. At this time the Asian Community in Kenya was contemplating establishing a College of Art, Science and Commerce in memory of Mahatma Gandhi. In order not to duplicate and waste resources the two Institutions merged and formed Royal Technical College which opened its doors to students in 1956. In 1964, the Royal Technical College was transformed into Inter-Territorial University College of East Africa Constituent College of University of East Africa. The University of East Africa was dissolved on 1st July, 1970 and as a result the three East African countries formed their National Universities. The University of Nairobi was therefore established by an Act of Parliament on 10th October, 1970.

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Under the University of Nairobi 1985 Act of Parliament, six campus colleges were established namely:- The college of Education and External Studies (CEES), the college of Architecture and Engineering (CAE), the college of Biological and Physical Sciences (CBPS), the college of Health Sciences (CHS), the college of Agriculture and veterinary Sciences (CAVS) and the college of Humanities and Social Sciences - CHSS (U.O.N. Calendar 2007). The University of Nairobi plays a very important role in the economy of Kenya and the East African Region. The Region draws a good ration of its trained manpower from the University. The productivity of the university depends on how best it manages its Human Resources.

University of Nairobi's Human Resource Management Information System (HRMIS 2007) shows that the University has a total of 4,744 employees. The workforce is structured into three categories; lower, middle and upper grades. The lower category consists of Grades I – IV which is comprised of drivers, clerks, cleaners, messengers, Junior Clerks, Library Assistants among others. The middle category comprises of staff serving on grades A – F. Staff in this category includes Technologists, Secretaries, Administrative Assistants and Supplies Assistants among others. The upper category is what is referred to as academic grades. It comprises of the University Management Staff such as the Vice-Chancellor, Deputy Vice-Chancellor, Principals of Colleges, Deans of Faculties, Directors of Institutes, Registrars, Finance Officers, the Teaching Staff (Lecturers) and Librarians only but to mention a few. All these categories of workers are appraised annually.

Currently Employees of the University of Nairobi are appraised annually. Employees are called upon to complete annual appraisal forms at the end of each calendar year. The employees do self-appraisal, and are also appraised by peers before evaluation by supervisors who counter sign the forms. A departmental committee on appraisal moderates all appraisals; self, peer, by supervisors and comes up with final score or recommendations. The results of staff performance appraisals are forwarded to the Deputy Vice-Chancellor (A & F), who gives feedback to all appraisees pointing out their strengths and weaknesses. The University of Nairobi has developed three performance

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instruments one for each of the three categories of employees: Lower (Grades I – v), Middle (Grades A – F) and Upper (Academic Grades).

1.3   Statement of the problem

Werther & Davis (1996) note that in a globally competitive business world, organizations must perform well and at the same time employees need assessment and feedback on their performance as a guide to future behaviour. They further note that organizations could be endowed with great resources both physical and human, but productivity depends on the management of the same. Of all the resources available, human resources is the one that may be affected by perceptions of injustice or fair play in work environment.

Employees give their best if they perceive to be working in an environment which is not contaminated by patronage, maneuvering, when rewards are linked to performance, promotions based on merit and complaints addressed (Milkovich and Widgor 1991). Perception of fairness by ratees has a bearing on their performance such as low rate of labour turnover, absenteeism and improved future performance (Williams and Fletcher 1998). Fletcher (1997) notes that positive perception by staff towards performance appraisal is essential as it results in increased acceptance of assessment which leads to less defensiveness and confrontation, but to motivation and improvement in performance. The author further acknowledges that removing apprehension and uneasiness of the appraisal improves morale and enhances overall productivity of the organization which appraisal system is supposed to achieve.

Performance improvement in an organization is driven largely by staff improving their performance at all levels. To reinforce performance growth, it is necessary to institute an effective appraisal system. The effectiveness of performance appraisal is largely dependent on staff perception. This will be attained only if the performance appraisal system is supported by all staff in the Institution. Analysis of staff Perception of performance appraisal systems is therefore crucial to identify areas that require improvement (Armstrong 2001). Traditionally performance appraisal exercises had not

been conducted in Institutions of higher learning in Kenya; University of Nairobi included. Given this tradition, university of Nairobi employees are likely to look at performance appraisal process skeptically.

A number of studies have been conducted on staff perception of performance appraisal systems. Ngolovoi (2001) investigated the perceived social and psychological effects of performance appraisals in selected Donor organizations in Kenya. Gichira (2001) studied the employee performance management practices in the Private Security Industry. Nzenge (1983) researched on performance appraisal at the Teachers Service Commission. No study has been conducted on the employees' perception of performance appraisals at the University of Nairobi. This study is an attempt to fill this knowledge gap.

Arising from the above statement of the research problem, the following questions need to be answered. What are the perceptions of staff of the University of Nairobi of performance appraisal? What factors influence the perception of employees of staff performance appraisal process?
The following objectives will try to answer the above questions of this research.

1.4 Objectives of the study

(i)   To determine the perception of employees of staff performance appraisal in the Institution.

(ii)   To determine the factors that influence the perception of the employees of staff performance appraisal in the Institution.

1.5 Significance of the Study

i.   The study will be useful in that the organization will benefit from effective performance appraisal that will result in enhanced productivity, and of the organization being able to positively contribute to National development. Enhanced performance also enables the organization attain its vision "A world-

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class University committed to academic excellence and transforming the lives of Kenyans and serving society with distinction".

ii. The Study will contribute a lot to the wide body of academic field and in the area of Employee Performance appraisals.

iii. It will also enable Employees understand the essence of performance appraisal in the organization.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

Performance appraisal as a distinct and formal management procedure used in the evaluation of work performance, appraisal dates from the time of World War II. Performance appraisal systems largely began as a simple method of income justification as they (appraisals) were used as a method of deciding whether or not pay of an employee was justified. The system was therefore linked to material benefits as it was felt that a cut in pay or a rise would provide the required impetus for an employee to either improve or continue performing well. This basic system sometimes succeeded in achieving the designed results, but more often than not failed. Pay rises are important however they are not the only factors that impact on the employee Performance. Factors such as esteem, morale and work environment also play major influence on employee performance (Dulewicz 1989 htt:/www.performance-appraisal.com.intro.htm).

The Author further notes that there is a basic human tendency to make judgment about those one is working with, as well as oneself. Therefore in the absence of a structured employee performance appraisal system, people will make judgment about the work of others – naturally, informally and arbitrarily. This human inclination to judge may create serious motivational, ethical and even legal problems in the work place. Thus without well defined structured performance appraisal system there is no guarantee that judgment made will be fair, lawful and accurate.

2.2   Performance Management

Bandaranayake (2001) views performance management as the development of individuals usually members with competence and commitment, working towards the achievement of shared meaningful objectives within an organization that supports and encourages their achievement. The Author notes that the process of performance management relates to the goals and targets set by organization and the subsequent measurement of outputs and outcomes by means of performance indicators. Hackett (1998) states that performance management involves clear definition of goals and

objectives for the team or the individual, and performance coaching. Some form of performance review and tracking to chart progress and record achievement are key stages leading to comprehensive performance and development plans. Graham and Bannet (1998) add that performance management involves the integration of employee development with result based assessment. It encompasses appraisal objective setting, appropriate training programmes and performance related pay. From the foregoing it can be inferred that performance management entails all human managerial activities for initiating and tracking performance of an organization through its staff. Therefore the purpose of performance management is to improve performance by creating accountability to goals and objectives.

According to Williams (1998) performance management is divided into three Perspectives: Systems of managing Organizational performance. System for managing employee performance, and a System of Integrating the management of organizational and employee performance. William (1998) further notes that managing of organizational performance, involves planning and reviewing. The use of this model is the determination of and implementation of organization's strategy through organization's structure, technology, business Systems procedures among others. As a System for managing employees' performance, performance management involves planning, managing and appraising. Performance management, seen as integrating the organizational and employee performance, combines the above two perspectives. It recognizes that employees Performance takes place within the organizational goals and therefore recognizes three levels of performance: Organizational, Process/function and team/individual. Hence the aim of performance management, is the development of staff potentials, improve performance through linking employees' individual objectives to the firm's strategies.

Armstrong (2001) proposes that performance management could be evaluated using scales which can either be behavioral with examples of good, average or inadequate or graphic which presents points along a continuum. The anchors could be defined alphabetically (a,b,c etc) numerically (1,2,3) or by means of initials (ex for excellent etc).

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2.3 Performance appraisal

Performance appraisal is a systematic, periodic review and analysis of employee's performance. The work performance of the subordinates is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. In some organizations results are used, either directly or indirectly to help determine reward outcomes. Appraisals are used to identify better performing employees who get the majority available merit pay increases, bonuses and promotions while on the other hand it is used to identify poor performers who may require counseling or in extreme cases, demotions, dismissal or decreases in pay (Graham 1998).

According to Sisson (1996) ideally performance appraisal permits management to specify what employees must do and combines feedback and goal setting. All those involved should therefore recognize that appraisal involves human judgment and information processing and may not be totally objective and infallible. The system should be job related, relevant, sensitive, reliable, acceptable, practical, open, fair and useful and that the employee should participate in the development.

Cleveland, Murphy and Williams (1998) note that performance appraisal of staff are an important and integral part of any organization as they aid organizations to improve and be sufficiently productive. However, Derven (1990) has expressed doubts about the reliability and validity of performance processes. Derven, (1990) notes that the process of appraisal is inherently flawed that it may be impossible to perfect. Lawrie (1900) views staff performance appraisal as the most crucial aspect of the organization's life. Judge and Ferries (1993) agree with this view and add that performance appraisal plays a critical role for decision making on human resources actions and outcomes. They add that performance appraisal is a pre-requisite for other human resource functions such as training, selection and motivation. Lawler (1995) suggests that whatever its practical flaws performance appraisal is the only process available to achieve fair, decent and

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consistent reward system adding that it is the core of management of an organization as it provides information regarding planning, control and development purposes.

2.4   Performance appraisal system

Longenecker and Nykodyn (1996) suggest that employees view effective performance appraisal system as having clear job description and responsibilities. Employees will endeavour to give their best when they are aware of what is expected of them, and when the goals and objectives are clear. Job description explains the duties, working conditions and other aspects of the job. The authors further note that the employees' development interests and needs should also be clarified. Identifying the training and development needs of individuals and groups and seeking to provide opportunities for job and career discussions and counseling. Typically raters will begin by advising the appraisee and also analyse the type of skills and abilities required to produce a satisfactory outcome. Thus personal plans and aspirations will be reviewed to determine what modifications to the role and the job could be mutually beneficial to the employee and the organization.

Critics to above observation point out that performance appraisal must be with the need to provide efficient service within highly constrained budgets which may itself bring downsizing in staff numbers rather than expansion of opportunities as is currently the case with many public corporations in Kenya. Harris, Swan and Margulies (1988) note that performance objectives and standards should be monitored to ascertain that they are achieved and they should have real bearing on the results which must be agreeable to the job holder. They further note that the purpose for performance appraisal should be properly decided upon, which would include giving employee answers to the following questions: What am I expected to do, how well can I do, what are my strengths and weaknesses and how can I do better. In general it should capture the expectations of the organization and the capability of the employee. Other purposes include providing information on reward allocation, promotion, transfers, layoffs, high performance potential employees, training and development opportunities and how to overcome obstacles.

Mohrman, Resnik and Lawler (1989) note that appraisal process should be designed in concert with all stakeholders and open to constant interaction with them. Plans which are made jointly by staff and administrators have a better chance of working as compared to those made independently by either party. Both raters and ratees must agree on the purpose, importance, feed back and reward systems, otherwise the system will lead to defensiveness and confrontations rather than improving productivity and motivating staff. Longenecker and Geoff (1992) have also noted the essence of perception, effectiveness and purpose of performance appraisal by raters and ratees is important to both the organization and individual employees. This therefore calls for the managers to understand the perceptions of the ratees and react to these perceptions. Shared views on the purpose of appraisal results in an increased acceptance of the assessment process.

2.5 Performance standards

According to Armstrong (2001), performance standard is a statement of the condition that exist when a job is being performed effectively. The author adds that performance standards should be quantified for example level of service or speed of response. Mamoria and Gankar (2005) state that performance standards should include the following elements: quality, quantity, timelines, Cost –effectiveness and inter-Personal Impact.

Quality involves the degree to which the process or result of carrying out an activity approaches perfection. Quantity aspect of performance standards is expressed in monetary terms, number of units or number of completed activity cycles. Cost effectiveness relates to the degree an employee can carry out a job without supervisory assistance. Interpersonal skills play a vital influence in promoting feelings of self esteem and good will and co-operation among employees Research by Longenecker and Nykodyn (1996) shows that employees view an effective performance system as having clear standards against which performance is measured. Employees will give their best performance when they know what is expected of them; when the goals and objectives are clear. Philip (1990) concurs with this claim, but is of the view that standards should be monitored to ascertain that they have been achieved. Murphy and Cleveland (1995)

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add that the monitoring of the standards should indicate real bearing on the results and must be agreeable to the job holder. From the foregoing, it is evident that setting of standards mitigates against disagreements. On the other hand, Hariot (1989) notes that it is useless trying to appraise personality as an employee can not change personality. The Author states that employee performance appraisal should be based on job analysis under formal standards which are specific and in line with organization's goals.

2.6 Approaches to performance appraisal

A number of performance appraisal approaches, have been developed to determine whether individuals and groups are doing what they are expected to do. If the greater majority of the workers or employees are performing as per the expectation of the management (Performing effectively) and the work has been given out correctly without overlaps and omissions then the whole would fit together to yield an effective productive organization (Miller 1959).

Organizations use various appraisal practices to achieve their performance goals. These include: Essay, Graphic rating scale, forces choice, Management by objectives, Rating and Assessment centres. The simplest form of the performance appraisals is the Essay appraisal. This technique asks the rater to write about the individuals strengths, weakness, potential among other qualities. The assumption with this method is that an honest and informed statement from someone who knows the employee is more valid than the more complicated methods of appraisal.

Graphic rating scale approach is used to assess employees on quality and quantity of work, for example outstanding, above average, unsatisfactory, reliability, cooperation and oral communication (Bershire and Highland 1953). Essay and Graphic rating scales are combined where there is suspicion of rater bias. This combined approach is referred to as field view. The approach helps each rater to appreciate the standard similarity as raters meet with members of administrative or personnel section to establish areas of inter rater disagreement. Force-choice technique on the other hand was developed to reduce bias and establish objective standards of comparison among individuals. Though there are

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many variations to this approach the most commonly used are those which best fit employees being rated, and that which least fit the employee. The statements are scores and the better employees are those with higher scores while the poor get low scores.

Rating of staff has proved to be very traumatizing, people who get honest but negative feedback have not been motivated to improve on their performance, and in fact do worse after performance interviews. In such cases critical incidences approach is used, which involves use of graphic scales which often include rather Vague traits such as initiative, cooperative, reliability and even personality which are difficult to discuss with an employee. The technique requires that supervisors write down incidents on daily basis or at very least on weekly basis (Mayer and Kay 1965).

Organizations are increasingly adopting the technique of Management by Objectives (MBO), which is aimed at avoiding, or dealing with employees feeling that they are being subjected to high standards. Employees help in setting their own performance standards. However, employees in lower levels may not be willing to participate in own goal setting, resulting in the organizations imposing their objectives and standards (Levinsion 1970). This technique of performance appraisal establishes work and staffing targets aimed at improving productivity. Of organizations to be able to compare people working under different supervisors and departments, use of ranking technique which involves the pooling of judgments become appropriate. The most effective and commonly used ranking methods are the Alternation Ranking and paired ranking. Alteration Ranking involves the listing of employees names and then asking the supervisor to choose the most valuable employee until all employees are picked. This method is appropriate to small numbers as applying it to large numbers may be time consuming and cumbersome. Under paired comparison ranking, employees are compared on whatever criterion chosen, for example present value to organization. Employees with higher scores are most valuable persons to the organization. These two methods when combined are among the best available for generating order-of-merit ranking for salary administration purposes.

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Consideration has been centred on past performance leaving out assessment of potential performance. In any placement and even promotion decision, some prediction of future performance is necessary. Prediction could be made most validly and fairly by use of assessment centres. Under this approach, employees from different departments are brought together to spend days working on individual and group assignments similar to the ones they will be handling if they are promoted. The pooled judgment of observers sometimes derived by paired comparison or Alternation ranking leads to an order of merit-ranking for each participant. This approach makes it possible for employees working in departments of low status or visibility in organizations to become more visible. The other effect of this approach is that of equalizing opportunity, improving morale, and enlarging the pool of potential promotable candidates (Byham 1970).

2.7 Performance appraisal process

According to Stalz (1966) the process of performance appraisal follows a set pattern, and starts with the establishment of performance standards. The author states that when designing the job and formulating a job description, performance standards are developed for the job. The set standards should be clear and objective enough to be understood and measured. Mamonaria and Gankar, state that standards set should be discussed with the supervisors to establish the factors to be included, weights and points to be assigned to each factor, these then be indicated in the appraisal forms to be used in staff appraisal.

The Mamoria and Gankar (2005) further state that the second phase of appraisal process is to inform employees of the standards expected of them. Feedback is then sought to ensure that the information communicated to the employees has been received and understood in the intended way. This stage is followed by the measurement of performance. To determine what actual performance is, it is important to get information about it. The concern here is how to measure and what to measure, four sources provide information on how to measure actual performance. Personal observation, statistical reports, oral reports and written reports. This is followed by comparison of the actual performance and the actual standards. Efforts are then made to note deviations between

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standard performance and actual performance. Mamoria and Gankar (2005) state that appraisal results should be periodically discussed with a view to improve performance. The information an employee gets about his performance appraisal is very important in terms of self esteem and on his/her subsequent performance. Finally, the initiation of corrective action when necessary, can be of two types; immediately which deal with symptoms and the other is basic and delves into the courses. The diagram below shows the performance process.
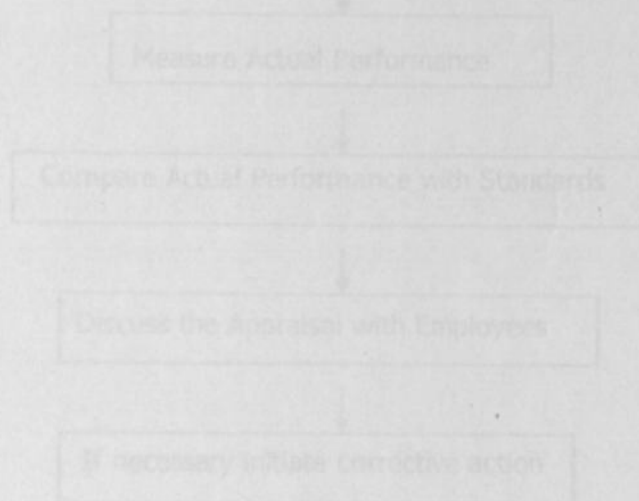
Communicate Performance expectations to Employees

Measure Actual Performance

Compare Actual Performance with Standards

Discuss the Appraisal with Employees

If necessary initiate corrective action

Source Mamoria and Gankar 2005, Personnel Management, (Page 366)

2.8   Performance appraisal instruments

Anderson (1993) notes that the effectiveness of a performance appraisal system is a function of the instrument used, and that it should provide important information to both employees and management. A number of Organizations adopt a one-size appraisal system which is a standard a cross all tasks. The assumption is that the approach is cheaper and provides consistency.

The various ways of classifying performance appraisal instruments include; Critical Incidents, narratives, and pre-determined anchors. Critical incidents involve noting instances where employees reacted well or poorly. For this technique to be effective and accurate Critical Incidents need to be written down as they occur and care should be taken so that not only negative work behaviour is recorded. Narratives provide a broader

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Fig. 2.7.1 **Performance appraisal process**
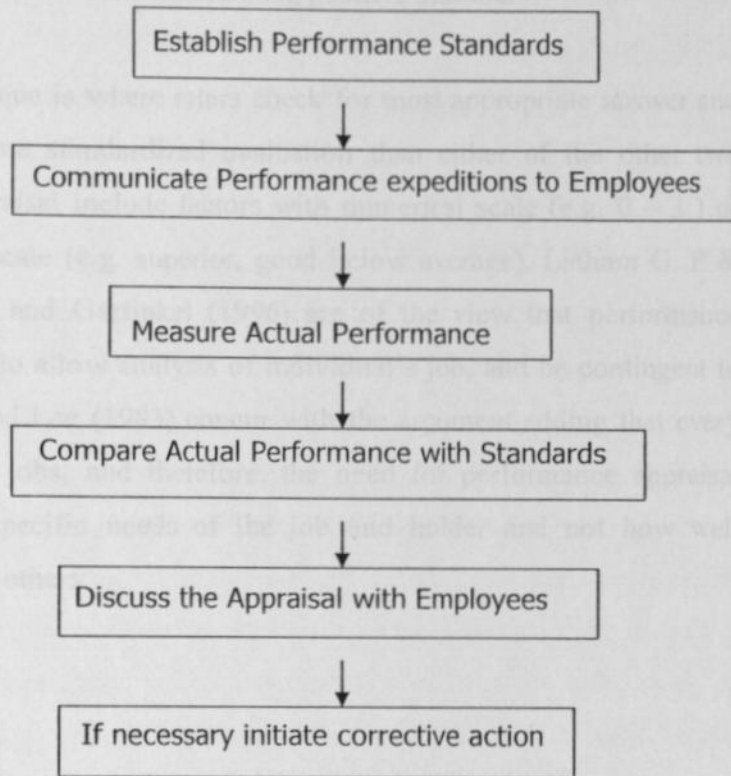
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│  Communicate Performance expeditions to    │
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│        Measure Actual Performance          │
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│  Compare Actual Performance with Standards │
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│   If necessary initiate corrective action  │
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Source Mamoria and Gankar 2005, Personnel Management, (Page 366)

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outlook on employee performance and work best when raters have skills and take time to provide thorough analytical report while maintaining positive attitude.

Predetermined anchors technique is where raters check for most appropriate answer and can potentially make for more standardized evaluation than either of the other two methods. Anchors based appraisal include factors with numerical scale (e.g. $0 - 3$) or with adjective – descriptive scale (e.g. superior, good below average). Latham G. P & Locke, E.A 1983) Campbell and Garfinkel (1996) are of the view that performance instrument must be designed to allow analysis of individual's job, and be contingent to the size of the firm. Steers and Lee (1983) concur with the argument adding that every ratee is different as well as jobs, and therefore, the need for performance appraisal instruments that caters for specific needs of the job and holder and not how well employees perform relative to others.

2.9   Perception

Nzuve (2007) defines perception as the process by which individuals organize and interpret their sensory impression in order to give a meaning to their environment. Gray and Starke (1988) note that people can see the same event but describe it differently. Phodes and Eisenberger (2002) are of the view that organizational support is largely influenced by perception of fairness. Perception of performance appraisal of employees of an organization is of strategic significance, as employees are the driving force in the firm's productivity. Therefore, perception influences organizational performance and hence it is important to investigate what influences perception of fairness.

By an Organization giving attention to fairness as a criterion, it removes performance appraisal from strictly interpersonal concern to one that address inter-groups and institutional issues (Kossek and Lobel 1996). Nzuve (2007) states that the peoples' behaviour is based on their perception of the reality. Arnold and Feldman (1996) concur, and note that if staff perception of what is expected of them is consistent with the actual expectation of the organization then the result is effective performance. Harris *et al*

(2004) view perceived unfairness as determined by how well a particular event or incident reflect widely on held believes, expectations and norms about social responsibility. Research by Moorman (1991) has shown that if employees perceive that the organization does not treat them fairly, then they are less likely to engage in behaviour that would be of benefit to the organization; and hence less likely to feel committed to that organization.

Bradly (2006) states that employees change their behaviour on the basis of perceived fairness and equity. If staff perceive that there is no justice in the organization then they may change their behaviour contrary to what is beneficial to the organization. Perception of not being valued by the employer could originate from not applying the results of performance evaluation and basing rewards on: ethnicity, lack of transparency, favouritism and political patronage. The resultant consequence of perceived unfairness is the negative job attitude by employees which negatively impacts on productivity of the organization. Perceived unfairness also leads to reduced psychological well being of employees which in turn leads to reduced commitment by staff. Dovos *et al* view ethnic discrimination as a violation of principles of equity, and employees get disgusted and angry. They become hostile to those favoured by the employer, and as a result the organization fails to optimize returns on its human resource investment. Literature available in the introduction show that perception is psychological and can therefore be measured by qualitative indicators such as people's attitude, emotions, their needs and previous experiences. Peoples' attitude play a big role in influencing what they pay attention to what they remember and how they interpret information (Arnold and Feldman (1986). Employees' perception is strongly influenced by their attitude towards the organization. Employees' emotional state strongly influence their attitude toward the organization. When employees are highly agitated or angry their perceptual process becomes impaired. The staff's previous experience also plays a significant role in influencing their perception. Arnold and Feldman (1986) are of the view that stressed employees are impended in processing and perceiving information that they receive.

2.9.1. Factors that influence perception of staff of performance appraisal

Previous research show that if employees perceive that the organization does not treat them fairly, they are not likely to engage in behavior that would be beneficial to the organization (moorman 1991) , less likely to be committed to the organization. Employees attitude is affected by their perception of fairness. The author also found out that there exists casual relationship between perception of organizational justice and organizational citizenship behaviour.

Kossek and Lobel (1996) note that by giving attention to fairness organization removes performance appraisal from being personal to one that looks into inter-groups and institutional behaviour. Bradly (2006) notes that if employees perceive low level of justice, favouritism, nepotism they change their behaviour contrary to what is beneficial to the organization. Hackett (1998) agrees that employees who perceive that decisions on training needs, promotion among others are not linked to performance appraisal results, then the system will not win the trust of people it is supposed to serve.

Harris *et al* (2004) note that perceived unfairness is determined by how a particular event reflects on widely held beliefs and norms about social responsibility. They further argue that people hold certain expectancies as to who the perpetraitors and the victims of unfairness are and these expectancies are used to determine judgments of the unfairness. Nzuve (2007) has indicated that people's behaviour is based on their perception of the reality. If the contribution of employees in the organization is not appreciated, they will develop negative perception which resulting in appropriate behaviour and ineffective performance.

CHAPTER THREE: RESEARCH METHODOLOGY

This Chapter describes the research design, the target population, sampling design, data collection instruments and procedures and the techniques for data analysis.

3.1   Research Design

A descriptive survey design was used to carry out the study. This design was considered appropriate because it allows for across analysis of opinion of all categories of employees namely: upper, middle and lower grades to provide insight into the extent of perception of performance appraisal and the factors that influence their perception.

3.2   Target Population

The target population constituted all members of staff in the upper, middle and lower grades, numbering 4,744 (University of Nairobi Human Resource Management information system – HRMIS   2007). The population of interest was broken down as follows:-

Table: 3.2.1 Population of staff in the University of Nairobi by grades

Category	Population
Professors & Equivalent grades	
Associate Professors and equivalent Grades	106
Senior Lecturer &equivalent	196
Lecturer/equivalent	352
	775
Middle Grade	
E/F	81
D/E/F	270
Asst. Lecture/Equivalent	170
D	42
CD	55
C	61
A/B/C	336
B	88
A/B	140
A	186
Lower Grade	
IV	183
III/IV	345
II	414
I	93
Contract	833
TOTAL	4,744

Source: HRMIS 2007 (Page 2)

3.3 Sampling Design

Proportionate stratified sampling was used because it is easy to classify the population in three strata; that is upper grades, middle grades, and lower grades. The sample size consisted of 5% of the target population drawn from all the colleges and central Administration of the University of Nairobi.

This approach was considered appropriate since it ensures a survey of a representative sample of the university of Nairobi staff. Further considering the time and budget constraints, it was considered an appropriate sampling strategy that yields representive results. According to Sekeran (2003) sample sizes larger than 30 and less than 500 are considered appropriate. The sample size in this study was 239 employees.

Table: 3.3.1 Sample size

Category	Member
Professors & Equivalent grades	5
Associate Professors and equivalent Grades	10
Senior Lecturer &equivalent	18
Lecturer/equivalent	39

Middle Grade	
E/F	4
D/E/F	15
Asst. Lecture/Equivalent	9
D	2
CD	3
C	3
A/B/C	17
B	4
A/B	7
A	9
Lower Grade	
IV	9
III/IV	9
II	21
I	5
Contract	42
TOTAL	**239**

3.4 Data Collection

The study used primary data collected by use of a self–administered questionnaires. Semi–structured questionnaires were used to collect data on the respondent's perception of performance appraisal. However, for some members of staff in grades 1 – IV who were not able to comprehend the questionnaire, face to face interviews were conducted. A questionnaire is a useful tool for collecting data from respondents because of the need to provide a means of expressing their views more openly and clearly. The structured questionnaire consisted of open ended questions designed to elicit specific responses for qualitative and quantitative analysis respectively.

3.5 Data Analysis

The data was analysed using descriptive statistics such as tables, charts, and percentages to represent the response rate and information on the variables under study. Mean scores, standard deviations, proportions and frequencies were used to analyse the data. Completed questionnaires were edited before processing. The data was then coded to facilitate analysis using SPSS Computer package.

The data was analyzed using descriptive statistics such as tables, charts, bar graphs and percentages to represent the response rate and information on the variables under study mean score standard Deviations, proportions and frequencies were used to analyze the data.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents techniques used for data analysis and findings of the study. Data was analysed using descriptive statistics such as frequencies, percentages and measures of central tendency such as arithmetic means to determine factors affecting employee perception of performance appraisal. Data was presented in tables, bar-graphs and Pie-charts. Of the 239 sampled 180 responded yielding 75% response rate.

4.1 Response rate

The respondents were requested in the questionnaire to indicate their duty stations. The results showed that 27% were from central Administration, College of Agriculture and veterinary Sciences (CAVS) 7%, college of Education and External studies (CEES) 14%, College of Health Sciences (CHS) 12% College of Humanities and Social Sciences (CHSS) 6%, students welfare Authority (SWA) 6% and College of Architecture and Engineering (CAE) 10%. Therefore all the major sections of the university were represented.

4.1.1 Demographic Characteristics

There were more male respondents (71.1%) than female (28.9%). The pie-chart below presents the gender distribution of respondents.

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Figure 4.1.2 Gender Distribution
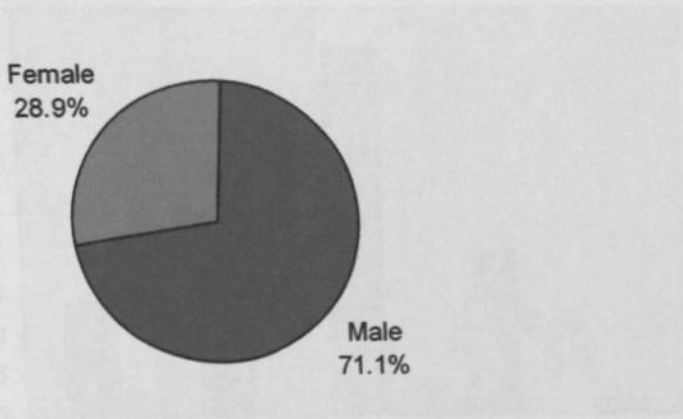
4.1.3 Age Distribution

As shown in figure below 45% of the respondents are aged between 40-50 years, 23.3% are between 31 – 40 years, 16,7% indicated that their ages were between 51-60 years, 13.3% between20-30 years and only 1.7% are 60 years and above. This is an indication that most of the employees of the University of Nairobi are still in their productive ages given that the retirement age for teaching staff is 70 years, while for none teaching staff is 60 years. Teaching staff include: Professors, Senior Lecturers and Lecturers who form the upper category also referred to as academic Grade. Other members of staff in this category though not Lecturers are Registrars, Finance officers and Librarians among others. The other categories of staff are middle and lower grades. The middle category consists of staff serving on grades A– F, these include Technologists, supplies Assistants, Senior Clerks among others. The Lower category is composed of grades 1-IV comprising of drivers, cleaners, messengers, Library Assistants among others.

Figure 4.1.4 Age of respondents
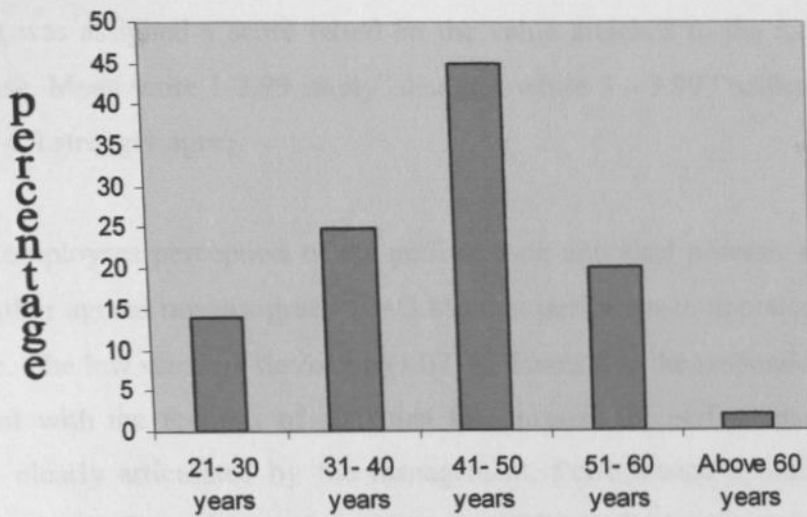
4.2 Level of Education

The analysis indicates that 49.4% of the respondents had attained university level of education, 42.8% college level of education, 6.1% had secondary school level of education while 1.7% primary school level of education as shown in table below:-

Table 4.2.1 Level of Education

Level of Education	Frequency	Percent	Cumulative percent
Primary	3	1.7	1.7
Secondary	11	6.1	7.8
College	77	42.8	50.6
University	89	49.4	100

4.2.2 Length of service

The results of analysis show that 48.9% of the respondents have been at the University for over 16 years, 18.3% between 13-15 years, 12.8% between 17-12 years while 11.7% below 3 years. This therefore shows that majority of staff have experience in performance appraisal process at the university.

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4.1.3 Factors influencing employee perception of performance appraisal process

Each respondent was assigned a score based on the value attached to the rating on the scale she/he chose. Mean score 1-2.99 imply" disagree while 3 – 3.99 "neither agree nor disagree" and 4-4.9 strongly agree.

In determining employees perception of the performance appraisal process, most of the respondents neither agreed nor disagreed ($\bar{x}$= 3.89) that performance appraisal is carried out as a routine. The low standard deviation (1.07) indicates that the respondents were in close agreement with the feelings of staff that the purpose for performance appraisal process is not clearly articulated by the management. Performance appraisal of staff provides appropriate information to management, which can lead to appropriate action for improvement of organizational standards. The process helps in evaluation of employees' past or current performance relative to set standards (Dessler 2003), and hence the need to clearly articulate the purpose for performance appraisal process by the Management.

Employees of the University of Nairobi disagreed ($\bar{x}$= 2.29) that performance appraisal process is used to improve work performance. In fact the low standard deviation (1.29) shows that the respondents were in agreement with the feeling that the process is not used to enhance organization's productivity. Performance appraisals are essential as they assist firms to improve and be sufficiently productive. The analysis indicate that employees of the University of Nairobi disagreed ($\bar{x}$= 2.65) that performance appraisal is used objectively. The low standard deviation (1.22) indicates that the respondents were in agreement that the process is not used objectively. If staff perceive unfairness, then they will not perform in line with the organizational standards (Arnold & Feldman 1996).

On performance standards, employees are of the view that performance appraisal is not measured on clear standards ($\bar{x}$ = 2.72). The low standard deviation (1.22) indicates that respondents were in agreement with this view. Performance standard should be clearly quantified for example in terms of speed, quality and quantity. Effective performance

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appraisal should have standards against which employees are rated (Mamoria and Gankar 2005).

Employees of the University of Nairobi disagreed ($\bar{X} = 2.85$) that the goals and objectives of the University are clear and measurable. Employees give their best when the objectives and goals of the organization are clear thus the goals and objective of the University of Nairobi should be clearly stated out to employees.

Respondents indicated that they were not involved in setting performance standards ($\bar{X} = 2.04$). The low standard deviation (1.12) shows that the respondents were in agreement with this view. Employees are of the view that performance appraisal process targets should be jointly set by staff and the supervisors as this helps both sides to capture the expectations of the organization and the capability of employees. Plans which are made jointly by employees and supervisors have a better chance of succeeding as compared to those independently made by either side.

Respondents disagreed ($\bar{X} = 2.6$) that performance appraisal instruments are tailored for each job category. The low standard deviation (1.25) shows that the respondents were in close agreement with the view. The effectiveness of performance appraisal system is the function of the instrument used. Respondents were of the view that every ratee is different and hence the need for performance instruments that cater for the needs of the job and holder.

Employees neither agreed nor disagreed ($\bar{X} = 3.43$) that performance appraisal instruments measure items which are not relevant to staff performance. This calls for clarity in what is to be measured relative to job category. Asked whether performance appraisal instruments are difficult to understand and fill, most respondents disagreed ($\bar{X} = 2.82$). The low standard deviation (1.12) shows that the responses were in close agreement with view held by employees. This should be encouraged, as it helps employees understand what the organization aims at achieving. However, the performance appraisal instruments do not give room for explanation about performance

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appraisal process. The management should provide for the explanation, as blocking this avenue leads to confrontations and defensiveness about the results of appraisal.

Employees neither agreed nor disagreed ($\bar{x}$ = 3.28) that performance appraisal results are based on individual supervisors and not actual performance. The low standard deviation (1.43) shows that the respondents were in agreement with this view. This calls for clarity in the performance instruments which should measure results in specific job categories.

Employees disagreed ($\bar{x}$ = 2.35) that the appraisers communicate problem areas to the appraisees. The low standard deviation (1.26) indicates that the respondents were in agreements with the view. Respondents were of the view that problem areas be pointed out to the appraisees, this would help ratees to improve their performance.

Respondents disagreed ($\bar{x}$ = 2.35) that the appraisers and appraisees communicate freely during appraisal process. The low standard deviation (1.25) indicates that the respondents were in agreement with this view. The survey indicates that there is no free communication during the appraisal exercise. Performance appraisal should allow for continuous communication between the superior and employees about job performance as this would enhance overall organizational productivity.

As far as rewards are concerned, employees disagreed ($\bar{x}$ = 2.18) that performance appraisal is linked to the reward system at the University. The low standard deviation (1.19) indicates that the respondents were in agreement with this view. It was noted from the survey that the reward system of the University of Nairobi is not linked to performance appraisal but to other considerations such as favouritism, political patronage, ethnicity among others. Bradly (2006) notes that if employees perceive low level of justice, favouritism, nepotism they will change their behaviour contrary to what is beneficial to the organization. Hence performance appraisal process can be perceived positively and be successful only when the results are used for the intended purpose of improving employee performance and service delivery.

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Employees agreed ($\bar{X}$ = 4.3) that promotions or other rewards are not linked to performance but other consideration as mentioned above. The low standards deviation (1.4) is an indication that the respondents were in agreement with the fact that staff performance appraisal has no influence on promotions and other benefits or punishments like demotions. Graham (1998) is of the view that good performance appraisal process promotes good understanding of individual needs such as employee career development, promotions, identifying training needs and making terminations with the intention of improving future performance.

Staff disagreed that their contribution is valued by the University. They don't have positive perception of the performance appraisal process ($\bar{X}$ = 2.31) and ($\bar{X}$ = 2.31). The low standard deviation (1.36) and 1.2) respectively show that respondents were in close agreement with this view. The study indicates that staff felt their contribution is not valued by the University and hence have negative perception of the performance appraisal process. Arnold and Feldman (1996) have articulated the importance of staff performance appraisal process. If staff perception is in line with what is expected of them the result is effective performance.

From the sample, 82% of the respondents had the opinion that employees should be explained what the purpose for performance appraisal is, 11% disagreed while 7% were in different. It is evident from the survey that there is need for the University management to articulate the purpose of performance appraisal as this would lead to less resistance during the exercise 77% of the respondents felt that the University of Nairobi management should explain the use of performance appraisal results 16% disagreed while 7% were indifferent. This was so because the majority of the respondents felt that the results are not linked to the reward system. Sixty seven percent (67%) of the respondents were of the view that performance appraisal process should be open and carried out regularly, 27% disagreed, while 6% were indifferent. Performance appraisal process should be open to facilitate free communication between the appraisers and appraisees about job performance. This would enhance productivity and provision of quality service to the stakeholders.

Out of the 180 respondents, 88% felt that areas where employees require improvement be pointed out, 7% disagreed while 5% were indifferent. This would enable employee to focus on their weak points with a view to improving their performance. Feedback should be given immediately after the performance exercise as is currently the case.

These were the views of 82% of the respondents, 14% disagreed while 4% were indifferent. Feedback allows the management to identify the weaknesses and strengths of employees with a view to developing their skills. In Some organizations feedback is used to either directly or indirectly help in determining reward outcomes. Eighty one percent (81% of the respondents felt that performance appraisal results be linked to the reward system of the University, 16% disagreed, while 3% were indifferent. This point is clearly articulated above.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents summary, conclusion of the results obtained in line with the objectives of the study. The main purposes of the study were to determine employees' perception of performance appraisal and the factors that influence the perception of employees of the University of Nairobi. In summary the study shows employees' perception of staff performance appraisal process at the University is negative.

5.2   Summary

The study showed that the appraisees do not have a clear understanding of staff performance   appraisal process and what it is used for. This is an indication that the purpose of performance   appraisal exercise in the University has not been clearly articulated by the management.

The respondents indicated that performance appraisal is not measured on clear standards nor are University goals and objectives clear to the apprasisees. The respondents were of the view that apart from being allowed to participate in setting of performance targets, performance appraisals standards be clear and a   timeframe for accomplishing the targets be indicated. Staff performance appraisal process can be successful only when there are clear objectives, work standards and understandable work targets.

There was evidence from the results of the study that employees are not involved in the designing and development of performance appraisal instruments, and that they (instruments) are not tailored for each work category. Shared views on the design and development of performance appraisal tools results in an increased acceptance of the assessment process. Both management and employees develop a shared partnership of the appraisal process. It is evident from the responses received during the study that, the appraisal instrument does not give room for explanation about performance appraisal.

Free communication during performance appraisal exercise facilitate discussion on job performance and general productivity of the organization.

The study showed that performance appraisal results are relayed to the appraisees immediately the exercise is over which is commendable, however respondents indicated that the feedback was not used throughout the University to improve work performance. Problem areas are not pointed out to appraisees in the feedback for corrective action, and therefore the work culture at the University does not place much premium on the appraisal process.

The study further indicates that the results of staff performance appraisals are not linked to rewards such as promotions, training and punishments such as sackings and demotions. The respondents believed that promotions or other rewards are based on other considerations such as ethnicity favouritism, political patronage among others, and lack of confidence in the system.

5.3   Conclusion

Based on the results from the data analysis and findings of the research from chapter four, one can safely conclude the following:-

First, the purpose of performance appraisal process at the University is not clearly articulated by the management and as a result the system is ineffective and negatively perceived by the employees.

Secondly, efforts were made to find out whether performance appraisal instruments and standards were clear to the majority of employees. The results of the study indicated that the various performance appraisal instruments are easily understood by employees and that they do not experience problems filling them (instruments). However, performance standards were found not to be clear to most employees. Evidence indicate that in the absence of clearly predetermined standards, objectives and goals of the organization, performance results may not be used to identify training needs, skill gaps, improvement in work performance and service delivery.

Thirdly, it was clear from the study that performance appraisal instruments are not tailored to specific job categories. This might lead to the assessment of aspects of the job(s) which are not relevant to some individual employees. The performance appraisal instruments also do not give room to explanations about performance appraisal process. This is because after the performance appraisal exercise the information in the instrument is treated confidentially by the supervisors.

Fourthly, it was evident from the study that feedback to appraisees is given promptly after performance appraisal exercise. This is commendable as it motivates employees to effectively perform their work. However, evidence also indicated that specific areas that require improvement are not pointed out to the appraisees. This is a problem which is likely to be sorted out if the appraisal system is reviewed periodically to address the changing needs by various stake-holders of the University.

Fifth, there were indications from the study that employees do not participate in designing and developing performance appraisal instruments. Though the practice of evaluating staff performance has not been at the University for long, the continued exclusion of members of staff in designing and development of performance appraisal instruments could lead to a apathy and hence lack of interest in the whole process.

Finally, as far as the rewards are concerned, the study revealed that they are not linked to performance appraisal process. Rewards on the other hand are influenced by ethnic, political patronage, favouritism among other considerations. This lack of linkage between the performance appraisal process and the University reward system, is a fertile ground for breeding negative perception of the performance appraisal process.

5.4   Recommendations

The following recommendations are worth making in order to enhance positive employee perception of performance appraisal.

Many employees of the University of Nairobi do not have clear knowledge about the purpose of performance appraisal process. For it to be effective, employees should be explained what the purpose of performance appraisal is, and use of the results obtained from the exercise. The training of both the appraisees and praisers on the importance of staff performance appraisal process is necessary so that both groups know what to expect of the performance appraisal process. The training of staff would also impact the right attitude towards the process.

Performance appraisal standards are not clear to most employees. Performance appraisal standards should be clearly set out so that the appraisees will know the standards against which they are being rated, and equally the appraisers will know the standards they are using to appraise staff. The management or, supervisors should set targets, and activities that need to be carried out so as to achieve the stated targets and the timeframe for accomplishing them (targets).

University goals and objectives are not clearly articulated to staff. The goals and objectives be made clear to all employees of the University so that targets are set in line with the mission and vision of the organization.

The University of Nairobi operates in a changing environment which calls for constant change in its mode of delivery of goods and services to its many stakeholders. The performance appraisal instruments used by the University should therefore be revised with a view to tailoring each instrument to specific job categories. Those used be reviewed periodically, say after every three years in line with changing organizational culture, technology, competition in the market among others.

The results of performance appraisal are not linked to the University reward system. The appraisal performance process be linked to University reward system, and that areas where employees require improvement be pointed out by the management. This would lead to enhanced productivity and positive perception of performance appraisal process at the University.

Finally, feedback be given promptly as is currently the case so as to develop trust, positive perception and also reduce anxiety among employees during the exercise. Feedback further be used to improve communication, identify problem areas, training needs and career development of the appraisees for effective performance and organizational development.

5.5 Limitations of the study

There were time and financial constraints in carrying out the research. The members of staff who were target for the questionnaire were busy most of the time and kept turning down appointments.

Some lower and middle grade employees seemed unable to trust the intentions of the researcher and hence may not have sincerely indicated all aspects in relation to the study.

5.6 Suggestions for further research

The study dealt with the problem of employee perception of performance appraisal. This study being exploratory in nature has provided insights of factors influencing employee perception of performance appraisal.

The results of the study having been a case study can not be fully conclusive to all other organizations operating in Kenyan economy, because of the different organizational culture that could be influencing employee perceptions of performance appraisal. Further study on organizations in different sectors of the economy would shade light as whether employees in other sectors have different perception of performance appraisal.

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APPENDIX 1
QUESTIONNAIRES

THESE QUESTIONNAIRES SEEK TO COLLECT INFORMATION ON EMPLOYEES' PERCEPTION OF PERFORMANCE APPRAISAL PROCESS IN THE UNIVERSITY OF NAIROBI

Please provide the following information frankly and honestly. All information received will be treated confidentially and used for academic purpose only.

SECTION A: DETAILS OF THE EMPLOYEE

Personal details.

1.   What is your name? (Optional)

....

2.   What is your designation?

....

3.   Please indicate your Gender [ ] Male   [ ] Female

4.   Please tick the age bracket in which you fall.

Below 20 years   [ ]

21 - 30 years   [ ]

31 – 40 years   [ ]

41 – 50 years   [ ]

51 – 60 years   [ ]

Above 60 years   [ ]

5.   Please indicate your level of Education

Primary   [ ]

Secondary   [ ]

College   [ ]

University   [ ]

Others (Specify)
....
....
....

6.   For how many years have you worked at the University of Nairobi?

Below 3 years   [ ]

4 – 2 years   [ ]

9 – 12 years   [ ]

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13 – 15 years   [ ]

Above 16 years   [ ]

7.   College

    a)   Central Administration

            [ ]

    b)   College of Agriculture and Veterinary Sciences (CAVS)

            [ ]

    c)   College of Architectural and Engineering (CAE)

            [ ]

    d)   College of Biological and Physical Sciences (CBPS)

            [ ]

    e)   College of Education and External Studies (CEES)

    [ ]

    f)   College of Health Sciences (CHS)

    [ ]

    g)   College of Humanities and Social Sciences (CHSS)

    [ ]

    h)   Students Welfare Authority (SWA)

    [ ]

8.   Section or Department

....

SECTION B:

FACTORS AFFECTING EMPLOYEE PERCEPTION OF PERFORMANCE APPRAISAL PROCESS IN THE

UNIVERSITY OF NAIROBI

This Section will seek to find the factors that influence employee perception of performance appraisal process in the University of Nairobi.

Please put a tick in the box that represents your feelings.

A five point likert scale will be used to describe the extent of employees perception of the performance appraisal process.

Scale.

1. = Strongly disagree.
2. = Disagree.
3. = Neither agree nor disagree
4. = Agree.
5. = strongly agree.

Part 1: Purpose

Statement	1	2	3	4	5
A. Performance appraisal is carried out as a matter of routine					
B. Performance appraisal is used to improve work performance at the University.					
C. The purpose of performance appraisal in the University is clear to all employees.					
D. Performance appraisal is used mainly for intended purpose.					

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Part 2: Performance standards

Statement	1	2	3	4	5
A. Performance appraisal in the University is objective					
B. The University has clear standards against which performance appraisal is measured.					
C. The Goals and objectives of the University are clear and Measurable.					
D. University employees are involved in setting performance standards.					

Part 3: Performance appraisal instrument (form)

Statement	1	2	3	4	5
A. Performance instruments are tailored for each job category.					
B. Do not capture actual performance of employees.					

C. Measure items which are not relevant to staff Performance.					
D. Are difficult to understand and fill.					
E. Do not give enough room to explain about Performance.					

Part 4: Feed back

Statement	1	2	3	4	5
A. Performance results are always given to the appraisees.					
B. Performance results are used throughout the University to improve service delivery.					
C. Results are useless. They do not affect one's performance in any way.					
D. Scores are based on individual supervisor (s) and not actual performance.					

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E. Appraisers communicate problem area (s) to the appraisees.					
F. Appraisers and appraisees communicate freely.					

Part 5: Participation

Statement	1	2	3	4	5
A. Appraisees participate in designing performance appraisal system in the University of Nairobi					

Part 6: Reward

Statement	1	2	3	4	5
A. Performance appraisal is linked to the reward system in the University of Nairobi					
B. Good performers are promoted					

C. Poor performers are demoted or sacked					
D. Promotions and other rewards are not linked to performance but other considerations e.g. ethnicity, politics , patronage, favouritism etc.					
E. The University values your contribution.					
F. Staff of the University have a positive perception of performance appraisal					

G. What do you consider to be the greatest success of performance appraisal process in the University of Nairobi

....

....

SECTION C

RECOMMENDATIONS

This Section aims at obtaining suggestions on how to enhance positive employee perception of

performance appraisal at the University of Nairobi. Please tick in the bracket to indicate the ones you

agree with, if some of the recommendations you would wish to suggest are not indicated below, please

provide your suggestions in the space for others.

1. Employees should be explained what the purpose for performance appraisal is.
( )

2. Employees should be explained the use of performance appraisal results.
( )

3. Performance appraisal process should be open and carried out regularly.
( )

4. Areas where employee (s) require improvement be pointed out.
( )

5. Employees should be given feedback immediately after appraisal (s)
( )

6. Performance appraisal results be linked to the reward system
( )

7.Other(Specify)

....

....

8. Do you think there is need to change the performance appraisal process in the University of

   Nairobi? Yes ( )   No ( ).
   What suggestions do you recommend?

....

....

9. How do you think the effectiveness of performance appraisal process can be improved at the University of Nairobi? Please list below:

....

....